DEVELOPING SPEAKING THROUGH SPEAKING FOR SOCIAL
PURPOSES PROGRAM IN AN EFL CONTEXT

THESIS

Submitted in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan

INDRIYANI NOVITASARI
112015104
ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
SALATIGA
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TABLE OF CONTENTS

Cover Page ............................................................................................................................................... i
Approval Page........................................................................................................................................... ii
Pernyataan Tidak Plagiat ...................................................................................................................... iii
Copyright Statement ............................................................................................................................. iv
Pernyataan Persetujuan Akses ............................................................................................................. v
Publication Agreement Declaration ....................................................................................................... vi
Table of Contents .................................................................................................................................. vii
List of Figure ......................................................................................................................................... viii
Abstract ............................................................................................................................................... 1
INTRODUCTION .................................................................................................................................... 1
LITERATURE REVIEW ......................................................................................................................... 3
  What is Speaking? ................................................................................................................................ 3
  What is Speaking for Social Purposes course? .................................................................................. 4
  Type of students’ motivation ............................................................................................................. 6
  Factors that Influence the students’ to speak more ......................................................................... 7
  Previous studies about students’ speaking motivation ................................................................. 8
THE STUDY .......................................................................................................................................... 10
  Context .............................................................................................................................................. 10
  Participants ....................................................................................................................................... 11
  Research Methodology .................................................................................................................... 11
  Data Collection method .................................................................................................................... 11
  Data Collection Instrument ............................................................................................................... 12
  Data Analysis procedure .................................................................................................................... 13
FINDINGS AND DISCUSSIONS .......................................................................................................... 13
  Interview Results .............................................................................................................................. 13
CONCLUSION AND SUGGESTION ................................................................................................. 26
ACKNOWLEDGEMENT ....................................................................................................................... 27
REFERENCES ........................................................................................................................................ 28
APPENDIX ............................................................................................................................................ 3
LIST OF FIGURE

**Figure 1.** Students’ Weaknesses in Speaking English

**Figure 2.** Factors that motivated students to speak more

**Figure 3.** Factor that improve students’ skill in speaking English outside the course.

**Figure 4.** The impact of the course for students’ after taking speaking for social purposes
Developing Speaking Through Speaking for Social Purposes Program in an EFL Context

Indriyani Novitasari

Abstract

Speaking English which has an important role in English as a foreign language (EFL) classroom have been becoming one of the most controversial issues in the field of foreign language research. Therefore, it is important to investigate Speaking for Social Purposes course in developing positive attitudes to speak more. This study aims to investigate how the Speaking for Social Purposes course at FBS-UKSW helps the students in developing their ability to speak more. The participants of the research were 10 students from Angkatan 2017 ELEP-FLA-UKSW Salatiga. In this research, data collecting was conducted using semi-structured interviews. The data were analyzed. The result of this study showed that most of the participants had positive responses toward Speaking for Social Purposes course. It helped the participants to develop their speaking ability. Considering these findings, it is expected that the future English teachers will continue implementing the Speaking for Social Purposes course in their teaching process later on.

Keywords: Speaking, Speaking for Social Purposes, Motivation.

Introduction

Speaking is an important component of language learning. Many students think that speaking is pleasurable in their daily activities but some of the students think that speaking is challenging. In Izmir’s view, “Generally speaking, language is a tool of communication. If you cannot speak, all your effort is in vain” (Izmir, 2006). The English Language Education Program at the Faculty Language and Arts, Universitas Kristen Satya Wacana (ELEP-FLA-UKSW) provides the Speaking for Social Purposes course as a way to improve the students’ speaking skill. Speaking in English is not easy for the students who lack mastery in
vocabularies, pronunciation and grammar, and who tend to be quiet in class. Things may get worse when they do not have any interest in the topic or they do not know the meaning of the words, or maybe the activity cannot help the students to build their ability to speak more. In Labermeier’s view, in situations like that, the students will prefer to be quiet in class rather than trying to speak in front of the class (Labermeier, 2014).

This research study is conducted to investigate the role of the Speaking for Social Purposes course in motivating students to speak more. This study attempts to reveal how the Speaking for Social Purposes course can help the students to speak more with the guide of this research question: How did the Speaking for Social Purposes course motivate the students to speak more? The results of the study may contribute to the future students’ motivation as they take the same or a similar course, and provide the course developers and lecturers some insights to evaluate the course syllabus.

