

APPENDIX 1

RESEARCH INSTRUMENT

Questionnaire Confidence in Speaking English



APPENDIX 1. Questionnaire Confidence in Speaking English

Confidence in Speaking English Questionnaire

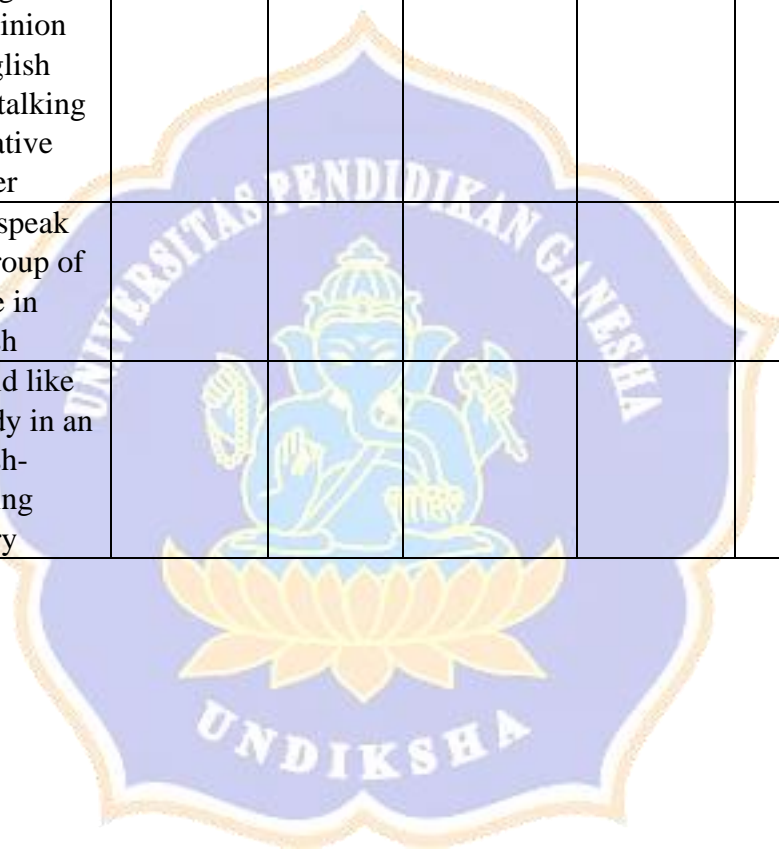
How confident are you in speaking English? Choose your best answer for each statement. Adopted from Griffie theory (1997)

Name :

Class :

No	Questions	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	I like to speak English in the classroom					
2	I can speak English easily					
3	I'm able to do an English interview					
4	I can speak English with native speakers					
5	I feel happy when speaking English					
6	I am relaxed when speaking English					
7	I enjoy saying something to other people in English everyday					
8	I look for chances to					

	<p>speak English</p>					
9	<p>I will speak English with a foreign visitor around the campus and answer questions</p>					
10	<p>I can give my opinion in English when talking to a native speaker</p>					
11	<p>I will speak to a group of people in English</p>					
12	<p>I would like to study in an English-speaking country</p>					





APPENDIX 2. Interview Script

Emy : Okay, good afternoon, Ibu Sandra. How are you this afternoon?

Bu Sandra : Amazing.

Emy : Amazing, okay. Thank you for your time. So, today I will interview you and will ask you some questions. So, I hope you answer my questions.

Bu Sandra : Okay.

Emy : Have you ever applied particular teaching strategies in the teaching and learning process?

Bu Sandra : Well, I bet several times. Maybe there are several types of teaching strategies that I have ever applied.

Emy : Alright, so what kinds of particular teaching strategies are used in this class?

Bu Sandra : Maybe the type of teaching strategies that I apply is like discussion. And yeah, the most common one is discussion. However, if I want to refresh the student's memory, maybe this will be the brainstorming related to the previous materials, the previous topics that we were talking about, and sometimes I also give some the task to develop their skills.

Emy : How often do you apply those strategies as your teaching strategy?

Bu Sandra : I think it's quite often. Maybe within 16 meetings. About 9-10 meetings will be with discussion. And maybe for brainstorming a giving task is only several times.

