

APPENDICES

Appendix 1 Results of Validation Questionnaire

LEMBAR VALIDASI QUESTIONNAIRE

Nama Peneliti : Hesti Aprilia Sunarwanti
Judul : Sociocultural Background Factors towards Thai
Penelitian : Students' Speaking Skills at Muhammadiyah
University of Surabaya: An Analysis of Students'
Perspectives
NIM : 20181111044
Program Studi : S1 Pendidikan Bahasa Inggris

I. IDENTITAS VALIDATOR

Nama Peneliti : Ro'ifah, S. Pd., M. Pd.
NIP : 012.02.1.1980.18.249
Jabatan : Dosen Tetap Pendidikan Bahasa
Inggris FKIP
Instansi : Universitas Muhammadiyah Surabaya

II. PENGANTAR

Lembar validasi ini digunakan untuk memperoleh penilaian Bapak/Ibu sebagai validator terhadap angket penelitian sayayang berjudul *An Analysis of Sociocultural Background Factors towards Thailand Students' English Speaking Skill at Muhammadiyah University of Surabaya*. Saya ucapkan terima kasih atas kesediaan Bapak/Ibu menjadi validator dan mengisi lembar validasi ini.

III. PETUNJUK

Validator dimohon untuk memberikan skor pada setiap item pernyataan dengan memberikan tanda checklist (√) pada kolom dengan skala penilaian sebagai berikut :

5 = Sangat Baik 4 = Baik

3 = Cukup Baik 2 = Kurang Baik 1 = Tidak Baik

Apabila menurut validator ada yang perlu diperbaiki, mohon untuk memberikan kritik dan saran pada baris yang telah disediakan.

IV. PENILAIAN

Aspek	Indikator	Skala Penilaian					Ket
		1	2	3	4	5	
Kejelasan	1. Kejelasan judul angket			√			
	2. Kejelasan setiap butir pertanyaan				√		
	3. Kejelasan petunjuk pengisian angket			√			
Ketepatan isi	4. Ketepatan pertanyaan dengan jawaban yang diharapkan					√	
Relevansi	5. Pertanyaan berkaitan dengan tujuan penelitian					√	
	6. Pertanyaan sesuai dengan aspek yang ingin dicapai				√		
Kevalidan isi	7. Pertanyaan mengungkapkan informasi yang benar				√		
Tidak ada bias	8. Pertanyaan berisi satu gagasan yang lengkap				√		
Ketepatan Bahasa	9. Bahasa yang digunakan mudah dipahami				√		
	10. Bahasa yang digunakan efektif					√	
	11. Penulisan sesuai dengan EYD				√		

V. KOMENTAR DAN SARAN

Pemberian subjudul harus disesuaikan dengan kalimat yang dibuat berupa pertanyaan atau pernyataan. Pernyataan harus mengikuti kaidah bahasa Indonesia yang benar khususnya tanda baca. Tambahkan pernyataan terkait dengan kemampuan yang mempengaruhi speaking skill. Alangkah baiknya petunjuk disusun lebih detail dan item dibagi menjadi beberapa bagian (per-subjudul isi) sehingga memudahkan pemahaman responden.

VI. KESIMPULAN

Berdasarkan penilaian yang telah dilakukan, dimohon validator memberi tanda checklist (√) pada salah satu pilihan dibawah ini sesuai dengan penilaian yang diberikan.

Layak digunakan tanpa revisi

Layak digunakan dengan revisi

Tidak layak digunakan

Surabaya, 17 Juni 2022
Validator



Ro'ifah, S.Pd., M.Pd.
NIP. 012.02.1.1980.18.249

Appendix 2 Questionnaire

Appendix Questionnaire

Assalamualaikum Wr.Wb.

Let me introduce myself, I am Hesti Aprilia Sunarwanti, a student of English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Surabaya.

I am currently doing research to complete my final project **“Sociocultural Background Factors towards Thai Students’ Speaking Skills at Muhammadiyah University of Surabaya: An Analysis of Students’ Perspectives”**. In this regard, I request your availability to participate as a respondent.

The criteria for respondents that I need is :

- The students of Eight Semester from English Education Department at the Muhammadiyah University of Surabaya who come from Thailand.

All information and answers you provide will be kept confidential and only be use for research purposes.

Your participation is very valuable in this research. Thanks a million for your availability,

Sincerely,

Hesti Aprilia Sunarwanti

**An Analysis of Sociocultural Background Factors Towards
Thailand Students' English Speaking Skills at Muhammadiyah
University of Surabaya**

Please fill your identity first!

