

**CORRELATIONAL STUDY ON LEARNERS' PERCEPTION OF ONLINE
ENGLISH LANGUAGE LEARNING WITH LEARNERS' SPEAKING
PERFORMANCE**

THESIS



BY

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**ENGLISH STUDY PROGRAM
FACULTY OF FOREIGN LANGUAGES
MAHASARASWATI DENPASAR UNIVERSITY
DENPASAR**

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THESIS

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In partial fulfillment of the requirements
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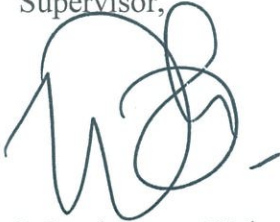
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ABSTRACT

Wedari., Ni Putu Dhita Vasya. 2023. **Correlational Study on Learners' Perception of Online English Language Learning with Learners' Speaking Performance.** English Study Program, Faculty of Foreign Languages, Mahasaraswati Denpasar University. Supervisor: I G B Wahyu Nugraha Putra, S.S., M.Hum.; Co-Supervisor: I Made Perdana Skolastika, S.S., M.Pd.

The writer conducted the study because the quality of interaction in the classroom during the online learning process can lead to various positive and negative perceptions depending on how the interaction is carried out, particularly regarding learners' perceptions of English language learning to speak in class. The goals of this study were to determine (1) The learners; perception of English language online learning of third-semester students at the Faculty of Foreign Languages Mahasaraswati Denpasar University; (2) The learners' speaking performance; and (3) The correlation between learners' perception on English language online learning and English speaking performance. This is a correlational study with the use of a questionnaire and test. The sampling technique used in this study was purposive sampling, and the study subjects were 21 students. The researcher utilized the Pearson Product Moment formula in the IBM SPSS 26 program. The questionnaire was used to assess learners' perception. The researcher asks the students to describe a question to collect data from the English-speaking performance test. The researcher discovered that the mean score of the learners' perception was 128.67, and the mean score of their speaking performance was 81.67. Also, the correlation coefficient (r) was 0.110 with 0.634 of significant level and $r_{table} = 0.433$, because the correlation coefficient (r) was smaller than r_{table} , it can be concluded that there was no significant correlation between learners' perception and their speaking performance of third-semester students in Faculty of Foreign Languages Mahasaraswati Denpasar University.

Keywords: *learners' perception, learners' English speaking performance, correlational research.*

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I realized that this thesis is far from perfection and still needs constructive suggestions, and new ideas will be much appreciated for improving this study.

Denpasar, 28 February 2023


Ni Putu Dhita Vasya Wedari

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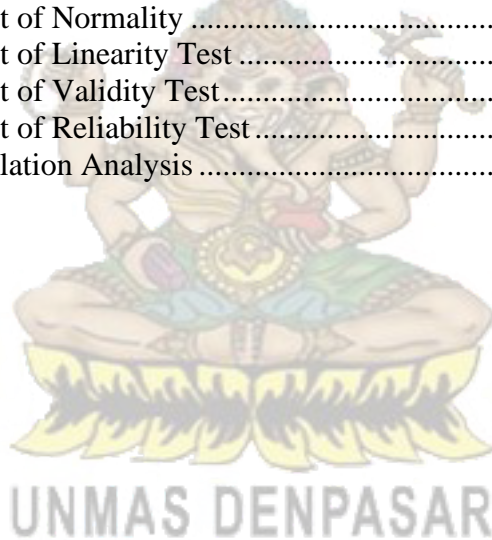
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LIST OF ABBREVIATIONS

D_n	:	The maximum deviation
f	:	Frequency
$F_{n(x)}$:	Sample distribution
F_{reg}	:	The value of the regression line
$F_{(x)}$:	The specific population distribution function
k	:	The number of items
K	:	The number of the class interval
\log	:	Logarithm
m	:	Number of predictors
N	:	The number of paired perception and English speaking performance scores (subjects); The sample size; The number of respondents
p	:	Probability
R	:	The correlation coefficient
r_{xy}	:	The Pearson's product-moment correlation
r_{11}	:	The instrument reliability
X	:	The scores of learners' perception distribution
Y	:	The scores of English speaking performance distribution
α	:	Alpha
$\sum \sigma_b^2$:	The sum of the variances of the items scores
σ^2_t	:	The sum of the variances of the test scores

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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:

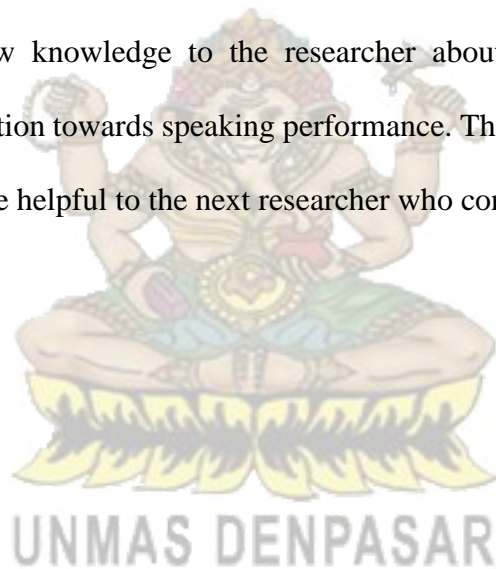
1. To give an in-depth understanding of the way perception statistically correlates with learners' speaking performance as assessed by the lecturer in the Faculty of Foreign Languages, Mahasaraswati Denpasar University.

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 IIID 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 IIID semester in the Faculty of Foreign Languages at Mahasaraswati Denpasar University in the academic year 2020/2021.



CHAPTER III

RESEARCH METHOD

The author discusses the data source, population and sample, the data collection and instrument, and data analysis in this chapter, which is as follows:

3.1 Data Source

This study was conducted at the Faculty of Foreign Languages at Mahasaraswati Denpasar University. The researcher requires some sources in order to gather the available data. The data source is the element from which the researcher collected the relevant information. From preliminary observation based on the information obtained from one of the lecturers who teaches the IIID class regarding the implementation of online learning, especially learning English as a foreign language, it is discovered that most learners viewed online learning as favorable. The researcher took the data from the IIID class of the English Study Program at the end of the semester in the academic year 2020/2021 at the Faculty of Foreign Languages, Mahasaraswati Denpasar University.

3.2 Location

This study occurred at Mahasaraswati Denpasar University at Kamboja Street No.11A, Dangin Puri Kangin, North Denpasar, Bali. This college was chosen because of its qualities to improve education and good abilities in teaching learners.

3.3 Population and Sample

3.3.1 Population

This research was conducted on IIID students in the Faculty of Foreign languages at Mahasaraswati Denpasar University, Bali. Based on the previous observation, there are 189 third-semester students of the English Study Program in the Faculty of Foreign Languages, Mahasaraswati Denpasar University, in the academic year 2020/2021.

3.3.2 Sample

According to Arikunto (2013), the sample seems almost representative of the studied population. This study employed a purposive sampling technique. The researcher used purposive sampling because it used a questionnaire, and the researcher believes that IIID semester students of English Study Program can provide accurate information and the class can represent all of the third-semester students in that college regarding the correlational study between learners' perception of English language learning and their English-speaking performance. In addition, the researcher used purposive sampling because it enables the researcher to produce significant study findings while maximizing the potential of a limited group. Furthermore, the researcher chose the IIID semester students as the research sample, which includes 21 students with 6 males and 15 females that can only truly represent the population under study.

3.4 Data Collection

This study focuses on correlation studies. The field study approach is utilized to collect data from IIID semester students of English Study Program

about learners' perception and speaking performance in the Faculty of Foreign Languages at Mahasaraswati Denpasar University. Creswell (2012) stated that correlation researchers are a subset of the ex-post-facto approach since they do not change the existing variable and instead look for the link's existence and the correlation variable's magnitude, indicated in the correlation coefficient. The researcher employs correlation research to specify the correlation between learners' perception and speaking performance.

In this research, there were two methods for gathering data. The first one is by giving a questionnaire in the form of a Google Form about learners' perception of English language online learning to know how many learners are there and how the learners are. The second one is the English-speaking test; to collect data from speaking performance, students must record themselves in the form of a video of fewer than 10 minutes describing the questions prepared by the writer. The writer then transcribed the test from the video and presented it as a table of the students who received the lowest and highest speaking performance. Besides, more definitions are mentioned as follows:

3.4.1 Instruments

Arikunto (2004) defines an instrument as a tool or facility researchers use to collect data. Questionnaires, interviews, observations, and checklists are examples of research instruments. Sudarsono (1998) describes a data collection instrument as a test, such as a matching exam, a speaking test, or a writing test. According to Ary et al. (2010: 201), "a test is a set of stimuli provided to an

individual to elicit reactions from which a numerical score can be described”. To collect the necessary data, this study employed two types of instruments.

The instruments used are the learners' perceptions of the English language learning questionnaire and the English-speaking test score.

3.4.1.1 Students' Perception Questionnaire

The questionnaire is used to gain data about learners' perception of English language online learning. The questionnaire consists of a close-ended questionnaire. According to Sugiyono (2012:64), it is a data-gathering approach in which the survey respondent is asked and answers a series of questions or written inquiries. The researcher disseminated a questionnaire to respondents via Google Form (online) in this study. The questionnaires assess IIID semester learners' perceptions of online English language learning. The questionnaire consisted of 32 items. In this questionnaire, responses ranged from *sangat tidak setuju* (strongly disagree), *tidak setuju* (disagree), *netral* (neutral), *setuju* (agree), and *sangat setuju* (strongly agree). Items from the Likert scale were adapted. A Likert scale, according to Azwar (2001: 99), is used to measure a person's attitude, opinion, and perspective toward something, individuals, or an event.

Table 3.1 Questionnaire Specification of Perception

No.	Aspects	Indicators	Item number
1.	Interestingly	Interest in English language online learning	1,2,3,4, 16, 17, 18
2.	Efficiency and effectiveness	Online learning makes students easier in learning the English language	5,6,7,8, 9, 10, 11, 15, 16, 24, 25
3.	Readiness	Deal with technology in the English language learning process	12, 13, 14
4.	Motivation	Always try to learn the English language	19, 20, 21, 22, 23, 26, 27, 28, 29, 30, 31, 32

The table above shows the blueprint of the learners' perception questionnaire. The aspects of the table were based from Toha's theory, where each indicator represents the internal and external factors of perception from Toha's theory in 2023. The item number on the table shows the number of each question that represents every aspect and indicator of perception. Interestingly, efficiency and effectiveness, readiness, and motivation were part of the internal and external factor that affects one's perception.

3.4.1.2 English Speaking Test

The speaking test is used to assess their capacity to articulate ideas and to collect data for this study. According to Harmer (2001: 87), speaking is an activity or endeavor that requires students to be able to communicate and convey thoughts, ideas, or feelings orally. The students' speaking performance was assessed by administering a speaking exam in which they were requested to communicate and express their ideas and feelings by describing the question posed by the researcher. The researcher devised three questions to assess their performance when speaking.

When administering the speaking test, the researcher employed thought-provoking questions based on the desired learning results in that specific subject. The report was also taken from the teacher. The purpose of English-speaking rubrics is to compile five competencies of speaking performance: pronunciation, grammar, fluency, vocabulary, and content. This rubric contains five speaking competencies, each of which has four scores. The competencies are going to be

described in detail for each score. The sum of the five competencies is 20: this sum is multiplied by 5. As a result, the maximum total score is 100. The rubric for grading the learners' speaking performance is provided below.

