



Humanistic Strategies in the EFL Speaking Class^{*)}

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Abstract

This paper focuses on the humanistic strategies woven into the EFL speaking class activities. The speaking class, which the writer used for her study, is the highest level of speaking course offered in the curriculum of the English Department of Petra Christian University, to develop students' English speaking skills, particularly in public speaking.

The humanistic strategies are based on the assumption that a "supportive and co-operative group atmosphere" (Hadfield, 1995, p.15) will enhance learning to bring out the best of the students. The primary aims are to help the students, through active participation, to develop more positive feelings about themselves and their classmates, to co-operate and support each other to grow and excel at their speech performance. Based on the students' evaluation and the teacher's observation of the students' public speech performance and their academic achievement, it can be concluded that the humanistic strategies have created a co-operative and supportive group atmosphere and has given positive effects on the students' speech performance. This is also a rewarding experience for the teacher.

Keywords: *humanistic strategies, positive feelings, co-operative, supportive.*

1. Introduction

Foreign language learners learning to acquire the oral proficiency in the target language may have to face some problems, both internal and external. Internally, they may experience the feeling of anxiety. They may feel reluctant to use the target language as they may be afraid of making mistakes. They may have the feeling of discomfort using the target language as "it deprives them of their normal means of communication" (Nascantz, 2001, p.18), that they have to use a language other than their mother tongue. This will certainly not facilitate their learning process to acquire the oral proficiency. Some studies have been carried out concerning the influence of anxiety on language learning. There appears to be "a consistent relationship between various forms of anxiety and language proficiency in all situations" (Krashen, 1988, p.29). Gardner, Smythe, Clement, and Glikzman (1976), quoted by Krashen (1988), for example, reported that "classroom anxiety correlated with speech skills" (p.29).

In addition to the internal problem, learners may have to face the external factor which may be caused by their classmates or even the teacher. The teacher may be over critical in correcting mistakes, which is discouraging and makes the learners reluctant to speak English for fear of producing mistakes. Similarly, their classmates' attitude

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may not encourage them to participate in the oral communication. Some active students, usually the good speakers, may dominate the oral communication; some may even laugh at their classmates for making mistakes in their speech performance. All these problems relate to the affective domain of second language acquisition. To seek ways to help the learners solve their problems, we need to have a close look at the affective factors that affect second language learning.

1.1. The Affective Domain

“Affects”, as it is used in Psychology, refers to feeling or emotion. The affective domain is the “emotional side of human behavior” (Brown, 1980). Brown categorized two facets of the affective domain: the “intrinsic side of affectivity” and the “extrinsic factors”, which are the “social cultural variables”. The intrinsic side of affective domain involves a “variety of personality factors within a person”. Further, Brown pointed out three specific personality factors related to second language acquisition: “(1) egocentric factors, (2) transactional factors and (3) motivation” (Brown, 1980, p.102)

1.1.1 Egocentric Factors

Egocentric factors refer to one’s view of self or self-concept. The term self-concept is described as a “global term referring to the amalgamation of all our perceptions and conceptions about ourselves which give rise to our personal identity” (Williams and Burden, 1997, p.97). One specific aspect of self-concept is self-esteem, “the evaluative feelings associated with the particular view that we have for ourselves”. It is a personal judgement of worthiness that we hold towards ourselves. How we judge ourselves depends on the experiences we have with ourselves and with others, as Brown (1980, p.103) stated that “a person derives his sense of self-esteem from the accumulation of experiences with himself and others”. Brown further suggested three levels of self-esteem: “general or global self-esteem; situational or specific self-esteem, which is related to certain life situation; and task self-esteem, which relates to particular tasks within specific situations” (p.104). All the three levels of self-esteem were found “to be correlated positively with performance on the oral production measure, with the highest correlation occurring between task self-esteem and performance in oral production” (Heyde, 1979, quoted by Brown, 1980, p.104). It suggests that in the context of second language acquisition, learners can be expected to perform better in their oral performance by enhancing their self-esteem related to their task. Such enhancement will help them have better conceptions of their abilities in their oral skills.

