

I DO LIKE SPEAKING ENGLISH: A Multiple Case Study

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Abstract

Speaking English skill has been trending in the mastery of foreign languages since the 19th century. However, at the beginning of the emergence of foreign language teaching in Indonesia, mastery of English speaking skills was only seen as an issue of formal learning outcomes in which English is a compulsory subject at the secondary school level. This condition led to the prestige of mastering English speaking skills starting to decline since the beginning of the 20th century where learning technology was increasingly sophisticated and brought formal learners of foreign languages on their own paths to master it. By using the Multiple Case Study, the issue that is the most underlying the students' achievement of the English speaking skills mastery, how they learn to achieve the skills, and how to keep on going on the skills were investigated. 10 informants were involved consisting of 7 active students and 3 alumni at and from Universitas Sembilanbelas November Kolaka, Southeast Sulawesi. Data were collected systematically through in-depth interviews, Focus Group Discussion (FGD), and documentation. Data were analyzed by applying six steps of Auerbach & Silverstein's analysis. The result revealed that a sense of liking was the most underlying issue in the informants' achievement in English speaking skills, especially the past sense of liking. The result also revealed that the informants had a unique way in learning the English speaking skills, it was in an unpredictable way; they learned whenever and wherever they like, according to their own desire or willingness or pleasure, situational and curious – based, and free from formal regulations.

Keywords: *Sense Of Liking, English Speaking Skills, English As A Foreign Language, Preferent Learning*

INTRODUCTION

English Speaking skill is one indicator of overall proficiency specifically for countries where English is not a mother tongue. In Indonesia, the latest approaches, methods, and strategies for learning English have been implemented with the aim of achieving mastery of English, but it seems that the achievement is not very significant. For the secondary school level, both public and private, the National Examination result value data in the last five years (2015-2019) only reached a Mean score of 46.97 (Ministry of Education and Culture, 2019). No wonder the achievement of the English Proficiency Index on the Asia Pacific scale, Indonesia ranks 12th out of 17

countries (Hananto, 2018). This condition certainly impacts on achieving mastery of students' English language skills when they enter a University where English is no longer a compulsory subject.

Indeed, researches showed how speaking skills learning by applying various methods and strategies could achieve learning goals (Harunasari & Rahmat, 2015; Rachmawaty & Hermagustiana, 2010; Mistar & Umamah, 2014; Hayati, 2010; Munir, 2006; Siddiqui, 2014; Mireskandavi & Alavi, 2015; etc.), however, the situation and conditions of learning that took place at the Universitas of Sembilanbelas November Kolaka in connection with English speaking skills

seemed unable to achieve the learning objectives set when the intended learning situations and conditions could not be mediated.

In this regard, Bashir, Aze, & Dogar (2011) say that in the first stage, understanding activities to have the ability to speak, students must be able to internalize some of the vocabulary and grammatical structures in which students still have the ability to speak. very minimal even though in a real communication situation, students must be able to depend on the vocabulary they remember so they can find their needs in speaking. In a study conducted by Sekiziyivu & Mugimu (2017), the Communicative Language Teaching (CLT) strategy they applied in learning to speak German for students in Uganda, found that the strategy was not yet able to mediate the learning environment that existed at that time.

These situations and conditions certainly need to be re-investigated if there are gaps that occur in the learning process in connection with the application of theories, approaches, methods, and learning strategies. Learning theories that exist in the substance have been able to provide considerable opportunities to improve learning. Plato's theory, Theory of Recollecting (Scott, 1995), is the oldest learning theory that is philosophically the basis of the existing learning theories. This theory asserts that learning is an activity of collecting things that have been known before a person is born and then he forgets them. So, by Socrates, the emphasis is on the importance of eternal knowledge and irreversible forms that can underlie perceived realities.

Learning itself certainly has several elements or components that form the basis of indicators for the formation of an

essential learning. According to Banner Jr. & Cannon (1999), good quality; intelligence, language skills, and the ability to practice something in learning and dealing with tests or exams, are not helpful enough. One must also, on the other hand, need quality to convince himself that what is being learned can remain in thoughts and feelings and mature in true understanding. In connection with this, Banner Jr. and Cannon suggested that one needs and understands the elements of learning which include *diligence, enthusiasm, pleasure, curiosity, aspiration, imagination, self-discipline, politeness, cooperation, honesty, and initiation.*

Diligence; someone must work hard in what he considers to be his weakness. Banner Jr. and Cannon said that learning requires someone to make a relentless effort to remember what is temporarily studied and the most difficult task of a person is learning and learning by himself. Meanwhile, hard work will be clear and useful when someone can go beyond what is required to be studied, the effort to learn requires organization or arrangement.

