

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English has been used globally for years. Consequently, the English language has become a mandatory subject in all secondary-level, high, and tertiary education. In addition, some private institutions make English compulsory for learners beginning in elementary school, while others utilize it as the primary instructional language in all classes (Kirkpatrick, 2010). Apart from being used as a teaching language at higher education institutions, it is also perceived as one's social standing, especially when communicating and connecting with people worldwide. The insertion of English into the Indonesian curriculum has significantly shifted the country's educational policies.

One of Indonesia's education policies, especially during the pandemic, is that all schools can provide an online learning system (Kemendikbud, 2020). Online learning occurs through numerous learning media, such as the WhatsApp app, Google Classroom, Google Meet, Zoom, and Quizziz. However, one of the substantial challenges is the unstable connection on the learners' side. Learners who suddenly get kicked out of the zoom room may have problems catching up with the lesson because they miss important information. It then leads to the quality of interaction during English Language learning itself.

The quality of classroom interactions during the learning process can lead to various good and bad perceptions depending on how the interactions are carried out. Perception is a personal insight into other people with whom he interacts, as well as one of the components affecting success, which also applies to learners (Corbin et al., 2020). In the Faculty of Foreign Languages at Mahasaraswati Denpasar University, learners' perceptions of English language learning were interactive. Students in the class were actively involved when the teacher delivered the material. According to Burns and Richards (2018), learning English as a second language requires interaction for a higher learning outcome. Classroom interaction is compulsory in order to create enhanced learning. Interaction is face-to-face communication between people that includes specific prosody, facial expression, silence, and rhythmical patterns of conduct (Crystal, 2003). Through classroom interaction, learners can acquire understandable information and responses from their interaction partners. One type of interaction is spoken interaction. In other words, the interaction involves a speaking activity.

Alonso (2012:49) stated that speaking activities focus on getting learners to generate sounds, phrases, or grammatical structures ranging from activities in which the teacher controls the language to activities in which the learners have more freedom to pick the language they use. Most learners studying English as a foreign language believe that speaking is the most challenging learning ability. One of the biggest challenges is the negative perception they create during spoken interaction. This mindset prevents learners from improving their English communication skills.

Based on the researcher's preliminary observation and information obtained from one of the lecturers who teach the IIID class, it is found that the average number of learners perceive online learning as positive. Only a certain percentage of learners assume that online learning does not allow them to interact in the learning process meaningfully. From the researcher's perspective, the English language learning process during the online IIID class ran smoothly because few of them actively spoke in class. However, some are still confused about expressing their opinions.

Those phenomena triggered the researcher's curiosity to administer research on the correlational study of learners' perception of online English language learning and speaking performance during the third semester of the English Study Program in the Faculty of Foreign Languages at Mahasaraswati Denpasar University during the academic year 2020/2021.

1.2 Problems of the Study

This study has two problems that are outlined as follows:

1. How is the learners' perception of third-semester students at the Faculty of Foreign Languages, Mahasaraswati Denpasar University?
2. How is the speaking performance of third-semester students at the Faculty of Foreign Languages, Mahasaraswati Denpasar University?
3. What does the correlation of learners' perception toward their speaking performance look like in the third semester in the Faculty of Foreign Languages, Mahasaraswati Denpasar University?

1.3 Objectives of the Study

In this study, the researcher has the following three objectives:

- 1 To figure out the learners' perception of third-semester students at the Faculty of Foreign Languages Mahasaraswati Denpasar University
- 2 To assess the speaking performance of third-semester students at the Faculty of Foreign Languages Mahasaraswati Denpasar University
- 3 To investigate whether or not there is a correlation between learners' perception of online English language learning and their speaking performance.

1.4 Limitation of the Study

This research is limited to investigating the correlation between learners' perception of online English language learning and their English-speaking performance in the third semester at the Faculty of Foreign Languages, Mahasaraswati Denpasar University, using the ex-post facto method.

1.5 Significance of the Study

The significance of this study is divided into the theoretical significance and practical significance, as explained below:

1.5.1 Theoretical Significance

There are two theoretical significances of this study, those are:

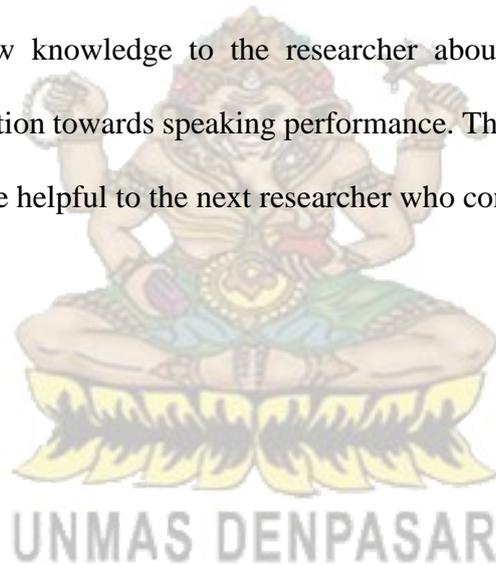
1. To give an in-depth understanding of the way perception statistically correlates with learners' speaking performance as assessed by the lecturer in the Faculty of Foreign Languages, Mahasaraswati Denpasar University.