Full Name :	
NIM :	
Adress :	

CHARGING INSTRUCTIONS

1. Put a checkmark (☐) on the option that you think is the most appropriate.
2. Read each item carefully.
3. Fill in this questionnaire according to your actual situation.
4. There is no right or wrong answer.

Description for answer the questionnaire bellow :

Scale	Description
SA	Strongly Agree
A	Agree
N	Neutral
SD	Strongly Disagree
D	Disagree

NO	STATEMENTS	SCALE				
		SD	D	N	A	SA
I. Sociocultural						
A. Socioeconomic						
1.	Both of my parents work and earn a good living from their jobs.					
2.	My parents' income is categorized as middle to upper class.					
3.	Most of my siblings still need education in school.					
4.	Both of my parents have the same college degree.					
5.	My family is middle to lower social class.					
6.	My parents can support me by paying for my English course.					
7.	I've been to a foreign country other than Indonesia.					
B. Home Environment						
1.	I live in an urban area.					
2.	I rarely speak English at home.					
3.	My environment motivates me to speak in English.					
4.	Sometimes, my parents and I speak in English at home.					
5.	Ever since I was a child my parents helped me learn English.					
6.	Some people around me use English to speak.					
7.	I only speak English when I'm in class.					
C. Internet's Influence						
1.	I always use internet every day.					
2.	I use most of the internet to learn English.					
3.	I use several platforms to practice speaking English with foreigners.					
4.	I watch English materials from youtube videos to develop my speaking skills.					
5.	I like to do video call or live stream to speak English with foreigners.					
D. Private Speech						
1.	I often speak in front of the mirror to practice my English.					
2.	I use English to mumble to talk to myself.					

3.	When there is no partner to speak English, I like to speak alone.					
4.	I often speak English in silently.					
5.	I often speak English loudly to greet others.					
E. Self Efficacy						
1.	I feel confident to speak English in my daily life.					
2.	Even though people around me don't speak English, I'm confident to use it.					
3.	In my opinion my English speaking ability is quite good.					
II. Speaking Skills						
A. Vocabulary						
1.	The vocabulary that I have is still limited.					
2.	I speak English with basic vocabulary.					
3.	I have trouble finding vocabulary that I can use to speak English.					
4.	When other people speak to me, I can't understand it even in some words.					
5.	I rely heavily on using a dictionary to understand the meaning of English words.					
6.	I usually use google translate to speak English.					
B. Pronunciation						
1.	I speak English with clear pronunciation.					
2.	I can't understand what other people say.					
3.	My interlocutor can understand what I'm saying.					
4.	When speaking English, the problem I have comes from my pronunciation.					
C. Grammar						
1.	When speak English, I am confused about the grammar that I use.					
2.	The sentences that I say are always arranged correctly, so they are easy to understand.					
3.	I don't understand at all how to use correct grammar when speaking.					
4.	I speak without thinking about the grammar.					
5.	Grammar is an important foundation for my speaking.					
D. Fluency						
1.	In speaking English I need a few second pause to speak.					
2.	I can speak English quickly and clearly.					

3.	I think my English speaking ability is not fluent enough					
4.	When speaking English I try to speak continuously.					
E. Comprehension						
1.	I can listen other person speaking comprehensively.					
2.	When other people talk, I focus on the keywords that I hear.					
3.	I use gestures or body language when speaking English.					
4.	I can understand written English, but I can't understand spoken English.					

Appendix 3 Interview Question

1. What is your parent's occupation?
2. Can your parents support your needs in developing your English speaking skills? Such as sending you to the course or study abroad. Please explain it!
3. How many siblings do you have?
4. Does the number of siblings you have becomes a nuisance or does it become an encouragement for you to develop your English speaking skills? Please explain it!
5. What was your parents' last education?
6. Then can your parents help you or provide references (reading materials or related videos) for you to develop your English speaking skills? Please explain it!
7. How has your home environment played a role in developing your English speaking skills?
8. Does the use of the internet that you use help the process of developing your English speaking skills?
9. How do you use the internet to develop your English speaking skills?
10. Do you usually talk to yourself in English? Whether it's talking in front of the mirror or muttering to yourself while doing something.
11. Please describe how it happens!
12. Does getting used to speaking English to yourself make you more eager to improve your skills?
13. What do you think about your English speaking skills?
14. How do you feel when you speak English with other people?
15. Does your confidence in your English speaking skills motivate you to improve it?
16. Do you have any ability that needed to support your English speaking skill development? Such as public speaking, sociable or easy to get along with someone, response something quickly, fast learner or easy to catch new knowledge, etc.