**Literature Review**

This section of the study provides the relevant literatures to help the concepts used in this study. It is divided into several parts including the discussion on speaking in general, speaking for social purposes program in EFL context, factors that influence the students to speak more, and the previous studies about students speaking motivation.

**Speaking**

In learning English there are four skills that we need to practice: reading, writing, listening, and speaking. In Abdulmalikhasan’ view “speaking is the aim of learning English in life” (Abdulmalikhasan, 2009 as cited in Eveliana, 2016). It means that to be able to speak English well is a crucial purpose in English learning.
Speaking is one of the important skills in learning the second language (Iftakhar, n.d). Speaking must be practiced in communication with other people. The relation with others is bound through language (Bygate, 1991, p.59). People who have the ability in speaking will be able to deliver their messages to other people better. Speaking is familiar with language used in daily life. Speaking is a language used to communicate with the other people verbally (Fulcher, 2003, p.23).

However, some people are shy to speak in English because of "low English proficiency, lack of practice, the difficulty of the task, lack of confidence, fear of making mistakes, and incomprehensible input" (Liu, 2007, p.128). The participants in Liu's study (ibid) also suggested that preparation would increase one's confidence in speaking in English increased. Besides, "a friendly, supportive and non-threatening classroom-learning environment" (p.132) would encourage students to practice their speaking skill more freely. Based on the definitions above, the writer concludes that speaking is a tool to communicate or interact with other people using a language to deliver their message verbally.

**Speaking for Social Purposes Program in EFL Context**

Speaking for Social Purposes course is a language teaching program in FBS-UKSW. The course prepares students to talk in clear and acceptable English in various social contexts (SFSP syllabus, 2017/2018). In this course the students not only learn the theory but also practice to speak English through several activities. The activities are believed to be able to help the students to improve their knowledge and skills in speaking ((Tamin & Grant, 2013). The detailed information about this course below is all taken from the syllabus of the course.
The interest topics in this course are arranged from the easiest to the complicated one. It can help the students to speak more in class. The students can do the conversation with others directly (Byrne, 1991, p.31). The class meets twice a week each for 100 minute, the student practice using speaking functions in different social context.

Speaking skills will be assessed through diverse forms of assessment, including speaking test, vocabulary review, graded role-play, and English fun fair. In speaking test, the students will be tested in pairs. During the test the teachers will give the students some cue cards of the situation and the students will be assessed on speaking ability in each situation.

In vocabulary review, vocabulary is essential for oral fluency. The student will practice with other students through various vocabulary games. At the end of the course, vocabulary and speaking skills will be assessed in a vocabulary game.

In graded role-play the students will work in a group of 4 or 5 to perform a role play. This will be provided at the previous meeting to allow the students to prepare a role play. During the role-play the students must demonstrate the language functions and elements of English communication.

Meanwhile, in the English fun fair, the students will work in a group to open a booth. The students had to prepare the booth to play, buy, or eat. The fair will be opened for the public and the students are expected to interact with the visitors and invite them to the booth.

The purpose of Speaking for Social Purposes course in learning later will help the students to communicate orally using appropriate language functions and vocabulary in various social contexts. The benefits of taking the course are the students can speak in front of the class without a note in their hand, and they can also choose the appropriate word:
formal and informal, and talk more smoothly. Practice speaking through the exercises given in this course will enable the students to speak well and also help them to increase their self-confidence. The students will be able to master the knowledge constructing elements of English communication. The students can improve their speaking skills including Vocabularies, Pronunciations, and Grammar.

**Type of Student Motivations**

Motivation is the one of reason students can learn better. Motivations help the students to reach the goals in classroom. According to Ryan and Deci (2000, as cited in Rahmadani, 2017), motivation can be divided into two types: intrinsic motivation and extrinsic motivation.

**Intrinsic motivation** comes from students, they think that what they are going to have fun challenging. People with intrinsic motivation would not be able to act according to what are the rewards or pressures from other (Ryan & Deci’s, 2000).

**Extrinsic motivation** comes from conditions outside the student, such as from the teacher’s punishment or reward regarding homework. People with extrinsic motivation, they do something because they have to achieve something. Extrinsic motivation happens when the person acts something because of a certain regulation or the ego to show how valuable they are (Ryan & Deci’s, 2000).