Enthusiasm; success in learning anything tends to be a source of satisfaction, enthusiasm begins with one's interests, enthusiasm means letting love lead someone's way of learning. Enthusiasm grows by connecting what is learned with everyday life, it is better to be the object of attention than to behave against the teacher. Enthusiasm means desired or passionate, and this means having passion in learning.

Pleasure; pleasure in learning often requires a person to delay immediate pleasure. The pleasure of learning often feels alone, acquiring knowledge often requires effort, but ignorance actually causes misery. Therefore, mapping the

learning journey towards the acquisition of knowledge is the highest pleasure.

Curiosity; to have curiosity, just like a child who is always open to all experiences, opening up to experience, means producing curiosity and then directing it. Willing to know arouses curiosity, the absence of curiosity should not discourage someone. Failure in curiosity can be more creative, because sometimes a person cannot find an answer to satisfy his curiosity, the whole world can be satisfying and at the same time arouse one's curiosity if he wants to use it.

Aspiration; using learning as a path to lasting respect and appreciation and put what is learned for the common good. Developing own aspirations requires someone to learn the aspirations of others, always remembering the inheritance that one wants to leave to decide what will be left behind and require him to look inside himself. A hope can be a strong anchor for someone to achieve what he wants to achieve.

Imagination; allows one to see himself as a student, to be more creative and active than to be slow and passive. Because imagination is naturally not manageable, conditions can occur where students must be in discipline, can make someone like falling in love, produce humor, interest, and pleasure when someone learns and learns. Imagination is a person's ability to imagine images of events based on reality or events or experiences in general.

Self discipline; means considering the well-being of oneself as a student, refers to setting high standards for oneself, having to have direction, refers to delaying immediate gratification for future benefits, and greater. Discipline refers to attitudes and behaviors that adhere to values that are

believed to bring about an achievement. Etymologically, discipline comes from the word *discere* which means *study* or *practice*. This means that a disciplined person means he is studying or practicing to obey.

Politeness; the basis for the advancement of knowledge and the search for understanding and truth, tend to breed decency as well, politeness according to one's interests, comes in all forms both large and small. Politeness is an aspect of learning that requires someone to think about their responsibilities to others, not just themselves. Politeness always refers to certain cultural values that are used as the basis for behaving in the midst of the community.

Cooperation; introducing someone to the minds of others, facilitate learning, make someone responsible, and increase human interest in learning. Cooperation does not only aim for convenience but also lessons for mutual support or support. The principle of cooperation certainly has a common goal that can refer to cooperation between individuals, groups, and individuals and methods or strategies.

Honesty; saying the truth about yourself, both for yourself and others. Honesty requires clear self-evaluation and is the basis of what someone learns. Honesty also refers to what other people can trust someone to show off so they can learn from it. Honesty also refers to the meaning of directness, both directness to attitudes and self-behavior.

The last is *Initiation*; requires someone to set a challenge for himself and try to handle it himself. Initiation also means anticipating what lies ahead, means running the risk, starting your own learning makes someone ready to live. Initiation, etymologically, comes from the Latin,

initium which means *entry* or *beginning*. That is, initiation means always starting from oneself to enter into an action.

From this series of learning elements, the question arises whether the existing learning theories have been able to handle all the elements of learning? Looking at the phenomena that exist in the research location, it seems that there are still some learning elements that still cannot be mediated by existing learning theories in relation to speaking skills in English, so even though the various learning methods and strategies that have been applied, they still create conditions where learning objectives designed at the beginning have not been achieved. Learning components proposed by Banner Jr. and Cannon is basically a person's affective attitude that is general in relation to a goal achievement. Therefore, these things are still conceptual and require practical principles for certain actions of a person.

Elements proposed by Banner Jr. and Cannon do not seem to immediately become a barometer for EFL learning at the Universitas Sembilanbelas November Kolaka. It is seen that for approximately 6 years, the mastery of speaking skills was only dominated by a handful of students. The question is, do the other students not have a great motivation to achieve mastery of speaking English? Do they lack interest in achieving mastery? Are their motives still not right when they will enter the English education study program? The proof, they have become students in the English education study program.

According to Alderman (2004), the challenge of motivation is described in two frameworks of thinking. First, the perspective in terms of research motivation on the role of one's belief in a business and capabilities related to learning performance.

Secondly, perspectives that reflect motivational inequalities can affect academic achievement. This second perspective should be understood by educators and students themselves so that both can work together in finding and determining the ideal learning design with the aim of increasing motivation, both for educators and students themselves. Ideal learning requires ideas that are based on student's needs in order to increase learning motivation so that achieving goals can be easier and more real. According to Henning (2007), a motivation is described in two main things, namely *Needs-based ideas* and *Expansion-value Theories*.

