Research Article

THE EFFECTS OF STUDENT'S PERCEPTION ON LEARNING TECHNIQUE AND LEARNING MOTIVATION ON STUDENTS' SPEAKING SKILLS

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Abstract: *This research* aims to know the effect of students' perception on learning technique and learning motivation towards students' speaking skills. *The research methodology* is a descriptive survey and using a questionnaire as data collection. The number of the samples is three classes from two state vocational high schools. *The result of the research* shows that; 1). There is a significant effect of students' perception on learning technique and learning motivation jointly toward students' speaking skills. The score of Sig proves that $0,000 < 0,05$ and $F_0 = 47.152$. Both variables, student's perception of learning technique and learning motivation, had contributed 62.3 % to the student's speaking skill. 2). There is a significant effect of student's perception on learning technique toward the student's speaking skill. The score of Sig proves $0,000 < 0,05$ and $t_0 = 4.555$. 3). There is a significant effect of the learning motivation towards the student's speaking skills. It is proved by Sig. $= 0,000 < 0,05$ and $t_0 = 4,528$. Having a good perception of learning techniques and high learning motivation will improve student's speaking skills better.

Keywords: student's perception, learning technique, motivation, speaking skill.

Introduction

English as an international language is used all over the world. By international treaty, the official language for aerial and maritime communications, and one of the official languages of the European Union, the United Nations, and most international athletic organizations, including the International Olympic Committee. It has also been referred to as a global language in the modern era. Though English is not an official language in many countries, but it is the language that most taught as a second language around the world. Some linguists believe that it is no longer the exclusive cultural sign of native English speakers, but is rather a language that is absorbing aspects of cultures worldwide as it continues to grow.

Crystal stated that Norway and Iceland also have a large majority of competent English-speakers. In such a world, English in such countries as Sweden and Denmark is much more pervasive than in Nepal and Namibia. Indeed, the next generation will see World English totals dramatically influenced by factors that will apply just as much to China, Japan, Russia, Indonesia, and Brazil. These countries are huge potential "foreign language" populations like India, Nigeria, and other countries.

From the information above, we can see that English is the principal language used in most every country globally. Since English is a fundamental language in communication, English is also used in many fields and professions. Based on these conditions, English in Indonesia should be taught better at school or university. English as a foreign language should be taught at education institutes such as courses and formal and informal schools.

There are four language skills that students should learn, i.e., listening, speaking, reading, and writing skills. From the four skills mentioned, generally, speaking skill becomes the main problem. Some of the reasons for this are 1). Speaking English habits do not develop. 2). Students' Mental in speaking English has not yet formed. 3). The teacher is not yet optimal in encouraging students to increase their learning motivation. 4). The use of English learning methods is not optimal in teaching and learning interactions. 5). Students' learning interest in English is still low.

Speaking generally refers to the ability to express something in a spoken language. Nunan (2003:47) stated that speaking is a productive oral skill. It consists of producing systematics verbal utterances to convey meaning. It is how we express or exchange thoughts and feelings through using language. Speaking is so much a part of daily life that we take for granted. The average person produces tens of thousands of words a way or even more than that. By constructing words and phrases, we can express our feelings or opinions about something, exchange information, refer to an action or event in the past, present or future, or the possibility of something happening.

There is a communication process, which conveys a message from, speaker to a listener. When we speak, we construct words and phrases with individual sounds, and we also use pitch change, intonation, and stress to convey a different meaning. Speakers have a great range of expressive possibilities at their command. Apart from the actual words they use, they can vary their intonation and stress, which helps them show which part they are saying is the most important. By varying the pitch and intonation in their voice, they can convey their attitude to what they are saying to indicate interest or lack of it. Brown (2001:251) classifies the types of spoken language into two: Monologue and Dialogue. In a monologue, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, and the like, the hearer must process long stretches of speech without interruption – the stream of speech will go on whether or not the hearer comprehends.

Many teaching techniques can be applied to teach speaking. They are, among others, role play, interviews, brainstorming, problem-solving. Those activities offer an opportunity for students to practice using the language in the right place, at the right time. The strength of those techniques is that it presents an opportunity for aunthentics and spontaneous communication because the students are placed in real situations and can have the opportunity to use and practice the sort of language, particularly the vocabulary related to that situation. In addition, they can express what they want to say wherever the situation calls for it.