2. To provide in-depth learning on the influence of learners' perception towards their speaking performance.

1.5.2 Practical Significance

This study has two practical significances, which are as follows:

1. To provide a practical understanding of learners' perceptions that could influence the process of learning a foreign language and how they think when doing online learning.
2. To provide new knowledge to the researcher about a correlation study of learners' perception towards speaking performance. The researcher believes that the study will be helpful to the next researcher who conducts similar research.



CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTS, AND THEORIES

2.1 Review of Related Literature

A literature review is a section of academic writing that exhibits knowledge and understanding of the academic literature on a particular issue. A literature review is a review rather than a report since it critically examines the content (The University of Edinburgh, 2021). The content of the literature, which includes existing research, theories, and evidence, is one of the primary objectives of performing a literature review and the writer's critical analysis of the particular topic. In this chapter, there are two thesis papers analyzing the application of linguistics in teaching the English language and three journals using a similar research method in analyzing the way one variable correlates to another variable. Both thesis papers and journals are reviewed as follows.

The first thesis reviewed is entitled “The Analysis of Students Perception of Online English Learning During Pandemic Covid 19 at The Eleventh Grade Students of SMAN 1 SAPE in Academic Year 2020/2021”. Nur Zaikah Arigoh wrote this thesis from the Muhammadiyah University of Mataram in 2021. This study was qualitative to discover students’ perceptions of online learning in class XI at SMAN 1 SAPE during the COVID-19 pandemic. The data was collected through questionnaires and interviews.

The researcher discovered that students' internal perceptions were negative. Online learning was considered ineffective. Students hardly understand the lesson and get distracted by their cell phones. As a result, it caused students to lose focus when learning and only learn to use cell phones. However, based on internal considerations, the researcher observed that Some learners desired to study English online due to the teacher's pleasant attitude and use of language that students easily understood. Compared to Arigoh's study, this study would be different in the problem of the study, theoretical framework, and would be in data collection method. The previous and recent studies have similarities in the theory of learners' perception because this study also used Toha's (2003) theory as the main theory of learners' perception.

The second thesis reviewed 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). This research focused on discovering the relationship between self-esteem and English-speaking performance in the Faculty of Foreign Languages at Mahasaraswati Denpasar University. The population of this study consisted of 27 third-semester students from the Faculty of Foreign Languages at Mahasaraswati Denpasar University who served as respondents. The researcher chooses to use a purposive sampling technique to take the sample of the population.

The previous study applied quantitative and qualitative analysis to determine the correlation between two variables. They were the students' self-

esteem and their English-speaking performance. The writer used two types of instruments to collect data for the instrument. The first instrument employed by the researcher is a questionnaire to collect data about students' self-esteem. The second instrument was the students' marks on an English-speaking test from their teacher to evaluate their ability to express ideas and collect data for this study. The researcher discovered that the mean score of the student's self-esteem was 78.89 and the mean score of their speaking performance was 80.37, and that the correlation coefficient (r) was 0.908 with a significant level of 0.001 and $r_{table} = 0.367$ because the correlation coefficient (r) value was larger than the r_{table} value. It can be discovered that there was a significant positive correlation between third-semester students' self-esteem and their English-speaking performance at the Faculty of Foreign Languages, Mahasaraswati Denpasar University. Compared to Darmawan's studies, this study is different in terms of its problem of the study. The similarity of this thesis with the writer is in the instrument and the theory of speaking; he also used Brown's (2001) theory.

The third article of a journal review is entitled "The Correlation Between English Language Education Students' Speaking Anxiety and Their Speaking Fluency" by Ayuni et al., (2021). This journal study was a correlation study that examined the relationship between students' speaking anxiety and their speaking fluency. The writer took 95 students as a sample. The writer used a correlational approach and a questionnaire, namely the FCLAS, used to assess students' anxiety levels, and the descriptive speaking fluency test, intended to measure students' speaking fluency. In analyzing the data, the writer used Pearson Product Moment

through SPSS 16. The findings showed that 82 students (86.32%) of the total 95 samples had little or no anxiety, while 13 students (13.68%) of the total 95 samples showed moderate anxiety. Furthermore, the students were classified as fluent in speaking because the majority of them (76.8%) received very good average ratings. In addition, a strong and negative correlation was discovered between the two variables. Compared to Ayuni et al., studies, this study would be different in the data source, the problem of the study, and the theoretical framework. The similarity between this thesis and the writer's would be in the data analysis technique, which uses a correlational analysis technique using Pearson Product Moment, as there is only one independent variable and one dependent variable.