According to Green in Palmer (2005), Expectancy-value Theory believes that students make decisions in their learning that are based on failed and successful expectations, and make conclusions about the benefits of learning content they experience. In substance, the student's need for academic achievement can be realized based on the principle of cooperation between educators and students. Educators provide what students need according to the characteristics of their respective learning styles as well as differences in their respective levels of motivation and vice versa, students provide the widest possible trust for educators in designing their learning models and helping each other in filling distance or vacancy of the learning process missions.

The problem then arised when the learning of the students' English speaking skills in the English Education Study Program reaped very alarming results where our observations for 6 years (2014-2018) showed that their English speaking skills were still very minimal. This was clearly seen in the Speaking 2 that was only 32.35% and Speaking 3 only reached

8.65% in semesters 3 and 5. That is, only 20.5% of achievements in the period of 2015/2016 - 2016/2017 academic year. Looking at this condition, there is a unique case that needs to be investigated, which is why the mastery of English speaking skills of students of English language study programs is only dominated by a handful of students and how they actually learn it.

This condition also, at once, showed that previous studies were only more on efforts to see the relationship or influence between variables by hypothetico-deductive method and the development of technological tools in helping foreign language learning, some studies had also investigated on what and how a phenomenon as it was but all certainly referred to certain characteristics of the phenomenon of foreign language learning were observed. Present research reveals multiple cases that implicitly are in the phenomenon of foreign language learning at the Universitas Sembilanbelas November Kolaka students.

METHOD

This Multiple Case Study aims to investigate the things that are most underlying in students so that they dominate the mastery of English speaking skills in their peers and describe how they actually learn with the aim of achieving mastery. Data were collected from 10 informants selected purposively consisting of seven students who were considered to dominate mastery of English speaking skills in different academic years, namely the third semester and fifth semester. Three other informants were alumni of the Universitas Sembilanbelas November Kolaka who really knew the seven informants because they were the seniors of the seven informants. To strengthen the

validity of the data, we conducted data collection using triangulation techniques that refer to the techniques of in-depth interviews, Focus Group Discussion, memoing, and documentation.

In the first stage, we carried out an analysis on several documents which were the learning outcomes of the seven informants who also showed the overall learning outcomes of the students in the classes they attended. This was done to see the overall achievement of their English speaking skills in two consecutive semesters in the Speaking subject. In the second stage, we conducted a semi-structured interview with the seven informants with an initial question that led to the background of why they entered the English education study program. These interviews activity were conducted in one by one interview and we finished them within 8 weeks. This actually aimed to understand the past factors relating to the subject of English. In the third stage, we met three alumni who were considered to know the seven informants well and conducted interviews. This was done to understand how the seven informants struggled to achieve mastery of English speaking skills specifically when they were still in college and together with the seven informants. Every time we did an interview process, we made a memo with the aim of recording and understanding firsthand the important things and the situations and conditions during the interview. In the last stage, we conducted a Focus Group Discussion (FGD) with the aim of understanding together the results of our interim analysis, both on the documents and the results of the interviews, as well as to further explore what actually happened to them that they could say at the discussion session. In this session, we only

provided questions and statements and we asked them to discuss while we observed them while discussing.

The data we obtained from documents were analyzed quantitatively by looking at the percentage of their learning achievement in each class while highlighting the dominance of these achievements. For interview data, we analyze it by applying the stages of Auerbach & Silverstein (2003). FGD data were analyzed by applying a coding system to look for events that were closely related to the data from the interview results, while the Memos were used to confirm what we found from interview and FGD data.

RESULT AND DISCUSSION

The results showed the reasons why informants could dominate the mastery of English speaking skills from semester to semester and this condition caused it to be unique to students in the English education study program. The results of the study revealed that *sense of liking*, especially in the past, was truly a determinant for informants in the present and future in terms of their English speaking skills achievement.

Sense of Liking

A sense of liking is a psychological condition that is happy or fond and this is a preference. This situation can foster interest which is certainly useful to have an impact on one's motivation. In connection with learning, a person's learning motivation is strongly influenced by how high his interest in what is learned, and a person's interest in learning is largely determined by how much he likes. The informants stated that they learned English because they really had a fondness for English.

