Correlation Between Students' Perception on English Language Learning and Their English Speaking Performance

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Abstract
The present study is entitled Correlation Between Students' Perception of English Language Learning and Their English-speaking Performance. The study aimed to investigate whether there is a significant correlation between students' perception and the speaking performance of the third-semester students in the Faculty of Foreign Languages Mahasaraswati Denpasar. The data were obtained by the quantitative method in correlational design. The study was conducted at the Faculty of Foreign Languages Mahasaraswati Denpasar. The population was 189 Faculty of Foreign Languages students in Mahasaraswati Denpasar, divided into 6 classes. This study applied the purposive sampling method, which took 16 students of the same class. The instruments used in collecting the data of two variables were the perception of the English Language online learning questionnaire and oral test video of speaking performance. The questionnaire used Sugiyono's perception scale, which contained 32 valid questions, and an oral test video rubric to measure speaking performance based on Harmer. In analyzing the data, SPSS software version 26 and Cronbach's Alpha formula were used to determine the reliability of the questionnaire. The study findings were that the third-semester students in the Faculty of Foreign Languages Mahasaraswati Denpasar had 50% high perception with a mean score of 116.81, and their speaking performance was at a minimal level of 43,75% with a mean score of 82,5. The coefficient relationship (rxy): 0.583. Based on the result of the study, it could be concluded that the perception of English Language online learning had a highly positive relationship with the speaking ability of the chosen third-semester students in the Faculty of Foreign Languages Mahasaraswati Denpasar.

Keywords*: perception, speaking performance, correlation study*

Abstrak
Penelitian ini berjudul korelasi antara persepsi siswa tentang pembelajaran Bahasa Inggris dan kinerja berbicara bahasa Inggris mereka. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan yang signifikan antara persepsi mahasiswa dengan kemampuan berbicara mahasiswa semester III di Fakultas Bahasa Asing Mahasaraswati Denpasar. Data diperoleh dengan metode kuantitatif dengan desain korelasional.Penelitian dilakukan di Fakultas Bahasa Asing Mahasaraswati Denpasar. Populasi penelitian ini adalah 192 mahasiswa Fakultas Bahasa Asing Mahasaraswati Denpasar yang terbagi dalam 6 kelas. Penelitian ini menggunakan metode purposive sampling. Sampel penelitian adalah 16 siswa. Instrumen untuk mengumpulkan data dari dua variabel adalah persepsi pada angket

pembelajaran online Bahasa Inggris dan video tes lisan kinerja berbicara. Kuesioner menggunakan skala persepsi Sugiyono yang berisi 32 pertanyaan valid dan rubrik video tes lisan untuk mengukur performa berbicara berbasis Harmer. Analisis data menggunakan software SPSS versi 26 dan rumus Cronbach's Alpha untuk mengetahui reliabilitas kuesioner. Temuan penelitian ini adalah mahasiswa semester III di Fakultas Bahasa Asing Mahasaraswati Denpasar memiliki persepsi tinggi 50% dengan skor rata-rata 116,81 dan kemampuan berbicara mereka berada pada level minimal 43,75% dengan skor rata-rata 82,5. Koefisien hubungan (rxy): 0,583. Berdasarkan hasil penelitian dapat disimpulkan bahwa persepsi terhadap pembelajaran online Bahasa Inggris memiliki hubungan positif yang tinggi dengan kemampuan berbicara mahasiswa semester III di Fakultas Bahasa Asing Mahasaraswati Denpasar.

Kata kunci*: persepsi, performa berbicara, studi korelasi*

Introduction

Language is necessary for talking with others. Language is required to express our feelings and interact with others. Without a language, no one can adequately convey their feelings. Wardhaugh stated in Ramelan (1984:46) that a language is a system of arbitrary sounds or a sequence of speech sounds utilised in specific ways.