Table 3.2 The Rubric of Speaking Performance

No	Aspect	Description	Score
1.	Pronunciation	• The pronunciation is very clear and easy to understand.	4
		• There are only 1-5 pronunciation mistakes but in general, it is good.	3
		• Pronunciation is often wrong, but in general, it is still understandable	2
		• The pronunciation is unclear, so it cannot be understood.	1
2.	Grammar	• Little or no grammatical mistakes.	4
		• Makes grammatical errors from time to time, but this has no effect on the meaning.	3
		• Make frequent grammatical errors that affect meaning	2
		• There are so many grammatical errors that it is difficult to understand.	1
3.	Fluency	• Speak very fluently: speaking easily, reasonably quickly, and without stopping and pausing frequently.	4
		• Speak fluently: sometimes makes 1-5 times to stop or pause.	3
		• Speaking quite fluently: there are many times having to stop when the students speak.	2
		• Speaking substandard: speaking hardly, haltingly.	1
4.	Vocabulary	• Vocabulary: very good Use vocabulary and expressions as native speakers.	4
		• Vocabulary: enough So they can develop an idea properly	3
		• Vocabulary: fail So often repeated and cannot develop an idea properly.	2
		• Vocabulary: limited Difficult to express ideas well.	1
5.	Content	• Knowledgeable, Substantive, through the development of the thesis. Relevant to an assigned topic (completely describe the content)	4
		• Some understanding of the subject pretty good range. The idea was only partially developed. The topic is most relevant; however, it lacks detail.	3
		• Subject knowledge is limited. There is little substance. Topic development is inadequate.	2
		• Does not demonstrate subject knowledge. Non-substantive. There is nothing relevant or sufficient to evaluate.	1

(Adapted from Gadau, 2013)

3.4.2 Validity and Reliability of Students' Perception Questionnaire

The research instrument must be valid and reliable. As a result, the questionnaire utilized as a study instrument must be valid and reliable. Before employing the questionnaire as a study instrument, its validity and reliability should be validated. The respondents were the IIID semester students from the Faculty of Foreign Languages at Mahasaraswati Denpasar University during the academic year 2020/2021. In this research, there was also an English-speaking performance test.

3.4.2.1 Validity

Fraenkel and Wallen (2008:138) state that the correctness, significance, and utility of the researcher's deductions are known as validity. It signifies that the questionnaire is valid if its statements assess what it is supposed to assess. Furthermore, Fraenkel and Wallen (2008:138) stated that "there are three categories of validity: content-related evidence of validity, criterion-related evidence of validity, and construct-related evidence of validity". Content-related evidence of validity is defined as validity is determined by evaluating the instrument's content using either rational analysis or personal judgment (Azwar, 2001:45). It defines how close the instrument should be to a representative sample of the substance being tested. Criterion-related evidence of validity is the relationship among scores acquired using one or more additional instruments or measures (Fraenkel & Wallen, 2008:140). It implies that the new instrument is related to the current one. The instrument is valid if there is a correlation between the two instruments. According to Fraenkel and Wallen (2008:140), construct-related evidence of validity refers to

the physiological characteristic or property being measured by the sensor. Construct-related evidence of validity is defined as if the data collection method faithfully reflects and is consistent with the existing ideas underlying the variable under consideration. The process is acceptable (Seliger & Shohamy, 1989:184). As a result, it establishes the extent to which a test indicates what the theoretical definition implies. The instrument only assesses the construct that the researcher wishes to measure.

Based on the theories, the students' perception questionnaire is designed and organized from a blueprint relevant to the students' perception. As a result, the questionnaire met its content, construct, and validity requirements. Table 3.3 displays the indicators and item distribution.

Pearson's product-moment correlation was employed in the correlation technique to determine questionnaire item's validity (Azwar, 2001:19).

The Pearson's Product-moment Simple Correlation formula was:

$$r_{XY} = \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \cdot \sum X^2 - (\sum X)^2][N \cdot \sum Y^2 - (\sum Y)^2]}}$$

Notes:

r_{XY} = The Pearson's product-moment correlation

X = the distribution of learners' perception scores

Y = the distribution of English-speaking performance's scores

N = the number of paired learners' perception and English-speaking ability scores (subjects)

The researcher discovered all questionnaire questions were valid after doing a validity test using the IBM SPSS 26 for windows program.

Table 3.3 Valid Item Distribution of Students' Perception Questionnaire

No.	Aspects	Indicators	Item number
1.	Interesting	Interest in English language online learning	1,2,3,4, 16, 17, 18
2.	Efficiency and effectiveness	Online learning makes students easier in learning the English language	5,6,7,8, 9, 10, 11, 15, 16, 24, 25
3.	Readiness	Deal with technology in the English language learning process	12, 13, 14
4.	Motivation	Always try to learn the English language	19, 20, 21, 22, 23, 26, 27, 28, 29, 30, 31, 32

3.4.2.2 Reliability

According to Fraenkel & Wallen (2008:146), the consistency of the scores from one administration of an instrument to the next and from one set of items to the next for each individual. It signifies that the questionnaire is trustworthy if the subjects' responses are constant over time. Fraenkel and Wallen (2008:146) stated that there are various approaches to examine the dependability of a questionnaire which are "test-retest method, equivalent-forms method, and internal-consistency methods". To determine the reliability of the questionnaire, the researcher assessed the data using Cronbach's coefficient alpha will be selected by the researcher because "it is used to calculate the reliability of questions that are not scored right versus wrong, such as in some essay tests where multiple answers are permitted" (Fraenkel & Wallen, 2008:147). It defines that Cronbach's coefficient alpha will be

used to assess an instrument's reliability with item scores other than 1 and 0, such as a questionnaire or essay test, with scores other than 1 and 0. The formula of Cronbach's coefficient alpha is:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_b^2}{\sigma^2 t} \right)$$

Notes:

r_{11} = the reliability of the instrument

k = the quantity of items

$\sum \sigma_b^2$ = the total of the item score variances

$\sigma^2 t$ = the total of the variance of the test scores (all k items)

(Arikunto, 2010:239)

3.5 Data Analysis

In this study, the correlation of two variables was determined using qualitative and quantitative analysis. They were the learners' perceptions and English-speaking performance. The goal of this study is to examine the correlation between learners' perceptions of English language online learning and English-speaking performance of IIID semester English Study Program students at the Faculty of Foreign Languages, Mahasaraswati Denpasar University.

The researcher was count the data analysis consisting of the mean (M), median (Me), modus (Mo), and standard deviation before analyzing the correlation

between students' perception and speaking performance (SD). The frequency distribution table and histogram for each variable are provided below.

The formula is:

1) Computing the number of class interval

The study used the Sturges formula to determine the number of class intervals.

The formula is:

$$K = 1 + 3,3 \log n$$

Notes:

K = The number of the class

N = The number of respondents

Log = Logarithm

2) Determine the range of the data

The data range represents the difference in scores between the highest and lowest. The highest score is decreased to the lowest score.

3) Computing the class length class range is divided by the number of classes.

The researcher then assessed the category of the obtained score to determine the level of the learners' perception and English-speaking abilities. Arikunto (2010: 264) proposed classifying the scores into three categories.

Table 3.4 The Classification of Scores Categories

Class Interval	Category
$X < \text{Mean} - 1 \text{ SD}$	Low
$\text{Mean} - 1 \text{ SD} \leq X < \text{Mean} + 1 \text{ SD}$	Fair
$X \geq \text{Mean} + 1 \text{ SD}$	High

This research consists of one independent variable (learners' perception) and one dependent variable (English speaking performance). The independent variable symbolized as 'X' is estimated to correlate to the dependent variable symbolized as 'Y', which is the outcome of Usman and Akbar (2015: 200).



Figure 3.1 Data Analysis

Notes:

X : Learners' perception
 Y : English Speaking Performance
 —————> : Correlation of X and Y

The data analysis will use to know the correlation between learners' perception and their speaking performance of the learners of IIID semester students in the Faculty of Foreign Languages at Mahasaraswati Denpasar University by using the Person's product-moment Simple Correlation formula.

$$r_{XY} = \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \cdot \sum X^2 - (\sum X)^2][N \cdot \sum Y^2 - (\sum Y)^2]}}$$

(Source: Usman AND Akbar (2015))

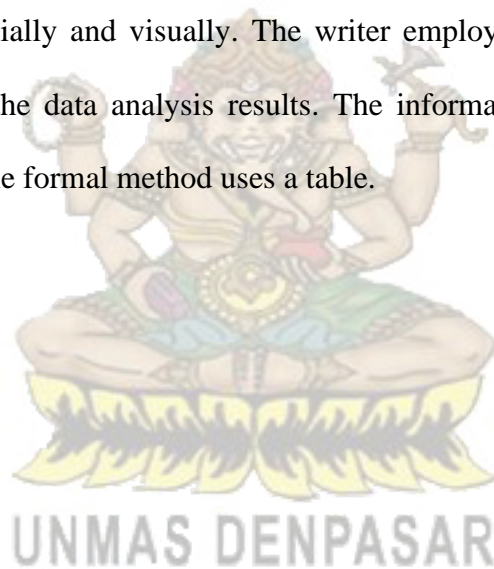
Notes:

r_{XY} = The Pearson's product-moment correlation
 X = the scores of students' perception distribution
 Y = the scores of English-speaking ability distribution

N = the number of paired students' perception and English-speaking ability scores (subjects)

3.6 Finding Presentation

Sudaryanto (1993: 145) presented two methods for data analysis presentation. There are two types of methods: informal and formal. The informal technique presents data analysis as a description, such as a word or a sentence. In contrast, the formal method uses symbols, diagrams, figures, and tables to show data analysis officially and visually. The writer employed both methods in this study to provide the data analysis results. The informal method uses words or sentences, while the formal method uses a table.



CHAPTER IV

FINDING AND DISCUSSION

The result of the data analysis based on the methodology mentioned in the previous chapter are discussed in this chapter. The discussions cover data description, data analysis technique, hypothesis test, and the result of analysis.

4.1 Finding

The writer utilized a questionnaire and a test to collect the data for this study. The first independent variable (X) score was derived from the students' responses to the questionnaire. The writer employed a questionnaire to get information about learners' perceptions. The test was then used to determine the learners' speaking performance. The respondent to this study were 21 students from IIID semester students in Faculty of Foreign Languages, Mahasaraswati Denpasar University during the academic year 2020/2021.

Table 4.1 Learners' Perception and Speaking Performance Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. Deviation
Perception	21	104,00	159,00	128,6667	16,44790
Speaking Performance	21	75,00	95,00	81,6667	5,32291
Valid N (listwise)	21				

The computation of means and standard deviations of learners' perception and speaking performance above showed that the mean of learners' perception was 128,6667 and learners' speaking performance was 81, 6667.

The calculation of the learners' perception classification can be seen in the table below:

Table 4.2 Learners' Perception Score Frequency Distributions

Score	Frequency	Frequency (%)	Category
104 – 122	8	38,1 %	Low
123 – 141	7	33,3 %	Fair
142 – 159	6	28,6 %	High
Total	21	100%	
Minimum		104,00	
Maximum		159,00	
Mean		128,6667	
Std. Deviation		16,44790	

The result above were classified as low, fair , and high. Students who have perception in the high category were 6 students (28,6%), fair category were 7 students (33,3%), and the low category were 8 students (38,1%). Data analysis revealed that the highest score of the learners' perception was 157, the lowest score was 104, and the average score (mean) was 128,67.

The English speaking performance test was conducted orally. The information was acquired by administering an English speaking test to the learners. The English speaking test consisted of learners delivering a speech as the graduation speaker.

The data of English speaking performance score can be seen in table 4.3

Table 4.3 Learners' English Speaking Performance Score Frequency Distribution

Score	Frequency	Frequency (%)	Category
75 – 80	13	61,9 %	Low
81 – 85	4	19,05 %	Fair
86 – 90	4	19,05 %	High
Total	21	100%	
Minimum		75,00	
Maximum		90,00	
Mean		81,6667	
Std. Deviation		5,32291	

From the data above, it found that from the English speaking test, there were students who have English speaking performance test there were students who have English speaking performance in the high category were 4 students (19,05%), fair category were 4 students (19,05%), and low category were 13 students (61,9%). After analyzing the data, it was discovered that the highest score of the English speaking performance was 90, and the lowest score was 75 with the average score (mean) was 81,7.

The writer used Pearson's Product-moment Simple Correlation (r) to analyze the data obtained in this study. This technique was employed to see whether or not there was a substantial correlation among the learners' perception and their speaking performance.

Table 4.4 The Pearson's Product-moment Simple Correlation (r) Analysis Results to Test the Hypothesis

Independent Variable	Dependent Variable	r	Sig.
Learners' perception	English speaking performance	-.110	.634

From the table above, it was found that the correlation coefficient was -0,110 with 0,634 signification. To test whether the correlation coefficient (r) was significant, it was consulted with r_{table} . r_{table} with $N = 21$ was 0,433. It showed that the correlation coefficient (r) was lower than r_{table} ($0,110 < 0,433$). Because $Sig. > 0,05$ and $r < r_{table}$, the alternative hypothesis (H_1) could be rejected, and the null Hypothesis (H_0) could be accepted. Therefore, it can be concluded that there is no significant correlation between learners' perception and their speaking performance of IIID semester students at the Faculty of Foreign Languages, Mahasaraswati Denpasar University in academic year 2020/2021.