**Factors that influence the students to speak more**

Speaking is the ways to communicate with other people, some people are shy to speak because of "low English proficiency” including lack of vocabulary, pronunciations, and
grammar (Liu, 2007, p.128). Vocabulary is a tool to describe a message (Alqahtani, 2015). In addition, vocabulary helps the students in improving speaking skills (Wil, 2016). Vocabulary helps the students in increasing their ability to speak English although the pronunciation and grammar are beneficial to make the language better. Pronunciation helps to get correct rhythm of the language (Wil, 2016) and grammar make the language perfect even though no people want to hear someone perfect (Zeoli, 2009). To confront “low English Proficiency” the students have to practice everyday.

Speaking for Social Purposes had decided several activities to help the students practice speaking such as speaking test, vocabulary review, graded role-play, and English fun fair (SFSP syllabus, 2017/2018). Influencing classroom practice is to engage the learners to be students’ success (Strang, 2015). In this statement students have to collaborate with teachers instruction or other learners in learning process. In addition, Strang (2015) stated, “the students who actively listen to the lecture and engage in in-class activities have a far better chance of mastering course content and thereby successfully completing coursework” (Strang, 2015). In this stated not only the activities help the students to improve speaking skills but also the role of the lecturer is provided.

The teachers have a big responsibility in interaction with the students (Niemeyer & Leatherman, 2005). In addition, most of the lecturers give feedback as a correction. Hopefully the feedback can make the student’s performance better. The lectures also ask the students to practice speaking a lot inside or outside the classroom to build their ability to speak (Ur, 1996).
In here the factors that influence the students to speak more come from different sources: the materials or activities, the role of teachers and classmates, and the other factors from the outside class that influence the students to improve their speaking skills.

**Previous Studies on speaking context**

The study about motivation in learning English was conducted by Kartika Dianing Rahmadani in 2017 in Universitas Kristen Satya Wacana Salatiga. In this study, she investigated how motivation could help students and teachers in learning process. The participants of this study were 15 batch students who are studying English in the English Language Education Program of the Faculty of Language and Arts in Universitas Kristen Satya Wacana Salatiga. The questionnaire which was given to 124 participants used 20 statements regarding students’ reasons in learning English. The data collection was conducted using a questionnaire to find students highest motivation in learning English. According to the result, there are 6 statements that are categorized as highest motivation according to the Likert-scale measurements. First is statement number 20 which states the students’ reasons to learn English is to be able to communicate using it. Second highest statement number 5 states that studying English can be important for students because they will need it for their future career. Third highest statement number 6 states the students studied English because it will make them become a more knowledgeable person. Fourth highest statement number 11 which states that students believe that studying English will help them in their future study. Fifth highest statement number 15 states the students studied English because they just simply wanted to gain achievement in school. Last highest statement number 19 states the students studied English because they just simply wanted to earn a university degree.
The study about intrinsic and extrinsic motivation for learning English as a foreign language of Serbian students was conducted by Aleksandra Oletic (2014). The goal of this paper was to examine how the self-determination framework for L2 learning motivation extends to a group of Serbian language learners of English (Deci and Ryan, 2000). In this study she investigated intrinsic and extrinsic motivation of Serbian students of English, with the aim of answering the question whether or not the students are in intrinsically or extrinsically motivation and to what extend. The participants of this study are high school students and university students. The data collection was conducted using the Post-Experimental Intrinsic Inventory test and the method used for analyzing the results was descriptive statistics. According to the results, there are generally low levels of intrinsic motivation present among both high school and university students. It was expected that the results for Interest or Enjoyment would be more decisively in favor of university students, but this was not the case. The differences in motivation are minimal in relation.

**The Study**

**Context of the Study**

This study is a part of exploring students’ opinions of how the speaking for social purposes course motivated the students to speak more. English Language Education Program (ELEP) of the Faculty of Language and Arts (FLA) in Universitas Kristen Satya Wacana (UKSW), which is located in a small town in Central Java, Indonesia. The faculty has been modifying the teaching of speaking, recently by theories and has much activity to speak English in class.
This study was guided by the following research question: “How did the speaking for social purposes course motivate students to speak more?”. The main aim of this study was to further investigate students’ views toward speaking for social purposes course motivated the students to speak more. Hopefully, the results of this study could bring knowledge in term of speaking English motivation as a foreign language.

