



# ENGLISH CAMP

## STRATEGIES IN TEACHING ORAL SKILL

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**UNIVERSITAS ISLAM KALIMANTAN  
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## **FOREWORD**

**Praise be to Allah Subuhana wa Ta'ala, Lord of the worlds, for His grace and mercy so that this monograph on English Camp Strategies in Teaching Oral Skill can be completed. The author hopes that this monograph can become a reference for English language teachers and lecturers who are interested in organizing English Camp activities in Kalimantan in particular and in Indonesia in general. Many thanks and highest appreciation to all those who have assisted the publication and publication. Hopefully this monograph will be of use and inspiration to educators in schools and colleges.**

**Banjarmasin, 2021**

**Author,**

**Dr. Hengki, S.S., M.Pd.**

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# **ENGLISH CAMP STRATEGIES IN TEACHING ORAL SKILL**

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Language is very important in human life because it is used to communicate with one another. In Indonesia, English language is the first foreign language to be taught officially to students from their secondary schooling to university. Many people in the world from the different countries and nations speak the language. Also, many scientific studies such as education, science, religion, technology, commerce or politic are written in the language. A very Important language is international languages. One of them is English language because many people use it to communicate with one another.

The English instruction includes all aspects of language skills. They are speaking, reading, writing and listening and two language components consisting of structure and vocabulary. Of those instructional contents speaking skill is the most important objective under the assumption that this skill will facilitate the learners of English to communicate the information or their reading result that they have gotten and to promote Indonesian country to the other country.

English teaching of Indonesian senior high schools has not generally emphasized to speaking skill yet. It can be seen from the national examination implementation. All the materials of the test focus on reading and listening skill, and component of the language such as vocabulary and grammar, so most of English teachers do the processing of teaching English by focusing to general purpose how the student can pass the national examination without paying attention special to how the students can communicate orally the language.

Some research findings motivate the writers to an opinion that probably, there is still something weak with the teaching of speaking skill implemented so far. Therefore, factors affecting the success of speaking skill instruction, one of which is the lecturers' teaching method and strategies. It is necessary to develop and better teaching strategies are necessary to pursue.

It also motivates the writer to do this study is based on empirical studies (Yager, Johnson, Johnson, & Snider, 1986) find that student are taught in cooperative conditions felt more accepted and appreciated than those taught in the individual condition. And students in the cooperation with group processing condition had higher academic achievement than students in the cooperation without group processing condition. In addition, English speaking ability is one of the most important skills to be developed and enhanced in language learners, particularly in an academic setting (Morozova, 2013). As noted earlier, the effects of cooperative learning on students' speaking skills and attitudes have been repeatedly demonstrated and confirmed by studies conducted in L1 and L2 learning environments (Sühendan & Bengü, 2014). The investigation to examine whether the positive effect of cooperative learning holds true for improving Yemeni students' speaking skills and attitudes, still calls for empirical validation. Therefore, it is the view of the researchers that Yemeni university students can improve their academic performance if they are taught or trained to become effective and competent speakers. The writer does this study using CL strategy through English Camp to identify how effective the strategy is implemented in Indonesia generally and South Kalimantan specially.

In addition, English speaking ability is one of the most important skills to be developed and enhanced in language learners, particularly in an academic setting (Morozova, 2013). The result of investigation (Sühendan & Bengü, 2014) find that the effects of cooperative learning on students' speaking skills and attitudes have been repeatedly demonstrated and confirmed by studies conducted in L1 and L2 learning environments. Attamimi ( 2014) finds that university students can improve their

academic performance if they are taught or trained to become effective and competent speakers.

This research attempts to show how important it is to teach learners to share knowledge and take advantage of their diverse abilities to improve their learning process, increase the students' speaking skill of the foreign language, and promote their social skills. This study illustrates an experience of English lecturers with Cooperative Learning (CL). It contains reflections on how this method could improve students' communicative and academic language function of speaking skill, and how the students taught with the cooperative learning method have better achievement in academic and communicative language function of speaking skill.

The practical reason that cooperative learning is one of effective method for the students in exchanging information between the learner. Kessler (1992:8) states cooperative learning strategy is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

The idea is to make of the English classroom a place where, in addition to learning a foreign language, learners have the opportunity to share values and solve real problems of learning communicative and academic language function of speaking skill. The general problem statement posed by this experimental study is to know whether the students taught with cooperative learning method have better speaking skill achievement than those taught not through cooperative learning method.

This study, however, also focuses on one of the factors, namely teaching method as implemented in the teaching and learning process. Learning strategies play a crucial role in second or foreign language acquisition. Learning strategies also help learners to gather new information and then assimilate those acquired information into their existing knowledge.

Some universities of Kalimantan, specially, The implementation of communicative teaching strategy is still monotonous, it can be seen, some of the

learners use conventional learning strategy. Slavin (1995) states that any relationship between strategy use and language proficiency, more proficient language learners use more learning strategies but less proficient language learners use less learning strategies. In addition, Bruen (2001) assumed that a high level of strategy use was related to high language proficiency and successful learner's use more learning strategies.

The same research study is also conducted by Green and Oxford's (1995), the results shows that the successful language learners use more high-level strategies than less successful learners. For More detailed discussion of language learning strategy, Griffiths (2003) proposed that learners with higher language proficiency expose themselves more frequently to the employment of language learning strategies. Based on these arguments, the possibility that the appropriate and effective strategy use might contribute to successful language learning is made accordingly and we cannot deny the positive relationship between speaking strategy use and successful learning.

Appropriate learning strategies help explains the performance of good language learners; similarly, inappropriate learning strategies would add the misunderstanding for the poor language learning. During the past decade, many researchers have focused on learning strategy use and effective language learning and the difference of reading strategy use between successful and less successful learners were highly discussed in various research studies.

Based on the strategy theory and the problems above, the writer ensures that cooperative learning strategies is one of the best vehicles for implementing a process-oriented approach to teaching speaking skill. The writer intends to study it by investigating its effectiveness compared to the conventional strategy. Therefore, an experimental study on this strategy is conducted to the students taking speaking at the English department of Kalimantan Islamic University (UNISKA) during the academic year of 2017/2018.

At English department of UNISKA, a speaking course is taught in a series of courses ranging from professional speaking to Debate and critical thinking, each of which carries four credits. but this debate and critical thinking course is programmed at

the fifth semester students. The general objective of the course is to develop the students' speaking proficiency and their analyzing to update discourse .

The learners often think that the ability to speak a language is the product of language learning, speaking includes a crucial part of the language learning process. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language. It means that these instructors or teachers help students learn to speak so that the students can use speaking to learn. Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

There are always some students who fail in each level. Only about 40% of the students of each generation can reach the highest level of speaking and speech course without any failure level. It shows that the course is not successful well and to some extent this incomplete success may be attributable to the instructional process as well as instructional components (Sadtono, in Junaidi 1996) as this case recurs continuously, a good lecturer would not blame the students. Instead, he should look at himself including the technique or strategy of teaching he is using. Therefore, the effectiveness of other teaching strategy of speaking skill instruction, one of is cooperative learning strategy, need investigating.

### **B. Statement of the Problems**

As stated above, the present study is intended to see the implantation of cooperative learning (CL) Method over conventional one, not through cooperative learning and English Camp, in teaching and learning of oral proficiency of speaking course. The effectiveness is to be measured in terms of achievement in speaking skill. In other words, it is to see whether the cooperative learning strategy through English Camp



model leads to better achievement in speaking skill on the part of the students. Put in a question forms, the general problem to be answered through the present study is : Do the students taught with cooperative learning strategy through English Camp have better speaking skill achievement than those taught not through cooperative learning strategy and English Camp model?

To help answer the problem above, a number of related research questions are put forward in the following

In this study, to be more specific the problem is elaborated into some research questions. They are formulated as follows:

1. Do the students taught with cooperative learning (CL) strategy through an English Camp have higher achievement of English communicative language function on the posttest than on the pre-test?
2. Do the students taught with communicative language teaching (CLT) strategy through an English Camp (EC) strategy have higher achievement of English academic language function on the posttest than on the pre-test?
3. Do the students taught with English Camp (EC) strategy have higher self-interest in speaking English on the posttest than on the pretest?
4. Do the students taught with an English Camp (EC) strategy have higher self confidence in speaking English on the posttest than on the pretest?
5. Do the students taught with an English Camp (EC) strategy have better self - regulating in speaking English on the posttest than on the pretest?

### **C. Objective of The Study**

It is stated in the background, the present study is intended to see The Implementation of a strategy of teaching the students' speaking skill called cooperative learning strategy. It is expected that the implementation is indicated in the better achievement of students taught with this strategy through English Camp compared to achievement of those taught with non-cooperative learning strategy and English Camp. The difference is computed in terms of the scores obtained in tests dealing with the

students' oral proficiency of academic language function and communicative language function. In other words, the general purposes of this study can be stated as that it is to investigate the implementation of cooperative language learning strategy through English Camp in improving the students' speaking skill. The minor purposes, moreover, are that this study is:

1. To identify whether the students taught with cooperative learning (CL) strategy through an English Camp have higher achievement of English communicative language function on the posttest than on the pre-test?
2. To identify whether the students taught with communicative language teaching (CLT) strategies through an English Camp (EC) strategy have higher achievement of English academic language function on the posttest than on the pre-test?
3. To identify whether the students taught with English Camp (EC) strategy have higher self-interest in speaking English on the posttest than on the pretest?
4. To identify whether the students taught with an English Camp (EC) strategy have higher self confidence in speaking English on the posttest than on the pretest?
5. To identify whether the students taught with an English Camp (EC) strategy have better self -regulating in speaking English on the posttest than on the pretest?

#### **D. Significance of the Study**

The present study has practical significances and needs a new theory. As mentioned earlier, the teaching of English in Banjarmasin, South Kalimantan has not yet brought about satisfactory results. Most of the senior high school students have very limited ability in speaking English well. Therefore, many studies have been conducted to find better method or method (Ajaja 2012) Then, if it is found that cooperative learning method is more effective than conventional method on the student's

achievement in integrated Science. In addition, (Ratna 2014) finds that cooperative learning method is more effective than the non-cooperative learning method for teaching speaking skill, this study will have given contribution to the effort to increase the quality of teaching speaking skill in Indonesia.

Moreover, theoretically this research verifies the research findings indicating that intentional training on communicative language teaching strategy (CLT) lead to better in speaking skill (Ratna, 2012). Effects of cooperative learning on motivation, learning strategy utilization, lead to better in grammar achievement of English learners (Lioa 2006). In addition, Jigsaw strategy as cooperative learning technique is a very effective way to promote student participation and enthusiasm as well as a useful technique for English learners to accomplish learning tasks in the EFL classroom (Xioling 2010).

#### **E. Assumptions**

The Present study is conducted under the following assumption:

1. There are many factors influencing students' achievement in communicative and academic English function of speaking skill. In this study, some of the factors that can influence the students are the teaching strategies, students' self-regulation, students' self-interest, students' self-confidence, and setting of the teaching and learning (English Camp) that a lecturer implements in his or her teaching activities.
2. Different strategy of teaching speaking skill may bring about different effects on students' learning. Therefore, they may have different effectiveness.
3. The teaching technique that a teacher implements in his/her speaking classes affects the way by which students approach their learning task. Therefore, students who are taught with CL strategy are supposed to approach their task of learning speaking skill with CL strategy at English Camp too.
4. The students' speaking skill which they are expressed out after learning using CL strategy are reflections of their experience and understanding of what they have done at English Camp.

## **F. Scope of the Study**

To measure The Implementation of particular approach of English teaching, there some points of views can be used such as: teacher's perception, students' motivation, students' interest, students' enthusiasm, students' scores, and so on. This present study measures The Implementation of Cooperative Learning (CL) Strategy through English Camp to the students' speaking proficiency.

The progress is measured by comparing their score achievement on the posttest between group treatment and group control. Moreover, this present study only deals with students' self-regulated, self-confidence, self-interest, the communicative and academic English function of speaking skill.

Besides the scope above, this study also has limitation in the case of assessment, the students are given questionnaires of self-regulated, self-confidence, and self-interest. And tested for both functions, communicative and academic English function of speaking skill.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

This chapter reviews the studies, issues, theories or concepts closely related to the topic of study. This main points of the review consist of previous related to research findings, the use of cooperative learning strategy, the use of communicative Language teaching (CLT) strategy, strategy of English Camp, integration of English Camp with formal English classes, the nature of oral English and speaking process, principle for teaching speaking skill, English learning strategy, strategy for developing speaking skill, strategy for developing speaking activates, strategy for improving speaking skills in English learning and oral English assessment.

#### **A. The Review of Previous Research**

Zuheer (2008) For example, in his on line journal research of the effect of using program based on cooperative learning strategy on developing some oral communication skills of students at English department faculty of education Sana'a University found that the result revealed that the program was effective in developing students' oral communication skills as there statically significant difference between their pre and post administration of the test. Davis, (1999). In online journal research, students working in small groups found that regardless of the subject matter, students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats. Castillo (2007), online journal research, improving eleventh graders' oral production in English class through cooperative learning strategies found that the teachers' survey indicated that the activities, topics, materials and group work helped students in their oral improvement; the responsibility for the teaching role was not the teacher's as the students in each group learnt through teaching others; in some cases, the time given for activities was not enough, as students wanted to continue with the activity. Bashir (2011). In his online journal research, factor effecting students' English-speaking skills. It is found that

teaching through interactive techniques may improve the speaking skills of students. Oradee (2012). In her online journal research, developing speaking skills using three communicative activities (discussion, problem-solving, and role-playing) found that the students' English-speaking abilities after using the three communicative activities were significantly higher than the prior to their use. The effectiveness of English Camp in progressing the students English competence (Aswad, 2017). The positive response of the students in learning English through English camp (Ismail and Tahir 2011). The students' attitude towards teaching English speaking using the three communicative activities was rated as good. Fauzia (2012). In his online journal research, teaching speaking using cooperative learning strategy at seventh class students of MTS al - Luthfah Cililin found that teaching speaking using cooperative learning strategy was effective in improving students' speaking ability.

### **B. What is an English Camp?**

English camps are short, intensive courses where learners get sent to fully immerse themselves in English for a period of time, usually around 1 month. The idea is that they are only allowed to speak English for the duration of the camp. According to Ames (2015) English Camp is a unique program that allows students to customize their program of study, selecting two sessions from a range of offerings in creative writing, literature, professional/academic writing, media studies, and more. Students grow academically and socially as they prepare for college and are mentored by expert faculty who share their passion for reading and writing. Students receive individual attention through small class sizes and gain skills in analyzing and crafting texts and expressing their ideas both verbally and through writing.

English Camp was opened in 2006 as a purpose-built immersion environment where English language and related cultures can be experienced by "low level" learners in a relatively unstructured way (Kitazume, 2010). Only English is permitted within and immediately surrounding the building, although this rule is not strictly enforced (Kitzman & Nitta, 2010). It is mostly staffed by native English speakers from Anglophone countries. Numerous round tables surrounded by three to five chairs each

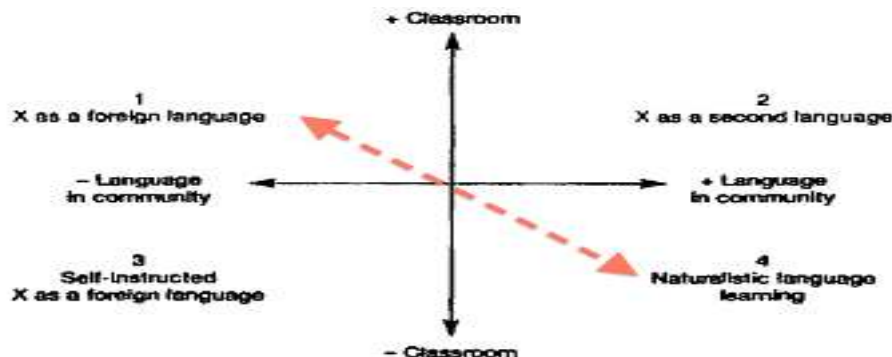
are arranged so as to encourage small conversational groups. Alongside informal chats there are large, scheduled group activities that require listening and participation but little linguistic output, smaller communicative activities for more advanced students, and monthly major events. There are also attractions such as a café, analog games, reading material, musical instruments, and a basketball half-court.

### **1. English Camp as EFL**

English as a Second Language (ESL) and English as a Foreign Language (EFL) have been seen as rather distinct learning contexts. According to Richards and Schmidt (2010), ESL is frequently understood as referring to acquisition of English as an additional language in a setting where it is the dominant mode of communication, while EFL is envisioned as classroom study in a region where English does not play much of a role internally.

EFL programs where learners are exposed to a target language in small doses over a long period are sometimes referred to as 'drip feeding'. While this is probably the most common experience of classroom foreign language learners, it has been found relatively ineffective in leading to functional fluency (Baker, 2011). Drip-feed EFL contexts have been associated with supposedly less-motivated learners. According to Gass and Selinker (2001) there also tends to be minimal access to English speakers, and therefore fewer learning opportunities. The view of the second/foreign continuum, according to prominence of a target language in a learners' community and the extent to which learning occurs in classrooms.

### **Figure 2.1 The Extent Learning that Occurs in Classroom**



*Adopted From Gas and Slinker's EFL Model*

## 2. Integration of English Camp with Formal English Classes

Although *English Camp* and English classes are distinct, there is some overlap. First and second year undergraduates are required to visit the facility four times a year, usually as part of *English*. One visit to the facility per day can be recorded on a mock passport if a student converses for at least ten minutes or participates in one of the daily scheduled activities. In addition, students who have performed poorly can exchange excess passport stamps for higher *Oral English* marks. Apart from the passport system, integration depends to a large extent on classroom teachers themselves. Some instructors have students report back about their experiences at *English Camp* either verbally or via written reports. Others apparently do nothing beyond recording the four required visits. It is also unclear what proportion of students engage with the facility beyond their minimum obligation, but anecdotal evidence suggests that a relatively tiny number attend daily, many more come occasionally or infrequently, and a significant majority never voluntarily visit the space.

## 3. English Camp Purpose

The aim of the activities of the English camp is to enforce the organization of activities for learning to meet educational objectives. This can be categorized as follows:

### 1. General Intent



English camp activities in general to improve teaching at the campus or at the school which can be described, among other things: as the implementation of the teaching and learning process:

- Develop the teaching and learning process based on curriculum specifications to allow learners to learn quickly and effectively.
- To promote learning for teachers and students.
- Introduce teachers and students to various approaches and learning systems that they can use as tools for learning.

## 2. Unique Goal

- Improving the ability of teachers and all students to develop learning in accordance with the criteria primarily defined by the English subject.
- Enhancing the success of learning.
- In compliance with the intended intent, as one of the basic school curriculum creation.

In joining the English Camp, one of some programs that very important is a professional Meeting Program. The deliverers of all agenda items act as in real formal conditions. The Programs are:

### **C. Professional Meeting Program of English Camp**

Professional *Meeting* (PM) is a program designed to understand or understand how a group of individuals conduct a meeting. In simple terms, a PM can be defined as a professional conference, which means that everything that is done in that activity is already based on the official rules of the meeting or commonly referred to as a meeting.

The aim of a PM is to train fluency and trust in speaking. There are not many individuals born capable of verbal communication. There are those of them who appear to be quiet. This is because it takes sufficient bravery and self-confidence to speak in front of an audience. With the development of courage and self-confidence, a person will not be longer encounter learning difficulties. In fact, English is not a difficult thing, it is just that as learners are less adaptable to the language. When they get used to the English language, they can be sure that it is easy. In fact, this is what the professional meeting is for.

The collection of a PM involves a range of skills, such as listening, communicating and reading. This is one of the many benefits that technical meetings provide. Nobody is going to have trouble running the case. A friendly environment can be created by the idea of the software, which is purposely made to be friendly to friends.

To be able to attend a PM, someone who is fluent in English is not necessary, all it takes is the confidence to speak. Here, too, it does not matter which discipline you carry, the desire to join and become an active speaker is the most important thing.

The beneficial impacts of this activity can be felt very easily right before the end of the activity. Why is that so? This is because it is important for anyone who enters this activity to be involved, those who want to speak are those who benefit, while those who are quiet will feel this. Indeed, it takes time for a novice sometimes, but trust me that every effort will pay off.

Technically, the PM has several programs consisting of speech opening, self-introduction, praise, making gossip and anger on role play, debate, game, and speech loss. Opening and closing speech means that the most formal occasions have been brought forward by someone and afterword show. The benefits of opening and closing speeches teach participants how to present greetings and closing remarks in compliance with the guidelines for formal events. Self-introducing is an introduction. In this case, the identity of the participants is what is being introduced. The participants who were appointed by the master of the ceremony then came forward to introduce their identity, both the name, the date of birth, as well as a number of other personal things, such as hobbies, dreams, and others. When the participant introduced himself, the other participants will have the opportunity to ask further questions about things that are less clear.

Familiarity between professional meeting participants has mostly taken place in the Self Introduction Programme. Here, too, the feeling of unease in speaking begins to decrease, because each participant has the freedom to ask questions. The free, friendly atmosphere makes the program the highest rated program. Program has managed to become a favourite of many other programs.

When the self-implantation program is completed, the next program is usually gossip, praise, and anger. Making gossip is a gossip delivered to the participants. Usually talk

about someone who is interesting, popular, or strange. Not infrequently, the participants, consisting of teenagers, brought with them the theme of love.

Usually, after making a joke in gossip, the participants will bring their praise. To make a p raise is to make a compliment or a poem. Here, the participants convey their admiration for someone, be they parents, friends, or someone who is loved. The participants used a variety of ways to convey their admiration, starting with just speaking, reading poetry, and sometimes even singing. If it is interesting to listen to gossip and praise, it's a bit tense to make the atmosphere that appears angry. Participants who made someone angry had to be angry with someone. The delivery of emotions that must be consistent with expressions and gestures. This program appears to be difficult, but it provides space for participants who want to practice their acting skills.

Not only did the tense atmosphere make the participants quit this programme, but they felt challenged to become the next participant. The many atmospheres that have been offered are an important reason why professional meetings are held again.

Highlight of the Professional Meeting: no debate on the program. This is what many of the participants have been waiting for. They will practice to convey and defend their opinion from the discourse they have given. The arguments of the opponents are very difficult to beat. It is not unusual for the debate to take a long time, because each party insists on its opinion. In fact, the titles given by the instructor are very questionable, especially if the instructors are able to provoke a situation, it must be more interesting.

The cooling program of the atmosphere, the game, comes after an atmosphere that is tense and hot because of the argument. Everyone loves the game; the program games should not be overlooked at any professional meal. If participants are left behind, they will automatically produce a saturated face. Boredom is a factor that needs to be avoided at professional meetings.

The professional meeting will be closed after the closing ceremony, just as the participants of the opening ceremony will give a speech, but the difference is that the speech delivered is the closing speech. The professional meeting will be closed as soon as the closing ceremony is held. It has been proven that professional meetings can have a very positive impact several times, so don't be bored of resuming professional meetings many times. During the preparation, there are some courses offered consisting

of general. In different operations, products and materials plus a combination are as follows:

**a. Master of Ceremony (MC)**

There are some materials of MC that can be seen one of its example below:

First of all, let us pray and praise to Allah SWT because of his blessings and mercy, we can come together without any obstacle here with healthy condition in the program of professional meeting today. Second, let us great and pray to our beloved prophet Muhammad SAW who had brought us to the path of light and left the darkness in this life. Ladies and gentlemen, on this nice occasion, let me deliver the structure of the event today as the following: (MC. Reads all the programs that have been determined in front of the PM participants)

- Opening
- Welcome Speech will be delivered by Mr / Ms ...
- Self-Introduction by new comers (acting as new comers are all professional meeting participants).
- Making Dialogue will be begun by Mr / Ms....
- Speech (using role paly technique) ...
- Becoming an Interviewer
- Discussion is going to be led by Mr / Ms....
- Delivering a Game
- Closing Speech will be delivered by Mr / Miss....

Next, start the program by inviting in turn, one by one the person in charge of the event to present their respective programs, MC will say well, ladies and gentlemen/my brothers and sisters, let's come to the next program. The second program, speech will be delivered by Mr/Ms... (after saying "thanks" and invite the participants to clap their hands again by saying "my brothers and sisters let's put our hands together for him/her). Okay, let's move to the third program. Self-introduction by new comers. (In this case, those who act as new comers are all professional meeting participants). The next step is to invite some of the participants to come forward, by saying. I kindly invite Mr/Mis, to come forward. After doing "self-introduction" session is sufficient, then MC will say: okay my brothers and sisters let's step to the next

program. Then until all the existing programs are finished according to the time (MC) have set.

In addition, expressions of "greetings" such as good morning/good afternoon/good evening, it will be conditioned according to the timing of the professional meeting. Likewise with the expression "honorific" (respect) like ladies and gentlemen, MC can replace it with other expressions such as: my brothers and sisters/ my mates/the audience, and others.

Technical meeting is the implementation of ways of formal meetings, the practice of formal meetings, which often specifically includes members, such as the Master of Ceremonies (MC), the opening ceremony speaker, and also the closing ceremony speaker.

#### **b. Making Dialogue in Pair**

This activity is an activity of communication between fellow participants in pairs, with topics that have been determined by the instructor, participants are free talk with their partner, using the English language instructors have a role to supervise the conversation between participants, and help the participants if there are participant who have difficulty vocabulary.

#### **c. Role Play**

The beauty of role-playing is that students can become anyone they want for a short time! The governor, the businessman, the millionaire, the best actor, the choice is endless. Students may even carry on someone else views. It is possible to use For and Against debates and divide the class into those who express opinions in favor and those who are against the theme.

#### **d. Interviews**

With different individuals, students will perform interviews on selected subjects. It is a good idea for the instructor to provide students with a rubric to understand what kind of questions they should ask or what direction to take, but students can prepare their own questions for the interview. Interviews with people offer students an opportunity to improve their speaking skills not just in the classroom but also outside to

help them become socialised. Any student may present his or her research to the class after interviews. In addition, students will interview each other and "introduce" their partner to the class.

**e. Discussion**

Topics of discussion is determined by a committee. It is taken from actual news in magazines and in newspapers or social problems emerged in society. Here are some examples of discussion topics that are interesting debated in English.

- Smoking Should be totally banned in Indonesia
- School Orientation should be abolished.
- Handphone should be forbidden to bring to school.
- Married teenagers should be allowed to school.
- Cash Finance A id (BLT) is not effective at all.
- English is against nationalism
- Memorizing the nicknames for each participants of EC
- Wives should stay home to look after the children
- Prostitution should be localized and legalized

The goal of the students may be to draw a conclusion, exchange ideas about a case, or check in their discussion groups for solutions. It is necessary before the discussion that the object of the discussion activity is set by the instructor. In this way, for this reason, the discussion points are important, to prevent students from spending their time chatting with each other on irrelevant things. For example, students may be involved in discussions of agreement/disagreement. In this type of discussion, the teacher can decide groups of students, preferably 4 or 5 in each group, and give controversial sentences such as when they read, individuals learn best vs. individuals learn best when they fly. In the end, the class votes on the winning party that has best promoted the proposal for successful group discussions. The members of the group can be either allocated by the instructor or can be decided by the students on their own, but groups should be rearranged in any discussion activity so that Students will interact with different individuals and learn to be open to multiple ideas. Finally, students should

always be encouraged to ask questions, paraphrase ideas, show encouragement, search for clarity in class or group discussions, whatever the purpose is, and so on.

#### f. **Games**

This is a trend of entertaining games involving respondents with educational content. Games are held related to the power of reasoning and vocabulary mastery, which helps the participant to build a memory and also serves the participant as a refresher. Many games are available, such as brainstorming, zip zap, board game, image card, etc.

Game is one of the program cores in PM. Learning the language that found in the program game. It is a large meeting attendee like this program because it was the host to be smart to choose an interesting game. Here are the types of games:

- Mysterious guest
- Who is she?
- whispering each other
- Relating words
- Remembering
- Intonation
- Jumbled words
- Knight or Night
- Last letter
- Mastermind question
- Numbers
- Opposites
- Abbreviations for SMS
- Alphabet game, etc.

General techniques for implementing game programs are as follows:

- Participants are usually divided into groups.
- Each group is usually asked to pay Rp. 5000

- The group with the highest score will receive a prize from the results of each group's payment.
- The group that loses or has the lowest score will be penalized
- The deliverer of game offers some alternative punishment to a group that has the lowest value.
- Alternative penalties that are usually offered by game controllers to the losing group include: Memorize 50 vocabulary words (adjectives, nouns, verbs, etc.), pay a fine of Rp 1000, and reading poetry or singing. Generally, the loser chooses the third alternative punishment and that is what the game controller wants to make the atmosphere livelier.

**g. Nicknames**

One of the tasks in the English Camp is nicknames, and all participants must turn their original name into a nickname. They are not permitted to call the name of their original acquaintance; they must call their nickname. The nickname they use is a vocabulary in English. They may be from nouns, verbs or adjectives that helps to improve the vocabulary of the English Camp students.

**h. Outdoor**

Motivation is one of the most important factors in language learning. Students who are enthusiastic about learning English are more likely to work hard. The strongest type of motivation is when students enjoy learning and the learning experience is fun and interesting. Any language work that is done at home and is fun, varied, eye-catching, or that is creative will help English students prepare for exams and develop their English skills in a natural, stress-free way. Aspirated outdoor learning activities to develop communication skills, namely: make speeches, tell stories about unforgettable experiences and call one each other.

**i. Closing Speech**

*Assalamu a'laikum warahmatullahi wabarokatu*

Good morning / Good afternoon / Good evening ladies and gentlemen



Before speaking in depth, firstly let me say thanks to the protocol who has given me nice chance to deliver closing speech. And also, I do not forget to say million thanks to you all who have joined the program seriously from the start till the end. I hope all programs can be useful for ourselves. May Allah SWT always blesses us, gives us long life, good health, and high motivation, so we are always able to attend each professional meeting program on time. Finally, I ask forgiveness for any words and behave which are not supposed to be. Thank you very much for the occasion and your kind attention.

#### **j. Strategy in Learning Vocabulary**

In learning vocabulary, some strategies can be applied as follows:

- person who has memorized a lot of vocabulary and mastery of good structures can be sure that the person will be easily understood in writing or in speech. Conversely, without an adequate vocabulary, it is impossible for someone to speak well, so instilling a memorizing culture is the wisest decision ever since early. There are a number of good memorization techniques, including: Collecting vocabulary words that have a high frequency of use in conversations and then using them regularly.
- Classifying the type of words in English such as adjectives, words, verbs, etc. After that, memorize the words in turn. For example, this week focused on memorization of adjectives, next week we're going to focus on nouns again, and so on. But basically, the method of memorizing someone depends on the person himself, Because a good method for someone who is already knowledgeable in English is not necessarily good for others. In addition to understanding vocabulary memorization techniques, the learner must also be able to distinguish between vocabulary types. Examples of different types of vocabulary.

#### **D. Teaching Strategies to Increase Student Confidence in Speaking**

Voice is the most commonly used language skill. In addition, English has acquired an important international status and among language speakers it is a lingua franca. This prompts students from EFL to study it. The speaker they want to be is a strong one. However, there are a number of psychological factors that prevent them from achieving their goals, including a lack of self-confidence. Voice is the most widely used language skill.

In addition, English has acquired a significant international status and is a lingua franca among speakers of languages. This prompts students from the EFL to review it. The good speaker they want to be is here. However, there are a variety of psychological variables that hinder them from achieving their goals, including a lack of self-confidence. Language teaching studies have shown that foreign language learners are often seen as passive and quiet in language classes. This also includes the urgent need for EFL teachers to increase the confidence of their students in helping them to play a more active role in the classroom's oral activities. Some of the methods to do this are as follows:

- A comfortable and flexible atmosphere has to be created by the teacher. Students feel free to speak in a comfortable climate.
- They have no fear of making mistakes and sound stupid.
- They can guarantee that the other person will respond in a polite and thoughtful manner, even if they make mistakes or run into difficulties.

Therefore, it is very important to provide students with such an environment where they will have the opportunity to use English to develop self-confidence in a comfortable and accepting way. They will chat and interact more as teachers and classmates are very encouraging. To build self-confidence in students, it is necessary to establish a better relationship with them.

Brown (2001) describes the relationships between teachers and their students, relationships based on trust and respect that make learners feel capable, competent and imaginative. The teacher will restore this bond by praising the efforts of the students, which helps them to trust their skills and gives them the strength to do more work. Teachers should pay attention to their students, listen to them, give them equal opportunities to participate, and use humor from time to time to build positive interactions with them, in order to improve their self-confidence and make them less anxious about speaking English. Teachers have to be optimistic to promote self-confidence in their students. The development of student self-confidence is related to the actions of educators.

Students may have an influence on students and how they behave in class, according to Brown (2001). Esteem feels good in the classroom and can get the message across to learners without frustrating them. It is calm and optimistic, and its acts will increase students' trust in themselves. In order to be good models for their students and

motivate them to become optimistic and successful speakers, it is also very important for teachers to believe in their skills and enjoy what they do. Another way of increasing learners' self-confidence is by grouping them together and in pairs. Community and partner work strengthens the cooperation of students, allows them to be independent learners, helps create a fun and relaxed atmosphere where they are not afraid, and offers more opportunities to talk, exchange ideas and learn from each other. Teachers should not bring together more talkative students with less talkative or shy students, as this would encourage talkative students to control the group, which would not allow shy students to speak and share their thoughts, since they are more like silence, which would affect their self-confidence.

### **E. Communicative Language Teaching Strategies**

#### **1. Linguistic Theory and Classroom Practice**

Competence is defined in terms of expression, interpretation, and negotiation of meaning and looks at second language acquisition research to explain its development (Savignon, 1972). Identification of the communicative needs of learners provides the basis for curriculum design. The term is often used to refer to CLT attributes, including process-oriented, task-based, inductive, or discovery-oriented characteristics. Communicative competency, a term adopted in the early 1970s in language discussion and learning of a second or foreign language, is the core theoretical principle in CLT. Competency is described in terms of meaning speech, interpretation, and negotiation and looks at second language acquisition research to understand its development (Savignon, 1972). The foundation for curriculum design is the recognition of the communicative needs of learners. The term is often used to refer to CLT characteristics, including process-oriented, task-based, inductive, or discovery-oriented features.

The origin of what came to be called CLT can be traced both in Europe and in North America to parallel advances in linguistic theory and language learning curriculum design in the 20th century. The rapidly growing language needs of immigrant groups and guest workers in Europe, along with England's rich linguistic heritage, this involves social and linguistic backgrounds in language activity explanations, which contributed to the development of a conception-based syllabus for learners. - practical principles in the use of words. This functional-notional approach to the design of curricula stems from structural or functional neo-Firthian linguistics, which sees language as a possible sense and retains the centrality of a situational context in the perception of language systems and how they operate (Firth, 1930; Halliday, 1978).

## 2. Competencies of Discourse and the Emerging of English as a Global Language

In addition to a better understanding of the second-language acquisition process itself, the emergence of English as a global or international language has had a profound impact on language teaching, faced with new challenges for language teaching teachers around the world. The CLT requires the recognition that expectations are practiced by those in the "inner circle" of English speakers, with particular reference to English, to adopt the terminology suggested by Kachru (1998).

One variation of English has traditionally been established by school programs. Or for educational purposes. In many respects, British English has long been the preferred model, and American English is becoming increasingly common, especially in Asia (Yin-quan, Wang, 2002) The recruitment of "native" speakers from the United Kingdom, the United States, and other English-speaking countries is also seen as strengthening programs for teaching. Regardless of whether they are trained teachers or not, the reputation and benefits that local teachers do not have will gain from such recruitment. If this happens, a program is in reality more disadvantaged than its presence benefits.

In a postcolonial and multicultural world where the number of English speakers "outside" and "developing" outnumber inner circle speakers by a ratio of more than two to one, in some cases it seems imprecise to refer to the words "native" or "similar" in the assessment of communicative competence. Even the determination as to what the "native" language of a person is or is not is subjective and seems best left to the individual concerned. In learning the language of communication, teachers must also note that the reactions of students are very different.

In a new language, some can welcome an internship and see it as an opportunity. But for others, feelings of loneliness and isolation may accompany the need to find fresh ways to express oneself. This phenomenon can be individualized or generalized in the population. Yes. Yeah! For teachers. It's one thing to learn grammar rules and memorize vocabulary lists. It is another to use English for communication rather than stereo-typical classroom practice. These emotions are, if anything, a powerful obstacle to the use of a second or foreign language.

## 3. Sociocultural Competency Contexts

Berns (1990) emphasizes that the definition of communicative competence that is appropriate for students requires an understanding of the sociocultural context of

language use and in its discussion of competence and sociolinguistic contexts. In addition, as we discussed earlier, the selection of a suitable methodology for the achievement of communicative competence requires an understanding of sociocultural differences in learning styles. The best summary of the core principles of CLT is offered by Berns (1990). They:

- a. The teaching of languages is focused on the vision of language as communication. That is, language is used as a social instrument used by speakers and writers to establish meanings; for certain reasons, either verbally or in writing, we talk about something to others.
- b. Diversity of learners and users of second and first languages is acknowledged and embraced as part of the production and usage of language.
- c. The competence of students is regarded as relative, not absolute.
- d. As a model of learning and teaching, more than one set of languages is recognized.
- e. History, both in the first language and in the subsequent languages, is seen to play an important role in influencing the communicative competence of speakers.
- f. No particular technique or set of fixed methods is recommended.
- g. The use of language is recognized as serving the ideational, interpersonal, and textual functions and is correlated with the growth of the competence of learners in each.
- h. In all phases of learning, learners must be interested in doing things with words, that is, using language for a variety of purposes.

#### **4. What about grammar**

CLT discussions also pose concerns about grammatical or formal consistency. In learner phrases that advocate an emphasis on meaning, the shift in perceived attention to morpho-synchronous features has contributed to the perception that grammar is

unimportant or that CLT supporters encourage learner self-expression in whatever form it takes. While participation in communicative programming is seen as vital to the growth of language, it needs attention to form. Without a formal or grammatical collection of common beliefs about how language works and the ability of participants to participate in negotiating meaning, communication will not take place. Canale and Swain (1980) place grammatical competence within a narrowly defined communicative competence in their carefully (Gardner's Legacy View, Canale and Swain, no date) researched and widely cited paper proposing a communicative competency portion. Savignon (1972) argued that it was found that replacing structural language laboratory activities with meaning-focused self-expression was a more productive way of improving communicative abilities without a marked decrease in synchronous accuracy of morpho. Also, student performance on the discrete morpho synchronous function test on the integrative communicative task series was not a good predictor of their performance. In ongoing study, the nature of contributing to the production of language from both form-focused and meaning-focused classroom practices remains a mystery. Undoubtedly, the optimum combination of these practices in any learning environment depends on the learner's age, the scope and duration of the learning sequence, language communication opportunities outside the classroom, teacher readiness, and other factors (Lightbown & Spada, 2000). However, research findings strongly encourage the incorporation of form-focused exercise with meaning-focused experience, considering these disparities. Grammar is key; in terms of their needs and communicative experiences, learners seem to be more focused on grammar. Neither will explicit attention be considered limited to sentence-level morpho synchronization features. The features of broader discourse, sociolinguistic congruence rules, and the communication strategy itself can be included.

