

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Results

1. Students' Educational Background in Joining Online Speaking Class at BI English Course

In the exploration of enrollment trends within the BI English Course's online speaking classes, the focus of attention revolved around the diverse educational backgrounds of the students. This investigation delved into the factors that influenced students' decisions to engage in those virtual courses, ultimately shedding light on how varying academic experiences intersected with the pursuit of enhancing spoken English skills. This was vital as one's educational background could influence numerous aspects within a student's learning process and overall development. By grasping the educational level a student had reached, researcher could pinpoint potential challenges or specific needs that might have arisen within an educational context. This information could aid schools and educators in tailoring teaching strategies appropriate to the student's comprehension level, identifying any disparities in academic achievements, and formulating effective support programs. Moreover, delving into students' educational backgrounds could provide insights into the factors impacting academic success and potential trajectories for their educational and career pursuits.

Based on the parents' answered, their introduction to English and their son's early language learning experiences, including the Monkey Stories and Duolingo, significantly influenced his educational background and decision to enroll in the BI English Course. This influence was particularly pronounced due to the emphasis on memorizing Al-Qur'an at his Islamic Boarding School, which didn't prioritize active English speaking. Meanwhile the school background which does not use English as the language of instruction. Nevertheless, their children's language mastery and skills remained exceptional despite limited exposure to spoken English at home. Below were

the responses from parents regarding their child's educational background:

The following was the respon from Mom A:

“Ketika dia masih kecil saya mengenalkan tentang bahasa Inggris kemudian dia mulai belajar bahasa Inggris dari Monkey Stories setelah itu belajar tentang kosakata dari Duolingo. Kemudian saya mengambil kursus BI English Course untuk anak saya agar dia memiliki passion atau skill tentang bahasa Inggris. Selain itu untuk persiapan masuk Pesantren”. (When he was child I introduced him about English then he started learning English from Monkey Stories after that learned about vocabularies from Duolingo. Then I took course BI English Course for my son so he has passion or skill about English. Besides that for preparing to enter Islamic Boarding School)¹

Meanwhile, mom Rz gave an overview of her child's educational background:

“Sekolahnya menekankan pada hafalan Al-Qur'an. Jadi pihak sekolah tidak menekankan untuk aktif berbicara bahasa Inggris karena kurikulum unggulan di sekolah tersebut adalah tahfidz atau menghafal Al-Qur'an. Saya dan suami juga tidak aktif berbicara bahasa Inggris di rumah, namun anak saya memiliki kemampuan verbal yang baik ketika ia masih kecil. Penguasaan bahasa anak saya juga sangat baik”. (The school emphasizes memorizing Al-Qur'an. So the school does not emphasize to speak English actively because the superior curriculum at that school is tahfidz or memorizing Al-Qur'an. I and my husband are not actively speak English at home, but my son has good verbal skills when he was child. My child's mastery of the language is also very good.²

¹ M.A, The interview from the researcher, June 01st, 2023, Interview 3 transcript

² M.Rz, The interview from the researcher, June 01st, 2023, Interview 4 transcript

Besides that, mom Gr explained briefly about her daughter's educational background:

“Anak saya sekolah di SD 29 DP, kelas 6. Di sekolah anak saya tidak menggunakan bahasa Inggris sebagai bahasa pengantarnya. Oleh karena itu saya berinisiatif mendaftarkan anak saya ke BI English Course agar dia punya kemampuan bahasa Inggris terutama di bidang speaking.” (My child is studying at SD 29 DP, sixth grade. My daughter's school does not use English as the language of instruction. Therefore, I took the initiative to register my daughter in BI English Course so that she would have English skill, especially speaking skill)³

The responses from mom A, mom Rz and mom Gr provided valuable insights into their respective children's past educational backgrounds and language learning experiences. Mom A had highlighted her efforts to introduce English to her child at a young age through platforms like Monkey Stories and Duolingo. She had also emphasized enrolling her child in the BI English Course to foster a passion and skill for English, in addition to mentioning preparation for an Islamic Boarding School.

On the other hand, mom Rz had explained that their school had prioritized memorizing Al-Qur'an, leading to a focus on that rather than active English speaking. Despite not actively speaking English at home, she had noted her child's strong verbal skills from an early age. The response had also highlighted Rz's excellent language mastery.

Besides that, mom Gr also explained that at her daughter's school does not use English as the language instruction, this is the reason mom Gr enrolled her daughter in BI English Course so that her daughter has English skills, especially speaking skills.

Several responses had provided contrasting perspectives on language learning within different past educational contexts and family environments. As

³ M.Gr, The interview from the researcher, June 01st, 2023, Interview 4 transcript

researcher, these responses had opened avenues for further exploration into the impact of early language exposure, the balance between religious education and language proficiency, and the roles of schools and families in shaping language skills.

Understanding whether a student had participated in programs specifically designed to enhance speaking skills provided researcher with valuable information regarding the student's exposure to diverse learning environments and the extent to which they were encouraged to refine their communication proficiencies. Additionally, this line of questioning helped in assessing the potential impact of such programs on a student's self-confidence, articulation skills, and overall academic growth up to that point in time. Based on the parents' answer, their child has attended a school or educational program that focused on public speaking and speaking skills, specifically the BI English Course:

This was the following respon from mom A about taking course at BI English course, stated bellow:

"Iya. Program pertama yang diikuti anak saya adalah BI English Course". (Yes, he has. The first program that my son joined is BI English Course).⁴

The response provided by mom A and mom Gr indicated that their child, A, had indeed participated in an educational program focused on public speaking and speaking skills. Specifically, they mentioned the program "BI English Course" as the first program their child joined. This response offered valuable information to researcher, shedding light on A's exposure to a program tailored to enhance his communication abilities.

Researcher questioned parents about their child's educational background and its potential relevance to having joined online speaking classes. This helped to understand parents' perceptions of how prior education could have assisted their child in such courses, shedding

⁴ M.A, The interview from the researcher, June 01st, 2023, Interview 3 transcript

light on their expectations and beliefs about the connection between past learning and new online learning environments. This inquiry uncovered the link between perceived educational value and parents' confidence in their child's ability to succeed in digital learning contexts. Based on the parents' answer, they are confident that their child's educational background will be beneficial for them when they join online speaking classes, considering the information that their school does not use English as the medium of instruction.

The response provided by mom A, affirming that her child's educational background would indeed be beneficial for joining online speaking classes, indicates a positive outlook on the potential alignment between her child's past education and the new learning endeavor. While the response was concise, it implied that mom A recognized the value of her child's prior educational experiences in contributing to success in online speaking classes. This acknowledgment suggested a belief in the transferability of skills and knowledge acquired in traditional educational settings to the digital learning context. As researcher, this response offered an initial glimpse into parents' perceptions of the synergy between their child's educational foundation and the specific skill development targeted by online speaking classes. Further exploration could delve into the specific aspects of A's educational background that mom A believed would support her child's performance in the online speaking classes.