Participants

The participants of this research were 10 students of Angkatan 2017 from English Language Education Program in Faculty of Language and Arts UKSW Salatiga, who already took the Speaking for Social Purposes course in Semester 2 of the 2017-2018 Academic Year.

Research Methodology

This study was conducted with a qualitative method by interviewing ten students in the English Language Education program of the Faculty of Language and Arts, UKSW about their opinions and beliefs toward speaking for social purposes course motivated the students to speak more. Content analysis was done to analyze the data amongst the participants will be discussed and explained further from the results of the interviews.

Data Collection Method

In collecting the data, semi-structured interview was used and done in a face-to-face meeting with each student individually. Interviews were conducted and recorded once for each student and lasted for an average of 15-30 minutes. Beforehand, the researcher had done the piloting the questions with 5 student of angkatan 2016 from English Language Education
Program in Faculty of Language and Arts UKSW Salatiga, who already takes the Speaking for Social Purposes course, the result of the interview questions was appropriated and ensure the accuracy of the data gathered.

Data Collection Instrument

A semi-structured interview was used to collect the data. Ten participants from angkatan 2017 to gather the required data to answer the research question: How did the Speaking for Social Purposes course motivate students to speak more? The planned questions for the interview are:

1. When did you take the SFSP course?
2. What kind of problem did you face while speaking in English?
3. Do you think Speaking for Social Purposes course is helpful? How?
4. Do you think the materials and activities in the Speaking for Social Purposes course help you to speak more? How?
5. What material or activity do you think helped you the most to speak more?
6. Do you think the lecturer in the Speaking for Social Purposes course helped you to speak more? How?
7. Do you think your classmates in the Speaking for Social Purposes course helped you to speak more? How?
8. Are there any other factors that helped you speak more? Please explain.
9. Do you still feel the impacts of the Speaking for Social Purposes course up to now? How?
10.
Data Analysis Procedures

Transcriptions of the data were coded based on similar answers. The similar answers were then composed into groups and concluded based on the majority and background of each grammar teaching delivery.

Findings and Discussion

The interviews were done with ten students from angkatan 2017 who had passed Speaking for Social Purposes course of the Faculty of Language and art at UKSW (Universitas Kristen Satya Wacana). The result of the findings is to help the writer in answering the researcher question: How did the speaking for social purposes course motivate students to speak more? The interview results revealed three findings: (a) students' weaknesses, (b) factors that motivated students to speak more, and (c) the impact of the course for the students' after taking Speaking for Social Purposes.

In general, all the participants agreed that Speaking for Social Purposes course motivated the students' to improve their ability to speak in English because after taking this course the students still feel the impact of the course until now in students' performance and how to use the language correctly. In each participant also explaining why they are agreed with it. The course helps to build students' motivation and build their self-confidence in speaking English in front of people. The result is discussed further below:

Students’ Weaknesses

There are so many problems that you can face while speaking in English but, in this study, ten students who had passed Speaking for Social Purposes mentioned only three
problems in speaking English. The students were explaining the general problem that they faced while speaking in English. The students believed that the difficulties are: lacking of vocabulary, the pronunciations, and the grammar rules.

Figure 1. Students' Weaknesses in Speaking English based on the interview question “What kind of problem do you face while speaking in English?”

Figure 1 above shows the students weaknesses based on the question: Some of the students chose more than one weaknesses because they thought that those were the problems that they face while speaking In English. They believed that those difficulties made them reluctant to speak. Below is the statement by Participant 1, Participant 7, and Participant 8.

(Excerpt 1)

Biasanya seperti Vocabulary, karena kita tahu sendiri speaking itu harus banyak kata sedangkan vocabulary saya masih kurang, itu yang membuat saya kadang-kadang bingung mau bicara apa (Participant 8, 2019)

Usually vocabulary, as we know speaking must have a lot of the words but my vocabulary are still low, sometimes it will make me confused about what I'm going to say (Translated by the researcher)
Mainly is the grammar, since it is kind of difficult. There for when I speak, I do not pay attention to the grammar, as long as I speak fluently (Translated by the researcher)

The problem that I face while speaking in English it may be because the difficulty of the incorrect pronunciation, such as while and wild its almost the same sound (Translated by the researcher).