## **F. The Use Cooperative Learning Strategy**

### **1. Class Activities of Cooperative Learning**

Kagan, (2001) divides class activities that use cooperative learning into 9 (nine) structures activates as follows:

- a. Jigsaw Groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in the learning students across the class working on the same sub-section get together to decide what is important and how to teach it. After practice in these "expert" groups the original groups reform and students teach each other.
- b. **Think-Pair-Share** - Involves a three step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.
- c. **Three-Step Interview (Kagan)** - Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team.
- d. **Round Robin Brainstorming (Kagan)**- Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order gives an answer until time is called.
- e. **Three-minute review** - Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.
- f. **Numbered Heads Together (Kagan)** - A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.
- g. **Team Pair Solo (Kagan)**- Students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of

mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.

- h. **Circle the Sage** (Kagan)- First the teacher polls the class to see which students have a special knowledge to share. For example the teacher may ask who in the class was able to solve a difficult math homework question, who had visited Mexico, who knows the chemical reactions involved in how salting the streets help dissipate snow. Those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage, with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each in turn, explains what they learned. Because each one has gone to a different sage, they compare notes. If there is disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.
- i. **Partners** (Kagan) - The class is divided into teams of four. Partners move to one side of the room. Half of each team is given an assignment to master to be able to teach the other half. Partners work to learn and can consult with other partners working on the same material. Teams go back together with each set of partners teaching the other set. Partners quiz and tutor teammates. Team reviews how well they learned and taught and how they might improve the process.

## 2. Why use Cooperative Learning Strategy?

Kagan, (1994) shows some reasons why use cooperative learning as follows:

- a. to promote student learning and academic achievement
- b. to increase student retention
- c. to enhance student satisfaction with their learning experience
- d. to help students develop skills in oral communication
- e. to develop students' social skills
- f. to promote student self-esteem



g. help to promote positive race relations

The use of cooperative learning tasks and understands the importance of creating a supportive physical and social classroom environment will promote inquiry and problem solving among students. Johnson, Johnson (1991) states the choice for student grouping and goal structure consistently reports the benefits of cooperative goal structures (higher achievement and performance for a variety of educational objectives, efficient use of resources, and enhanced student self-esteem. It is also entirely consistent with a constructivist emphasis on the social nature of learning and the essential role of dialogue in learning.

In cooperative learning classroom environment, it is provided direct instruction in interpersonal and small-group skills so students understand that they are to promote productive working relationships (valuing and receiving input from all members) as they cooperate to complete a task. Students also understand that the groups are to work cooperatively, and if one group finishes their project before other groups, that they are to help other groups (Johnson and Johnson (1984). Finally, students understand that they are each accountable to other members in their group as well as to each of their classmates and that their dependability as a group member and contributions to their group project will be assessed and evaluated. According to Sprague (1993) excellent teaching has been described as having transformative power for teaching not only enlightens but also can empower students to learn. Sprague captures the dynamic of inductively oriented, interactive teaching by saying it.

The use of cooperative learning tasks and understands the importance of creating a supportive physical and social classroom environment will promote inquiry and problem solving among students. This choice for student grouping and goal structure is supported by research that consistently reports the benefits of cooperative goal structures (higher achievement and performance for a variety of educational objectives, efficient use of resources, and enhanced student self-esteem (Johnson, Johnson, & Smith, 1991). It is also entirely consistent with a constructivist emphasis on the social nature of learning and the essential role of dialogue in learning.

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### **3. Elements of Cooperative Learning**

Kagan (1994) notes that cooperative efforts can only be assumed to be more efficient than competitive and individualistic efforts under certain circumstances. The components of cooperative learning are divided into 5 (five) types. These include positive interdependence, face-to-face interaction, individual and group accountability, interpersonal and small-group skills and group processing. Sinking or swimming together is a good example of a positive interdependence aspect where the efforts of each member of the group are important and essential for the success of the group, each member of the group has a specific contribution to make to the collective effort on the basis of his or her resources and position and duties.

An example of face-to-face contact components is encouraging the success of each other. Instruction is explained by verbally explaining how to solve problems, how to teach one's knowledge to others, how to check understanding, what concepts are being studied, and how to link the present to past learning. No hitchhiking and no social laziness for the individual and group responsibility elements of cooperative learning means that it is important to keep the size of the group small, believing that the smaller the size of the group, the greater the individual responsibility, giving individual tests to

each student, randomly testing the student orally by giving individual tests to each student, Examining students randomly orally by calling one student to present the teacher (in front of the group) or the entire class with the results of his group work. Observe each group and note the frequency with which each member contributes to the group work and assign the role of examiner to one student in each group. Finally, the examiner asks the other members of the group to explain the reasons and reasons for the group's replies. Have students teach others what they are learning about.

The portion of interpersonal and small-group skills implies that social skills must be taught in leadership, decision-making, trust-building communication and conflict-management skills, while the group-processing component implies that the members of the group evaluate how well they achieve their goals and develop effective working relationships.

#### **4. The Theoretical Base of Cooperative Learning**

##### **a. Motivational Theories**

Slavin (1992) states Motivational perspectives on cooperative learning focus primarily on the reward or goal structures under which students operate. In addition, Deutsch (1949) identified three goal structures: cooperative, in which each individual's goal-oriented efforts contribute to others goal attainment; competitive, in which each individual's goal -oriented efforts prevent others from reaching their goal; and individual, in which individuals' goal - oriented efforts have no connection with others goal attainment. From a motivational aspect, Johnson & Johnson (1998) state that cooperative goal structures create a situation in which the only way group members can reach their own personal goals if the group is successful.

Slavin (1995); Johnson and Johnson (1998) compare three cooperativeness of learning goals, they are cooperative structure, cooperative learning and competitive learning .

Learning goal of structure stated that to have an objective is essential. It applies any subject of teaching task. The more complicated and the more abstract the task is, the more it needs cooperation, teachers supervise and participate in the groups so

as to instruct cooperative skills, Encourage students to interact, help and share with each other as the relationship to positive interdependence, and the arrangement of teaching materials is based on the goal of the courses.

The goal of cooperative learning stated that it is important for students to have an objective, what they care more is to win or to lose, it focuses on practice and drills of skills as well as memory and review of knowledge. Teachers are the main resources of reconciliation, feedback, reinforce and support. Teachers posit questions and clear up rules. They play a reconciliatory role in a disputed point and they are judges of correct answers. Teachers are the main resources of reconciliation, feedback, reinforce and support. Teachers posit questions and clear up rules. They play a reconciliatory role in a disputed point and they are judges of correct answers. The homogeneous group maintains fair competition, which is a type of negative interdependence. It is to arrange teaching materials for group or individual.

In competitive learning, an objective and an individual are both important. Everyone, teachers are the main resources to assist feedback, reinforce and support. There is no interaction among students. The arrangement of teaching materials and teaching are simply for individual.

Slavin (1986) found that students in cooperative learning classes felt that their classmates wanted them to learn. In cooperative groups, learning becomes an activity that gets students ahead in their peer group. Harmer's study (1991) indicated that the English habit was formed by constant repetition and the reinforcement of the teacher.

Slavin (1995) and his colleagues have done a great deal of research and curriculum development in cooperative learning. In Student Teams-Achievement Divisions (STAD), the teacher first presents material, and then students work in teams that are heterogeneous to study together in preparation for a quiz. Each student contributes any rewards to the team. Students earn points for their team based on a comparison of their most recent work and their past average. These team points go toward certificates or other rewards. While individual performance affects group

rewards, each individual's grade is based on his or her own work. Extra rewards acted as motivation for students utilize cooperative efforts.

b. Cognitive Theories

The cognitive developmental theory is mainly based on the theories of Piaget, Vygotsky and cognitive science (Johnson and Johnson, 1999). Piaget's ideas have been widely interpreted as supporting the creation of classroom environments where students play active roles as they engage in real or at least realistic tasks (Slavin, 1995).

Damon and Wadsworth (1984) have mentioned for an increased use of cooperative activities in schools. They argue that interaction among students on learning tasks will lead in itself to improve student achievement. Students will learn from one another because in their discussions of the content, cognitive conflicts will arise. (Slavin, 1978). Piaget believed that conflicts occur when individuals cooperate. Cognitive disequilibrium is created by such conflicts and in turn stimulates cognitive development (Eisner, 2002).

c. Cognitive-Developmental Theories

According to Vygotsky in Slavin, (1995) knowledge is social, constructed from cooperative efforts to learn, to understand, and the process of solving problems. Vygotsky viewed learning and development as dynamic processes that are situated in social and cultural contexts. He stated that students must interact with a person who is more expert than themselves to go beyond their current development. From this statement, teachers should give students guidance and provide opportunities to work with more capable peers. Without cooperative activities to provide such learning environment, students will not grow intellectually.

From the perspective of cognitive science, cognitive psychology research has found that if information is to be retained in memory, the learner must engage in elaboration of the material. The learner must cognitively rehearse and restructure information for it to be retained in memory and incorporated into existing cognitive structures (Webb, 1985). Therefore, an effective way of restoring information is to explain the learning materials to the other students. Students receiving elaborated

explanations learn more than those who worked alone. And mentally rehearsing and then presenting information to others enhances one's own retention of the content (Putnam, 1997). Thus, that cooperative learning incorporates cognitive science can increase students' interaction and develop their thinking skills (Johnson and Johnson, 1998). So dialogues among students help them explore and clarify difficult concepts. And learning is often achieved most in conversation.

#### **d. Social Independence Theories**

The central notion of Social Interdependence Theory is that "social interdependence exists when individuals share common goals and each individual's outcomes are affected by the actions of others" (Johnson & Johnson, 1998). Social interdependence can be differentiated from social dependence and social independence. Social interdependence occurs when each person's gains and losses influence the gains or losses of other individuals. From this viewpoint, learning takes place through social interaction and communication. Group members who have positive interactions will bring about good results. When both social interdependence and social dependence are absent, there are only individual efforts (Chien, 2004). Without integration, learning can't increase.

According to Aronson (1970) applied Jigsaw is the well-known cooperative learning technique. Each member of the group has unique information that they must share with their teammates in order to achieve its common goal. Jigsaw II, has been used in second English teaching using print, (Johnson & Johnson 1998). Moreover, the concept of offering each group with particular information that must be elaborated has been popular in second English teaching. Jigsaw II emphasizes interdependence among group members. McGroarty, (1993) indicated that during the process of exchanging information, there are more communicative functions and oral practice opportunities. From these points, choosing Jigsaw II enables students to experience active listening, and speaking, and to share what they have learned with their group members.

### **G. Implementation of Cooperative Learning Activities**

According to Lyman and Foyle (1988) the basic steps involved in successful implementation of cooperative learning activities can be classified into nine points as follows:

1. The content to be taught is identified, and the teacher determines criteria for mastery.
2. The most useful cooperative learning technique is identified, and the group size is determined by the teacher.
3. Students are assigned to groups.
4. The classroom is arranged to facilitate group interaction.
5. Group processes are taught or reviewed as needed to assure that the groups run smoothly.
6. The teacher develops expectations for group learning and makes sure students understand the purpose of the learning that will take place. A time line for activities is made clear to students.
7. The teacher presents initial material as appropriate, using whatever techniques she or he chooses.
8. The teacher monitors student interaction in the groups, and provides assistance and clarification as needed. The teacher reviews group skills and facilitates problem solving when necessary.
9. Student outcomes are evaluated. Students must individually demonstrate mastery of important skills or concepts of the learning. Evaluation is based on observations of student performance or oral responses to questions; paper and pencil need not be used.

Groups are rewarded for success. Verbal praise by the teacher, or recognition in the class newsletter or on the bulletin board can be used to reward high-achieving groups. The teacher is discussing, modeling, or explaining something. She/he pauses to ask small groups to summarize, categorize, debate, describe, or otherwise react to the presented material.

Slavin (1986) emphasized the applicability of cooperative learning to planning instruction on school subjects and formation of heterogeneous groups. His definition on cooperative learning is that cooperative learning strategies are structured, systematic, and instructional strategies which are used at any grade level and in most school subjects. All of the strategies consist of having the teacher assign the students two-to six members learning composed of high, average, and low achievers; boys and girls; black, Anglo, and Hispanic students, and mainstreamed academically handicapped students as well as non handicapped classmates (Slavin, 1985). Slavin shed that that cooperative learning has three important features. The first, cooperative learning is a kind of group work. Learners have to work together in small groups between two and six members. The second, learning is structured to ensure that everyone in the group is able to fulfill the learning task. The third, students have to be dependent on each other to achieve their learning goals. Cooperative learning is an instructional strategy that uses small groups of students working together and helping one another on specific learning tasks with an emphasis on group members supporting one another. It is characterized by activities that:

- a. Require students to depend on one another for success. Having students sit side by side working on something they could just as easily do by themselves is not cooperative learning. Students must be required to share materials, knowledge, time, talents, and effort (or any combination of these).
- b. Provide for individual accountability. Group members share jobs and make group presentations. Group members are tested individually and/or as a group to ensure that each person has mastered the required learning.
- c. Utilizes face-to-face interaction among students. For all group work students are arranged in close proximity of each other. They can be at tables, in desks or chairs pushed together, on the floor, or virtually anywhere they can do the task at hand separated from other groups.
- d. Focus on interpersonal and group skills . Tasks are designed to include components of positive interpersonal communication skills such as active listening, building



consensus, sharing, supporting, restating, using appropriate eye contact and gestures, and encouraging. Teams learn to stay on task and check each other for understanding.

**Slavin (1995) classifies traditional classroom versus cooperative classroom as follows:**

<b>Traditional classroom</b>	<b>Cooperative classroom</b>
Learners are passive	Learners are active
Students work alone	Students work with 1 to 4 partners
Teacher directs work	Students direct work
Silence is valued	Learning noise is appropriate
Teacher initiates discussion	Students initiate discussion
Some students do not participate	All students participate
Individual accountability	Individual and group accountability
Independent learner	Interdependent learners
Affirmation come from teacher	Affirmation come from peers
Individual materials needed	Shared materials

Slavin (1995) indentified cooperative learning as “Students work together in four member teams to master material initially presented by the teacher. Slavin’s Student Team Learning strategies emphasized team goals and success and he suggested if all members of the team learn the goals being taught, the success of a team can be achieved. According to Slavin, three elements are central to all Student Team Learning strategies-team rewards, individual accountability, and equal opportunities (Slavin, 1991). Team rewards on cooperative learning research indicates that if students are rewarded for doing better than they have in the past, they will be more motivated to reach than if they are rewarded for doing better than others. Because students will work together towards a common goal and their learning efforts will help their teams succeed. Individual accountability means that the success of a team relies on the learning of

every individual in all team members. Accountability focuses the team member's activity on helping others learn and making sure that team members are ready for a quiz without teammate's help.

Equal opportunities for success mean that students can contribute to their teams by improving over their past performance. This ensures that all the students, including high, average, and low students are equally to do their best to value individual contributions. Why should students working in cooperative groups learn more than those in traditionally organized classes? Researchers investigating this question have suggested a wide range of theoretical models to explain the superiority of cooperative learning (Slavin, 1995). In so doing, the study is to acquaint the teachers with aspects of theory that may be helpful in understanding the historical development of Slavin's cooperative learning approach and its significance to the teaching of a second language. The theories include three major categories: motivational, cognitive, and social independence theories.

### **H. The Essence of Cooperative Learning**

In Cooperative learning elaboration, it comes from many forms. The following sections present what cooperative learning is, including its characteristics and various strategy, the distinction between cooperative learning and collaborative learning, and a brief history of cooperative learning. Subsequent to these, there will be detailed discussion on the effects of cooperative learning in the United States and in the field of second language acquisition.

Among the most widely used and researched cooperative learning methods are student team learning methods, including Student Teams Achievement Divisions (STAD), Teams-Games-Tournament (TGT), Team Assisted Individualization (TAI), and Cooperative Integrated Reading and Composition (CIRC); Jigsaw methods, including Jigsaw and Jigsaw II; and group investigation (G-I) methods, including Learning Together (LT), and Group Investigation (GI).

Olsen and Kagan (1992) have defined cooperative learning as “group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is accountable for his or her own learning and is motivated to increase the learning of others. According to Johnson, Johnson, and Smith (1991), cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other’s learning.

Olsen and Kagan (1992) and Johnson, Johnson, and Smith (1991) give additional definitions, cooperative learning can be further understood through some common features: heterogeneous grouping, positive interdependence, individual accountability, prior training of social skills, group processing, and equal opportunities for success. The first three were characteristics of all the above-mentioned cooperative learning methods; the other three characteristics were shared among certain methods.

### **1. Heterogeneous Grouping**

The first step of cooperative learning is the formation of heterogeneous learning groups. There can be two types of heterogeneous group formation. The first type is teacher-assigned grouping based on factors such as achievement level and gender. This type of grouping is often adopted by tutoring-oriented cooperative learning methods (also referred to as student team learning methods), including STAD (Student Teams Achievement Divisions), TGT (team games tournament), TAI (Team Assisted Individualization) and CIRC (cooperative integrated reading and composition). The second type is interest grouping, which is often adopted by project-oriented cooperative learning, including Group Investigation.

### **2. Positive Interdependence**

The next step to ensure the success of cooperative learning is to structure positive interdependence within a cooperative group (Johnson, Johnson, & Smith, 1991; Olsen & Kagan, 1992). Positive interdependence can be established by creating outcome interdependence and process interdependence.

### **a. Outcome Interdependence**

There are two ways to realize outcome interdependence. One is to establish group goals; the other is to create group rewards or celebrations. Group goals should always be an indispensable part of the lesson. Whatever the content of the goals is, the instructor makes it explicit to the students that they have two responsibilities: to master the assigned material, and to make sure that all of the group members master the assigned material. Group members “sink or swim together” (Johnson, Johnson, & Smith, 1991: 16). One cannot succeed without others being successful.

In addition to shared goals, the instructor might give students a group grade for the group’s overall performance and bonus points when all the group members live up to a certain standard. Periodical celebrations of the group’s endeavor and achievement also enhance the quality of team work.

The group goals and incentive structure of cooperative learning can create circumstances in which students want to help one another because the only way for them to achieve their personal goals is to help their group members succeed. This standpoint has been supported by empirical studies (e.g., Johnson, Johnson, & Smith, 1991) which have indicated that the combination of group goals and group rewards/celebrations enhances achievement over group goals alone.

### **b. Process Interdependence**

There are two types of process interdependence: role interdependence and resource interdependence. To establish role interdependence, an instructor can assign group members complementary roles, such as recorder, checker, encourager, elaborator, taskmaster, and quiet captain (Johnson, Johnson, & Smith, 1991; Olsen & Kagan, 1992). Responsibilities and possible gambits of these complementary roles are presented in, to create resource interdependence, limited materials are provided (e.g., one copy per two members, or each member getting part of the required materials) so that group members have to share and work together.

It should be noted, however, that in order to produce higher achievement, resource interdependence should be used only if outcome interdependence is also

present. A study conducted by Johnson, Johnson, and Stanne (1989) examined the effects of the combination of goal and resource interdependence, goal interdependence only, resource interdependence only, and neither of them.

The results indicated that, among the four treatment conditions in small groups, the combination of goal and resource interdependence promoted the highest student achievement, while the use of resource interdependence without goal interdependence produced the lowest student achievement. Classroom teachers, therefore, need to be cautious on the use of resource interdependence because resource interdependence does not enhance learning without the existence of group goals.

### **3. Individual Accountability**

The third essential element for all cooperative learning methods is individual accountability. Individual accountability is present only when each group member is held responsible by other members for putting in a reasonable share to the group's final outcome. Two scenarios could happen if individual accountability is not well-structured. Students could either fail to notice group members' needs for encouragement and support (Johnson, Johnson, & Smith, 1991) or choose to seek a free ride on others' efforts by leaving the task to their group members.

On one hand, this could diminish students' learning motivation; on the other hand, those members who are stuck doing all the work might actually benefit tremendously on the process of taking over the responsibilities at the expense of the free riders (Johnson & Johnson, 1990). In Slavin's meta-analysis of research on cooperative learning (1995, 1996), individual accountability was found to be pivotal to the success on cooperative learning performance.

The simultaneous use of individual accountability and group goals substantially enhanced the effect of cooperative learning. Johnson, Johnson, and Smith (1991) suggested using the following methods to structure individual accountability:

- a. Keep the group size small. The smaller the group size, the greater individual accountability could be.
- b. Give each student an individual test.

- c. Randomly call on a student to orally present the group's work in front of the whole group or the whole class.
- d. Observe group process and record the frequency of each student's participation.
- e. Have the checker in each group check his or her members' comprehension by asking them to explain what has been learned or to elaborate the logic underlying the group's answer.
- f. Have students teach what they have learned to their group members.

#### **4. Prior Training of Group Skills**

To achieve group goals, group members need to trust one another, communicate clearly and accurately, avoid misunderstanding, accept and assist one another, and resolve disagreements constructively (Johnson & Johnson, 2003). In order to achieve all these, group skills are indispensable. According to Olsen and Kagan (1992), group skills include acknowledging group members' contributions, valuing group members' contributions, asking group members to provide input, praising group members, checking for agreement, keeping the group on task, keeping conversation quiet, and reconciling discrepancies.

Johnson and Johnson (1990) recommended a few steps for teaching students group skills. First, the instructor is to provide the rationale for using group skills. This may include improvement of group dynamics and extra points for the use of group skills. Then, the instructor is to model how and when to use group skills and ask students to role-play the skills with their group members. Next, students are constantly reminded to use the social skills they have learned so that they can go through the phases of unnatural enactment and internalize the skills.

#### **5. Group Processing**

Johnson, Johnson, and Smith (1991:22) defined group processing as "reflecting on a group session to describe what actions of the members were helpful and unhelpful and to decide what actions to continue or change". The purpose of group processing is "to clarify and improve The Implementation of the members in contributing to the collaborative efforts to achieve the group's goals. Empirical studies (Yager, Johnson,

Johnson, & Snider, 1986) found that students in the cooperation with group processing condition had higher academic achievement than students in the cooperation without group processing condition.

## **6. Equal Opportunities for Success**

To enhance learning motivation, some cooperative learning methods stress equal opportunities for success. In STAD and Jigsaw II, the improvement score system allows students of all achievement levels to make improvement against their own past performance rather than against their classmates of higher ability levels. In TGT, the tournament system of competing against others of similar past performance gives students of all levels opportunities to contribute maximally to their group scores as long as they try their best. In TAI, the individualized instruction tries to tailor to both high achievers' and low achievers' needs for success. In CIRC, equal opportunities for success are realized when students can make practice in their subgroups and receive feedback on their performance.

## **7. Summary on the Essence of Cooperative Learning**

The key emphases of the most widely researched cooperative learning methods. These methods are listed under two major categories of cooperative learning as classified by Sharan (1980): the Peer Tutoring methods and the Group Investigation (G-I) methods. It should be clear to the reader by now that cooperative learning is not putting students at the same table and allowing them to chat occasionally while they perform their individual tasks. Cooperative learning is not assigning a project to a group in which one or few students do all the work while the others do nothing but earn the grade. Nor is cooperative learning assigning a report to a group in which members divide the labor and then each works individually on his or her share only. Cooperative learning has a distinct characteristic of being "carefully structured." For group learning to be truly cooperative, the activity has to be structured in a way that certain cooperative elements not only exist but also co-exist.

## **I. Cooperative Learning Advantages**

Cooperative learning is a unique format, with different expectations for teachers and for students, compared to traditional activities such as whole class discussion, teacher presentation, or individual work. Ransdellp (2003) states the benefits of using cooperative learning in the classroom:

### **1. Enhancing Student's Social Skills**

In cooperative learning groups, students can exercise their collaborative skills and practice working with others to achieve mutual benefit for everyone. Yang et al. (2005); Willis (2007) and Clevenger et al. (2008) state that one of the most appealing attributes of cooperative learning is its dual focus on academic and social learning benefits. Social benefits include more on-task behaviors and helping interactions with group members, higher interpersonal and self-esteem, more positive relations with others, more involvement in classroom activities, more favorable attitudes toward schooling, less disorder in the classroom, as well as improved social-emotional skills. Carter et al. (2001: 37) indicate that the social skills attained through cooperative learning include: communication and listening skills (verbal and non-verbal communication skills), leadership (problem solving, decision making, and the acceptance and support of others) trust building (maintain working relationships and enhance teamwork). Schlitz et al. (2001: 24) and Ashtiani et al. (2007), point out that "using cooperative learning in the regular and special education classrooms can help to teach students how to socialize appropriately and can give them opportunities to practice. It can provide tools to transfer the skills learned into real life situations".

In cooperative learning, students have opportunities to talk through the material, to explain it to each other and look at it in different ways. Giving and receiving information enhances student performance. Students feel that they have a chance to succeed, and believe working toward a successful outcome is a valuable goal. Students' social relationships improved because when students work together toward a common goal they have a chance to get to know one another as individuals.



## 2. Appreciating Differences

The more students work in cooperative groups, the more they understand, retain, and feel better about themselves and their peers. Working in a cooperative environment encourages student responsibility for learning. Cooperative learning increases student motivation by providing peer support. As part of a learning team, students can achieve success by working well with others. Cooperative learning promotes greater cross ethnic interaction and the acceptance of mainstreamed academically handicapped students (Caposey, et al. 2003: 28). Ongel (2003: 7) and Gillies et al. (2008) determine that cooperative learning is an effective way to build community between home and school cultures with culturally and linguistically diverse students. In cooperative learning settings, students from different backgrounds and characteristics work together towards common goals, to know each other, and to work with each other as equals, which result in a wide variety of outcomes.

According to Lie (2000: 125); Krantz (2003: 25) and Gillies (2004: 265), cooperative learning creates opportunities for students to actively interact with others, negotiate meaning around a task, and appropriate new ways of thinking and doing. Cooperative learning groups provide students with opportunities to enhance inter-ethnic relation and learn to appreciate differences. Cooperative learning activities in the classroom improve student's relationships with others, especially those of various social and ethnic groups. Cooperative learning gives the students a chance to take a hard look at their own ways of relating to others. This method allowed them to look at the positive and negative parts of their own behavior.

Cooperative learning may be one way to promote social support within classrooms as learners work together to maximize each other's learning through positive rather than negative or neutral forms of social interdependence. Carter et al. (2001: 38); Ghaith (2002: 267) and Ediger (2002: 11) state that positive social interdependence is likely to be achieved in classrooms where learners work cooperatively in small groups according to the principles of positive goal and resource interdependence. Cooperative learning increases contact between students and engages them in pleasant activities

together thus increasing a positive affect between students. Goals in life can be achieved in cooperating with each other, rather than through "dog eats dog approaches".

### **3. Individualization of Instruction:**

In a traditional classroom with a heavy emphasis on a lecturing method and a whole-class discussion, teachers have to cater their instruction to the average. If a few students cannot keep up with the class, the teacher cannot always stop the class to help them.

Lie, (2000), and Krause et al. (2008), argue that with cooperative learning groups, there is the potential for students to receive individual assistance from teachers and from their peers. Help from peers increases learning both for the students being helped as well as for those giving the help. For the students being helped, the assistance from their peers enables them to move away from dependence on teachers and gain more opportunities to enhance their learning. For the students giving the help, the cooperative learning groups serve as opportunities to increase their own performance. They have the chance to experience and learn that "teaching is the best teacher". McDonough (2004: 210) asserts that cooperative learning gives instructors opportunities to work with individual learners.

### **4. Increasing Students Participation**

When groups are used, students receive much more chance to speak. First, there is an increase in the percentage of time when students are talking, instead of the teacher. Second, during the time for students to talk, many of them are speaking at any time (Lie, 2000: 125). According to Abdullah et al. (2002: 10), second language learning fits cooperative learning through the Interaction Hypothesis which states that language learners increase the quantity of comprehensible input they receive by interacting with their interlocutors (the people with whom they are speaking). Cooperative learning activities provide a context in which students may be more likely to interact than in a whole class setting. Ongel (2003); Jacobs (2006), and Hijzen et al. (2007), maintain that cooperative learning encourages all the group members to feel that

they need to participate and learn. Cooperative learning increases student's participation and interaction with each other, thus, creating an environment for productive learning.

### **5. Increasing Motivation and Positive Attitude toward Learning**

In a traditional class, only teachers provide encouragement to students. In cooperative learning groups, students can encourage and help each other. The cooperative atmosphere of working in a small group may help develop "affective bonds" among students and greatly motivate them to work together (Lie, 2000: 125). According to Nowlin (2003: 4), and Yavuz, (2007), cooperative learning fosters positive attitudes toward working with others, and creates thinking skills that are necessary to acquire and integrate knowledge. Ediger (2002: 11); Yahya (2002: 4) and Ghaith (2003: 452) reported that through cooperative learning, learners can realize that classes and learning may be enjoyable. Cooperative learning leads to great motivation toward learning, to increase time on task, and to improve self-esteem. Cooperative learning promotes language acquisition by providing comprehensible input in developmentally appropriate ways and in a supportive and motivating environment. Cooperative learning enhances the motivation and psychosocial adjustment of L2 learners.

### **6. Decreasing Anxiety**

Students often feel anxious to speak in front of the whole class. In contrast, there is less anxiety connected with speaking in the smaller group. In addition, when a student represents the group and reports to the whole class, he/she feels more support, because the answer is not just from one student alone, but from the whole group (Lie, 2000: 125). McDonough (2004: 210) states that peer groups may provide a more motivating, and less anxiety-producing environment for language use, thus, increasing the chances that students will take in more input. Learners may feel less anxious and more confident when interacting with peers during pair or small group activities than during whole-class discussions.

### **7. Increasing Self-Esteem**

One purpose in education is to enable students to become life-long learners, people who can think and learn without teachers telling them what to do every minute.

By shifting from dependence on teachers, cooperative group activities help students become independent learners and form a community of learners among themselves. Cooperative learning helps students learn to build their own self-esteem and build trust with other students (Lie, 2000: 125).

### **8. Increasing Academic Achievement**

The more one works in cooperative learning groups, the more a person learns, the more he retains from those lessons, and the better he understands the materials. Cooperative group activities tended to result in more willingness to challenge oneself, more willingness to persist at difficult task, a greater use of critical thinking skills, more evidence of cooperative thinking, more transfer of learning from one situation to another, more time on task, a more positive attitude toward the task being completed (Dohron et al. 2002: 50). James (2002: 11) and Holliday (2002: 3) state that cooperative learning fosters exercises that require students to talk and to listen, to write, to read, and to reflect on what is being studied rather than listen positively to a lecturer. Cooperation results to higher achievement and greater productivity.

Collaborative learning promotes greater use of higher-level reasoning strategies and creates a productive learning environment. Cooperative learning is the best means of improving the academic achievement. Finally, cooperative learning is an effective strategy for classrooms with English language learners. Pair and small group activities provide learners with more time to speak the target language than teacher-fronted activities, and promote learner autonomy and self-directed learning. Small groups provide greater intensity of environment, so that the quality of language practice is increased, and the opportunities for feedback and monitoring as well.

### **J. Language Functions**

Everything has functions the same goes for language. As we know that language is a tool for communication, without language communication will never created. There are three opinions that said by linguists related to language functions. The first, language functions refer to how individuals use language to accomplish specific tasks (Halliday 1975; Wilkins 1976). The second, most commonly used language functions

are those used to describe or give information or to express feelings (Bachman 1990). The last, language function have been identified for both social/communicative and academic purposes by Chamot and O'Malley (1994).

According to Cummins (1984), communicative language functions are those used to express meaning in a routine social context that is not cognitively demanding. Communicative language function include greetings and leave-takings, requesting and giving information, requesting and giving assistance, and others such as those listed in figure 2.1.

Besides communicative language functions, Cummins (1982, 1984) also said that still any functions of language namely academic language functions that are critical for success in grade-level classroom as shown in figure 2.2. Academic language functions may be global in that they can be used across various contents areas, or they may be content-specific, particular to a single content area (Chamot and O'Malley 1994a).

**Table 2.1 Communicative Language Functions**

<b>Communicative Language Function</b>	<b>Student Language to:</b>	<b>Uses</b>	<b>Examples</b>
1. Greetings/Leave- takings	Meet and greet others; say good bay		Uses common expressions, such as <i>How do you do?</i> And <i>Nice to meet you</i>
2. Giving Information/Assistance	Provide information or assistance in response to a request		Comprehends requests and responds appropriately, as in: <i>Sure, it's down this hall, first door on your right.</i>

3. Describing	Tell about place, thing, or idea	Uses descriptive language to convey an image, as in: <i>Well, it's about 12 feet by 15 feet, has lots of light, and is big enough for 30 students</i>
4. Expressing Feelings	Relate what he/she feels or thinks	Describe emotions, as in: <i>Yes, I feel a little nervous about being interviewed.</i>

Townsend et al. (2012 :92) state academic language function is a specialized language both oral and written, of academic settings that facilitates communication and thinking about disciplinary content. Academic language is a functional tool that allows for discussion and reflection on the types of complex ideas and phenomenon that comprise the middle grade curricula.

According to Snow & Uccelli, (2009) in conversational English, academic texts contain a higher proportion of longer, abstract words often derived from Latin; more nouns, adjectives and prepositional phrases ; verbs or adjectives used as nouns (to destroy destruction); words and phrases that connect ideas within sentences ; variation in the terms used to refer to the same person or idea ; and more information in each sentence (Biber:2006). These features of academic text all occur simultaneously; therefore, the challenge faced by adolescent readers, and especially by ELLs, is great. In fact, recent research with learners in grades suggests that students' knowledge of these features and of academic vocabulary together predict much of the variation in their reading comprehension performances (Uccelli et al., 2014). This suggests that while secondary educators may focus on the teaching high-utility vocabulary found across the texts selected as part of a unit, AL instruction must also support students to systematically attend to these other features of text.

Academic Language refers to the words, phrases and ways of structuring texts commonly found in academic texts, speech and writing. This language is used by academic writers because it is useful for conveying information precisely and concisely. Academic writers are communicating with an audience that is not present, and so clear and accurate communication is particularly valued.

The reason for teaching academic language is simple: Students will struggle to learn from what they have read if they have not understood the language of the text. One reason for teaching academic language, therefore, is to provide authentic opportunities for students to gain experience speaking, writing, listening and reading the language used in academic communities. As the body of research grows which suggests that the ability to understand and to use academic language is linked with both reading comprehension skill and general academic achievement (Bailey & Heritage, 2008; Hakuta, Butler, & Witt, 2000; Short & Fitzsimmons, 2007; Uccelli et al., 2014), educators should increasingly conceptualize academic language teaching as a lever for providing students with the tools they need to access higher education and career opportunities and as a mechanism for promoting educational equity (Zwiers, 2008).

Table 2.2. **Academic Language Functions**

Academic Language Function	Student Uses Language to:	Examples
Seeking information/ informing	Observe and explore the environment, acquire information, inquire; Identify, report, or describe information	Use <i>who, what, when, where and how</i> to gather information; recount information presented by teacher or text; retell a story or

		personal experience
Comparing	Describe similarities and differences in objects or ideas	Make/ explain a graphic organizer to show similarities and contrasts
Ordering	Sequence objects, ideas, or events	Describe/ make a timeline, continuum, cycle, or narrative sequence
Classifying	Group objects or ideas according to their characteristics	Describe organizing principle(s), explain why A is an example and B is not
Interring	Make inferences; predict implications, hypothesize	Describe reasoning process (inductive or deductive) or generate hypotheses to suggest causes or outcomes
Justifying and Persuading	Give reasons for an action, decision, point of view; convince others	Tell why A is important and give evidence in support of a position



Solving Problems	Define and represent a problem; determine a solution	Describe problem-solving procedures; apply to real-life problems and describe
Synthesizing	Combine or integrate ideas to form a whole	Summarize information; incorporate new information
Evaluating	Assess and verify worth of and object, idea, or decision	Identify criteria, explain priorities, indicate reasons for judgment, confirm truth

### **K. The Nature of Oral Language and Speaking Process**

In discussing, the assessment approaches for oral Language, it is needed to have clear understanding what we are assessing. What are the differences between spoken and writing language? and how does the same listener put together a message in order to communicate his or her intended meaning? What do listener have to work with in order to make meaning out of what they hear? What roles do the native language and prior experience play in oral language development of a second language? how is oral language used in school?

By considering the nature of oral language, the differences between oral and written language and implication for assessment. Characteristic of spoken language are quite differences between oral and written language. for example, native speaker s does not typically use complete use complete sentences when speaking, and they use less

specific vocabulary (with many pronouns) than in written language. they also use syntax in a loosely organized manner and make frequent use of discourse markers (e.g., *well, uh, huh, etc*) (Brown and Yulie in O'Malley and Pierce, 1996: 58)

Oral communication involves the negotiation of meaning between two or more persons, it always related to the context in which it occurs. Speaking means negotiating intended meanings and adjusting one's speech to produce the desired effect on the listener. It means anticipating the listener.

As it was noted at the beginning of this work, the aim behind learning a foreign language is to speak and communicate in that language. We speak for many reasons-to be sociable, because we want something, because we want other people to do something, to respond to someone else, to express our feeling and thoughts, to exchange information, to refer to an action or an event in the past, present, or future, etc. Speaking is said to be an active or productive skill. Widdowson (1978: 57) suggests that: Although it might be convenient to represent the language skills in this way when considering usage, it is not especially helpful, and indeed might be positively misleading to present them in this way when considering use.

### **1. Organization of the work**

It deals with the relationship between speaking and the other skills. Then, we will discuss the reasons of students' inability to speak in English. In this study, different strategies for developing oral proficiency are presented, and their implication to teaching the oral skills. The roles of the teacher in the process of teaching and assessing speaking are also considered.

The second chapter provides a better understanding of cooperative language learning and learning in small groups; it includes the historical background of the cooperative language learning, a discussion about the general issues on cooperative learning, definition of cooperative language learning, followed by different methods about learning in small groups, some of the characteristics, and the goals of CLL will be discussed. The roles of the teachers and the learners, and also some of the benefits and pitfalls of CLL are also considered. The last chapter deals with data analysis. It provides

a detailed analysis of both teachers and learners' questionnaires. It will help us to see whether the results go in the same direction of our hypothesis. Because oral communication involves the negotiation of meaning between two or more persons, it is always related to the context in which it occurs, including the participants themselves, their collective experience, the physical environment and the purpose for speaking. Both speaker and listener have a role to play, because speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. For Kramsch (1983: 367) speaking involves the interaction between speaker and listener is a complex process. The speaker has to encode the message he wishes to convey in appropriate. Oral communication is two-way process between speaker and listener (or listeners) and involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding).