On the other hand, mom Gr's response conveyed a different viewpoint. She expressed that her daughter's school, which did not use English as the language of instruction, might not provide the necessary foundation for successful participation in online speaking classes. This perspective emphasized the potential challenges arising from a lack of alignment between the language used in the school environment and the language required for online speaking classes.

Inquiring about the student's past grade provided a baseline for assessing their academic level and age,

facilitating the context for further discussions. Moreover, asking about the student's previous school offered insights into their educational background, any transitions they might have undergone, and potential shifts in teaching methods, curriculum, and learning environments. This information was vital for researcher to comprehend the factors that might have influenced a student's learning experiences, achievements, and potential challenges in their current academic setting. Based on the students' answer, the students are currently studying at different schools and in various grade levels.

Below were responses from students who took online speaking class at BI English Course:

“Saya belajar di SDIT HU, kelas empat”. (I am studying at SDIT HU, fourth grade.)⁵

“Saya belajar di SDIT EH, kelas 2”. (I am studying at SDIT EH, second grade.)⁶

“Saya belajar di SD 29 DP, kelas 6”. (I am studying at SD 29 DP, sixth grade.)⁷

These responses had offered insights into the students' past grade levels, the schools they had attended, and potentially the locations of their schools. The information was useful for researcher to understand the diverse educational contexts in which these students had been situated. It could have also contributed to exploring potential differences or similarities in their past learning experiences, educational environments, and academic achievements.

⁵ A, The interview from the researcher, June 01st, 2023, Interview 6 transcript

⁶ Rz, The interview from the researcher, June 01st, 2023, Interview 7 transcript

⁷ Gr, The interview from the researcher, June 01st, 2023, Interview 8 transcript

2. Students' Interpersonal Skills in Joining Online Speaking Class at BI English Course

The focal point of this investigation delved into the proficiency of students' interpersonal skills within the context of participating in online speaking classes. This study aimed to unravel the dynamics of how students engaged, interacted, and communicated effectively through digital platforms, specifically within the framework of the BI English Course. In this pursuit, a comprehensive understanding of how students adapted their social and communicative capabilities to the virtual learning environment became paramount. The subsequent sections scrutinized the nuanced interplay between students' interpersonal aptitude and their successful engagement in online speaking classes, shedding light on the multifaceted dimensions of this intricate landscape.

Educators' perspectives were invaluable in identifying the specific interpersonal skills that students found difficult to navigate in the digital learning environment. As individuals who directly interacted with students, teachers were able to shed light on recurring issues such as active participation, effective communication, managing virtual interactions, maintaining engagement, and adapting to the nuances of online communication platforms. Their observations provided researcher with a clearer understanding of the hurdles students faced, facilitating the development of strategies and recommendations to enhance students' proficiency in these essential interpersonal skills within the context of online speaking classes. Based the teachers' answer, educators highlighted that students often struggle with common interpersonal skills when joining online speaking classes, such as active participation, effective communication, managing virtual interactions, maintaining engagement, adapting to the nuances of online communication platforms, collaborating with friends, asking for materials from the tutor, giving their opinion, and having good communication with their friends while also learning how to respect them.

Those were responses from teachers regarding the common interpersonal skill possessed by their students:

“Colaborate with their friends, asking the materials to the tutor, give the opinion”.⁸

“Having good communication with their friends, and from doing that communication I can know how to respect their friends”.⁹

The responses from Mr. Am and Miss Av provided valuable insights into the common interpersonal skills that students tended to struggle with when participating in online speaking classes. Mr. Am had highlighted the challenges students faced in collaborating with their peers, seeking assistance from the tutor, and expressing their opinions. These observations had suggested that students might have encountered difficulties in group dynamics, seeking clarification, and articulating their thoughts effectively during online discussions.

Miss Av's response had emphasized the importance of good communication among students, particularly in maintaining respectful interactions. Her insights had underlined that students might have encountered challenges in maintaining clear and respectful communication when engaging in online discussions and activities.

Understanding the strategies used by educators to gauge students' abilities in areas such as effective communication, collaboration, active participation, and respectful engagement provided valuable insights into the pedagogical approach of fostering holistic skill development. Exploring these assessment techniques shed light on the practical aspects of evaluating interpersonal skills and offered a comprehensive view of how educators tailored their evaluation methods to the unique challenges

⁸ Am, The interview from the researcher, May 31st, 2023, Interview 1 transcript

⁹ Av, The interview from the researcher, May 31st, 2023, Interview 2 transcript

and opportunities presented by speaking classes. This information aided researcher in understanding the alignment between pedagogical intentions, assessment practices, and the overall development of students' interpersonal skills in the context of speaking classes. Based on the teachers' answer, they assess students based on their habits in the class, how they treat their friends, their approach to learning the lesson, and their respect for their tutor, even when students are practicing, and especially when they have questions about the lessons.

"Usually from their habit, by seeing their friends' activeness then my students will follow their friend."¹⁰

The response from Miss Av provided valuable insight into her perspective on assessing changes in students' interpersonal skills over time. Miss Av's approach to noticing changes in students' interpersonal skills is grounded in observing their habits. She mentioned that she gauged these changes by observing the students' level of engagement, particularly by looking at the activeness of their friends. This suggests that Miss Av believed that students' interactions with their peers played a significant role in influencing their own interpersonal skills development. The notion that students learn from each other's behavior highlights the importance of social interactions and peer influence in shaping interpersonal abilities.

Parents were integral observers of their child's growth trajectory, and their insights provided a valuable window into the changes they perceived in their child's communication, collaboration, and social interaction abilities. This question prompted parents to reflect on the child's interactions with peers, teachers, and the learning environment as a whole. Additionally, it offered researcher a holistic view of how parental involvement, external influences, and school dynamics collectively contributed to shaping a student's interpersonal competencies. The

¹⁰ Av, The interview from the researcher, May 31st, 2023, Interview 2 transcript

information gathered from parents shed light on the evolution of these skills from the parental standpoint and contributed to a more comprehensive understanding of the factors influencing students' interpersonal development. Based on the parents' answer, they believe that their child's interpersonal skills have indeed improved. Their child exhibits good interaction with friends, displays self-confidence, and even demonstrates leadership qualities at school. Additionally, they express hope that their daughter will continue to communicate effectively with others. This perspective highlights the role of parental observations and aspirations in understanding the development of their child's interpersonal skills.