4.2 Discussion

As the researcher, this study aimed to discover the correlation between learners' perception and their speaking performance in the public speaking class of IIID semester students at Faculty of Foreign languages , Mahasaraswati Denpasar University. English helps study a foreign language because it allows learners to practice or pronounce the new words they have learned. The learner will learn by pronouncing the word or sentence to aid in memorization. When learners experience difficulties communicating, such as nervousness, fear, or low self-confidence, it can impact their performance in acquiring a foreign language.

To address the research questions, an analysis was carried out. This section examines several aspects of research design, data collection methodologies, and data analysis of the related literature. In this study, the writer was responsible for data collection. The data was collected using instruments. The first was a questionnaire form distributed to all learners who participated in this study. They

requested to fill out the questionnaire's statement items. The questionnaire was used to determine the learners' perception level. The second instrument utilized was a speaking test administered by the public speaking class lecturer.

4.2.1 Students' perception level

A questionnaire assessed the learners perception of online learning English language. In the students' perception questionnaire, there were five response options: *sangat tidak setuju* (strongly disagree), *tidak setuju* (disagree), *netral* (neutral), *setuju* (agree), and *sangat setuju* (strongly agree). The alternatives included scale values of 5,4,3,2,1 for positive statements and 1,2,3,4,5 for negative statements. The maximum possible score was 160, while the lowest possible score was 32. The maximum possible score was multiplying the 32 items by 5, while the lowest possible score was obtained by multiplying the 32 items by 1.

Based on the data collected, the highest score of learners' perception was 159, and the lowest value was 104, with an average score (mean) of 128,67 and a standard deviation of 16,45. This section examined the study of IIID semester students' perception levels at Faculty of Foreign Languages, Mahasaraswati Denpasar University on academic year 2020/2021. Here is the students' perception questionnaire result table from IIID semester students:

Keterangan:

STS : *Sangat tidak setuju* (Strongly disagree)

TS : *Tidak setuju* (Disagree)

N : *Netral* (Neutral)

S : *Setuju* (Agree)

SS : *Sangat setuju* (Strongly agree)

Table 4.5 The Classification Point of Students' Perception Questionnaire

No.	Statement	STS	TS	N	S	SS
1.	Online learning is interesting	0	2	4	6	9
2.	I love online learning	0	1	6	5	9
3.	I feel comfortable with online learning	0	1	6	5	9
4.	Online learning is always fun	0	0	12	3	6
5.	Online learning makes my time very flexible	0	1	1	6	13
6.	Online learning is interactive	0	3	9	3	6
7.	With online learning, I can study anywhere	0	1	0	6	14
8.	Online learning made me realize that learning does not just have to be in the classroom	0	0	0	8	13
9.	Online learning requires good facilities	0	0	5	4	12
10.	Online learning is expensive	2	5	3	3	8
11.	Technical difficulties often occur during online learning	0	1	6	6	8
12.	I've never had problems with the signal during online learning	4	9	3	3	2
13.	The area where I live is reachable by internet signal	1	0	5	10	5
14.	Online classes have many benefits	0	0	6	9	6
15.	Online classes can really lift my spirits	0	2	7	7	5
16.	Online learning very motivates me to study	0	4	5	7	5
17.	I am passionate about learning English	0	0	2	9	10
18.	I take the time to learn English	0	0	4	6	11
19.	I do all the English assignments given by the lecturer	0	0	3	4	14
20.	If something is unclear regarding the lesson, I will definitely ask the lecturer	1	0	4	10	6
21.	I am looking for other learning resources besides the books used by the lecturer	0	0	6	8	7
22.	I have a target score for English	0	0	5	8	8
23.	I must master English	0	0	4	6	11
24.	With good at English, it is easier for me to get the school or work	0	0	2	8	11
25.	For me mastering English needs more practice	0	0	2	7	12
26.	I make a study schedule and I do it well	1	1	6	4	9
27.	I'm trying to find a native English speaker to practice	1	1	6	8	5
28.	The amount of English vocabulary I have affects me in speaking English	1	1	6	6	7
29.	I am motivated to learn when my friend's English is better than me	0	0	3	8	10
30.	During the learning process, I always try to participate when the lecturer asks questions	0	1	7	8	5
31.	If the lecturer gives students the opportunity to ask questions, I take it to ask questions	0	1	6	9	5
32.	I never cheat on a friend's answer because I believe in my own answer	0	0	7	4	10
Total = 672		11	35	151	201	271

From the classification point of the learners' perception questionnaire result on table above, it could be found that "*sangat setuju*" (strongly agree) was chosen of the most students that reach 271 final points, or it's about 40,33% from the whole point. At second calculation, "*setuju*" (agree) were chosen about 201 points or about 30,36% from the whole point. "*netral*" (neutral) were chosen about 22,47% or 151 points, "*tidak setuju*" (disagree) were chosen 35 points or about 5,21%, and "*sangat tidak setuju*" (strongly disagree) reached score 11 points or 1,64% from the whole 672 points of students. The complete data of the learners' perception questionnaire score can be seen in table 4.6.

Table 4.6 The Classification of Learners' Perception

Score	Frequency	Frequency (%)	Category
104 – 122	8	38,1 %	Low
123 – 141	7	33,3 %	Fair
142 – 159	6	28,6 %	High

The result above were categorized into some categories which were low, fair, and high. Learners who have perception in the low category were 8 learners (38,1%), fair category were 7 learners (33,3%), and high category were 6 learners (28,6%).

The researcher concluded some factors based on the results regarding perception of English language online learning of learners' speaking performance in IIID semester. The factors are shown in the following explanations related to the Toha (2003) theory:

1. Learners have scared feeling about communicating with another person. This is the feeling that causes learners to become excessively concerned about their performance.
2. Motivation is critical in engaging learners to overcome other problems such as anxiety. When learners have the confidence to get interested and motivated, they will be able to prepare themselves as thoroughly as possible and be more prepared to perform.
3. When one receives or is triggered by new information, one has already formed information in his or her mind. It had an impact on many learners' communication skills in class.
4. The factors that influence a learner's speaking performance arise from the learner's surrounding environment, referred to as an external factor. The atmosphere has a significant effect on speaking performance. Listening assistance is also regarded as a class condition and a class situation. The number of attendees has an impact on the class condition. The larger the audience, the more noise they make. Furthermore, the majority of learners believe that the classroom environment has a substantial impact on their speaking performance. As a result, the teacher assist reduce tension.

4.2.2 Learners' Speaking Performance

The English speaking performance test was oral test. The data gathered by giving an English speaking test to the learners. The English speaking test was given

by requesting the learners to make a video to deliver a speech as the graduation speaker.

The learners must upload all the videos to the google drive and send the link to their lecturer. After collecting all data, the researcher got all the google drive links from the student videos and started watching their videos individually to assess their English speaking performance.

The researcher assigned the scores depending on the prior assessment's scale. Each category has a scale of 1-4, which multiplied by 5. Students might receive a maximum score of 100 and a minimum score of 20. Moreover, the result of the learners' speaking scores in all categories are displayed below:

Table 4.7 English Speaking Score of IIID semester

NO	NAME	ENGLISH SPEAKING SCORE					TOTAL	FINAL SCORE
		Pronunciation	Grammar	Fluency	Vocabulary	Content		
1	Ni Kadek Novita Budiantini	3	3	3	4	3	16	80
2	Ni Made Jilina Cantika M	3	3	3	4	4	17	85
3	Katarina Viviani Jaya	3	3	2	4	4	16	80
4	Made Adis Indayanti	4	3	3	3	3	16	80
5	Ni Kadek Ayu Putri	3	3	4	3	4	17	85
6	Putu Diah Arum Pramini	3	3	3	4	3	16	80
7	Ni Kadek Vivi Nanda K. S	3	3	4	4	4	18	90
8	I Gede Aura Puma Aditya	3	3	4	3	3	16	80
9	Ni Putu Suci Lestari	3	3	3	3	4	16	80
10	Wika Meliana Sari	3	3	4	4	3	17	85
11	Ni made Anggi Damayanti	4	3	4	3	4	18	90
12	Hugolin Zakarias Pandi	3	3	3	3	3	15	75
13	Ni Putu Kania Maharani	3	3	4	3	3	16	80
14	I Komang Nugraha Darma P	3	2	3	3	4	15	75
15	Putu Naomi Cahaya D	3	3	4	3	4	17	85
16	Ni Luh Putu Nadya Rosalini	4	3	4	4	3	18	90
17	Kadek Wisnu Mahardika	3	3	2	3	4	15	75
18	Kadek Rio Sandika Putra	2	3	3	3	4	15	75
19	Ida Bagus Gede Sadnyana P	3	3	4	3	3	16	80
20	Ni Luh Pt Eka Kumala N. U	3	3	3	3	3	15	75
21	Putu Riska Yulvani Dewi	4	4	3	3	4	18	90

After doing an analysis, it was discovered that the highest score of the English speaking performance was 90, and the lowest score was 75 with the mean score was 81,6. The complete data of the English speaking performance score can be seen in table 4.8.

Table 4.8 The Classification of Students' English Speaking Performance

Score	Frequency	Frequency (%)	Category
75 – 80	13	61,9 %	Low
81 – 85	4	19,05 %	Fair
86 – 90	4	19,05 %	High

From the result above, it can be concluded that students with English speaking performance in the fair and high category have the same amount, which were 4 students (19,05%), and 13 students (61,9%) were in low category.

Here is the sample of transcript text analysis of Speaking Performance Test on the students during the test from the lowest, middle and highest score from 3 students of IIID semester based on the rubric of Speaking Performance:

Data 1

“Om Swastiastu, assalamualaikum warahmatullahi wabarakatuh, Syalom, Salam Namo Budaya, Salam sejahtera untuk kita semua. First of all, I wanted to say thank you, to Rector, Dean, all of my friends, my parents, and everything. Thank you, God for this wonderful opportunity that we are all being given. And I'm very grateful for the opportunity that I have been given because I have been able to speak in front of you all, the best friend, rector, dean, and everything, and everyone. I really don't believe I can speech in front of all this my friends. I hope that my speech today will provide both incentive and motivation to face after real life. Okay, now I'm going to start my speech in front of you.

With all respect, good morning rector, senior, and my friends. Thank you, God for your grace that today we can gather today. This is truly an honor to stand at this podium delivering farewell speech in our graduation day.

Dear my friends, that I'm proud of this day when we wear our graduation uniform coming together in this ballroom. There are thousand days that we went together through ups and downs. My mind still wonder to the first time we came to this college as a new student.

At this time we were so proud being the chosen from the best. The first day, we saw a new face full of spirit. We were welcomed with open hands by the college where we have been studying until now. We had great spirit to start the day as university student. Until now, hundreds of days later, the spirit of these still lingers. The difference is we were now will concern of what we achieved with success being part of our beloved university. There were many days full of stories we studied this lesson also the lecturers with their own characters. We try to understand the learning system in the university, we tried new nonacademic experience that suits our passion. One thing that I always hold on to during the new journey in this university is that I should to be curious soul to new things in positive matters. Of course, college is a place to process and becoming new person ready to mingle the real life lead ourselves. We were the one who is the chairs of our responsibility as university student.

Dear my happy friends, when I was a university student. I felt the ups and downs in my life. The lectures met and once I had no idea what to do. This college is the real witness of what happened to someone during this self-active session pace. I got new friends who are now become a family. I look up the seniors learning from their experience. I also got many advice from the lecture. Not only about listen, but also about life. Our success at university students is not determined by our GPA. It's not missed by how many trophies and certificates that we got. Also defined by our workplace ladder. The most important thing is the process during the learning journey. The process with all the stories in it is the real life path that we will keep in our heart forever.

Oh dear friends that I'm proud of. Starting from tomorrow, we have new status in our soldiers. We will sprite our wings leaving this college. We will enter the real life. What we are now is different with moment when came here the first time, this journey will be our norm. No words can express how proud and graduate I am for being part of this year university. Thank you everyone that I know for being part of my long journey during my study. Bill Gate once said in his speech be hungry. So hungry means we become a person that keeps on looking for new experience. Let's be a person that gives benefit to our societies. Be a person that our university will be proud of. Let me say my science apologize if I did something wrong to you.

