

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

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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).

Keywords: Speaking Skill, EFL Students Satisfaction, Classroom Activity

INTRODUCTION

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 possibility 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. research by Prariwi and Hidayanti (2022) also stated that the environment of speaking classroom had an effect during class activity. In line with both researchers above, result study by Ismiatun (2018) who found out that less engaging classroom activity made students uninterested.

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:

1. How is the students' level of satisfaction in classroom activity?
2. Is there any correlation between students' satisfaction to the classroom activities?

METHOD

The researcher used quantitative approach. Through the analysis of the correlation between two variables, objective theories were tested through quantitative research. In turn, these variables can be monitored, typically with an instrument, allowing statistical techniques to be applied to the data analysis. In order to determine the association between EFL learners' satisfaction within classroom and speaking skill, the researcher gathered and statistically analyzed data from the instrument of EFL learners' satisfaction within classroom and speaking score.

The students from English Department, Faculty of Teacher Training and Education were used as participants of the study. The participants were 60 of 4th semester students who took English speaking class. Instrument of the study was used as tool to obtain the data needed. The instrument of this study used Student Satisfaction with Speaking Classes questionnaire developed by Rahimi & Abedini (2009) adapted by Wang et al. (2013), and Saeidi & Ebrahimi Frashchi (2012) and translated into Bahasa Indonesia by Integrated Laboratory Faculty. The Indonesian translation of this questionnaire has been validated by SAC of University of Islam Malang. This research questionnaire consists of 38 items, based on a Likert scale ranging from one (very unsatisfactory) to five (very satisfactory). The questionnaire

also covers 6 subscales that was analyzed to find which subscales had the biggest influence to students.

The first data analyzing was analyzed using Microsoft Excel to find the average score of six subscales and to find the most influential factor that affect students' satisfaction. The interpretation of the average scores of six subscales is explained as follows:

Table 1 The interpretation of subscales

Size	Explanation
High	If the mean is 3.45 – 5.00
Medium	If the mean is 2.45 – 3.44
Low	If the mean is 1.00- .2.44

Source : Oxford, L. R. (1990).

Further explanation of the table 1 is, it is considered the most influential factor or high if the mean is 3.45 – 5.00, medium if the mean is between 2.45 and 3.44 and low or does not affect students' satisfaction if it is between 1.00 – 2.44.

The second data analysis used Pearson Product Moment from IBM SPSS 20 to make easy in calculating correlation. Based on Mistar (2013) in his book "Statistic for ELT Studies" to interpret the result on SPSS, in term of size the relationship between two variables may be one of the following categories.

Table 2 The correlation between two variables of the following categories.

Size	Explanation
Very high (very strong)	If the coefficient is higher than .80 ($0.80 < r$)
High (strong)	If the coefficient is between .60 and .80 ($0.60 < r \leq 0.80$)
Moderate	If the coefficient is between .40 and .60 ($0.20 < r \leq 0.40$)
Very low (very weak)	If the coefficient is lower than .20 ($r \leq 0.20$)

FINDINGS AND DISCUSSION

The students' independent variable (X) of this study is the level of EFL students' satisfaction to the classroom activity and dependent variable (Y) is students' speaking score. To obtain the data of independent variable (X), the researcher gave questionnaire to 60 students as a sample.

The EFL classroom satisfaction questionnaire data was measured using Microsoft Excel to find the average of each subscale. This step was used to gain depth understanding on what subscales that had highest influence on students' satisfaction. Learners' satisfaction result of EFL speaking classroom satisfaction and their speaking skills is displayed in table 3.

Table 3 The Subscales of EFL Learners Satisfaction within Classroom Activity and Speaking Skill

Dimensions	Means	Interpretation
Instructor Related Items	3.7	High
Linguistic Related Items	3.6	High
Educational System and Facility Related Items	3.5	High
Psychological Related Items	3.4	Medium
Social Related Items	3.3	Medium
Course Book Related Items	3.0	Medium
Overall	3.4	Medium

In Table 3, it showed that Instructor related items became the highest related items in term of EFL students' classroom satisfaction with the mean 3.7. It can be concluded that teachers or instructor viewed as essential role to help students improve their speaking, followed by linguistic with 3.6, educational system and facility with mean 3.5. The last three subscales, social related items with mean 3.3, psychological related items with mean 3.4 and course book with mean 3.0. Finally. The overall mean is 3.4. which implies that the students' satisfaction on their speaking classroom is on medium level. This mean that students sometimes feel displeased with some speaking classroom aspects.

The second step was analyzing the correlation between the classroom satisfaction and students' speaking skill. The researcher used Pearson correlation to find the relationship between these two variables. The result is displayed below on table 4.

Table 4 the Correlation between EFL Learners Satisfaction within Classroom Activity and Speaking Skill

Correlations			EFL Classroom	
			Satisfaction	Speaking Skill
EFL Satisfaction	Classroom	Pearson Correlation	1	.283*
		Sig. (2-tailed)		.029
		N	60	60
Speaking Skill		Pearson Correlation	.283*	1
		Sig. (2-tailed)	.029	
		N	60	60

*. Correlation is significant at the 0.05 level (2-tailed).