Karna... saya suka... [Data 16, No. 64, p. 377]

[Because I do like it]

Selain kita jalani, lama-lama biasa, makanya suka. [Data 16, No. 68, p. 377]

[Besides we going on it, after a long time, so we like it]

bagaimana ya... saya suka bahasa Inggris, yes karena dari kesukaan itu saya... saya... karena sesuatu yang disukai pasti kita akan eee... akan mempelajarinya. [Data 17, No. 34, p. 380]

[how to say it ... I like English, yes because of that liking. because something that is liked for sure we will learn it]

tapi ironinya pak, ini muncul kecintaan saya pas ketika saya 2 bulan atau 3 bulan lagi pas mau lulus... [Data 18, No. 6, p. 384]

[but ironically sir, this appeared my like was right when I was 2 months or 3 months when I would graduate]

...saya belajar bahasa Inggris karena memang saya suka bahasa Inggris,... [Data 22, No. 42, p. 462]

[I study English because I really like English]

Susah untuk dijelaskan. Memang sejak dari dulu pak kayaknya saya senang(suka) bahasa Inggris. [Data 22, No. 23, p. 459-460]

[Hard to explain. Indeed, from the first time I thought I was happy (like) with English]

Itu yang sulit, Sir. Karena memang sukanya di situ(bahasa Inggris)... [Data 24, No. 20, p. 493]

[That's difficult one, sir. Because my likes are on it (in English)]

...kalau kenapa saya belajar bahasa Inggris, khususnya berbicara, ya memang karena suka, ...[Data 25, No. 19, p. 502]

[why do I study English, especially speaking, indeed because I like it]

A sense of liking is not an inner driver because one's inner feelings are natural, both causal and non-causal, and static. What drives a person is motivation, both intrinsic and extrinsic. The interest and motivation of the informants to the English language only emerged after having a sense of liking or interest in it.

Apa ya... eee... saya... dulu ya suka bahasa Inggris. Saya rasa oh bahasa ini kayaknya seru sekali kalau kita pelajari[Data 16, No. 5, p. 372]

[I was used to like English. I think oh this language seems very exciting if we learn]

Sebenarnya saya juga memilih bahasa Inggris of course karena seperti tadi orang tua juga bagus, seperti juga dari guru, guru juga support-nya eee... dia bilang kamu bagus di bahasa Inggris. Kamu bisa... jadi saya... saya bertekad kenapa tidak... orang tua mendukung, orang sekitar mendukung jadi ya saya pilih.[Data 17, No. 36, p. 380]

[Actually I also choose English, of course because parents are also good, as well as from the teacher, the teacher also supports it. He said you were good in English. You can ... so I was determined why not ... parents supported, people around as well, so yes I chose it]

Jadi, eee... seiring berjalannya waktu, rasa kecintaan itu masih ada,

rasa keinginan untuk belajar itu masih besar[Data 18, No. 10, p. 384]

[So, as time went on, the like was still there, the desire to learn was still great]

... mulai dari situ saya merasa Oh ternyata bahasa Inggris... apa namanya... saya cukup tertarik... mulai tertarik dengan bahasa Inggris...[Data 22, No. 24, p. 460]

[from there I felt that it turned out that I was quite interested in English]

... memang minat saya di situ, minat saya di situ karena ...saya menganggap pada saat itu bahasa Inggris adalah hal yang sangat jarang, kemampuan yang sangat jarang untuk dimiliki oleh seseorang, ... [Data 24, No. 7, p. 491]

[indeed my interest was there and I assumed at that time that English was a very rare thing, a very rare ability for someone to have]

... minat belajar bahasa Inggris Sir... iya itu tadi... ya suka kemudian saya rasa mungkin saya mungkin ada skillnya di sini makanya saya selalu mencoba bagaimana bisa lebih daripada sebelumnya begitu, Sir.[Data 25, No. 18, p. 502]

[interest in learning English Sir. I like it and I think maybe I have the skill here so I always try how it can be more than before, sir]

It cannot be denied that interest in learning needs to be increased so that motivation can be mediated and stay awake in a person. Research conducted by Chien, Yunus, & Mohamad (2018) shows that to improve students' second language learning, especially in rural areas, it is necessary to increase their interest first. But one thing is Chien et al. forget that at the

beginning of language learning, they should first lead to students' liking for English because that will grow students' interest and then their motivation. The memo that we recorded shows that a perception built by informants on English can help generate that feeling.

Memo 5 – Perceptions that cause liking: *We see that the perceptions built by informants on English can be one of the causes of the past feeling of being stronger.*

Memo 8 – Perception of learning can mediate learning: *We see that the perceptions built by informant are an indication of how he mediates his learning. Of course, this departs from how he views the situation and conditions of learning as his learning experience.*

Memo 35 – Building perception: *We understand that when informant builds perceptions about English itself and how to learn it, it helps informant to improve his learning skills in English.*

Memo 13 – Choice because of liking: *We understand that the likes of informant are the main basis for learning. Whether there is support or not, the informant still considers that the thing he does is a provision from himself.*

Memo 28 – The like is the main basis of learning: *We understand that liking is the most important basis for informant's learning. This feeling arose in the past and can be clearly seen today.*

Memo 32 – Fun in learning: *We understand that informant do have preferences in learning, like for English so learning pleasure is*

evident in his learning behavior. This behavior is evident in the past learning conditions of the present when he was still in school until now, doing activities that support learning, building hope in oneself, and so on. All of that is done by individual and collective learning even though all informants are the same in nature, namely lazy in learning.