English is a worldwide language because it is the primary language of the majority of the world's countries. English allows people from various countries to communicate with one another. In Indonesia, English plays an essential role in our society's daily existence. This is clearly seen in Indonesia's education sector. English is one of the subjects learned by students in school from elementary to university level. The purpose of learning English at school is for students to communicate easily in English.

Speaking is one method by which students can master English quickly. Speaking is an essential skill for students because it allows them to communicate with others to deliver opinions and express ideas. By mastering this skill, individuals can engage in conversations with others. The interaction function of speaking refers to how students interact with others in their social environment. According to Brown (2014), speaking as interaction means that the objective of speaking is to serve as a medium of communication between two or more individuals to sustain community connections. However, a few students experience difficulty in speaking, such as being emergent when trying to speak in front of their audience/class, having minimal diction, being weak in pronunciation, having no influence, and so on.

Most students believe that speaking is the most challenging skill to master when learning English as a foreign language. One of the most difficult challenges is the negative perception they create since speaking. This mindset prevents students from improving their English communication skills. Perception focuses on the process of thinking of other people in his life, and it might be one of the decisive criteria for success, which also applies to pupils. Student perspective is important in the learning process since it may have a good or negative influence on learners. This is in line with the statement of Corbin et al., (2020) that perception is a focus on the process of

thinking of other people in his life, and it might be one of the deciding criteria for success, which also applies to learners.

There were several previous studies related to this research. The first study is entitled "Student Perceptions of the Effects of Joining English Debate Classes on Students'" by Yanti (2016). In this study, most students stated that participation in the debate increased their fluency since they were able to talk with lengthy pauses and broad expressions, and more than half reported that participating in the discussion improved their correctness in speaking, which also improved their ability to communicate. The second study is entitled "Student Perceptions of Teacher Talks in English Classes" by Anggraeni (2018). Based on the findings, when the teacher asks questions, students are more likely to display contextual questions over display questions. The third study is "A Correlation Study Between Students' Perception on Teachers' Performance in Teaching English and Their Achievement" by Effendie, Amri, Yeni (2019). The primary goal of this study is to determine the relationship between students' perceptions of teacher effectiveness and their accomplishment at SMKN 1 Kempas eleventh-grade students. Intelligence, demeanour, clothing style, friendliness, authority, bodily movement, facial expression, voice intonation, and success are the markers of measuring students' perceptions. The fourth study is "Correlation of Students' Vocabulary Mastery and Reading Comprehension at the Second Grade of SMP Negeri 1 Kolaka" by Reskiawan and Syam (2019). This study aimed to discover the correlation between students' vocabulary knowledge and reading comprehension in the second grade at SMPN 1 Kolaka. The Pearson Product Moment Correlation Coefficient method was used to examine the data obtained in this study. It determined that rxy was 0.705 and rt was 0.404, with a degree of freedom (df=N-nr) of 24. By comparing the values of rxy and rt, it was discovered that rxy was greater than rt, implying that rcount was greater than rtable. It suggests a link between pupils' vocabulary mastery and reading comprehension, and the coefficient correlation was high; therefore, the alternative hypothesis is supported. The fifth study is entitled "A Correlational Study Between Students' Self-Esteem and Students' English-Speaking Performance Through Online Learning in Faculty of Foreign Languages Mahasaraswati Denpasar University" by Darmawan (2021). The result showed that during the direct assessment by the lecturer, there was a significant correlation between students' self-esteem and their speaking performance. It means that students with high self-esteem in speaking receive higher grades because they have no difficulty expressing their ideas and have high confidence in delivering their speech in front of their friends.

Based on the explanation above, while previous studies have explored various aspects of language learning and performance, this study aims to develop specific instruments, select a relevant population, and employ appropriate analytical tools to investigate the correlation between perception and performance. The writer was interested in conducting research entitled "Correlation Between Student's Perception on English Language Learning and Their Speaking Performance." In this case, the researcher's background is to find: 'Was there any significant correlation between students' perceptions of English language learning and their speaking performance of the third-semester students of Faculty of Foreign Languages Mahasaraswati Denpasar University'. In this study, the writer created the instruments

as a tool for data collection, and then they selected the population of respondents. The questionnaire was then given to the respondents. Following data collection, the authors utilise IBM SPSS software to compute the data and develop conclusions.