Anticipating the listener's response and possible misunderstanding, clarifying one's own and the other's intentions, and arriving at the closest possible match between intended, perceived and anticipated meaning. Language, while the listener (no less actively) has to decode (or interpret) the message. However, the listener's interpretation does not necessarily correspond to the speaker's intended meaning. The speaker's message usually contains more information that is redundant. At the same time, the listener is helped by prosodic features, such as stress and intonation as well as by facial and bodily movements such as gestures. However, speech is often characterized by incomplete and sometimes ungrammatical utterances and by frequent false starts and repetitions. Inside the classroom, speaking and listening are the most commonly used skills. They are recognized as critical for functioning in an English language context by teachers and learners. Thus speaking in a classroom entails interacting with the teacher and peers, depending on how classroom activities are organized. It follows that teachers who do more oral interaction activities in the classroom will have more opportunities to develop students' oral fluency. Activities should involve spontaneous practice of the target language. Brown and Yule (1983: 13) draw a useful distinction between two basic language functions. These are the transactional function and interactional function. The

former is concerned with the transfer of information, is message oriented since the speaker assumes that less information is shared with the listener. On the other hand, the interactional function, in which the primary purpose of speech is the maintenance of social relationships and is listener oriented. The knowledge is shared between the speaker and the listener. Another basic distinction we can make when considering the development of the speaking skill is between monologues and dialogue. The ability to give an uninterrupted oral presentation is quite distinct from interacting with one or more speakers from transactional and interactional purposes. While all native speakers can and do use language internationally, not all native speakers have the ability to extemporize on a given subject to a group of listeners.

## **2. The speaking sub-skills**

Finally, speaking has its own sub-skills different from the other skills. A good speaker must be able to synthesize this array of skills and knowledge to succeed in a given exchange. Finocchiaro and Brumfit (1983: 140), state that learners have to:

- a. think of ideas they wish to express, either initiating a conversation or responding to a previous speaker;
- b. change the tongue, lips and jaw position in order to articulate the appropriate sounds;
- c. be aware of the appropriate functional expressions, as well as grammatical, lexical, and cultural features to express the idea;
- d. be sensitive to any change in the “register” or style necessitated by the person(s) to whom they are speaking and situation in which the conversation is taking place;
- e. change the direction of their thoughts on the basis of the other person’s responses.

In speaking, the learner has to acquire these sub-skills of knowing what, how, why, to whom and when to say something. Once again, the teacher’s role is to monitor students’ speech production to determine what skills and knowledge they already have and what areas need development. Hence, the responsibility of the teacher is to devise activities that can address different skills by providing authentic practice that prepares students for real life communication. The teacher should realize that simply training the students to produce short turns will not automatically yield a student who can perform

satisfactory in long turns. It is currently fashionable in language teaching to pay a particular attention to the forms and functions of short turns. It must surely be clear that students who are capable of producing short turns are going to experience a lot of frustration when they try to speak the foreign language.

### **3. The relationship between speaking and the other skills**

The aim of language teaching courses are very commonly defined in terms of the four skills: speaking, listening, reading and writing. The teacher focuses attention on one skill at a time. Thus, in one lesson special attention is paid to speaking, in another to writing and so on. This sometimes reflects the apparent needs of the learners the objective of the course, and the method followed by the teacher. Although, often treated separately, the four skills are actively related.

#### **L. Principles for Teaching Speaking Skill**

##### **1. Be aware of the differences between second language and foreign language learning contexts.**

Speaking is learned in two broad contexts: foreign language and second language situations. The challenges you face as a teacher are determined partly by the target language context.

A foreign language (FL) context is one where the target language is not the language of communication in the society (e.g., learning English in Japan or studying French in Australia). Learning speaking skills is very challenging for students in FL contexts, because they have very few opportunities to use the target language outside the classroom. Sometimes foreign language learners traveling in countries where their target languages are spoken find that they can neither understand native speakers nor be understood. There is an old story of the college freshman who struggled with introductory French and then with intermediate French. When he finally passed that course, his parents were so proud they sent him on a trip to Paris. When he got to Paris, he discovered that no one there speaks or understands intermediate French!

A second language (SL) context is one where the target language is the language of communication in the society (such as English in the UK or Spanish in Mexico).

Second language learners include refugees, international students, and immigrants. Some second language learners (especially those who arrive in their new country as children) achieve notable speaking skills, but many others progress to a certain proficiency level and then go no further. Their speech seems to stop developing at a point where it still contains noticeable, patterned errors. These can be errors in grammar, vocabulary, pronunciation, or any combination of problems that affect the learners' ability to communicate by speaking. Give students practice with both fluency and accuracy.

## **2. Give students practice with both fluency and accuracy**

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. In language lessons—especially at the beginning and intermediate levels learners must be given opportunities to develop both their fluency and their accuracy. They cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teachers must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.

## **3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.**

Research has repeatedly demonstrated that teachers do approximately 50 to 80 percent of the talking in classrooms. It is important for us as language teachers to be aware of how much we are talking in class so we don't take up all the time the students could be talking. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons. One further interesting point is that when the teacher is removed from the conversation, the learners

take on diverse speaking roles that are normally filled by the teacher (such as posing questions or offering clarification)

4. Plan speaking tasks that involve negotiation for meaning.

Research suggests that learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make yourself understood. This process is called negotiating for meaning . It involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning. By asking for clarification, repetition, or explanations during conversations, learners get the people they are speaking with to address them with language at a level they can learn from and understand.

**5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.**

When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of goods and/or services. According to Nunan, (1991) Most spoken interactions can be placed on a continuum from relatively predictable to relatively unpredictable. Conversations are relatively unpredictable and can range over many topics, with the participants taking turns and commenting freely. In contrast, Nunan (1991: 42), states that transactional encounters of a fairly restricted kind will usually contain highly predictable patterns” and he gives the example of telephoning for a taxi. Interactional speech is much more fluid and unpredictable than transactional speech. Speaking activities inside the classroom need to embody both interactional and transactional purposes, since language learners will have to speak the target language in both transactional and interactional settings.

### **M. Language Learning Strategies**

According to O'Malley and Chamot (1990) learning strategies as special thoughts or behaviors that individuals use to help them comprehend learn or retain new information. As Hismongolu (2000) mentions, language learners are continuously looking for ways of applying strategies to deal with situations in which they face new input and tasks proposed by their instructors. Language learning strategies, as one of the important criteria in language learning, have received an increasing amount of attention not only in terms of their definition (O'Malley & Chamot, 1990) categorized language learning strategy into three main groups: Learning strategies, and social strategies. The following is a summary of this classification:

1. Learning strategies consist of Cognitive learning strategies and Metacognitive learning strategies.
2. Communication strategies.
3. Social strategies.

In addition, The setting goals and self management based on what Hismangolu (2000) states, communication strategies are used to handle communication difficulties and social strategies are employed in conditions where individuals need to practice their knowledge. The importance of language learning strategies in language learning and teaching. According to Oxford (1990) the importance of LLS is because of the fact that language learning strategies help learners to develop communicative competence while the instruction of LLS by teacher can help individuals apply more effective learning strategies.

### **N. Strategies for Developing Speaking Skills**

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process.



Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

### **1. Using Minimal Responses**

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

### **2. Recognizing Scripts**

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

### **3. Using Language to Talk about Language**

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of

interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check. By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

### **O. Strategies for Developing Speaking Activities**

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

## 1. Structured Output Activities

Two common kinds of structured output activities are *information gap* and *jigsaw* activities. In both these types of activities, students complete a task by obtaining missing information, a feature the activities have in common with real communication. However, information gap and jigsaw activities also set up practice on specific items of language. In this respect they are more like drills than like communication.

### a. Information Gap Activities

Filling the gaps in a schedule or timetable: Partner A holds an airline timetable with some of the arrival and departure times missing. Partner B has the same timetable but with different blank spaces. The two partners are not permitted to see each other's timetables and must fill in the blanks by asking each other appropriate questions. The features of language that are practiced would include questions beginning with "when" or "at what time." Answers would be limited mostly to time expressions like "at 8:15" or "at ten in the evening." Completing the picture: The two partners have similar pictures, each with different missing details, and they cooperate to find all the missing details.

### b. Jigsaw Activities

Jigsaw activities are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture. The puzzle piece may take one of several forms. It may be one panel from a comic strip or one photo from a set that tells a story. It may be one sentence from a written narrative.

## 2. Communicative Output Activities

Communicative output activities encourage students to use English in situations that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activity are role plays and discussions .

In role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also, the role relationships among the students as they play their parts call for them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters. Students usually find role playing enjoyable, but students who lack self-con or have lower proficiency levels may find them intimidating at first. To succeed with role plays:

- a. Prepare carefully: Introduce the activity by describing the situation and making sure that all of the students understand it
- b. Set a goal or outcome: Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product
- c. Use role cards: Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that that person might use.
- d. Brainstorm: Before you start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.
- e. Keep groups small: Less-confident students will feel more able to participate if they do not have to compete with many voices.
- f. Give students time to prepare: Let them work individually to outline their ideas and the language they will need to express them.

- g. Be present as a resource, not a monitor: Stay in communicative mode to answer students' questions. Do not correct their pronunciation or grammar unless they specifically ask you about it.
- h. Allow students to work at their own levels: Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught.
- i. Do topical follow-up: Have students report to the class on the outcome of their role plays.
- j. Do linguistic follow-up: After the role play is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.
- k. Discussions, like role plays, succeed when the instructor prepares students first, and then gets out of the way. To succeed with discussions.
- l. Prepare the students: Give them input (both topical information and language forms) so that they will have something to say and the language with which to say it.
- m. Offer choices: Let students suggest the topic for discussion or choose from several options. Discussion does not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is television programs, plans for a vacation, or news about mutual friends. Weighty topics like how to combat pollution are not as engaging and place heavy demands on students' linguistic competence.
- n. Set a goal or outcome: This can be a group product, such as a letter to the editor, or individual reports on the views of others in the group.
- o. Use small groups instead of whole-class discussion: Large groups can make participation difficult.
- p. Keep it short: Give students a defined period of time, not more than 8-10 minutes, for discussion. Allow them to stop sooner if they run out of things to say.

- q. Allow students to participate in their own way: Not every student will feel comfortable talking about every topic. Do not expect all of them to contribute equally to the conversation.
- r. Do topical follow-up: Have students report to the class on the results of their discussion.
- s. Do linguistic follow-up: After the discussion is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when teacher plan to review pronunciation or grammar anyway. Through well-prepared communicative output activities such as role plays and discussions, Teachers can encourage students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This will contribute to their self-confidence as speakers and to their motivation to learn more.

### **3. Set Lesson Goals**

Lesson goals are most usefully stated in terms of what students will have done or accomplished at the end of the lesson. Stating goals in this way allows both teacher and learners to know when the goals have been reached. To set lesson goals:

- a. Identify a topic for the lesson. The topic is not a goal, but it will help you develop your goals. The topic may be determined largely by your curriculum and textbook, and may be part of a larger thematic unit such as Travel or Leisure Activities. If you have some flexibility in choice of topic, consider your students' interests and the availability of authentic materials at the appropriate level.
- b. Identify specific linguistic content, such as vocabulary and points of grammar or language use, to be introduced or reviewed. These are usually prescribed by the course textbook or course curriculum. If they are not, select points that are connected in some significant way with the topic of the lesson.

- c. Identify specific communication tasks to be completed by students. To be authentic, the tasks should allow, but not require, students to use the vocabulary, grammar, and strategies presented in the lesson. The focus of the tasks should be topical, not grammatical. This means that it may be possible for some students to complete the task without using either the grammar point or the strategy presented in the first part of the lesson. Identify specific learning strategies to be introduced or reviewed in connection with the lesson.
- d. Create goal statements for the linguistic content, communication tasks, and learning strategies that state what you will do and what students will do during the lesson.

### **P. Strategies for Improving Speaking Skills in English Learning**

English language learners (ELL) may find speaking the hardest part of learning English. Classroom instruction heavily favors reading, writing and listening skills, but speaking skills should be an integral part of English learning. For strategies for improving speaking skills, the ELL classroom should provide variety in practical speaking. They are:

#### **a. Group Interaction**

To help your English language learning classroom enjoy practicing speaking in English, use interactive strategies to help them build fluency when speaking. Spend time talking about favorite music groups and song titles and bring that music and lyrics of their favorite songs to class. Bring a copy of each song's lyrics for each student to read over. Listen to the song carefully, and then lead your ELL class into chanting the lyrics. Music and poetry contain a cadence that lends itself to speaking fluently. Practice as a group so your class feels the beat more. Lead a discussion on favorite movies or books familiar to everyone. Give every student the chance to retell the story in his own words. They may need time to organize their thoughts and check pronunciations of uncommon words, but the story-telling should be easy with familiar tales and plots. Use stories you read aloud in your ELL classroom as a jumping off point for personal story-telling. For

instance, if you read a story about a scared little boy, ask someone to share a scare time she remembers.

### **b. Role Playing**

Many ELL students need practice in using everyday phrases and courtesies to speak confidently in English. Provide opportunities for your students to engage in role-playing to improve their speaking skills. Remind students to think in English with the phrases they know would be polite in a situation. For example, set up a mock restaurant with a table and chair and practice ordering in English, or set up a mock store to practice buying something. Doing a reader's theater in the ELL classroom where everyone reads a part in a drama can help your students improve speaking with emotion. Give your class the script ahead of time so they can familiarize themselves with any tricky words. Act out certain universal stories such as "Little Red Riding Hood" to bring the emphasis away from speaking and more onto acting and thinking in English, which will help their English become more natural.

### **c. Presentations**

Give your students opportunities to present information in class. Hold an informal show and tell day where everyone brings something from home to share with the class. Give your ELL class notice so they can prepare and practice ahead of time. Offer class time to let them ask you questions on any particular words they need. Model for them how and what you want them to do. Bringing something from your home can make them feel comfortable doing their presentation. Do not make shy students stand in front of the classroom if they can adequately share from their desks.

## **Q. Oral Language Assessment**

Oral testing is practically implemented by means of the following spoken test types (Thornbury 2007: 126 in Aleksandrazak 2011):

- Interviews – learners are interviewed individually or in pairs but the formal nature of such interviews hardly ever allows for testing informal, conversational speaking



styles and affects the interviewee's performance (the interviewer is also the assessor).

- Live monologues – students present a talk or presentation on a preselected topic. The interviewer effect is then eliminated but the test provides rather restricted information on the speaker's actual skill as it does not check students' ability to handle a casual conversation.
- Recorded monologues or dialogues – they are less stressful than live performance and give examiners more opportunities to work out consistent and possibly more objective assessment.
- Role-plays – this test format may be particularly reliable if it matches the needs of learners and aims of the language course, however the influence of the interlocutor on the performance of the testee is hard to predict and control.
- Collaborative tasks and discussions – learners act as themselves, but similarly to role-plays, the testee is influenced by the interlocutor or interlocutors, the test enables examiners to assess learners' interactive skills and their ability to express personal views.

Deciding on the particular spoken test format entails choosing the relevant set of assessment criteria. There are two basic types of scoring employed in oral testing. **Holistic scoring** reflects the overall impression the learner made on examiners and it takes the form of a single score, therefore it is often used in informal testing of individual progress. **Analytic scoring** is more time-consuming as it involves giving a separate score for different aspects of the learner's performance. As a result it takes longer but offers a more complete, varied and, consequently, more reliable picture of students' skills. For these reasons it is more valuable in terms of the received feedback for higher level students. Learners at the advanced level of language proficiency are more likely to benefit from detailed descriptions of their speaking skills than from a single score which depicts their ability to communicate in general. The criteria used for any type of scoring usually take into account the categories of grammar, vocabulary,

discourse management and interactive communication (Thornbury 2007: 127). The specific, more detailed criteria may be defined within each category with respect to the aims and character of the general evaluation procedure and the chosen spoken test format.

One of the major responsible of any teacher working with English language learners (ELLs) is to enable students to communicate effectively through oral language. With an increasing focus on collaborative classrooms. Teachers are more often incorporating pair and group activities into their daily lesson plans. Many of these classroom activities have the potential for being in assessment. However, there are at least three challenges facing teachers who assess oral language in the classroom: making time, selecting assessment activities, and determining evaluation criteria (O'Malley, 1996)

By making assessment reflect instruction, it enables to increase the validity and reliability of the assessment approach. And begin by identifying learning goals and activities that provide a representative sample of all oral language tasks. The activities or task should elicit performance that provides a valid picture of their students' abilities and can be scored reliably ( Hughes, in O'Malley 1996:58). This means that teachers have provided students with opportunities to develop the language and the skills needed to perform well on the assessment tasks.

### **1. Nature of oral language**

We starting by considering the nature of oral language, differences between oral and written language and implication for assessment. Characteristic of spoken language are quite different from those of written language. For example, native speakers do not typically use complete sentence when speaking, and they use less specific vocabulary (with many pronouns) than in written language. They also use syntax in a loosely organized manner and make frequent use of discourse makers (e.g., well, uh-huh, etc.), (Brown and Yule in O'Malley and Pierce 1996) information in packed less densely in oral language than in written language, with much more use of phrase and simple sentences. In addition, oral language varies dependent on the age,

gender and dialect of the speaker. An implication for teaching and assessment includes the needs to assess language as it typically used in speaking rather than demand an oral representation that resemble formal, written language.

Richards (1983) states the basic unit of meaning in oral communication is the proposition or idea. The listeners does this by using knowledge of syntax and of the real world. The listener's task is to determine the proposition in an utterance or speech event. Syntactic knowledge allows the listener to "chunk" incoming discourse into segments, and Knowledge of the world helps listeners determine the most plausible meaning of spoken language.

Oral communication involves the negotiation of meaning between two or more persons, is always related to the context in which it occurs. According to Kramsch (1983) Speaking means negotiating intended meanings and adjusting one's speech to produce the desired effect on listener. It means "anticipating the listener's response and possible misunderstandings, clarifying one's own and the other's intentions, and arriving at the closets possible match between intended, perceived, and anticipated meanings". Speaking in the classroom activities are organized. It follows that teachers who use more oral interaction activities in the classroom will have opportunities to assess oral language. In addition, Murphy in O'Malley (1983:) states that listening and speaking are interdependent oral language processes in an integrated manner. For example, pronunciation and grammar should be taught and assessed in context. Ideally, the teaching of oral language skills should be based on priority learning needs evident in how students actually use language (Carrunthers, 1987).

The American Council of Teachers of Foreign Language (ACTFL) suggest that different kinds of speaking activities (and consequently assessment task) are appropriate at different level of proficiency. This principle applies to ESL and bilingual classrooms, as well. For example, for beginning and intermediate language learners, oral language assessment will include tasks using predictable, familiar language and visuals cues, such as listening for the gist, matching descriptions to pictures, making a physical response, and inferring the meaning or implications of an oral text. In addition, while formal oral

reports and public speaking performances may be appropriate for intermediate or advanced students, they will probably not be suitable for beginners. High intermediate and advanced students who are in grade-level, content area classrooms should be engaged in listening for the same purposes as native speakers, such as listening for the gist of the message, taking notes, analyzing, and evaluating (Murphy, 1989)

## **2. Oral Language in University**

Oral language assessment of English language learners in school aims to capture a student's ability to communicate for both basic communicative and academic purposes. Communicative or conversational skills involve face-to-face interaction where meaning can be negotiated and is supported by contextual cues, such as the situation itself, gestures, facial expressions, and intonations (Cummins in O'Malley, 1987:60) are typically context with many paralinguistic cues) and cognitively-undemanding (call for relatively familiar language and tasks). English language learners (ELLs) need to acquire proficiency in academic language in order to succeed in University. Academic language proficiency, then, is the ability to make complex meaning explicit in either oral or written modes by means of language itself rather than by means of paralinguistic cues such as gesture or intonation. Academic language is typically found in the content areas, where students are asked to use language in decontextualized setting in order to learn and on standardized achievement tests to show what they have learned.

The communicative/academic language distinction was first made by Cummins when he reported on studies indicating that second language learners take less time to acquire a language for basic communicative purposes than for academic purposes (Cummins in O'Malley 1987:60). In addition, he has made clear that this distinction is not a dichotomy but a continuum of language proficiency.

## **3. Language Functions**

Finocchiaro and Brumfit (1983:65-67) have prepared their own list of language functions which they have divided in the following five categories: interpersonal,

directive, referential, and imaginative. Specific examples of functions under each category appear below (note that not all possibilities are included; instead, an array of functions is listed to exemplify each category).

**a. Personal**

- clarifying or arranging one's ideas
- expressing one's thoughts or feelings (love, joy, pleasure, happiness, surprise, likes and dislikes, satisfaction, disappointment, distress, pain, anger, anguish, fear, anxiety, sorrow, frustration, annoyance at missed opportunities, etc.)
- expressing moral, intellectual, and social concerns
- expressing the everyday feelings of hunger, thirst, fatigue, sleepiness, cold, and warmth

**b. Interpersonal**

- greetings and leave-takings
- introducing people to others
- identifying oneself to others
- expressing joy at another's success (or disappointment at another's misfortune)
- expressing concern for other people's welfare
- extending and accepting invitations
- refusing invitations politely or making alternative arrangements
- making appointments for meetings
- breaking appointments politely and arranging another mutually convenient time
- apologizing
- excusing oneself and accepting excuses for not meeting commitments
- indicating agreement or disagreement
- interrupting another speaker politely
- changing an embarrassing subject
- receiving visitors and paying visits to others
- arguing or debating
- offering food or drinks and accepting or declining such offers politely

- sharing wishes, hopes, desires, problems, beliefs, thoughts, opinions, etc.
- asking about others' wishes, hopes, desires, problems, beliefs, thoughts, opinions, etc.
- making promises and committing oneself to some action
- complimenting someone
- making excuses

**c. Directive**

- Directive functions attempt to influence the actions of others. These include:
- accepting or refusing direction
- making suggestions in which the speaker is included
- persuading someone to change his/her point of view
- requesting and granting permission
- requesting information
- asking for help and responding to a plea for help
- forbidding someone to do something; issuing a command
- giving and responding to instructions or directions
- warning someone
- discouraging someone from pursuing a course of action
- establishing guidelines and deadlines for the completion of actions
- asking for directions or instructions

**d. Referential**

- talking or reporting about things, actions, events, or people in the environment
- identifying items or people in the classroom, the school, the home, the community
- asking for a description of someone or something
- describing someone or something
- understanding messages or descriptions

**e. Creating questions**

- scanning or skimming for information
- paraphrasing, summarizing, or translating (L1 to L2 or vice versa)

- interpreting information
- explaining or asking for explanations of how something works
- comparing or contrasting things
- discussing possibilities, probabilities, or capabilities of doing something
- requesting or reporting facts about events or actions or about a text
- hypothesizing
- formulating and supporting opinions
- evaluating the results of an action or an event
- Imaginative
- discussing a poem, a story, a text, an advertisement, a piece of music, a play, a painting, a film, a TV program, etc.
- story-telling, narrating events
- experiencing and/or discussing a simulation (e.g., of an historical event)
- expanding ideas suggested by others or by a piece of reading
- creating rhymes, poetry, stories, plays, or scripts
- recombining familiar dialogues or passages creatively
- suggesting original beginnings or endings to dialogues or stories
- solving problems or mysteries.

Whether in or out of classroom settings, English language learners use language functions to express meaning. Language functions refer to how individuals use language to accomplish specific tasks. The most commonly used language functions are those used to describe or give information or to express feelings. Language functions have been identified for both social/communicative and academic purposes by Chamot and O'malley (1994). Cummins (1984) states that communicative language functions are those used to express meaning in a routine social context that is not cognitively demanding. In addition, he states communicative language function include greetings and leave-takings, requesting and giving information, requesting and giving assistance, and others. To know the context of communicative

language function and academic language function, it can be seen the following tables:

Table 2.1. Communicative Language Function

Communicative Language function	Student uses language to:	Example
Greetings/leave-takings	Meet and greet others; say good-bye	Uses common expressions, such as how do you do? And nice to meet you.
Requesting Information Assistance	Ask for information or help	Can formulate questions using courtesy formulas as in: excuse me, could you please tell me where room 208 is?
Giving Information Assistance	Provide information or assistance in response to a request	Comprehends requests and responds appropriately, as in: sure, it's down this hall, first door on your right.
Describing	Tell about a place, thing, or idea	Uses descriptive language to convey an image, as in: Well, it's about 12 feet by 15 feet, has lots of light, and is big enough for 30 students
Expressing feelings	Relate what he/she feels or thinks	Describes emotions, as in yes, I feel a little nervous about being interviewed.



## Academic Functions

According to Cummins in O'malley and Pierce (1996) Academic language function are those that are critical for success in grade-level classrooms. In addition, Perlman and O'Omellely (1992) state academic language functions may include describing, explaining, informing, comparing, debating, persuading, evaluating, and others listed in figure 2.5 as follows:

**Table 2.2 Academic Language Function**

Academic language function	Student uses language to:	Examples
Seeking information/informing	Observe and explore the environment ,acquire information, inquire; identify, report, or describe information	Use who, what, when, where, and how to gather information; recount information presented by teacher or text; retell a story or personal experience
1. Comparing	Describes similarity and differences in objects or ideas	Make/explain a graphic organizer to show similarities and contrast
2. Ordering	Sequence objects, ideas, or events	Describe/make a timeline, continuum, cycle, or narrative sequence
3. Classifying	Group objects or ideas according to their characteristics	Describe organizing principle (s), explain why A is an example and B is not
4. Analyzing	Separate whole into parts; identify relationships and patterns	Describe parts, features, or main

5. Inferring	Make inferences; predict implications, hypothesize	idea of information
6. Justifying and persuading	Give reasons for an action, decision, point of view; convince others	Describe reasoning process (inductive or deductive) or generate hypotheses to suggest causes or outcomes
7. Solving Problems	Define and represent a problem; determine a solution	Tell why A is important and give evidence in support of a position
8. Synthesizing	Combine or integrate ideas to form a whole	Describe problem-solving procedures; apply to real-life problems and describe.
9. Evaluating	Assess and verify worth of and object, idea, or decision	Summarize information; incorporate new information
		Identify criteria, explain priorities, indicates reasons for judgment, confirm truth

The different perspectives in defining AE have significance for both research and instruction; they influence our understanding of how to teach AE as well as our understanding of the level of AE necessary for academic success. One of the implications for instruction addressed in the literature is the importance of teaching essential features of AE, including the academic vocabulary, grammar, and discourse structures common to specific content areas. Instruction in these features is of special importance to ELLs, particularly those with limited backgrounds in AE.

*Across* multiple content areas two primary AE needs are described: first, an explicit understanding of how AE differs from everyday, conversational language, and

when to use each in academic settings; and second, an ability to recognize the features of AE texts of different disciplines, and use those features orally and in writing. A number of the studies reviewed *within* specific content areas support the idea that how one defines AE influences instructional practice; a narrow conceptualization of AE as mainly academic vocabulary limits The Implementation of AE instruction.

The literature also focuses on how AE is developed through social interactions and in social settings, examining how effectively teachers have attempted to engage students in academic discourse and the language of particular disciplines. Providing opportunities for engaging students in AE requires a more balanced division of teacher and student talk, with teachers modeling academic discussions and questioning techniques that mirror the types of discussion within professional communities. Further, it requires opportunities for students to use AE and to develop a certain amount of met linguistic awareness of AE features.

In addition to implicit and explicit assumptions about the relationship between how AE is defined and instruction is the assumption that AE is associated with conceptual understanding. Authors differ, however, in how they view that relationship. Two of the primary interpretations, described in a synthesis of research and findings from an international conference on science education, suggest: 1) that the ability to use the language of science—including science discourse, forms and functions—is a prerequisite for understanding academic content; and 2) that language —shapes and influences understanding of academic content. Each of these interpretations, it is argued, has consequences for how AE is taught. The first interpretation supports direct instruction in the language of science. The second supports a less direct, writing-to-learn approach.

In general, the literature on AE instruction for K-12 classrooms suggests that it is necessary to consider both language and content in any discussion of AE proficiency. At a minimum, it is worthwhile considering features related to academic literacy, such as discipline-specific text organization and discourse patterns, AE functions emphasized in specific settings, and the multiple meanings of words.

Across the literature on instruction in AE features, the primary focus was on academic vocabulary, with explicit teaching and pre-teaching tied to opportunities for practice. Across the literature on developing academic discourse, questions were raised regarding the relationship between how AE is defined and how it is taught, how classroom interactions are framed by the teacher, and whether AE can be considered or taught apart from everyday discourse. Although few answers were provided, a common thread was the importance of supporting teachers in laying the foundation for AE development.

*Policies and Practices in Preparing and Training Teachers to Support Academic English Development.* Despite differing views and approaches, most educators agree that improving the language and literacy skills of ELLs will depend on finding ways to deepen all teachers' knowledge of language and language development (Adger, Snow, & Christian, 2002). This portion of the report discusses policies and practices relevant to preparing and training elementary and secondary teachers to support ELLs' development of AE. While the focus is on ELL teachers, when information is available, discussion of the training of content teachers to teach AE is also included.

The second language teacher education field has drawn from several distinct traditions to describe what ELL teachers should know and be able to do (Merino, 2007). Currently and arguably the most dominant is the standards/competency tradition. This tradition typically involves experts within a particular knowledge domain conceptualizing and developing a comprehensive set of teaching standards that reflect a level of consensus on the core knowledge, skills, and effective pedagogy in this domain. Often this work occurs under the auspices of a professional organization that has influenced the content of ELL teacher education programs. This section on teacher preparation explores the ways in which several sets of national teaching standards address AE as well as the degree to which expectations for teaching academic language are included in state policy on teacher credentialing and program accreditation.

According to a survey of state and national teacher education policies (Merino, 1999), there has been an abundance of competency approaches to describing the

knowledge that teachers of ELLs should possess, but few policies on what constitutes best teaching for ELLs. Moreover, virtually no attempts have been made to evaluate teacher or student outcomes of the competency-based approach to ELL instruction (Merino, 1999). Despite the lack of outcomes-based research in this area, the competency/standards approach continues to dominate the field as an important determiner of the content and focus of teacher education programs. Overall, the literature and documents on the competencies approach reviewed for this report provide little insight into defining what teachers should know and be able to do with regard to AE. Nor does this literature offer guidance on how to design and implement instruction that supports ELLs' development of AE. Teaching standards, teacher competencies, and state policies typically do not answer the question of what teachers should know and be able to do with regard to AE in order to support student learning of it.

Furthermore, in their review of the research, policies, and practices that inform ELL teacher preservice and inservice programs, Tellez and Waxman (2006) caution that the knowledge base professional organizations use to develop teaching standards may not be sufficient to guide these programs to prepare and train ELL teachers.

Teacher preparation policy falls under the auspices of state governments and is typically addressed through the establishment of teacher certification requirements and accrediting teacher education programs. Currently only four states—Arizona, California, Florida, and New York—require specialized training for teachers working with ELLs (Ballantyne, Sanderman, & Levy, 2008). It is unclear from the state policies in Arizona, Florida, and New York the degree to which AE is addressed in implementing the requirements. California policy is more specific with regard to AE and is discussed with some detail in this section of the report.

While teacher preparation policies and practices regarding AE are in their infancy, the literature provides a number of recommendations for improving teacher preservice and inservice programs in AE. One of the strongest recommendations (Wong Fillmore and Snow, 2000) stresses the need for teachers to have the linguistic knowledge and skill to help students use the language associated with the academic discourse of school

subjects and develop an awareness of how language modalities (speaking, listening, reading, and writing) function across different academic contexts.

This section of the report provides specificity on the types of courses and approaches recommended for preparing teachers to assist students in acquiring AE. This section also discusses several studies that investigate the impact of professional development interventions on teacher attitudes, knowledge, and skills involved in teaching academic English in content area classrooms. The professional development described in these studies focuses on the vocabulary and language patterns characteristic of science and English language arts classrooms.

These studies demonstrate that high quality professional development can provide meaningful learning experiences for teachers on academic English within the content areas. Teacher beliefs and practices about language can be successfully challenged and changed when professional development provides teachers with a deeper understanding of the role of language in academic learning, when it is ongoing, and when it is directly relevant to the content teachers are teaching. The section concludes with recommendations for additional research on teacher preparation and training in AE

#### **4. Implication For Assessment**

Assessment of oral language should focus on a student's ability to interpret and convey meaning for authentic and convey meaning for authentic purposes in interactive context. It should include both fluency and accuracy. Cooperative learning activities that present students with opportunities to use oral language to interact with others whether for social or academic purposes are optimal for assessing oral language.

Teachers need to use assessment task that are as authentic as possible in a classroom setting. This means: (1) using authentic language in listening/speaking activities; (2) setting real-world tasks, such as getting the gist of a message, listening selectively, describing, giving directions, and giving opinions; and (3) giving students opportunities to use language in situations based on everyday life. It is important to expose students to authentic language and help them work out strategies for dealing

with less than total comprehension (Porter and Roberts, in O'Malley and Pierce 1996:62).

### **R. The Importance of Self Confidence in Learning**

Gardner and Lambert (1972), argued that attitudinal factors were an important motivational basis for L2 acquisition and behavior. Upon noting the results obtained with groups of students who were in more direct contact with the L2 group, however, he suggested that in such contexts a self-confidence process becomes the most important determinant of attitude and effort expended toward L2 learning. In a multiethnic context, positive attitudes would orient the individual to seek contact with members of the L2 community. To the extent that this contact is relatively frequent and pleasant, self-confidence in using the L2, operationally defined in terms of low anxious affect and high self-perceptions of L2 competence would develop.

Being a confident language learner means being able to use English in different social and transactional contexts and with people from different cultural and professional backgrounds. Confident language learners feel happy and comfortable with the progress they are making and this gives them confidence to keep learning, and this confidence can have a significant impact on their lives both inside and outside the classroom.

Learners who are core confident are more easily able to participate in social activities, volunteer in the community, find a job, talk with their neighbors and play key roles in their communities. An important ingredient in developing confidence is the ability of learners to see the progress in their language learning so that they gain a sense of achievement. This can be a vital part of understanding the language learning process as a whole, and can help to keep learners motivated and on track for what is, after all, a very long journey. Confidence can be fostered in language learners at any proficiency level: confident learners are usually more effective, happier learners, whatever their level. They are more likely to take risks when they communicate with others and are therefore more likely to have conversations in English, and this, in turn, is likely to help their language to improve. With better English, they will be more willing to seek out

more interactions in English, the interactions are more likely to be successful, and this success will help to build their confidence, and so on. Confidence and competence therefore depend very closely on each other.

We all know that some people get very anxious when they are learning a language, and of course allaying these fears and anxieties is a very important part of building confidence. But in addition to counteracting negative feelings, building confidence also means building positive feelings. Learners also need to feel:

- secure
- competent
- a sense of belonging
- a strong sense of identity
- a sense of purpose

Developing confidence in the classroom is about promoting these feelings and providing learners with strategies to succeed in their language learning while reducing any negative beliefs about their worth and abilities as an L2 speaker. Below we look briefly at some of the ways that the issue of confidence in learning and using a language has been treated in research and teaching approaches. This work investigates the responses of largely adult EFL learners on a Foreign Language Classroom Anxiety Scale. Studies have identified a range of factors in FLA, including apprehension when speaking to others, performance anxiety and fear of negative evaluation by other students and teachers. They argue that FLA is a serious obstacle to language learning and suggest that teachers can help to alleviate these feelings and start to build confidence by acknowledging learners' fears and feelings of helplessness. The Willingness to Communicate (WTC) framework was developed by Burgoon (1976) and McCroskey and Richmond (1991). In this approach, confidence is not viewed as fixed or static, but dynamic and fluid: it can ebb and flow according to circumstances. Two aspects of WTC are seen as making an important contribution to learners' confidence in an L2:

- cognitive-learners' self-evaluation or perception of their proficiency in their L2



- emotional—the level of anxiety that learners feel when communicating in their L2.
- And two distinct levels of confidence are identified:
- a general confidence communicating in the L2
  - a situation-specific confidence which can vary according to the context.

### **1. The Role of Self-confidence**

Confidence is not an easy concept to define. Generally, it describes a mental attitude that focuses on trust and reliance on oneself and often includes notions of self-assurance, boldness and fearlessness.

For the ESL learner, confidence is defined as a form of self-reliance and is often linked to self-esteem and motivation. It is viewed as a social aspect of language teaching and part of the personal attributes of the language learner.

Rubio (2007) states that self-confidence has both psychological and aspects. Low self-confidence may have a negative effect on foreign language learning alongside with many other possible themes. According to Rubio (2007), low self-confidence may lead to some psychological conditions such as sense of insecurity, fear, anxiety, and antisocial behaviors. This may be the case in foreign language learning too. At least, due to low self-confidence, the student will not be able to make a good start in foreign language learning, because low self-confidence affects students' learning motivation (Bong, 2008). An individual who lacks in self-confidence will most probably have a negative bias towards the course and the classroom.

A student will have constant negative feelings like fear of failure, being inadequate, fear of humiliation, and anxiety towards the teacher and course during the class, and refrain from speaking and participating in classroom activities. Low self-confidence can lead to foreign language anxiety (Gardner and MacIntyre, 1989). The foreign language learning abilities of students lacking self-confidence cannot be revealed. Such students cannot socialize properly and refrain from speaking in the classroom.

According to Rubio (2007), there is a correlation between foreign language learning and classroom atmosphere. Foreign language learning classrooms must

promote self-confidence. Therefore, creating an environment in which each student will feel self-confident can be considered important. The classroom environments in which students can answer questions without hesitation express themselves without any fear or anxiety of making a mistake or being humiliated by their teacher even if they make a mistake will promote their self-confidence. Therefore, teachers' behavior, feedbacks, and questions they ask to students, and the language teaching activities they are required to take part in are directly correlated with their self-confidence.

Encouraging students to act and speak correctly, giving them feedbacks - especially positive feedbacks- instantly, and offering them in-class activities they will enjoy can improve their self-confidence. Looking at the correlation between classroom and self-confidence from Bandura's perspective (2006), there is a strong correlation between an individual's sense of self-confidence (and self-competence) and the social group he is in. People are inclined to think like the social group they are in. Therefore, a student's sense of self-confidence can be promoted by other students' sense of self-competence and self-confidence in a foreign language learning classroom with students high in self-confidence.

Arnold (2007) emphasizes that communication among individuals in classroom brings success faster than any material and technique. Ensuring a good communication with students is an achievement of success for foreign language teachers. Only self-confident teachers and students can achieve this success. Self-confident teachers feel comfortable in classroom, and can convey their messages to students without disturbing them. Their calm and confident nature and actions can promote students' self-confidence (Krashen, 1982).

Self-confidence may help foreign language teachers communicate with their students, and promote their students' self-confidence. Studies researching self-confidence (and self-competence) demonstrated that self-confident teachers could have an effect on their students' achievements and motivations (Eryaman et al. 2013).

## 2. Trusting Yourself to Build your Confidence

Goldsmith (2010:144) states that trust must first be given to yourself, because not having it works directly against your self-confidence. Believe that you are here for the right reasons and your full participation in life is valuable to those around you.

If this is not something you can do in your own mind, then start asking people you know and who care for you if you have made a difference in their lives. When we can't see our worth in the world it is hard to trust that we deserve to be here, or for good things to happen around us. Getting validation from those close to you will help you see that you have contributed to the lives of people who are important to you, and perhaps also to the world at large.

According to Goldsmith think of the things in your life you are proud of. There are a number of them, but you may have to spend a little time remembering that you loved restoring that old antique dresser and did a great job, or that time you really saved someone (or yourself) a ton of money with a simple suggestion. You have good instincts and are deserving of trust, but you have to find it within yourself in order to take your self-confidence up a notch.

Goldsmith (2010:156) states that before you can forgive another, it may be necessary to forgive yourself. If you aren't sure why or even if you are angry with yourself, you need to get in touch with the resentful feeling and its cause. Just sit quietly and ask yourself what you have done or avoided that makes you feel insecure. Perhaps you just need to say you are sorry to yourself or someone else. It may take some additional introspection to truly let this negative feeling go, but the process will give you incredible relief.