1.1.2 Transactional Factors

Transactional factors refer to “the process of reaching out beyond the self to others” (p.107). A human being is a social being, and language is the means of communication used to maintain the social relationship. To be able to communicate effectively we need to have empathy, which is “the process of reaching beyond the self and understanding and feeling what another person is understanding or feeling” (p.107). Psychologists generally agree that “to be able to empathize fully, one needs to have an awareness and knowledge of one’s own feeling” (p.108). This indicates that to enhance empathy in the speaking classroom, opportunities are to be provided for the teacher and the students to share themselves - their feelings and speaking experiences including their problems.



Thus, they can have a better understanding towards each other, which may lead to a positive group atmosphere.

1.1.3 Motivation

Motivation is one of the personality factors that affect language learning. It is “an inner drive that moves one to a particular action” (p.112). To account for motivation, we need to understand some basic human needs or drives, which are considered universal. Ausubel (1968), quoted by Brown (1980) identified “six desires or needs of human

(1) the need for exploration, (2) the need for manipulation, (3) the need for activity, (4) the need for stimulation, (5) the need for knowledge, and (6) the need for ego enhancement, for the self to be known, to be accepted and approved by others. (pp.112-113)

Further, Maslow (1970) presented the hierarchical human needs from the fundamental “physiological needs” (p.35) to the higher needs for “safety, love, and self-esteem” (pp.39 – 45) , which lead to the need for “self-actualization” (p.46).

Ausubel’s need of ego enhancement is in line with Maslow’s need of self esteem. It emphasizes the importance of the need for the self to be known, to be accepted, to be approved, and accepted by others. Language learners who are meeting these basic needs in their learning experience will be motivated to learn.

The discussion on the personality factors of the affective domain shows the importance of classroom group atmosphere created by how the students as well as the teacher as group members interact with each other. It is supported by Schmuk and Schmuk (1971) that how students experience the curriculum is influenced not only by their relationship with the teacher, but also through their contacts with their peers (p.10). This suggests that if the group members, teacher and students, can co-operate to create a conducive group atmosphere, that the affective side of each individual is well-attended to, students can be expected to have better academic achievement.

Reflecting on the problems commonly encountered in speaking classes and anticipating problems that might occur in her Speaking VI class, the writer attempted some strategies to help the students participate actively and learn more effectively. The strategies employed attend to the affective side of the students to help create a conducive group atmosphere for learning. These are the strategies that Moskowitz (1978) called “the humanistic strategies”.

2. The Speaking Class

The strategies were integrated into the syllabus of Speaking VI, which is the highest level of speaking offered in the curriculum of the English Department of Petra Christian University. The objective of the course is to develop students’ English speaking skills, particularly in public speaking. In the first four meetings, students were given the inputs how to speak effectively by watching the slides of the Effective Speaking Program, followed by group and class discussion on the points to be considered in making a speech effectively. The following twelve meetings were for the students to practice delivering a speech, first in pairs then individually. The focus was on the students’ use of English to deliver a chosen topic from current issues in front of the class within the duration of 10-15 minutes. The class the writer used for her study was

carried out from the month of February to June, 2001. It consisted of twenty-one students, nineteen females and two males. Each student had four chances of speech deliveries: one paired practice and three individual practices and one final project.

3. The humanistic strategies

In line with Maslow's idea about basic human needs, the humanistic strategies applied were based on the assumption that a "supportive and co-operative group atmosphere" as suggested by Hadfield (1995, p.15), will enhance learning to bring out the best of the students. To help the students lower their anxiety and enhance their emotional well-being, there needs to be a supportive atmosphere of "sharing and caring" (Moskowitz, 1978, p.28), where students give and receive supports.

Besides, the Strategies were designed in accordance with the idea that "Significant learning will only take place when it involves active participation on the part of the learners" (Roger, 1969), quoted by William and Burden (1997). The students were given as much opportunity as possible to practice their English speaking skills that the biggest portion of the class period was spent on student activities. The primary aims of the humanistic strategies were to help the students, through active participation, to develop more positive feelings about themselves and their classmates, in a positive group atmosphere. So they would experience giving and receiving supports to grow and excel at their speech performance.