The fourth article of a journal review is entitled "The Correlation of EFL Students' Speaking Anxiety and Their Speaking Performance" by Manda and Irawati (2021). The previous study aimed to determine whether there is a significant relationship between EFL students' speaking anxiety and their speaking performance. The quantitative research approach and a correlation research design were applied. This study included 36 students from MAN 2 Madiun in their eleventh grade. A speaking assessment and a questionnaire about the students' speaking anxiety were used to collect the data. Brown's speaking evaluation was used to evaluate the speaking test, and the questionnaire was graded on a 1-5 Likert scale. The questionnaire was adapted from Woodrow (2015) to investigate the students' speaking anxiety. IBM SPSS (Statistical Package for the Social Sciences) version 22 was used to evaluate the normality and Pearson correlation data. The result showed a significant correlation between the two variables, which are

strongly inversely correlated. Their fear of public speaking is hampering the students' speaking performance. The more worried someone is the lower their speaking performance score. Compared to the Manda and Irawati studies, this study would differ in the data source, the problem of study, and the theoretical framework. The similarity between this thesis and the writer's would be in the data analysis through the product-moment analysis technique, which was calculated using IBM SPSS to find the correlation between the two variables.

The fifth journal article is entitled "Relationship between the Perception of Classroom Learning Environment and Student Academic Emotions," written by Damaianti et al., (2019). The previous study aimed to investigate the relationship between perception of the classroom learning environment and academic emotions in Bandung Junior High School students by using the quasi-experimental method with a quantitative approach and a correlational design; 81 respondents aged 12-14 were chosen using a purposive sampling technique. The instruments used in this study were the Academic Emotions Questionnaire (AEO) and the My Class Inventory (MCI), translated into Indonesian. The Pearson Product Moment was used to analyze the data. The findings revealed a positive correlation between competitiveness dimensions and negative academic emotions, as well as a negative correlation between satisfaction dimensions and negative academic emotions in Bandung Junior High School students. Compared to Damaianti et al studies, this study would differ in the problem of study and theoretical framework. The similarity of this thesis with the writer is that the data collection uses a questionnaire

for learners' perception and data analysis which uses Pearson Product Moment analysis.

2.2 Concepts

In analyzing the data of this study, various concepts can be considered based on the theories of some experts. The following concepts can be presented as follows:

2.2.1 Perception

Barry (1998:48) indicates that perception refers to the set of mechanisms that we use to perceive, organize, and create stimuli in our environment. Each emphasizes the role of sensory and higher cognitive processes. The primary distinction between the two fundamental perception theories is perception. Perception entails recognizing environmental stimuli and responding to these stimuli. Through the perceptual process, we learn about the qualities and elements of our environment necessary for our existence. Perception shapes our understanding of and ability to act within the world. Perception is a term commonly used to describe the experience of something or an event. Perception is described as combining and organizing our sensory input (sight) to become aware of our surroundings, including ourselves. When an individual is exposed to an external stimulus, it is captured by the auxiliary organs and subsequently enters the brain. As a result, learners' perceptions are required to determine what factors influence their speaking. Self-perception refers to the perception that originates within a person. Self-perception refers to how people perceive themselves. Your own experiences affect your self-perception.

2.2.2 Speaking Performance

Speaking skill refers to using language for a purpose (Baker & Westrup, 2003). This means that when students learn to speak, they are encouraged to practice the language in situations relevant to life outside the classroom. Joanna and Westrup then propose that students talk about their lives and news, convey their thoughts, and discuss issues to practice actual communication. Students can learn to talk in a meaningful context by participating in these activities.

2.2.3 Faculty of Foreign Languages, Mahasaraswati Denpasar University

Mahasaraswati Denpasar University was established in 1982. It has several faculties, particularly the Faculty of Foreign Languages, established in 2003 to provide a place for learners to improve their foreign language proficiency. Mahasaraswati Denpasar University is a private higher education institution in Bali that can be found at Kamboja Street No. 11A, Dangin Puri Kauh, North Denpasar. Since its founding, the Faculty of Foreign Languages at Mahasaraswati Denpasar University has provided excellent services to learners who want to study and master a foreign language. This faculty offers two different study programs: the English Study Program and the Japanese Study Program.

