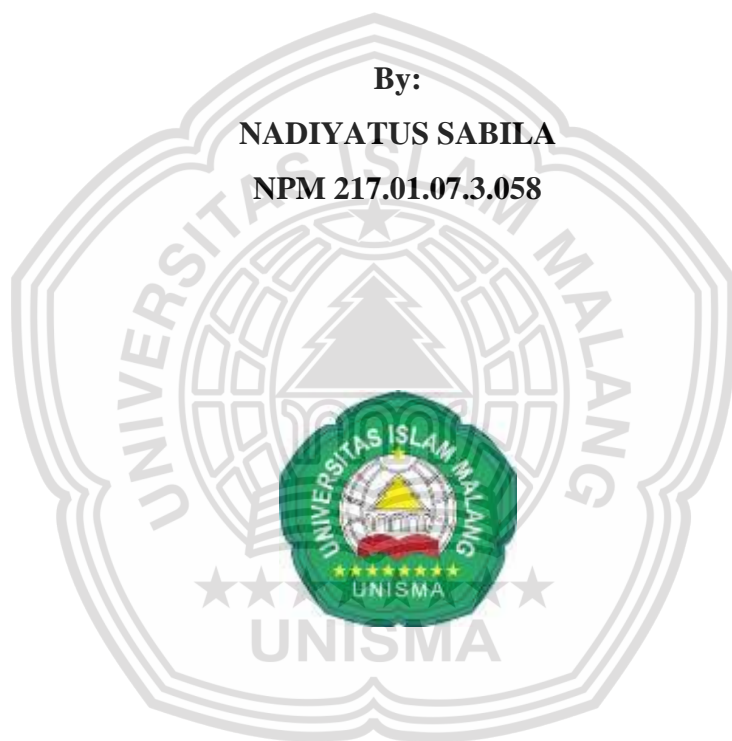# THE RELATIONSHIP BETWEEN EFL LEARNERS SATISFACTION WITHIN CLASSROOM ACTIVITY AND THEIR SPEAKING SKILL

SKRIPSI

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2024

ABSTRACT

The aim of this study is to measure the level of students' satisfaction in speaking classroom and to find the correlation between EFL classroom satisfaction and their speaking skills during online speaking class. This study analyzed students' satisfaction and their speaking scores to measure the relationship through quantitative approach. The respondents of this study were 60 undergraduate students from Speaking class of English Department, University of Islam Malang. The data was gained through questionnaires and analyzed with SPSS 20. The result showed that the overall mean of students' satisfaction is 3.4 which fall into medium category. The result showed that the instructors or teachers became the main factor that influenced students' satisfaction with mean 3.7. Followed by linguistics related items, education system and facilities related items, social related items, course book related items, and psychological related items. The second result of the study revealed that the significant value was .029 (<0.05) and it proved that the students speaking skills correlated with their speaking classroom satisfaction. To gain depth understanding on what factors that had highest influence on students' classroom satisfaction, the six subscales from questionnaire were measured to find the average scores. Even though this research proved that classroom satisfaction has correlation with students achievement, more research in classroom satisfaction needs to be studied for other three skills (listening, writing, and reading).

CHAPTER I

INTRODUCTION

This chapter presents a research foundation that includes background of the study, problem of the study, the objective of the study, scope and limitation, significant of the study, definition of key term.

1.1   Background of the Study

Language is the first knowledge that people acquire and acquiring a foreign or second language is nothing new for people who have been interested for a long time. Therefore, communication and connection are essential for successfully learn the new language (Ismiatun & Suhartoyo, 2022). they need to learn a language other than their first language for worldwide communication such as English. It is in line with Petiwi and Hidayanti (2022) who stated that global integration promoted English as language that is in used both for local and global communication.

English is an essential subject to learn because most information and technology uses English. English is a useful language for communicating with people worldwide because it is an international language. As one of the pivotal skill in language learning, speaking must be mastered by students. Excellent speaking ability, sometimes determine students' result in language learning, but the possibity to use English as daily communication tools is low (Mistar, Zuhairi, and Umamah, 2014).

"English is a foreign language in Indonesia. Indonesian people need to learn English because it is as a lingua-franca and as one of the most widely used foreign language in academics, politickks, business, trade, and the diplomatic circle." (Apriliyanti & Darliani, 2017)

In Indonesia, English is considered the favorite foreign language due to the increased use of English in everyday life and life. Therefore, speaking is a means of communication to convey meaning and thoughts. Speaking skill English as a means of international communication, effective interaction between people all over the world. By talking people can share information. Speaking may be a method of constructing that means that involves manufacturing, receiving and process data.

Speaking is a skill that students have in real life situations. Interactions are daily and most often based on impressions of the student's ability to speak fluently. Speaking is a common means of communication because it allows one person to respond to another directly and facilitates direct conversation. The most crucial component of studying a second or foreign language (EFL) is for students to become proficient speakers.

Secondly, foreign languages are often seen as the most difficult abilities. In order to assist EFL or ESL students in learning how to speak a foreign or second language, ELT theorists have attempted to devise necessary strategies (Arfae, 2020). As speech is the most fundamental form of communication, speaking English is preferred for those learning English as a foreign language or second language (EFL / ESL). Learners of languages occasionally gauge their progress in the language by how well they can

communicate verbally. Textbooks and teachers both use a hands-on approach that concentrates certain aspects of oral interactions. Speaking lessons are crucial to the development of EFL students' speaking abilities in the context of learning English as a foreign language (EFL), as EFL students have limited access to actual and authentic circumstances (Asakereh & Dehghannezhad, 2015).

The study by (Asakereh & Dehghannezhad, 2015) found that students' performance was influenced by their satisfaction within classroom activity. A reaserch by Prariwi and Hidayanti (2022) also stated that the environment of speaking classroom had an effect during class activity. In line with both reasearchers above, result study by Ismiatun (2018) who found out that less engaging clasroom activity made students unintesrested.