According to Goldsmith (2010:156) you will not be able to move forward in your life if you allow anger at yourself or someone else to run through your psyche. When that happens, your brain continually tells you that you're not good enough, and eventually you start to believe it, and your behaviors will follow that very inappropriate lead.

True remorse is a part of the process, whether it be forgiving yourself or another, or feeling sorry for the wrongs that were committed. Being available to make amends is a necessity if you want to let go of the pain.

The idea of atonement encapsulates how forgiveness works. Making the realization of any misdeeds, appropriately apologizing, and asking for (or offering) forgiveness will allow you to let go of the pain and move forward with the rest of your life.

Knowing that you can forgive yourself and those who have wronged you can't help but make you a more self-assured human being.

The wise words have ever mentioned by Albert Einstein in Goldsmith (2010:17) “ It is not that I am so smart, it is just that I stay with problems longer” Goldsmith (2010:17) divides 10 tools to own your build your confidence. Here are four tools of 10 tools:

1. Wash your hands and face, and brush your teeth. It cools your body, which is relaxing, and gives you that “fresh start” feeling.
2. Remember your last (or greatest) success and think about it for 60 seconds. Taking in your success as often as possible will help you reach another and another. Quite simply, it reminds you that, because you have done it before, you can do it again.
3. Give yourself a good shave (face or legs). It's another instant refresher, and, in addition, when we know we are looking our best, we are naturally more confident.
4. Look around you, remember that you started with nothing, and know that everything you see, you created. We can all lose our feelings of self worth, especially when something goes wrong

### **3. Practice, Practice, and Practice**

Goldsmith (2010: 163) states that practice, even if you are doing the same thing over and over, doesn't have to be boring. Using practice in this manner not only keeps them in shape to do what they do, but it also helps them to get better. A famous musician once said that if he didn't practice for one day, he would notice a difference. If

he didn't practice for two days his teacher would notice, and if he didn't practice for three days the audience would notice. And so, he sits at the keyboard every day and keeps his art honed and his confidence high.

The trick is to make practicing something you enjoy doing every day. Sometimes you have to do little mental gymnastics to make that thought a reality. If you only like practicing because it makes you better at what you do, that's fine because that little piece of positive attitude will help you get to the next level and continue to refine your skill set. But it will make your practice sessions much easier if you feel some joy in the process. We all know the truth that practice makes perfect. What some fail to realize is that Practice also boosts your self-confidence. In building speaking skill, it is also important to do practicing any time and anywhere.

### **S. The important Functions of Self-Interest in learning**

Functional approaches to interest suggest that it is a positive emotion strongly associated with approach motivation (in Thomann, Fredrickson, 1998; Izard, 1977; Silvia, 2008; Tomkins, 1962). Interest is central to intrinsic motivation and self-regulation (e.g., Harackiewicz & Hulleman 2010; Hidi & Ainley, 2008; Sansone & Thoman, 2005; Sansone, Thomann, & Smith, 2010; Silvia, 2008 in Thoman). Interest is distinct from general positive affect and from other positive emotions, such as happiness. From a functional perspective, interest and happiness motivate different actions. Among other things, happiness builds attachments to familiar sources of reward and to factors that promote progress toward valued goals.

According to Hilgard in Slameto (2030), interest is persisting tendency to pay attention to and enjoy some activities or content. This definition tells us that an interest is shown by a pay attention and enjoyment in any activity. So, by having interest we are going to be able to get attention in learning fully. It means that when a person is interested in something he/she will pay it full attention and also feels enjoyable it. In other words, in teaching-learning process, a teacher needs paying attention on students“

interest and need, because both of them caused an attention. Something interest and needed by students make them to learn seriously.

From the definitions explained above, we can get a point that interest is the internal power as sources of motivation in teaching-learning process. It makes students easier to involve in the subject because they will pay attention fully on that subject in this case is speaking. In term of mental condition, interest does not only form behavior of some but also support him or herself to the activity in speaking and as a result, one pays attention and makes him or herself to be a part in the activities.

### **1. Interest as A Motivational Resource**

The findings concerning the negative effect of feedback for girls with moderate interest suggest that positive feedback is not necessarily beneficial for everyone. This conclusion is further reinforced by the fact that, overall, presence of positive feedback did not enhance intrinsic motivation relative to no feedback (i.e., positive feedback did not have a main effect on motivation). Thus, it appears that the desirable effects of positive feedback cannot be taken for granted, and they depend on the persons receiving the feedback (e.g., their gender and level of interest), and on the context. In this respect, then, positive feedback is not that different from praise, whose impact on people clearly depends on a variety of contextual and personal factors ( Henderlong & Lepper, 2002 in Katz, at, al. 2006). The results of the present study suggest that interest might be a valuable coping resource.

In future research, it would be interesting to articulate and study the mediating processes through which interest may act as a buffering protective factor that supports intrinsic motivation in non-optimal learning environments. It might examine this account as well as other possible mechanisms that might explain the ways by which strong interest supports intrinsic motivation when positive feedback is absent. The inclusion of interest as a moderator of gender related feedback effects in various studies of the impact of feedback and praise might help researchers to detect differential gender-related effects also in various research designs and samples where such

differential effects have not been found so far ( Henderlong & Lepper, 2000 in Katz, et al. 2006).

To allow such generalizations, future research should investigate the joint effects of interest, type of feedback and gender across different ages, cultures and socio-economic statuses. Past research has already shown that interest is an important cognitive and emotional resource (Hidi et al., 2004. Katz, et al., 2006). The present research adds to the literature concerning the benefits of interest, one potential contribution of interest that has not received much attention until now: the role of interest in sustaining children's intrinsic motivation under non-optimal feedback conditions. Finally, the notion of interest as a resource that sustains intrinsic motivation in non-optimal learning contexts appears to have important educational implications. Given that most children are going to face non- optimal learning conditions at one point or another during their educational career, it appears important to help them develop strong interests that would allow them to tolerate feedback conditions that are unhelpful, perhaps even discouraging.

## **2. Situational Interest in Physical Education**

According to Chen in Subramaniam (2009) Interest-based motivational research in physical education is in its infancy despite the overwhelming evidence that supports the critical role interest plays in enhancing student achievement and motivation. One plausible reason for this hesitancy among researchers to delve into interest-based motivational research could be the overemphasis and overshadowing of goal orientation research in physical education. It can be credited as the pioneer for engaging in this area of research in physical education. Following Chen's work, other researchers have investigated interest in physical education from different perspectives. Although interest-based motivational research is in its early years in physical education, the findings reported thus far have been groundbreaking and informative. It sought out to investigate student interest in activities in a secondary physical education curriculum and found that interest is dependent upon person-activity match. In other words, physical education teachers need to be more cognizant of this student-activity match

when selecting activities. In addition, student perceptions of interest were embedded in the meaning and value the activity of freed the learner. In a nutshell, what teachers do in the learning environment can have a profound impact on the development of interest as depicted by the level of engagement in activities in physical education.

Similarly, Cury and colleagues (1996) also found the situational class climate to be more important than dispositional goals in influencing learners' interest in physical education. What this means in the over all scheme of student learning is that situational factors do matter in enhancing student interest more than individual goals. Situational interest has been conceptualized as a multidimensional construct resulting from person-activity interaction. To test the tenability of the multidimensionality of situational interest in physical education.

Chen et al. (1999) in Subramaniam (2009) developed an instrument to measure the seven dimensions of situational interest. Exploratory and confirmatory factor analysis revealed five dimensions of situational interest in physical education: Novelty, Challenge, Exploration Intention, Instant Enjoyment, and Attention Demand. However, Chen et al. found that not all dimensions accounted equally for situational interest. The primary components of situational interest were Exploration Intention and Instant Enjoyment. From an educational perspective, what this means is that in order to increase situational interest physical education teachers should strive to provide ample exploration opportunities during student-task interaction that ultimately results in instant enjoyment for learning. In this sense, situational interest is learning task specific. Since Novelty and Challenge contribute minimally to situational interest and instant enjoyment in physical tasks, caution that when introducing novel physical activities to students, physical education teachers ought to keep challenge to a minimal level.

Extending, their work on situational interest, he sought to examine the effects of task design on situational interest and the extent to which the effects were mediated by gender, grade, individual interest, and skill levels. An important finding that emerged from this investigation is the role of cognitive demand of a learning task in generating situational interest. Chen and Darst (2001) in Subramaniam (2009) situational interest is



also found to be a function of learning task design and it varied across different learning tasks in physical education. Learning task with a high situational interest elicited a higher level of engagement than one with low situational interest. Physical education teachers who wish to see their students engage at a higher level should focus on providing learning tasks with high situational interest. In essence, they need to find ways to increase the interestingness of the learning task to motivate students in the initial process of learning.

### **T. Defining Self-Regulating**

Zumbrun et al. (2011) define that self-regulated learning is a process that assists students in managing their thoughts, behaviors, and emotions in order to successfully navigate their learning experiences. This process occurs when a student's purposeful actions and processes are directed towards the acquisition of information or skills.

Aregu (2013) in electronic journal of foreign language teaching elaborated some definitions of self-regulated learning from the researchers as follows:

Good and Brophy (1995) defined self-regulated learning as a process of active learning in which students take responsibility for encouraging themselves to understand materials they deal with, to accomplish tasks, to monitor what they do, to assess their strengths and weaknesses, and to take corrective actions based on self-evaluation reports. In a similar fashion, but with slight differences.

Pintrich (2000) explains self-regulated learning as an active and constructive process whereby students set goals for their learning, and then try to monitor, regulate, and control their cognition, motivation, and behavior guided and constrained by their goals, and the contextual features in the environment.

Zimmerman (2000) defines self-regulated learning that puts emphasis on the interaction of three major elements: (a) personal regulation, which refers to the adjustment of cognitive and affective factors; (b) behavioral self-regulation that mainly takes into account the process of observing oneself and modifying performance; and (c) environmental self-regulation that involves analyzing learning context, and making adaptations in a way that optimizes performance. The interactions of these components,

according to Zimmerman (2000), occur in the forethought of task, performance, and self-reflection (stages of self-regulation).

According to Zimmerman in Quince (2013) Self-regulated learning is a self-directive process that assists learners and encourages awareness of their own strengths and weaknesses. Learners are guided by personally set goals and task-related strategies. The construct of self-regulation refers to the degree to which the learner is met cognitively, motivationally, and behaviorally active in their own learning process (In Quince, Zimmerman, 1998;). Building on this definition of skills needed to be a self-regulated learner in traditional face-to-face classrooms, researchers have found that students who lack self-regulation skills are dependent learners and are less likely to succeed in online courses (Azevedo, 2005).

Zimmerman and Martinez-Pons in Quince (2013) hypothesized that through the use of self-regulated learning strategies, students can develop the ability to navigate unfamiliar learning environments, in this case, the environment of online courses. Several researchers have explored self-regulated learning theory and its effect on learner efficacy for learning in new environments.

Learners can develop self-regulated learning skills that optimize the motivational, behavioral, and metacognitive processes using a variety of strategies. Self-regulated learning strategies are the actions and processes used to acquire information and skills. These strategies are purposeful and deliberate and are chosen by the learners as an appropriate solution to attaining academic goals (Zimmerman, 1990).

Self-regulating learning SRL theory as determined by Zimmerman (2001) that relies on learners completing a process that involves three phases: forethought, performance, and self-reflection. The forethought phase refers to processes that occur before efforts to learn aimed at enhancing performance. The forethought processes, which are done before learning, include meta-cognitive processes such as task analysis, goal setting, and strategic planning, as well as self-motivation from sources such as task interest or values, self-efficacy beliefs, and intrinsic motivation.

## **1. Self-Regulated Learning Strategies for Students**

It States that to promote SRL in classrooms, teachers must teach students the self-regulated processes that facilitate learning (Zumbrun et al.2011). These processes often include: goal setting, planning, self-motivation, attention control, flexible use of learning strategies, self-monitoring, appropriate help-seeking and self-evaluation. Aregu (2013:9) in electronic journal of foreign language teaching also describes some researchers' opinion related to self-regulated learning process as follows:

### **Goals**

Zimmerman, (2004) suggests that encouraging students to set short-term goals for their learning can be an effective way to help students track their progress

### **Planning**

Schunk (2001) indicates that planning and goal setting are complementary processes, as planning can help learners establish well thought out goals and strategies to be successful. Planning occurs in three stages: setting a goal for a learning task, establishing strategies for achieving the goal, and determining how much time and resources will be needed to achieve the goal.

### **Self-Motivation**

According to Corno (1993) It is important to the process of self-regulation because it requires learners to assume control over their learning. Furthermore, Wolters, (2003) says that by establishing their own learning goals and finding motivation from within to make progress toward those goals, students are more likely to persist through difficult learning tasks and often find the learning process more gratifying.

### **Attention Control**

Harnishferger (1995) defines that attention control is a cognitive process that requires significant self-monitoring. Kuhl (1985) further, says that teaching students to attend to learning tasks should be a priority. Teachers can help their students control their attention by removing stimuli that may cause distractions, and providing students with frequent breaks to help them build up their attention spans.

### **Flexible Use of Strategies**

According to Paris & Paris, (2001) successful learners are able to implement multiple learning strategies across tasks and adjust those strategies as needed to facilitate their progress towards their desired goals. By modeling how to use new strategies and providing appropriate amounts of scaffolding as students practice, teachers can help learners become independent strategy users.

### **Self-Monitoring**

Zimmerman (2004) explains that the process of self-monitoring encompasses all of the aforementioned strategies. In order for a learner to self-monitor their progress, they must set their own learning goals, plan ahead, independently motivate themselves to meet their goals, focus their attention on the task at hand, and use learning strategies to facilitate their understanding of material.

### **Help-Seeking**

According to Butler (1998) it is a contrary to popular belief, self-regulated learners do not try to accomplish every task on their own, but rather frequently seek help from others when necessary. Teachers can promote positive help seeking behaviors by providing students with on-going progress feedback that they can easily understand and allowing students opportunities to resubmit assignments after making appropriate changes.

### **Self-Evaluation**

Winne & Hadwin (1998) explain that students are more likely to become self-regulated learners when they are able to evaluate their own learning, independent of teacher-issued summative assessments. Zimmerman (2004) further, states that teachers can promote self-evaluation in the classroom by helping students monitor their learning goals and strategy use, and then make changes to those goals and strategies based upon learning outcomes

## **2. Encouraging Student Self-Regulated Learning**

Zumbrun et al. (2011) further state that a great deal of literature showcases a variety of effective instructional strategies for encouraging self-regulation in the classroom. They refine some of these strategies include direct instruction and modeling,

guided and independent practice, social support and feedback, and reflective practice. And elaborated each the researchers' opinions as follows:

Boekaerts & Corno, (2005) say that the direct instruction and modeling are teachers model and explain their own thought processes necessary for completing activities and assignments, students are more apt to understand and begin to use those same processes on their own.

Schunk & Zimmerman, (2007) state that independent practice should naturally follow guided practice. During this process, students are given opportunities to practice the strategy on their own, which can ultimately reinforce autonomy.

Social support from teachers and peers can serve an important role as students are learning to be more self-regulative. The effective feedback includes information about what students did well what they need to improve, and steps they can take to improve their work (Black & William, 1998; Hattie & Timperley, 2007; Sadler, 1998). This type of feedback is often referred to as progress feedback (Duijnhouwer, Prins, & Stokking, 2010). Not only can progress feedback assist students in improving their academic achievement (Brookhart, 2011), it also can promote student motivation (Wigfield, Klauda, & Cambria, 2010) and self-regulation.

This practice enables teachers to investigate the possible reasons explaining The Implementation of a given instructional strategy used in the classroom. Through thoughtful reflection, experimentation, and evaluation, teachers can better create meaningful learning experiences for their students (Gibson et al., 2011).

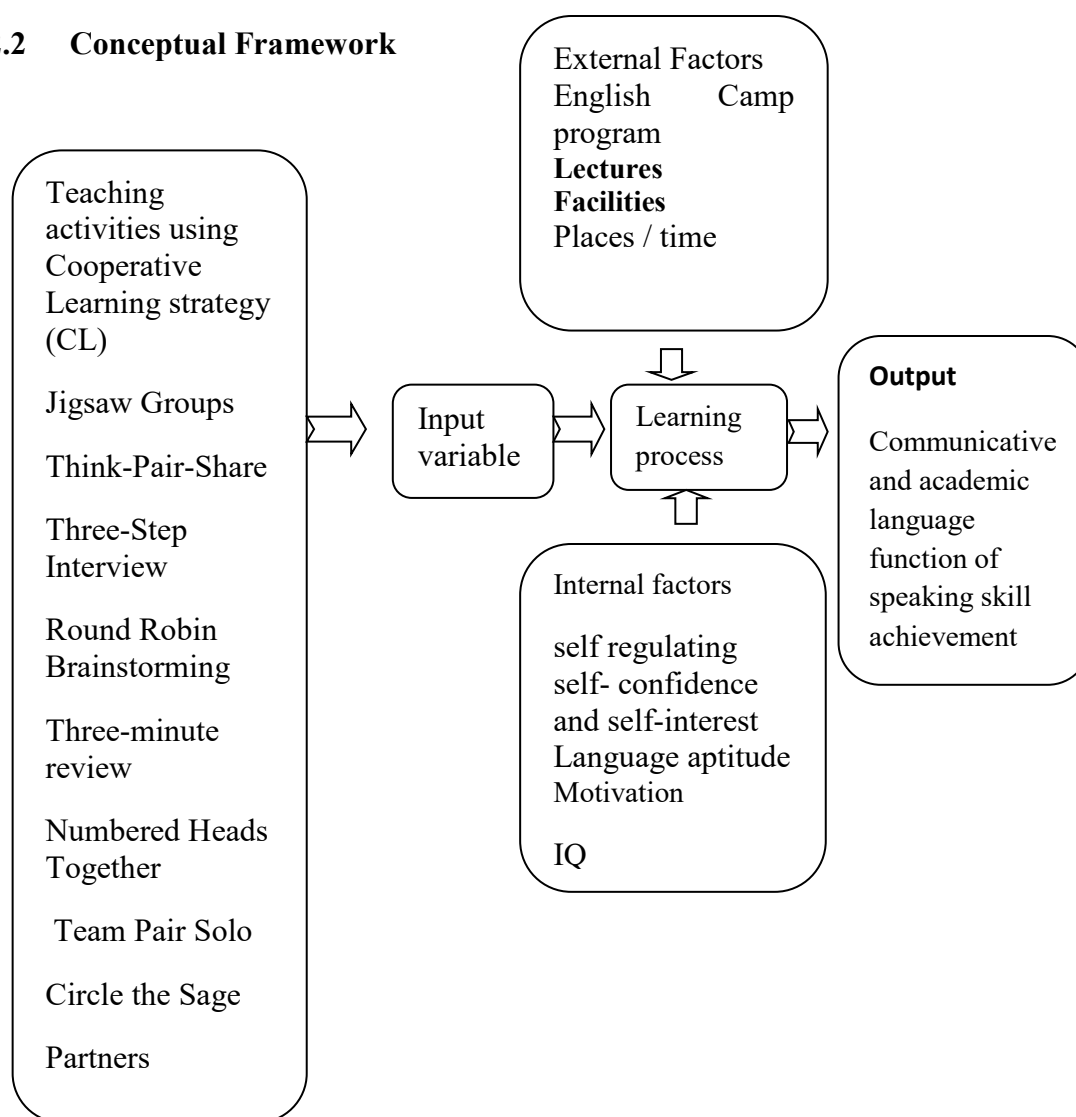
Though most teachers would agree that teaching students to be more self-regulative in the classroom would be ideal, the practice does not come without challenge. Developing lessons that prepare students to engage in SRL practices and provide real support and opportunities for implementation is no small feat (Paris & Winograd, 2003).

### **S. Conceptual Framework and Hypotheses**

According to Rasyid (1992) teaching and learning is consciously active and objective oriented process which involves many variables. The many variables, however, can be grouped under three major headings: input-process-output.

In this process, it is formulated a framework as a concept in teaching and learning of speaking skill. The writer extremely believes to be pedagogically and instructionally practical in developing the students' English communicative competence in the ELT classroom. Based on the conceptual framework and the literature review, the research hypotheses are formulated as the working tools of the theories and concepts previously discussed.

## 2.2 Conceptual Framework



Teaching and learning activities using cooperative learning strategy through English Camp are the input variables. The student's perceptual modality preference in perceiving the materials, self-interest, self-confidence, self-regulating. Motivation consisting of motivation in learning English as a foreign language and IQ is internal factors which are controlled based on the following arguments. The students' motivation in learning English is all instrumental in the sense that the students are majoring in English because they have decided on the teaching of English as their future career. This extrinsic motivation in learning English shows no differences among the students. Motivation achievement and Intelligence Question (IQ) are learner general characteristics which contribute to any learning.

The external factors consisting of lectures, facility, time and language English Camp are organized and arranged in such a way that they do not affect the treatment. The treatment is carried out by the same lectures, The other two external factors, facility and time are organized and arranged in such as way that all the groups experience the same thing in terms of facility and time.

#### 1. Hypotheses

As the tentative answers to the problems stated above the writer uses working alternative hypotheses. Null hypotheses are used only for the sake of ease in the data analysis. In addition, since this study investigates the strengths of a teaching strategy called the 'cooperative learning' that implemented through English Camp over the cooperative learning without through English Camp, directional hypotheses are then preferred. In general, it is hypotheses that the students taught with the cooperative learning have better performance in general speaking skill as indicated in their communicative language function and academic language function of speaking skill achievement and Instruction with cooperative learning strategies through English Camp has better effect to students' self-interest, self-confidence and self-regulating, in improving their speaking skill. The research tested empirically the following five hypotheses:

1. Students who are instructed with the cooperative learning strategy through English Camp have better achievement in academic language function of speaking skill on the post than on the pretest.
2. Students who are taught with cooperative learning strategy through English Camp have better achievement in communicative language function of speaking skill on the post test than on the pretest.
3. The students' self interest in speaking English after joining English Camp program using cooperative learning strategy is more different than their self-confidence before joining the English Camp Program.
4. The students' self confidence in speaking English after joining English Camp program using cooperative learning strategy is more different than their self-confidence before joining the English Camp Program.
5. The students' self-regulating in speaking English after joining English Camp program using cooperative learning strategy is more different than their self-confidence before joining the English Camp Program.



## **METHOD OF RESEARCH**

This chapter is devoted to discussion of the research method employed in the present study. In general, the discussion includes five headings: research design, population and sample, research instrument, procedure of data collection, and procedure of data analysis.

### **A. Research Design**

#### **1. Research Type**

This study is intended for testing hypotheses about the effect of cooperative learning strategy through English Camp of teaching speaking skill toward improvement of students' speaking achievement in terms of general, academic language types and communicative language types of function. Ary et al. (2002: 280) state the term experimental design refers to the conceptual framework within which the experiment is conducted. The most important criterion is that design must be appropriate for testing the particular hypotheses of the study. In addition, Best (1981:68) defines experimental design is the blueprint of the procedures that enable the researcher to the test hypothesis by reaching valid conclusions about the relationships between independent and dependent variables.

There are several types of experiment designs those are true experiment, quasi experiment and pre-experiment. In this research used a type of pre experiments research with *One-Group Pretest-Pos test Design*. According to Ary et.al (2002: 304) it is used to evaluate The Implementation of a new technique in teaching.

In addition, Ary et.al (2002: 303) state that the one group pretest posttest design usually involves three steps: (1) Administering a pretest measuring the dependent variable, (2) applying the experimental treatment X to the subjects, and (3) administering a posttest, again measuring the dependent variable. Differences attributed to application of the experimental treatment are then evaluated by comparing the pretest and posttest scores. Cohen & Manion (1995:165) give example of pre-experimental as Follows:

A group of subjects are given the at attitudes toward minority groups. Since the result of pretest shows that the subject' tolerance toward minority groups is still very low, a ten-week curriculum project designed to increase tolerance of ethnic minorities is introduced as an experimental manipulation. Following the experimental treatment, the researcher has again measured group attitudes and proceeded to account for difference between pretest and post-test and post-test scores by reference to the effects of the treatment.

The following table is an illustration of research design:

**Table 3.1 Research Design of One Group pretest-posttest design**

Pre-test	independent variable	post-test
Y1	X	Y2

Where:

Y1 refers to observation in the pre-test

X refers to the treatment

Y2 refers to the observation in the post-test

This study was intended for testing hypotheses about the effect of CL strategy through English Camp for teaching English speaking skill for both functions communicative and academic function.

Of the explanation above, it denotes that design of the research is experimental. Experimental research is powerful research method to establish cause-and-effect relationship (Borg., Gall, 1989:639)

As stated in previous chapter, general hypothesis designed into two specifications that tested in the present study. The first specification of hypotheses says that the students who are taught with the cooperative learning strategy through English

Camp have better achievement in speaking skill before they were taught with cooperative learning strategy. The hypotheses are then elaborated into specific hypotheses as follows:

1. The students who are taught with the cooperative learning strategy through English Camp have better achievement in communicative language function of speaking skill on the post test than on the pre test.
2. The students who are taught with the cooperative learning strategy through English Camp have better achievement in communicative language function of speaking skill on the post test than on the pretest.

The second specification of general hypothesis says that students' self internal factor to speak English is different after joining English Camp program using cooperative learning strategy than their self-internal factor before joining the English Camp Program. The hypotheses are then elaborated into specific hypotheses as follows:

- a. The students who are taught with cooperative learning method at English Camp have higher self-interest in speaking English than before being taught with cooperative learning method
- b. The students who are taught with cooperative learning method at English Camp have higher self confidence in speaking English than before being taught with cooperative learning method.
- c. The students who are taught with cooperative learning method at English Camp have better self -regulating in speaking English than before being taught with cooperative learning method. To put into null form. The general hypotheses may be formulated as that general speaking skill achievement of students constructed with cooperative learning strategy of teaching through English Camp has no better on the post test than on the pretest of speaking skill. The hypotheses are then elaborated into specific hypotheses as follows:
  1. The students who are taught with the cooperative learning strategy through English Camp have no better achievement in communicative language function of speaking skill on the post test than on the pre test.

2. The students who are taught with the cooperative learning strategy through English Camp have no better achievement in communicative language function of speaking skill on the post test than on the pretest.

And also, to put into null form. The general hypotheses may be formulated as that the students' self-internal factor in improving their speaking skill and general speaking skill achievement of students taught with cooperative learning strategy of teaching through English Camp is not significantly different on the post-questionnaire than on the pre questionnaire. These hypotheses are broken into some specific null hypotheses as follows:

1. The students' self interest in speaking English after joining English Camp program using cooperative learning strategy is not significantly different than their self-confidence before joining the English Camp Program.
2. The students' self confidence in speaking English after joining English Camp program using cooperative learning strategy is not significantly different than their self-confidence before joining the English Camp Program.
3. The students' self regulating in speaking English after joining English Camp program using cooperative learning strategy is not significantly different than their self-regulating before joining the English Camp Program.

The research design employed in this study is one group, pretest-post test design. The number of the available subjects for the experiment of this study is 45. In addition, after the pretest is held so the subjects remained not to know which of their answers are correct and which are wrong. Finally, the length of the treatment, which lasted for four months, ensured that the subjects would not remember the items of the test.

The evaluation is made on the basis of the lectures' observation of students' performance in speaking classes, participation in classroom activities, and speaking habits. The participants of the conference agreed to chance the position of some subjects.

## 2. Variables

As the present experimental study is to see the effect of the systematic manipulation of one variable on another variable. The population variable was called the experimental treatment or independent variable. While the observed and measured variable was called dependent variable. Independent variable of this study was CL strategy through English Camp while dependent variable was higher achievements in communicative and academic language function of speaking skill better self-confidence, self-interest and self-regulating, in speaking English.

## 3. Treatment

As mentioned earlier, speaking teaching strategy through English Camp was studied in this research. In this case, teaching approach was cooperative language teaching CLT. Prior to the implementation of this teaching strategy through English Camp, the subjects were pretested to see their ability of communicative function of speaking, and their ability of academic language function of speaking. Then, because this research design was pre-experimental so only one group was given treatment and observed.

The following teaching procedures of CL, the researcher developed based on some theories having been reviewed in Chapter II. Then English Camp was not constructed by the researcher. Instead, it was based on some observations. CL approach through English Camp.

### b. Pre-Activities

- 1) Getting ready with the materials and regulations to be applied (Instructors)
- 2) Predicting possible problems and solutions during the activity (Instructors)

### c. Whilst activities

- 1) The students spent the night together for five nights of every session in a place. It was being helped by three lecturers and fives students with good ability of speaking from the last semester of FKIP UNISKA Banjarmasin. The speaking training or English Camp was conducted for four times in one semester
- 2) Activities started at 05.00 am to 11.00 pm.

- 3) There were many kinds of activities found there. (see table 3.1)
- 4) The first day, students were still allowed to speak non-English.
- 5) The second till the end, students have to speak 100% in English. This point was a part of rules.
- 6) Punishment was given to the students who did not obey the subject rules. Kinds of punishment according to students' preference. In this case, the instructors offered three choices of punishment. The first was to pay with rupiahs, the second is to memorize some words of adjective, verb or noun. And the last choice was singing western songs.

**d. Post Activity**

- 1) Debating (using British parliamentary system)
- 2) Speech
- 3) Solving problem discussion
- 4) Performing soliloquy and monologue
- 5) Performing group drama

**2. Time Allocation**

This study was being held for one semester. It was done for four Periods. The first period was on 20, September to 25 September 2017. The second period on 20, October to 25 October 2017. The third period was on 20, November to 25 November. And the last period was on 20, December to 25 December 2017. The program of English Camp was done for seven days in each month. Total days used to implement CL method trough English Camp are 20 days, 18 hours in a day was used in teaching and learning speaking skill. Many kinds of activities were done to stimulates the students to speak English any time and anywhere from getting up on early morning to going bed again in the night. The activity was started at 05. 00 Am to 11.00 Pm. The schedule of the English Camp was presented in appendix

### **3. Instructors and Committees**

In conducting this experimental research three lecturers and five assistants of lecturers were involved. The lecturers were: Ratna, and Hengki (researcher himself) Besides three lecturers, five assistants of lecturers were involved in this experimental research. They are: Meity, Panji, Abdul Razak, Paris, Kia. All of them are the last semester students at English department of UNISKA that have a good speaking skill.

#### **B. Population and Sample**

Ary et al. (2002:163) state that the small group that is observed is called a sample, and the larger group about the generalization made is called a population. A population is defined as all members of any-well defined class of people, events or objects. In this study, the target population is all the students of English department of private universities throughout in South Kalimantan who are at the third semester. This is under the assumption that they have many features in common. Some of the students never join UMPTN Test that conducted by state university. Most of them are inputs from SMA graduates so that they have same prior educational background and that they are relatively the same age.

The populations of this study are students of the English Department of UNISKA Banjarmasin who are programming speaking course in the third semester of the 2017/2018 academic year. The number of the accessible population is about 245. Cluster random Sampling design was employed. One class of the students become sample of this study. Each class consists of more than 45 students, so the sample of this study is 45 students. Those students will be assigned to either the experimental group or the control group by randomized matching. The procedure of randomized matching resulted in a composition that the experimental group consists of 45 students.

### **C. Instruments and Technique of Collecting Data**

The study employed speaking test as the basic instrument for collecting data. The test was in interviews, speech, debate and role play format. The writer chooses those formats because they include task that involve relatively long stretches of interactive discourse.

Discussing for solving problem, debating contest, role play and Interview were done to assess the students' speaking skill. Specially for interview test is to anticipate the leak of the questions, other students were not allowed to attend at the place where the interview taking place. Each student got the same questions. The number of questions were 15 items and the length of time provided for each student was 5 minutes.

While role-play test was done in term. Each term consists of 5 members. Similar to an interview test, other teams were not permitted to attend at the place where the role play taking place. Each team got the same topic and the length of time provided for each team was 25 minutes.

#### **1. Developing and constructing Speaking Test**

Testing oral proficiency has become one of the most important issues in language testing since the role of speaking ability has become more central in language teaching (Hartley and Sporing, 1999). Assessment needs to be theory driven. The concept of validity, reliability and efficiency affect assessment design (Bachman, 1990). In this section the various types of validity will be discussed. As well, it will be discussed how the concept of validity relates to those of efficiency and reliability.

##### **a. Validity and Reliability**

Spolsky (1975) stated that validity is the central problem in foreign language testing. Validity is concerned with whether a test measures what it is intended to measure (Weir, 1990). A test of speaking ability in a classroom setting is usually an achievement test. An achievement test should have content and face validities (Davies, 1983). Since content validity asks if the test content matches the content of the course of study (Bachman, 1990), what teachers can do is to match the course objectives and



syllabus design with the test items. This attitude by teachers is crucial in a classroom test because teachers may tend to use test tasks different from the course objectives especially when oral aspects are involved (Nakamura, 1993).

Face validity pertains to whether the test 'looks valid' to the examinees, the administrative personnel and other technically untrained observers (Bachman, 1990). Face validity is a must in a classroom speaking test, because the students' motivation is promoted for speaking if a test has good face validity (Hughes, 1989).

Language testing can be put on a scientific footing through construct validity (Hughes, 1989). Bachman (1990) also highlighted that construct validity is the most fundamental validity for a speaking test. Construct validity examines if the test matches a theoretical construct (Bachman, 1990). This cannot easily be handled by classroom teachers because of the abstract nature of language abilities (Nakamura, 1993).

The concept of reliability is particularly important when considering communicative language testing (Porter, 1983). Reliability is concerned with the extent to which we can depend on the test results (Weir, 1990).

Rater reliability is important to overall test reliability. What raters need to do for this purpose is to achieve high inter-rater reliability for these assessments. The degree of inter-rater reliability is established by correlating the scores obtained by candidates from rater A with those from rater B. The concern of the rater is how to enhance the agreement between raters by establishing explicit guidelines and maintaining adherence to them for the conduct of this rating (Bachman, 1990).

Although reliability is something raters need to try to achieve in the tests, it may not be the prime consideration all the time (Bachman, 1990). It is said that there is a reliability-validity tension.

Reliability offers a possible compromise. It is occasionally essential to sacrifice a degree of reliability to enhance validity (Davies, 1990). For example, in certain circumstances, reliability and validity are mutually exclusive. However, if a choice has to be made, validity is more important for speaking assessment (Bachman, 1990).

Validity and reliability tests conducted to test the quality of the questionnaire that used in research. Quality questionnaire produces an objective and accurate data while questionnaires are not qualified or less result in biased data. So it affects the results of research conducted.

Therefore, the researcher did the validity and reliability test for the questionnaires. each variable of this study include: self confidence, self-interest and self-regulated. Tests were carried out using SPSS. Validity and reliability test done by comparing r count with r table. Valid and reliable if r count > r table. In the validity test, the value of r count can be seen in Table Item-Total Statistics in the column Corrected Item-Total Correlation. While the reliability tests, the value of r arithmetic can be seen in the table on the column Reliability Statistics Cronbach's Alpha. To r table value can be seen in table r.

In doing the validity and reliability of the questionnaires, the researchers used 15 respondents. The validity and reliability results of the questionnaire were as follows: ( $\alpha = 5\%$ , r tables  $(N-2) = 0.553$ )

#### **b. Self Confidence**

The questionnaire of Self confidence that tested containing 25 items. Results of experiments on 25 items of questions obtained value of r count among others: Question No. 1 or (Q1). (0.810), Q2 (0.612), Q3 (0.678), Q4 (0.716), Q5 (0.810), Q6 (0.612), Q7 (0.834), Q8 (0.769), Q9 (0.484), Q10 (0.810), Q11 (0.612), Q12 (0.589), Q13 (0.716), Q14 (0.471), Q15 (0.810), Q16 (0.612), Q17 (0.650), Q18 (0.423), Q19 (0.716), Q20 (0.810), Q21 (0.612), Q22 (0,305), Q23 (0.725), Q24 (0.168), Q25 (0.716).

From the test results, there are 5 items of questions which the value of r count < r table, it means that the questions were invalid. They were: Q9 (0.484), Q14 (0.471), Q18 (0.423), Q22 (0,305), Q24 (0.168). So, it needs removing. 5 items of invalid questions mentioned were retested after being removed one by one. It was begun from a question that has the smallest value of r count.

Because items of Q24 was on the smallest value of r table so, this item was discarded. The remaining questions were retested. The result was: Q1 (0.817), Q2

(0.617), Q3 (0.670), Q4 (0.723), Q5 (0.817), Q6 (0.617), Q7 (0.827), Q8 (0.762), Q9 (0.489), Q10 (0.817), Q11 (0.617), Q12 (0.580), Q13 (0.723), Q14 (0.461), Q15 (0.817), Q16 (0.617), Q17 (0.639), Q18 (0.411), Q19 (0.723), Q20 (0.817), Q21 (0.617), Q22 (0,308), Q23 (0.714), Q25 (0.723).

From the second stage of the test, it was still found 4 items of question which had the value of  $r$  count  $<$   $r$  table included: Q9 (0.489), Q14 (0.461), Q18 (0.411), Q22 (0,308).

Furthermore, Q22 was discarded so, the remaining items of questions were retested. The results were: Q1 (0.820), Q2 (0.617), Q3 (0.658), Q4 (0.721), Q5 (0.820), Q6 (0.617), Q7 (0.818), Q8 (0.764), Q9 (0.492), Q10 (.820), Q11 (0.617), Q12 (0.580), Q13 (0.721), Q14 (0.465), Q15 (0.820), Q16 (0.617), Q17 (0.642), Q18 (0.419), Q19 (0.721), Q20 (.820), Q21 (0.617), Q23 (0.717), Q25 (0.721).

From the third phase of the test, it was found three items of questions were on the value of  $r$  count  $<$   $r$  table. They were: Q9 (0.489), Q14 (0.461), Q18 (0.411).

Furthermore, the items of Q18 was discarded so, the remaining questions were retested. The results were: Q1 (0,829), Q2 (0.617), Q3 (0.678), Q4 (0.708), Q5 (0,829), Q6 (0.617), Q7 (0,829), Q8 (0.744), Q9 (0.507), Q10 (0,829), Q11 (0.617), Q12 (0,597), Q13 (0.708), Q14 (0.450), Q15 (0,829), Q16 (0.617), Q17 (0.627), Q19 (0.708), Q20 (0,829), Q21 (0.617), Q23 (0.721), Q25 (0.708).

From the fourth phase of the test. it was found that 2 items of questions that has a value of  $r$ -count  $<$   $r$  table included: Q9 (0.489), Q14 (0.461).

Furthermore, the items of question no.14 was discarded so, the remaining questions were retested. The results were: Q1 (0.827), Q2 (0.647), Q3 (0.664), Q4 (0.705), Q5 (0.827), Q6 (0.647), Q7 (0.820), Q8 (0.718), Q9 (0.493), Q10 (0.827), Q11 (0.647), Q12 (0.583), Q13 (0.705), Q15 (0.827), Q16 (0.647), Q17 (0.609), Q19 (0.705), Q20 (0.827), Q21 (0.647), Q23 (0.712), Q25 (0.705).