The responses about their child's interpersonal skills from parents are stated below:

“Ya, menurut saya begitu. Anak saya memiliki interaksi yang baik dengan teman-teman lainnya”. (Yes, I think so. My son has good interaction with other friends.)¹¹

“Ya, karena anak saya punya rasa percaya diri, otomatis dia punya sisi kepemimpinan ketika di sekolahnya”. (Yes, I think so. Because my son has self-confident, he automatically has a leadership side when he is in his school”.)¹²

“Ya, menurutku begitu. Saya berharap putri saya dapat berkomunikasi dengan baik dengan orang lain”. (Yes, I think so. I hope my daughter can communicate well with others)¹³

The responses from the parents provided insightful information about the students' interactions within the speaking class and beyond. Mom A mentioned that her son

¹¹ M.A, The interview from the researcher, June 01st, 2023, Interview 3 transcript

¹² M.Rz, The interview from the researcher, June 01st, 2023, Interview 4 transcript

¹³ M.Gr, The interview from the researcher, June 01st, 2023, Interview 5 transcript

had positive interactions with his friends, indicating that he was comfortable in his social interactions within the class. Mom Rz's response was more elaborate, highlighting that her son not only had good interactions with friends but also with seniors, teachers, and even the security guard. This suggested a well-rounded ability to engage with various individuals and across different contexts.

These responses indicated that the students had a strong foundation in interpersonal communication skills, extending their interactions to peers, authority figures, and even individuals in different roles within the school environment. Such positive interactions likely contributed to their overall social development and confidence in expressing themselves verbally. It was evident that the parents had actively engaged with their children to understand their experiences, which could have significantly aided the researcher in gaining a comprehensive understanding of how students navigated social interactions in an educational setting.

The researcher posed the above question to students with the intention of gaining insight into their attitudes and emotions regarding collaboration within their speaking class. This inquiry was driven by the researcher's interest in understanding how students perceived and experienced working together with their peers in a speaking context. By asking students about their feelings regarding collaboration, the researcher aimed to uncover whether students viewed collaborative activities positively or if they had any concerns or reservations. This information was crucial in comprehending the role of teamwork and interpersonal skills in the development of their verbal communication abilities. The responses provided by students could have shed light on the level of comfort, engagement, and effectiveness they experienced when working collaboratively, enabling the researcher to tailor teaching methods and classroom dynamics to better suit the students' preferences and needs. Based on the students' answers, it is evident that they enjoy collaborating with their friends, find it beneficial in terms of speed and ease of work, and have a positive view of

working in groups. This information is valuable in understanding the role of teamwork and interpersonal skills in the development of their verbal communication abilities and can help tailor teaching methods to better suit their preferences and needs.

Below are responses from students who join online speaking class regarding collaboration in the classroom:

“Saya sangat suka berkolaborasi dengan teman-teman saya”. (I really like collaborating with my friends.)¹⁴

“Saya sangat suka berkolaborasi dengan teman-teman karena saya merasa nyaman bekerja dalam kelompok, karena lebih cepat selesai”. (I really like collaborating with my friends because I feel good working in groups, because it finishes faster.)¹⁵

“Saya sangat suka berkolaborasi dengan teman-teman karena bekerja dalam kelompok lebih mudah”. (I really like collaborating with my friends because it’s even easier to work on a group)¹⁶

The responses from the students provided valuable insights into their perspectives on collaboration within the speaking class. A's response indicated a positive sentiment towards collaboration, although no specific reasons were provided. Rz's response was more detailed, expressing a strong preference for collaboration due to the efficiency it brought to completing tasks. This suggested that Rz valued teamwork for its ability to expedite work completion. Gr's response similarly showed enthusiasm for collaboration, highlighting that working in a group made tasks even easier.

¹⁴ A, The interview from the researcher, June 01st, 2023, Interview 6 transcript

¹⁵ Rz, The interview from the researcher, June 01st, 2023, Interview 7 transcript

¹⁶ Gr, The interview from the researcher, June 01st, 2023, Interview 8 transcript

These responses collectively reflected the students' favorable attitude towards collaborative activities in the speaking class. The students' appreciation for teamwork not only indicated their comfort with working alongside peers but also suggested that they recognized the benefits of shared efforts, such as quicker task completion and increased ease in tackling assignments. The researcher could have used these insights to further enhance the classroom environment and teaching strategies, ensuring that collaborative activities aligned with students' preferences and effectively contributed to their development of verbal communication skills.

This inquiry stemmed from the researcher's curiosity about the various methods and approaches students adopted to ensure clear and impactful communication with their peers. By asking students to reflect on their communication strategies, the researcher aimed to uncover the techniques students found most effective in conveying their ideas, collaborating efficiently, and engaging their classmates during group activities and presentations. The information gathered from students' responses could have provided valuable insights into the range of communication skills students possessed and the techniques that contributed to their success in these situations. With this understanding, the researcher could have provided targeted guidance and support to help students further develop their communication abilities and succeed in collaborative learning environments. Based on students' answer, one effective strategy involves attentive listening during presentations, followed by constructive feedback in the form of questions, suggestions, or criticism. This insight can guide the researcher in providing targeted guidance and support to help students further develop their communication abilities and excel in collaborative learning environments.

This is following a response from student regarding respect for their friends who are doing a presentation in class:

“Ketika teman saya melakukan presentasi, saya akan mendengarkannya dengan seksama. Setelah

presentasi selesai saya akan menanggapi dalam bentuk pertanyaan, saran atau kritik". (When my friends do presentations, I will listen them carefully. After the presentation is finished I will respond them in the form of questions, suggestions or criticism.)¹⁷

The response from A provided valuable insights into the communication strategies employed by the student during class activities and presentations. A's approach of actively listening to his friends' presentations showcased his attentiveness and engagement in the learning process. Additionally, A's practice of responding with questions, suggestions, or criticism indicated his commitment to constructive communication. By posing questions, A not only showed his interest in understanding the content but also encouraged further discussion. Furthermore, his willingness to provide suggestions and criticism demonstrated his involvement in improving the quality of his peers' work.

A's approach aligned well with effective communication practices, as he not only focused on understanding his classmates' content but also contributed to their growth by offering valuable feedback. The researcher could have learned from A's example to highlight the importance of active listening, thoughtful engagement, and constructive feedback in the context of collaborative activities and presentations.