Goodbye everyone. This is not the end. But I hope our path will cross Sunday in great endeavor. Thank you so much my friend. Thank you so much everyone.

By: Wisnu

From the rubric of speaking performance from Kadek Wisnu Mahardika, he got scores at 15 points, Pronunciation (3), grammar (3), fluency (2), vocabulary (4), and content (3). The researcher got there were only some clear pronunciations and it is still understandable and also there are some grammatical mistakes.

The speaking performance of this student is poor and spent many pauses for remind 1-1 words. The text and his performance were lack of vocabulary and could not develop the idea either.

Data 2

“Hello, all of my friends. How are you today? I hope you’re in a good condition. First of all, I want to say happy graduation day for Mahasaraswati alumni, guests, foreigner, English faculty, and the extra ordinary class of 2022. My name is Putu Naomi Cahaya Dewani and I am honored to stand before you today as a graduation speaker. Oh my God, I am so happy and I have so many thank in see of these smiling faces. But I will allow precious this moment to thank my mom, dad, friends and of course, my lecturers.

Fellow graduates, today is defining milestones in our lives. And I felt a lot of pressure while writing this speech to share something uniquely proven but wholeheartedly relatable. It’s not secret or the bad that we have proven ourselves to be the one of the most powerful classes in this faculty history. And I understand we have all fought battles but known and unknown by those around us. And I’m here today to despite your struggle, you have made it to this moment to be so fun. Your strength in having overcome in this obstacle. All of them may have cast pain and hardship. They didn’t keep you from accompanying this important dream. Do you know, I still remember walking on the campus of the first semester. There was a network because so many people were on campus, especially in the cafeteria.

I had met some great people, We introduced ourselves each other, and I know we get closer day by day, but nothing will be on my parents’ face when I go home on my first semester grade and show them that I had a 3.70 GPA after struggling so much rouge high school, this achievement allowed me to prove to them and to myself that I can success and do great things. I know many of us begin this college journey knowing exactly what we want to do and some of us begin without having an honest clue, that is okay.

So, right we are still processed to figure out who we want to be. I’m sure that I can speak for everyone when I say that every semester start off then suddenly blame and we have three clips built up on each other, a midterm three, five to ten page paper do all in the same week to say that we have been overwhelming huge understand. But, I just want you to know guys, graduation is not end goal in our life. Wherever your future take you and hold you, please enjoy every bit of it. Never stop to try something. If you’re failed, try again, try again and try again, and never give up. I believe with you and I believe with myself too. And last I say congratulations, happy graduation and see you on top!”

By: Naomi

The second analysis of speaking performance was from Putu Naomi Cahaya D. She got scores at 17 points. Pronunciation (3), grammar (3), fluency (4), vocabulary (3), and content (4). In pronunciation, some words pronounce incorrectly, for example word “figure” = /'figyər/ butt she pronounced /figor/. Her grammar got 3 points that was good. Her fluency got 4 points, with a fluent way to present her speech without many pauses. For her vocabulary also got 3 points, it was proper and she can develop the ideas of the context. Thus, for the content was rich, she can also perform her uniform like on the graduation situation by wearing a graduation hat.

Data 3

“Good afternoon, rectors, deans, lectures, seniors, and my friends in the class of 2022. Good afternoon, parents, friends, and loved ones with whom today will not be as special as it is a day we have earned and shoot cherish together. Congratulation to the unbreakable class of 2022! Today is a great day, a day we have been waiting for. Okay, so before I continue my speech, I want to say thank you everyone for trusting me to do this speech.

When I heard that my name was nominated as for the Victorian of the year, there is no word that can express my feeling. Three and a half years studying at this university, there is still that feeling, the exact same feeling that I got during the orientation day. If I took a look back on my fresh main year experience, what I remember is sitting down in front of my computer and saying hello to all of my new friend who have now become my best friends. We got thrown into situations that nobody expected and nobody was prepared for. We were isolated at home for, forced to take online classes and live with the daily fear and stress of COVID-19. It does sound crazy. We never even seen each other since the first day of the orientation day. As a student who. Graduate from high school. I'm sure we all have the same dream, which is to enter campus, to become a college student. Feel what it is like the first day being a college student. The next step in our education.

Being a college student is a big dream. Because we feel we're free. We don't need to wear our school uniform anymore. We can wearing comfortable clothes, the best clothes we have in our wardrobe with makeup on. And all the boys can have long hair too. And yeah, that we've been waiting for. But it was just a dream. Because of the global pandemic that had to change everything. Our two year we spent in front of the computer. My hopeful freshman staff has started out calling it with big dreams. I want to make the most out of my time here, because there are million things I haven't done. The three and a half short year went by so quickly. We were just a little freshman that didn't know what was going on. My friend. Class of 2022. Our class has to have to take on global paneling and a climate crisis. But that makes us different to the class of 2022.

My advice to you all is to dare to be different. Step outside your comfort zone. Challenge yourself daily. We all have unique qualities and gifts that we were blessed with. But if we waste precious time attempting to fit in, we'll never realize we were made, built and designed to stand out. I challenge you to be you. Class of 2022, Graduation is not an end goal in life itself. Wherever your future holds and takes you, enjoy every bite of it. Life is a journey and with all the accomplishments we achieved during the course, we should take it as starting point for future achievements. Live is like a movie and we are the main character. You are the main characters. My friends, class of 2022, today is the last day we call ourselves as a student because tomorrow we will all live our own lives. Maybe there are some of you plans to start own business or maybe return to their hometown. Maybe there are those who plan to continue their education to the master level. Or maybe there are those who will get married and will be busy with their families. But my friends, class of 2022, pleas always being you, always being honest, being a useful person in society, and always being the best person of yourself. And as we move forward, I hope that we are still getting in touch. Congratulations to the class of 2022!

In conclusion, I would like to thank my family for not only pushing me to be the best in college, but in everything I do. Thank you so much to my dad for giving me all the best things you could give. Thank you so much for supporting me, understanding me throughout this journey. Thank you so much for being my best parent. Thank you to my brother for being an outstanding example. Thank you to my boyfriend. I'm so grateful you are in my life. Thank you for being my best friend and for being a caring and trustworthy partner. Thank you for always being there for me. Thank you to all my classmates, your help has really made my studies much easier and more fun.

I really appreciate all of you guys. To my beloved Mahasaraswati Denpasar University, thank you for everything. And also I would like to say thank you Mr. Perdana Skolastika for all you have done for me over the course of the past three and a half years. The time were some of the most memorable years of my life. And you will always have a special place in my heart. Congratulations, the class of 2023. I wish you all more accomplishments, more degrees and more success in the future. Once again, congratulations to the class of 2022!

By: Anggi

The one with the highest score is from Ni Made Anggi Damayanti. From her speaking performance she got 18 points. Pronunciation (4), grammar (3), fluency (4), vocabulary (3), content (4). She was smoothly delivered her speech, very clear and easy to understandable. Although there were some grammatical mistakes and vocabulary, there is quite a lot repeated. However, she had native expression and a good content with a good hairdo and graduation hat on her head that makes look real like real she is on stage delivering her speech as the graduation speaker.

4.2.3 The Correlation between Learners' Perception of English Language Learning and Their English Speaking Performance

This research purposed to find out how significant it correlates between the independent variable (perception) and the dependent variable (English speaking performance) of IIID class at Faculty of Foreign Languages in Mahasaraswati Denpasar University on academic year 2020/2021. This study used two sets of data: ordinal data from the speaking learners' perception questionnaire and ordinal data of speaking performance final score, the result of speaking test (Appendix B). They were correlated using Pearson's Product Moment Simple Correlation (r) to test the hypothesis. Thus the hypothesis of the study were formulated as follow:

1. **H₀** : There is no significant correlation between learners' perception and learners' speaking performance of IIID semester in Faculty of Foreign Languages, Mahasaraswati Denpasar University on academic year 2020/2021.

2. **H₁** : There is significant correlation between learners' perception and learners' speaking performance of IIID Semester in Faculty of Foreign Languages, Mahasaraswati Denpasar University on academic year 2020/2021.

In order to test the hypothesis of this study, if Sig. > 0.05 H₀ would be accepted because it shows no correlation between learners' perception of English language on learning and speaking performance score. However, if Sig. < 0.05 H₁ would be accepted because there is correlation between learners' perception on English language online learning and learners' speaking performance.

4.2.3.1 The Testing of Statistical Assumptions

In this study, it was critical to assess statistical assumptions before completing the statistical analysis to evaluate the hypotheses. The Pearson's Product Moment Simple Correlation was concluded after testing to determine the normality and linearity of the research data. To test the normality and linearity of the research data, the researcher using SPSS IBM 26.

1. Normality Test

The normality test identifies whether or not the data variable is regularly distributed. This test used the Shapiro-Wilk statistical technique to measure ordinal, interval, or ratio data. This technique is indeed used for small data samples. The interpretation of the normality test is by looking at the Asymp. Sig value.(2-tailed). The data is normally distributed if the results obtained are greater than the level of Alpha 5% (>0.05). Furthermore, vice versa if the result (<0.05), the data is not normal.

The researcher employed the Shapiro-Wilk test to determine the normal distribution of the dependent variable. This test might assist the researcher in comparing the observed and expected frequency distributions. From the normality test calculation of the learners' speaking performance score (Y) variable, the researcher found the Shapiro-Wilk Sig. value was 0.08 . Because Sig. value was larger than $\alpha = 0.05$, it can be said that the distribution of the learners' speaking performance (Y) variable was normal. The summarized result of the normality test can be seen in table 4.9.

Table 4.9 The Result of Normality Test

Dependent Variable (Y)	Sig. Shapiro-Wilk	Statistic	Conclusion
Speaking Performance	0.08	0.865	Normal

2. Linearity Test

The linearity test is used to establish whether or not the correlation between independent and dependent variables is linear. The linearity test was conducted in this study by SPSS IBM 26 at a significant level of 0.05. The underlying premise behind the linearity test is that if the Sig. deviation from linearity > 0.05 , there is a linear correlation within the independent variable (X) and dependent variable (Y), and if the Sig. deviation from linearity < 0.05 there is no linear correlation within two variables.

The researcher used linearity deviation analysis from linearity to test the linear correlation between the two variables. Based on the result analysis, it was found that Sig. deviation from linearity value was 0.953. It shows that Sig. deviation from linearity was larger than 0.05. Therefore, it can be concluded that the

correlation between the learners' perception (X) variable and speaking performance (Y) variable was linear. The summarized result of linearity test can be seen in table 4.10.

Table 4.10 The Result of Linearity Test

	F	Sig.	Conclusion
The correlation between the learners' perception (X) variable and the English speaking performance (Y) variable	.221	.953	Linear

According to the SPSS IBM 26 computation, the variable data were normally distributed, and the correlation between the two variables was linear.

To find an answer to the problem of the study, the researcher examined the correlation between the independent variable (learners' perception) and dependent variable (English speaking performance). To test the hypothesis above, the researcher employed Pearson's Product Moment Simple Correlation (r) in this study. The research data were computed using the SPSS IBM 26 for Windows application. Table 4.11 displays the computation results of a correlation analysis between learners' perception of English language learning and the speaking performance of IIID semester students at Faculty of Foreign Languages in Mahasaraswati Denpasar University for the academic year 2020/2021.

The computation results of the correlation analysis between learners' speaking performance and speaking performance scores using Pearson's Simple Correlation (r) are shown below. The research data were computed using the SPSS IBM 26.

Table 4.11 The Correlation between Learners' Perception and Learners' English Speaking Performance

		Learners' Perception	Speaking Performance
Learners' Perception	Pearson Correlation	1	-.110
	Sig. (2-tailed)		.634
	N	21	21
Speaking Performance	Pearson Correlation	-.110	1
	Sig. (2-tailed)	.634	
	N	21	21

The correlation coefficient (r) was 0.110 in the table above. r_{table} was used to determine whether the correlation coefficient (r) value was significant. With $N = 21$, r_{table} was 0.433. It revealed that the correlation coefficient (r) was less than r_{table} ($0.110 < 0.433$). Due to $r < r_{table}$, the alternative hypothesis (H_1) could be rejected and the null hypothesis (H_0) could be accepted.

Here is the percentage of the measurement correlation of learners' perception and theirs speaking performance.

