

GASING Method Training to Enhance Self-Confidence and Motivation in Speaking English: A Study of Student Perceptions among Semester IV and VI Students at STKIP Abdi Wacana Wamena

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 <https://doi.org/10.31004/jerk.in.v5i1.7518>

ARTICLE INFO

Article history:

Received: 13 Jul 2026

Revised: 19 Jul 2026

Accepted: 25 Jul 2026

Kata Kunci:

Metode GASING,
Percaya diri, Berbicara
Inggris, Persepsi
mahasiswa, PKM.

Keywords:

GASING Method, Self-
Confidence, English
Speaking, Student
Perception, Community
Service.



ABSTRACT

Pembelajaran berbicara di Prodi Bahasa Inggris STKIP Abdi Wacana Wamena masih menghadapi kendala pada kepercayaan diri yang menghasilkan kegugupan bahkan takut melakukan kesalahan dan malu ketika berbicara Bahasa Inggris. Oleh karena itu, kegiatan Pengabdian kepada Masyarakat ini bertujuan untuk meningkatkan keterlibatan, kepercayaan diri, dan motivasi mahasiswa dalam pembelajaran berbicara bahasa Inggris melalui penerapan metode GASING. Kegiatan ini diikuti oleh 25 mahasiswa. Hasil observasi menunjukkan bahwa hampir seluruh mahasiswa terlibat aktif mengikuti tahapan metode GASING, menunjukkan kepercayaan diri saat berbicara, serta antusiasme yang tinggi hingga akhir sesi pembelajaran. Hasil wawancara memperkuat temuan tersebut: mayoritas mahasiswa memberikan persepsi positif, menyatakan metode ini membuat pembelajaran tidak membosankan dan memberi kesempatan setara untuk berbicara, serta membantu menurunkan rasa takut salah. Meski demikian, sebagian kecil mahasiswa menilai metode GASING lebih sesuai diterapkan pada pembelajaran Matematika dibandingkan bahasa Inggris. Dengan demikian, kegiatan ini menunjukkan bahwa metode GASING secara umum diterima dengan baik dan efektif meningkatkan keterlibatan, kepercayaan diri, serta motivasi berbicara mahasiswa, meskipun perlu penyesuaian lebih lanjut sesuai konteks pembelajaran bahasa.

Speaking instruction in the English Education Study Program at STKIP Abdi Wacana Wamena still faces challenges related to students' self-confidence, which results in nervousness, fear of making mistakes, and embarrassment when speaking English. Therefore, this Community Service (PKM) activity aims to enhance students' engagement, self-confidence, and motivation in learning English speaking through the implementation of the GASING method. The activity involved 25 students. Observation results show that almost all students were actively engaged throughout the stages of the GASING method, demonstrated confidence while speaking, and showed high enthusiasm until the end of the learning session. Interview results reinforce these findings: the majority of students expressed positive perceptions, stating that the method made learning less monotonous and provided equal opportunities to speak, while also helping to reduce the fear of making mistakes. Nevertheless, a small number of students felt that the GASING method was more suitable for Mathematics instruction than for English. Overall, these findings indicate that the GASING method was generally well received and effective in improving students' engagement, self-confidence, and motivation to speak, although further adjustments are needed to better fit the context of language learning.



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How to Cite: Laura Sansa Maitimu, et al. (2026), GASING Method Training to Enhance Self-Confidence and Motivation in Speaking English: A Study of Student Perceptions among Semester IV and VI Students at STKIP Abdi Wacana Wamena, 5(1). <https://doi.org/10.31004/jerk.in.v5i1.7518>

INTRODUCTION

English, as an international language, plays a strategic role in global communication, particularly in this era of globalization and the Industrial Revolution 4.0. Mastery of English, especially speaking skills, has become one of the core competencies demanded of university graduates in order to compete in the global job market. However, the reality on the ground shows that many students in Indonesia still face significant obstacles in speaking English with confidence, even after having studied the language for years, up to the university level. Wahyuningsih & Affandi (2020) state that speaking is not an easy task for learners of English as a Foreign Language (EFL), including students in English education study programs in Indonesia.