This interpretation is supported by Liu (2007) as “low English proficiency” (lack of vocabulary, grammar mistake, and pronunciations) where the students would not be able to speak more in classroom. In addition, Margareth (2011) stated that the biggest problem is in choosing preposition when made a statement (following the vocabulary) it would break their self-confidence and anxiety (as cited in Eveliana, 2016). Based on the data interview, some students thought that the problem they faced in speaking English was lacking of vocabulary. They believed that vocabulary helped them a lot in speaking English and helped them to build their self-confidence.

Factors that Motivated Students to Speak More

There are two factors that motivated students to speak more the factors were factors from inside the class and factors from outside of the class.
Factors from inside of the class. In this study, ten participants from angkatan 2017 believed that this Speaking for Social Purposes course can help the students' to speak more. Ten students stated that the roles of the lecturers and the classmates were helpful, especially in improving their ability to speak in English and their self-confidence. In addition, of the materials and the activities were provided to motivate the students to speak more.

![Bar chart showing factors that influence students to speak more](image)

Figure 2: Factors from inside of the class based on the questions:

- Do you think the lecturer in the Speaking for Social Purposes course helped you to speak more? How?

- Do you think your classmates in the Speaking for Social Purposes course helped you to speak more? How?

- Do you think the materials and activities in the Speaking for Social Purposes course help you to speak more? How?

- What material or activity do you think helped you the most to speak more?

Figure 2 above shows that the roles of the lecturer, classmates, and material or activities have the same level. The participants believed that the roles of the lecturer, classmates, and material or activities were helpful for them especially for improving speaking skill.
The roles of the lecturers. The roles of the lecturers will help the students to perform better (Speaking). This interpretation is supported in Ryan and Deci’s (2010) about “Extrinsic Motivation”, the students think that the teacher comment is a big motivation for them in helping build their ability to speak more in class. The students will be able to obtain the motivation through the lecturer comment. The participants believed that the comment would build the students’ ability to perform better, also the students could learn better from the lecturer, such as pronunciation, accent, and grammar. Below is the statement by Participant 2, Participant 4, and Participant 6.

(Excerpt 4)

_Sangat berperan sekali, terutama karena saya mengambil salah satu guru di kelas ini, beliau menggunakan acceent british accent dimana saya juga menggunakan accent itu juga yang mana itu dapat membantu saya meng-improve accent british saya juga_ (Participant 2, 2019).

It is because I took one lecture’s class for this course, she has British accent and I have that accent too, therefore it could help me to improve my british accent (Translated by the researcher)

(Excerpt 5)

_Tentu saja, contohnya bila ada mini role play dan perkataan saya ada yang salah maka dosen membantu membenarkanya. Membantu mengoreksi kembali kata-kata itu_ (Participant 4, 2019)

Of course, for example in role play, when I made mistakes in my speaking the lecture helped me to correct it (Translated by the researcher)

(Excerpt 6)

"Ya seperti apa yang kita baca kan tidak cukup, harus ada dosen yang menjelaskan dan mencotohkan pada kita_ (Participant 6, 2019)

What we read is not enough, there should be a lecture to explain and give example to use (Translated by the researcher)
**The roles of the classmates.** Most of the participants stated that the classmates were helpful in improving speaking skill, it was because they (friends) helped them a lot in correction and tried to solve problems together. It would be easier and make them more confident to share or consult to their friends to perform better. Below is the statement by Participant 6 and Participant 9.

(Excerpt 7)

"iya sangat membantu, karena saya butuh partn untuk berbicara, ada teman kan bisa saling mengoreksi (Participant 6, 2019)

It is very helpful because I need a partner to speak, if there is a friend we could correct each other (Translated by the researcher)

(Excerpt 8)

"iya, apalagi saat ada semacam roleplay dan kita menjadi orang lain kemudian melakukan small talk bersama teman, disitu teman sangat membantu, kalau temannya pasif kita harus lebih aktif, jadi kita bisa adaptasih sama teman (Participant 9, 2019)

Yes, especially when there is a kind of role play and we could be other person then we did small talk with friends. There friends role is very helpful. If those friends are passive we should be more active, therefore we should be able to adjust/adapt with our friends (Translated by the researcher)

**The roles of the materials or activities.** The students' motivation is not only from the lecturer and classmates but also from the materials and the activities that they (SFSP group) made. This interpretation is supported by Tamin & Grant (2013) “the activities can help the students to improve their knowledge and skills in speaking” where students would be able to practice speaking in English through activities and based the theory that the teachers given to students. In addition, SFSP syllabus (2017/2018) also mentioned that speaking for social purposes course helps the students to improve their ability to speak English through several
activity including a role-play, vocabulary review, and English fun fair. The data interview shows that ten participants were excited in choosing activity to motivate them in speaking English. From ten participants they choose a role-play for improving their ability to speak more because role-play could help them (the participants) to learn something new including the vocabulary use, pronunciation, and grammar and to help them to speak more in class (in English). Below is the statement by Participant 1, Participant 3, and Participant 5.