Here, the question may arise that whether motivation, especially intrinsic, is not the main basis? In general, in the realm of learning, motivation is indeed used as the main basis in learning, as has been said in several results of research such as Maslow (1943) as a proponent in Motivation Theory, he states that motivation is a determinant of one's attitude and this distinguishes it from the Behavior Theory always motivational, biological, cultural, and situational; Alderman (2004) also said that differences in one's motivation can affect one's academic achievement; Gopang, Soomro, & Bughio (2015) conducted a study by applying a student-centered approach in increasing students' motivation because this was very important in the learning process; Durksen, Klasesn, & Daniels (2017) examined the relationship between motivation and learning done by the teachers. He found that there was a positive relationship between motivation construct and professional learning specifically if it was accompanied by collaboration; Bukhary & Bahanshal (2013) said that motivation is a fundamental factor to produce functional and effective learning; Finally, and many more, Ferradás, Freire, Núñez, Piñeiro, & Rosário (2017) found that two types of self-handicapping are

closely related to higher levels of motivation profile.

It can be seen that the likes of informants arise due to reasons of the past to the present. Past reasons are caused by things such as having experienced where informants converse directly with native speakers (YNI), seeing admired figures such as English speaking singers (DNI), closest siblings or family (HDY), and English teachers (NUR). The variety of learning experiences and strategies is an indication of the conditions of various cultures. In other words, the more diverse the culture in a place allows the formation of a variety of learning experiences and cultural intelligence and certainly requires students to determine various strategies. The informants live in areas that have a variety of ethnicity, languages, and cultures. This condition is in line with the results of research conducted by Rachmawaty, Wello, Akil, & Dollah (2018) which shows that there is a significant relationship between Cultural Intelligence and Language Learning Strategies. The following memo shows what is meant.

***Memo 2 – A stimulating past:** We see that the informant' fondness or interest in English in the past for various reasons such as being cool, can stimulate the brain, can go abroad, and so on. However, this feeling is only limited to likes. As time goes on, the feeling is more powerful and comfortable for the informant.*

The question arises that whether the likes or preferences experienced by someone in the past will be different from someone who has experienced a sense of liking in the present regarding learning foreign languages? The answer to this

question still needs further investigation. However, it cannot be denied that something that has been favored since a long time ago will greatly influence the actions or attitudes of a person in the present and even to the future. Such sense of liking is psychologically very strong in a person. Instilling like for positive things in learning with children as early as possible will be very beneficial for the achievement of learning in the future. How to grow it, is the task of teachers and parents and the environment in the child's learning process. Sense of liking is a psychological issue that can be embedded deep into the soul or just the opposite, away or disappear from one's soul. A person's courage in speaking in a foreign language is very much determined by how much his loyalty factor is about the like he has. Young (1990) says that the fear of speaking in a foreign language is closely related to the variety of complex psychological constructs and certainly according to Wong (2012), it will be a nuisance for those who have high anxiety. In other words, a great expectation for the emergence of the courage of children to speak in foreign languages is strongly influenced by psychological construction factors. The more aroused feeling towards foreign languages, the more courage appears in using it later and if not, it can become a disorder when anxiety arises in him.

Unpredictable learning

Next, in relation to how they actually learn English speaking skills, the learning patterns that they apply appear to be unusual compared to other learning patterns, especially for formal learning. Learning patterns that were captured from the results of data analysis showed that unpredictable ways were a form of

structure for the learning of the informants' speaking skills. Phrases unpatterned here means erratic or in other words according to their own wishes (free-will-whim). How the informant's speaking skills increase is caused by the way the informants learn that are not patterned and are based on their own likes or desires or preferences.

The phrase *unpredictable* refers to five things that are conceptually the basis of how the learning process is ideal for informants. The following five things are meant.

- 1) Learning anytime and anywhere; natural
- 2) As per own desire or will or pleasure; more to preference
- 3) Unexpected; suddenly; irregular; unplanned; flowing; do not have a certain way; informal (unpredictable)
- 4) Based on situation and curiosity (Situational and Curious - based)
- 5) Without regulatory pressure or discipline

Learning at anytime, anywhere, and natural is a feature of learning independent individuals. Independent learning requires a person to exist in his own learning process and not always depend on others.