Confidence in speaking English is a psychological factor that greatly influences success in foreign language learning. Tridinanti (2018) found a significant positive relationship between self-confidence and speaking achievement, with self-confidence even proving to be a stronger predictor of speaking achievement than speaking anxiety itself; students with high anxiety and low self-confidence tend to struggle to develop their speaking ability. Conversely, students who lack confidence tend to avoid English communication situations, which limits their opportunities to practice and further hinders their progress.

Based on this condition, a concrete form of intervention is needed to help students build speaking confidence gradually and in a non-pressuring atmosphere. On this basis, the service team carried out a training activity on the implementation of the GASING Method (Gampang, Asyik, dan Menyenangkan — Easy, Engaging, and Enjoyable) in English speaking instruction for students in the English Education Study Program at STKIP Abdi Wacana Wamena, as a form of implementing the Tri Dharma of Higher Education in the aspect of community service. The GASING method itself was originally introduced by Prof. Yohanes Surya in mathematics and science learning; Armianti et al. (2016) explain that the method is designed to make the learning process feel Easy, Engaging, and Enjoyable, carried out step by step, so that learners can gradually build self-confidence without feeling burdened. The application of GASING in English speaking instruction has not been widely explored, making this training activity one of the initial efforts to adapt the method into the domain of language learning.

Theoretically, the principles of GASING align with the concept of the affective filter in language learning. Krashen (in Pribadi, Rafli & Lustyyanti, 2019) explains that a learner's affective filter can be triggered by variables such as anxiety, self-confidence, motivation, and stress, making it important to create a safe and comfortable learning environment free from fear or embarrassment about making mistakes. Dewaele and MacIntyre (2014) show that a positive and enjoyable learning atmosphere can reduce language anxiety and increase students' active participation in speaking activities; conversely, Harefa and Telambauna (2020, in Anang & Wijaya, 2024) explain that fear of failure is a major cause of anxiety that ultimately leads to a decline or loss of students' self-confidence.

As part of evaluating the success of the training activity, the service team also explored students' perceptions of the implementation and benefits of the GASING Method they had participated in. Perception is the process of receiving, selecting, organizing, interpreting, testing, and reacting to stimuli received through the five senses, which is influenced by many factors such as feelings, needs, motivation, educational background, and participants' experiences (Soraya, 2018). Understanding how students perceive and evaluate the implementation of this training is an important part of measuring its effectiveness, as well as serving as material for evaluation and the development of more targeted training strategies in the future. Activities and studies specifically addressing this issue in the context of English language learning remain very limited, as most existing GASING studies have focused primarily on the fields of mathematics and science.

Based on initial observations in the English Education Study Program at STKIP Abdi Wacana Wamena, it was found that most students admitted to feeling awkward and afraid of making mistakes when asked to speak English in front of the class, even though they theoretically understood the material being taught — a gap between mastery of language knowledge and the ability to use it in real communication. Through the training activity on the implementation of the GASING Method, which emphasizes a pressure-free atmosphere, the service team sought to bridge this gap and gradually build students' confidence to actively speak English, in line with the demands of the Merdeka Belajar–Kampus Merdeka (MBKM) Curriculum, which encourages the creation of an innovative and enjoyable learning atmosphere (Kemdikbud, 2020).

METHOD

This community service activity employed a descriptive qualitative approach, aimed at describing students' perceptions of the implementation and benefits of the training they participated in, rather than testing statistical cause-and-effect relationships. According to Yakin (2023), qualitative research is research intended to understand phenomena experienced by research subjects — such as behavior, perception, motivation, actions, and so on — holistically and through descriptions in the form of words and language, within a specific natural context and by utilizing various naturalistic methods. In this case, the phenomena in question are students' perceptions of the influence of the GASING method on English speaking confidence and its role in building motivation to speak English.