Emy : Okay, so why do you use those strategies in your class?

Bu Sandra : The very first thing, the very main reason of why I apply this kind of thing is because Polytechnic Negeri Bali is a vocational higher education which enforces more practice than theory. So, if we want students to have more practice, of course, they need to discuss it with their friends. So instead of listening to their lecturers talking in front

of the class, they need to find it themselves, they need to discuss, they need to use their English. And I think discussing with their friends are the best way to apply their English.

Emy : When do you usually apply those strategies?

Bu Sandra : I think I always have discussions in the middle of the learning process, yeah in the middle of the learning process.

Emy : How long do you usually hold the particular teaching strategies in the class?

Bu Sandra : Well, it's really hard to say, to set the standard actually. Because it really depends on the situation of the class. If the class is quiet, well, you know, if the students are brainy if the students are brainy and this class consists of more smarties than the not-so-smarties, maybe 30 to 40 minutes is enough. However, if the students are a bit below average, it might take 45-60 minutes.

Emy : Okay, so the next question is, what are the advantages of using this strategy in your class?

Bu Sandra : Well, if you ask me, the advantage of using this kind of method is actually I can save my time. So, while I'm teaching, I still can teach while doing the other work. Because, you know, as a lecturer, we cannot really do only one job. We need to do multiple jobs at the same time. So, well, first thing first, I need to save my time, right? But second thing, the second one, I think the most important one, to give them experience of learning by themselves. Because in higher education, like higher education is different, way different from elementary or senior high or junior high or middle, how can I say, yeah, SMA or SMB, they are different. in university or polytechnic, you are required to think about the problems, try to find out the solution from your problems. Then if you find any difficulties or if you find any dead end or deadlock, then you can discuss it with your lecturers. So, lecturers here are not merely a teachers, but we are,

well, we can say that we are supervisors as well, we are counsellors, so we help the students find their way out from the problems, instead of giving them solutions without letting them thinking.

Emy : Okay, so, and what do you think are the disadvantages of using this kind of teaching strategy in this class?

Bu Sandra : The disadvantage is that... How can I say it? It is really related to the students. If the students are enthusiastic, it is very easy to apply this kind of method. However, if the condition of the cost is the opposite, it's so hard to apply this kind of method because they're just doing nothing. Like you give them 30 to 40 minutes, for example, they will discuss it in the last 5 minutes. So, we need to warn them, like, remember you still have 5 more minutes, and within these 5 minutes, they just start to talk about everything. Oh, so during that time, they just do nothing or they just having talks with their friends.

Emy : What are the most effective teaching strategies that you have applied in your class?

Bu Sandra : Um, for the well, I usually do discussion, only discussion.

Emy : How do you apply that teaching strategy in your class?

Bu Sandra : Well, basically, I might use two types of ways, I can say. So the first one, I can decide their groups. So maybe I will ask some of the students, maybe from number one to number five, please be in a group, number, and so on. So based on their student number. However, most of the times, I just ask them to divide themselves. So please feel free to choose your partners, feel free to choose your friends, because I believe that if they are working with their friends, the comfortable ones, like the closest one, the learning process will be more effective. Because they are working with the friends that they know well.

- Emy : Why do you think those strategies are effective?
- Bu Sandra : Basically, it gives the experience of the students to find their way out from their problems.
- Emy : Do you have any difficulties in teaching when you use that strategy?
- Bu Sandra : Yes, I have sometimes
- Emy : What kinds of difficulties have you ever experienced when you are teaching with that strategy?
- Bu Sandra : Hmm, maybe it difficult for me to apply this method for the students which have no enthusiastic and just doing nothing while the discussion session.
- Emy : What do you do when you face the difficulties?
- Bu Sandra : As I said just know, I only warn them about the time for the session.
- Emy : What activities do you mostly apply to avoid the difficulties?
- Bu Sandra : Perhaps, I only give some additional questions for the students to develop their Speaking skill.
- Emy : OK. Thank you so much, Bu Sandra, for your time.
- Bu Sandra : Yeah Never mind. And I hope it's everything is good.