Table 4.12 Measures of Learners' Perception and Speaking Performance Association

Measures of Association				
	R	R squared	Eta	Eta Squared
Learners Perception * Speaking Performance	-.110	.012	.895	.801

As a result of the computation above, it is possible to deduce that there is no significant correlation of about 0.012% between learners' perception on English language online learning and English speaking performance in IIID semester at Faculty of Foreign Languages in Mahasaraswati Denpasar University for academic year 2020/2021.

English is helpful in studying a foreign language because it allows learners to practice or pronounce the new words they have learned. The learner will

benefited from pronouncing the word or sentence to aid in the memorization process. When learners experience difficulties communicating, such as nervousness, fear, or low self-confidence, it can impact their ability to acquire a foreign language. This discussion is based on the findings analysis.

The analysis was completed in order to provide answers the research questions. This section discusses various aspects of research design, data collection methods, and data analysis based on findings in relation to related literature. The calculated association between learners' perception and their speaking performance resulted in $r=0,110$. According to Arikunto (2005:247) analysis the amount of correlation for this data is Low. It is compatible with the findings, there was no correlation between the variables and the hypothesis testing revealed no correlation between those variables, as Sig value > 0.05 , so it means H_1 rejected and H_0 accepted.

Nevertheless, as the writer explained before, if learners have perception of scared feeling to communicate with another person can cusses learners to become excessively about their performance in speaking. Toha (2003) pointed out that external factors can influence someone's perception. 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 perception anytime they see something or have an experience included performance in speaking.

In comparison to the result that claimed the correlation between learners' perception on English language learning and their English speaking performance was in keeping with the theory, hypothesis testing showed that if one is low, or high, the other has no impact. According to the findings of this study, whether learners have a high or low perception of English language online learning, it has no correlation on their English speaking performance. Similarly, no matter how positive or negative their perception of learning English is, it will not affect their grades in class.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two sections. The first section contains the study's conclusion based on data analysis and research findings. The second section contains the research's suggestion.

5.1 Conclusion

Based on the analysis results, the researcher concluded as below:

1. Learners of IIID semester at Faculty of Foreign Languages have low level of English language learning perception after the using ex-post facto method there were 38,1%, also learners who have fair level of perception were 33,3%, and for the high level perception there were 28,6% learners.
2. They also have low level of English speaking performance in 61,90% of the learners through the assessment by the teacher. Thus, there were 19,05% who have fair level of English speaking performance, and for the high level of English speaking performance there were 19,05% too.
3. The significance correlation between learners' perception on English language learning and English speaking performance after implementing the method to the learners was 1.2%. The result of calculating correlation between learners' perception and their speaking performance test was $r=0,110$. Based on Arikunto (2010:247) interpretation the strength of correlation of this data is in Low level.
4. In general, there is no substantial correlation between perception of online English language learning and learners' English speaking performance during direct teacher assessment. It means that if a learner has low or high perception,

their English speaking performance is unrelated to it. As a result, teachers must pay greater attention to learners' personality traits and participation in class because their perception is not always tied to their class performance.

5.2 Suggestion

In this section, the researcher gives four suggestions to teachers, parents, learners, students, and future researchers. The suggestions that follow are:

1. Teacher

According to the findings of the study, there was a low correlation between perception and English speaking performance. As a result, an English teacher must pay closer attention to learners' personality features and engagement in class, because their perception is not necessarily correlate to their class performance. Furthermore, teachers can enhance their English speaking instruction by including exciting and appropriate media or methods into the teaching learning process and providing learners with numerous practice opportunities. For example, when teaching speaking, the teacher should use icebreakers and role-playing to engage all learners. This is intended to stimulate learners to increase their academic success, particularly their English speaking performance.

2. Learners

Learners should prepare themselves before speaking English and be involved in class, so they can speak English repeatedly and enhance their speaking skill. It is also critical to minimize their negative perception so that they can prevent their nervous side by supporting themselves freely. Even if each learners has their assumptions about learning English, if he/she consistently practices his/her English

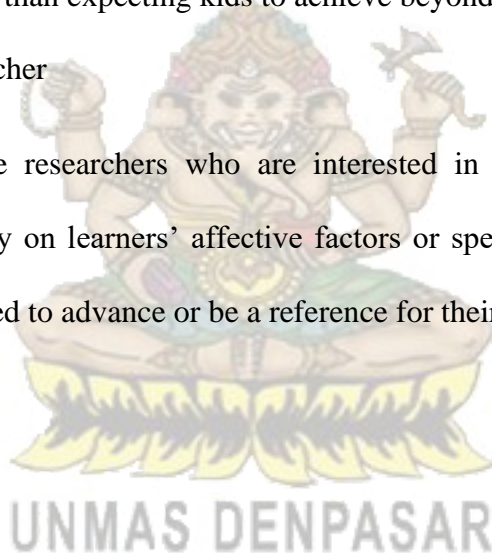
speaking skill, his/her English speaking performance can be fulfilled and enhance as they wish.

3. Parents

It is proposed that parents, who significantly influence the development of their children's perceptions, establish a meaningful setting in which their children feel safe to discuss and share their thoughts without any affective filter and evaluation of their failure. It can be done by supporting them in their strengths and weaknesses, rather than expecting kids to achieve beyond their ability.

4. Future Researcher

For future researchers who are interested in undertaking comparable studies, particularly on learners' affective factors or speaking performance. This study can be utilized to advance or be a reference for their research.



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Appendix 1

Research Instrument

- 1.1 The students' perception questionnaire**
- 1.2 The speaking performance test**



Persepsi Pembelajaran Bahasa Inggris Secara Daring

Petunjuk :

Isilah dengan angka 5/4/3/2 atau 1 dari setiap pernyataan yang paling sesuai dengan apa yang anda alami dan mewakili perasaan Anda tentang pembelajaran Online/ Pembelajaran Jarak Jauh. Berikut adalah keterangan/ arti dari angka yang ada pada kuesioner:

5 : sangat setuju
4 : setuju
3 : biasa saja
2 : tidak setuju
1 : sangat tidak setuju

dhita.vasya@gmail.com Ganti akun

* Wajib

Email *

Email Anda

Nama *

Jawaban Anda

Umur *

Jawaban Anda

NPM *

Jawaban Anda

Pembelajaran secara online itu menarik *

☐ 5
☐ 4
☐ 3
☐ 2
☐ 1

Saya merasa nyaman dengan kelas jarak jauh *

☐ 5
☐ 4
☐ 3
☐ 2
☐ 1

Saya menyukai pembelajaran jarak jauh *

☐ 5
☐ 4
☐ 3
☐ 2
☐ 1

Pembelajaran jarak jauh selalu menyenangkan *

☐ 5
☐ 4
☐ 3
☐ 2
☐ 1

Kelas jarak jauh membuat waktu saya sangat flexible *

☐ 5
☐ 4
☐ 3
☐ 2
☐ 1

Dengan pembelajaran jarak jauh, saya bisa belajar dimana saja *

☐ 5
☐ 4
☐ 3
☐ 2
☐ 1

Pembelajaran jarak jauh itu interaktif *

☐ 5
☐ 4
☐ 3
☐ 2
☐ 1

Pembelajaran jarak jauh membuat saya sadar pembelajaran tidak hanya harus di kelas *

☐ 5
☐ 4
☐ 3
☐ 2
☐ 1

<p>Pembelajaran jarak jauh membutuhkan fasilitas yang bagus *</p> <p><input type="radio"/> 5</p> <p><input type="radio"/> 4</p> <p><input type="radio"/> 3</p> <p><input type="radio"/> 2</p> <p><input type="radio"/> 1</p>	<p>Kendala teknis sering terjadi saat pembelajaran jarak jauh *</p> <p><input type="radio"/> 5</p> <p><input type="radio"/> 4</p> <p><input type="radio"/> 3</p> <p><input type="radio"/> 2</p> <p><input type="radio"/> 1</p>
<p>Pembelajaran jarak jauh itu mahal *</p> <p><input type="radio"/> 5</p> <p><input type="radio"/> 4</p> <p><input type="radio"/> 3</p> <p><input type="radio"/> 2</p> <p><input type="radio"/> 1</p>	<p>Saya tidak pernah mengalami kendala dengan sinyal saat pembelajaran jarak jauh *</p> <p><input type="radio"/> 5</p> <p><input type="radio"/> 4</p> <p><input type="radio"/> 3</p> <p><input type="radio"/> 2</p> <p><input type="radio"/> 1</p>
<p>Daerah tempat tinggal saya terjangkau sinyal internet *</p> <p><input type="radio"/> 5</p> <p><input type="radio"/> 4</p> <p><input type="radio"/> 3</p> <p><input type="radio"/> 2</p> <p><input type="radio"/> 1</p>	<p>Kelas jarak jauh sangat membangkitkan semangat saya *</p> <p><input type="radio"/> 5</p> <p><input type="radio"/> 4</p> <p><input type="radio"/> 3</p> <p><input type="radio"/> 2</p> <p><input type="radio"/> 1</p>
<p>Kelas jarak jauh banyak manfaatnya *</p> <p><input type="radio"/> 5</p> <p><input type="radio"/> 4</p> <p><input type="radio"/> 3</p> <p><input type="radio"/> 2</p> <p><input type="radio"/> 1</p>	<p>Sekolah online sangat memotivasi belajar *</p> <p><input type="radio"/> 5</p> <p><input type="radio"/> 4</p> <p><input type="radio"/> 3</p> <p><input type="radio"/> 2</p> <p><input type="radio"/> 1</p>
<p>Saya bersemangat mengikuti pembelajaran Bahasa Inggris *</p> <p><input type="radio"/> 5</p> <p><input type="radio"/> 4</p> <p><input type="radio"/> 3</p> <p><input type="radio"/> 2</p> <p><input type="radio"/> 1</p>	<p>Saya mengerjakan semua tugas-tugas Bahasa Inggris yang diberikan oleh guru *</p> <p><input type="radio"/> 5</p> <p><input type="radio"/> 4</p> <p><input type="radio"/> 3</p> <p><input type="radio"/> 2</p> <p><input type="radio"/> 1</p>
<p>Saya meluangkan waktu untuk belajar Bahasa Inggris *</p> <p><input type="radio"/> 5</p> <p><input type="radio"/> 4</p> <p><input type="radio"/> 3</p> <p><input type="radio"/> 2</p> <p><input type="radio"/> 1</p>	<p>Jika ada yang kurang jelas terkait pelajaran, saya pasti menanyakannya kepada guru *</p> <p><input type="radio"/> 5</p> <p><input type="radio"/> 4</p> <p><input type="radio"/> 3</p> <p><input type="radio"/> 2</p> <p><input type="radio"/> 1</p>