This activity was designed as an introductory training, aimed at introducing the GASING method within a new context — English speaking instruction — in order to gauge students' initial responses and perceptions rather than to achieve mastery or long-term behavioral change. The activity was conducted in one day at STKIP Abdi Wacana Wamena, in the third week of May 2026, in the form of a training on the implementation of the GASING Method (Gampang, Asyik, dan Menyenangkan — Easy, Engaging, and Enjoyable) in English speaking instruction, divided into two sessions. The subjects of this activity were students from the English Education Study Program at STKIP Abdi Wacana, totaling 25–30 students, with the participant selection criteria being fourth- and sixth semester students. The implementation procedure began with a preparation stage, namely the development of training materials, interview instruments, and observation sheets, as well as coordination with the study program regarding the time, place, and number of participants; followed by the implementation stage, consisting of Session 1, involving the presentation of material and demonstration of the principles of the GASING Method in gradual, light, and pressure-free speaking exercises, and Session 2, involving English speaking practice in pairs/small groups using the GASING approach, accompanied by the service team, who provided direct guidance and feedback; and concluded with an evaluation stage, namely gathering students' perceptions after all sessions had been completed.

The instruments used in this activity consisted of an observation guide and a semi-structured interview guide. A semi-structured interview is a superior interview model for obtaining in-depth information from participants while maintaining research focus (Ruslin et al., 2022). Data were collected through two techniques: semi-structured interviews with several selected participating students to obtain an in-depth picture of their perceptions of the implementation and benefits of the GASING Method after the training. Interviews were conducted in Indonesian, the participants' first language, to allow them to express their perceptions freely and in depth; responses were subsequently translated into English for the purposes of this report. And also, observation conducted by the service team during the speaking practice sessions to observe students' level of participation, enthusiasm, and comfort in speaking English using the GASING approach. The interview and observation data were then analyzed using a descriptive qualitative approach through the stages of data reduction, data display, and conclusion drawing (Miles, Huberman & Saldaña, 2014), in order to obtain a comprehensive picture of students' perceptions of the GASING Method training in English speaking instruction. Prior to the interviews, participants were informed of the purpose of the activity and their right to decline participation; their identities have been anonymized in this report using single letters (A–I).

RESULTS AND DISCUSSION

This training activity was conducted on May 23, 2026, at the Chapel Room of STKIP Abdi Wacana Wamena, with students as participants totaling 30 people. The training was carried out in two sessions.

Session 1: Material Presentation and Demonstration

Session 1 consisted of the delivery of material on the GASING method in general by the team. In line with its acronym, GASING stands for Gampang, Asyik, and Menyenangkan (Easy, Engaging, and Enjoyable), which makes learning enjoyable and easy to understand. This method involves steps that build conceptual understanding through games and exploration, resulting in a deeper mastery of the material than prior understanding. It involves exploring with teaching aids or media that help learners visualize the concept being conveyed, with material that is not yet understood taught through something concrete, making it easier for learners to grasp. Fundamentally, learning through the GASING method is intended for children whose numeracy literacy is still low.

Next, the GASING approach was applied to English language learning. The steps adapted from mathematics learning using the GASING method are as follows: first, the team engaged in dialogue with participants about the theme to be studied. At this stage, responses and stimuli from participants were expected, in order to facilitate initial understanding of the material to be learned. Second, the team asked participants to imagine the material being studied in relation to events connected to it. This helped participants link real-life events with the material to be learned. Third, the team provided simple, relevant example dialogues containing only one theme, with dialogue themes connected to daily life. Fourth, to reinforce participants' understanding more deeply, the team provided two dialogue themes combined into a single dialogue. Fifth, variations were introduced with the aim of improving the quality of learning. These variations took the form of movements adapted to the dialogue theme.

Initially, participants appeared uninterested and paid little attention to the team's explanation regarding learning with the GASING method, as it was stated that this method was generally used for mathematics learning. However, once the team moved into introducing its application to English language learning, participants began to show enthusiasm by responding to the team's instructions, voluntarily engaging in the demonstrations, and taking part when trials or demonstrations in English learning were carried out. As an example of the demonstration, the team used speaking skills.

Session 2: Speaking Practice

In Session 2, speaking practice was carried out. After observing the demonstration example in the first session, participants were required to practice by speaking in pairs and delivering short individual presentations.