Method

In this study, a quantitative correlation method was used. Another descriptive approach utilised in educational research is correlational research (Surya & Dharma, MPA., 2008). According to Hasnunidah (2017), correlational research describes the link between two or more variables, but it cannot show which variable is the cause and which variable is the consequence. This study investigates the depth of a variable's relationship to another variable. According to those explanations, the writer's primary objective in this study is to discover the relationship between students' perception on English language learning and students' speaking performance. The correlational technique attempted to test a hypothesis by measuring multiple variables and quantifying the coefficient correlation between them, allowing the procedure to find which variables are connected with one another.

The study was conducted on third-semester students in the Faculty of Foreign Languages Mahasaraswati Denpasar. According to previous observations, there were 189 students in the Faculty of Foreign Languages Mahasaraswati Denpasar that were divided into 6 classes. The purposive sampling method was used in this study. Based on pre-observation using questionnaire data in that school, the researcher believes that third semester students can provide accurate information and the class can represent all of the third semester students in that university regarding the correlational study between students' perception on English language learning and their English-speaking performance. Furthermore, the researchers selected 16 students from the third semester as the research sample, with 3 males and 13 females. In doing so, the researchers have considered factors such as academic performance, English language proficiency, and willingness to engage in language learning activities.

There were two methods used to collect data in this study. The first was done by distributing a questionnaire in the form of a Google form about students' perceptions of English language online learning to determine how many students were available and how the students conducted. The second is the English-speaking grades; to gather data from speaking performance, students should document themselves in a video of less than 5 minutes describing the researcher's questions. The researcher will then transcribe the test from the video and present it as a table of the students with the lowest and highest speaking performance.

The questionnaire collected information about students' attitudes toward English language online learning. The questionnaire is made up of both closed-ended and open-ended questions. It is a data-gathering method in which the survey respondent is asked and answers a series of questions or written inquiries (Sugiyono, 2012). The researcher distributed a questionnaire to respondents via Google Forms in this study (online). The questionnaires were designed to assess students' perception of English language learning in third-semester students of English Literature. The questionnaire had 32 questions. This questionnaire was distributed to the students

represented as the study's sample. The researchers used Likert scales to organise the questionnaire to collect data.

The speaking test evaluates their ability to articulate ideas and collect data for this study. According to Harmer (2001: 87), speaking is an activity or endeavour that requires students to communicate and convey thoughts, ideas, or feelings orally. The students' speaking abilities were evaluated by administering a speaking exam in which they were asked to communicate and express their ideas and feelings by describing the researcher's question. The researcher devised three questions to assess their speaking performance. When administering the speaking test, the researcher used thought-provoking questions based on the desired learning outcomes in that specific subject. The teacher was also approached for the report. The goal of English-speaking rubrics is to compile five speaking ability competencies: pronunciation, grammar, fluency, vocabulary, and content. This rubric includes five speaking competencies, each with four scores. The total of the five competencies is 20; multiply this total by 5. As a result, the highest possible total score is 100.

In this study, the correlation of two variables was determined using a quantitative correlational design. They were the students' perceptions and English speaking performance. This study aims to determine the relationship between students' perceptions of online learning and their English-speaking performance at the Faculty of Foreign Languages Mahasaraswati Denpasar University. The data was then analysed using SPSS software version 26 and Cronbach's Alpha formula to determine the reliability of the questionnaire. Furthermore, the researcher used Pearson's Product-moment Simple Correlation formula to measure the correlation of the variables and lastly used One-Sample Shapiro Wilk to check the normality of the data.