Karna di akademik khan sebentar cuma di kampus saja, selebihnya kita yang eee... meningkatkan di luar kampus.[Data 16, No. 37, p. 375]

[Because it is for a while in campus, the rest of us should increase it off campus]

...kalau saya bicara dengan diri sendiri begitu kapanpun dimanapun, Sir, bisa jadi waktu yang saya punya juga lebih banyak.[Data 22, No. 142, p. 473]

[if I talk to myself whenever and wherever, sir, it could be more time for me]

saya belajar kapanpun itu ketika... ketika saya melihat suatu hal yang baru, aaa... di situlah saya cari tahu, di situlah proses belajar saya.[Data 24, No. 44, p. 496]

[I study whenever that is when I see something new, and that's where I find out, that's where my learning process is]

Kalau... sebenarnya natural Sir. Kenapa bisa... ya... tidak ada cara khususnya.[Data 25, No. 37, p. 504]
[it is actually natural, sir. Why is that possible, because there is no particular way]

Independent learning requires students to determine their own approaches, methods, and learning strategies. Independent learning is more ideal to occur in adolescence and above, although from an early age have actually been able to show an independent learning pattern. This is in line with the results of a study conducted by Meyer & Muller (1990) which shows that there are very different ways in which each student organizes his own approach to learning with regard to his own perceptions of different context variables. Suggestions from the results of Sert's (2006) study that increasing awareness about autonomous learning and its benefits will be able to improve self-regulation of students themselves which in turn can contribute to higher achievement and motivation which Macaskill & Denovan (2013) suggest that it can be done by applying a positive psychological approach. We recorded several Memos regarding this matter.

Memo 48 – Indiscipline in learning: We see that basically informants have an indisciplined attitude to learning so that the learning behavior that they apply becomes irregular.

Memo 58 – Indiscipline in learning: We see that indisciplined behavior actually makes informants become learners who are free to learn to acquire knowledge and skills, especially speaking skills in English.

Memo 55 – Irregular ways of learning: We see that the way the informants learn is indeed irregular or free in learning. However, some informants felt that the learning process was not hard work and some said that they were temporarily working hard. An enthusiastic attitude and the application of the principle of cooperation also show how the informants learn.

Memo 7 – Inconsistent diligence attitude: We understand that basically, informants have a lazy attitude to learning. Informants will be diligent only at certain times such as academic processes and academic exam schedules.

Learning in accordance with own desire or will or pleasure (preference) is also an indicator of a learning system that is unpatterned. Desire or willingness that is based on pleasure certainly leads a person to the principle of complete achievement.

Kalau ingin ya belajar...Kalau tidak ya... [tidak][Data 16, No. 33, p. 374]
[If I want to learn, I learn ... If not, I don't]

dan mereka bilang eee... **bagaimana caranya** bisa seperti itu... iya... dan saya bilang **tergantung dari**

kemauan sih.[Data 17, No. 28, p. 380]

[and they ask, how can it be like that, and I say it depends on the will]

...**memang sesuai dengan keinginan saya sendiri.[Data 31, 2#IV-2, p. 631]**

[indeed according to my own will]

...**Lebih efektif kalau pada saat memang saya merasa memang mau belajar**,... situasinya memang saya memang senang, ... apapun yang saya pelajari begitu, Sir.[Data 31, 9#IV-2, p. 632]

[It is more effective if when I feel I really want to study, the situation is indeed I am really happy, whatever I learn, sir]

...iya, **ada efeknya, pak (belajar sesuai keinginan sendiri)**. Buktinya... eh saya bisa berbicara lebih dari teman-teman saya sebagian, di bidang penguasaan grammar, kemudain listening, writing...[Data 31, 48#V, p. 656]

[there is an effect, sir (learning according to own will). The proof is, I can speak English more than my friends in part, in the field of grammar mastery, then listening, also writing]

... **pokoknya, senang... saya lakukan... (sesuai keinginan sendiri)** [Data 31, 50#VI, p. 665]

[Anyway, I'm happy ... I do it]

... **tidak, memang dari diri sendiri (sesuai keinginan sendiri)**... [Data 25, No. 79, p. 509]

[no, indeed from myself (according to my own will)]

Memo 44 – Learning according to own will: We see that the way informant learns is inpatterned or

irregular. The freedom of learning shown actually shows the achievement of mastery of speaking skills in English significantly.

Memo 13 – Choice for liking: *We understand that the like of informant is the main basis for learning. Whether there is support or not, the informant still considers that the thing he does is a provision from himself.*

Feelings of joy or sense of liking in learning do not refer to routine activities but rather activities in leisure time. It is different from doing learning in formal conditions which certainly has academic regulations and becomes a routine process. Brandstatter (1994) said in his research findings that leisure time (pleasure activities) can provide better opportunities for satisfying social motives than when in work situations (regulatory excitement) and according to Cameron & Kulick (2003) pleasure or desire is certainly one dimension of all linguistic exchanges. This is certainly one of the determinants of the success of one's speaking skills. Some Memos show what is meant.