<p>Saya mencari sumber belajar lain selain buku yang digunakan oleh guru *</p> <p><input type="radio"/> 5</p> <p><input type="radio"/> 4</p> <p><input type="radio"/> 3</p> <p><input type="radio"/> 2</p> <p><input type="radio"/> 1</p>	<p>Bahasa Inggris wajib saya kuasai *</p> <p><input type="radio"/> 5</p> <p><input type="radio"/> 4</p> <p><input type="radio"/> 3</p> <p><input type="radio"/> 2</p> <p><input type="radio"/> 1</p>
<p>Saya punya target nilai untuk Bahasa Inggris *</p> <p><input type="radio"/> 5</p> <p><input type="radio"/> 4</p> <p><input type="radio"/> 3</p> <p><input type="radio"/> 2</p> <p><input type="radio"/> 1</p>	<p>Dengan Bahasa Inggris yang baik, saya lebih mudah mendapatkan sekolah atau pekerjaan *</p> <p><input type="radio"/> 5</p> <p><input type="radio"/> 4</p> <p><input type="radio"/> 3</p> <p><input type="radio"/> 2</p> <p><input type="radio"/> 1</p>
<p>Bagi saya menguasai Bahasa Inggris perlu lebih banyak berlatih *</p> <p><input type="radio"/> 5</p> <p><input type="radio"/> 4</p> <p><input type="radio"/> 3</p> <p><input type="radio"/> 2</p> <p><input type="radio"/> 1</p>	<p>Saya berusaha mencari penutur Bahasa Inggris asli untuk berlatih *</p> <p><input type="radio"/> 5</p> <p><input type="radio"/> 4</p> <p><input type="radio"/> 3</p> <p><input type="radio"/> 2</p> <p><input type="radio"/> 1</p>
<p>Saya menyusun jadwal belajar dan saya laksanakan dengan baik *</p> <p><input type="radio"/> 5</p> <p><input type="radio"/> 4</p> <p><input type="radio"/> 3</p> <p><input type="radio"/> 2</p> <p><input type="radio"/> 1</p>	<p>Jumlah kosa kata Bahasa Inggris yang saya miliki mempengaruhi saya dalam berbicara Bahasa Inggris *</p> <p><input type="radio"/> 5</p> <p><input type="radio"/> 4</p> <p><input type="radio"/> 3</p> <p><input type="radio"/> 2</p> <p><input type="radio"/> 1</p>
<p>Saya terpacu belajar saat teman saya Bahasa Inggrisnya lebih baik dari saya *</p> <p><input type="radio"/> 5</p> <p><input type="radio"/> 4</p> <p><input type="radio"/> 3</p> <p><input type="radio"/> 2</p> <p><input type="radio"/> 1</p>	<p>Jika guru memberi kesempatan kepada siswa untuk bertanya saya memanfaatkan untuk bertanya *</p> <p><input type="radio"/> 5</p> <p><input type="radio"/> 4</p> <p><input type="radio"/> 3</p> <p><input type="radio"/> 2</p> <p><input type="radio"/> 1</p>
<p>Saat proses pembelajaran, saya selalu berusaha berpartisipasi saat guru memberikan pertanyaan *</p> <p><input type="radio"/> 5</p> <p><input type="radio"/> 4</p> <p><input type="radio"/> 3</p> <p><input type="radio"/> 2</p> <p><input type="radio"/> 1</p>	<p>Saya tidak pernah mencontoh jawaban teman karna saya yakin percaya dengan jawaban saya sendiri *</p> <p><input type="radio"/> 5</p> <p><input type="radio"/> 4</p> <p><input type="radio"/> 3</p> <p><input type="radio"/> 2</p> <p><input type="radio"/> 1</p>

ENGLISH SPEAKING PERFORMANCE TEST

Speaking performance test, the students will describe a question that were given by the researcher. After she/he got the question, she or he will describe it in no more than 5 minutes. While the students describe the content the researcher assesses her/his performance.

Instructions: Please answer the following question orally, present it like you do it in front of many people, record yourselves in video format and submit.

1. Present a speech as if you are the best graduate



Appendix 2

The Tabulation of Research Result

2.1 The students' perception score

2.2 The English speaking performance score



No respondent	Butir kuesioner																																Total	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32		
1	4	4	5	3	4	4	3	4	4	3	2	3	2	4	4	4	3	4	3	5	3	4	4	4	4	4	2	2	3	3	3	5	116	
2	4	4	4	3	5	4	5	5	5	4	5	1	4	4	4	4	5	5	5	5	5	5	5	3	5	4	3	3	5	3	4	5	134	
3	2	3	4	3	4	3	4	4	3	2	2	2	4	3	3	3	4	4	4	4	4	4	4	4	4	3	4	4	5	4	3	5	113	
4	5	5	5	5	5	5	5	5	5	1	5	1	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	110	
5	4	4	5	4	4	4	4	4	5	5	5	3	3	4	4	4	4	4	5	4	5	5	5	5	5	5	4	3	3	5	4	4	4	135
6	3	3	3	3	4	3	5	4	3	2	4	2	4	3	3	2	4	4	4	4	4	4	4	3	4	4	3	3	3	4	3	4	3	111
7	5	5	5	5	5	3	5	5	4	1	4	2	5	5	5	5	5	5	5	5	5	3	5	5	5	5	1	1	1	5	3	3	5	125
8	3	3	3	3	3	3	2	4	5	3	5	2	3	4	3	4	3	3	3	3	3	3	3	3	4	3	3	3	4	3	4	3	104	
9	4	4	3	3	5	3	5	5	4	3	4	1	3	4	4	4	5	5	5	4	3	5	5	5	5	5	4	4	4	4	4	3	129	
10	4	4	4	4	5	4	5	5	4	4	4	4	4	4	4	4	4	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	4	142
11	4	3	3	3	5	3	5	5	5	3	3	2	3	4	3	2	4	4	5	4	3	3	5	4	4	4	5	3	3	3	4	4	3	118
12	3	3	3	3	2	2	4	5	3	2	3	2	4	3	2	2	4	4	4	4	3	5	5	5	5	5	3	4	4	4	4	4	5	115
13	5	5	5	3	5	3	5	5	5	5	3	3	3	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	3	3	126
14	2	2	2	3	4	2	5	4	5	5	3	2	4	3	2	2	5	5	5	4	4	3	5	5	5	5	5	5	5	5	4	4	5	125
15	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	159
16	5	5	5	5	5	5	5	5	5	5	5	1	5	3	3	3	5	5	5	1	4	5	5	5	5	5	3	5	5	5	2	2	5	137
17	5	5	4	3	5	3	5	5	5	4	4	4	5	5	4	4	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	149
18	5	5	4	4	5	5	4	4	5	5	4	4	4	5	5	5	5	5	5	4	4	4	4	5	5	5	4	4	4	4	5	5	4	145
19	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	4	5	4	5	4	5	5	4	154
20	5	5	5	5	5	5	5	5	4	5	5	3	4	5	5	5	5	5	5	4	5	5	5	5	5	5	5	4	5	5	3	3	5	148
21	3	3	3	3	4	2	4	4	3	2	3	2	4	4	3	3	4	3	3	3	3	4	4	4	4	2	4	4	4	4	4	4	3	107

No	Name	Pronunciation	Grammar	Fluency	Vocabulary	Content	Total	Final Score
1	Ni Kadek Novta Budiantini	3	3	3	4	3	16	80
2	Ni Made Jilina Cantika Malini	3	3	3	4	4	17	85
3	Katarina Viviani Jaya	3	3	2	4	4	16	80
4	Made Adis Indayanti	4	3	3	3	3	16	80
5	Ni Kadek Ayu Putri	3	3	4	3	4	17	85
6	Putu Diah Arum Pramini	3	3	3	4	3	16	80
7	Ni Kadek Vivi Nanda Komala Sari	3	3	4	4	4	18	90
8	I Gede Aura Purna Aditya	3	3	4	3	3	16	80
9	Ni Putu Suci Lestari	3	3	3	3	4	16	80
10	Wika Meliana Sari	3	3	4	4	3	17	85
11	Ni Made Anggi Damayanti	4	3	4	3	4	18	90
12	Hugolin zakarias pandi	3	3	3	3	3	15	75
13	Ni Putu Kania Maharani	3	3	4	3	3	16	80
14	I Komang Nugraha Dharma Putra	3	2	3	3	4	15	75
15	Putu Naomi Cahaya Dewani	3	3	4	3	4	17	85
16	Ni Luh Putu Nadya Rosalini	4	3	4	4	3	18	90
17	Kadek Wisnu Mahardika	3	3	2	4	3	15	75
18	I Kadek Rio Sandika Putra	2	3	3	3	4	15	75
19	Ida Bagus Gede Sadnyana Pidada	3	3	4	3	3	16	80
20	Ni Putu Eka Kumala Niti Utami	3	3	3	3	3	15	75
21	Putu Riska Yulvani Dewi	4	4	3	3	4	18	90

Appendix 3

The Result Computation of Interval Class

- 3.1 The students' perception score**
- 3.2 English speaking performance**



Perception			
Category	Interval	Frequency	Percentage
Low	104 - 122	8	38,1
Fair	123 - 141	7	33,3
High	142 - 159	6	28,6
		21	100
Standar Deviasi	16,44790	Mean	128,6667

English Speaking			
Category	Interval	Frequency	Percentage
Low	75 - 80	13	61,90%
Fair	81 - 85	4	19,05%
High	86 - 90	4	19,05%
		21	100
StDev:		Mean:	
5,32291		81,6667	



Appendix 4

The Statistic Result of Analysis

- 4.1 The Result of Normality Test**
- 4.2 The Result of Linearity Test**
- 4.3 The Result of Validity Test**
- 4.4 The Result of Reliability Test**
- 4.5 The Correlation Analysis**



Case Processing Summary

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
English Speaking	21	100.0%	0	0.0%	21	100.0%

Descriptives

			Statistic	Std. Error
English Speaking	Mean		81.67	1.162
	95% Confidence Interval for Mean	Lower Bound	79.24	
		Upper Bound	84.09	
	5% Trimmed Mean		81.57	
	Median		80.00	
	Variance		28.333	
	Std. Deviation		5.323	
	Minimum		75	
	Maximum		90	
	Range		15	
	Interquartile Range		8	
	Skewness		.346	.501
	Kurtosis		-1.008	.972

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
English Speaking	.242	21	.002	.865	21	.008

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ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Speaking Performance * Perception	Between Groups	(Combined)	454.167	19	23.904	.212	.957
		Linearity	6.908	1	6.908	.061	.845
		Deviation from Linearity	447.259	18	24.848	.221	.953
	Within Groups		112.500	1	112.500		
	Total		566.667	20			

Measures of Association

	R	R Squared	Eta	Eta Squared
Speaking Performance * Perception	-.110	.012	.895	.801

>> Validity Check



Correlations

		X01	X02	X03	X04	X05	X06	X07	X08	X09	X10	X11	X12	X13
X01	Pearson Correlation	1	.951**	.750**	.665**	.692**	.701**	.421	.626**	.494*	.316	.566**	.370	.109
	Sig. (2-tailed)		.000	.000	.001	.001	.000	.058	.002	.023	.162	.007	.098	.639
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X02	Pearson Correlation	.951**	1	.842**	.699**	.664**	.737**	.374	.555**	.400	.298	.541*	.389	.168
	Sig. (2-tailed)	.000		.000	.000	.001	.000	.095	.009	.072	.190	.011	.081	.468
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X03	Pearson Correlation	.750**	.842**	1	.699**	.475*	.689**	.236	.349	.220	.193	.433*	.307	.114
	Sig. (2-tailed)	.000	.000		.000	.030	.001	.303	.121	.338	.402	.050	.175	.622
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X04	Pearson Correlation	.665**	.699**	.699**	1	.467*	.795**	.329	.414	.324	.221	.642**	.317	.181
	Sig. (2-tailed)	.001	.000	.000		.033	.000	.146	.062	.153	.338	.002	.162	.433
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X05	Pearson Correlation	.692**	.664**	.475*	.467*	1	.588**	.682**	.470*	.478*	.344	.324	.234	.091
	Sig. (2-tailed)	.001	.001	.030	.033		.005	.001	.031	.028	.126	.152	.307	.694
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X06	Pearson Correlation	.701**	.737**	.689**	.795**	.588**	1	.258	.334	.489*	.452*	.735**	.361	.034
	Sig. (2-tailed)	.000	.000	.001	.000	.005		.259	.139	.025	.040	.000	.108	.882
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X07	Pearson Correlation	.421	.374	.236	.329	.682**	.258	1	.615**	.156	.195	.071	.092	.189
	Sig. (2-tailed)	.058	.095	.303	.146	.001	.259		.003	.498	.396	.761	.692	.413
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X08	Pearson Correlation	.626**	.555**	.349	.414	.470*	.334	.615**	1	.313	.124	.318	.096	.089
	Sig. (2-tailed)	.002	.009	.121	.062	.031	.139	.003		.167	.593	.160	.680	.700
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X09	Pearson Correlation	.494*	.400	.220	.324	.478*	.489*	.156	.313	1	.622**	.554**	.249	-.121
	Sig. (2-tailed)	.023	.072	.338	.153	.028	.025	.498	.167		.003	.009	.276	.601
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X10	Pearson Correlation	.316	.298	.193	.221	.344	.452*	.195	.124	.622**	1	.358	.538*	.297
	Sig. (2-tailed)	.162	.190	.402	.336	.126	.040	.396	.593	.003		.111	.012	.190
	N	21	21	21	21	21	21	21	21	21	21	21	21	21