3.1. Promoting a Co-operative and Supportive Group Atmosphere

In the classroom setting, students interact with one another besides the interaction between the teacher and the students. How the students experience the learning process is influenced by their relationship with the teacher as well as their classmates, as it was pointed out by Schmuk (1972, p.3) that "the nature of the interpersonal relationships in the classroom is a major influence on the teaching learning process."

Through the application of the humanistic strategies the students were led to the understanding that each student played an important role to create a conducive learning atmosphere. This would minimize anxiety and enhance personal growth. Thus, they needed to co-operate and support one another to achieve their common goals to develop their public speaking skills and to improve their English oral proficiency.

3.1.1 Getting to know each other

The first strategy is getting to know each other, which was carried out in the first meeting. The students as well as the teacher shared about themselves, their families, their previous learning in speaking classes, the problems or difficulties they faced in speaking English.

The teacher showed her interest in the students by trying to memorize their names through a name-mentioning activity: the first student made a brief introduction, the second student mentioned the first student's name before introducing himself/herself, followed by the third, fourth until the twenty-first student, who had to mention the other twenty students' names before making her own introduction. Finally the teacher called the students' names one by one starting from the first to the twenty-first before she introduced herself.

In addition, the teacher explained about the content and nature of the course, emphasizing her role to help the students achieve their goals and her expectation that

“Good content. It looks like you have chosen a good source. It gives good inputs to me.”

“Good organization”

“You’ve an interesting topic, good supports and good content, too.”

3. the delivery: e.g.

“You’re not nervous or at least, you can handle your nervousness.”

“I think your voice is loud and clear. Moreover, you’re very confident that your speech becomes very convincing.”

“You’re very communicative. I bet you’re the best today.”

There were also more general and encouraging comments on the performance:

e.g.

“Brilliant, you’re good.”

“Maintain your good style.”

“It’s rare that a student can make such a good speech.”

“You’ve improved indeed, calm and able to deliver your speech fluently. Good job, girl.”

“You’re getting better..., your nervousness could be successfully

These activities were to enhance the students’ self-esteem and esteem for others. The affirmations they received from others were expected to help them build their self-

esteem. Likewise, by trying to see and point out the good side of others, they helped others build their self-esteem, particularly their “task self-esteem” (Brown, 1980) was it is related to the speech performance.

3.1.3 Empathizing with each other

When the students shared their experience, problems and anxiety in using English for oral communication, they began to have understanding towards each other, on which the teacher continued to promote empathy among the students in the speaking class. The teacher led the students to see the state a speaker had to go through delivering a speech in front of the whole class that anxiety and nervous feeling were common state to be faced. To overcome the threatening state the students were helped to develop affective strategies to control their emotion and negative feelings, by empathizing with each other.

The students learned to see a speech performance from different points of view, both the speaker's and the listeners' view points. A speaker was expected to try his/her best to prepare the speech and deliver it well to satisfy the listeners, who would certainly be interested in something interesting and informative. By focusing on the listeners, the students may have their attention drawn away from their negative feelings. This may help to reduce anxiety and promote comfort in the speaker. The listeners, similarly, were expected to be good listeners, to be attentive, following each speech. This would give encouragement to the speakers to try their best, as one of the students shared how she got encouraged every time she looked at one of her classmates whose eyes seemed to say: “Come on, you can do it.” It was through these ways that the students supported each other in their learning process.

3.1.4 Minimizing criticism and encouraging self-evaluation

The students' public speech performance was evaluated on the basis of language (grammar, vocabulary, and pronunciation), content and delivery. Content refers to the topic, supports and organization, while delivery refers to the voice control, eye contact, gestures, posture, and time management.

Following the deliveries, the teacher and students were engaged in an evaluative discussion on each student's speech performance, particularly on the topic, its supports and organization, and the delivery. Those related to the language - grammatical deviations and incorrect pronunciation - were collected by the teacher to be shown, corrected and practiced. By so doing, it was expected that external criticisms could be minimized. Rather than criticizing themselves or feeling sorry for what they had done, the students were encouraged to reflect and self-evaluate and to focus on what they needed to improve based on the comments and suggestions. The students had to follow this experience closely, as they would write their self-evaluation essay and grade their academic achievement. It was agreed that their self-evaluation and their proposed grade would be taken into consideration as a determining factor for their final grade.