The classroom atmosphere became lively as participants actively responded by practicing the dialogues, from the first through the fifth step. First, the team gave an overview of the material to be studied. The team asked questions, and participants answered. The questions revolved around dialogue themes such as asking for names, well-being, and addresses. This first stage received a genuine response from participants because the stimulus given drew out their understanding. Second, participants had to imagine as if they were facing a foreigner. Third, they engaged in dialogue on other relevant themes, namely introductions, the market, and then food and drinks. Fourth, after engaging in dialogue on these three themes, the dialogues were then combined. This was followed by the final step, in which engaging in dialogue with the combined dialogues was accompanied by movement variations. For instance, when asking about someone's well-being, this would be accompanied by a movement performed by each pair to make it easier to grasp the meaning of the words used in asking about one's well-being. After completing the practice, participants gave a short presentation on their experience learning with the GASING method and the results they felt.

Observation Results

Table 1. Observation Results

No	Aspect	Statement	Observed Indicator	Results	Number of student (out of 30)
1	Student Involvement in the GASING Method	• Students actively follow each stage of the GASING method	• Sitting focused, following instructions, not doing other things	√	20 did and 10 were do chat in whatsapp.
		• Students respond to questions or stimuli from the lecturer	• Raising hands, answering, nodding	√	25 did
		• Students engage in paired/group speaking exercises	• Actively engaging in dialogue, not silent when it is their turn to speak	√	Everyone
2	Expression of Self-Confidence	• Students are willing to speak	• Volunteering themselves	√	22 did and 8 were just observed.

	when Speaking	without having to be called on first • Students speak while making eye contact with their conversation partner/audience • Students speak with a sufficiently clear voice volume • Students do not show excessive nervous gestures	• Not looking down or continuously reading from text • Voice heard by classmates • Not trembling	√ √ √	30 did 12 peers. 14 peers
3	Motivation and Enthusiasm During Learning	• Students appear enthusiastic when the speaking session begins • Students do not avoid their turn to speak • Students give positive responses to friends who are speaking • Students remain focused until the end of the learning session	• Volunteering themselves	√	10 peers
			• Not looking down or continuously reading from text	√	10 peers
			• Voice heard by classmates	√	30 did
			• Not trembling	√	25 did but a small number left due to personal matters
4	General Classroom Atmosphere	• The classroom atmosphere feels pleasant and not tense • Interaction between lecturer and students runs in two directions • The GASING method is implemented according to the proper stages	• Natural laughter, lively interaction, no signs of tension	√	30 did
			• Lecturer asks questions, students respond actively	√	30 did
			• The sequence of steps appears systematic and consistent	√	10 didn't agree

Interview

Theme 1 concerns Students' Perceptions of the Implementation of the GASING Method. This theme includes questions regarding the ease and comfort of learning to speak using the GASING Method. Semi-structured interviews were conducted with 8 selected participants out of the 25 students who took part in the training, chosen based on selection criteria such as representation of high participation levels and willingness to serve as an informant. Based on the interview results, the majority of students expressed positive perceptions toward the implementation of the GASING method in English speaking instruction. As stated by student (A) and student (B) :

"GASING is a new way that makes us feel challenged to speak; everyone gets the chance to speak because the lecturer doesn't play favorites, and the atmosphere isn't boring because in the middle"

"Before, or even at the end of the lesson, students have to stand up to clap and even repeat what they've learned using easy-to-remember words."

Another student (C) responded that they felt enthusiastic and active during the learning process, and that the space for participation was very wide and easy to follow. This statement indicates that the GASING method is indeed very well suited for application in speaking instruction. This finding is consistent with the observation results on Aspect 1, namely student engagement, in which students were seen to actively follow the stages of learning. However, there were also responses from other students (D and E) who felt that the GASING method was not at all suitable for English learning but was more appropriate for Mathematics, since Mathematics is more complex and difficult to follow through the stages of the learning process. This indicates that, overall, the GASING method was well received, but adjustments or improvements are needed depending on the context.