		Correlations													
		X14	X15	X16	X17	X18	X19	X20	X21	X22	X23	X24	X25	X26	
XD1	Pearson Correlation	.631**	.730**	.656**	.337	.348	.357	.103	.422	.238	.041	.114	.181	.211	
	Sig. (2-tailed)	.002	.000	.001	.135	.122	.112	.658	.057	.300	.860	.624	.431	.358	
	N	21	21	21	21	21	21	21	21	21	21	21	21	21	
XD2	Pearson Correlation	.597**	.767**	.737**	.355	.366	.307	.108	.508*	.315	-.022	.119	.191	.135	
	Sig. (2-tailed)	.004	.000	.000	.115	.103	.176	.641	.019	.165	.926	.806	.408	.560	
	N	21	21	21	21	21	21	21	21	21	21	21	21	21	
XD3	Pearson Correlation	.398	.660**	.594**	.124	.108	.238	.003	.571**	.250	-.022	-.033	.040	-.039	
	Sig. (2-tailed)	.074	.001	.005	.591	.643	.298	.991	.007	.275	.926	.889	.865	.865	
	N	21	21	21	21	21	21	21	21	21	21	21	21	21	
XD4	Pearson Correlation	.358	.538*	.554**	.272	.348	.232	-.016	.433	.060	.209	.211	.151	-.027	
	Sig. (2-tailed)	.111	.012	.009	.233	.122	.311	.944	.050	.796	.364	.359	.512	.908	
	N	21	21	21	21	21	21	21	21	21	21	21	21	21	
XD5	Pearson Correlation	.476*	.634**	.505*	.477*	.515*	.472*	.219	.422	.044	.129	-.026	.202	.362	
	Sig. (2-tailed)	.029	.002	.019	.029	.017	.031	.339	.057	.849	.578	.911	.379	.106	
	N	21	21	21	21	21	21	21	21	21	21	21	21	21	
XD6	Pearson Correlation	.360	.604**	.589**	.238	.350	.292	-.020	.429	.251	.058	-.010	.088	.321	
	Sig. (2-tailed)	.109	.004	.005	.298	.119	.198	.930	.052	.272	.801	.966	.705	.156	
	N	21	21	21	21	21	21	21	21	21	21	21	21	21	
XD7	Pearson Correlation	.086	.240	.036	.544*	.589**	.511*	.315	.369	.193	.337	.085	.422	.292	
	Sig. (2-tailed)	.709	.294	.878	.011	.005	.018	.165	.100	.402	.136	.714	.056	.199	
	N	21	21	21	21	21	21	21	21	21	21	21	21	21	
XD8	Pearson Correlation	.259	.285	.277	.308	.463*	.294	.270	.172	.272	.337	.064	.268	.191	
	Sig. (2-tailed)	.256	.210	.224	.175	.035	.196	.236	.465	.234	.136	.784	.241	.408	
	N	21	21	21	21	21	21	21	21	21	21	21	21	21	
XD9	Pearson Correlation	.302	.244	.363	.204	.342	.260	.080	.266	-.074	.049	.000	.057	.429	
	Sig. (2-tailed)	.184	.286	.105	.376	.129	.256	.730	.244	.751	.833	1.000	.805	.052	
	N	21	21	21	21	21	21	21	21	21	21	21	21	21	
XD10	Pearson Correlation	.351	.351	.407	.518*	.584**	.534*	.121	.487*	.411	.285	.388	.462*	.691**	
	Sig. (2-tailed)	.118	.119	.067	.016	.005	.013	.600	.025	.065	.211	.082	.035	.001	
	N	21	21	21	21	21	21	21	21	21	21	21	21	21	

		Correlations						
		X27	X28	X29	X30	X31	X32	Total
XD1	Pearson Correlation	-.033	.052	-.022	.067	.008	.046	.628**
	Sig. (2-tailed)	.887	.824	.924	.774	.972	.843	.002
	N	21	21	21	21	21	21	21
XD2	Pearson Correlation	.014	.100	.117	.070	-.052	.161	.644**
	Sig. (2-tailed)	.952	.666	.613	.763	.824	.485	.002
	N	21	21	21	21	21	21	21
XD3	Pearson Correlation	-.181	-.083	.117	-.106	-.292	.274	.460*
	Sig. (2-tailed)	.433	.721	.613	.646	.199	.229	.036
	N	21	21	21	21	21	21	21
XD4	Pearson Correlation	.015	.141	.228	-.073	-.121	.235	.532*
	Sig. (2-tailed)	.949	.542	.321	.755	.603	.306	.013
	N	21	21	21	21	21	21	21
XD5	Pearson Correlation	.108	.159	.140	.134	.031	-.029	.580**
	Sig. (2-tailed)	.641	.491	.544	.562	.894	.901	.006
	N	21	21	21	21	21	21	21
XD6	Pearson Correlation	.151	.260	.127	.015	.039	.117	.639**
	Sig. (2-tailed)	.514	.255	.582	.948	.867	.614	.002
	N	21	21	21	21	21	21	21
XD7	Pearson Correlation	.218	.256	.183	.099	-.022	.168	.468*
	Sig. (2-tailed)	.343	.264	.426	.670	.923	.466	.032
	N	21	21	21	21	21	21	21
XD8	Pearson Correlation	.163	.221	.092	.055	-.017	.126	.448*
	Sig. (2-tailed)	.480	.335	.693	.813	.942	.586	.042
	N	21	21	21	21	21	21	21
XD9	Pearson Correlation	.221	.225	.133	.156	.205	-.064	.473*
	Sig. (2-tailed)	.335	.326	.565	.499	.372	.782	.030
	N	21	21	21	21	21	21	21
XD10	Pearson Correlation	.607**	.663**	.460*	.347	.296	.208	.763**
	Sig. (2-tailed)	.003	.001	.041	.123	.193	.365	.000
	N	21	21	21	21	21	21	21

Correlations

		X01	X02	X03	X04	X05	X06	X07	X08	X09	X10	X11	X12	X13
X11	Pearson Correlation	.566**	.541*	.433*	.642**	.324	.735**	.071	.318	.554**	.358	1	.169	.000
	Sig. (2-tailed)	.007	.011	.050	.002	.152	.000	.781	.180	.009	.111		.465	1.000
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X12	Pearson Correlation	.370	.389	.307	.317	.234	.361	.092	.096	.249	.538*	.169	1	.439*
	Sig. (2-tailed)	.098	.081	.175	.162	.307	.108	.692	.680	.276	.012	.465		.047
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X13	Pearson Correlation	.109	.168	.114	.181	.091	.034	.189	.089	-.121	.297	.000	.439*	1
	Sig. (2-tailed)	.639	.468	.622	.433	.694	.882	.413	.700	.601	.190	1.000	.047	
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X14	Pearson Correlation	.631**	.597**	.398	.358	.476*	.360	.086	.259	.302	.351	.340	.671**	.402
	Sig. (2-tailed)	.002	.004	.074	.111	.029	.109	.709	.256	.184	.118	.131	.001	.071
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X15	Pearson Correlation	.730**	.767**	.660**	.539*	.634**	.604**	.240	.285	.244	.351	.441*	.592**	.333
	Sig. (2-tailed)	.000	.000	.001	.012	.002	.004	.294	.210	.286	.119	.045	.005	.140
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X16	Pearson Correlation	.656**	.737**	.594**	.554**	.505**	.589**	.036	.277	.363	.407	.541*	.567**	.284
	Sig. (2-tailed)	.001	.000	.005	.009	.019	.005	.878	.224	.105	.067	.011	.007	.213
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X17	Pearson Correlation	.337	.355	.124	.272	.477*	.238	.544*	.308	.204	.518*	.158	.288	.709**
	Sig. (2-tailed)	.135	.115	.591	.233	.029	.298	.011	.175	.376	.016	.495	.206	.000
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X18	Pearson Correlation	.348	.366	.108	.348	.515*	.350	.589**	.463*	.342	.584**	.265	.369	.587**
	Sig. (2-tailed)	.122	.103	.643	.122	.017	.119	.005	.035	.129	.005	.246	.100	.005
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X19	Pearson Correlation	.357	.307	.238	.232	.472*	.292	.511*	.294	.260	.534*	.141	.333	.524*
	Sig. (2-tailed)	.112	.176	.298	.311	.031	.198	.018	.196	.256	.013	.543	.140	.015
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X20	Pearson Correlation	.103	.108	.003	-.016	.219	-.020	.315	.270	.080	.121	.000	.556**	.259
	Sig. (2-tailed)	.658	.641	.991	.944	.339	.930	.165	.236	.730	.600	1.000	.009	.257
	N	21	21	21	21	21	21	21	21	21	21	21	21	21

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Correlations

		X14	X15	X16	X17	X18	X19	X20	X21	X22	X23	X24	X25	X26
X11	Pearson Correlation	.340	.441*	.541*	.158	.265	.141	.000	.393	.266	.066	.000	.078	.134
	Sig. (2-tailed)	.131	.045	.011	.495	.246	.543	1.000	.078	.244	.775	1.000	.738	.562
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X12	Pearson Correlation	.671**	.592**	.567**	.288	.369	.333	.556**	.521*	.173	.017	.372	.221	.511*
	Sig. (2-tailed)	.001	.005	.007	.206	.100	.140	.009	.015	.453	.943	.097	.335	.018
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X13	Pearson Correlation	.402	.333	.284	.709**	.587**	.524*	.259	.590**	.355	.391	.482*	.567**	.031
	Sig. (2-tailed)	.071	.140	.213	.000	.005	.015	.257	.005	.114	.080	.027	.007	.892
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X14	Pearson Correlation	1	.878**	.844**	.482*	.406	.431	.530*	.561**	.163	.162	.286	.285	.328
	Sig. (2-tailed)		.000	.000	.027	.068	.051	.013	.008	.481	.482	.208	.211	.146
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X15	Pearson Correlation	.878**	1	.913**	.491*	.460*	.498*	.468*	.668**	.254	.131	.199	.297	.285
	Sig. (2-tailed)	.000		.000	.024	.036	.022	.032	.001	.266	.570	.387	.191	.210
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X16	Pearson Correlation	.844**	.913**	1	.422	.450*	.323	.413	.602**	.244	.098	.237	.262	.207
	Sig. (2-tailed)	.000	.000		.057	.041	.153	.063	.004	.287	.673	.302	.252	.367
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X17	Pearson Correlation	.482*	.491*	.422	1	.876**	.779**	.336	.615**	.458*	.595**	.505*	.791**	.365
	Sig. (2-tailed)	.027	.024	.057		.000	.000	.136	.003	.037	.004	.019	.000	.104
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X18	Pearson Correlation	.406	.460*	.450*	.876**	1	.782**	.473*	.599**	.396	.605**	.558**	.801**	.462*
	Sig. (2-tailed)	.068	.036	.041	.000		.000	.030	.004	.075	.004	.009	.000	.035
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X19	Pearson Correlation	.431	.498*	.323	.779**	.782**	1	.378	.620**	.373	.698**	.521*	.762**	.568**
	Sig. (2-tailed)	.051	.022	.153	.000	.000		.091	.003	.096	.000	.015	.000	.007
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X20	Pearson Correlation	.530*	.468*	.413	.336	.473*	.378	1	.514*	.074	.215	.109	.338	.344
	Sig. (2-tailed)	.013	.032	.063	.136	.030	.091		.017	.750	.349	.640	.134	.126
	N	21	21	21	21	21	21	21	21	21	21	21	21	21

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Correlations

		X27	X28	X29	X30	X31	X32	Total
X11	Pearson Correlation	.000	.094	.217	-.181	.123	.000	.474 [*]
	Sig. (2-tailed)	1.000	.686	.346	.432	.594	1.000	.030
	N	21	21	21	21	21	21	21
X12	Pearson Correlation	.384	.466 [*]	.237	.784 ^{**}	.683 ^{**}	.151	.717 ^{**}
	Sig. (2-tailed)	.085	.033	.300	.000	.001	.514	.000
	N	21	21	21	21	21	21	21
X13	Pearson Correlation	.253	.297	.568 ^{**}	.204	.217	.651 ^{**}	.530 [*]
	Sig. (2-tailed)	.269	.191	.007	.376	.344	.001	.013
	N	21	21	21	21	21	21	21
X14	Pearson Correlation	-.061	.057	.177	.444 [*]	.454 [*]	.142	.663 ^{**}
	Sig. (2-tailed)	.792	.805	.443	.044	.039	.540	.001
	N	21	21	21	21	21	21	21
X15	Pearson Correlation	-.134	-.007	.215	.291	.254	.164	.709 ^{**}
	Sig. (2-tailed)	.561	.977	.350	.201	.267	.477	.000
	N	21	21	21	21	21	21	21
X16	Pearson Correlation	-.013	.103	.362	.293	.266	.161	.679 ^{**}
	Sig. (2-tailed)	.957	.657	.107	.198	.245	.485	.001
	N	21	21	21	21	21	21	21
X17	Pearson Correlation	.303	.367	.546 [*]	.216	.188	.563 ^{**}	.735 ^{**}
	Sig. (2-tailed)	.181	.101	.010	.347	.415	.008	.000
	N	21	21	21	21	21	21	21
X18	Pearson Correlation	.417	.466 [*]	.660 ^{**}	.312	.294	.483 [*]	.800 ^{**}
	Sig. (2-tailed)	.060	.033	.001	.169	.195	.027	.000
	N	21	21	21	21	21	21	21
X19	Pearson Correlation	.135	.184	.396	.237	.201	.544 [*]	.729 ^{**}
	Sig. (2-tailed)	.558	.425	.076	.302	.382	.011	.000
	N	21	21	21	21	21	21	21
X20	Pearson Correlation	-.014	.037	.305	.636 ^{**}	.653 ^{**}	.177	.449 [*]
	Sig. (2-tailed)	.952	.873	.179	.002	.001	.442	.041
	N	21	21	21	21	21	21	21