Another essential factor that can influence speaking skills is learning motivation. Learning is generally defined as relatively permanent changes in behavior, skills, knowledge, or attitudes resulting from identifiable psychological or social experiences. Writing (2001:172) defines motivation as the condition which initiates, guides, and maintains behaviors, usually until a goal has been reached or the response has been blocked. Learning motivation can be one of the determinants of student success in the process of learning English. Brophy (2004:249) states that motivation to learn is primarily a cognitive response involving attempts to make sense of the activity, understand the knowledge it develops, and master the skills it promotes. Motivation to learn is the tendency of individuals to have a sense of pleasure, the urge to carry out activities on learning activities carried out through exercises or experiences. Learning motivation is influenced by students' internal factors and external factors outside of students, such as family, environment, and the state of the school where the student is learning. Learning achievement is not the ultimate goal of a learning process. However, learning activities both directly and indirectly always lead to the achievement of learning achievement. Thus, with the learning motivation in students, then teaching and learning activities will be carried out with full awareness, carried out happily, and drive to obtain maximum learning outcomes. Based on the description above, it is necessary to research the effect of learning technique and learning motivation on English speaking abilities by taking the title: The Effects of Student's Perception on Learning Technique and Learning Motivation on the Student's Speaking Skill.

Method

The method applied is descriptive survey methodology. The descriptive survey is a method that uses some samples from several populations. The research use questionnaire as a mean of collecting data. (Ridwan, 2009:65) This study emphasizes the effects of students' perception on learning technique and motivation jointly towards students' speaking skills. It means there are two independent variables and one dependent variable; variable X_1 as the first independent variable (students' perception of learning technique) and variable X_2 as the second independent variable (learning motivation), which have interconnected and influenced the variable Y as the dependent variable (students' speaking skill). The method used is a descriptive survey with a multiple-correlation technique.

The data are collected by giving two kinds of the questionnaire for independent variables and an interview test for independent and dependent variables. Both questionnaire and interview tests are given to 60 students from the two schools set as samples.

Results and Discussion

Testing of hypothesis is done based on statistical hypothesis in last part of chapter III. The recapitulations of the entire test can be seen as follows:

Table 1
The Recapitulation Result of Multiple Correlation Coefficients of students' perception on learning technique and learning motivation towards students' speaking skill

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.789[a]	.623	.610	7.568

a. Predictors: (Constant), Learning Motivation, Student's Perception on Learning Technique

Table 2
The Recapitulation Result for Regression Coefficient Significant Test of the Effects of students' perception on learning technique (X1) and learning motivation (X2) towards students' speaking skill (Y)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5401.907	2	2700.953	47.152	.000[b]
	Residual	3265.077	57	57.282		
	Total	8666.983	59			

a. Dependent Variable: Student's Speaking Skill

b. Predictors: (Constant), Learning Motivation, Student's Perception on Learning Technique

Table 3
The Recapitulation Result for Linear Regression Equality Test of the Effects of students' perception on learning technique (X1) and learning motivation (X2) towards students' speaking skill (Y)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.175	7.078		1.014	.315
	Student's Perception on Learning Technique	.406	.089	.448	4.555	.000
	Learning Motivation	.404	.089	.445	4.528	.000

a. Dependent Variable: Student's Speaking Skill

The Effects of students' perception on learning technique (X1) and learning motivation (X2) jointly towards students' speaking skill (Y)

$$H_0 : \beta_1 = \beta_2 = 0$$
$$H_1 : \beta_1 \neq 0, \ \beta_2 \neq 0$$

which means:

H_0: There is no effect of students' perception on learning technique (X1) and learning motivation (X2) jointly towards students' speaking skills (Y)

H_1: There is the effect of students' perception on learning technique (X1) and learning motivation (X2) jointly towards students' speaking skills (Y)

The recapitulation above also shows that the coefficient correlation value is significant. It means that the variables have strong effects. Referring to Table 1 above, we can see that the coefficient correlation of the effects of independent variables: students' perception on learning technique (X1) and learning motivation (X2) jointly towards dependent variable: students' speaking skill (Y) is 0.789. In other words, there is a significant bound effect among the independent variables: students' perception of learning technique (X_1) and learning motivation (X_2) jointly towards the dependent variable: students' speaking skill (Y).