3.2. Involving students' active participation

During the first three meetings, the teacher took charge of the class by giving inputs, directions, explanation and encouragement. Afterwards, the students took turn to manage the classroom activities: to open the meeting, direct the speech deliveries, and coordinate the class discussion. They were also in charge of the collection and distribution of the students' written affirmations for each individual speaker. In

The students' evaluation was collected through a questionnaire (appendix 2) and their self-evaluation essays at the end of the semester. Three examples of the self-evaluation essays are presented in appendix 3.

The answers to the questionnaire yield the result (appendix 4) that all students have positive response towards the class group atmosphere: twelve students (57%) consider it very good and the other nine students (43%) good. This is supported by their positive comments in their written evaluation, some of which are quoted as follows:

"Speaking VI class this semester is enjoyable."

"Your speaking class is the best I've ever had."

"I like the class. I think the class is very relaxing."

"It has a friendly atmosphere."

"It was a warm atmosphere."

It is also considered a new experience, which makes the student feel good:

"It is simply different from others."

"I feel something different in this class."

"I've never been as good as I did in the speaking class."

It is hoped that the experience would be applied in every public speaking class:

"I hope that this kind of speaking class would be applied in every public speaking class."

Giving and receiving positive regards are other kinds of new experience. Almost all students (90%) like to give affirmations. Two (10%), however, do not like to give positive regards although one of them likes to receive them. While the other answers "not really". Nevertheless, they all admit that these positive regards written on small pieces of paper bring positive effects on them.

It is true that trying to find the positive sides of others is not common for the students. This is best expressed in one of the students' comments:

"Before joining this class, I never thought of my friends' positive side. When they made mistakes,.....it was easy to find their mistake. Yet, when the lecturer asked me to find the positive sides in their speech, I had difficulty in finding them."

Gradually, however, they learned to do it. They learned to see their own positive sides and their classmates' as shown in the following quotations:

"I have also learned to find something positive in myself."

"I learned to know other people's positive sides."

"I've learned to find my positive sides as well as my friends' positive sides."

Finding the positive sides has made them value themselves and other people more, increasing their self-esteem and the esteem for other people as expressed in a student's comment:

"Thus finding the positive sides of myself and other people has made me value myself as

The experience of having their good sides pointed out helps them develop their self confidence as seen in the following quoted comments:

"The affirmation helped me a lot.....it really built my confidence."

"I received lots of affirmations which build up my confidence."

"The nice affirmation condition my mind to keep saying "It's not the end of the world."

This is also supported by the students' answers to the questionnaire that all students '(100%) think that their classmates' affirmations have helped them have a better self-concepts of themselves. Eighteen students (86%) believe that they have helped them build their confidence:

"I have also learned to find something positive in my self. It made me value myself more than usual since I could find the goodness in myself."

"I've found myself get improved in my self confidence."

"The Speaking class makes me brave to face other people and help me to have a better self confidence."

"I've built up my confidence, which is quite difficult to be found in my previous classes.."

The experience of giving and receiving affirmations as what Maskowitz called "sharing and caring" has brought the students close together as members of a group to create a co-operative and supportive group atmosphere. The following expressions show the co-operation and support they experienced.

"The class atmosphere supports me much to deliver my speech that all of my friends pay



"It helps me much and encourage me through the others' affirmations."

"Almost all classmates pay attention to me. It makes me feel honored. All students appreciate

"It was a warm atmosphere. I can feel that while I'm doing my speech."

"I'm so glad to have such wonderful friends who gave great support to me in my

"From the class I get not only knowledge, but also friendship, compliment, safe guard and heart of everybody in the class."

All the students (100%) believed that the classroom atmosphere contributed to the improvement of their public speaking performance. The following are some of the quotations of the students' writing:

"I feel I'm improved and know each other better."

"Since then, I can calm down myself and control my nervousness."

"I'm not shy anymore and I succeed in "my eye contact", which I could not use in the past."

"I learned and improve a lot from this class."

"I get improved in my pronunciation."

"Since the atmosphere of the class was very supportive and my lecturer was very helpful, I

"Thanks to all my classmates in Speaking VI class for teaching me many useful things for my

In addition, the conducive atmosphere helped them learn to control their feelings and develop their creativity as seen in the following:

"Since then, I can calm down myself and control my nervousness."