From the fifth phase of the test. it was found that one (1) items of questions which has a value of  $r$ -count  $<$   $r$  table included: Q9 (0.493).

Furthermore, the Q9 was discarded so, the remaining questions were retested. The results were: Q1 (0.823), Q2 (0.660), Q3 (0.664), Q4 (0.699), Q5 (0.823), Q6 (0.660), Q7 (0.809), Q8 (0.718), Q10 (0.823), Q11 (.660), Q12 (0.585), Q13 (0.699), Q15 (0.823), Q16 (0.660), Q17 (0.612), Q19 (0.699), Q20 (0.823), Q21 (0.660), Q23 (0.704), Q25 (.699).

From the sixth phase, all of the items of the questions got  $r$  count  $>$   $r$  table, it means all items have a valid question. Furthermore, the reliability test questionnaire. In the table Reliability Statistics known  $r$  count was 0.958. The  $r$  count  $>$   $r$  table means that the questionnaire is reliable.

### **c. Self Interest**

The questionnaires validation of self interest was tested, it consisted of 35 items of Questions. Results of experiments on 35 items were obtained the value of  $r$  count among others: Q1 (0,363), Q2 (0.657), Q3 (0.783), Q4 (0.505), Q5 (0.657), Q6 (0.783), Q7 0.794), Q8 (0.808 ), Q9 (0.528), Q10 (0.808), Q11 (0.754), Q12 (0.792), Q13 (0.808), Q14 (0.808), Q15 (0.591), Q16 (0.808), Q17 (0.762), Q18 (0.794 ), Q19 (0.424), Q20 (0.808), Q21 (0.783), Q22 (0.657), Q23 (0.783), Q24 (0.794), Q25 (0.808), Q26 (0,438), Q27 (0.591), Q28 (0.576 ), Q29 (0.783), Q30 (0.792), Q31 (0.808), Q32 (0.808), Q33 (0.591), Q34 (0.657), Q35 (0.783).

From the test results, there are 5 items of questions which had the value of  $r$  count  $<$   $r$  table, it means that the items of questions were not valid namely, Q1 (0,363), Q4 (0.505), Q9 (0.528), Q19 (0.424), Q26 (0,438) , So it needed discarding. The five (5) invalid items were retested after being removed one by one beginning from the smallest value of  $r$  count.

Because Q1 had the smallest value of  $r$  table so, it was discarded. Then the items of Q2 to Q35 were retested. The results were: Q2 (0.653), Q3 (0.794), Q4 (0.501), Q5 (0.653), Q6 (0.794), Q7 (0.794), Q8 (0.802), Q9 (0.528), Q10 (0,800), Q11 (0.765), Q12 (0.801), Q13 (0,800), Q14 (0,800), Q15 (0.589), Q16 (0,800), Q17 (0.766), Q18 (0.802), Q19 (0.408), Q20 (0,800), Q21 (0.794), Q22 (0.653), Q23 (0.794), Q24

(0.802), Q25 (0,800), Q26 (0.421), Q27 (0.589), Q28 (0.572), Q29 (0.794), Q30 (0.801), Q31 (0,800), Q32 (0,800), Q33 (0.589), Q34 (0.653), Q35 (0.794).

The second phase of the test was still found 4 items of questions that have  $r$  count  $<$   $r$  table. They are: Q4 (0.501), Q9 (0.528), Q19 (0.408), Q26 (0.421).

Furthermore, the Q9 was discarded so, the remaining questions were retested. The results were: Furthermore, the Q9 was discarded so ,the remaining questions were retested. The result were: Q2 (0.654), Q3 (0.794), Q4 (0.492), Q5 (0.654), Q6 (0.794), Q7 (0.807), Q8 (0.802), Q9 (0.506), Q10 (0.802), Q11 (0.762), Q12 (0.805), Q13 (0.802), Q14 (0.802), Q15 (0.581), Q16 (0.802), Q17 (0.766), Q18 (0.807), Q20 (0.802), Q21 (0.794), Q22 (.654), Q23 (0.794), Q24 (0.807), Q25 (0,800), Q26 (0.406), Q27 (0.581), Q28 (0.571), Q29 (0.794), Q30 (0.805), Q31 (0.802), Q32 (0.802), Q33 (0.581), Q34 (0.654), Q35 (0.794).

From the third phase Of the test was still found three items of questions that have  $r$  count  $<$   $r$  table namely, Q4 (0.492), Q9 (0.506), Q26 (0.406).

Furthermore, Q26 was discarded. And the last remaining questions were retested. The results were: Q2 (0.659), Q3 (0.797), Q4 (0,478), Q5 (0.659), Q6 (0.797), Q7 (0.811), Q8 (0.801), Q9 (0.493), Q10 (0.801), Q11 (0.763), Q12 (0.807), Q13 (0.801), Q14 (0.801), Q15 (0.574), Q16 (0.801), Q17 (0,765), Q18 (0.811), Q20 (0.801), Q21 (0.797), Q22 (0.659), Q23 (0.797), Q24 (0.811), Q25 (0.801), Q27 (0.574), Q28 (0.573), Q29 (0.797), Q30 (0.807), Q31 (0.801), Q32 (0.801), Q33 (.574), Q34 (0.659), Q35 (0.797).

From the fourth phase of the test was still found two items of questions that have  $r$  count  $<$   $r$  table namely, Q4 (0,478), Q9 (0.493).

Furthermore, Q4 was discarded and the remaining questions were retested. The results were: Q2 (0.666), Q3 (0.793), Q5 (0.666), Q6 (0.793), Q7 (0.819), Q8 (0.798), Q9 (0,478), Q10 (0.798), Q11 (0.753), Q12 (.810), Q13 (0.798), Q14 (0.798), Q15 (0.576), Q16 (0.798), Q17 (0.755), Q18 (0.819), Q20 (0.798), Q21 (0.793), Q22 (0.666), Q23 (.793), Q24 (0.819), Q25 (0.798), Q27 (0.576), Q28 (0.575), Q29 (0.793), Q30 (0.810), Q31 (0.798), Q32 (0.798), Q33 (0.576), Q34 (.666), Q35 (0.793).

From the fifth phase of test was still found one item that has  $r$  count  $<$   $r$  table. It was Q9 (0.493).

Furthermore, Q9 was discarded and the remaining questions were retested. The results were: Q2 (0.666), Q3 (0.793), Q5 (0.666), Q6 (0.793), Q7 (0.819), Q8 (0.798), Q10 (0.798), Q11 (0.753), Q12 (0.810), Q13 (.798), Q14 (0.798), Q15 (0.576), Q16 (0.798), Q17 (0.755), Q18 (0.819), Q20 (0.798), Q21 (0.793), Q22 (0.666), Q23 (0.793), Q24 (0.819), Q25 (0.798), Q27 (0.576), Q28 (0.575), Q29 (0.793), Q30 (0.810), Q31 (0.798), Q32 (0.798), Q33 (0.576), Q34 (0.666), Q35 (.793).

From the sixth phases of test, all of the items had  $r$  count  $>$   $r$  table, it means that all items were valid questions. Furthermore, the reliability test of questionnaires was done. In the table Reliability Statistics known  $r$  count was on 0.975. The value of  $r$  count  $>$   $r$  table. It means that the questionnaire was reliable.

#### **d. Self Regulation**

The questionnaires of Self-regulated were tested the validation, it consisted of 30 items questions. Results of experiments on 30 items obtained value of  $r$  count among others: Q1 (0,625), Q2 (0.736), Q3 (0.709), Q4 (0.639), Q5 (0,625), Q6 (0.451), Q7 (0.736), Q8 (0.586 ), Q9 (0.639), Q10 (0.625), Q11 (0.736), Q12 (0.191), Q13 (0.709), Q14 (0.639), Q15 (0.396), Q16 (0.625), Q17 (0.736), Q18 (0.682 ), Q19 (0,045), Q20 (0.639), Q21 (0.625), Q22 (0.736), Q23 (0.635), Q24 (0.639), Q25 (0.625), Q26 (0.338), Q27 (0.736), Q28 (0.575 ), Q29 (0.639), Q30 (0.625).

From the test results, there are 5 items of questions which had the value of  $r$  count  $<$   $r$  table, it means that the items of questions were not valid namely, Q6 (0.451), Q12 (0.191), Q15 (0.396), Q19 (0,045), Q26 (0.338) ,So it needed discarding. The five (5) invalid items were retested after being removed one by one. It was begun from the smallest value of  $r$  count.

Because Q19 has the smallest value of  $r$  table so, it was being discarded . The remaining questios were retested. The results were: Q1 (0.614), Q2 (0.739), Q3 (0.683), Q4 (0.667), Q5 (0.614), Q6 (0.473), Q7 (0.739), Q8 (0.570), Q9 (0.667), Q10 ( 0.614), Q11 (0.739), Q12 (0.161), Q13 (0.698), Q14 (0.667), Q15 (0.394), Q16 (0.614), Q17

(0.739), Q18 (0.671), Q20 (0.667), Q21 (0.614), Q22 (0.739), Q23 (0.622), Q24 (0.667), Q25 (0.614), Q26 (0.342), Q27 (0.739), Q28 (0.583), Q29 (0.667), Q30 (0.614).

The second Phase of the test was still found 4 items that have value of  $r$  count  $<$   $r$  table. They are: Q6 (0.473), Q12 (0.161), Q15 (0.394), Q26 (0.342).

Furthermore, Q12 was discarded. And the last remaining questions were retested. The results were: Q1 (0.642), Q2 (0.733), Q3 (0.689), Q4 (0.644), Q5 (0.642), Q6 (0.446), Q7 (0.733), Q8 (0.577), Q9 (0.644), Q10 (0.642), Q11 (0.733), Q13 (0.675), Q14 (0.644), Q15 (0.366), Q16 (0.642), Q17 (0.733), Q18 (0.652), Q20 (0.644), Q21 (0.642), Q22 (0.733), Q23 (0.617), Q24 (0.644), Q25 (0.642), Q26 (0.322), Q27 (0.733), Q28 (0.592), Q29 (0.644), Q30 (0.642).

From the third phase of the test was still found three items of the questions that have  $r$  count  $<$   $r$  tabl. They are: Q6 (0.446), Q15 (0.366), Q26 (0.322).

Furthermore, Q26 was discarded. And the remaining questions were retested. The results were: Q1 (0.648), Q2 (0.743), Q3 (0.674), Q4 (0.633), Q5 (0.648), Q6 (0.429), Q7 (0.743), Q8 (0.596), Q9 (0.633), Q10 (0.648), Q11 (0.743), Q13 (0.665), Q14 (0.633), Q15 (0.356), Q16 (0.648), Q17 (0.743), Q18 (0.636), Q20 (0.633), Q21 (0.648), Q22 (0.743), Q23 (0.626), Q24 (0.633), Q25 (0.648), Q27 (0.743), Q28 (0.599), Q29 (0.633), Q30 (0.648).

From the fourth phase of the test was still found 2 items of the questions that had  $r$  count  $<$   $r$  table, namely: Q6 (0.429), Q15 (0.356).

Furthermore, Q15 was discarded. And the last remaining questions were retested. The results were: Q1 (0.623), Q2 (0.750), Q3 (0.682), Q4 (0.647), Q5 (0.623), Q6 (0.432), Q7 (0.750), Q8 (0.614), Q9 (0.647), Q10 (0.623), Q11 (0.750), Q13 (0.689), Q14 (0.647), Q16 (0.623), Q17 (0.750), Q18 (0.662), Q20 (0.647), Q21 (0.623), Q22 (0.750), Q23 (0.645), Q24 (0.647), Q25 (0.623), Q27 (0.750), Q28 (0.594), Q29 (0.647), Q30 (0.623).

From the fifth phase of the test was still found one item of the question which had values  $r$  count  $<$   $r$  table namely: Q6 (0.429).

Furthermore, Q6 was discarded. And remaining questions were retested. The result were: Q1 (0.611), Q2 (0.778), Q3 (0.644), Q4 (0.653), Q5 (0.611), Q7 (0.778), Q8 (0.612), Q9 (0.653), Q10 (0.611), Q11 (.778), Q13 (0.697), Q14 (0.653), Q16 (0.611), Q17 (0.778), Q18 (0.647), Q20 (0.652), Q21 (0.611), Q22 (0.778), Q23 (0.653), Q24 (.653), Q25 (0.611), Q27 (0.778), Q28 (0.574), Q29 (0.653), Q30 (0.611).

From the sixth phase of the test, all of the items had value of  $r_{count} > r_{table}$ , it means that all items have valid questions. Furthermore, it was done test of reliability questionnaire. On the table of Reliability Statistics was known the value of  $r_{count}$  0.953. The value of  $r_{count} > r_{table}$ . It means that the questionnaires are reliable.

### **Test efficiency**

A valid and reliable test is useless if it is not practical (Bachman, 1990). The context for the implementation of a test is a vital consideration. Classroom tests should not require costly specialized equipment or highly trained examiners or raters (Weir, 1993). The tasks should be the most efficient way of obtaining the information about the test takers. There is much pressure on teachers to make tests as short and practical as possible because teachers cannot afford to spend much time in assessing students' communicative ability. But according to Weir, (1993: 22) it should never be allowed to put at risk test validity

To sum up, there is a need to develop test formats that provide overall balance of reliability, validity and test efficiency in the assessment of communicative skills (Bachman, 1990). Authenticity as a concept has also been a major concern in language testing (Bachman, 1990). Therefore, it is considered necessary to briefly examine authenticity.

### **D. Procedure of Data Collection**

In general, the process of data collection followed in this study could be classified into three parts: pre-test, treatment, and post test. Different activities were of course implemented in each phase.



### **1. Pretesting**

As soon as the results of try-out test were analyzed and some revisions were made accordingly, the final test form was obtained. The test was then administered as a pretest to the subjects. The pre test was done twice. The first pre test aim to know the students' speaking ability in communicative function of speaking before giving treatment. The second pre test aim to know the students' speaking ability in academic function of speaking before giving treatment. The test administration was conducted on October 07 2014 at UNISKA Banjarmasin. The total subjects of this study were 45. The length of time provided for each subject was 3 minutes with interview test and 5 minutes with role play form. The pre test was handled by two instructors. In interview form was handled by Ratna and role play form was handled by Hengki (researcher himself)

### **2. Treatment Process**

Because the design of this study was pre experimental so only one group was given treatment and observed. The treatment activity did for three times in one semester. Each session of treatment was held for a week. The first session of treatment was Started on September, 20 to 25 September 2018. In this activity, all subjects spent the night in the same place, all activities were done together and no language can be used except English. During the activity, there were three instructors accompany the subjects. During the treatment activity, one subject did not attend because of sick.

### **3. Post Testing**

In this last phase, four kinds of the test were applied namely interview test, role play or drama contest, solving problem on discussion and Interview test were done to measure the students' ability in communicative and academic function of speaking. The four kinds of the tests were administered on the first of February , in the morning. Each

student was provided 3 minutes to interview test and 5 minutes to role-play test. Interview test was done individually while role play was done in team.

### E. Scoring Rubric

This present study used analytic scoring to measure students' ability in communicative function of speaking and in academic function of speaking by using Brown's oral proficiency scoring categories on table 3.2.

**Table 3.2 Oral Proficiency Scoring Categories**

Level of Score	Fluency	Accuracy
1	No specific fluency description. Refer to other four language areas for implied level of fluency.	Error in grammar are frequent, but speaker can be understood. Speaking vocabulary inadequate to express anything but the most elementary needs. Errors in pronunciation are frequent but can be understood.
2	Can handle with confidence but not with facility most social situations. Including introductions and casual conversations about current events, family, so on.	Can usually handle elementary constructions quite accurately but does not have confident control of the grammar. Has speaking vocabulary sufficient to express himself simply with some circumlocutions. Accent is intelligible through often quite faulty

3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Control of grammar is good. Vocabulary is broad enough that he rarely has to grope for a word.  Accent may be obviously foreign
4	Able to use the language fluently on all levels normally pertinent to professional needs.  Can participate in any conversation within the range of this experience with a high degree of fluency.	Error in grammar are quite rare. Can understand and participate in any conversation within the range of his experience with high degree of precision of vocabulary.  Errors in pronunciation are quite rare.
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to that of an educated native speaker. Speech on all level is fully accepted by educated native speaker.  Equivalent to and fully accepted by educated native speakers.

Source: Brown, 2001, pp. 406-407

**Table 3.2 Oral Proficiency Scoring Categories**

Level of Score	Comprehension	Communicative Function of Speaking Task	Academic Function of Speaking Task
1	Can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	Almost all of questions and answers are out of task	Can ask and answer questions on topics unfamiliar to him
2	Can get the gist of most conversations of non-technical subject (i.e. topics that require no specialized knowledge.	Many of the questions and answers are out of task	Able to satisfy work requirement
3	Comprehension is quite complete at a normal rate of speech	Some of the questions and answers are out of task	Can participate effectively in most formal conversation
4	Can understand any conversation within the range of his experience.	Only a few of the questions and answers are out of task	Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations.
5	Equivalent to that of an educated native speaker	Almost all of the questions and answers are in line with the task	Speaking proficiency equivalent to that of an educated native speakers.

Source: Brown, 2001, pp. 406-407

### F. Procedure of Data Analysis

To know the answer of the research questions, it is done final data analysis. Therefore, to get rich answers to the general problem of the present study, the analysis is done by employing Paired Simple T-test in which the teaching strategies are considered as the independent variable. And speaking achievement score as the dependent variable.

$$1. \text{ Dependent t-test : } t = \frac{D}{S \cdot \sqrt{N}}$$

Table 3. 3 Analysis of Dependent t-test:

<i>X1</i>	<i>X2</i>	<i>D</i>	<i>D2</i>
$\Sigma X1$	$\Sigma X2$	$\Sigma D$	$\Sigma D2$

The steps followed in the application of dependent t-test were:

- Computing average the differences between X1 and X2 (D)

$$D = \frac{\Sigma D}{N}$$

- Computing standard deviation of the differences (SD)

$$SD = \frac{\sqrt{\Sigma D^2 - D^2}}{N}$$

- Computing standard error of the mean for difference (SXD)

$$SXD = \frac{SD}{\sqrt{N - 1}}$$

- Computing the T-value

$$t = \frac{D}{SXD}$$

## G. Definition of the Key Terms

Since it is possible that the same terms may be used by different researchers to refer to different concepts, the following key terms need defining so that there will not be any misinterpretations. The key terms are:

### 1. **effectiveness.**

It is the capability of producing a desired result. It is the extent to which a certain strategy has an effect to help students improve their communicative and academic language function of speaking skill as indicated in their achievement deduced by using statistical produce.

### 2. **teaching strategy**

it is a procedure, which is in the form of steps, that a teacher implements during his/her teaching activity.

### 3. **cooperative learning**

It is a type of education strategy that is gaining in popularity and can be successfully used in a variety of learning environments. Instead of each student learning without aid from other students, much of the class work in a cooperative learning situation is done in small group settings. This doesn't usually mean that students very occasionally work on a group project together. Instead it means that students regularly work on assignments together and may have a specific group to which they belong for a given semester or school year.

### 4. **speaking skill**

It requires being able to express the ideas and views clearly, confidently and concisely in speech, tailoring the content and style to the audience and promoting free-flowing communication.

## 5. What is an English Camp?

It is a well-known fact that the best way to learn a foreign language is in a country where that language is spoken, and also that children and young people are able to pick up foreign languages a lot faster than adults

## 6. English Camp

It is a group of students who learning English speaking skill in a certain area for one week that coordinated by English lectures, actively engaged in learning together from each other, the participants of learning village feel some sense of loyalty and belonging to the group (*membership*) that drive their desire to keep working and helping others, a learning village gives the chance to the participants to meet particular needs (*fulfillment*) by expressing personal opinions, asking for help or specific information and share stories of events with particular issue included emotional experiences.

7. **Academic Language** can be defined as 1) the language used in the classroom and work Place, 2) the language of text, 3) the language of assessments, 4) the language of academic success and 5) the language of Power.
8. **Communicative language** function is the language that used by learners to develop their communicative competence. In other words, its goal is to make use of real-life situations that necessitate communication.
9. **Self- interest** is a focus on the needs of the self.
10. **Self- confidence** relates to self-assurance in one's personal ability and personal power
11. **Self-regulating** refers to knowledge of a skill, the self-awareness, self-motivation, and behavioral skill.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter presents the results of analysis of the data gathered in this study, to find answers to the research questions stated in chapter 1, dependent t-test is applied, Finally after analysis is performed, hypotheses testing is also held and discussed,

#### A. Findings

The results of the data analysis are presented in percentage of the students' result, and presented non parametric analysis for the students' internal factor, self confidence, self-interest, and self-regulation, for the students' score in the pre test and the post test and for the increasing the students' internal factor used pre-questionnaire and post questionnaire. While the students' achievement in both communicative and academic functions of speaking using t-test analysis. The results of analysis are elaborated as follows:

#### 1. The Qualification and Percentage of Students' Communicative and academic Language Function of Speaking

Indicator for students' ability Communicative Language Function of Speaking skill is based on pretest and posttest result.

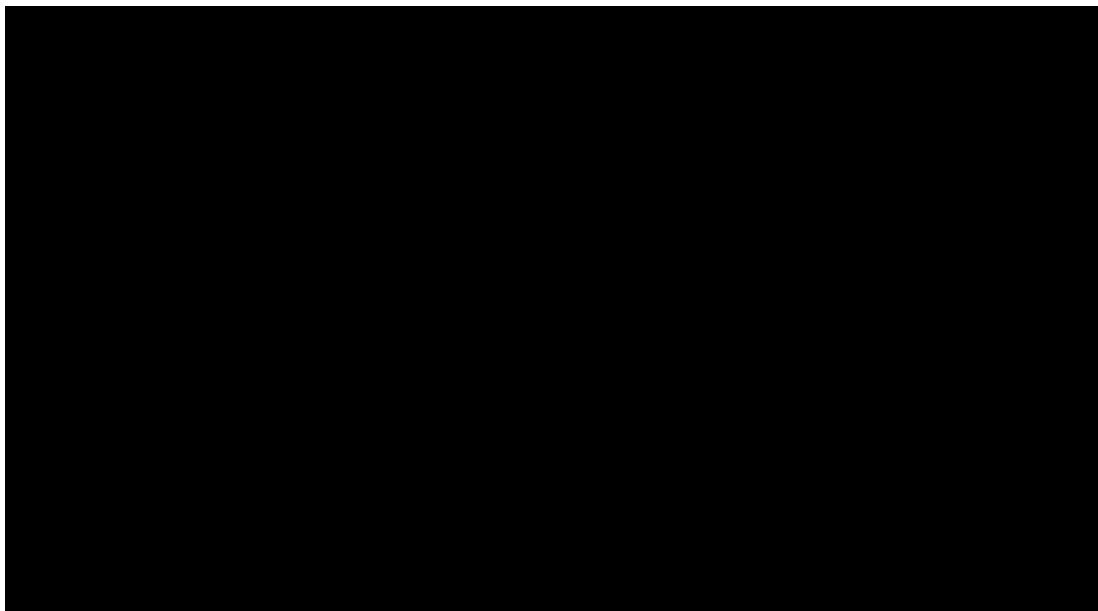
Table 4.1 Qualification of the students' communicative language function of speaking

Pre-Test			Post-Test		
Score	Qualification	Students	Score	Qualification	Students
$\geq 21$	A	0	$\geq 21$	A	9
16-20	B	5	16-20	B	36
11-15	C	30	11-15	C	0
$\leq 10$	D	10	$\leq 10$	D	0

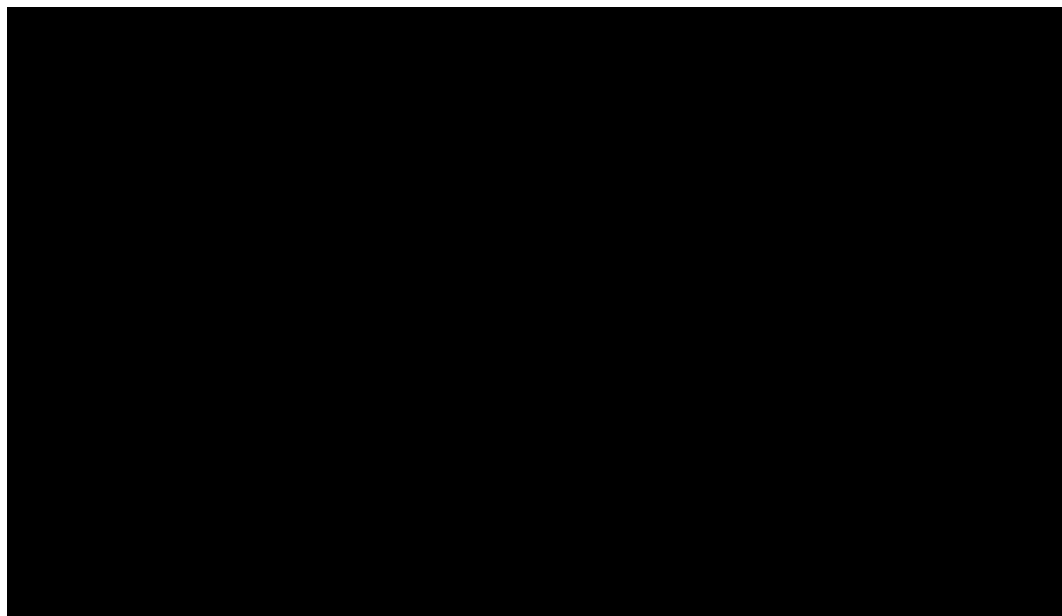


Table 4.1 shows the frequency of students before teaching speaking skill using CLT strategy through EV. 0 student (0.00%) got A qualification. 5 students (11.11%) got B qualification. 30 students (66.67%) got C qualification. 10 students (22.22%) got D qualification. The frequency of the students after the teaching of speaking skill using CLT strategy through EV. 9 students (20.00%) got A qualification. 36 students (80.00%) got B qualification. no students (0.00%) got C qualification and no students (0.00%) got D qualification.

**Figure 4.1 Percentage of the students' result on their pretest of communicative language function before the teaching of speaking skill using CL method and strategy through English Camp**



**Figure 4.2 Percentage of the students' result on communicative language function after the teaching of speaking skill using CL method and strategy through English Camp**



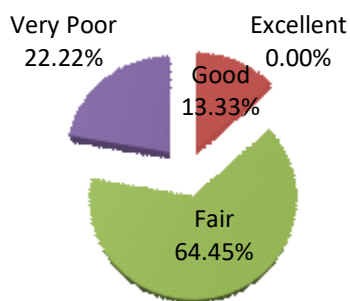
**Table 4.2 Qualification of the students' results on academic language function of speaking**

Pre-Test			Post-Test		
Score	Qualification	Students	Score	Qualification	Students
$\geq 21$	A	0	$\geq 21$	A	6
16-20	B	6	16-20	B	26
11-15	C	29	11-15	C	11
$\leq 10$	D	10	$\leq 10$	D	2

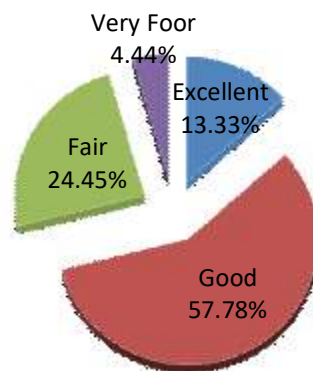
Table 4.2 shows the frequency of students before the teaching of speaking skill using CLT strategy through EV. No student (0.00%) got A qualification. 6 students (11.11%) got B qualification. 29 students (64.65%) got C qualification. 10 students (22.22%) got D qualification. The frequency of the students after the teaching of speaking skill using CLT strategy through EV. 6 students (13.33%) got A qualification.

26 students (57.78%) got B qualification. 11 students (24.45%) and 2 students (4.44%) got C qualification.

**Figure 4.3 Percentage of the students' result on academic language function before the teaching of speaking skill using CL method and strategy through English Camp**



**Figure 4.4 Percentage of the students' result on academic language function after the teaching of speaking skill using CL strategy through English Camp.**



## 2. Result of t-test for Students' Performance of Communicative and Academic Language Function of Speaking

After doing two kinds of the test (pre test and post test) of communicative language function of speaking and computing the results that are summarized in table 4.3

Table 4.3 Summary of Computation for t-test for Communicative and Academic Language Function of Speaking

Communicative		Academic	
N	= 45	N	= 45
$\sum D$	= 306	$\sum D$	= 338
D	= 6.800	D	= 5.822
SD	= 2.455	SD	= 2.102

Table 4.2 shows that the average of the differences between the two means (D) of the students' score in communicative function of speaking is 6.800 while in academic function of speaking is 5.822 Next. the standard deviation of the differences (SD) of the students' scores in communicative function of speaking is 2.455 while in academic function of speaking is 2.102

Computation of the standard error of the mean for the differences (SXD) in communicative function of speaking is 0.365 while in academic function of speaking is 0.313 Finally. by dividing the average of the differences between the two means (D) and standard error of the mean for the differences. the t-value was obtained. In the present study the obtained t-value for the communicative function of speaking was 18.580 while the t-value for the academic function of speaking was 18.573 (see appendix on page 235). to the critical value of t at  $p < 0.01$  level significance of one-tailed test was 3.307 (d.f = 44).

### 3. Students' Self-Interest

Indicator for students' self-interest on this research was based on 30 questions that chosen as questionnaires that can measure the level of the student's self-interest in speaking English before and after the implementations of CL strategy through EV. The students' answers for each item of the questionnaires were then given score and to take easily in analyzing the level of the students' self-interest so. the data was categorized into very low self-interest. low self-interest. fair self-interest high self interest and very high self-interest. The distribution of students based on the level of self-interest can be seen in the table follows:

**Table 4.4 The Category of Students' Self-Interest on the pretest**

Score	Category	Frequency	Percent
30-54	Very low self-Interest	4	8.9
55-78	Low self-interest	16	35.6
79-102	Fair self-Interest	17	37.8
103-126	High self-Interest	8	17.8
127-150	Very high self-Interest	0	0
Total		45	100.0

The table 4.4 shows that the students' self-interest before joining English Camp program using CL strategy. 4 students (8.9 %) got very low self-interest category. 16 students (35.6%) got low self-interest category 17 students (37.8%) got fair self-interest. 8 students (17.8%) got high self-interest category and no a student (0.0%) got very high self-interest category.

Figure 4.5 Frequency distribution of students' self-interest on their pretest in speaking English

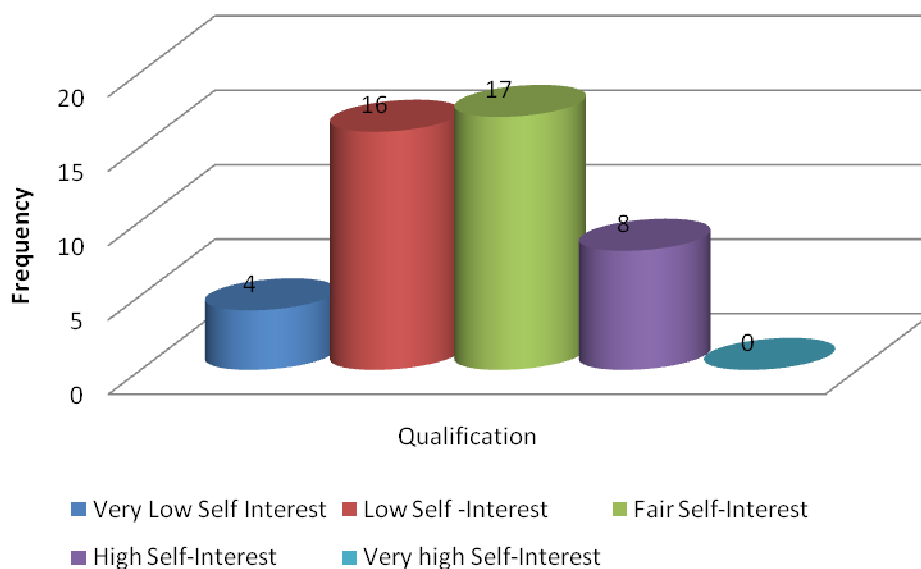


Table 4.5 The Category of students' self-interest on the post-test as the implementation of CL method and strategy through English Camp

Score	Category	Frequency	Percent
30-54	Very low self-Interest	0	0
55-78	Low self-interest	0	0
79-102	Fair self-Interest	0	0
103-126	High self-Interest	6	13.3
127-150	Very high self-Interest	39	86.7
Total		45	100.0

Table 4.5 Table 4.6 shows that the students' self-interest of their pretest, the teacher is not using maximum CL method and strategy in the classroom. There is not a student (0.0%) got very low self-interest. low self interest and fair self-interest category.

6 students (13.3 %) got high self-interest category. 39 students (86.7%) got very high self-interest category

Figure 4.6 Frequency distribution of students' self-interest on their post-test as the implementation of CL strategy through English Camp



#### 4. The Test Result of Students' Self Confidence

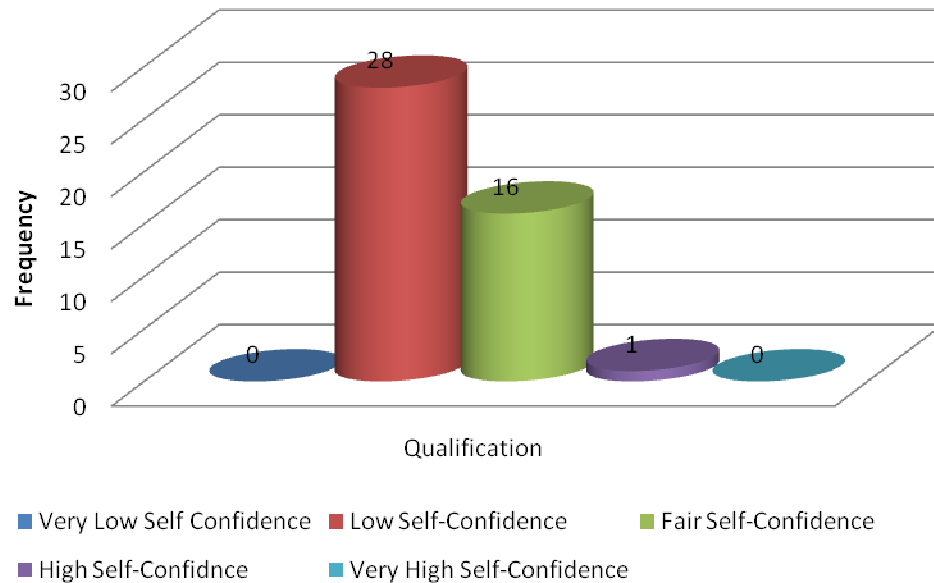
Indicator for students' self-confidence on this research was based on the questions that chosen as questionnaires that can measure the level of the student's self-confidence in speaking English before and after implementations CL strategy through English Camp. The students' answers for each item of the questionnaires were then given score and to take easily in analyzing the level of the students' self-confidence so, the data was categorized into very low self-confidence. low self-confidence, fair self-confidence. high self-confidence. and very high self-confidence. The distribution of students based on the level of self-confidence can be seen in the table follows:

**Table 4.6 The Category of students' self-confidence on the pretest**

<b>Score</b>	<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
20-36	Very Low Self-Confidence	0	0
37-52	Low Self-Confidence	28	62.2
53-68	Fair Self-Confidence	16	35.6
69-84	High Self-Confidence	1	2.2
85-100	Very High Self-Confidence	0	0
Total		45	100

Table 4.6 shows that the students' self-confidence of their pretest, the Lecturer is not using maximum CL method and strategy in the classroom. There is not a student (0.0%) got very low self-confidence category. 28 students (62.2%) got low self-confidence category. 16 students (35.6%) got fair self-confidence. 8 students (17.8%) got high self-confidence category and there is not a student (0.0%) got very high self-confidence category.



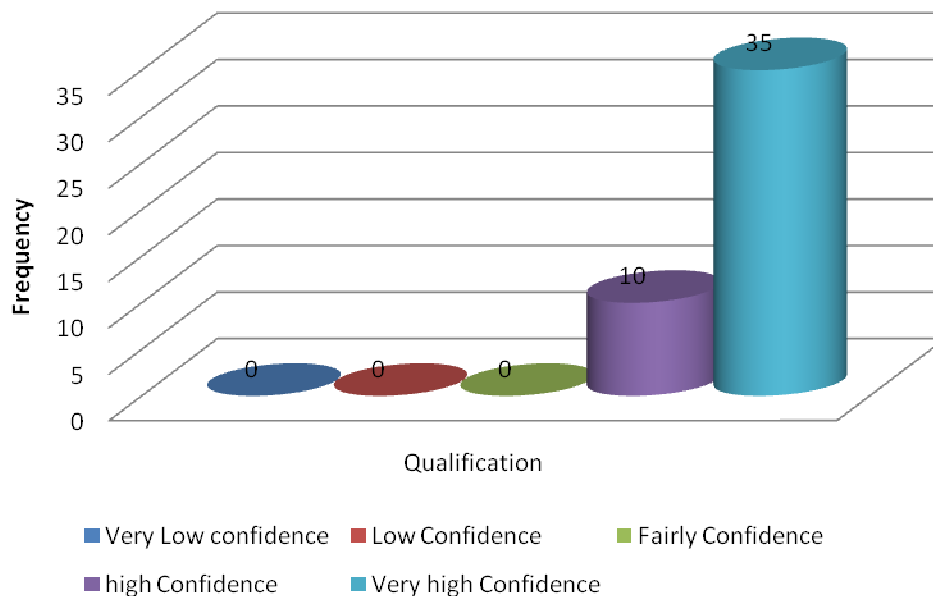
**Figure 4.7 Frequency distribution of students' self-confidence on the pre-test****Table 4.7 The Category of students' self- confidence on the post-test, the Lecturer using CL method and strategy through English Camp**

Score	Category	Frequency	Percent
20-36	Very Low Self-Confidence	0	0
37-52	Low Self-Confidence	0	0
53-68	Fair Self-Confidence	0	0
69-84	High Self-Confidence	10	22.2
85-100	Very High Self-Confidence	35	77.8
Total		45	100

Table 4.7 shows that the students' self-confidence after the implantation of CL strategy through English Camp. There is not a student (0.0%) got very low self-confidence category. low self-confidence category. and got fair self-confidence There

are 10 students (22.2%) got high self-confidence category and 35 students (77.8%) got very high self-confidence category.

**Figure 4.8 Frequency distribution of students' self-confidence on the posttest, the lecturer is using CL method and strategy through English Camp**



Based on the explanation above, it can be stated that the students' self-confidence in speaking English much more increased on the post-test using CL method strategy through English Camp.