Result and Discussion

In this section, the authors present the results of the study as well as the results of the instrument's responses. Then, during the discussion, researchers elaborate on all of the analysis based on the results' data.

Result

The writer used a questionnaire and an English-speaking test to collect data for this study. The first score of the independent variable (X) was derived from the students' responses to the given questionnaire. The writer used a questionnaire to collect information about the students' perception levels. The test was then used to evaluate the students' ability in speaking. This study's participants were 16 students from the third semester in the Faculty of Foreign Languages at Mahasaraswati Denpasar University. Students' perceptions were measured by 32 valid questions. The result of the perception score is as follows:

Table 1. Perception Score

Interval	Level	Frequency	Percentage
136-160	Very High	2	12.5%
110-135	High	8	50%
84-109	Moderate	5	31.25%
58-83	Low	1	6.25%
32-57	Very Low	0	0%
Total		16	100%

The table 1 shows that there were 2 students (12.5%) who got a very high level in perception, 8 students (50%) got a high level, 5 students (31.25) got a moderate level, 1 student (6,25%) got a low level, and no one or 0 (0%) student obtaining in the very low category. The mean score of students' perception was 116.81, which showed that the student's perception of the third semester in English Literature of the Faculty of Foreign Languages at Mahasaraswati Denpasar University was high.

The oral test was used to determine speaking performance by giving the students the instruction paper of the speaking instrument and verifying the readability of the speaking instrument before ordering the students to speak and recording it on video. They did an oral test to speak by selecting a topic about speech video for the graduation speech. The speaking ability score was calculated using a video sent by the students, and it is as follows:

Table 2. Speaking Performance Score

Interval	Level	Frequency	Percentage
87.8-90	Excellent	3	18,75%
84.6-86.8	Above Average	4	25%
81.4-83.6	Sufficient	0	0%
78.2-80.4	Minimal	7	43,75%
75-77.2	Poor	2	12,5%
Total		16	100%

Table 2 shows the rate percentage of the students' scores in speaking of 16 students, with 3 (18.75%) obtaining an Excellent level, 4 (25%) obtaining an Above Average level, 0 (0%) or no one obtaining in a sufficient level, 7 (43,75%) obtaining a minimal level, and 2 (12,5%) obtaining a poor level. The analysis of the mean score of students' speaking ability was 82,5, indicating that the student's speaking ability in the third semester in English Literature at Mahasaraswati Denpasar University was at a sufficient level. Based on the results of the student's perception and speaking performance scores, the correlation was analysed using SPSS 26 and the following results were obtained:
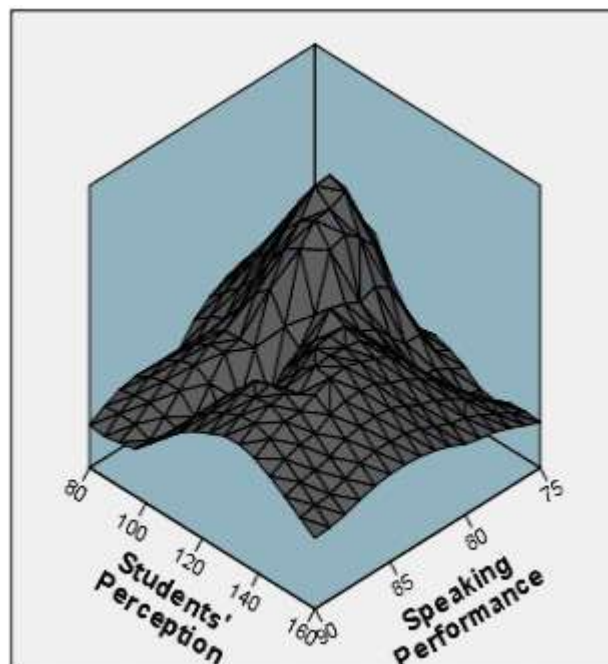
Correlations