"I was able to improve myself. First I was able to destroy all my nervous feelings. Then I was able to force my brain to work properly so that I rarely speak with hindrance. Finally I was able to 'improvise' my speech."

"I think my courage to speak in front of the class has improved. I can overcome my nervousness."

"I realized that there was something I did not feel – Fear. Unlike in Speaking V, when I always had to feel the tension and nervous feelings, I started to feel more and more comfortable in Speaking VI class."

"When I forgot a word, I was able to find the substitution to fill the missing link."

The students' evaluation shows the teacher's role in the students' learning atmosphere. What the teacher said and did brought effects on the students' interaction as seen in the following:

"The fact that my teacher had emphasized on the first day that everybody needs a little love and attention had opened my eyes. Everybody in the class were the same, we were just human beings who were still in the process of learning., and that was why all of us need love and attention."

"My lecturer has made the situation in the class more comfortable."

"She supports us by teaching us to support ourselves."

"She has made us, the students close and support each other."

"By having a teacher like you, it helps me not to be afraid of speaking up, because you're patient and you always appreciate my efforts. You never underestimate your students who still have some problems in speaking."

The supportive attitude of the teacher encouraged the students to support each other and improve in their performance.

4.2. The Teacher's Evaluation

"This is the best class I've ever had." This is the teacher's comment about the class. The students appeared to be highly motivated. Their attendance was excellent; there were four students (9%) who had to miss class once, the rest (91%) had full attendance. They were co-operative in participating all the activities carried out in class, following the teacher's suggestion.

The humanistic strategies have promoted rapport among the students as well as between the students and the teacher. They have helped to promote a co-operative and supportive group atmosphere, which enhanced learning and enabled students to improve academically. Their speech performance showed significant improvement.

They learned to have better control of the language. Some showed creativity in the use of sentence patterns and vocabulary. Towards the end of the program they were able to improve their speech delivery, such as in the use of eye contact that made them look more confident and speak more convincingly. All the students passed the course, with fifteen students (72%) having grades meeting their expectation indicated in their self-evaluation essays, three students (14%) even got higher grades than their expected grades, while two students (9%) got lower grades than their expected grades (appendix 5).

5. Conclusion

Through the students' and teacher's evaluation, we can see the values of humanistic strategies integrated in the teaching and learning process in the Speaking class. Particularly, the affirmations they gave to and received from their classmates turned out to be effective to enhance their public speaking performance. Students became closer, experiencing giving and receiving support to grow and excel at their speech performance. Moreover, what they have experienced in their Speaking VI class appears to have a lasting effect on the students as it is implied in the following expressions:

"I feel more sad than happy to leave this Speaking class. I'm going to miss this speaking

"Thanks to all my classmates ... for making Speaking VI class an unforgettable class for me. I hope we would be friends for ever"

This is a rewarding experience for the teacher as well.

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Appendix 1

PEER EVALUATION SHEET

Name/Nrp :

Topic :

I. Language

- Correctness (grammar)
- Accuracy (vocabulary)
- Pronunciation/Intonation

II Content

- Meaningful Topic
- Organization
- Good supports

III Speech Delivery

- Time management
- Eye Contact
- Gestures
- Voice Control
- Body Position
- Visual Aids

| No. | Name | Language (35%) | Content (35%) | Delivery (30%) |
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Score: 1 – 5

Appendix 2



EVALUATION ON SPEAKING CLASS

I. Circle the appropriate answers:

1. What do you think of our speaking class atmosphere this semester?
 - a. very good
 - b. good
 - c. average
 - d. not good
2. Do you like to give affirmations to your classmates?
 - a. Yes
 - b. No
3. Do you like to receive affirmations from your classmates?
 - a. Yes
 - b. No
4. Do your classmates' affirmations help you have a better self-concept of yourself?
 - a. Yes
 - b. No
5. Do your classmates' affirmations help you build your self-confidence?
 - a. Yes
 - b. No
6. Does the classroom atmosphere contribute to the improvement of your public speaking performance?
 - a. Yes
 - b. No

II. Write a short essay to evaluate the speaking class. Reflect on what you've learned/improved this semester, and state what grade you think you deserve for Speaking VI this semester.