### 5. The Test Result of Students' self-regulation

Indicator for students' self-regulation on this research based on 30 questions that chosen as questionnaires that can measure the level of the students self-regulation in speaking English before and after implementations of CL strategy through English Camp. The students' answers for each item of the questionnaires were then given score. To take easy for analyzing the level of the students' self-regulation. the data was

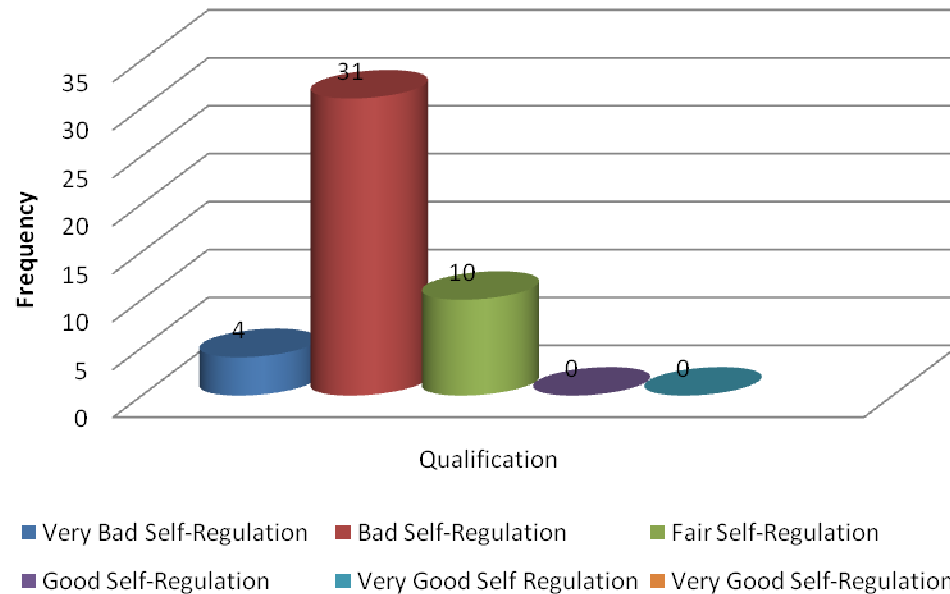
categorized into very bad self-regulation. bad self-regulation. fair self regulation. good self-regulation and very good self regulation.

The distribution of students based on the level of self- regulation can be seen in the table as follows:

**Table 4.8 The Category of students' self-regulation on the pretest**

<b>Score</b>	<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
25-45	Very bad Self-Regulation	4	8.9
46-65	Bad Self-Regulation	31	68.9
66-85	Fair Self-Regulation	10	22.2
86-105	Good Self-Regulation	0	0
106-125	Very Good Self-Regulation	0	0
Total		45	100.0

The table shows the students' self-regulation of their pretest, without the implementation of CL method and strategy through English Camp program. 4 students (8.9%) got very bad self-regulation category 31 students (68.9 %) got bad self-regulation category. And 10 students (22.2%) got fair self-regulation category and there is not a student (0%) that got good self-regulation and very good self-regulation.

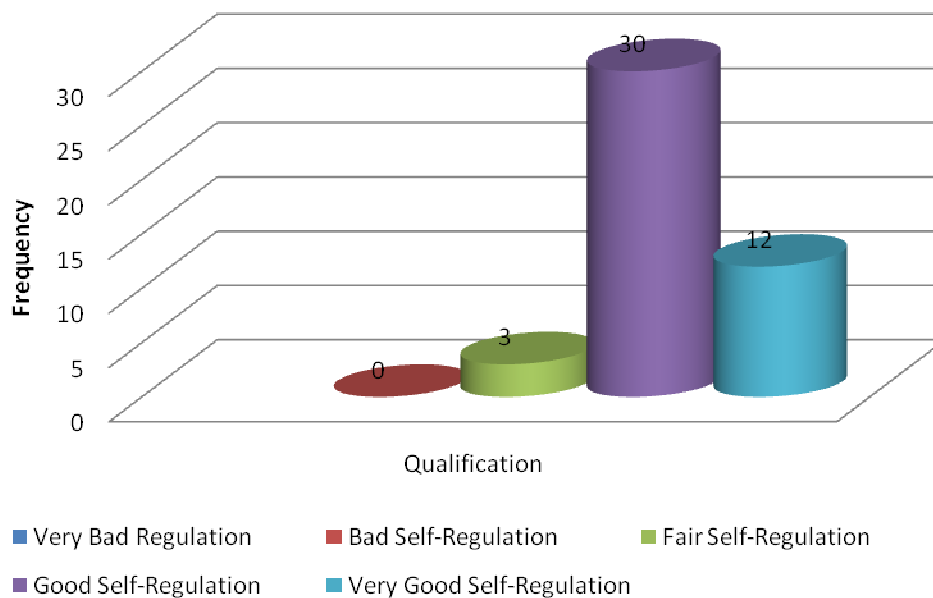
**Figure 4.9 Frequency distribution of students' self-regulation on the pretest****Table 4.9 The students' self-regulation Category of their post-test after the implementation of CL method and strategy through English Camp**

Score	Category	Frequency	Percent
25-45	Very bad Self-Regulation	0	0
46-65	Bad Self-Regulation	0	0
66-85	Fair Self-Regulation	3	6.7
86-105	Good Self-Regulation	30	66.7
106-125	Very Good Self-Regulation	12	26.7
Total		45	100.0

Table 4.9 shows the students' self-regulation after the implementation of CL method and strategy through English Camp. There is not a student (0.0%) got very bad self-regulation and bad self-regulation category. 3 students (6.7 %) fair self-regulation

category. 30 students (66.7%) got good self-regulation category. 12 students (26.7%) got very good self-regulation category.

**Figure 4.10** Frequency distribution of students' self-regulation on their post-test as the implementation of CL method and strategy through English Camp



### B. Testing Hypothesis

Based on the results obtained from the data analysis, the working hypotheses as stated in chapter 1 were formulated as presented in chapter III. In order that the testing hypotheses could be restated here. The null hypotheses were formulated as follows:

- Students' score in communicative function of speaking who are taught with CL strategy through English Camp was not significantly higher on the post-test than on the pre-test.
- Students' score in transactional function of speaking who are taught with the CL strategy who are taught through English Camp was not significantly higher on the post-test than on the pre-test.
- There is not any significant extent of the students' interest in learning speaking after the implementation of CL method and strategy through English Camp

- d. There is not any significant extent of students' self- confidence in learning conduct change after the implementation of CL method and strategy in teaching speaking through English Camp
- e. There is not any significant extent of students' self-regulated learning conduct change after implementation of CL method and strategy in teaching speaking through English Camp

### **1. Testing Hypothesis for Communicative Function of Speaking**

The working hypothesis to be tested in this section states that the score of the students who are taught with CL through English Camp is higher on the post test than on the pre test. The t test analysis performed on the data of the students' score in communicative function of speaking comes to finding that t-value is 24.026 while the critical value of t at  $p < .001$  of one tailed test is 3.307 this indicates that the obtained t-value exceeds the critical t-value.

Consequently, the null hypothesis stating that the students' score in communicative function of speaking who are taught with CL through English Camp is not significantly higher on the post test than on the pre-test is rejected. On the other hand, the working hypotheses stating that the students score in communicative function of speaking who are taught with CL through English Camp is significantly higher on the post-test than on the pre-test is accepted. This indicates that CL strategy through English Camp turns out to be more effective to the students' speaking ability in communicative function of speaking.

### **2. Testing Hypothesis for Academic Function of Speaking**

The hypothesis for the students' score in academic function of speaking who are taught with CL strategy through English Camp is significantly higher on the post-test than on the pre-test. The computation using a t-test finds the obtained t-value is 22.784

while the required critical t-value is at  $p < 0.001$  of one-tailed is 3.307 this indicates that the obtained t-value exceeds the critical t-value.

As the result, the null hypotheses stating that the students' score in academic language function of speaking who are taught with the CL through English Camp is not significantly higher on the posttest than on the pre-test is rejected. Conversely, the alternative hypotheses is accepted. This indicates that CL through English Camp of teaching speaking turns out to be more effective to improve the students' ability in academic function of speaking.

### 3. Result of Wilcoxon Test for The Students' Internal Factors

#### a. Testing Hypothesis for the Students' Self- Interest in Speaking English

The main results are presented and displayed based on the questions of the study. The data obtained from the pre-/post- questionnaire of the students' self- interest was analyzed and interpreted using the Statistical Package for the Social Sciences (SPSS). The results were used to answer the research questions.

The hypothesis for the students' self-interest in speaking English after joining EV program using CL strategy through English Camp is not significantly higher self-interest than before joining English Camp program.

Table 4.10 Positive ranks of self-interest

		N	Mean Rank	Sum of Ranks
Post questionnaire – pre questionnaire	Negative Ranks	0 <sup>a</sup>	.00	.00
	Positive Ranks	45 <sup>b</sup>	23.00	1035.00
	Ties	0 <sup>c</sup>		
	Total	45		

The ranks table shows that 45 students in Positive Rank column. it means that 45 students increased their-interest after the teaching of speaking skill using CL method and strategy through English Camp

Table 4. 11 Test of Self interest

	Post questionnaire – pre questionnaire
Z	-5.917 <sup>a</sup>
Asymp. Sig. (2-tailed)	.000

The test of statistics shows that the value of Z is -5.917 and p value is 0.000 on alpha 5% ( $\alpha = 0.05$  and Z table = -1.96 and 1.96). the Z count  $>$  Z table and a P value  $<$   $\alpha$ . it means that H0 is rejected. Therefore. we can conclude that there is a significant impact on students' self interest after joining English Camp using CL Strategy.

#### **b. Testing Hypothesis for the Students' Self- Confidence in Speaking**

The main results are presented and displayed based on the questions of the study. The data obtained from the pre-/post- questionnaire of the students' self-confidence is analyzed and interpreted using Wilcoxon Test the Statistical Package for the Social Sciences (SPSS). The results are used to answer the research questions. The overall average mean rank of the pre-questionnaire is 23.00 and the post-questionnaire is 0.00. As shown in the table. the mean rank of the students' self-confidence on the post questionnaire is all different from the mean rank of the students' self-confidence on the Pre-questionnaire.

The mean rank of the students' self-confidence on the post questionnaire is all different from the mean rank of the students' self-confidence on the pre-questionnaire. Mean rank of the pre-questionnaire is 23.00 and the post-questionnaire is 0.00.

The main results are presented and displayed based on the questions of the study. The data obtained from the pre-/post- questionnaires of the students' self-confidence are used to answer the research questions.

P Value (0.000)  $<$  alfa (0.001) of the table shows that there is a significant difference on the students' self confidence in speaking English after the teaching of



speaking skill using CL method and strategy through English Camp. Relative to each other, both the results of post-questionnaire and pre-questionnaire of the experimental group are very different from the students' self confidence in speaking English after carrying out the experiment.

As the result, the null hypotheses stating that the students' self-confidence in speaking English after the teaching of speaking skill using CL method and strategy through English Camp is not significantly higher than their self-confidence before the teaching of speaking skill using CL method and strategy through English Camp. Consequently, the null hypothesis is rejected and the alternative hypotheses is accepted. It means that CL method and strategy through English Camp of teaching speaking turn out to be more effective to improve the students' self-confidence in speaking English,

Table 4.12 Positive Rank

<b>Ranks</b>				
		N	Mean Rank	Sum of Ranks
Post questionnaire – pre questionnaire	Negative Ranks	0 <sup>a</sup>	.00	.00
	Positive Ranks	45 <sup>b</sup>	23.00	1035.00
	Ties	0 <sup>c</sup>		
	Total	45		

Based on the Ranks table, known as many as 45 respondents in Positive Rank column. it means that 45 respondents increase their-confidence after the teaching of speaking skill using CL method and strategy through English Camp.

Table 4.13 Test of self confidence

	Post questionnaire – pre questionnaire
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Z	-6.031 <sup>a</sup>
Asymp. Sig. (2-tailed)	.000
a. Based on negative ranks.	
b. Wilcoxon Signed Ranks Test	

Based on the test table of statistics. it is noted that the value of Z is -6.031 and p value = 0.000 of alpha 5% ( $\alpha = 0.05$  and Z table = -1.96 and 1.96). so, the Z count > Z table and P value <  $\alpha$ . it means that H<sub>0</sub> is rejected. Therefore. it can be concluded that there is a significant impact on students' self-confidence after the teaching of speaking skill using CL method and strategy through English Camp.

### c. Testing Hypothesis for the Students' Self-Regulation Change

The hypothesis for the students' self-regulation learning conduct change after the implementation of CL strategy in teaching speaking skill through English Camp is significantly better on the post-test than on the pre-test. As the result. the null hypotheses stating that there is not any significant extent of students' self- confidence learning conduct change after the implementation of CL strategy in teaching speaking skill through English Camp is not significantly higher on the post-questionnaire than on the pre-questionnaire therefore. it is rejected. Consequently. the alternative hypotheses is accepted. This indicates that CL method and strategy through English Camp of teaching speaking turns out to be more effective to improve the students' self confidence in speaking English.

Table 4.14 Positive rank of self-regulation

		N	Mean Rank	Sum of Ranks
Post questionnaire – pre	Negative Ranks	0 <sup>a</sup>	.00	.00

questionnaire	Positive Ranks	45 <sup>b</sup>	23.00	1035.00
	Ties	0 <sup>c</sup>		
	Total	45		

Table 4.15 Statistical Test of Self Regulated

	Post questionnaire – pre questionnaire
Z	-6.411 <sup>a</sup>
Asymp. Sig. (2-tailed)	.000

The Ranks table shows that 45 students in Positive Rank column. It means that 45 students increased their self-regulation after the teaching of speaking skill using CL method and strategy through English Camp. Based on the table test of statistics, known that Z value = -6.411 and p value = 0.000 on alpha 5% ( $\alpha = 0.05$  and Z table = -1.96 and 1.96). the Z count > Z table and P value <  $\alpha$ . It means that H<sub>0</sub> is rejected. Therefore, we can conclude there is a very significant impact on self-regulated after following using CL strategy.

### C. Discussion

This chapter is specialized for a discussion of the results of the analysis as presented in Chapter IV. The discussion is made by relating the findings to the existing theories and research findings which have already been reviewed in Chapter II. Then, to lead the discussion, each questions and answer are restated together with its interpretations and implications. At the end of this chapter, a summary is presented too.

There are five research questions to be answered through the present research. The first question is related to the effect of CL method and strategy through English Camp to develop students' speaking ability in communicative function of speaking. The research question is formulated as follows. "Do the students taught with CL method and

strategy through English Camp have better score in communicative function of speaking on the post test than on their pre test?”. The hypotheses used as the tentative answer to that question says. “The students who are taught with CL method and strategy through English Camp have significantly better score in communicative function of speaking on the post test than on their pre test”. The working hypotheses is converted into a null form. the hypotheses say. “The students who are taught with CL method and strategy through English Camp have not significantly better score on communicative function of speaking on the post than on their pre test.

The second question to be answered in the present research has something to do with academic language function of speaking. The question states. “Do the students who are taught with CL method and strategy through English Camp have better score in academic function of speaking on the post test than on their pre test?”. The tentative answer to the research question states. “The students who are taught with CL method and strategy through English Camp have better score in academic function of speaking on the post test than on their pre test”. The working hypotheses is firstly converted into a null form stating. it is done for making easy the data analysis. “The students who are taught with CL strategy through English Camp have not better score on academic speaking on the post than on their pre test.

The third question to be answered in the present research has something to do with the students’ self-interest in speaking English. The question states. “is the students’ self interest in speaking English after the teaching of speaking skill through English Camp using CL method and strategy significantly different than their self-interest before the teaching of speaking skill through English Camp?”. The tentative answer to the research question states. “the students’ self interest in speaking English after the teaching of speaking skill through English Camp using CL method and strategy is significantly different than their self-interest before the teaching of speaking skill through English Camp Program”. This hypothesis is first converted into a null form stating. “the students’ self interest in speaking English after the teaching of speaking

skill through English Camp using CL method and strategy is not significantly different than their self-interest before the teaching of speaking skill through English Camp”.

The fourth question to be answered in the present research has something to do with the students’ self-confidence in speaking. The question states. “is the students’ self-confidence in speaking English after the teaching of speaking skill through English Camp using CL method and strategy significantly different than their self-confidence before the teaching of speaking skill through English Camp?”. The tentative answer to the research question states, “the students’ self-confidence in speaking English after the teaching of speaking skill through English Camp using CL method and strategy are significantly different than their self-confidence before the teaching of speaking skill through English Camp”. This hypothesis is first converted into a null form stating, “the students’ self-confidence in speaking English after the teaching of speaking skill through English Camp using CL method and strategy are not significantly different than their self-confidence before the teaching of speaking skill through English Camp”.

The fifth question to be answered in the present research has something to do with the students’ self-regulation in speaking. The question states, “is the students’ self-regulation in speaking English after the teaching of speaking skill through English Camp using CL method and strategy are significantly different than their self-confidence before joining the English Camp Program?”. The tentative answer to the research question states. “the students’ self-regulation in speaking English after joining English Camp program using CL method and strategy are significantly different than their self-regulation before the teaching of speaking skill through English Camp”. This hypothesis is firstly converted into a null form stating. “the students’ self-regulation in speaking English after the teaching of speaking skill through English Camp using CL method and strategy are not significantly different than their self-regulation before the teaching of speaking skill through English Camp”.

To do deep discussion of the five research questions mentioned. it is necessary to discuss one by one as follows:

### **1. The Implementation of CL method and Strategy through English Camp of Teaching Communicative Speaking**

The analysis of T-test as presented in Chapter IV results in a finding that the application of CL Strategy through English Camp brings about positive effect to the students' speaking ability in communicative function of speaking. That is, students who are taught with CL method and strategy through English Camp get better score in communicative function of speaking on the post test than on their pre test. As a result, the null hypotheses are rejected, while the working hypotheses is accepted. It denotes that the present study proves that CL strategy more effectively to be applied through English Camp to increase students' speaking ability in communicative function of speaking. In this study, it can relate to Yang' point of view (English Camp) states that the use of CL techniques can lead to positive attitudes towards CL and increased speaking skills. It must be admitted that students who interact and speak achieve better in oral skills in most cases than those who always keep silent. In addition, English speaking ability is one of the most important skills to be developed and enhanced in language learners, particularly in an academic setting (Morozova. 2013).

### **2. The Implementation of CL Strategy through English Camp of Teaching Speaking in Academic Language Function**

For academic function of speaking analysis succeeds in proving that the students who are taught with CL method and strategy through English Camp have significantly better score on academic function of speaking on the post test than on their pre test. Therefore, the null hypotheses is rejected, whereas the working hypotheses is accepted, This indicates that CL method and strategy turns to be more effective to develop students' speaking ability on academic function of speaking through English Camp.

Related to this academic language function, Townsend at al, (2012 :92) states academic language function is a specialized language both oral and written, of academic settings that facilitates communication and thinking about disciplinary content, In addition, they explained that academic language is a functional tool that allows for

discussion and reflection on the types of complex ideas and phenomenon that comprise the middle grade curricula.

Using CL method and strategy through English camp succeed and more efficient and effective to improve the students' speaking skill in academic language function. The students' oral academic after the teaching of speaking skill through English Camp are much better than before the teaching of speaking skill through English Camp.

This study agrees with exiting theories of how languages are learnt. The theories states that there are some factors affecting second language learning. they are intelligence, aptitude, personality, motivation, learners' preferences, learners' beliefs, age of acquisition, and environment. Of the all factors, there are two factors who have given great contribution to the students' speaking achievement in both functions of this study, they are students' motivation and environment.

The use of good strategy in improving the learners' speaking skill may accelerate the students' speaking competence whether the communicative abilities or academic ability. Slavin (1995) states that any relationship between strategy use and language proficiency, more proficient language learners use more learning strategies but less proficient language learners use less learning strategies, In addition, Bruen (2001) assumed that a high level of strategy use was related to high language proficiency and successful leaner's use more learning strategies.

This study is most significant in that it has moved studies on CL a step further. The findings of this study have demonstrated The Implementation of CL strategy through English Camp in the teaching and learning of speaking skill for the English department students. It is also significant in that it demonstrated the effects of teaching and learning that using CL method and strategy through English Camp to increase the students' self interest, self confidence and self regulation,

### **3. The Implementation of CL Strategy through English Camp to Increase the Students' Self Interest in Speaking English**

The analysis result of the students' self-interest with Wilcoxon Test shows 45 students in positive Rank column. The Z count > Z table and P value <  $\alpha$ .. It means that

students' self-interest in speaking English increases after the teaching of speaking skill through English Camp. So, working hypotheses is accepted while null hypotheses is rejected, it denotes that the present study proves that CL strategy more effectively to be applied through English Camp to increase students' self-interest in speaking English.

There are also 45 students in positive Rank column. The  $Z$  count  $>$   $Z$  table and  $P$  value  $<$   $\alpha$ . It means that students' self-regulation in speaking English increases after the teaching of speaking skill through English Camp. So, working hypotheses is accepted while null hypotheses is rejected, this study proves that CL method and strategy more effectively to be applied through English Camp to increase students' self-regulation in speaking English.

All for languages skills are taught from the beginning. In Speaking skills then aim is to be understood, not to speak a native, In the sequencing of lesson, Priority is given to learner interest and needs. In the communicative approach, if a learner needs to know how to give advice ("if I were you, I would...") then this conditional is taught, Interaction between speakers and listeners works in pairs or groups for role play, information sharing, or problem solving. And how learning to learn Cooperatively, put quite simply is a type of instruction whereby students work together in small groups to achieve a common goal.

CL has become increasingly popular as a feature of Communicative Language Teaching (CLT) with benefits that include increased students' interest due to the quick pace of cooperative tasks. improved critical thinking ability, and the opportunity to practice both the productive and receptive skills in a natural context, the array of benefits extends beyond increased language learning to include increased self-esteem and tolerance of diverse points of view (Johnson and Johnson 1989; Kagan 1995).

Johnson and Johnson indicate five features of a successful CL activity: (1) students learn that their success depends upon working together interdependently; (2) students are individually accountable while achieving group goals; (3) students support and assist one another's success through face-to-face interactions; (4) students develop



social skills by cooperating and working together effectively; and (5) students as a group have the opportunity to reflect on The Implementation of working together. When these principles are realized. CL creates a rich environment for students to learn language and simultaneously develop their capacities for collaborative twenty-first-century communication and problem solving. Students can reap all of these benefits by working cooperatively in the classroom, so it is no wonder that teachers desire to pool the resources in our classrooms, namely our students, to maximize student learning through CL opportunities.

Motivation in second language learning is a complex phenomenon which can be defined in terms of two factors: learners' communicative needs to speak the second language community. If learners need to speak the second language in wide range of social situation or to fulfill professional ambition, they will perceive the communicative value of the second language and will therefore be motivated to acquire proficiency in it. Likewise, if learners have favorable attitudes towards the speakers of the language, they will desire more contact with them.

A previous study, Lie (2000:125) states that increasing motivation and positive attitude toward learning teachers need to provide encouragement to students, In CL groups, students can encourage and help each other. The cooperative atmosphere of working in a small group may help develop "affective bonds" among students and greatly motivate them to work together. Ediger (2002: 11) reported that through cooperative learning, learners can realize that classes and learning may be enjoyable. Using CL method and strategy through English Camp in the teaching of speaking skill leads to great motivation toward learning, to increase time on task, and to improve self-esteem, CL method and strategy through English Camp promote language acquisition by providing comprehensible input in developmentally appropriate ways and in a supportive and motivating environment, CL method and strategy through English Camp enhances the motivation and psychosocial adjustment of L2 learners.

The first premise of the motivation theory is that people have imperfect knowledge of their own abilities, or more generally of the eventual costs and payoffs of

their actions, The second one is that ability and effort interact in determining performance; in most instances they are complements, so that a higher self-confidence enhances the motivation to act, As demonstrated by the opening quote from James [1890], this complimentary has long been familiar in psychology, It is also consistent with the standard observation that morale plays a key role in difficult endeavors; conversely, when people expect to fail they fail quite effectively, and failure leads to failure more readily for individuals characterized with low self-esteem (Salancik 1977)

Collaborative learning promotes greater use of higher-level reasoning strategies and creates a productive learning environment, CL method through English Camp is the best means of improving the academic achievement, Finally, CL is an effective strategy for classrooms with English language learners, Pair and small group activities provide learners with more time to speak the target language than teacher-fronted activities, and promote learner autonomy and self-directed learning, Small groups provide greater intensity of environment, so that the quality of language practice is increased, and the opportunities for feedback and monitoring as well.

One purpose in education is to enable students to become life-long learners, people who can think and learn without teachers telling them what to do every minute, By shifting from dependence on teachers, cooperative group activities help students become independent learners and form a community of learners among themselves, CL helps students learn to build their own self-esteem, self interest and build trust with other students (Lie, 2000: 125).

In addition, Hilgard in Slameto (2030), states that interest is persisting tendency to pay attention to and enjoy some activities or content, in this study, CL method and strategy through English Camp through English Camp paying close attention from the students, they are having high interest to most of the program from beginning to end.

In this study, we can get a point that interest is the internal power as sources of motivation in teaching-learning process, it makes students easier to involve in the speaking activities, the students' internal power to know English is very strong. They

are active to speak English. The real condition can be seen in teaching and learning speaking skill that use CL method and strategy through English Camp.

#### **4. The Implementation of CL method and strategy through English Camp to Increase the Students' Self Confidence in Speaking English**

The analysis of Wilcoxon Test as presented in Chapter IV results in a finding that the application of CL Strategy through EV shows 45 students in positive Rank column. The Z count  $>$  Z table and P value  $<$   $\alpha$ ., It means that the students' self-confidence in speaking English increases well after joining EV that being taught with CL strategy. So, working hypotheses is accepted while the null hypotheses is rejected, It denotes that the present study proves that CL method and strategy through English Camp are more effectively to be applied to increase students' self confidence in speaking English.

Rubio (2007) finds a correlation between foreign language learning and classroom atmosphere. Foreign language learning classrooms must promote self-confidence. Therefore, creating an environment in which each student will feel self-confident can be considered important.

In addition, Gardner and Lambert (1972), suggested that in such contexts a self-confidence process becomes the most important determinant of attitude and effort expended toward L2 learning. To the extent that this contact is relatively frequent and pleasant. self-confidence in using the L2. operationally defined in terms of low anxious affect and high self-perceptions of L2 competence would develop,

Studies researching self-confidence (and self-competence) demonstrated that self-confident teachers could have an effect on their students' achievements and motivations.

#### **5. The Implementation of CL method and strategy through English Camp to Increase the Students' Self-Regulation in Speaking English**

The analysis result of the students' self-regulation with Wilcoxon Test shows 45 students in positive Rank column. The Z count  $>$  Z table and P value  $<$   $\alpha$ . It means that students' self-regulation in speaking English increases after joining EV that being

taught with CL strategy. So, working hypotheses is accepted while null hypotheses is rejected, It denotes that the present study proves that CL method and strategy through English Camp are more effectively to be applied through English Camp to increase students' self-regulation in speaking English. Self-regulated learning (SRL), as the three words imply, emphasizes autonomy and control by the individual who monitors, directs, and regulates actions toward goals of information acquisition, expanding expertise, and self-improvement, Zimmerman (2000) said that self-regulation, refers to self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals

Self-regulation of cognition and behavior is an important aspect of student learning and academic performance in the classroom context (Corno & Mandinach, 1983), There are a variety of definitions of self-regulated learning, but three components seem especially important for classroom performance, Self-regulated learning includes students' metacognitive strategies for planning, monitoring, and modifying their cognition.

Language Camp and a good teaching strategy are very effective to increase the student's communicative competence. Language Camp such as EV is intentionally designed to create teaching and learning condition where the students speak English from early morning to the middle of the night. They practice their English from getting up of the bed to going back again to the bed. Teaching strategy also play important role. All the students speak English any time and an where but it is always based the teaching instruction.

### **C. Summary**

To summarize, the finding of the present study shows that CL strategy is effective to be applied through English Camp to develop students' speaking ability.

This study finds that CL Strategy through English Camp is able to develop students' speaking ability of both functions of speaking, academic and communicative language function. In academic achievement, the effects of CL is most found significantly greater achievement, Group goals and individual accountability have to be

present for these academic gains. Learners in CL classrooms liked the subject areas more. They also have developed peer norms in favor of doing well academically. Critical thinking is stimulated and students clarify ideas through discussion and debate. In using cooperative learning through English Camp. The students are continuously discussing, debating and clarifying their understanding of the concepts and materials being considered during the class. They are constructing their own knowledge base. The emphasis is on understanding the material as evidenced by the student's ability to explain ideas to their peers. This leads to a sense of content mastery versus a passive acceptance of information from an outside expert. This further promotes a sense of helplessness and reliance upon others to attain concepts

Related to previous theories, it really strengthen the finding of this study that the use of CL strategy through English Camp successfully improve the students' communicative and academic performance, and change the internal factor of the students namely, self-interest, self-confidence and self-regulation.

## CHAPTER VI

### CONCLUSION AND RECOMMENDATION

This chapter consists of two sections, the first section is devoted to the conclusions of the findings of the present study, the second section, moreover, is devoted to recommendations made on the basis of the research findings, Recommendations are provided for both speaking instruction and future studies.

#### **A. Conclusion**

From the results of the data analyses as reported in Chapter IV and discussed in chapter V, the following conclusion are then made.

1. For generally speaking, using CL strategy in teaching speaking skill through English Camp and no using CL strategy have different impact on students' speaking skill achievement. In this case, students who are taught speaking skill using CL strategy through English Camp tend to have better speaking skill achievement after being taught than before. In other words, the former strategy facilitates learning more than latter. As far as the communicative function of speaking skill is concerned by using CL strategy through English Camp. It is able to assure that the result must be more effective, the students tend to have better performance on communicative language function of speaking. It is proven from the data that shows the higher students' speaking skill performance on the posttest than on the pretest. This indicates that the students who are taught speaking skill with CL strategy through English Camp have better score after being taught or after joining the program.
2. Using CL strategy through English Camp for the teaching of speaking skill is more effective. It is proven from the data that shows the higher students' speaking skill achievement on the post test than on the pretest. This indicates that the students who are taught speaking skill with CL strategy through English Camp have better score after being taught than before. In short, the use of the CL strategy for the teaching of speaking skill in academic language function through English Camp is in general more effective after being taught than before. However, when viewed from the types of

language function. the communicative language function of speaking skill is much more effective.

3. Teaching speaking skill by using CL strategy through English Camp is able to increase the internal factors of the students. The internal factor that focused is self-interest. Based on the result of questionnaire distributed to the sample of this study is found that the students' self-interest in speaking English increase well after being taught with CL strategy through English Camp. CL strategy through English Camp promote students 'self-interest. Therefore, creating an English Camp learning with CL strategy for the teaching of speaking is very effective to increase the students' self-interest, and can be considered important, In addition, in such contexts a self-interest process becomes the most important determinant of attitude and effort expended toward English learning, To the extent that this contact is relatively frequent and pleasant, self-interest, in using the language, operationally defined in terms of low anxious affect and high self-perceptions of English speaking competence would develop.
4. The implementation of CL strategy through English Camp in teaching speaking is also able to increase the internal factors of the students. The internal factor that focused in this study session is self-confidence. The students' self-confidence in speaking English increase well after being taught with CL strategy through English Camp. Foreign language learning classrooms with CL strategy through English Camp promote students 'self-confidence. Therefore, creating an environment in which each student will feel self-confident, and can be considered important. In addition, suggested that in such contexts a self-confidence, process becomes the most important determinant of attitude and effort expended toward English learning. To the extent that this contact is relatively frequent and pleasant, self-confidence, in using the language, operationally defined in terms of low anxious affect and high self-perceptions of English speaking competence would develop.
5. The Implementation of CL strategy through English Camp to increase the self-regulation as internal factor of students is proven. And it is based on the result of questionnaire distributed to the sample of this study were found that the students' self-

regulation in speaking English increase well after being taught with CL strategy through English Camp. CL strategy through English Camp promote students 'self-regulation. Therefore, creating an English Camp learning with CL strategy for the teaching of speaking is very effective to increase the students' self-regulation, and it can be considered important, In addition, in such contexts, a self-regulation process becomes the most important determinant of attitude and effort expended toward English learning. Self-regulation ,refers to self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals, Self-regulation of cognition and behavior are important aspect of student learning and academic performance in the classroom context (Corno& Mandinach , 1983), There are a variety of definitions of self-regulated learning, but three components seem especially important for classroom performance, Self-regulation learning includes students' metacognitive strategies for planning, monitoring, and modifying their cognition,

### **B. Recommendation for Speaking Skill Instruction**

Based on the finding of the present study, it is recommended that the instruction with CL strategy through English Camp be used as a strategy of teaching speaking to students of English departments throughout Indonesia, This is used further particularly recommended when the speaking teacher wants to accelerate the students' speaking skill in communicative and academic language function, And to build the internal factors of the students such as self-confidence, self-interest, and self-regulation, This recommendation is made since the CL strategy that implemented through English Camp is found to be more effective in improving the speaking skill of the students in communicative and academic language function and building the students' internal factors. Therefore, this teaching strategy seems to be more appropriate for students whose speaking skill has been in the third semester level of English department.

In order that the application of the CL strategy through EV runs well indoor and outdoor practice. Speaking teachers who plan to use it are recommended to guide the students to know the features of a successful CL activities as Johnson and Johnson indicate five features of a successful CL activity: (1) students learn that their success



depends upon working together interdependently; (2) students are individually accountable while achieving group goals; (3) students support and assist one another's success through face-to-face interactions; (4) students develop social skills by cooperating and working together effectively; and (5) students as a group have the opportunity to reflect on The Implementation of working together. When these principles are realized. CL creates a rich environment for students to learn language and simultaneously develop their capacities for collaborative twenty-first-century communication and problem solving. Students can reap all of these benefits by working cooperatively in the classroom, so it is no wonder that teachers desire to pool the resources in our classrooms, namely our students, to maximize student learning through CL opportunities.

CL has become increasingly popular as a feature of Communicative Language Teaching (CLT) with benefits that include increased student interest due to the quick pace of cooperative tasks, improved critical thinking ability, and the opportunity to practice both the productive and receptive skills in a natural context.

In addition, in order to the implementation of CL strategy through English Camp is much more effective to improve the students' speaking skill in communicative and academic language function and to build the students' self confidence, self-interest, and self-regulation. It is very important for the students to join the teaching and learning from beginning to the end that programmed for five days because teaching and learning speaking skill in English Camp is running continuously from morning to the middle of the night. It never stops speaking English whether outdoor activities or indoor activities as written on rule of the program.

Finally, the topic of interest of interactional material should be paid closed attention, Topics of interest in Islamic discourse, discussion, speech, seminar and debating are necessary to present so that the students will not get bored of learning based on the instruction that use CL strategy.

### **C. Recommendation for the Future Study**

Referring to the limitation of this study, other areas of similar research is in fact still open may be conducted including more variables with better research design. Therefore, recommendation for future research is made as follows:

1. The present study is limited only to students taking speaking course in the third semester of English department of FKIP UNISKA Banjarmasin who are supposed to intermediate level. Therefore, similar study is recommended to be conducted to students of elementary and advanced ability levels and to be conducted to the students of non-English department and the students from senior high school.
2. The present study uses only students of English department of private university as the target population and students at the English department of UNISKA Banjarmasin as the accessible population. Further studies are, therefore, suggested to be conducted to students at English department of state university. Different findings might be obtained because generally they are supposed to be different in their intelligence as students at private universities are mostly those who fail in the state university entrance examination.
3. The present study is limited only to competence of speaking skill in communicative and academic language function. And the change of internal factors of students. It is suggested, therefore that future studies be conducted to include the larger internal factors and some others language function.
4. Longer treatment and more closed test items are recommended so that its effect can be conveniently interpreted.
5. Finally, it is recommended that another independent variable such as students' speaking behaviors be used to detect The Implementation of CL strategy. It is important because training students to speak English through English Camp means training them to use a metacognitive strategy in speaking which the same time also means training them to build self-confidence, self-interest, and self-regulation.