Based on Table 4, it showed that the significant value was .029 (< 0.05) and Pearson Correlation .283*. Based on the analysis above, it can be claimed that there was significant relationship between EFL classroom satisfaction and their speaking skill and the result was significant at 0.05 level. The Pearson correlation showed the score was .283* and based on the correlation categories in table 2, it can be concluded that the correlation of two variable were on moderate level. This means that there is correlation between EFL learners speaking classroom satisfaction and their speaking score.

This study was carried out to measure the relationship between EFL speaking classroom satisfaction and their speaking. The objective of this study was to observe the correlation between EFL students' classroom satisfaction with students speaking skill. The researcher used Microsoft Excel to measure the average score

of six subscales from questionnaire and SPSS 20.0 version to analyze the data and to find out students' satisfaction to classroom. The first finding showed that overall mean is 3.4, which implies it falls into medium, and the highest subscale is Instructor or teacher related items with mean 3.7. The overall mean indicates that students' satisfaction level was in medium category that sometimes they feel satisfied with the speaking classroom. The second result of this study showed that there was positive relationship between EFL classroom satisfaction and their speaking skill. The results of this study were in line with previous research conducted by Askareh and Dehghannezhad (2015), Gray and Diroleto (2016) and Qutob (2018) who found significant correlation between Students satisfaction in speaking classroom and their speaking performances. All the previous studies showed similar result that highlighted the essential role of precise classroom environment to boost students' outcomes.

Research by Gray and Diroleto (2016) and Qutob (2018) also confirmed that teacher or instructor took crucial part to help students' achievement. In line with previous studies, this study also included six subscales to investigate what dimensions that dominated in students' classroom satisfaction and found out that instructor or teacher related items claimed to be the most influential dimension that affected students' satisfaction in speaking classroom even though the learning process conducted in online environment. The same result also appeared on online language learning research conducted Thach and Nguyen (2021) who discovered that instructor or teacher related items became important point in students' classroom satisfaction. It showed that proper speaking environment and motivation

helped students in their speaking improvements (Qutob, 2018). Bergil (2016) also noted that excellent instructor and learning environment shaped students' performances. Teachers must provide a classroom activity that promote students' active participation and activeness (Zuhairi & Mistar, 2023). It can be stated that teacher or instructor played essential role in providing classroom environment where they helped students to reach their potential.

Another subscale that became second major dimension of students' satisfaction in speaking classroom was linguistic related items. This dimension of classroom satisfaction related with vocabulary, idioms, proverb and expression acquired during speaking activity and improvement of pronunciation and fluency played crucial role in students' classroom satisfaction. This result also similar with study carried out by Qotub (2018) who found that acquired vocabulary was one aspect that made students most satisfied with their speaking classroom.

Although some similarities existed from previous and current studies, there was opposite result that came up from study by Bergil (2016) and Qutob (2018) who claimed that learning material became one vital aspect of students' satisfaction in classroom. In his study, the result occurred to have low mean in course book related item or course material among other subscales. This result might happen since the 4th semester students were not provided course book for speaking class. Despite did not bring major contribution in EFL speaking classroom satisfaction in this study, these aspects of classroom satisfaction like educational system and facility aspect, social aspect, course book aspect and psychological aspect must be taken

into account and analyzed by education stakeholder (Askareh & Dehghannezhad, 2015).

To sum up, this research executed to examine the correlation between EFL classroom satisfaction with their speaking skill and the result demonstrated positive relationship between those two variables. Referring from this study result, the students' satisfaction with their speaking classroom activity must be a concern for instructor or teacher. EFL speaking instructor or teacher played essential role to help and to motivate students with their speaking activity and gave them appropriate linguistic material so that they can improve their performance and achievements. Teacher should pay more attention to some subscales like educational system and facility aspect, social aspect, course book aspect and psychological aspect, therefore the EFL students' satisfaction toward speaking classroom activity can be boosted.

CONCLUSION AND SUGGESTION

As presented in the findings and discussion, this study investigates the 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 instructors or teachers 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*. It can be summarized that EFL student satisfaction in their speaking classroom environment played essential role in students speaking achievements.

Then, some suggestions will be given based on result of the study. First suggestion is for teacher or instructor. Teacher or Instructor is the most significant factor that influenced EFL students' satisfaction in classroom. Therefore 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.