Memo 1 – Self-study: *We see that in learning, informant does it individually or with self-initiation, either by teaching, taking part in competitions, courses, and every day at least he has conversations in English.*

Memo 59 – Learning preferences: *We understand that learning behavior based on liking is a major factor in improving speaking skills in English. Preference in learning provides a great opportunity in gaining general knowledge for*

achievement of skills. Such behavior forms learning patterns that are not systemic.

Memo 60 – Self-initiation in learning: *Because of the attitude of preference in learning, irregular ways of informant's learning are formed by always initiating his own learning on his own desires. There are no specific methods applied in learning. Everything is based on what is needed to be learned.*

What is the main goal for people to study? Does the learning process have to be a compulsory activity or is it a fun pleasure activity? Simply put, learning is a process that aims to reduce ignorance. Willingness or great self-interest in learning which is of course based on pleasure will lead someone to the principle of 'reducing ignorance' because principles like this are closely related to great curiosity and this curiosity will certainly provide the necessary knowledge (principle of inquiry). Learning is not only understood as limited to people's perceptions such as reading literature activities that are closely related to the process of cognition, but learning actually covers all activities related to affective, cognition, conative, psychomotor, and interpersonal.

Unpatterned also means *unexpected; suddenly; irregular; unplanned; flowing; do not have a certain way; informal (arbitrary).*

tidak... tidak melulu misalnya... kalau libur ya libur, kalau ada waktu ya belajar. [Data 16, No. 36, p. 375]

[not just learning, for example, if I'm on holiday, I take a vacation, if I have time, I learn]

*Untuk cara belajar saya eee... seperti saya harus menghafal 10 vocab satu hari, eee... mungkin saya **tidak terlalu** untuk keda... **untukke... teraturan**[Data 17, No. 26, p. 379]*

[For how to learn, like I have to memorize 10 vocabs one day, maybe I am not too regular]

*...walaupun mungkin saya tidak eee.. sistem apa... **latihan speak tidak terpola**, tapi ketika pada saat saya belajar, memang efektif begitu, ... [Data 22, No. 57, p. 463]*

[although maybe I am not systematized, speaking practice is not patterned, but when I learn, it is effective for me]

*...**pola** **seperti itu**(sesuai keinginan/tidakterpola) memang **efektif untuk saya**... [Data 16, No. 36, p. 375]*

[such a pattern (based on desires / unpatterned) is effective for me]

*... kembali lagi ke basiknya, pak.**Tidak terpola**, ...[Data 31, No. 54#V, p. 657]*

[back to the basics, sir. Unpatterned]

*... **pola saya memang tidak teratur**. Saya akui itu dan... tapi lewat pola yang saya lakukan ini pak, meskipun tidak maksimal, tapi ada ji efeknya buat saya...[Data 23, No. 47, p. 477-480]*

[my pattern is indeed irregular. I admit that but through this pattern I do it, sir, even though it isn't optimal, but there is an effect for me]

***Saya pak datang-datangan biasa**. Itu mungkin karena **polaku memang tidak beraturan**... datang-datangan ji saya biasa, pak.[Data 23, No. 53, p. 480]*

[I am an ordinary erratic, sir. That might be because my pattern is indeed irregular. Usually I am uncertain, sir]

*... **tidak ada misalnya kayak waktu-waktu khusus** untuk belajar ini... saya **belajar kapanpun** itu ketika... ketika saya melihat suatu hal yang baru, aaa... di situlah saya cari tahu, di situlah proses belajar saya.[Data 24, No. 44, p. 496]*

[there is no such as special times for learning English. I study whenever that is when I see something new. That's where I find out, that's where my learning process is]

*Kalau **kedisiplinan dalam belajar** (laughing) bahasa Inggris **tidak sama sekali**, Sir.[Data 25, No. 55, p. 506]*

[For discipline in learning English, not at all, sir]

***Tidak teratur**. Makanya saya butuh orang yang di sekeliling.[Data 25, No. 72, p. 508]*

[Irregular. So I need people around me]

*Iya. **Sama sekali tidak terpola**.[Data 25, No. 38, p. 504]*

[Yes. It is not patterned at all]

The principle of unpatterned learning is not considered to be the principle of learning casually or simply but this principle of learning is more concerned with an independent or autonomous attitude in learning that provides the highest opportunity for each individual. The main principle is preference or liking or pleasure so that learning patterns are preferred and this is a way of indicating personal preference or pleasure but more to a pleasure in determining every single topic to learn. Pleasure is certainly understood as an experienced way that acts as a personal

force for personal change (Hughes, 2011) and may change collectively.