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## **Appendixes**

### **Appendix 1**

#### **Topics of English Camp Program using CL Strategy**

##### **A. Topic of Islamic discourse**

1. Life after death
2. The beginning of the revelation
3. Dawn in Islam
4. The day of peace
5. Fasting in Islam
6. Divine tax
7. Pilgrimage
8. Culture in Islam
9. Praying during traveling
10. Equality in Islam
11. Angles
12. Prophet Adam
13. Qur'an
14. Faith
15. Devil
16. Hypocrite
17. Mortal Agony

18. Paradise
19. Hell
20. Forbidden food in Islam
21. Veil
22. Feast of Sacrifice
23. Feast Celebrating the End of Fasting Period
24. Praying together
25. Visiting in Islam
26. Obey God's order
27. Rebellious son/daughter
28. Praying five times a day
29. Punishment in the grave
30. Philanthropist

#### Topics/Debate Motions of British Parliamentary System

1. That this house would include sex education in school curriculum
2. That this house would stop sending woman labors abroad
3. That this house would give death penalty to the fuel smugglers
4. That this house would rise the fuel price
5. That this house would censor TV program
6. That this house would ban videogames in which the player engages in brutal and immoral violence in realistic setting,
7. This house believe that internet freedom should be controlled
8. This house would free the students from school fee
9. That this house would give death penalty to illegal loggers and minners
10. That this house would not permit gun ownership
11. That the provincial government would stop coal mining in south Kalimantan
12. That this house would ban beauty contest
13. That this house would legalize abortion
14. That this house would run national lotteries for developing sport

15. Housewife should stay at home for looking after the child
16. That this house would ban marriage to more than one wife
17. Banjarmasin will never be a metropolitan city
18. Social networking changes our life-style
19. Globalization brings more harms than good
20. That government should allow foreign ownership of public utilities
21. That science is a threat to society because it has shown ability of killing people
22. The government should legalize the sale of human organs
23. The government should ban the sale of human organs,
24. That the tax rate should be progressive
25. Support polygamy club

#### **Topics of discussion**

- 1 Saving one of four important things in your life from the fire: Excellent goal, genius baby, your beloved mother in bed health condition,
- 2 On the bus for long distance, which one will you give your seat: A Pregnant woman, An very old woman, A Physical defect person
- 3 The candidate of married couple : handsome but poor, religious but jealousy, rich but having serious illness, noble man but temperamental
- 4 Present of marriage : sophisticated car, luxurious house, department store, and productive land
- 5 Kidney : pregnant mother, rich father, beautiful wife, and oneself
- 6 Come into the Forest: flashlight, blanket, gun or stuff food
- 7 Students of senior high school should get opportunity to get married
- 8 Should homework be abolished
- 9 The emancipation of woman means the enslavement of men
- 10 Getting married with parents' choice or own choice
- 11 Mother in mortal agony or excellent job
- 12 Most dedicated men or women
- 13 The most meritorious in this country: Army, teacher, businessmen, farmer

- 14 Whorehouse : economic factor, surrounding, biological need, and lack of faith
- 15 Having a wife/husband while studying or finishing study first
- 16 Your candidate son-or daughter in-law: a lawyer, a doctor, a priest
- 17 Voting for Family holiday planning: Going to Bali, back to hometown, staying at home, visiting old friends,
- 18 Building an entertainment place: the head of sub district, public figure, youth, millionaire,
- 19 Indonesian country is better on: Soeharto Era or Era after him
- 20 Separated parents: stay with father or mother
- 21 Priority building for your campus :  
     An Appropriate thing to put in a new students' room for all students to use:  
     Computers with internet, Magazine and Newspaper, Table Tennis and badminton, Music instruments

**B. Topics of Speech**

1. Becoming a creative and successful students
2. Giving motivation and suggestion as if a great motivator
3. Becoming a good performance and successful of artist
4. Becoming a responsible leader
5. A good and bad politician
6. Gambling and its effect
7. Report the accident
8. Performing the happiness for a new job with big salary
9. Performing the anger for treason of someone
10. Facing the year 2016 or MEA
11. Juvenile delinquency
12. Attitude to contradictory idealism
13. The role of parents in educating children
14. The attitude to western culture
15. Obeying promise

16. If I were a millionaire/a president
17. Gadget for teenager
18. Describe a person who in your opinion works the hardest
19. A Professional teacher
20. Promoting product
21. Stating critic to... (person, organization, group, idealism)
22. Ideal married couple
23. Keeping your brotherhood
24. The advantages and disadvantages of being popular
25. Etiquette be a guest
26. Make a visit to hospital
27. Guide a happy family
28. A successful businessman
29. Job vacancy
30. Obey the rule of country

**C. Topics of Specific Talking on Face to Face**

1. TV program that you like and dislike
2. Floating market
3. Fire and Forest in Kalimantan
4. Talking about rivers in Banjarmasin
5. The talking of family
6. Asking and answering of date, day, week, month, year
7. Sharing information about job
8. Sharing experience
9. General election
10. Drug and it is danger
11. Smoking and it is danger
12. Interview each other
13. Talking about dream

14. Expressing thanks
15. Talks about religion
16. Talking about daily activity
17. Telling about married culture
18. Telling about getting lost in new place
19. A life in rural area
20. A life in metropolitan
21. The first love
22. Visiting to darling's house
23. Love and broken hearth
24. Talking about gadget
25. A long wait at airport, bus station, harbor, a railway station
26. Memories of childhood
27. Talking about a good friend
28. A face book
29. An unforgettable experience
30. Accommodation

**D. Topics/Name of Game**

1. Guessing the title of song and singing it
2. Soliloquy contest
3. Silly questions
4. Puzzle
5. Giving and answering traditional poetry
6. Being young
7. Famous person
8. Pictures of postcard
9. Translating and retelling
10. Interviewing people
11. Describing a town

12. Eliciting “yes’ and “No”
13. Jumble sentences and dictation
14. Jumble words
15. Last letters
16. Guessing hidden things
17. Whispering
18. Remembering
19. Whisper and draw
20. Who am I
21. Expanding words
22. Touch your eyebrow and nod your head
23. Journalist
24. Knight or Night
25. Magic words

## Appendix 2

### The First Session: Schedule of English Camp Using CL method and strategy

Day/Date	Time	Speaking Skills	Place	Coordinators
Thursday 25, September 2017	08,30-10,30	- PRETEST (Communicative language function and Academic language function of speaking skill,	At Campus (UNISKA)	Ratna, S,Pd,, M,Pd Hengki, S,S,, M,Pd
	10,30-12,00	- Opening program EC of UNISKA	At Handil Bakti	The Dean of FKIP UNISKA
	12,00- 14,00	- Break/ Pray		Committee
	14,00- 15,30	- Professional Meeting (M C, Delivering welcome speech, self introduction, making a praise/gossip discussion: ,	- Indoor	Ratna, Spd,, M,Pd Committee  committee



	15,30-16,00 16,00-16,30 16,30-17,00 17,00-20,00 20,00-20,30 20,30-22,00 22,00,23,00	delivering closing speech) - Role play speech: - Break/Pray - Free Talking - Break/Pray/ Islamic Discourse: - Role Play Speech - Debate Team, British Parliamentary System: - Game (mysterious guest)	outdoor - Out door In door outdoor Indoor outdoor	committee committee Team of Participants/ Hengki, S,S,, M,Pd Committee
Friday 26 September 2017	05,00-06,00 06,00-06,30 06,30-08,00 08,00-09,00 09,00-12,00 12,00- 14,00 14,00, 16,00 16,00-16,30 16,30-17,00 17,00-20,00 20,00-20,30 20,30-22,30 22,30-23,00	- Pray/Islamic discourse: - Marching Drill - Break - Role play speech: - Seminar/Presenting team paper: - Break/Pray - Professional Meeting (M C, Delivering welcome speech, self introduction, making a praise/gossip discussion: , delivering closing speech) - Break/praying - Role play speech:	Indoor Outdoor - outdoor In door Indoor - Indoor/outdoor Indoor outdoor Indoor Indoor	Participants Committee Committee Midi Sudiana, M,A Hengki, S,S,, M,Pd/committe committee committee Ratna, S,Pd,, M,Pd ,/committee Ratna, S,Pd,, M,Pd ,/committee Committee

		- Break/Pray/Islamic Discourse: - Free Talking - Debate (British Parliamentary System): - Game:	Indoor	
Saturday 27 September 2017	05,00-06,00 06,00-06,30 06,30-08,00 08,00-09,00 09,00-12,00 12,00- 14,00 14,00, 16,00 16,00-16,30 16,30-20,00 20,00-20,30 20-30-22,00 22,00-23,00	- Pray/Islamic discourse (Praying) - Marching Drill - Break - Specific talking in face to face - Seminar: Presenting team paper:  Break/Pray - Professional Meeting (M C, Delivering welcome speech, self introduction, discussion : marrying versus studying, game, delivering closing speech) - Role play Speech: - Break/Pray/Islamic Discourse: Free Talking - Debate of British Parliamentary System: - Game:	Indoor outdoor - Indoor Indoor - Indoor  Outdoor Indoor outdoor Indoor Outdoor	Participants Committee  Committee Team of Participants/ Hengki, S,S,, M,Pd - Ratna, S,Pd,, M,Pd  Committee Committee Committee Hengki,S,S,,M,Pd /Committee committee
Sunday 28, September 2017	05,00-06,00 06,00-06,30 06,30-08,00 08,00-09,00	- Pray/Islamic discourse : - Marching Drill - Break/pray - Specific talking in face to face	Indoor outdoor - Indoor	Committee Committee - Committee

	09,00-12,00	- Seminar: Presenting team paper	In door	Committee
	12,00- 14,00	- Break/Pray	-	
	14,00, 16,00	- Professional Meeting (M C, Delivering Welcome Speech, Self Introduction, making praise/ gossip, Discussion :	Indoor	Hengki,S,S,, M,Pd
	16,00-16,30	- Specific talking in face to face:	outdoor	Committee
	16,30-20,00	- Break/Pray/Islamic Discourse:	Indoor	Committee
	20,00-20,30	- Free Talking	outdoor	Committee
	20-30-22,00	- Debate of British Parliamentary System:	indoor	Ratna,S,Pd, M,Pd
	22,00-23,00	- Game	outdoor	Committee
Monday 29 September 2017	05,00-06,00	- Pray/Islamic discourse	Indoor	Committee/Particip
	06,00-06,30	- Marching Drill	outdoor	ants
	06,30-08,00	- Break	-	Committee
	08,00-09,00	- Specific talking in face to face:	Indoor	-
	09,00-12,00	- Seminar: Presenting team paper	In door	Committee
	12,00- 14,00	- Break/Pray	-	Hengki, S,S,, M,Pd
	14,00, 16,00	- Professional Meeting (M C, Delivering welcome speech, self introduction, make a praise/gossip discussion, delivering closing speech)	Indoor/outdoor	- Ratna, S,Pd,, M,Pd
	16,00-16,30	- Role Play Speech:	Out door	Committee
	16,30-20,00	- Break/Pray/Islamic Discourse:	Indoor	Committee
	20,00-20,30	- Free Talking	Indoor	Hengki,S,S,,M,Pd
	21-00-22,00	- Debate (British Parliamentary System:	outdoor	/Committee
	22,00-23,00	- Game :	indoor	Ratna,S,Pd,, M,Pd

			indoor/outdoor or	Committee
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**The second Session: Schedule of EC Using CL method and strategy**

Day/Date	Time	Speaking Skills	Place	Coordinators
Thursday 27, October 2017	08.30-09.00	- Role play speech:	Outdoor	Ratna. S.Pd.. M.Pd
	09.00-12.00	- Seminar: the Presenting of team paper	Indoor	Hengki. S.S., M,Pd
	12.00- 14.00		-	Committee
	14.00- 14.30	- Break/Pray	- outdoor	Ratna, Spd,, M,Pd
	14.30-16.00	- Specific talking on face to face:	- indoor	Committee
		- Professional Meeting (M C.		committee
		Delivering welcome speech. self introduction. making a praise/gossip		committee
		discussion: . delivering closing		committee
	16.00-16.30		-	Team of
	16.30-17.00	speech)	Out door	Participants/
	17.00-20.00		In door	Hengki, S,S,, M,Pd
	20.00-20.30	- Break/Pray	outdoor	Committee
	20.30-22.00	- Role-play speech:	Indoor	
	22.00.23.00	- Break/pray/Islamic discourse	outdoor	
	- Free Talking			
	- Debate Team. British Parliamentary			

		System: - Game:		
Friday 28 October 2017	05.00-06.00 06.00-06.30 06.30-08.00 08.00-09.00 09.00-12.00 12.00- 14.00 14.00. 16.00 16.00-16.30 16.30-17.00 17.00-20.00 20-00-20.30 20.30-22.30 22.30-23.00	- Pray/Islamic discourse: - Marching Drill - Break - Role play speech: - Seminar/Presenting team paper: - Break/Pray - Professional Meeting (M C, Delivering welcome speech, self introduction, making a praise/gossip discussion: , delivering closing speech) - Break/praying - Role play speech: - Break/Pray/Islamic Discourse: - Free Talking - Debate (British Parliamentary System: - Game:	Indoor Outdoor - outdoor In door Indoor -Indoor/outdoor Indoor outdoor Indoor Indoor Indoor	Participants Committee Committee Midi Sudiana, M,A Hengki, S,S,, M,Pd/committe committee committee Ratna, S,Pd,, M,Pd ,/committee Ratna, S,Pd,, M,Pd ,/committee Committee
Saturday 29 October	05.00-06.00 06.00-06.30 06.30-08.00	- Pray/Islamic discourse (Praying) - Marching Drill - Break	Indoor outdoor -	Participants Committee

2017	08.00-09.00	- Specific talking in face to face	Indoor	Committee
	09.00-12.00	- Seminar: Presenting team paper:	Indoor	Team of Participants/
	12.00- 14.00	Break/Pray	-	Hengki, S,S,, M,Pd
	14.00. 16.00	- Professional Meeting (M C, Delivering welcome speech, self introduction, discussion : marrying versus studying, game, delivering closing speech)	Indoor	- Ratna, S,Pd,, M,Pd
	16.00-16.30	- Role play Speech:	Outdoor	
	16.30-20.00	- Break/Pray/Islamic Discourse:	Indoor	Committee
	20.00-20.30	Free Talking	outdoor	Committee
	20-30-22.00	- Debate of British Parliamentary System:	Indoor	Committee Hengki,S,S,,M,Pd
	22.00-23.00	- Game:	Outdoor	/Committee committee
Sunday 30, October 2017	05.00-06.00	- Pray/Islamic discourse :	Indoor	Committee
	06.00-06.30	- Marching Drill	outdoor	Committee
	06.30-08.00	- Break/pray	-	-
	08.00-09.00	- Specific talking in face to face	Indoor	Committee
	09.00-12.00	- Seminar: Presenting team paper	In door	Committee
	12.00- 14.00	- Break/Pray	-	
	14.00. 16.00	- Professional Meeting (M C, Delivering Welcome Speech, Self Introduction, making praise/ gossip, Discussion :	Indoor	Hengki,S,S,, M,Pd
	16.00-16.30	- Specific talking in face to face:	outdoor	Committee
	16.30-20.00	- Break/Pray/Islamic Discourse:	Indoor	Committee
20.00-20.30	- Free Talking	outdoor	Committee	
20-30-22.00	- Debate of British Parliamentary System:	indoor	Ratna,S,Pd, M,Pd	

	22.00-23.00	- Game	outdoor	Committee
Monday 31, October 2017	05.00-06.00	- Pray/Islamic discourse	Indoor	Committee/Particip
	06.00-06.30	- Marching Drill	outdoor	ants
	06.30-08.00	- Break	-	Committee
	08.00-09.00	- Specific talking in face to face:	Indoor	-
	09.00-12.00	- Seminar: Presenting team paper	In door	Committee
	12.00- 14.00	- Break/Pray	-	Hengki, S,S,, M,Pd
	14.00. 16.00	- Professional Meeting (M C, Delivering welcome speech, self introduction, make a praise/gossip discussion, delivering closing speech)	Indoor/outdoor	- Ratna, S,Pd,, M,Pd
	16.00-16.30	- Role Play Speech:	Out door	
	16.30-20.00	- Break/Pray/Islamic Discourse:	Indoor	Committee
	20.00-20.30	- Free talking	Indoor	Committee
	20.30-22.00	- Debate (British Parliamentary System:	outdoor	Hengki,S,S,,M,Pd
22.00-23.00	- Game :	indoor	/Committee Ratna,S,Pd,, M,Pd	
			indoor/outdoor	Committee

### The Third Session: Schedule of EC Using CL strategy

Day/Date	Time	Speaking Skills	Place	Coordinators
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Thursday 20 November 2017	08,30-09,00 09,00-12,00 12,00- 14,00 14,00- 14,30 14,30-16,00 16,00-16,30 16,30-17,00 17,00-20,00 20,00-20,30 20,30-22,00 22,00,23,00	- Role play speech: - Seminar: the Presenting of team paper - Break/Pray - Specific talking on face to face: - Professional Meeting (M C, Delivering welcome speech, self introduction, making a praise/gossip discussion: , delivering closing speech) - Break/Pray - Free Talking - Break/pray/Islamic discourse - Debate Team, British Parliamentary System: - Game:	At Campus (UNISKA) At Handil Bakti Indoor Indoor outdoor - Out door In door outdoor Indoor outdoor	Ratna, S,Pd,, M,Pd Hengki, S,S,, M,Pd The Dean of FKIP UNISKA Committee Ratna, Spd,, M,Pd Committee committee committee committee Team of Participants/ Hengki, S,S,, M,Pd Committee
Friday, 21 November 2017	05,00-06,00 06,00-06,30 06,30-08,00 08,00-09,00 09,00-12,00 12,00- 14,00 14,00, 16,00	- Pray/Islamic discourse: - Marching Drill - Break - Role play speech: - Seminar/Presenting team paper: - Break/Pray	Indoor Outdoor - outdoor In door Indoor - Indoor/outdoor or	Participants Committee Committee Midi Sudiana, M,A Hengki, S,S,, M,Pd/committe



	16,00-16,30 16,30-17,00 17,00-20,00 20-00-21,00 21,00-22,30 22,30-23,00	- Professional Meeting (M C, Delivering welcome speech, self introduction, making a praise/gossip discussion: , delivering closing speech) - Break/praying - Role play speech: - Break/Pray/Islamic Discourse: - Free talking: - Debate (British Parliamentary System: - Game:	Indoor outdoor Indoor Indoor Indoor	committee committee Ratna, S,Pd,, M,Pd ,/committee Ratna, S,Pd,, M,Pd ,/committee Committee
Saturday, 22 November 2017	05,00-06,00 06,00-06,30 06,30-08,00 08,00-09,00 09,00-12,00 12,00- 14,00 14,00, 16,00 16,00-16,30 16,30-20,00 20,00-21,00	- Pray/Islamic discourse (Praying) - Marching Drill - Break - Specific talking in face to face - Seminar: Presenting team paper: - Break/Pray - Professional Meeting (M C, Delivering welcome speech, self introduction, discussion : marrying versus studying, game, delivering closing speech) - Role play Speech: - Break/Pray/Islamic Discourse: - Free Talking	Indoor outdoor - Indoor Indoor - Indoor Outdoor Indoor outdoor	Participants Committee Committee Team of Participants/ Hengki, S,S,, M,Pd - Ratna, S,Pd,, M,Pd Committee Committee Committee

	21-00-22,00	- Debate of British Parliamentary System:	Indoor	Hengki,S,S,,M,Pd
	22,00-23,00	- Game:	Outdoor	/Committee committee
Sunday, 23 November 2017	05,00-06,00	- Pray/Islamic discourse :	Indoor	Committee
	06,00-06,30	- Marching Drill	outdoor	Committee
	06,30-08,00	- Break/pray	-	-
	08,00-09,00	- Specific talking in face to face	Indoor	Committee
	09,00-12,00	- Seminar: Presenting team paper	In door	Committee
	12,00- 14,00	- Break/Pray	-	
	14,00, 16,00	- Professional Meeting (M C, Delivering Welcome Speech, Self Introduction, making praise/ gossip, Discussion :	Indoor	Hengki,S,S,, M,Pd
	16,00-16,30	- Role Play Speech	outdoor	Committee
	16,30-20,00	- Break/Pray/Islamic Discourse:	Indoor	Committee
	20,00-21,00	- Free Talking	outdoor	Committee
	21-00-22,00	- Debate of British Parliamentary System:	indoor	Ratna,S,Pd, M,Pd
	22,00-23,00	- Game	outdoor	Committee
Monday, 24 November 2017	05,00-06,00	- Pray/Islamic discourse	Indoor	Committee/Participa
	06,00-06,30	- Marching Drill	outdoor	nts
	06,30-08,00	- Break	-	Committee
	08,00-09,00	- Specific talking in face to face:	Indoor	-
	09,00-12,00	- Seminar: Presenting team paper	In door	Committee
	12,00- 14,00	- Break/Pray	-	Hengki, S,S,, M,Pd
	14,00, 16,00	- Professional Meeting (M C, Delivering welcome speech, self introduction, make a praise/gossip discussion, delivering closing	Indoor/outd oor	- Ratna, S,Pd,, M,Pd

	16,00-16,30	speech)		
	16,30-20,00	Role Play Speech:	Out door	Committee
	20,00-21,00	Break/Pray/Islamic Discourse:	Indoor	Committee
	21-00-22,00	Free talking	Indoor	Hengki,S,S,,M,Pd
	22,00-23,00	Debate (British Parliamentary System):	outdoor	/Committee
		Game :	indoor/outdoor	Ratna,S,Pd,, M,Pd
			oor	Committee

#### The Fourth session: Schedule of EC Using CL Strategy

Day/Date	Time	Speaking Skills	Place	Coordinators
Thursday, 18 December 2017	08,30-09,00	Role play speech:	Indoor	Ratna, S,Pd,, M,Pd
	09,00-12,00	Seminar: the Presenting of team paper	Indoor	Hengki, S,S,, M,Pd
	12,00- 14,00		-	commintte
	14,00- 14,30	Break/Pray	Indoor	Committee
	14,30-16,00	Specific talking on face to face:	Indoor	Ratna, Spd,, M,Pd
		Professional Meeting (M C, Delivering welcome speech, self introduction, making a	outdoor	Committee
	16,00-16,30	praise/gossip discussion: ,	-	committee
	16,30-17,00	delivering closing speech)	Out door	committee
	17,00-20,00		In door	committee
	20-00-20,30	Break/Pray	outdoor	Team of Participants/
20,30-22,00	Role-play speech:	outdoor	Hengki, S,S,, M,Pd	

	22,00,23,00	- Break/pray/Islamic discourse - Free Talking - Debate Team, British Parliamentary System: - Game:	outdoor	Committee
Friday, 19, December 2017	05,00-06,00 06,00-06,30 06,30-08,00 08,00-09,00 09,00-12,00 12,00- 14,00 14,00, 16,00 16,00-16,30 16,30-17,00 17,00-20,00 20-00-21,00 21,00-22,30 22,30-23,00	- Pray/Islamic discourse: - Marching Drill - Break - Role play speech: - Seminar/Presenting team paper: - Break/Pray - Professional Meeting (M C, Delivering welcome speech, self introduction, making a praise/gossip discussion: , delivering closing speech) - Break/praying - Role play speech: - Break/Pray/Islamic Discourse: - Free Talking - Debate (British Parliamentary System:	Indoor Outdoor - outdoor In door Indoor - Indoor/outdoor Indoor outdoor Indoor Indoor outdoor Indoor Indoor indoor	Participants Committee Committee Midi Sudiana, M,A Hengki, S,S,, M,Pd/committe committee committee Ratna, S,Pd,, M,Pd ,/committee Ratna, S,Pd,, M,Pd ,/committee Committee

		- Game:		
Saturday 20 December 2017	05,00-06,00 06,00-06,30 06,30-08,00 08,00-09,00 09,00-12,00 12,00- 14,00 14,00, 16,00 16,00-16,30 16,30-20,00 20,00-21,00 21-00-22,00 22,00-23,00	- Pray/Islamic discourse (Praying) - Marching Drill - Break - Specific talking in face to face - Seminar: Presenting team paper: - Break/Pray - Professional Meeting (M C, Delivering welcome speech, self introduction, discussion : marrying versus studying, game, delivering closing speech) - Role play Speech: - Break/Pray/Islamic Discourse: Free talking - Debate of British Parliamentary System: - Game:	Indoor outdoor - Indoor Indoor - Indoor Outdoor Indoor outdoor Indoor Indoor Outdoor	Participants Committee Committee Team of Participants/ Hengki, S,S,, M,Pd - Ratna, S,Pd,, M,Pd Committee Committee Committee Hengki,S,S,,M,Pd /Committee committee
Sunday, 21 December 2017	05,00-06,00 06,00-06,30 06,30-08,00 08,00-09,00 09,00-12,00 12,00- 14,00 14,00, 16,00	- Pray/Islamic discourse : - Marching Drill - Break/pray - Specific talking in face to face - Seminar: Presenting team paper - Break/Pray - Professional Meeting (M C, Delivering Welcome Speech, Self Introduction, making praise/ gossip, Discussion :	Indoor outdoor - Indoor In door - Indoor	Committee Committee - Committee Committee Hengki,S,S,, M,Pd

	16,00-16,30	- Free talking:	outdoor	Committee
	16,30-20,00	- Break/Pray/Islamic Discourse:	Indoor	Committee
	20,00-21,00	- Role Play Speech:	outdoor	Committee
	21-00-22,00	- Debate of British Parliamentary System:	indoor	Ratna,S,Pd, M,Pd
	22,00-23,00	- Game	outdoor	Committee
Monday, 22 December 2017	05,00-06,00	- Pray/Islamic discourse	Indoor	Committee/Participant
	06,00-06,30	- Marching Drill	outdoor	Committee
	06,30-08,00	- Break	-	-
	08,00-09,00	- Specific talking in face to face:	Indoor	Committee
	09,00-12,00	- Seminar: Presenting team paper	In door	Hengki, S,S,, M,Pd
	12,00- 14,00	- Break/Pray	-	-
	14,00, 16,00	- Professional Meeting (M C, delivering welcome speech, self introduction, make a praise/gossip discussion, delivering closing speech)	Indoor/outdoor	Ratna, S,Pd,, M,Pd
	16,00-16,30	- Role Play Speech:		Committee
	16,30-20,00	- Break/Pray/Islamic Discourse:	Out door	Committee
	20,00-21,00	- Free Talking:	Indoor	Hengki,S,S,,M,Pd
			Indoor	/Committee
	21-00-22,00	- Debate (British Parliamentary System:	outdoor	Ratna,S,Pd,, M,Pd
			indoor	
	22,00-23,00	- Game:	indoor	Committee

## Appendix 3

### SPEAKING TEST FOR COMMUNICATIVE LANGUAGE

#### FUNCTION OF SPEAKING

Kinds of interview test

1. Warm up:
  - How are you?
  - What is your name?
2. Level Check:
  - Where are you from?
  - How long have you been here?
  - With whom do you live
  - Could you tell me about your daily activities
  - Where do you come from
  - When and where were you born?
  - Is your house far from here?
  - Do you have special group?
  - Where did you grow up?
  - Could you tell me about your family
  - Where do you go to study?
  - What is your hobby?
  - How did you come here?
  - With whom did you come here?
  - What is your hobby, and why do you like it?
  - What is your favorite color, food and drink? And why do you like them?
  - Can you tell me your unforgettable experience?

What will you do after finishing your study?

3. Probe,

What are your goals for learning English in his this program?

What is your opinion of a recent headline news event?

If you could redo your education all over again what would you do differently?

If you were a rector of UNISKA, what would you like to change?

Describe someone you greatly respect, and tell me why you respect that person

4. Wind-down

Did you feel okay about this interview?

It was interesting to talk you, Best wisher

#### **Appendix 4**

#### **SPEAKING TEST FOR ACADEMIC LANGUAGE FUNCTION OF SPEAKING**

Kinds of Test: Role Play

1. Each Team depended the motion of Debating, Using British Parliamentary System
2. Each team present a working paper on seminar program ( each student in a team has turn to answer the question from other team
3. Each team must join the drama contest
4. Each student speech in front of his/her group for four minutes ( Topic of education, culture, and foreign language)
- 5.



## Appendix 5

### *Self-confidence Questionnaire*

*Students Name* :

*Number* :

*Date* :

### A. Pengantar

Sehubungan dengan penyelesaian tugas akhir/disertasi pada program studi pendidikan bahasa Inggris saya mohon kesediaan mahasiswa untuk mengisi angket ini untuk mendukung penelitian saya yang berjudul *The Effectiveness of CL Strategies through EV for Teaching Speaking Skill of English Department Studies of FKIP UNISKA Banjarmasin*

Petunjuk:

Jawablah pertanyaan angket berikut ini dengan jujur, Berilah tanda (√) pada pilihan yang tersedia jawaban diberikan berdasarkan kriteria berikut:

(1) *Sangat tidak setuju (Strongly Disagree)* (2) *Tidak setuju (Disagree)* (3) *ragu-ragu (Neither Disagree nor Agree)* (4) *setuju (Agree)* (5) *sangat setuju (Strongly Agree)*

### Self-Confidence Questionnaire

Number of Questions : 20 Item

No,	Questions	Score
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		1	2	3	4	5
1	I Practice my English with a cleverer person					
2	I am a good English speaker now					
3	I will speak English perfectly someday					
4	I am an important member of my group					
5	My group needed me to come to class every week					
6	I do not feel embarrassed to speak					
7	I do not feel ashamed to speak in English to my lecturer					
8	I do not feel ashamed to speak in English for foreigners					
9	I will get a TOEFL score big someday					
10	I would get an A or B in this class					

Anxiety Questionnaire

**(5) Strongly Disagree (4) Disagree (3) Neither Disagree nor Agree (2) Agree (1) Strongly Agree**

No,	Questions	Score				
		5	4	3	2	1
11	I am afraid to speak something in English with someone who is the first time I met him					
12	I feel scared when I speak English to					
13	I am concerned that people would laugh at me if I spoke English,					
14	I'm afraid that I'll make mistakes when I speak English,					
15	I worry if my classmates speak English better than I do,					
16	I worry when Lecturer error correcting my English,					
17	I worry about the English reading test,					
18	I worry about the test in English,					

19	I'm worried about the written test,					
20	I felt more scared in English class than in other classes,					

Saran-saran :

Jika anda memiliki pendapat yang belum tersedia dalam angket ini, tuliskan kolom yang tersedia di bawah ini, jika perlu gunakan lembar tambahan

- 1 .....
- .....
- 2 .....
- .....
- 3 .....
- .....,,

## Appendix 6

### Self-Interest Questionnaire

Name :

Number :

Date :

### Pengantar

Sehubungan dengan penyelesaian tugas akhir/disertasi pada program studi pendidikan bahasa Inggris saya mohon kesedian mahasiswa untuk mengisi angket ini untuk mendukung penelitian saya yang berjudul *The Effectiveness of CL Strategies*

*through EV for Teaching Speaking Skill of English Department Studies of FKIP UNISKA Banjarmasin*

**Petunjuk:**

Jawablah pertanyaan angket berikut ini dengan jujur, Berilah tanda (√) pada pilihan yang tersedia jawaban diberikan berdasarkan kriteria berikut:

(1) *Sangat tidak setuju (Strongly Disagree)* (2) *Tidak setuju (Disagree)* (3) *ragu-ragu (Neither Disagree nor Agree)* (4) *setuju (Agree)* (5) *sangat setuju (Strongly Agree)*

**Self-Interest Questionnaire**

**Number of Questions : 30 Items**

No,	Questions	Score				
		5	4	3	2	1
1	Learning English well can prove my abilities to my parents					
2	Good English skills made me gain the respect of my classmates					
3	I want to learn English well because it was handy for traveling abroad					
4	I can express my ideas clearly in English					
5	My purpose for learning English is to promote my specialty					
6	Good English skills can help me get a better job					
7	I want to learn English well because I need to read English textbooks					

8	I want to learn English well because it will take me some advantages					
9	I want to learn English well because it helps me to communicate with many people					
10	I often participate in the discussion that using English language					
	Anxiety Questionnaire					
11	Learning English can help me understand the western culture					
12	I really like learning English,					
13	Studying English is my hobby					
14	Learning English is a challenge that I really like					
15	I enjoy learning English in the English Camp					
16	I prefer to learn English than other subjects,					
17	I always think to spend more time learning English					
18	I like to take an English major in college,					
19	I want to speak English with my classmates					
20	I hope always to learn English more					

	intensive like this					
21	Compared to other subjects, I took English classes the most earnest					
22	I spent more time learning English than ever before					
23	When faced with problems in English, I will do my best to finish it					
24	No matter good or bad value I get, I always study hard,					
25	I do my homework in earnest					
26	I think the young could understand the material being taught by my English teacher					
27	I feel accomplished when I finish my English assignment					
28	When learning English with classmates, I can offer a useful opinion					
29	I often feel satisfied with my performance in the classroom,					
30	I learned a lot of discussion in English with classmates and teachers					

Saran-saran :

Jika anda memiliki pendapat yang belum tersedia dalam angket ini, tuliskan kolom yang tersedia di bawah ini, jika perlu gunakan lembar tambahan

- 1 .....  
.....
- 2 .....  
.....

Appendix 7

**Self-Regulation Questionnaire**

Students Name :  
 Number :  
 Date :

**Pengantar**

Sehubungan dengan penyelesaian tugas akhir/disertasi pada program studi pendidikan bahasa Inggris saya mohon kesedian mahasiswa untuk mengisi angket ini untuk mendukung penelitian saya yang berjudul *The Effectiveness of CL Strategies through EV for Teaching Speaking Skill of English Department Studies of FKIP UNISKA Banjarmasin*

**Petunjuk:**

Jawablah pertanyaan angket berikut ini dengan jujur, Berilah tanda (√) pada pilihan yang tersedia jawaban diberikan berdasarkan kriteria berikut:

- (1) *Sangat tidak setuju (Strongly Disagree)* (2) *Tidak setuju (Disagree)* (3) *ragu-ragu (Neither Disagree nor Agree)* (4) *setuju (Agree)* (5) *sangat setuju (Strongly Agree)*

**Self-Regulated Questionnaire**  
**Number of Questions : 25 Items**



No,	Questions	Score				
		5	4	3	2	1
1	I love challenging English debate,					
2	I love an interesting task in speaking English,					
3	I hold myself to the highest learning standards,					
4	I want people to see me in English Camp as capable,					
5	I can learn the hardest material in the English Camp,					
6	When I can not solve the problem, I changed my approach to learning,					
7	I review the effectiveness of my approach in finishing the task,					
8	I usually do very well on most of my learning tasks,					
9	I repeated the lesson to see if it has mastered the lesson or not,					
10	I set a personal goal of learning before I started studying,					
11	I usually solve most of my learning tasks,					
12	I know uses a particular teaching strategy,					
13	I always learn in a place where I					

	can easily concentrate,					
14	I more enjoyed the process of learning at English Camp than my friends,					
15	I usually put off learning because I was worried about not doing well,					
16	I spend too much time socializing when I had to learn,					
17	I can think of different ways to create interesting tasks,					
18	I usually put the learning activities than playing,					
19	I often summarize the lessons that I have learned,					
20	I avoid the too difficult subject,					
21	I often worry about not knowing the lessons that many students more master it					
22	I can easily identify main ideas when learning or being taught,					
23	I often test myself to see how well I understand something,					
24	I remind myself how important to study hard and fight boredom,					
25	I usually try a different approach than give up on the task					

Saran-saran :

Jika anda memiliki pendapat yang belum tersedia dalam angket ini, tuliskan kolom yang tersedia di bawah ini, jika perlu gunakan lembarab tambahan

1 .....  
.....  
2 .....  
.....  
.....

## Appendix 8

### The Students' Score On The Pre-Test for Communicative Language Function October, 2017

No	Name	Grammar	Fluency	Accuracy	Comprehension	Task for Communicative Language Function	Total Score	Alphabet
1	R.B	3	2	2	2	3	12	C
2	S.K	3	1	1	3	3	11	C
3	T.M	3	1	2	2	2	10	D
4	S.K	2	2	2	2	2	10	D
5	A.L	3	2	2	2	3	12	C
6	A.L	4	2	3	4	4	17	B
7	R.Z	4	2	2	4	3	15	C
8	T.H	4	2	3	4	3	16	B
9	R.Z	3	1	2	2	3	11	C
10	M.T	2	1	2	2	3	10	D

11	A.H	4	1	2	2	3	12	C
12	H.K	4	1	2	2	2	11	C
13	S.H	4	1	2	1	3	11	C
14	R.T	2	2	1	1	2	8	D
15	R.R	3	1	2	2	3	11	C
16	G.Z	3	2	2	2	3	12	C
17	P.S	3	2	3	4	4	16	B
18	R.N	3	1	2	2	3	11	C
19	M.F	2	2	2	2	2	10	D
20	H.N	4	1	1	2	3	11	C
21	K. S	2	2	1	1	2	8	D
22	U.I	2	1	2	3	3	11	C
23	S.H	3	1	2	2	4	12	C
24	F.R	4	1	1	2	3	11	C
25	R.A	2	2	1	1	2	8	D
26	A.K	2	2	2	2	2	10	D
27	A.S	4	1	1	2	3	11	C
28	R.N	4	2	2	3	4	15	C

29	F.R	3	1	2	2	3	11	C
30	N.B	2	2	1	3	3	11	C
31	M.R	2	2	2	2	3	11	C
32	M.T	3	1	2	2	3	11	C
33	F.G	2	2	2	2	2	10	D
34	J.K	4	1	1	3	3	12	C
35	S.K	2	2	1	1	2	8	D
36	S.H	3	2	1	2	3	11	C
37	H.N	2	2	1	3	3	11	C
38	M.A	2	2	2	2	3	11	C
39	S.I	3	1	2	3	2	11	C
40	R.H	4	2	3	3	4	16	B
41	L.T	3	2	2	3	2	12	C
42	S.T	3	1	2	3	2	11	C
43	U.H	2	2	2	3	2	11	C
44	H.N	4	2	3	3	4	16	B
45	A.R	3	1	2	3	2	11	C

## Appendix 9

### The Students' Score On The Post-Test for Communicative Language Function February, 2018

No	Name	Grammar	Fluency	Accuracy	Comprehension	Task for Communicative Language Function	Total Score	Alphabet
1	R.B	3	3	3	3	4	16	B
2	S.K	4	2	3	3	5	17	B
3	T.M	3	4	3	3	4	17	B
4	S.K	3	4	3	3	3	16	B
5	A.L	3	3	3	3	4	16	B
6	A.L	5	3	4	5	5	22	A
7	R.Z	3	3	3	3	5	17	B
8	T.H	5	4	3	4	5	21	A
9	R.Z	4	2	3	3	5	17	B

10	M.T	5	3	3	3	5	19	B
11	A.H	3	4	3	4	3	17	B
12	H.K	4	4	4	4	4	20	B
13	S.H	3	4	3	3	3	16	B
14	R.T	4	4	3	3	3	17	B
15	R.R	3	4	3	4	4	18	B
16	G.Z	3	4	3	3	3	16	B
17	P.S	5	4	4	5	5	23	A
18	R.N	4	2	3	3	5	17	B
19	M.F	3	4	3	4	4	18	B
20	H.N	2	4	3	4	3	16	B
21	K.S	4	2	3	3	4	16	B
22	U.I	4	2	3	3	4	16	B
23	S.H	3	4	3	3	4	17	B
24	F.R	3	4	3	3	3	16	B
25	R.A	3	4	3	4	4	18	B
26	A.K	3	4	3	4	4	18	B
27	A.S	3	4	3	4	3	17	B



28	R.N	4	4	3	4	4	19	B
29	F.R	4	4	3	3	4	18	B
30	N.B	3	4	2	3	4	16	B
31	M.R	4	3	2	3	4	16	B
32	M.T	4	2	3	4	4	17	B
33	F.G	4	2	3	4	5	18	B
34	J.K	4	2	3	2	5	16	B
35	S.K	4	4	3	3	5	19	B
36	S.H	4	2	3	3	5	17	B
37	H.N	4	2	3	3	4	16	B
38	M.A	4	4	3	3	5	19	B
39	S.I	4	4	3	4	4	19	B
40	R.H	4	5	4	5	5	23	A
41	L.T	4	5	4	5	5	23	A
42	S.T	4	5	4	5	5	23	A
43	U.H	4	5	4	5	5	23	A
44	H.N	4	5	5	5	5	24	A
45	A.R	4	5	5	5	5	24	A

**Appendix 10****TOTAL SCORE OF THE STUDENTS**

On Pre-test and on post-test for Communicative Language Function of Speaking

No	Name	Pre test	Post test	Differences
1	R.B	12	16	4
2	S.K	11	17	6
3	T.M	10	17	7
4	S.K	10	16	6
5	A.L	12	16	4
6	A.L	17	22	5
7	R.Z	15	17	2
8	T.H	16	21	5
9	R.Z	11	17	6
10	M.T	10	19	9
11	A.H	12	17	5
12	H.K	11	20	9
13	S.H	11	16	5
14	R.T	8	17	9
15	R.R	11	18	7
16	G.Z	12	16	4
17	P.S	16	23	7
18	R.N	11	17	6

19	M.F	10	18	8
20	H.N	11	16	5
21	K.S	8	16	8
22	U.I	11	16	5
23	S.H	12	17	5
24	F.R	11	16	5
25	R.A	8	18	10
26	A.K	10	18	8
27	A.S	11	17	6
28	R.N	15	19	4
29	F.R	11	18	7
30	N.B	11	16	5
31	M.R	11	16	5
32	M.T	11	17	6
33	F.G	10	18	8
34	J.K	12	16	4
35	S.K	8	19	11
36	S.H	11	17	6
37	H.N	11	16	5
38	M.A	11	19	8
39	S.I	11	19	8
40	R.H	16	23	7
41	L.T	12	23	11
42	S.T	11	23	12
43	U.H	11	23	12
44	H.N	16	24	8
45	A.R	11	24	13

Total	306
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## Appendix 11

### The Students' Score On The Pre-Test for Academic Language Function October, 2017

No	Name	Grammar	Fluency	Accuracy	Comprehension	Task for Academic Language Function	Total Score	Alpha bet
1	R.B	3	2	2	2	4	13	C
2	S.K	3	1	2	3	3	12	C
3	T.M	2	2	2	2	2	10	D
4	S.K	2	1	3	2	2	10	D
5	A.L	4	2	2	2	4	14	C
6	A.L	4	2	3	4	4	17	B
7	R.Z	4	2	3	3	4	16	B
8	T.H	4	2	3	4	4	17	B