(Excerpt 9)

Sangat membantu, contohnya yang bermanfaat saat bermain role play sebagai manager hotel "bagaimana cara menanggapi orang lain jika ingin memesan hotel", ataupun menjadi pelayan restoran "gimana kita melayani seseorang dengan sopan", intinya kita bisa berbicara bahasa inggris dengan sopan (Participant 1, 2019)

It is helpful, for example when I did a role-play as a hotel manager how to respond to people who wants to check in (Translated by the researcher)

(Excerpt 10)

"Iya sangat membantu, terutama dalam bagaimana cara berbicara dengan sopan terhadap orang sekitar, saya belajar ini dari role play yang ada di kelas ini (Participant 3, 2019)

It is helpful, especially in how to speak politely to people around and I learnt this from role plays in this class (Translated by the researcher)

(Excerpt 11)

Karena setiap masuk kelas itu selalu ada role play, dan waktu di kegiatan role play itu kayak dikasih tau "ini lho yang harus kamu lakukan" dan itu sangat membantu sekali meningkatkan kemampuan berbicara dalam bahasa inggris (Participant 5, 2019)

Because there always be role plays and at that time we were taught what we should do and that was very helpful in improving my English speaking skill (Translated by the researcher)
Students' motivation in class came from the role of the lecturers, the role of the classmates, and the role of the materials or activities. The students were motivated to speak more because the course was designed with various activities that build students to speak more using English and also using appropriate language function and vocabulary in various social contexts (SFSP syllabus, 2017/2018).

Factors from outside of the class. In this study all the participants use the other factors outside the class to improve their speaking skill.

![Factors that Improve Students Skill in Speaking English](image)

Figure 3. Factor that improve students’ skill in speaking English outside the course based on the interview question “Are there any other factors that helped you speak more? Please explain”

Figure 3 above shows the factors that helped the students to speak more. The factors were not from Speaking for social purposes course but from students’ daily activities. This interpretation was supported Ryan and Deci’s (2000) as “Intrinsic Motivation”, the students thought that those factors were fun challenging in helping them to improve their speaking skill including the vocabulary, pronunciation, and grammar. Ten EFL students explained the ways that they (the participant) used to develop their ability to speak. From the data interview, the writer found the factors that improve students' skill in speaking English were
from a) Video, participants usually used the video to found the correct vocabulary, pronunciation, and grammar. b) Music, most of the participants used music to improve their vocabulary, pronunciation, and grammar. c) Internet, participants usually search anything about speaking skill and the appropriate word. d) Reading, some of the participants read English books to develop their skill in arranges the sentence when they were speaking English. e) Games, some of the participants used the sentence (in games conversation) to explore their ideas. Below is the statement by Participant 6 and Participant 5.

(Excerpt 12)

*Practice diluar kelas itu juga sangat membantu, biasanya saya mendengarkan lagu, membaca buku buat nambah vocabulary atau menambah sentence baru* (Participant 6, 2019)

Practicing outside the class is very helpful, usually I listened to some songs, read books to enrich my vocabulary or to learn new sentences (Translated by the researcher)

(Excerpt 13)

*Untuk meningkatkan berbicara bahasa inggris saya itu tentunya dari diri saya sendiri, yang lain biasanya saya melihat youtube untuk meningkatkan accent British saya dan lihat content di sosmed untuk meningkatkan sentence saya* (Participant 2, 2019)

To improve my English speaking skill, of course, it comes from my own self and usually I watch youtube to improve my british accent and read social media contents to improve my sentences (Translated by the researcher)

The other factors helped the students to encourage their ability to speak English such as vocabulary, pronunciation, and grammar. However, most of the participants stated that practicing in a role play from the course (SFSP) has better than only watch and listen to the videos or some songs.
The Impact of the Speaking for Social Purposes Course for the Students

In this study, all the participants still felt the impact of the course because they stated that after taking the course they still used the speaking skill for the other courses. Based on the course syllabus, the course were helped the students to communicate orally using the appropriate language functions and vocabulary in various social contexts (SFSP syllabus, 2017/2018). The course also helped the students to build their speaking skill, self-confidence, and an ability to speak English.