¹⁷ A, The interview from the researcher, June 01st, 2023, Interview 6 transcript

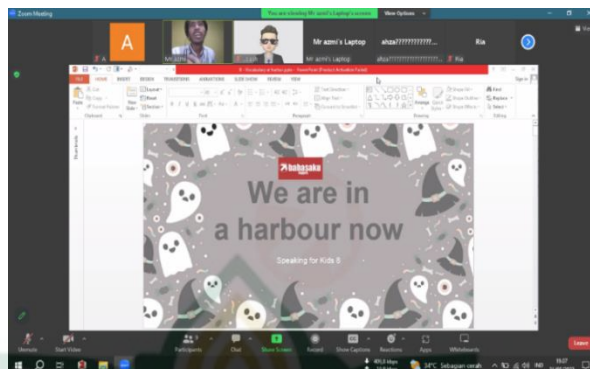


Figure 1 Mr. Am Class¹⁸

Based on the picture above, it can be seen that Mr. Am, as a teacher, is honing the interpersonal skills of his students, where it is known that differences in interpersonal skills can have an impact on the personal and professional development of students. In the picture, Mr. Am appears to be giving instructions to his students in the classroom, facilitating interactions among them, and providing constructive feedback.

Differences in interpersonal skills, such as communication, teamwork, and empathy, can have a significant impact on students' lives. In the context of personal development, strong interpersonal skills can help students build healthy relationships and acquire the necessary social support in their daily lives. They can learn to communicate better, listen, and understand others, making them more effective in resolving conflicts.

Therefore, Mr. Am's efforts to sharpen students' interpersonal skills are an important step in equipping them with the tools needed for success in their personal lives, especially in learning English.

¹⁸ Observation in SFK 8 at BI English Course

3. The Impact of Students' Educational Backgrounds and Interpersonal Skills on Their Speaking Skill

The exploration delved into the dynamic interplay between students' educational backgrounds and their interpersonal skills, examining their collective influence on the development of effective speaking abilities. This investigation sought to unravel the intricate connections between the prior academic experiences of students and their capacity to communicate verbally, shedding light on how different educational trajectories and social competencies intersected to shape their proficiency in spoken expression. Through this exploration, a deeper comprehension of the multifaceted factors contributing to students' speaking skills was uncovered, leading to insights that held significance for both educational approaches and individual growth.

This inquiry stemmed from the researcher's interest in understanding the methods and strategies educators employed to tailor their teaching to the unique needs of each student. By asking teachers about their methods for discerning individual educational needs, the researcher aimed to uncover the techniques used to address potential disparities in students' prior learning experiences and competencies. Furthermore, this investigation sought to understand how teachers adapted their instructional methods to foster an inclusive and supportive learning environment, promoting effective learning outcomes for all students. The responses provided by teachers contributed to a more comprehensive understanding of the strategies employed in recognizing and catering to students' varied educational backgrounds, ultimately aiding in the advancement of more equitable and effective educational practices. Based on the teacher's answer, the researcher acknowledged the challenges in identifying students' individual educational needs, suggesting a focus on assessing their activeness, speaking ability, and confidence to speak in front of the class.

Below are responses from teacher regarding how to identify their students' educational needs:

“It’s difficult to identify their educational needs, perhaps we can identify their activeness and ability to speak, and practice their speaking skill. Their confident to speak in front of the class.”¹⁹

Mr. Am's response provided valuable insights into his approach for identifying the individual educational needs of students, particularly those from diverse educational backgrounds. His acknowledgment that it could be challenging to pinpoint these needs reflected the complexity of catering to various learning experiences. Mr. Am's suggestion to assess students' activeness, speaking ability, and confidence to speak in front of the class showcased his recognition of the significance of communication skills and engagement. This approach indicated an emphasis on practical, hands-on assessment methods that could help reveal students' capabilities and areas of improvement.

Mr. Am's strategy aligned well with the nature of speaking skills and their importance in a learning environment. By evaluating students' activeness, speaking prowess, and confidence, he appeared to prioritize practical communication abilities that could transcend diverse educational backgrounds. This approach could have proved beneficial in gauging students' progress and tailoring teaching methods to enhance their speaking skills, thereby fostering a more inclusive and supportive classroom atmosphere.

Researcher wanted to know how students' educational backgrounds influenced their speaking skills. This question assisted in understanding whether previous experiences with different languages and cultures had an impact on students' speaking abilities. This research also helped educators adapt teaching methods and ensure all students had equal opportunities to develop speaking skills, regardless of their backgrounds. Based on the teachers' answer, it is clear that a student's educational background,

¹⁹ Am, The interview from the researcher, May 31st, 2023, Interview 1 transcript

including previous speaking class exposure and exposure to other languages and cultures, does indeed impact their ability to develop their speaking skills in class.

The teacher's response regarding the previous class affect speaking skill in the class:

*"Yes, of course it will affect their ability to develop their speaking skill in their class."*²⁰

The teacher's statement demonstrated a good understanding of the impact of that influence on students' speaking abilities in the class. Considering that language is a skill that continues to evolve, changes in the communication environment could have affected students' ability to develop their speaking skills.

By asking teachers to reflect on their students' educational backgrounds, the researcher aimed to uncover any common patterns or trends that could have influenced students' abilities, confidence levels, and overall engagement during speaking exercises. This investigation sought to provide a holistic view of how students' educational backgrounds shaped their readiness for a speaking class and how educators could have tailored their instructional strategies to address specific needs. The responses provided by teachers could have offered valuable insights into the interplay between educational backgrounds and speaking class outcomes, contributing to the development of targeted teaching approaches that foster inclusivity and skill enhancement for all students. Based on the teacher's answer, they expect their students to be active and eager to practice their speaking skills, even though their English proficiency may not be very high. However, they also noted that some students may struggle with shyness and a fear of making mistakes.

Below are the teacher's expectations for students who join online speaking class:

²⁰ Am, The interview from the researcher, May 31st, 2023, Interview 1 transcript

“I expect they are active and practice their speaking skill. Although their English is not really good the main point is they want to practice their English. Perhaps the weakness is sometimes they are shy and afraid of making mistakes.”²¹

Mr. Am's response provided a comprehensive perspective on the potential strengths and weaknesses that could have been anticipated from students with diverse educational backgrounds in a speaking class. His anticipation that students were active and practiced their speaking skills highlighted his recognition of the importance of engagement and practical application. Moreover, his acknowledgment that students might not have had strong English skills but were eager to practice revealed his understanding of the students' willingness to improve.

Mr. Am's identification of shyness and fear of making mistakes as potential weaknesses reflected a perceptive assessment of the psychological barriers that some students might have faced. His acknowledgement of these challenges suggested his awareness of the need to create a supportive and nonjudgmental environment that encouraged participation.

Mr. Am's response showed a thoughtful consideration of both the strengths and potential challenges that students might have brought to a speaking class. This information could have guided instructional strategies and interventions aimed at bolstering students' confidence, participation, and language skills within a diverse classroom setting.