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Correlations

		X01	X02	X03	X04	X05	X06	X07	X08	X09	X10	X11	X12	X13
X21	Pearson Correlation	.422	.508 [*]	.571 ^{**}	.433	.422	.429	.369	.172	.266	.487 [*]	.393	.521 [*]	.590 ^{**}
	Sig. (2-tailed)	.057	.019	.007	.050	.057	.052	.100	.455	.244	.025	.078	.015	.005
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X22	Pearson Correlation	.238	.315	.250	.060	.044	.251	.193	.272	-.074	.411	.266	.173	.355
	Sig. (2-tailed)	.300	.165	.275	.796	.849	.272	.402	.234	.751	.065	.244	.463	.114
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X23	Pearson Correlation	.041	-.022	-.022	.209	.129	.058	.337	.337	.049	.285	.066	.017	.391
	Sig. (2-tailed)	.860	.926	.926	.364	.578	.801	.136	.136	.833	.211	.775	.943	.080
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X24	Pearson Correlation	.114	.119	-.033	.211	-.026	-.010	.085	.064	.000	.388	.000	.372	.482 [*]
	Sig. (2-tailed)	.624	.606	.889	.359	.911	.966	.714	.784	1.000	.082	1.000	.097	.027
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X25	Pearson Correlation	.181	.191	.040	.151	.202	.088	.422	.268	.057	.462 [*]	.078	.221	.567 ^{**}
	Sig. (2-tailed)	.431	.408	.865	.512	.379	.705	.056	.241	.805	.035	.738	.335	.007
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X26	Pearson Correlation	.211	.135	-.039	-.027	.362	.321	.292	.191	.429	.691 ^{**}	.134	.511 [*]	.031
	Sig. (2-tailed)	.358	.560	.865	.908	.106	.156	.199	.408	.052	.001	.562	.018	.892
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X27	Pearson Correlation	-.033	.014	-.181	.015	.108	.151	.218	.163	.221	.607 ^{**}	.000	.384	.253
	Sig. (2-tailed)	.887	.952	.433	.949	.641	.514	.343	.480	.335	.003	1.000	.085	.269
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X28	Pearson Correlation	.052	.100	-.083	.141	.159	.260	.256	.221	.225	.663 ^{**}	.094	.466 [*]	.297
	Sig. (2-tailed)	.824	.666	.721	.542	.491	.255	.264	.335	.326	.001	.686	.033	.191
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X29	Pearson Correlation	-.022	.117	.117	.228	.140	.127	.183	.092	.133	.450 [*]	.217	.237	.568 ^{**}
	Sig. (2-tailed)	.924	.613	.613	.321	.544	.582	.426	.693	.565	.041	.346	.300	.007
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X30	Pearson Correlation	.067	.070	-.106	-.073	.134	.015	.099	.055	.156	.347	-.181	.784 ^{**}	.204
	Sig. (2-tailed)	.774	.763	.646	.755	.562	.948	.670	.813	.499	.123	.432	.000	.376
	N	21	21	21	21	21	21	21	21	21	21	21	21	21

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Correlations

		X14	X15	X16	X17	X18	X19	X20	X21	X22	X23	X24	X25	X26
X21	Pearson Correlation	.561**	.668**	.602**	.615**	.599**	.620**	.514*	1	.381	.286	.236	.505*	.216
	Sig. (2-tailed)	.008	.001	.004	.003	.004	.003	.017		.089	.208	.302	.020	.348
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X22	Pearson Correlation	.163	.254	.244	.458*	.398	.373	.074	.381	1	.317	.253	.517*	.283
	Sig. (2-tailed)	.481	.266	.287	.037	.075	.096	.750	.089		.161	.288	.016	.214
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X23	Pearson Correlation	.162	.131	.098	.595**	.605**	.698**	.215	.286	.317	1	.558**	.801**	.249
	Sig. (2-tailed)	.482	.570	.673	.004	.004	.000	.349	.208	.161		.009	.000	.277
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X24	Pearson Correlation	.286	.199	.237	.505*	.558**	.521*	.109	.236	.253	.558**	1	.731**	.242
	Sig. (2-tailed)	.208	.387	.302	.019	.009	.015	.640	.302	.268	.009		.000	.291
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X25	Pearson Correlation	.285	.297	.262	.791**	.801**	.762**	.338	.505*	.517*	.801**	.731**	1	.309
	Sig. (2-tailed)	.211	.191	.252	.000	.000	.000	.134	.020	.016	.000	.000		.173
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X26	Pearson Correlation	.328	.285	.207	.385	.462*	.568**	.344	.216	.283	.249	.242	.309	1
	Sig. (2-tailed)	.146	.210	.367	.104	.035	.007	.128	.348	.214	.277	.291	.173	
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X27	Pearson Correlation	-.061	-.134	-.013	.303	.417	.135	-.014	.017	.350	.179	.390	.339	.539*
	Sig. (2-tailed)	.792	.561	.957	.181	.060	.558	.952	.942	.120	.439	.080	.133	.012
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X28	Pearson Correlation	.057	-.007	.103	.367	.466*	.184	.037	.121	.425	.186	.376	.321	.590**
	Sig. (2-tailed)	.805	.977	.657	.101	.033	.425	.873	.801	.055	.418	.093	.156	.005
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X29	Pearson Correlation	.177	.215	.362	.546*	.660**	.396	.305	.652**	.345	.488*	.506*	.672**	.039
	Sig. (2-tailed)	.443	.350	.107	.010	.001	.076	.179	.001	.125	.025	.019	.001	.868
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X30	Pearson Correlation	.444*	.291	.293	.216	.312	.237	.636**	.166	.114	.096	.315	.245	.564**
	Sig. (2-tailed)	.044	.201	.198	.347	.169	.302	.002	.500	.624	.679	.165	.285	.008
	N	21	21	21	21	21	21	21	21	21	21	21	21	21

Correlations

		X27	X28	X29	X30	X31	X32	Total
X21	Pearson Correlation	.017	.121	.652**	.156	.156	.605**	.727**
	Sig. (2-tailed)	.942	.601	.001	.500	.500	.004	.000
	N	21	21	21	21	21	21	21
X22	Pearson Correlation	.350	.425	.345	.114	.106	.317	.510*
	Sig. (2-tailed)	.120	.055	.125	.624	.649	.162	.018
	N	21	21	21	21	21	21	21
X23	Pearson Correlation	.179	.186	.488*	.096	.074	.552**	.441*
	Sig. (2-tailed)	.439	.418	.025	.679	.751	.009	.046
	N	21	21	21	21	21	21	21
X24	Pearson Correlation	.390	.376	.506*	.315	.198	.383	.481*
	Sig. (2-tailed)	.080	.093	.019	.165	.390	.087	.027
	N	21	21	21	21	21	21	21
X25	Pearson Correlation	.339	.321	.672**	.245	.209	.612**	.637**
	Sig. (2-tailed)	.133	.156	.001	.285	.362	.003	.002
	N	21	21	21	21	21	21	21
X26	Pearson Correlation	.539*	.590**	.039	.564**	.532*	.060	.638**
	Sig. (2-tailed)	.012	.005	.868	.008	.013	.796	.002
	N	21	21	21	21	21	21	21
X27	Pearson Correlation	1	.964**	.389	.481*	.341	.149	.475*
	Sig. (2-tailed)		.000	.081	.027	.130	.520	.029
	N	21	21	21	21	21	21	21
X28	Pearson Correlation	.964**	1	.386	.471*	.335	.175	.567**
	Sig. (2-tailed)	.000		.084	.031	.137	.449	.007
	N	21	21	21	21	21	21	21
X29	Pearson Correlation	.389	.386	1	.105	.080	.602**	.509*
	Sig. (2-tailed)	.081	.084		.652	.730	.004	.018
	N	21	21	21	21	21	21	21
X30	Pearson Correlation	.481*	.471*	.105	1	.834**	-.027	.493*
	Sig. (2-tailed)	.027	.031	.652		.000	.908	.023
	N	21	21	21	21	21	21	21

Correlations

		X01	X02	X03	X04	X05	X06	X07	X08	X09	X10	X11	X12	X13
X31	Pearson Correlation	.008	-.052	-.292	-.121	.031	.039	-.022	-.017	.205	.296	.123	.683**	.217
	Sig. (2-tailed)	.972	.824	.199	.603	.894	.867	.923	.942	.372	.193	.594	.001	.344
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X32	Pearson Correlation	.046	.161	.274	.235	-.029	.117	.168	.126	-.064	.208	.000	.151	.651**
	Sig. (2-tailed)	.843	.485	.229	.306	.901	.614	.466	.586	.782	.365	1.000	.514	.001
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
Total	Pearson Correlation	.628**	.644**	.460*	.532*	.580**	.639**	.466*	.446*	.473*	.753**	.474*	.717**	.530*
	Sig. (2-tailed)	.002	.002	.036	.013	.006	.002	.032	.042	.030	.000	.030	.000	.013
	N	21	21	21	21	21	21	21	21	21	21	21	21	21

Correlations

		X14	X15	X16	X17	X18	X19	X20	X21	X22	X23	X24	X25	X26
X31	Pearson Correlation	.454*	.254	.266	.188	.294	.201	.653**	.156	.106	.074	.198	.209	.532*
	Sig. (2-tailed)	.039	.267	.245	.415	.195	.382	.001	.500	.649	.751	.390	.362	.013
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
X32	Pearson Correlation	.142	.164	.161	.563**	.483*	.544*	.177	.605**	.317	.552**	.383	.612**	.060
	Sig. (2-tailed)	.540	.477	.485	.008	.027	.011	.442	.004	.162	.009	.087	.003	.796
	N	21	21	21	21	21	21	21	21	21	21	21	21	21
Total	Pearson Correlation	.663**	.709**	.679**	.735**	.800**	.729**	.449*	.727**	.510*	.441*	.481*	.637**	.638**
	Sig. (2-tailed)	.001	.000	.001	.000	.000	.000	.041	.000	.018	.046	.027	.002	.002
	N	21	21	21	21	21	21	21	21	21	21	21	21	21

Correlations

		X27	X28	X29	X30	X31	X32	Total
X31	Pearson Correlation	.341	.335	.080	.834**	1	-.101	.438*
	Sig. (2-tailed)	.130	.137	.730	.000		.663	.047
	N	21	21	21	21	21	21	21
X32	Pearson Correlation	.149	.175	.602**	-.027	-.101	1	.434*
	Sig. (2-tailed)	.520	.449	.004	.908	.663		.049
	N	21	21	21	21	21	21	21
Total	Pearson Correlation	.475*	.567**	.509*	.493*	.438*	.434*	1
	Sig. (2-tailed)	.029	.007	.018	.023	.047	.049	
	N	21	21	21	21	21	21	21

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→ Reliability

[DataSet1] C:\Users\Dhita Vasya\Documents\DHIVAS\6g\Monday\Research Method\PROPOSAL\SKRIPSI\NEW UJI VALIDITAS & REALIBILITAS 2

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	21	100.0
	Excluded ^a	0	.0
	Total	21	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.934	32

→ Correlations

Correlations

		Perception	Speaking Performance
Perception	Pearson Correlation	1	-.110
	Sig. (2-tailed)		.634
	N	21	21
Speaking Performance	Pearson Correlation	-.110	1
	Sig. (2-tailed)	.634	
	N	21	21



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