Appendix 3

EVALUATION ON SPEAKING VI C CLASS

Speaking VI C class that I have taken this semester is somehow enjoyable. After finishing the course this semester, I have found myself get improved in my self-confidence, get improved in my pronunciation, learn to know other people's positive sides.

First, taking this speaking class this semester has improved my self-confidence. When I first joined this class, I had no confidence at all in uttering my opinion. I always thought myself to give a stupid comment. However, the encouragement from the lecturer and the affirmations that my friends gave somehow gave courage to speak. The lecturer assured me that each person has his or her own opinion; thus, she asked the students to give respects to others when they gave speeches or when they uttered an opinion. Furthermore, I always thought that I could not be good in speaking classes due to the limitation of my vocabulary and also the grammatical mistakes that I always had. Yet, the lecturer always asks each student to speak, no matter he or she would talk with many grammatical mistakes because it was the only way to improve speaking. Thus, joining this class has given me self-confidence.

Second, after finishing speaking class this semester, I have found myself improved in my pronunciation. During the lesson, the lecturer sometimes took a little time to teach us pronunciation. This model of teaching was somehow effective since many students, including me, still had mistakes in pronouncing the words. Furthermore, to make it more enjoyable, the lecturer sometimes asked us to bring poems so that we could read them together to learn about the pronunciation. Thus, the lecturer's efforts to teach pronunciation have improved my pronunciation.

Lastly, joining Speaking VI class, I have learned to find my positive sides as well as my friends' positive sides. Before joining this class, I never thought of my friends' positive sides. When they made mistakes, for example in uttering a speech, it was easy to find their mistake. Yet, when the lecturer asked me to find the positive sides in their speech, I had difficulty in finding them. However, I learned to think them over. This exercise, that was to find someone's positive sides, was somehow useful to get acquainted with people better. Furthermore, I have also learned to find something positive in myself. It made me value myself more than usual since I could find the goodness in myself. Thus, finding positive sides of myself and other people has made me value myself as well as other people better.

Finishing the course of Speaking VI C this semester, I have made a lot of progress. I have improved my self-confidence, improved my pronunciation, and learned to know other people's positive sides. In addition, the speeches and the midterm test that I have done are not terribly bad; thus, I think I deserve B+ for Speaking VI this semester.

By Elshin Imelda
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Valuable Lessons from Speaking VI Class



This semester, I take Speaking VI with the Lecturer Mrs. Josefa Mardijono. After one semester I join her class, I found some valuable lessons from this class. This never happens to the other speaking classes I took before. After passing from one level of speaking class. Usually, I don't take any lessons and get any advantages, but not with the speaking class that I took this semester. I can develop my speaking my speaking well this semester. This is the lesson that I can get. To improve the speaking skill through speaking class, there are some important factors, which are all fulfilled perfectly in Mrs. Josefa's class. Those factors are the atmosphere of the classroom during the class, the supportive lecturer, and the frequent practices during the speaking class itself.

First of all, the atmosphere of the classroom during the class is one of the factors that influences whether the speaking class will be successful or not in developing the speaking skill of the students. When the atmosphere is not supportive, it will be difficult to develop our speaking skills For, example, if the atmosphere of the class is very competitive, the students that are weak in the speaking skill will feel more inferior instead of feeling more confident with themselves. The Speaking VI class, fortunately, has a friendly atmosphere. It is not too competitive. In addition, the lecturer has to do something to make that atmosphere in class. In this speaking class, the students give supports to one another, especially during the speech. I think that is one of the important things that a speaking class should have.

Second, it is the supportive lecturer. The lecturer has to help the students to develop their speaking skills. He/she has to give the same quality of attention to the "weak" students that are not good in speaking. The lecturer must give each student the chance to speak, not giving opportunity to the students who are good only. Mrs. Josefa has done it well in this speaking VI class, and I feel it is very helpful for me to develop my speaking skill. So, the supportive lecturer is also an important factor in speaking class.

Third, the frequent practices during the class, I guess this relies more on the students' will whether they want to participate actively or not. I get a valuable lesson from Speaking VI class, from Mrs. Josefa's advice that I have to take every chance to speak. I try to implement that, and I guess it is very helpful to develop my speaking skill.