Theme 2, Students' Perceptions of the Influence of the GASING Method on Speaking Confidence. This theme examines whether students felt braver and more confident after participating in the training, and what factors they identified as contributing to this. The second theme reveals how the GASING method was perceived by students in helping to overcome difficulties in speaking English. Students consistently felt pressured due to fear of making mistakes or embarrassment at being laughed at, which led to a lack of confidence. Following the implementation of this method, one student (F) stated that:

"The GASING method can increase self-confidence when speaking English because it makes learning feel more challenging, learning becomes more enjoyable because the pressure of worrying about mistakes decreases when speaking, students are not afraid of making mistakes or feeling embarrassed about being wrong, and are not even embarrassed if laughed at for making a mistake; they are also not shy about expressing ideas or opinions."

Another student (G) stated that the lecturer did not sit while teaching but instead walked around the room, which made students feel valued and noticed.

This finding is reinforced by the observation results on the aspect of confidence expression in Observation Table Aspect 2, in which students demonstrated a willingness to speak without being called on and maintained good eye contact with their conversation partners. This is consistent with the view that if students have few opportunities to speak in public, they will feel anxious when speaking English (Wahyuningsih & Affandi, 2020), which states that if students are not given time and opportunities to practice speaking in public or in front of their peers, they will develop feelings of anxiety about being observed by many people. This method greatly facilitates students in building self-confidence, as it provides them with the opportunity to speak in front of their peers.

Theme 3 focuses on the role of the GASING method in building students' motivation to speak English independently after the training. The majority of students revealed that, in the GASING method, the lecturer provided motivation first. One student (H) responded:

"Even when we made mistakes, the lecturer still gave us motivation so that we would be motivated to ask questions again and participate actively in correcting our mistakes, and we became encouraged to speak English."

As a result, the learning process appeared two-directional, as students responded to the lecturer. The classroom atmosphere felt comfortable and enjoyable. Another student (I) responded:

"There was even support from friends through their responses as we engaged in dialogue, responding in turn and giving each other feedback whenever something seemed wrong or unclear."

As seen in the observation results on the aspect of motivation and enthusiasm (Table 1), students appeared enthusiastic from the start of the speaking session through to giving positive responses to peers who were speaking. This finding is relevant to the view of Widodo (2020), who emphasizes that one cause of demotivation in foreign language learning is heavily influenced by the teaching method — in other words, the GASING method influences students' learning motivation. A good teaching method fosters in students the drive to learn independently.



Picture 1. Variations in peer



Picture 2. One of the student presentation after the training of Gasing



Picture 3. The team giving example of the gesture

CONCLUSION

Students' perceptions of the implementation of the GASING method in English speaking instruction in the 4th and 6th semesters of the English Education Study Program at STKIP Abdi Wacana Wamena in Papua Pegunungan show that they were highly enthusiastic and experienced a reduction in the level of anxiety caused by a lack of confidence in speaking English. In addition, they appeared focused and were able to interact well. They were also able to respond, frequently displaying gestures

such as raising their hands or nodding. Students also exhibited positive behavior throughout the learning process.

Overall, this community service activity demonstrated excellent two-way collaboration between lecturers and students. It also provided significant benefits to students who experienced or lacked confidence when speaking English. Therefore, the GASING method should be implemented in the learning of other foreign languages or other scientific subjects. Similar development on a broader scale, along with sustained technical mentoring, is needed to enhance the sustainability and independence of students in managing their mental readiness and self-confidence when facing foreign language learning or other subjects.

This activity has several limitations that should be considered in the development of future programs. First, the one-day duration of the activity means that the data obtained more accurately reflects students' immediate reactions and perceptions of the training rather than a lasting change in self-confidence. Second, no follow-up evaluation was conducted to determine whether the positive impact observed persists over a longer period of time. Third, the limited number of participants from a single study program means that these findings are contextual and cannot yet be generalized broadly. Therefore, future research or community service activities are recommended to involve sustained mentoring as well as staged evaluation in order to measure the sustainability of the GASING method's impact on students' speaking confidence.

ACKNOWLEDGMENTS

The researchers would like to express their gratitude to all parties who contributed to the implementation of this community service activity, both materially and non-materially, as well as to the preparation of this article.

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