

## ABSTRACT

Hapsari, Brigitta Shinta. 2017. *Using Self-monitoring Sheets to Improve Speaking Skills of Students of the English Language Education Study Program*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

As English teacher candidates, the students of English Language Education Study Program are required to master English speaking skills. There are various ways to improve speaking skills. One of them is through self-monitoring. The process of self-monitoring is abstract, so the process is implemented into self-monitoring sheets.

There are two research problems in this study, i.e. 1) What are the examples of self-monitoring sheets that are applicable to improve students' speaking skills? 2) What are students' perceptions on using self-monitoring sheets to improve their speaking skills?

The participants of the research were 29 students of Critical Listening and Speaking II, class A, semester 4, batch 2015. There were three instruments that were used to gather the data. The first one was self-monitoring sheets. The researcher produced two types of self-monitoring sheets. The first one was for weekly meetings, and the second one was for the progress test. The sheets were distributed to the students three times, and the data were compared. Next, the researcher distributed questionnaires. Last, the researcher chose five students to be interviewed, based on their responses to the questionnaires. The data from the instruments were integrated in the discussion to get deeper understanding of the research problems.

The findings showed that the sheets which were attached in Appendix 1 and Appendix 2 were applicable to improve students' speaking skills. In the sheets, there were some questions that required students to measure their own speaking performances, i.e. filling in percentages on their grammar quality. It allowed the students to be aware of their strengths and weaknesses in speaking. The sheets also required students to set some targets, i.e. on grammar, and vocabularies, which made students highly motivated to improve their speaking skills. Then, the students had positive responses toward the use of self-monitoring. At least, there were four good responses from the students, i.e. more than 80% students agreed that the sheets helped them in recording their data, and the sheets made them more responsible to improve their speaking ability. Thus, it can be concluded that self-monitoring sheets are effective to improve students' speaking skills.

Keywords: self-monitoring, self-monitoring sheets, speaking skills, perception.

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Sebagai calon guru Bahasa Inggris, mahasiswa Program Studi Pendidikan Bahasa Inggris dituntut untuk dapat berkomunikasi dalam Bahasa Inggris dengan baik. Ada berbagai cara untuk meningkatkan kemampuan berbicara. Salah satunya adalah dengan *self-monitoring*. *Self-monitoring* merupakan proses yang abstrak sehingga proses tersebut perlu diimplementasikan ke dalam lembar *self-monitoring*.

Dalam penelitian ini, peneliti menyusun dua buah rumusan masalah, yaitu 1) Apa saja contoh lembar *self-monitoring* yang dapat digunakan untuk meningkatkan kemampuan berbicara bahasa Inggris mahasiswa? 2) Bagaimana persepsi siswa terhadap penggunaan lembar *self-monitoring* untuk meningkatkan kemampuan berbicara bahasa Inggris mereka?

Objek dari penelitian ini adalah 29 mahasiswa kelas *Critical Listening and Speaking II*, kelas A, semester 4, angkatan 2015. Terdapat 3 instrumen yang digunakan dalam penelitian ini. Instrumen pertama adalah lembar *self-monitoring*. Peneliti membuat 2 tipe lembar *self-monitoring*. Tipe pertama adalah lembar *self-monitoring* untuk pertemuan mingguan, dan yang kedua merupakan lembar *self-monitoring* untuk ujian tengah semester. Lembar *self-monitoring* tersebut dibagikan kepada mahasiswa sebanyak tiga kali. Kemudian, peneliti membagikan kuesioner. Terakhir, peneliti memilih 5 mahasiswa untuk diwawancarai, berdasarkan jawaban mereka di kuesioner.

Hasil penelitian menunjukkan bahwa lembar *self-monitoring* yang terlampir di Lampiran 1 dan Lampiran 2 dapat diterapkan untuk mengembangkan kemampuan berbicara mahasiswa. Dalam lembar tersebut, terdapat beberapa pertanyaan yang menuntun siswa untuk mengukur kemampuan berbicara mereka, contohnya dengan mengisi persentase kualitas *grammar* mereka. Hal tersebut membuat mahasiswa menyadari kelemahan dan kelebihan mereka dalam berbicara. Lembar tersebut juga menuntun siswa untuk menetapkan target untuk beberapa aspek berbicara. Hal ini membuat siswa termotivasi untuk meningkatkan kemampuan mereka. Lalu, mahasiswa menunjukkan respon positif terhadap penggunaan lembar *self-monitoring*. Lebih dari 80% mahasiswa setuju bahwa penggunaan lembar tersebut membantu mereka dalam merekam data performa mereka dan membuat mereka lebih bertanggung jawab dalam meningkatkan kemampuan mereka. Maka, dapat disimpulkan bahwa penggunaan lembar *self-monitoring* efektif untuk meningkatkan kemampuan berbicara mahasiswa.

Keywords: self-monitoring, self-monitoring sheets, speaking skills, perception.