		Students' Perception	Speaking Performance
Students' Perception	Pearson Correlation	1	.583[*]
	Sig. (2-tailed)		.018
	N	16	16
Speaking Performance	Pearson Correlation	.583[*]	1
	Sig. (2-tailed)	.018	
	N	16	16

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

Picture 1. Coefficient Correlation

The coefficient correlation between students' perception and their speaking performance, as shown in Picture 1, was 0.583. It indicated that the relationship was on a high level. Students' speaking performance could be made in the 3D Density chart based on their perception score as follows:

Picture 2. Correlation chart

Based on the 3D Density chart, we know the line has a positive linear relationship. The increase of students' perception score(x) was followed by an increase of speaking score(y).

Discussion

The results of this research showed that H1 was accepted, and there was a positive and a high significant relationship between students' perception and speaking performance in the third semester at Mahasaraswati Denpasar University's Faculty of Foreign Languages.

Furthermore, the cause of students' scores in speaking had a positive significant relationship with their perception because the students who had bad scores related to their low perception.

The low perception can be detected when they filled out the questionnaire as in indicator of students' perception, such as they were when they made a mistake in speaking English, they were dissatisfied with their ability in English; they felt they were unable to speak English; they were afraid and gave up when they made a mistake in English; they did not participate in the English class well; and they did not have high expectations for their future in English.

The students who had high perception scores also had high speaking scores because they had a good aspiration for English in their future, they never gave up on facing mistakes to improve their English, and they had a strong belief that they were capable, that they were better than others, so when they practised, they practised well. It may be inferred that we feel that keeping our viewpoint will compel us to attempt and that, in fact, we will be able to speak English.

Overall, this study shares commonalities with the works of Anggraeni (2018), Yanti (2016), and Darmawan (2021) in terms of its focus on English language learning and performance, utilisation of a questionnaire as a data collection instrument, empirical investigation, and relevance to the context of language learning. Building upon and aligning with these previous studies, this research contributes to the existing literature and extends our understanding of the factors influencing English language learning and speaking performance.

Considering some of the above data, it is possible to conclude that a psychological aspect, specifically perception, impacted the student's academic performance in English. Because of their high perception, the students trusted that they could achieve something, such as being courageous enough to talk in English despite making mistakes. Because of their perception, they were not offended when they made a mistake and did not give up trying to speak.

For example, at first, they were courageous to say that their vocabulary was not excellent, and they pronounced it badly. Still, they did not give up trying to pick a better vocabulary and pronounce it better, and by perceiving, they were not frightened of making a mistake in grammar. Because of their poor perception, they are afraid and nervous.

Students perceived help from a friend and a teacher. They also like attending English lessons. It inspired them to try again and again, hoping that the next time would be better. Students with greater perception scores demonstrated that they had high desire, high value, high defense, high feeling of achievement, and a high speaking score. For example, a student who had an 84 on perception received a 90 on speaking. Students who received a 40 in perception received a lower score in speaking.

The coefficient relationship (rxy): 0.583, the relationship was high, it indicated that h1 was approved and ho was refused. In other words, there is a positive

significant association between student perception of English language online learning and student speaking performance of third semester students at the Faculty of Foreign Languages Mahasaraswati Denpasar.

It may be stated that there is a strong association between student perception on English Language online learning and student speaking performance. Speaking skills are heavily influenced by perception. The higher the perception, the better the speaking skill.

Conclusion

According to the result of the data, the third-semester students at Mahasaraswati Denpasar University's Faculty of Foreign Languages had high perception with a mean score of 116.81 and in speaking performance, a mean score of 82,5. The increase in perception score was followed by an increase in speaking score. By enhancing students' perception of online learning, tailoring resources to meet their needs, providing feedback and support, promoting active engagement, and implementing continuous assessment and monitoring, educators can help facilitate further improvements in students' speaking ability and overall language learning outcomes.

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