(<https://pddikti.kemendikbud.go.id/>)

2.2.4 Online Learning

Online learning is education that occurs through the internet. According to Urdan and Weggen (2000), online learning is a component of long-distance learning. According to Rosenberg (2001), online learning uses technology such as

the internet to create learning resources that learners can access from anywhere. The connection between several words associated with online and distance learning (Surjono, 2006). Online learning is a methodology that concentrates students on implementation. Since online learning may be applied anywhere and at any time, depending on the tools available, students are expected to learn independently and take responsibility for every learning process. Students can access information and learning materials through online learning by the teacher's existing syllabus.

2.3 Theories

In order to analyze the problems of this study with stages and reliable consideration, the following theories are presented to support and explain the problems of the study:

2.3.1 Perception

According to Walgito (2010:99), perception is a mechanism followed by the process of sensing, which is the mechanism by which individuals receive stimuli through sensory instruments, also known as sensory processes. According to Toha (2003:154), the following aspects influence a person's perception:

a. **Internal factor:**

An internal factor arises within the individual. It is determined by psychological factors such as feelings, individual attitudes, personalities, goals or hopes, attention (focus), acquisition of knowledge, physical condition, mental diseases, values and needs, and interests. Every human being has unique characteristics that their family shapes. It will also help the

internal factor because internal factors are classified into physical and psychological categories.

b. External factor:

An external factor originates outside of the individual. External factors can also influence someone's view. These are gained information, knowledge, and surrounding needs, strength, size, resistance, motion recurrence, new things, familiarity, or an object's immaturity. They will all impact their views anytime they see something or experience it.

2.3.2 Speaking Performance

Speaking is one of the most important skills learners should develop when learning English. According to Brown (2001:26), speaking conveys needs such as requests for information, services, and so on. It indicates that the speaker speaks to the listener not just to communicate what is on his or her mind but also to convey what he or she needs, whether knowledge or service. Speaking is an important skill, and listening is inextricably linked to it. We generate text whenever we speak, and it should be meaningful. Like communication, we can find the speaker, the listener, the message, and the feedback.

Speaking, reading, listening, and writing are essential skills that language learners, particularly English learners, should master. According to Nunan (1991: 39), speaking is the most significant part of learning a foreign language. People who speak must be able to pronounce sounds, have a rich vocabulary, and explain ideas clearly. Speaking requires accuracy in communication since they must speak to express their idea directly. The definition of accuracy is the application of proper

grammar, vocabulary, and pronunciation. As we can see, a child in early elementary school is incapable of the same level of accuracy as an adult. As a result, learners are engaged in communication and are concerned with accuracy to use their language system best.

According to the statement above, speaking is expressing ideas and opinions to communicate with others. The researcher uses this idea to answer the second problem in this study.

2.3.3 Second Language Acquisition

Khrasen (1987:53) stated that Second Language Acquisition (SLA) could be considered a branch of theoretical linguistics that can be studied without practical application. Furthermore, Saville-Troike (2006) defines SLA as acquiring the L2 or “second language”. It is called a second language, even if it is the third, fourth, or hundredth language learned. It is also called a “target language”, which refers to any language intended to be learned. Informal L2 learning in realistic surroundings, formal L2 learning in classrooms, and L2 learning that blends different settings and circumstances are all examples of SLA.

SLA emerged as a field of study primarily from the fields of psycholinguistics and sociolinguistics. SLA in psycholinguistics emphasizes the mental or cognitive process involved in language learning and its representation in students' thoughts and behavior. Sociolinguists emphasize learner linguistic performance variability and extend the scope of study, including communicative competence.

According to Krashen (1987:66), acquisition involves meaningful interaction in the target language - natural conversation - among speakers with communicating and understanding messages rather than the form of their utterances. It means that when people communicate, they are concerned not just with the structure and grammar of the target language but also with the messages they interpret. In this case, it was also related to pragmatics theory in sociolinguistics.

The researcher used the second language acquisition theory as a comparison to support the second hypothesis in applying English-speaking performance.

2.4 Research Hypothesis

The hypothesis is a short-term solution to research problems that must be analyzed and evaluated. The hypothesis, on the other hand, is a prediction made by the researcher concerning the correlation between variables.

There are two different kinds of hypotheses: the null hypothesis and the alternative hypothesis. The null hypothesis proposes that no connection or difference exists between groups on a measure in the general population. In the alternative hypothesis, the researcher predicts the expected outcome for the study's population. This prediction is frequently based on existing literature and studies on the issue, which offer a possible outcome that the researcher may anticipate.

Based on the review of literature, concepts, and theories above, the researcher formulates the hypothesis as follows:

1. **H₀** : There is no significant correlation between learners' perception and learners' speaking performance during the IID semester in the Faculty of Foreign Languages at Mahasaraswati Denpasar University in the academic year 2020/2021.
2. **H₁** : There is a significant correlation between learners' perception and learners' speaking performance in the IID semester in the Faculty of Foreign Languages at Mahasaraswati Denpasar University in the academic year 2020/2021.