By asking teachers about their goals for students' speaking skills, the researcher aimed to uncover the distinct priorities and aspirations that guided instructional approaches. This investigation sought to reveal how educators tailored their teaching methodologies to foster effective verbal communication, considering the diversity of students' educational backgrounds and individual

²¹ Am, The interview from the researcher, May 31st, 2023, Interview 1 transcript

capabilities. The responses provided by teachers offered valuable insights into the alignment between instructional goals and the desired outcomes of the speaking class, contributing to a comprehensive understanding of teaching strategies that encouraged students' growth, confidence, and proficiency in oral communication. Based on the teachers' answer, teachers mentioned that the important goal is to encourage students to practice and improve their speaking skills, with an emphasis on building confidence and overcoming shyness. They believe that by fostering confidence, students will become more proficient in speaking, even if their fluency is not yet at an advanced level. Additionally, some teachers set short-term goals, such as building confidence in the first week and encouraging students to speak in front of the class in the second week.

Those are following responses from teachers regarding their goals in speaking class:

“The important one that they want to practice, and also they are good at arranging and various of sentences”²²

“The first I want to make my students become confident and don't be shy. If they are confident so it means they can speak English. Although their speaking is not really good and not really fluent the main point they want to speak up. The goal for the first week is make my students confident. The goal for the second week is make my students speak up in front of the class.”²³

The responses from Mr. Am and Miss Av provided insightful viewpoints on the potential strengths and goals in a speaking class for students with diverse educational backgrounds. Mr. Am highlighted the

²² Am, The interview from the researcher, May 31st, 2023, Interview 1 transcript

²³ Av, The interview from the researcher, May 31st, 2023, Interview 2 transcript

importance of students' willingness to practice and their proficiency in constructing various sentence structures, indicating a positive inclination toward active engagement and linguistic versatility.

Miss Av's response echoed a strong focus on building students' confidence and overcoming shyness as primary goals. Her emphasis on confidence aligned with the understanding that a comfortable and secure environment encouraged students to express themselves freely. Her two-week plan, aimed at gradually fostering confidence and public speaking skills, showcased a thoughtful and strategic approach to addressing potential weaknesses.

Both teachers' responses reflected a deep understanding of the nuances involved in teaching students with varied backgrounds in a speaking class. Mr. Am's observation of students' readiness to practice and sentence structuring skills underscored their potential strengths, while Miss Av's emphasis on building confidence and promoting active participation acknowledged key areas to address. The educators' insights could have significantly influenced instructional strategies, fostering a supportive environment for students' growth in both their language proficiency and communication skills.

By inquiring about the role of interpersonal skills, the researcher sought to shed light on how students' abilities to communicate effectively, work harmoniously in groups, and assume leadership roles could enhance their confidence and engagement during speaking activities. This investigation delved into the broader context in which students learned to articulate their thoughts and ideas, recognizing the importance of collaboration and interaction in bolstering their oral communication skills. The responses provided by educators provided invaluable insights into the connections between interpersonal competencies and students' active involvement, ultimately contributing to a deeper understanding of the factors that contributed to successful participation in speaking exercises. Based on the teacher's answer that these skills play a significant role, especially when students observe

their peers being active in the class, which tends to motivate them to follow suit. This positive influence results in increased overall classroom activity.

Below are responses from teachers regarding the impact of their interpersonal skills o speaking skill:

“Of course, it affect. Especially when they show their friends active in the class then they will follow it. And the impact is make all of students active”²⁴

“Of course, it affect.”²⁵

The responses from both Mr. Am and Miss Av provided valuable insights into the significant role of interpersonal skills in fostering students' active participation during speaking activities. Their shared sentiment that students were influenced by the active engagement of their peers highlighted the contagious nature of positive behaviors within a classroom setting. This observation underscored the importance of modeling behaviors, particularly in the context of communication, collaboration, and leadership, as it could inspire other students to follow suit.

Moreover, their recognition that the impact of such behaviors led to increased overall activity among all students further emphasized the positive influence of interpersonal skills. The teachers' responses indicated their awareness of the domino effect that occurred when students observed and emulated positive communication and collaboration practices demonstrated by their peers.

These responses offered valuable insights into the social dynamics at play within the classroom and how interpersonal skills contributed to a more vibrant and engaged learning environment. The educators' perspectives underscored the pivotal role of peer influence in shaping student behaviors and suggested the potential for

²⁴ Am, The interview from the researcher, May 31st, 2023, Interview 1 transcript

²⁵ Miss Av, The interview from the researcher, May 31st, 2023, Interview 2 transcript

intentionally fostering a culture of active participation through these skills.

The researcher posed the aforementioned question to parents of students as they sought to explore the potential changes in their children's ability to communicate effectively both within and outside the classroom. This inquiry arose from the researcher's curiosity about the possible developments in students' communication skills over time. By engaging parents in reflecting on their observations, the researcher aimed to uncover any discernible shifts in how students interacted, expressed themselves, and engaged with others. This investigation sought to understand whether the educational context and various interactions influenced the refinement of students' communication abilities. The responses provided by parents could offer insights into the broader impact of education on students' communication skills, shedding light on the transferability of these skills beyond the classroom setting. Ultimately, this inquiry contributed to a more comprehensive understanding of the role of education in shaping students' effective communication skills for various life contexts. Based on the parents' answer, parents have indeed noticed notable changes in their children's communication skills. For example, one parent mentioned that their son, who used to be shy, has become very confident. Another parent highlighted their child's good communication skills, not only with peers but also with people of different age groups, emphasizing their ability to communicate and interact effectively, and how their child is friendly and approachable to others.

The responses from parents regarding the development of their child's interpersonal skills:

*"Ya. Mungkin anak saya yang tadinya pemalu dan sekarang sangat percaya diri". (Yes, I have. Perhaps my son who was shy and now he is very confident)*²⁶

²⁶ M.A, The interview from the researcher, June 01st, 2023, Interview 3 transcript

"Ya, anak saya memiliki komunikasi yang baik, tidak hanya dengan usianya tetapi juga dengan orang yang lebih tua darinya. Ia dapat berkomunikasi dan berinteraksi dengan baik. Karena hampir semua orang dia kenal dan dia ramah terhadap orang lain".
(Yes, I have. Perhaps my son has good communication, not only with his age but also with people older than him. He can communicate and interact well. Because almost everyone he knows and he is friendly to others)²⁷

The responses provided by mom A and mom Rz offered valuable insights into the potential changes observed by parents in their children's ability to communicate effectively. Mom A's response highlighted a significant transformation in her son's confidence levels, as he transitioned from shyness to newfound assurance. This change indicated the positive impact of the educational environment on A's self-expression and social interaction skills.