Appendix 4 Data of Thai Students' Speaking Scores

Thailand Students' Scores of Public Speaking Class

No.	NIM	NAMA MAHASISWA	Nilai
1.	20181111065	ROKEEYOH TOHLEE	71.4333 [B]
2.	20181111066	MARISA BINLAH	48.2667 [C]
3.	20181111067	SOBARIYAH JUHENG	52.6333 [C]
4.	20181111069	WATCHARAKORN MAHAMAD	64.3333 [B]

Appendix 5 Journal of Thesis Guidance

KARTU KENDALI BIMBINGAN SKRIPSI

No.	Tanggal	Topik	Saran/Komentar	Pembimbing
1	2021-09-24	Menanyakan beberapa ide yang mungkin bisa digunakan untuk penelitian	Ide yang diajukan untuk penelitian dapat dilakukan dengan metode kualitatif dan menggunakan case study, jika kebingungan ide mana yang harus digunakan perlu mempertimbangkan passion yang dimiliki.	Sofi Yunianti 
2	2021-09-24	Ide dan rencana penelitian	Perlu membuat kerangka penelitian terlebih dahulu, sumber data penelitian harus berfokus pada bahasa Inggris, serta memikirkan ide penelitian yang ada dengan mempertimbangkan waktu yang diperlukan. bangan	Armeria Wijaya 
3	2021-10-12	Judul, Ide penelitian dan rumusan masalah.	Mempertimbangkan sociocultural yang bagaimana dan mempengaruhi aksen seperti apa dan mencari teori yang mendasari ide penelitian.	Sofi Yunianti 
4	2021-10-13	Kelanjutan rencana penelitian	Mencari previous studies yang relate dengan ide penelitian, lalu mencari informasi tentang classification of sociocultural background itu apa saja, dan membuat rancangan penelitian.	Armeria Wijaya 
5	2021-12-20	Judul dan rancangan penelitian	Mengubah konsep penelitian dari sociocultural menjadi lebih spesifik ke demografi, menggunakan previous study dari jurnal saja.	Sofi Yunianti 
6	2021-12-22	Judul dan rancangan penelitian	Tetap dengan konsep sociocultural background, menggunakan qualitative method dan mengumpulkan data dengan questionnaire.	Armeria Wijaya 
7	2022-01-31	Chapter I	Untuk menjawab research question no 2 sebaiknya didiskusikan lagi dengan dosen pembimbing 1 dan mencari teori dari seluruh element sociocultural	Sofi Yunianti 
8	2022-02-02	Chapter I	Merevisi grammatical error pada bab background of the study dan untuk menjawab research question no 2 sementara tetap menggunakan kuisisioner dulu, nanti di diskusikan lebih lanjut dengan dosen penguji saat sempro	Armeria Wijaya 
9	2022-02-06	Menanyakan cara mengutip statemen seseorang yang benar	Menggunakan mendeley yang di sambungkan pada word, jika mengutip statemen seseorang pada buku atau artikel orang lain menyebutkan keduanya.	Armeria Wijaya 
10	2022-03-23	Draft Bab I, II dan III	Keseluruhan sudah bagus, hanya saja perlu menambahkan definition of key term (karena wajib ada) pada bab I.	Armeria Wijaya 
11	2022-03-26	Draft Bab I, II dan III	Kalau dari judulnya, di bab II perlu dikategorikan apa saja aspek dari kemampuan speaking.	Sofi Yunianti 
12	2022-05-23	Revisi hasil seminar proposal	Merubah research question, melakukan revisi sesuai saran dari dosen penguji seminar proposal dan melanjutkan pembuatan kuisisioner.	Armeria Wijaya 
13	2022-05-25	Merevisi hasil seminar proposal	Merubah dan menambahkan alasan penelitian pada latar belakang, mencari contoh kuisisioner demografi dan melakukan revisi sesuai saran dosen penguji seminar proposal.	Sofi Yunianti 
14	2022-05-31	Teknis validasi kuisisioner	Validasi kuisisioner dilakukan dosen ahli dan cukup satu orang saja, lebih baik ke dosen linguistik. Kuisisioner perlu divalidasi terlebih dahulu sebelum disebarakan pada subjek penelitian.	Armeria Wijaya 
15	2022-06-08	Hasil revisi final draft 3 BAB dan kuisisioner sociocultural	Hasil revisi sudah ok, sedangkan untuk kuisisioner sociocultural ada beberapa poin yang perlu diubah dan ditambahi.	Armeria Wijaya 