That is all that I can say about Speaking VI class this semester. Although I enjoyed it very much. I think I don't want to be in this class again next semester. However, I prefer to pass this class. That's why I hope I can get B+ or minimum B for the grade.

By Diana Dewi Sidharta
11498053

My Speaking VI Class

After I passed my Speaking V class, I was very relieved yet terrified. Although I was able to pass Speaking V with a satisfying grade. I remembered that I had to face one

more speaking class. I was afraid that I would not be able to survive in Speaking VI since I was striving real hard in order to get satisfying grade in speaking V. What if I could not make it? Therefore, I started my Speaking VI class with a nervous feeling.

However, after I joined the class for sometime, I realized that there was something that I did not feel: FEAR. unlike the Speaking V, where I always had to feel the tension and nervous feelings, I started to feel more and more comfortable in speaking VI class. The fact that my lecturer had emphasized on the first day that "Everybody needs a little love and attention" had opened my eyes. Everybody in the class was the same, we were just human beings who were still in the process of learning, and that was why all of us need love and attention. From that moment on, I started to lose my tension and to enjoy the class. Moreover, all the students were supportive. They never laughed at somebody who made mistakes, or mocked when somebody asked stupid questions. Since the atmosphere of the class was very supportive and my lecturer was very helpful, I was able to improve myself. First, I was able to destroy all my nervous feelings. Then I was able to force my brain to work properly so that I rarely spoke with hindrance. Finally, I was able to "improvise" my speech. When I was in the former speaking classes, I often had to memorize everything, and when I forgot about one single thing, my performance became a disaster. It was very different with what happened in Speaking VI: when I forgot a thing, I was able to find the substitution to fill the missing link. I also think that my lecturer's letting the students choose their own topic also helped a lot.

Therefore, considering my improvement and midterm grade, I believe that I deserve an A. Thanks to the healthy and fun environment...and especially to my lecturer who first helped to create such environment

By Maria Natalia Damayanti Maer
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Appendix 4

EVALUATION ON THE CLASS GROUP ATMOSPHERE



| Questions Answer | Class group atmosphere | | Giving affirmations | | Receiving affirmations | | Effects on Self-concept | | Effects on self-confidence | | Speech improvement | |
|------------------|------------------------|-----|---------------------|-----|------------------------|-----|-------------------------|------|----------------------------|-----|--------------------|------|
| | n | % | n | % | n | % | n | % | n | % | n | % |
| Very good | 12 | 57% | | | | | | | | | | |
| Good | 9 | 43% | | | | | | | | | | |
| Average | – | – | | | | | | | | | | |
| Not good | – | – | | | | | | | | | | |
| Yes | | | 19 | 90% | 20 | 95% | 21 | 100% | 18 | 86% | 21 | 100% |
| No | | | 2 | 10% | 1 | 5% | – | – | 3 | 14% | – | – |

Appendix 5

STUDENTS' ACADEMIC ACHIEVEMENT

| Grades Student no. | Expected grades | Given grades | Same as expected | Lower than expected | Higher than expected |
|--------------------|-----------------|--------------|------------------|---------------------|----------------------|
| 1. | B/C+ | B | v | | |
| 2. | B+ | B+ | v | | |
| 3. | >B | B+ | v | | |
| 4. | A | A | v | | |
| 5. | B+ | A | | | v |
| 6. | B/B+ | B+ | v | | |
| 7. | B/B+ | B+ | v | | |
| 8. | B | B+ | | | v |
| 9. | B+ | B+ | v | | |
| 10. | B+ | B+ | v | | |
| 11. | B | C+ | | v | |
| 12. | B+ | B | | v | |
| 13. | C+ | C+ | v | | |
| 14. | B+ | B+ | v | | |
| 15. | B/C+ | B+ | | | v |
| 16. | - | B+ | - | - | - |
| 17. | B | B | v | | |
| 18. | B/C+ | B | v | | |
| 19. | B/B+ | B+ | v | | |
| 20. | B/B+ | B+ | v | | |
| 21. | B+ | B+ | v | | |
| Total | | | 15 | 2 | 3 |