Similarly, mom Rz's response demonstrated a noteworthy development in her son's communication abilities. Rz's competence in interacting not only with peers but also with individuals of varying ages reflected a broadened skill set. His ability to communicate well, coupled with his friendly demeanor, suggested that the educational experiences had fostered his social aptitude and interpersonal skills.

Both responses underscored the pivotal role of education in shaping students' communication competence beyond just the classroom context. The observations made by parents reflected the positive outcomes of schooling on their children's confidence, social interactions, and communication skills in diverse settings. These insights contributed to a comprehensive understanding of the educational journey's influence on students' holistic development and effective communication abilities.

²⁷ M.Rz, The interview from the researcher, June 01st, 2023, Interview 4 transcript

By asking parents to contemplate the future impact, the researcher aimed to uncover how parents envisioned their child's enhanced communication and collaboration abilities as a result of their participation in the speaking class. This investigation sought to understand whether parents recognized the broader life skills cultivated through such classes, such as effective communication and collaborative aptitude. The responses provided by parents offered valuable insights into the link between educational experiences and the development of crucial skills that extended beyond academic settings, ultimately contributing to students' holistic growth and their readiness for future interpersonal challenges. Based on the parents' answer, parents believe that their child's experience in the class will have a positive impact, as it will improve their ability to communicate and collaborate with others. For example, one parent mentioned that their son's class experience will be beneficial for his future interactions. Another parent highlighted that their daughter's experience will boost her confidence in speaking English in public, help her make friends, and effectively communicate with new people, ultimately preparing her for a future where she won't feel afraid or awkward in such situations.

Below are responses from parents regarding the impact of taking previous speaking classes on their child's speaking skill:

“Ya, menurutku begitu. Karena pengalaman anak saya di kelas akan memberikan dampak yang baik untuk berkomunikasi dan berkolaborasi dengan semua orang di masa depan”. Yes, I think so. Because my son's experience in his class it will give good impact to communicate and collaborate with everyone in the future.”²⁸

“Pastinya melatih keberanian anak saya berbicara bahasa Inggris di depan umum, belajar berteman dan

²⁸ M.Rz, The interview from the researcher, June 01st, 2023, Interview 4 transcript

berkomunikasi dengan orang baru. Supaya kelak di kemudian hari dia tidak takut atau canggung". (Definitely train my daughter's courage to speak English in front of public, learn to make friends and communicate with new people. So that later in the future she would not be afraid or awkward).²⁹

The responses from mom A and mom Gr offered valuable insights into the perceived benefits of their children's speaking class experiences for their future communication and collaboration skills. Mom A's acknowledgment that her son's classroom experiences would have a positive impact on his ability to communicate and collaborate resonated with the notion that effective communication and teamwork skills acquired during school years are transferable to various real-life situations. Her response implied that she recognized the broader implications of the skills cultivated in the speaking class.

Likewise, mom Gr's response highlighted the multifaceted benefits of the speaking class for her daughter. Her emphasis on the development of courage to speak in public, making friends, and communicating with new people reflected a comprehensive understanding of the skills essential for navigating various social contexts in the past. This perspective underscored the significance of the educational experience in building her daughter's confidence and adaptability.

Both responses indicated that parents valued the speaking class not only for its immediate impact on their children's communication skills but also for its potential to shape their attitudes and abilities for past interactions. These insights contributed to a more comprehensive understanding of the lasting effects of educational experiences on students' personal and interpersonal growth.

²⁹ M.Gr, The interview from the researcher, June 01st, 2023, Interview 5 transcript

By asking students about their emotional responses, the researcher aimed to uncover the psychological aspects that influenced their participation and performance in public speaking activities. This investigation sought to explore the interplay between excitement, nervousness, and other potential emotions, providing insights into the factors that contributed to students' confidence or apprehension when communicating in front of an audience. The responses provided by students shed light on the diverse array of reactions and offered valuable information to educators and researcher striving to enhance students' public speaking experiences and skills. Based on the student's answer, students shared their experiences, stating that initially, they felt shy, but after some time, they gained confidence.

The response from students regarding the development of their interpersonal skills:

“Pada awalnya saya merasa malu, tapi setelah itu saya merasa percaya diri.” (At the first time I was shy but after a while I am confident).³⁰

A's response provided a candid insight into his evolving feelings about public speaking. His initial shyness and subsequent development of confidence reflected a common trajectory that many students experienced when faced with the prospect of speaking in public. A's journey from feeling shy to becoming more self-assured underscored the transformative power of practice and experience.

This response aligned with the experiences of many individuals who initially felt apprehensive about public speaking but gradually gained confidence as they engaged in more speaking opportunities. A's journey was a testament to the positive impact of persistence, practice, and adapting to new situations. His response served as a valuable reminder that growth and development often stemmed from stepping out of one's comfort zone and

³⁰ A, The interview from the researcher, June 01st, 2023, Interview 6 transcript

embracing challenges, leading to increased self-assurance and improved communication skills.

By asking students to reflect on the impact of their prior learning journeys, the researcher aimed to uncover the connections between different learning contexts and the development of effective speaking skills. This investigation sought to understand whether students recognized patterns or transitions in their speaking proficiency that could be attributed to their educational background. The responses provided by students could offer valuable insights into the role of cumulative learning experiences and how they contributed to shaping their communication competencies. This understanding contributed to a more comprehensive perspective on the holistic educational journey and its impact on students' communication abilities. Based on the students' answer, students believe that their prior educational experiences have indeed played a role. For instance, one student mentioned that they had taken "Speaking for Kids 7" before enrolling in "Speaking for Kids 8," suggesting a cumulative effect. Another student pointed out a similar pattern, where they had first taken "English for Kids" and then "Speaking for Kids 6," indicating a progression in their educational journey.

Below are responses from students regarding taking previous speaking class:

“Ya, menurutku begitu. Karena sebelum saya mengambil Speaking for Kids 8 (SFK 8) saya sudah mengambil Speaking for Kids 7 (SFK 7) terlebih dulu”. (Yes, I think so. Because before I took Speaking for Kids 8 (SFK 8) I had taken Speaking for Kids 7 (SFK 7) first.”³¹

“Ya, menurutku seperti itu. Karena sebelum saya mengambil Speaking for Kids 6 (SFK 6) saya sudah mengambil English for Kids (EFK) terlebih dahulu”. (Yes, I think so. Because before I took Speaking for

³¹ A, The interview from the researcher, June 01st, 2023, Interview 6 transcript

Kids 6 (SFK 6) I had taken English for Kids (EFK first).³²

The responses from A and Rz provided valuable insights into the students' perceptions of how their previous educational experiences had impacted their speaking skills. A's acknowledgment of the progression from "Speaking for Kids 7" to "Speaking for Kids 8" highlighted a deliberate academic path where he experienced incremental growth in his speaking abilities. This response indicated that A recognized the cumulative effect of his educational choices on his skill development.