The last suggestion is for further researcher. The writer has 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 researcher 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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APPENDIX : Student satisfaction with speaking classes questionnaire
Angket kepuasan siswa terhadap mata kuliah *Speaking*

Ket:

STP: Sangat Tidak Puas, TP: Tidak Puas, N: Netral, P: Puas, SP: Sangat Puas

Questionnaire adapted from Asakereh and Dehghannezhad 2015

NO	Seberapa Puaskah Anda Terhadap :	STP	TP	N	P	SP
1.	Saya merasa puas dengan kosakata Bahasa Inggris yang saya pelajari pada mata kuliah <i>speaking</i>					
2.	Saya merasa puas dengan dampak mata kuliah <i>speaking</i> terhadap peningkatan pengucapan Bahasa Inggris saya					
3.	Saya merasa puas dengan dampak mata kuliah <i>speaking</i> pada akurasi berbicara saya dalam Bahasa Inggris					
4.	Saya merasa puas dengan dampak mata kuliah <i>speaking</i> yang saya ikuti pada peningkatan kefasihan dalam berbicara Bahasa Inggris					
5.	Saya merasa puas dengan dampak mata kuliah <i>speaking</i> yang saya ikuti pada kemampuan untuk berdiskusi dalam Bahasa Inggris					
6.	Saya merasa puas dengan mata kuliah <i>speaking</i> yang saya ikuti terhadap pengetahuan tentang kata/frasa idomatik, kolokasi, dan peribahasa dalam bahasa Inggris					
7.	Saya merasa puas dengan suasana perkuliahan <i>speaking</i> yang saya ikuti					
8.	Saya merasa puas dengan tingkat kepercayaan diri saya dalam berbicara Bahasa Inggris saat mengikuti mata kuliah <i>speaking</i>					
9.	Saya merasa puas dengan pemanfaatan pengetahuan yang telah saya pelajari pada mata kuliah <i>speaking</i> untuk komunikasi sehari-hari					
10.	Saya merasa puas dengan kerjasama antara saya dan teman sekelas pada mata kuliah <i>speaking</i>					
11.	Saya merasa puas dengan reaksi teman sekelas terhadap kesalahan yang saya perbuat saat mata kuliah <i>speaking</i>					
12.	Saya merasa puas dengan kesempatan berbicara dalam bahasa Inggris dengan teman sekelas dan dosen saat mata kuliah <i>speaking</i>					
13.	Saya merasa puas dengan dampak mata kuliah <i>speaking</i> pada kemampuan saya untuk berkomunikasi dengan penutur asli Bahasa Inggris					
14.	Saya merasa puas dengan tingkat kecakapan berbicara bahasa Inggris teman sekelas					

15.	Saya merasa puas dengan buku kuliah <i>speaking</i> yang di sarankan kepada saya
16.	Saya merasa puas dengan kecukupan dan efisiensi latihan berbicara dalam buku kuliah <i>speaking</i>
17.	Saya merasa puas dengan motivasi dosen untuk mengajar mata kuliah <i>speaking</i>
18.	Saya merasa puas dengan bantuan dosen ketika saya menghadapi masalah dalam berbicara pada saat mengikuti mata kuliah <i>speaking</i>
19.	Saya merasa puas dengan cara dosen saya mengevaluasi keterampilan berbicara bahasa Inggris
20.	Saya merasa puas dengan akses untuk komunikasi dengan dosen setelah waktu kuliah <i>speaking</i>
21.	Saya merasa puas dengan aktivitas berbicara yang diminta oleh dosen saat mata kuliah <i>speaking</i>
22.	Saya merasa puas dengan metode dosen saat menggunakan fasilitas audio-visual dikelas mata kuliah <i>speaking</i>
23.	Saya merasa puas dengan penjelasan dosen dan klarifikasinya dalam aspek budaya Bahasa Inggris
24.	Saya merasa puas dengan keseimbangan penggunaan bahasa Inggris dan Indonesia yang diterapkan dosen pada saat mata kuliah <i>speaking</i> berlangsung
25.	Saya merasa puas dengan masukan dosen terkait kesalahan dalam ucapan bahasa Inggris
26.	Saya merasa puas dengan tugas berbicara bahasa Inggris yang diberikan dosen
27.	Saya merasa puas dengan materi tambahan seperti buku cerita, CD bahasa, yang disarankan oleh dosen mata kuliah <i>speaking</i> kepada siswa
28.	Saya merasa puas dengan lamanya waktu yang diberikan oleh dosenmu untuk kegiatan belajar berbicara
29.	Saya merasa puas dengan metode pengajaran dosen mata kuliah <i>speaking</i>
30.	Saya merasa puas dengan hubungan dengan dosen mata kuliah <i>speaking</i>
31.	Saya merasa puas dengan logat bahasa Inggris dosen mata kuliah <i>speaking</i>
32.	Saya merasa puas dengan dorongan untuk berbicara Bahasa Inggris yang didapatkan dari dosen mata kuliah <i>speaking</i>
33.	Saya merasa puas dengan topik yang diberikan dosen mata kuliah <i>speaking</i> dikelas untuk didiskusikan
34.	Saya merasa puas dengan kontribusi mata kuliah <i>speaking</i> dalam mengatasi kelemahan pada keterampilan berbicara

Bahasa Inggris	
35.	Saya merasa puas dengan efisiensi dan kecukupan fasilitas audio-visual yang digunakan dikelas mata kuliah <i>speaking</i>
36.	Saya merasa puas dengan jumlah siswa dikelas mata kuliah <i>speaking</i>
37.	Saya merasa puas dengan lamanya waktu yang disediakan untuk mata kuliah <i>speaking</i>
38.	Saya merasa puas dengan kondisi fisik kelas mata kuliah <i>speaking</i>