16	2022-06-13	Hasil revisi kuisisioner sociocultural, draft kuisisioner speaking skills dan validator alternatif	Revisi kuisisioner sociocultural sudah oke, untuk kuisisioner speaking skill masih ada beberapa poin yang kurang jelas dan perlu diperbaiki. Berhubung dosen yang disarankan tidak berkenan, maka ke 2 dosen alternatif pengajar speaking saja.	Armeria Wijaya	
17	2022-06-17	Mengkonsultasikan Hasil revisi final draft 3 BAB, kuisisioner sociocultural dan speaking skills	Jika sudah sesuai teori yang tercantum maka keseluruhan sudah ok, hanya saja perlu ditambahkan pada kuisisioner sociocultural poin private speech. Segera menyiapkan pertanyaan interview dan divalidasi.	Sofi Yunianti	
18	2022-06-20	Data nilai speaking	Sebaiknya minta semua nilai mata kuliah speaking, mulai dari speaking for daily - public speaking	Armeria Wijaya	
19	2022-06-28	BAB 4	Perbedaan hasil penemuan dari 2 metode pengumpulan data dijabarkan juga pada diskusi bab 4	Sofi Yunianti	
20	2022-06-30	Draft skripsi BAB 1-5	Sudah bisa daftar sidang, hanya saja perlu melengkapi cover, acknowledge, dan appendix	Armeria Wijaya	
21	2022-06-30	Draft skripsi BAB 1-5	Boleh lanjut daftar sidang	Sofi Yunianti	
22	2022-07-27	BAB 4	Dalam menjabarkan hasil penemuan digunakan tabel yang menunjukkan persentase hasil kuisisioner setiap responden	Armeria Wijaya	

Activate Windows

Appendix 6 Results of Plagiarism Check

Skripsi Hesti Aprilia Sunarwanti

ORIGINALITY REPORT

6 %	%	2 %	5 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Universitas Muria Kudus Student Paper	1 %
2	Submitted to Universitas Putera Batam Student Paper	1 %
3	Submitted to Grand Canyon University Student Paper	1 %
4	Submitted to UM Surabaya Student Paper	<1 %
5	Guofang Li. "Home environment and second - language acquisition: the importance of family capital", British Journal of Sociology of Education, 2007 Publication	<1 %
6	Submitted to University of Melbourne Student Paper	<1 %
7	Submitted to Langston University Student Paper	<1 %
8	Hsieh, P.H.P.. "Implications from self-efficacy and attribution theories for an understanding	<1 %

of undergraduates' motivation in a foreign language course", Contemporary Educational Psychology, 200810

Publication

9	Submitted to University of Brighton Student Paper	<1%
10	Aa Qona'atun. "THE USAGE FACTORS OF CODE SWITCHING IN TEACHING INTERACTION OF ENGLISH CLASS", Journal of English Language Teaching and Literature (JELTL), 2018 Publication	<1%
11	Submitted to Victoria University of Wellington Student Paper	<1%
12	Submitted to University of Birmingham Student Paper	<1%
13	Submitted to University of Sydney Student Paper	<1%
14	Submitted to Universitas Mataram Student Paper	<1%
15	Submitted to Inonu University Student Paper	<1%
16	Elif Tokdemir Demirel, Zeynep Baser. "chapter 11 Examination of Speaking Test Performance in Structured Group Tasks", IGI Global, 2021 Publication	<1%

17	Submitted to Ho Chi Minh City Open University Student Paper	<1 %
18	Submitted to The University of the South Pacific Student Paper	<1 %
19	Submitted to Universitas Samudra Student Paper	<1 %
20	"Psychology of Language and Thought", Springer Science and Business Media LLC, 1980 Publication	<1 %
21	Ai Munawaroh. "THE USE OF COOPERATIVE LEARNING TO IMPROVE STUDENTS' ABILITY IN READING COMPREHENSION IN MTS NURUL BAROKAH 2017", Jurnal JOEPALLT (Journal of English Pedagogy, Linguistics, Literature, and Teaching), 2017 Publication	<1 %
22	RAHIMI, Ali and ABEDINI, Atiyeh. "The Interface between EFL Learners' Self-Efficacy Concerning Listening Comprehension and Listening Proficiency", Tubitak, 2009. Publication	<1 %
23	Submitted to Universitas Negeri Jakarta Student Paper	<1 %