Similarly, Rz's response, emphasizing his progression from "English for Kids" to "Speaking for Kids 6," underscored the value of foundational learning experiences as a precursor to more specialized language development courses. This reflection indicated Rz's awareness of how his earlier educational experiences had paved the way for improved speaking skills in subsequent courses.

Both responses showcased the students' recognition of the interconnected nature of their educational journey and its role in honing their speaking skills. These insights demonstrated a keen understanding of the relationship between prior learning experiences and the acquisition of effective communication abilities. The responses from A and Rz affirmed the significance of structured learning pathways in building a foundation for students' language proficiency and communication competence.

³² Rz, The interview from the researcher, June 01st, 2023, Interview 7 transcript

without being hindered by differences in educational backgrounds or interpersonal skills.

B. Discussion

1. The Students' Educational Background in Joining Online Speaking Class at BI English Course

The exploration of students' educational backgrounds in joining online speaking classes at the BI English Course provided valuable insights into how these backgrounds influenced their engagement in virtual courses and their development of spoken English skills. According to Marzano, educational background means student knowledge before including their culture and academic experiences. All students bring something to the classroom that is familiar to their environment and prior knowledge.³⁴ The investigation delved into various aspects, including language exposure, educational experiences, and program participation. Through the analysis of the collected data, several key themes emerged, shedding light on the multifaceted relationship between students' educational backgrounds and their proficiency in spoken English. Based on Az, Rz, and Gr provided valuable information about their past educational backgrounds and academic levels. A had been studying in the fourth grade at SDIT HU, Rz had been in the second grade at SDIT EH, and Gr had been in the sixth grade at SD 29 DP. Those showed that most students had a different educational background.

The responses from parents highlighted the significance of early language exposure. For instance, mom A introduced English to her child from a young age through platforms like Monkey Stories and Duolingo. This proactive approach potentially contributed to A's strong language skills and subsequent enrollment in the BI English Course program. This suggests that early language exposure could play a pivotal role in shaping a student's

³⁴ Robert J. Marzano et al., *What Works in Schools* (Alexandria, VA: Association for Supervision and Curriculum Development, 2003).

language skills and willingness to engage in language-related courses.

Mom Rz revealed that Rz's school had prioritized memorizing Al-Qur'an over active English speaking. Despite this focus, Rz displayed strong verbal skills. This finding indicates that students can develop language abilities even within contexts where language proficiency might not be the primary emphasis. It also raises questions about the interplay between religious education and language development and how these factors contribute to students' overall language skills.

A's participation in the BI English Course program demonstrated the positive impact of targeted educational programs on public speaking and communication skills. This suggests that students who engaged in such programs could acquire specific skills directly applicable to online speaking courses. This finding highlights the potential benefits of specialized programs in enhancing students' communication abilities.

Parents' perceptions of the relevance of their child's educational background varied. Mom A expressed confidence in the alignment between A's educational foundation and success in online speaking classes. On the other hand, mom Gr questioned the suitability of her daughter's schooling, which did not emphasize English as the language of instruction. This disparity underscored the importance of students' and parents' perceptions in shaping their attitudes toward online speaking classes.

Inquiring about students' past grades and previous schools provided insights into their educational journeys. In addition, according to Tikka, educational background can affect attitudes, activity, and knowledge.³⁵

In conclusion, the findings from this investigation underscored the complex interplay between students' educational backgrounds and their engagement in online

³⁵ Tikka, P.M., Kuitunen, M.T. and Tynys, S.M., 2000. Effects of educational background on students' attitudes, activity levels, and knowledge concerning the environment. *The journal of environmental education*, 31(3), pp.12-19.

speaking classes. Early language exposure, participation in targeted programs, and perceptions of educational relevance emerged as important factors shaping students' proficiency and willingness to participate. The collected data provided a foundation for educators to tailor their teaching methods to cater to students with diverse educational experiences, ensuring that all students had equal opportunities to enhance their spoken English skills.

This is also connected to a journal conducted by Rutland, et al. entitled “How Does Student Educational Background Affect Transition into the First Year of Veterinary School? Academic Performance and Support Needs in University Education”.³⁶ The similarity is that research and writer's focus on students educational background. But, this study focus on the affect of student educational background transition into the first year of veterinary school. The journal presented similar results. However, due to different educational levels, it may not be considered balanced. Nevertheless, both Rutland and the authors share the same research goal.

2. The Students' Interpersonal Skills in Joining Online Speaking Class at BI English Course

Educators' perspectives were instrumental in identifying the challenges students faced, including active participation, effective communication, virtual interaction management, engagement maintenance, and adapting to online platforms. John Hayes defined interpersonal skills as goal-directed behaviours used in face-to-face interactions to achieve a desired state of affairs.³⁷ This understanding facilitated the development of strategies to enhance students' proficiency in these skills. Mr. Am highlighted challenges students encountered in collaborating, seeking assistance, and expressing opinions. These observations suggested difficulties in group

³⁶ Rutland, Dobbs, and Töttemeyer, “How Does Student Educational Background Affect Transition into the First Year of Veterinary School?”

³⁷ John Hayes, *Interpersonal Skills at Work*, 2nd ed (Hove: Routledge, 2003).

dynamics, seeking clarification, and articulating thoughts during online discussions. Miss Av emphasized the importance of communication and respect among students, suggesting challenges in maintaining clear and respectful interactions in online discussions.

Educators' assessment methods provided insights into evaluating students' skills. Mr. Am observed students during practice sessions, valuing effort and engagement even when performance wasn't perfect. Miss Av adopted a comprehensive approach, considering peer interactions, learning approaches, and respect for tutors as indicators of interpersonal skills. Educators perceived changes in students' skills, indicating the dynamic nature of development. Factors included teaching methodologies, learning environments, technology, peer interactions, and personal motivations. Miss Av highlighted that students learned from peers' behavior, suggesting the influence of social interactions in skill development.

Parents' insights offered a window into students' growth. Mom A mentioned improved interactions, mom Rz noted increased self-confidence and leadership, and mom Gr expressed hopes for better communication skills. Parents perceived that students were comfortable expressing thoughts and opinions. Mom Rz noted her son's assertiveness against bullying, reflecting communication skills in challenging situations. Parents observed students' interactions positively. Mom A noted interactions with friends, and mom Rz expanded to interactions with various figures, indicating well-rounded interpersonal abilities.