9	R.Z	3	1	2	2	3	11	C
10	M.T	2	1	2	2	3	10	D
11	A.H	4	1	2	2	3	12	C
12	H.K	4	1	2	2	2	11	C
13	S.H	4	1	2	1	3	11	C
14	R.T	2	2	1	1	2	8	D
15	R.R	3	1	2	2	3	11	C
16	G.Z	3	2	2	2	3	12	C
17	P.S	3	2	3	4	4	16	B
18	R.N	3	1	2	2	3	11	C
19	M.F	2	2	2	2	2	10	D
20	H.N	4	1	1	2	3	11	C
21	K.S	2	2	1	1	2	8	D
22	U.I	2	1	2	3	3	11	C
23	S.H	3	1	2	2	4	12	C
24	F.R	4	1	1	2	3	11	C
25	R.A	2	2	1	1	2	8	D
26	A.K	2	2	2	2	2	10	D

27	A.S	4	1	1	2	3	11	C
28	R.N	4	2	2	3	4	15	C
29	F.R	3	1	2	2	3	11	C
30	N.B	2	2	1	3	3	11	C
31	M.R	2	2	2	2	3	11	C
32	M.T	3	1	2	2	3	11	C
33	F.G	2	2	2	2	2	10	D
34	J.K	4	1	1	3	3	12	C
35	S.K	2	2	1	1	2	8	D
36	S.H	3	2	1	2	3	11	C
37	H.N	2	2	1	3	3	11	C
38	M.A	2	2	2	2	3	11	C
39	S.I	3	1	2	3	2	11	C
40	R.H	4	2	3	3	4	16	B
41	L.T	3	2	2	3	2	12	C
42	S.T	3	1	2	3	2	11	C
43	U.H	2	2	2	3	2	11	C
44	H.N	4	2	3	3	4	16	B

45	A.R	3	1	2	3	2	11	C
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## Appendix 12

### The Students' Score On The Post-Test for Academic Language Function February, 2018

No	Name	Grammar	Fluency	Accuracy	Comprehension	Task for Academic Language Function	Total Score	Alpha bet
1	R.B	5	3	4	4	5	21	A
2	S.K	4	3	4	4	5	20	B
3	T.M	4	4	3	4	4	19	B
4	S.K	4	4	3	3	4	18	B
5	A.L	3	3	3	3	4	16	B
6	A.L	5	3	4	5	5	22	A
7	R.Z	4	3	4	4	5	20	B

8	T.H	5	4	4	4	5	22	A
9	R.Z	4	3	3	3	5	18	B
10	M.T	5	3	3	4	5	20	B
11	A.H	3	4	3	4	4	18	B
12	H.K	4	4	4	4	4	20	B
13	S.H	4	4	3	3	4	18	B
14	R.T	4	4	3	3	5	19	B
15	R.R	3	4	3	4	4	18	B
16	G.Z	3	4	3	3	4	17	B
17	P.S	5	4	4	5	5	23	A
18	R.N	4	2	3	3	5	17	B
19	M.F	4	4	3	4	5	20	B
20	H.N	2	4	3	4	3	16	B
21	K.S	4	3	3	4	4	18	B
22	U.I	4	3	3	4	4	18	B
23	S.H	4	4	3	3	4	18	B
24	F.R	4	4	3	3	5	19	B
25	R.A	4	4	3	4	4	19	B



26	A.K	4	3	3	4	5	19	B
27	A.S	3	4	3	4	3	17	B
28	R.N	4	4	3	4	4	19	B
29	F.R	4	4	3	3	4	18	B
30	N.B	3	4	2	3	4	16	B
31	M.R	4	3	2	3	4	16	B
32	M.T	4	3	3	4	4	18	B
33	F.G	4	3	3	4	5	19	B
34	J.K	4	2	3	2	5	16	B
35	S.K	4	4	3	3	5	19	B
36	S.H	4	2	3	3	5	17	B
37	H.N	4	2	3	3	4	16	B
38	M.A	4	4	3	3	5	19	B
39	S.I	4	4	3	4	4	19	B
40	R.H	4	5	4	5	5	23	A
41	L.T	4	5	4	5	5	23	A
42	S.T	4	5	4	5	5	23	A
43	U.H	4	5	4	5	5	23	A

44	H.N	4	5	5	5	5	24	A
45	A.R	4	5	5	5	5	24	A

### Appendix 13

#### TOTAL SCORE OF THE STUDENTS

On Pre-Test and on Post-Test for Academic Language Function of Speaking

No	Name	Pre-test	Post-test	Differences
1	R.B	13	21	8
2	S.K	12	20	8
3	T.M	10	19	9
4	S.K	10	18	8
5	A.L	14	16	2
6	A.L	17	22	5
7	R.Z	16	20	4
8	T.H	17	22	5

9	R.Z	11	18	7
10	M.T	10	20	10
1	A.H	12	18	6
12	H.K	11	20	9
13	S.H	11	18	7
14	R.T	8	19	11
15	R.R	11	18	7
16	G.Z	12	17	5
17	P.S	16	23	7
18	R.N	11	17	6
19	M.F	10	20	10
20	H.N	11	16	5
21	K. S	8	18	10
22	U.I	11	18	7
23	S.H	12	18	6
24	F.R	11	19	8
25	R.A	8	19	11
26	A.K	10	19	9
27	A.S	11	17	6

28	R.N	15	19	4
29	F.R	11	18	7
30	N.B	11	16	5
31	M.R	11	16	5
32	M.T	11	18	7
33	F.G	10	19	9
34	J.K	12	16	4
35	S.K	8	19	11
36	S.H	11	17	6
37	H.N	11	16	5
38	M.A	11	19	8
49	S.I	11	19	8
40	R.H	16	23	7
41	L.T	12	23	11
42	S.T	11	23	12
43	U.H	11	23	12
44	H.N	16	24	8
45	A.R	11	24	13
TOTAL				338

## Appendix 14

### Normality Test

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre - questionnaire of Self confidence	.393	45	.000	.663	45	<b>.000</b>
Post - questionnaire of Self confidence	.479	45	.000	.514	45	<b>.000</b>
Pre - Questionnaire of self-interest	.212	45	.000	.876	45	<b>.000</b>
Post - Questionnaire of Self interest	.518	45	.000	.402	45	<b>.000</b>
Pre - Questionnaire of Self regulated	.374	45	.000	.720	45	<b>.000</b>

Post - Questionnaire of Self regulated	.376	45	.000	.718	45	.000
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## Appendix 15

### T-Test For Communicative Language Function of S Peaking

#### Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Communicative	18.3111	45	2.56570	.38247
Communicative	11.5111	45	2.15978	.32196

#### Paired Samples Correlations

	N	Correlation	Sig.
communicative & communicative	45	.471	.001

### Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
communicative - communicative	6.80000	2.45505	.36598	6.06242	7.53758	18.580	44	.000

### Appendix 16

#### T-Test For Academic Language Function of Speaking

##### Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Post test	17.4667	45	3.02715	.45126
Pre test	11.6444	45	2.28787	.34106

##### Paired Samples Correlations

	N	Correlation	Sig.
academic & academic	45	.720	.000

### Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
academic - academic	5.8222	2.10291	.31348	5.19044	6.45401	18.573	44	.000

### Appendix 17

#### Validity of Self Confidence

Sample : 15

Alfa : 5% (0.05)

r Table (df: N-2 ; 15-2) : 0.553

The items of questions stated:

It is valid if r count > than r table. And it is invalid if r count < than r table

Test Result of all question items

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Conclusion
Q1	52.4000	74.257	.810	.948	Accepted



Q2	52.2667	76.924	<b>.612</b>	.950	Accepted
Q3	52.2667	74.781	<b>.678</b>	.950	Accepted
Q4	52.4667	75.695	<b>.716</b>	.949	Accepted
Q5	52.4000	74.257	<b>.810</b>	.948	Accepted
Q6	52.2667	76.924	<b>.612</b>	.950	Accepted
Q7	52.2667	73.210	<b>.834</b>	.948	Accepted
Q8	52.4667	73.552	<b>.769</b>	.948	Accepted
Q9	52.8667	78.267	<b>.484</b>	.952	Refused
Q10	52.4000	74.257	<b>.810</b>	.948	Accepted
Q11	52.2667	76.924	<b>.612</b>	.950	Accepted
Q12	52.3333	75.952	<b>.589</b>	.951	Accepted
Q13	52.4667	75.695	<b>.716</b>	.949	Accepted
Q14	52.9333	76.924	<b>.471</b>	.952	Refused
Q15	52.4000	74.257	<b>.810</b>	.948	Accepted
Q16	52.2667	76.924	<b>.612</b>	.950	Accepted
Q17	52.1333	76.267	<b>.650</b>	.950	Accepted
Q18	52.6000	78.114	<b>.423</b>	.952	Refused
Q19	52.4667	75.695	<b>.716</b>	.949	Accepted
Q20	52.4000	74.257	<b>.810</b>	.948	Accepted
Q21	52.2667	76.924	<b>.612</b>	.950	Accepted
Q22	52.5333	79.695	<b>.305</b>	.953	Refused
Q23	52.2000	75.743	<b>.725</b>	.949	Accepted
Q24	52.6000	81.114	<b>.168</b>	.954	Refused
Q25	52.4667	75.695	<b>.716</b>	.949	Accepted

Test result after discarding Q24

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Conclusion
Q1	50.4000	72.971	.817	.950	Accepted
Q2	50.2667	75.638	.617	.953	Accepted
Q3	50.2667	73.638	.670	.952	Accepted
Q4	50.4667	74.410	.723	.951	Accepted
Q5	50.4000	72.971	.817	.950	Accepted
Q6	50.2667	75.638	.617	.953	Accepted
Q7	50.2667	72.067	.827	.950	Accepted
Q8	50.4667	72.410	.762	.951	Accepted
Q9	50.8667	76.981	.489	.954	Refused
Q10	50.4000	72.971	.817	.950	Accepted
Q11	50.2667	75.638	.617	.953	Accepted
Q12	50.3333	74.810	.580	.953	Accepted
Q13	50.4667	74.410	.723	.951	Accepted
Q14	50.9333	75.781	.461	.955	Refused
Q15	50.4000	72.971	.817	.950	Accepted
Q16	50.2667	75.638	.617	.953	Accepted
Q17	50.1333	75.124	.639	.952	Accepted
Q18	50.6000	76.971	.411	.955	Refused
Q19	50.4667	74.410	.723	.951	Accepted
Q20	50.4000	72.971	.817	.950	Accepted
Q21	50.2667	75.638	.617	.953	Accepted
Q22	50.5333	78.410	.308	.955	Refused
Q23	50.2000	74.600	.714	.951	Accepted
Q25	50.4667	74.410	.723	.951	Accepted

Test result after discarding Q22

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Conclusion
Q1	48.3333	70.381	.820	.952	Accepted
Q2	48.2000	73.029	.617	.954	Accepted
Q3	48.2000	71.171	.658	.954	Accepted
Q4	48.4000	71.829	.721	.953	Accepted
Q5	48.3333	70.381	.820	.952	Accepted
Q6	48.2000	73.029	.617	.954	Accepted
Q7	48.2000	69.600	.818	.952	Accepted
Q8	48.4000	69.829	.764	.952	Accepted
Q9	48.8000	74.314	.492	.955	Refused
Q10	48.3333	70.381	.820	.952	Accepted
Q11	48.2000	73.029	.617	.954	Accepted
Q12	48.2667	72.210	.580	.955	Accepted
Q13	48.4000	71.829	.721	.953	Accepted
Q14	48.8667	73.124	.465	.956	Refused
Q15	48.3333	70.381	.820	.952	Accepted
Q16	48.2000	73.029	.617	.954	Accepted
Q17	48.0667	72.495	.642	.954	Accepted
Q18	48.5333	74.267	.419	.956	Refused
Q19	48.4000	71.829	.721	.953	Accepted
Q20	48.3333	70.381	.820	.952	Accepted
Q21	48.2000	73.029	.617	.954	Accepted
Q23	48.1333	71.981	.717	.953	Accepted
Q25	48.4000	71.829	.721	.953	Accepted

Test result after discarding Q18

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Conclusion
Q1	46.3333	66.381	.829	.953	Accepted
Q2	46.2000	69.029	.617	.955	Accepted
Q3	46.2000	67.029	.678	.955	Accepted
Q4	46.4000	67.971	.708	.954	Accepted
Q5	46.3333	66.381	.829	.953	Accepted
Q6	46.2000	69.029	.617	.955	Accepted
Q7	46.2000	65.600	.829	.953	Accepted
Q8	46.4000	66.114	.744	.954	Accepted
Q9	46.8000	70.171	.507	.956	Refused
Q10	46.3333	66.381	.829	.953	Accepted
Q11	46.2000	69.029	.617	.955	Accepted
Q12	46.2667	68.067	.597	.956	Accepted
Q13	46.4000	67.971	.708	.954	Accepted
Q14	46.8667	69.267	.450	.958	Refused
Q15	46.3333	66.381	.829	.953	Accepted
Q16	46.2000	69.029	.617	.955	Accepted
Q17	46.0667	68.638	.627	.955	Accepted
Q19	46.4000	67.971	.708	.954	Accepted
Q20	46.3333	66.381	.829	.953	Accepted
Q21	46.2000	69.029	.617	.955	Accepted
Q23	46.1333	67.981	.721	.954	Accepted
Q25	46.4000	67.971	.708	.954	Accepted

Test result after discarding Q14

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Conclusion
Q1	44.6667	61.667	.827	.954	Accepted
Q2	44.5333	63.981	.647	.956	Accepted
Q3	44.5333	62.410	.664	.956	Accepted
Q4	44.7333	63.210	.705	.956	Accepted
Q5	44.6667	61.667	.827	.954	Accepted
Q6	44.5333	63.981	.647	.956	Accepted
Q7	44.5333	60.981	.820	.954	Accepted
Q8	44.7333	61.638	.718	.956	Accepted
Q9	45.1333	65.410	.493	.958	Refused
Q10	44.6667	61.667	.827	.954	Accepted
Q11	44.5333	63.981	.647	.956	Accepted
Q12	44.6000	63.400	.583	.957	Accepted
Q13	44.7333	63.210	.705	.956	Accepted
Q15	44.6667	61.667	.827	.954	Accepted
Q16	44.5333	63.981	.647	.956	Accepted
Q17	44.4000	63.971	.609	.957	Accepted
Q19	44.7333	63.210	.705	.956	Accepted
Q20	44.6667	61.667	.827	.954	Accepted
Q21	44.5333	63.981	.647	.956	Accepted
Q23	44.4667	63.267	.712	.956	Accepted
Q25	44.7333	63.210	.705	.956	Accepted

Test result after discarding Q9

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Conclusion
Q1	42.9333	58.067	.823	.954	Accepted
Q2	42.8000	60.171	.660	.957	Accepted
Q3	42.8000	58.743	.664	.957	Accepted
Q4	43.0000	59.571	.699	.956	Accepted
Q5	42.9333	58.067	.823	.954	Accepted
Q6	42.8000	60.171	.660	.957	Accepted
Q7	42.8000	57.457	.809	.955	Accepted
Q8	43.0000	58.000	.718	.956	Accepted
Q10	42.9333	58.067	.823	.954	Accepted
Q11	42.8000	60.171	.660	.957	Accepted
Q12	42.8667	59.695	.585	.958	Accepted
Q13	43.0000	59.571	.699	.956	Accepted
Q15	42.9333	58.067	.823	.954	Accepted
Q16	42.8000	60.171	.660	.957	Accepted
Q17	42.6667	60.238	.612	.957	Accepted
Q19	43.0000	59.571	.699	.956	Accepted
Q20	42.9333	58.067	.823	.954	Accepted
Q21	42.8000	60.171	.660	.957	Accepted
Q23	42.7333	59.638	.704	.956	Accepted
Q25	43.0000	59.571	.699	.956	Accepted

Reliability of Self Confidence

The items of questions stated:

It is reliable if  $r_{\text{count}} > r_{\text{table}}$ . And it is unreliable if  $r_{\text{count}} < r_{\text{table}}$ .

#### Reliability Statistics

<b>Cronbach's Alpha</b>	<b>N of Items</b>
<b>.958</b>	20

### Appendix 18

#### Validities of Self Interest

The Question items are stated .

Valid if  $r_{\text{count}} > r_{\text{Table}}$ . invalid if  $r_{\text{Count}} < r_{\text{Table}}$

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	<b>Corrected Item-Total Correlation</b>	Cronbach's Alpha if Item Deleted	Conclusion
Q1	91.4667	317.410	<b>.362</b>	.973	Refused
Q2	90.8667	305.981	<b>.657</b>	.972	Accepted
Q3	90.4000	304.543	<b>.783</b>	.971	Accepted
Q4	91.1333	313.695	<b>.505</b>	.973	Refused
Q5	90.8667	305.981	<b>.657</b>	.972	Accepted
Q6	90.4000	304.543	<b>.783</b>	.971	Accepted
Q7	90.0000	299.429	<b>.794</b>	.971	Accepted
Q8	91.2667	308.210	<b>.808</b>	.971	Accepted
Q9	91.8000	316.600	<b>.528</b>	.973	Refused
Q10	91.2667	308.210	<b>.808</b>	.971	Accepted
Q11	90.3333	307.095	<b>.754</b>	.972	Accepted

Q12	89.9333	301.924	<b>.792</b>	.971	Accepted
Q13	91.2667	308.210	<b>.808</b>	.971	Accepted
Q14	91.2667	308.210	<b>.808</b>	.971	Accepted
Q15	91.0667	311.638	<b>.591</b>	.972	Accepted
Q16	91.2667	308.210	<b>.808</b>	.971	Accepted
Q17	90.9333	298.495	<b>.762</b>	.972	Accepted
Q18	90.0000	299.429	<b>.794</b>	.971	Accepted
Q19	91.6000	316.114	<b>.424</b>	.973	Refused
Q20	91.2667	308.210	<b>.808</b>	.971	Accepted
Q21	90.4000	304.543	<b>.783</b>	.971	Accepted
Q22	90.8667	305.981	<b>.657</b>	.972	Accepted
Q23	90.4000	304.543	<b>.783</b>	.971	Accepted
Q24	90.0000	299.429	<b>.794</b>	.971	Accepted
Q25	91.2667	308.210	<b>.808</b>	.971	Accepted
Q26	91.7333	316.352	<b>.438</b>	.973	Refused
Q27	91.0667	311.638	<b>.591</b>	.972	Accepted
Q28	90.8000	308.600	<b>.576</b>	.972	Accepted
Q29	90.4000	304.543	<b>.783</b>	.971	Accepted
Q30	89.9333	301.924	<b>.792</b>	.971	Accepted
Q31	91.2667	308.210	<b>.808</b>	.971	Accepted
Q32	91.2667	308.210	<b>.808</b>	.971	Accepted
Q33	91.0667	311.638	<b>.591</b>	.972	Accepted
Q34	90.8667	305.981	<b>.657</b>	.972	Accepted
Q35	90.4000	304.543	<b>.783</b>	.971	Accepted

The result of test after discarding Q1

Item-Total Statistics



	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Conclusion
Q2	88.8000	298.314	.653	.973	Accepted
Q3	88.3333	296.524	.794	.972	Accepted
Q4	89.0667	305.924	.501	.973	Refused
Q5	88.8000	298.314	.653	.973	Accepted
Q6	88.3333	296.524	.794	.972	Accepted
Q7	87.9333	291.495	.802	.972	Accepted
Q8	89.2000	300.600	.800	.972	Accepted
Q9	89.7333	308.924	.514	.973	Refused
Q10	89.2000	300.600	.800	.972	Accepted
Q11	88.2667	299.067	.765	.972	Accepted
Q12	87.8667	293.981	.801	.972	Accepted
Q13	89.2000	300.600	.800	.972	Accepted
Q14	89.2000	300.600	.800	.972	Accepted
Q15	89.0000	303.857	.589	.973	Accepted
Q16	89.2000	300.600	.800	.972	Accepted
Q17	88.8667	290.695	.766	.972	Accepted
Q18	87.9333	291.495	.802	.972	Accepted
Q19	89.5333	308.552	.408	.974	Refused
Q20	89.2000	300.600	.800	.972	Accepted
Q21	88.3333	296.524	.794	.972	Accepted
Q22	88.8000	298.314	.653	.973	Accepted
Q23	88.3333	296.524	.794	.972	Accepted
Q24	87.9333	291.495	.802	.972	Accepted
Q25	89.2000	300.600	.800	.972	Accepted
Q26	89.6667	308.810	.421	.973	Refused

Q27	89.0000	303.857	.589	.973	Accepted
Q28	88.7333	300.924	.572	.973	Accepted
Q29	88.3333	296.524	.794	.972	Accepted
Q30	87.8667	293.981	.801	.972	Accepted
Q31	89.2000	300.600	.800	.972	Accepted
Q32	89.2000	300.600	.800	.972	Accepted
Q33	89.0000	303.857	.589	.973	Accepted
Q34	88.8000	298.314	.653	.973	Accepted
Q35	88.3333	296.524	.794	.972	Accepted

The result of test after discarding Q19

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Conclusion
Q2	86.8667	289.695	.654	.973	Accepted
Q3	86.4000	287.971	.794	.972	Accepted
Q4	87.1333	297.410	.492	.974	Refused
Q5	86.8667	289.695	.654	.973	Accepted
Q6	86.4000	287.971	.794	.972	Accepted
Q7	86.0000	282.857	.807	.972	Accepted
Q8	87.2667	291.924	.802	.972	Accepted
Q9	87.8000	300.314	.506	.974	Refused
Q10	87.2667	291.924	.802	.972	Accepted
Q11	86.3333	290.524	.762	.973	Accepted
Q12	85.9333	285.352	.805	.972	Accepted
Q13	87.2667	291.924	.802	.972	Accepted
Q14	87.2667	291.924	.802	.972	Accepted

Q15	87.0667	295.352	.581	.973	Accepted
Q16	87.2667	291.924	.802	.972	Accepted
Q17	86.9333	282.210	.766	.973	Accepted
Q18	86.0000	282.857	.807	.972	Accepted
Q20	87.2667	291.924	.802	.972	Accepted
Q21	86.4000	287.971	.794	.972	Accepted
Q22	86.8667	289.695	.654	.973	Accepted
Q23	86.4000	287.971	.794	.972	Accepted
Q24	86.0000	282.857	.807	.972	Accepted
Q25	87.2667	291.924	.802	.972	Accepted
Q26	87.7333	300.352	.406	.974	Refused
Q27	87.0667	295.352	.581	.973	Accepted
Q28	86.8000	292.314	.571	.974	Accepted
Q29	86.4000	287.971	.794	.972	Accepted
Q30	85.9333	285.352	.805	.972	Accepted
Q31	87.2667	291.924	.802	.972	Accepted
Q32	87.2667	291.924	.802	.972	Accepted
Q33	87.0667	295.352	.581	.973	Accepted
Q34	86.8667	289.695	.654	.973	Accepted
Q35	86.4000	287.971	.794	.972	Accepted

The result of test after discarding Q26

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Conclusion
Q2	85.0667	281.638	.659	.974	Accepted
Q3	84.6000	279.971	.797	.973	Accepted

Q4	85.3333	289.667	.478	.974	Refused
Q5	85.0667	281.638	.659	.974	Accepted
Q6	84.6000	279.971	.797	.973	Accepted
Q7	84.2000	274.886	.811	.973	Accepted
Q8	85.4667	283.981	.801	.973	Accepted
Q9	86.0000	292.429	.493	.974	Refused
Q10	85.4667	283.981	.801	.973	Accepted
Q11	84.5333	282.552	.763	.973	Accepted
Q12	84.1333	277.410	.807	.973	Accepted
Q13	85.4667	283.981	.801	.973	Accepted
Q14	85.4667	283.981	.801	.973	Accepted
Q15	85.2667	287.495	.574	.974	Accepted
Q16	85.4667	283.981	.801	.973	Accepted
Q17	85.1333	274.410	.765	.973	Accepted
Q18	84.2000	274.886	.811	.973	Accepted
Q20	85.4667	283.981	.801	.973	Accepted
Q21	84.6000	279.971	.797	.973	Accepted
Q22	85.0667	281.638	.659	.974	Accepted
Q23	84.6000	279.971	.797	.973	Accepted
Q24	84.2000	274.886	.811	.973	Accepted
Q25	85.4667	283.981	.801	.973	Accepted
Q27	85.2667	287.495	.574	.974	Accepted
Q28	85.0000	284.286	.573	.974	Accepted
Q29	84.6000	279.971	.797	.973	Accepted
Q30	84.1333	277.410	.807	.973	Accepted
Q31	85.4667	283.981	.801	.973	Accepted
Q32	85.4667	283.981	.801	.973	Accepted
Q33	85.2667	287.495	.574	.974	Accepted

Q34	85.0667	281.638	.659	.974	Accepted
Q35	84.6000	279.971	.797	.973	Accepted

The result of test after discarding Q4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Conclusion
Q2	82.6667	271.095	.666	.974	Accepted
Q3	82.2000	269.743	.793	.973	Accepted
Q5	82.6667	271.095	.666	.974	Accepted
Q6	82.2000	269.743	.793	.973	Accepted
Q7	81.8000	264.457	.819	.973	Accepted
Q8	83.0667	273.638	.798	.973	Accepted
Q9	83.6000	282.114	.478	.975	Refused
Q10	83.0667	273.638	.798	.973	Accepted
Q11	82.1333	272.410	.753	.973	Accepted
Q12	81.7333	267.067	.810	.973	Accepted
Q13	83.0667	273.638	.798	.973	Accepted
Q14	83.0667	273.638	.798	.973	Accepted
Q15	82.8667	276.981	.576	.974	Accepted
Q16	83.0667	273.638	.798	.973	Accepted
Q17	82.7333	264.495	.755	.974	Accepted
Q18	81.8000	264.457	.819	.973	Accepted
Q20	83.0667	273.638	.798	.973	Accepted
Q21	82.2000	269.743	.793	.973	Accepted
Q22	82.6667	271.095	.666	.974	Accepted
Q23	82.2000	269.743	.793	.973	Accepted

Q24	81.8000	264.457	.819	.973	Accepted
Q25	83.0667	273.638	.798	.973	Accepted
Q27	82.8667	276.981	.576	.974	Accepted
Q28	82.6000	273.829	.575	.974	Accepted
Q29	82.2000	269.743	.793	.973	Accepted
Q30	81.7333	267.067	.810	.973	Accepted
Q31	83.0667	273.638	.798	.973	Accepted
Q32	83.0667	273.638	.798	.973	Accepted
Q33	82.8667	276.981	.576	.974	Accepted
Q34	82.6667	271.095	.666	.974	Accepted
Q35	82.2000	269.743	.793	.973	Accepted

The result of test after discarding Q9

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Conclusion
Q2	80.9333	263.638	.672	.974	Accepted
Q3	80.4667	262.410	.795	.973	Accepted
Q5	80.9333	263.638	.672	.974	Accepted
Q6	80.4667	262.410	.795	.973	Accepted
Q7	80.0667	257.210	.820	.973	Accepted
Q8	81.3333	266.381	.794	.974	Accepted
Q10	81.3333	266.381	.794	.974	Accepted

Q11	80.4000	265.114	.751	.974	Accepted
Q12	80.0000	259.857	.808	.973	Accepted
Q13	81.3333	266.381	.794	.974	Accepted
Q14	81.3333	266.381	.794	.974	Accepted
Q15	81.1333	269.552	.578	.975	Accepted
Q16	81.3333	266.381	.794	.974	Accepted
Q17	81.0000	257.571	.745	.974	Accepted
Q18	80.0667	257.210	.820	.973	Accepted
Q20	81.3333	266.381	.794	.974	Accepted
Q21	80.4667	262.410	.795	.973	Accepted
Q22	80.9333	263.638	.672	.974	Accepted
Q23	80.4667	262.410	.795	.973	Accepted
Q24	80.0667	257.210	.820	.973	Accepted
Q25	81.3333	266.381	.794	.974	Accepted
Q27	81.1333	269.552	.578	.975	Accepted
Q28	80.8667	266.410	.578	.975	Accepted
Q29	80.4667	262.410	.795	.973	Accepted
Q30	80.0000	259.857	.808	.973	Accepted
Q31	81.3333	266.381	.794	.974	Accepted
Q32	81.3333	266.381	.794	.974	Accepted
Q33	81.1333	269.552	.578	.975	Accepted
Q34	80.9333	263.638	.672	.974	Accepted
Q35	80.4667	262.410	.795	.973	Accepted

### Reliability of self interest

The items of the question:

It is reliable if  $r \text{ count} > \text{than } r \text{ table}$ . It is not reliable if  $r \text{ count} < \text{than } r \text{ table}$ .

Reliability Statistics

<b>Cronbach's Alpha</b>	N of Items
<b>.975</b>	30

### Appendix 19

#### Validity of Self Regulation

The items of questions stated:

It is valid if  $r\text{-count} >$  than  $r$  table. And it is invalid if  $r\text{-count} <$  than  $r$  table.

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	<b>Corrected Item-Total Correlation</b>	Cronbach's Alpha if Item Deleted	Conclusion
Q1	88.8000	74.314	<b>.624</b>	.925	Accepted
Q2	89.0000	74.571	<b>.739</b>	.924	Accepted
Q3	88.9333	71.210	<b>.701</b>	.924	Accepted
Q4	88.8667	74.410	<b>.639</b>	.925	Accepted
Q5	88.8000	74.314	<b>.624</b>	.925	Accepted
Q6	90.2000	74.600	<b>.442</b>	.928	Refused
Q7	89.0000	74.571	<b>.739</b>	.924	Accepted
Q8	88.8000	73.743	<b>.542</b>	.926	Accepted
Q9	88.8667	74.410	<b>.639</b>	.925	Accepted
Q10	88.8000	74.314	<b>.624</b>	.925	Accepted
Q11	89.0000	74.571	<b>.739</b>	.924	Accepted
Q12	90.2000	81.457	<b>-.178</b>	.935	Refused
Q13	88.8000	73.600	<b>.709</b>	.924	Accepted
Q14	88.8667	74.410	<b>.639</b>	.925	Accepted
Q15	90.4667	83.981	<b>-.396</b>	.939	Refused
Q16	88.8000	74.314	<b>.624</b>	.925	Accepted



Q17	89.0000	74.571	<b>.739</b>	.924	Accepted
Q18	89.0000	71.714	<b>.686</b>	.924	Accepted
Q19	90.4667	80.267	<b>-.056</b>	.935	Refused
Q20	88.8667	74.410	<b>.639</b>	.925	Accepted
Q21	88.8000	74.314	<b>.624</b>	.925	Accepted
Q22	89.0000	74.571	<b>.739</b>	.924	Accepted
Q23	89.0000	73.571	<b>.639</b>	.925	Accepted
Q24	88.8667	74.410	<b>.639</b>	.925	Accepted
Q25	88.8000	74.314	<b>.624</b>	.925	Accepted
Q26	90.2667	77.067	<b>.342</b>	.928	Refused
Q27	89.0000	74.571	<b>.739</b>	.924	Accepted
Q28	88.8667	73.695	<b>.562</b>	.926	Accepted
Q29	88.8667	74.410	<b>.639</b>	.925	Accepted
Q30	88.8000	74.314	<b>.624</b>	.925	Accepted

The result of test after discarding Q19

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Conclusion
Q1	87.0667	74.638	.613	.932	Accepted
Q2	87.2667	74.781	.742	.931	Accepted
Q3	87.2000	71.743	.673	.931	Accepted
Q4	87.1333	74.410	.667	.931	Accepted
Q5	87.0667	74.638	.613	.932	Accepted

Q6	88.4667	74.981	.428	.935	Refused
Q7	87.2667	74.781	.742	.931	Accepted
Q8	87.0667	74.067	.533	.933	Accepted
Q9	87.1333	74.410	.667	.931	Accepted
Q10	87.0667	74.638	.613	.932	Accepted
Q11	87.2667	74.781	.742	.931	Accepted
Q12	88.4667	81.410	-.148	.941	Refused
Q13	87.0667	73.924	.698	.931	Accepted
Q14	87.1333	74.410	.667	.931	Accepted
Q15	88.7333	84.210	-.394	.945	Refused
Q16	87.0667	74.638	.613	.932	Accepted
Q17	87.2667	74.781	.742	.931	Accepted
Q18	87.2667	72.067	.674	.931	Accepted
Q20	87.1333	74.410	.667	.931	Accepted
Q21	87.0667	74.638	.613	.932	Accepted
Q22	87.2667	74.781	.742	.931	Accepted
Q23	87.2667	73.924	.625	.931	Accepted
Q24	87.1333	74.410	.667	.931	Accepted
Q25	87.0667	74.638	.613	.932	Accepted
Q26	88.5333	77.267	.347	.935	Refused
Q27	87.2667	74.781	.742	.931	Accepted
Q28	87.1333	73.838	.570	.932	Accepted
Q29	87.1333	74.410	.667	.931	Accepted
Q30	87.0667	74.638	.613	.932	Accepted

The result of test after discarding Q12

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Conclusion
Q1	85.0667	75.495	.642	.938	Accepted
Q2	85.2667	75.924	.737	.938	Accepted
Q3	85.2000	72.743	.681	.938	Accepted
Q4	85.1333	75.695	.645	.938	Accepted
Q5	85.0667	75.495	.642	.938	Accepted
Q6	86.4667	75.981	.438	.941	Refused
Q7	85.2667	75.924	.737	.938	Accepted
Q8	85.0667	75.210	.529	.940	Accepted
Q9	85.1333	75.695	.645	.938	Accepted
Q10	85.0667	75.495	.642	.938	Accepted
Q11	85.2667	75.924	.737	.938	Accepted
Q13	85.0667	75.210	.676	.938	Accepted
Q14	85.1333	75.695	.645	.938	Accepted
Q15	86.7333	85.067	-.366	.951	Refused
Q16	85.0667	75.495	.642	.938	Accepted
Q17	85.2667	75.924	.737	.938	Accepted
Q18	85.2667	73.352	.656	.938	Accepted
Q20	85.1333	75.695	.645	.938	Accepted
Q21	85.0667	75.495	.642	.938	Accepted
Q22	85.2667	75.924	.737	.938	Accepted
Q23	85.2667	75.067	.621	.938	Accepted
Q24	85.1333	75.695	.645	.938	Accepted
Q25	85.0667	75.495	.642	.938	Accepted
Q26	86.5333	78.552	.326	.941	Refused
Q27	85.2667	75.924	.737	.938	Accepted

Q28	85.1333	74.838	.580	.939	Accepted
Q29	85.1333	75.695	.645	.938	Accepted
Q30	85.0667	75.495	.642	.938	Accepted

The result of test after discarding Q26

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Conclusion
Q1	83.1333	72.695	.648	.939	Accepted
Q2	83.3333	73.095	.747	.938	Accepted
Q3	83.2667	70.210	.665	.939	Accepted
Q4	83.2000	73.029	.634	.939	Accepted
Q5	83.1333	72.695	.648	.939	Accepted
Q6	84.5333	73.410	.420	.942	Refused
Q7	83.3333	73.095	.747	.938	Accepted
Q8	83.1333	72.267	.547	.940	Accepted
Q9	83.2000	73.029	.634	.939	Accepted
Q10	83.1333	72.695	.648	.939	Accepted
Q11	83.3333	73.095	.747	.938	Accepted
Q13	83.1333	72.552	.665	.938	Accepted
Q14	83.2000	73.029	.634	.939	Accepted
Q15	84.8000	82.029	-.356	.951	Refused
Q16	83.1333	72.695	.648	.939	Accepted
Q17	83.3333	73.095	.747	.938	Accepted
Q18	83.3333	70.810	.640	.939	Accepted

Q20	83.2000	73.029	.634	.939	Accepted
Q21	83.1333	72.695	.648	.939	Accepted
Q22	83.3333	73.095	.747	.938	Accepted
Q23	83.3333	72.238	.630	.939	Accepted
Q24	83.2000	73.029	.634	.939	Accepted
Q25	83.1333	72.695	.648	.939	Accepted
Q27	83.3333	73.095	.747	.938	Accepted
Q28	83.2000	72.029	.586	.939	Accepted
Q29	83.2000	73.029	.634	.939	Accepted
Q30	83.1333	72.695	.648	.939	Accepted

The result of test after discarding Q15

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Conclusion
Q1	81.4000	76.257	.623	.950	Accepted
Q2	81.6000	76.400	.754	.949	Accepted
Q3	81.5333	73.410	.674	.950	Accepted
Q4	81.4667	76.267	.648	.949	Accepted
Q5	81.4000	76.257	.623	.950	Accepted
Q6	82.8000	76.743	.423	.953	Refused
Q7	81.6000	76.400	.754	.949	Accepted
Q8	81.4000	75.400	.567	.951	Accepted
Q9	81.4667	76.267	.648	.949	Accepted
Q10	81.4000	76.257	.623	.950	Accepted
Q11	81.6000	76.400	.754	.949	Accepted
Q13	81.4000	75.686	.690	.949	Accepted

Q14	81.4667	76.267	.648	.949	Accepted
Q16	81.4000	76.257	.623	.950	Accepted
Q17	81.6000	76.400	.754	.949	Accepted
Q18	81.6000	73.829	.666	.949	Accepted
Q20	81.4667	76.267	.648	.949	Accepted
Q21	81.4000	76.257	.623	.950	Accepted
Q22	81.6000	76.400	.754	.949	Accepted
Q23	81.6000	75.400	.649	.949	Accepted
Q24	81.4667	76.267	.648	.949	Accepted
Q25	81.4000	76.257	.623	.950	Accepted
Q27	81.6000	76.400	.754	.949	Accepted
Q28	81.4667	75.410	.582	.950	Accepted
Q29	81.4667	76.267	.648	.949	Accepted
Q30	81.4000	76.257	.623	.950	Accepted

The result of test after discarding Q6

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Conclusion
Q1	79.4000	71.257	.611	.951	Accepted
Q2	79.6000	71.114	.781	.950	Accepted
Q3	79.5333	68.838	.635	.952	Accepted
Q4	79.4667	71.124	.654	.951	Accepted
Q5	79.4000	71.257	.611	.951	Accepted
Q7	79.6000	71.114	.781	.950	Accepted
Q8	79.4000	70.257	.574	.952	Accepted
Q9	79.4667	71.124	.654	.951	Accepted

Q10	79.4000	71.257	.611	.951	Accepted
Q11	79.6000	71.114	.781	.950	Accepted
Q13	79.4000	70.543	.698	.950	Accepted
Q14	79.4667	71.124	.654	.951	Accepted
Q16	79.4000	71.257	.611	.951	Accepted
Q17	79.6000	71.114	.781	.950	Accepted
Q18	79.6000	68.971	.651	.951	Accepted
Q20	79.4667	71.124	.654	.951	Accepted
Q21	79.4000	71.257	.611	.951	Accepted
Q22	79.6000	71.114	.781	.950	Accepted
Q23	79.6000	70.257	.657	.951	Accepted
Q24	79.4667	71.124	.654	.951	Accepted
Q25	79.4000	71.257	.611	.951	Accepted
Q27	79.6000	71.114	.781	.950	Accepted
Q28	79.4667	70.552	.560	.952	Accepted
Q29	79.4667	71.124	.654	.951	Accepted
Q30	79.4000	71.257	.611	.951	Accepted

### Reliability of Self Regulation

The items of questions stated:

It is reliable if  $r_{count} >$  than  $r_{table}$ , And it is not reliable if  $r_{count} <$  than  $r_{table}$ ,

#### Reliability Statistics

Cronbach's Alpha	N of Items
.953	25