Improving the speaking skills in a foreign language such as English should not only be understood and carried out in a formal way that is full of academic regulations but should be done in an irregular or preferable pattern on the grounds that language is a preference which generally means depending on one's desire; based on random choices; more in a personal way than based on a reason or system; action of an unreasonable desire; unpredictable; without reason or motive. All of this shows something irregular and does not have a certain way of doing things (free of will).

Unpatterned learning also means Situational and Curious - based, meaning that learning is always based on the situation and students' curiosity towards the object of learning itself without binding regulations. Situational learning can increase the curiosity of students so that their interest increases. On the other hand, regulation of learning, besides binding, can also reduce learning variations and over time, conditions such as this can reduce one's interest.

Kalauada yang memang mau ujian besok, minggu depan ujian, atau mau ada tugas, yang ingin dituju, saya usaha belajar. Tapi kalau kalau hari-hari biasa toh, libur-libur beginiya... [Data 16, No. 40, p. 375]

[When there is a test tomorrow, or next week's exam, or there is an assignment, then I try to study. But if it is a normal day or holiday, I could not study]

Eee... kalaupun... semuanya mengalir... mengalir sepertiitu... [Data 17, No. 24, p. 379]

[in my opinion, everything flows. Flow like that]

Nah, kenapa... karena di samping sayae... mem... mempelajari hal lain atau saya juga berinteraksi dalame... menuntut hal lain, sayajugabisa di... eee... saya juga bias manfaatkan momen untuk berinteraksi dengan teman-teman saya dalam berbahasa Inggris. [Data 18, No. 96, p. 394]

[Well, why is that, because besides I learn other things, I also interact to demand other things, I can also take advantage of the moment to interact with my friends in English]

...Lebih efektif kalau pada saat memang saya merasa memang mau belajar,... situasinya memang saya memang senang,... apapun yang sayapelajaribegitu, Sir.[Data 31, 9#IV-2, p. 632]

[More effective when I really feel like learning, the situation is indeed I'm happy, whatever I learn is definitely effective, sir]

Eee... rasa ingin tahu yang itu pak. Dari rasa iri, rasa ingin tahu baru timbul motivasi. ... lepas mi dari focus kupak, kembali lagi keseperti saya yang pada dasarnya. Kalau pola tidak beraturan. Hanya termotivasi pada saat itu saja.[Data 31, 55#V, p. 657]

[that curiosity, sir. From envy, curiosity then arises motivation. Get out of my focus, sir. Come back to like me basically. If my learning pattern is irregular. Only motivated at that moment]

Ketika saya melihat suatu hal yang baru, aaa... di situlah saya cari tahu, di situlah proses belajar saya.[Data 31, 44#VI, p. 663]

[when I see something new, that's where I find out, that's where my learning process is]

...saya belajarnya tidak terpola, ya tergantung dari situasinya memang juga. [Data 31, 38#VII, p. 675]

[I learn not to be patterned, so depending on the situation, too]

Unpatterned learning is very useful to increase students' curiosity towards things that are new and then interest arises so that they are motivated to do things that they consider to provide knowledge. With regard to situational interests, Schraw, Flowerday, & Lehman (2001) suggest three of the six ways to increase situational interest, namely by offering meaningful choices for students, choosing well-organized texts that generate interest, and presenting preliminary knowledge needed to understand the topic. This is so that students can be involved in the principle of independent learning to gain knowledge about the problem at hand, so that students can share insights gained from the principle of independent learning, and synthesize information with the help of educators, and describe in detail what they find (Rotgans & Schmidt, 2011). However, there is no need to increase interest by increasing knowledge acquisition but should maintain a level of situational interest so that everything needed for learning can be mediated (Rotgans & Schmidt, 2014). Unpatterned learning, then labeled as *preferent learning*, allows individuals to facilitate their own learning, both in a formal environment such as on campus or school and workplace as well as in informal environments such as in places where they are detached from binding regulations. Places like this can give students the responsibility to improve their own solution

strategies and can benefit adaptive expertise (Carbonell, Stalmeijer, Könings, Segers, & Merriënboer, 2014). Adaptive expertise, according to Carbonell et al., is a flexible condition that allows individuals to work at high levels in the face of changing tasks (learning topics) and work methods (learning methods) and therefore, sense of liking in learning is highly recommended.

CONCLUSION

A *sense of liking* is the most underlying thing in informants to achieve mastery of English speaking skills because the sense of liking refers to psychological conditions that have existed in the past to sustain continuity of learning in the present and future. In addition, informants have learning patterns that look more preferential and independent with principles of naturalness, unpredictable, situational and curious based, and unregulated. So, the sense of liking and unpredictable learning can provide great opportunities in achieving the objectives of foreign language learning, specifically English speaking skills.

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