They appreciated efficiency in completing tasks through teamwork and recognized the ease of working in groups. A's approach involved active listening, questioning, suggesting, and critiquing peers' presentations, showcasing effective engagement and constructive communication.

In addition, Rajesh, et al. stated that Interpersonal Skills (IPS) are the life skills we use every day to communicate and interact with other people, both

individually and in groups.³⁸ The investigation sheds light on various aspects of students' interpersonal skill development within online speaking classes. Educators' insights, assessment methods, and perspectives on changes were crucial. Parents' observations and students' attitudes toward collaboration and communication strategies contributed to a comprehensive understanding of the dynamics involved.

This is also connected by Wibowo, et al. entitled "The Effect of Interpersonal Skills and Self-Efficacy on Self-Compassion of High School Students". According to the findings, the majority of high school students in the medium category possessed interpersonal skills, self-efficacy and self-compassion.³⁹ Based on Suhendar, stated that Interpersonal skill is a process of exchange of meaning among those who communicate with each other.⁴⁰ This means that the impact of interpersonal skill can provide understanding in speaking, which is interpreted through the process of exchanging meaning among those who communicate with each other. Directly related to the research conducted by the researchers, the teachers acknowledged the importance of interpersonal skills in students' participation in speaking activities. They realized that students often imitated more active peers, highlighting the influence of these skills in creating an engaging classroom environment. The teachers also balanced individual speaking practice and group collaboration in language learning. This approach developed individual proficiency and effective teamwork in speaking activities.

³⁸ V.R Rajesh and V. Chandrasekaran Ph. D, "A Study on Interpersonal Skills of Collage Students," *An International Peer Reviewed & Referred II/XIV* (October 2014): 1932.

³⁹ Mungin Eddy Wibowo, Rohmatus Naini, And Thrisia Febrianti, "The Effect Of Interpersonal Skills And Self-Efficacy On Self- Compassion Of High School Students" 10, no. 1 (2022).

⁴⁰ Suhendar, "The Effects Of Interpersonal Communication Skill and Vocabulary Mastery Towards Student's Speaking Skill."

3. The Impact Of Students' Educational Backgrounds And Interpersonal Skills On Their Speaking Skill

The responses from educators, particularly Mr. Am, underscored the challenge of identifying individual educational needs, especially in a diverse classroom with varying backgrounds. Mr. Am's emphasis on assessing students' activeness, speaking ability, and confidence in speaking highlighted the importance of practical communication skills that transcended educational backgrounds. This approach aligned with the understanding that speaking skills could be developed through practice and active engagement. Moreover, Mr. Am's strategy reflected an inclination towards inclusive assessment methods that could accommodate different learning trajectories. As exemplified by Mr. Am, demonstrated an awareness of students' potential strengths and weaknesses in a speaking class. His observations that students were willing to practice and had sentence structuring skills indicated a proactive approach to enhancing their communication abilities. Miss Av's perspective added depth by recognizing the importance of building confidence and addressing potential weaknesses such as shyness and fear of mistakes. These insights showcased educators' strategic consideration of student needs and the necessity of cultivating a supportive learning environment.

Both Mr. Am and Miss Av articulated goals that aligned with fostering students' confidence, participation, and speaking skills. Mr. Am's emphasis on activeness and practice, regardless of initial English proficiency, highlighted the practical nature of effective communication. Miss Av's two-week plan to build confidence and gradually encourage public speaking underscored the strategic approach to addressing potential hurdles in student development. These insights underscored the educators' commitment to holistic skill enhancement that catered to diverse educational backgrounds. As seen in Mr. Am's and Miss Av's perspectives, emphasized the role of interpersonal skills in fostering students' active participation during speaking

activities. Their observations that students were influenced by their peers' active engagement and that positive behaviors had a cascading effect highlighted the social dynamics in a classroom. This pointed to the potential of cultivating a culture of engagement through the demonstration of effective communication and collaboration, aligning with the broader goal of enhancing students' interpersonal competencies.

As reflected in the responses from mom A and mom Gr, underscored the recognition of the lasting impact of speaking class experiences. Their observations that speaking classes cultivated confidence, courage to speak in public, and effective communication skills reflected a broader understanding of the skills acquired. This awareness of the transferability of skills beyond the classroom setting underscored the value of educational experiences in shaping students' readiness for future communication challenges.

Students' responses, exemplified by A's reflection, highlighted the evolving emotional journey that many students underwent in public speaking. His transformation from shyness to confidence illustrated the potential for personal growth and increased self-assurance through practice and experience. A's journey resonated with the common process of overcoming initial apprehension and highlighted the significance of providing opportunities for students to build their confidence gradually.

Furthermore, this study was also related to the research by P. Saraswathi & Dr. N. Nagadeepa titled "Identifying and Ranking the Attributes that Affects Educational Background of Students with Learning Disability Using Weka Tool."⁴¹ This experimental study demonstrated that the efficacy of dataset reduction algorithm with attribute selection led to improved performance for students with learning disabilities. The

⁴¹ Research Scholar, Bharathiar University, Coimbatore, Tamilnadu, India. and P. Saraswathi, "Identifying And Ranking The Attributes That Affects Educational Background Of Students With Learning Disability Using Weka Tool," *International Journal of Advanced Research in Computer Science* 9, no. 1 (February 20, 2018): 656-658, <https://doi.org/10.26483/ijarcs.v9i1.5410>.

experimental results identified factors influencing learning disabilities to predict improvements in the educational background of students with learning disabilities. Additionally, P. Saraswathi & Dr. N. Nagadeepa stated that the most frequent attribute that influenced learning-disabled students compared to normal students was identified.

Students' perspectives provided insights into the role of cumulative learning experiences in shaping their speaking skills. Their recognition of progression through different courses highlighted the interconnectedness of educational pathways. This reflected an understanding of how foundational learning set the stage for higher-level skill development, affirming the importance of well-structured educational programs. The researcher were also connected with a study conducted by Wibowo et al. titled "The Effect of Interpersonal Skills and Self-Efficacy on Self-Compassion of High School Students."⁴² This study aimed to analyze the influence of interpersonal skills and self-efficacy variables on students' self-compassion. The instruments used in the study were the interpersonal skills scale, self-efficacy scale, and self-compassion scale, which were distributed via online surveys. According to the findings, the majority of high school students had medium levels of interpersonal skills, self-efficacy, and self-compassion.

⁴² Mungin Eddy Wibowo, Rohmatus Naini, And Thrisia Febrianti, "The Effect Of Interpersonal Skills And Self-Efficacy On Self- Compassion Of High School Students" 10, No. 1 (2022).