Student satisfaction with the room surroundings will indicate that acceptable teaching strategies and facilities square measure expeditiously used, EFL students' learning surroundings and its potential relationship to their language action. As the result, EFL student satisfaction learning outcomes were considered as essential factor to motivate EFL students to produce their utmost potentials and performances. Despite a number of significant results on this study, the current situation where students should conduct all the learning activities through online, may affect students' perception and the result may differ from the previous studies. Therefore, this study investigated the correlation of students' speaking and their classroom satisfaction under the title "The Relationship of EFL Learners Satisfaction Within Classroom Activity and Their

Speaking Skill" in order to know how classroom contentment influenced students' performances in online learning situation.

1.2 Problem of the Study

According on the background above, the researcher identifies the issue as follows:

1. How is the students' level of satisfaction to the classroom activities?

2. Is there any correlation between students' satisfactions to the classroom activities and their speaking achievement?

1.3 The Objective of the Study

The research's aim is to:

To describe the correlation between students satisfactions to the classroom activities and their speaking achievement.

1.4 Scope and Limitation of the Study

The scope of this study focuses on the fourth-semester students classroom satisfaction in speaking class at English education department, the University of Islam Malang. As for the limitations of this study, the researcher only investigated fourth-semester students on their classroom satisfaction of speaking course and excluded three other skill courses (reading, listening, writing).

1.5 Significance of the Study

Both teachers and students can benefit from the study's findings. First, students in an EFL classroom can enhance their speaking abilities and feel more satisfied with their

education. Different resources and activities in the speaking class might raise student satisfaction. It facilitates students' comprehension of the meaning of classroom management, especially in an EFL context, and helps them grasp the teacher's discipline.

Secondly, for the teachers, their perceptions of students and the classroom environment determine students speaking skills acquired from their EFL classes and how the class activity is carried out. The perceptions can have a positive impact on their activities in the classroom. In addition to adding to instructors' comprehension of the case and serving as a resource for instruction, it assists teachers in developing engaging and dynamic classroom management strategies and methods.

1.6 Definition of Key Terms

1. Relationship

Relationship is used to describe two or more concepts that have connection to each other. In this study, the relationship measured were the students' achievement or score with their satisfaction in their speaking classroom.

2. Speaking skill

Speaking skill is defined as the skill which allows us to communicate effectively. They give us the ability to convey information verbally and in a way that listeners can understand. Therefore, they need to learn communication skills to fulfill their ambitions, desires and goals. Communication skills play an important role and one must master these skills to get success in their respective fields.

3. EFL Students Classroom Satisfaction

EFL student satisfaction can be defined as indicating that satisfaction is a subjective perception, of how they feel about the learning experience and how their needs are met in the classroom. Satisfaction is also defined as a willingness to continue the learning process because personal expectations and needs are met in the classroom environment. In the context of this study, satisfaction is related to the EFL learner's conception of the actual learning environment.

4. Classroom Activity

Classroom activity is defined as students' action that they do during learnings or courses. Classroom activity promotes teacher-students and students-students interaction which and it provides learning through various ways. This study observed classroom activity on English speaking course and how it affects students' satisfaction.

5. EFL Learners

EFL is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language. in this study, the EFL learners were English Education Department students at University of Islam Malang who were on their 4th semester.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter concludes the result of this study, and the researcher also presents and suggestions for the teacher, student, future researcher.

5.1 Conclusion

As presented in the findings and discussion, this study investigates the students level of satisfaction and correlation between EFL learners' satisfaction within classroom and speaking skill of fourth-semester students of English Education Department at University of Islam Malang. In order to investigate the connection between students' speaking abilities and classroom pleasure, the researcher used quantitative research methods. Data were gathered via a survey and Pearson to determine the link between two variables, correlation was employed.

According to the first findings, the overall mean of students' satisfaction level is 3.4 which fall into medium category. It means that the students feel dissatisfied with some classroom aspect during speaking activity. The instructor or teacher had most effect on students speaking achievements with mean 3.7. The instructor or teacher aspect that related with teachers' roles during speaking classroom activity became the most influential factor in students' satisfaction followed by linguistic aspect, educational system and facility aspect. The last three subscales such social aspect, course book aspect and psychological aspect which fall in medium categories had

minor influence in students' satisfaction. It means that teachers have notable contribution to help students maximize their learning in speaking classroom.

Second result showed that EFL learners' satisfaction within classroom activity and speaking skill have a positive correlation with the significant value the significant value was .029 and Pearson correlation .283[*] and it fell into moderate satisfaction. It can be summarized that EFL students' satisfaction in their speaking classroom environment played essential role in students speaking achievements, and decent classroom environment helped students' to get higher achievement or scores.

5.2 Suggestion

Based on the finding and discussion of this research, the suggestions were given for the teacher and for the further researcher, as well.

1. For the English Teacher

Based on the result of this study, teacher or instructor is the most significant factor that influenced EFL students' satisfaction in classroom. Therefor it is required for teacher to have proper teaching training and classroom observation in order to help teacher setting up appropriate learning strategies that meet students' needs.

2. For Future Researcher

From the results of this study, researchers have some suggestions for further researchers that is about data retrieval. First, in this research, the researchers just analyze the classroom satisfaction in speaking classroom which means that the other three skill were not analyzed. The researcher encourages the further researcher to

conduct study in those area. Secondly, the researchers gets enough participants but hopefully for the next researcher, they can get more participants and make this study more specific. Second, data collection was done online through Google form because there was a covid-19 virus that caused all the learning process activities to be conducted online. It can be concluded that data collection is more efficient through offline rather than online.

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