Figure 4. The impact of the course for students’ after taking speaking for social purposes based on the interview question “Do you still feel the impacts of the Speaking for Social Purposes course up to now? How?”

Figure 4 shows the results of ten participants angkatan 2017. They stated that the course gave them a lot of benefits in speaking context including students’ performance, building their self-confidence, fluency, increasing their vocabulary, and improving their grammar. Below are the statements by Participant 3 and Participant 5.
I still feel the impacts, because this teach me, like I said before how to speak in front of the crowd, not only the crowd but lso the lecture in the class, how to speak politely when doing presentation, like the opening as it was taught to me and how to respond and close the presentation (Translated by the researcher)

All participants still felt the impacts of the course and they have used the speaking skill from the SFSP course to the next courses. To the participants, the impacts of the course are useful in other courses and daily life.

**Conclusion**

The aim of the study is to investigate how the speaking for social purposes course program at FBS-UKSW helped the students’ in developing their ability to speak more. The interview results show students' weaknesses in speaking, factors that motivated students to speak more, and the impacts of the course for the students' after taking speaking for social purposes. Answering the research question, students’ ability to speak more were highly
influenced by the role of the teachers, classmates and materials or activities. The factor which helps the students the most to improve their willingness to speak more is the role-play activities. The participants could immediately use what they have learnt in this course. The participants are still feeling the impacts of the course because from their experience in SFSP course still help their performance in other course.

From the result of this study, Speaking for Social Purposes course seems to be helpful to develop students’ motivation to speak more. Moreover, this study could also help students to be active in this course to improve their speaking skill and self-confidence in speaking English. Besides, the course is already good and very helpful for the students in improving their speaking skill. Later on, the teacher may use this course to teach the students to speak more also teacher may encourage students to be active and give necessary feedback to help the students’ performance better.

The limitation of this study is about the result of the data. Although it can answer the research question, the data is not rich enough to dig further information. For further research the researcher suggests that the questions in the interviews be improved to get deeper information related to the topic. In addition, the interviewer should be able to ask appropriate follow up questions so as to get the required
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References


APPENDIX

The list of the interview questions

1. Kapan anda mengambil kelas SFSP? (When did you take the SFSP course?)

2. Masalah apa saja yang anda alami selama berbicara dalam bahasa inggris? (What kind of problem do you face while speaking in English?)

3. Menurut anda apakah kelas SFSP ini sangat membantu anda dalam meningkatkan cara berbicara dalam bahasa inggris? Bagaimana? (Do you think Speaking for Social Purposes course is helpful? How?)

4. Menurut anda apakah materi dan aktivitas yang diberikan di kelas SFSP ini dapat membantu anda dalam berbicara dalam bahasa inggris? Bagaimana? (Do you think the materials and activities in the Speaking for Social Purposes course helped you to speak more? How?)

5. Menurut anda Materi atau activity apa saja yang menurut anda sangat membantu anda meningkatkan cara berbicara dalam bahasa inggris? (What the material or activity do you think helped you the most to speak more?)

6. Menurut anda apakan dosen SFSP juga berperan membantu anda meningkatkan cara berbicara dalam bahasa inggris? Bagaimana? (Do you think the lecturer in the Speaking for Social Purposes course helped you to speak more? How?)

7. Menurut anda apakah teman sekelas anda juga berperan membantu anda meningkatkan cara berbicara dalam berbahasa inggris? Bagaimana? (Do you think your classmates in the Speaking for Social Purposes course helped you to speak more? How?)

8. Apakah ada faktor lain yang membantu anda meningkatkan cara berbicara dalam berbahasa inggris? Jelaskan? (Are there any other factors in the Speaking for Social Purposes course that helped you to speak more? Please explain.)

9. Apakah anda masih merasakan dampak dari kelas SFSP sampai sekarang? Bagaimana? (Do you still feel the impacts of the Speaking for Social Purposes course up to now? How?)