The coefficient of determination of students' perception of learning technique and learning motivation variables contributes to reading students' speaking variable is 0.623. It means that independent variables' contribution towards the dependent variable is about 62.3%, and other factors determine the rest (for about37.7%). According to regression analysis used to test the hypothesis, we may get the set of data stated in Table 2 and Table 3 above. Refer to this, and we may set the regression line equality that represents the effects of independent variables: students' perception on learning technique and learning motivation jointly towards the dependent variable: student's speaking skill in the following equation:

$$Y = -22.653 + 0.239 \ X_1 + 0.116 \ X_2$$

which means:

Y = dependent variable

X = independent variables

Furthermore, -22.653 is a constant value, while both 0.239 and 0.116 are values of the regression coefficient. Based on Table 2, we can see that the *Sig value* is 0.000 < 0,05 and $F_o = 47.152$ as the consequence H_0 is rejected, and automatically the H_1 is accepted. It means that the coefficient of regression is significant. In general, we may say that there is a significant effect of independent variables: students' perception on learning technique (X_1) and learning motivation (X_2) jointly towards the dependent variable: students' speaking skill (Y). From the recapitulation of the test result, either correlation or regression, we can conclude that there are effects of students' perception on learning technique (X_1) and learning motivation (X_2) jointly towards the dependent variable: students' speaking skill (Y).

The Effect of students' perception on learning technique (X_1) towards students' speaking skill (Y)

H_0: $\beta_1 = 0$

H_1: $\beta_1 \neq 0$

which means:

H_0: There is no significant effect of students' perception of learning techniques towards students' speaking skills.

H_1: There is a significant effect of students' perception of learning techniques towards students' speaking skills.

To test the hypothesis above, we can see from the numbers stated in t column or Sig column in the row of reading interest in Table 3. According to the general assumption, the significance of the regression is if $t_{observed}$ is higher than t_{table} or *Sig value* is less than 0.05, it brings consequence that H_0 is rejected and H_1 is automatically accepted. There is a significant effect of the independent variable X_1 towards the dependent variable Y. *Sig value* is the number which is stated in the *Sig* column for the row of reading interest (Variable X_1) in Table 3. Meanwhile, t_o value is the number stated in t column for students' perception of learning technique (Variable X1) on Table 3. The value of t_{table} for 5% real degree and degree of freedom (df = n – 2) is 58, where n is the total number of respondents.

Refer to Table 3 above, we can see that the *Sig value* is stated by 0.000 < 0,05, and $t_o = 4.555$it brings the consequence that H_0 is rejected and automatically H_1 is accepted. There is a significant effect of independent variable X_1 (students' perception of learning technique) towards the dependent variable Y (students' speaking skills). From the tabulation of the correlation test, regression test, and linear model above, we can conclude that independent variable X1 (students' perception of learning technique) is significant for dependent variable Y (students' speaking skills).

The Effect of Learning Motivation (X_2) towards Students' speaking skill (Y)

$H_0 : \beta_2 = 0$
$H_1 : \beta_2 \neq 0$
which means:
H_0: There is no significant effect of learning motivation on students' speaking skills.
H_1: There is a significant effect of learning motivation on students' speaking skills.

To test the hypothesis above, we can see from the numbers stated in t column or Sig column in the row of learning motivation in Table 3. According to the general assumption, the significance of the regression is if $t_{observed}$ is higher than t_{table} or *Sig value* is less than 0.05, it brings consequence that H_0 is rejected and H_1 is automatically accepted. There is a significant effect of the independent variable X_1 towards the dependent variable Y. *Sig* value is the number which is stated in the *Sig* column for the row of learning motivation (Variable X_2) in Table 3. Meanwhile, $t_{observed}$ value is the number stated in t column for learning motivation (Variable X2) in table 3. The value of t_{table} for 5% real degree and degree of freedom (df = n – 2) is 58, where n is the total number of respondents. Refer to Table 3 above, we can see that the Sig value is stated by 0.000 < 05, and $t_o = 4.528$, it brings consequence that H_0 is rejected and automatically H_1 is accepted. There is a significant effect of independent variable X_2 (learning motivation) towards the dependent variable Y (students' speaking skills). From the tabulation of the correlation test, regression test, and linear model above, we can conclude that independent variable X2 (learning motivation) is significant for dependent variable Y (students' speaking skills).

The Effects of students' perception on learning technique (X1) and learning motivation (X2) jointly towards students' speaking skill (Y)

From the data description gained after analyzing the correlation, we may get the coefficient of correlation stated by 0.789 and the coefficient of determination stated by 62.3%. From the calculation by using *SPSS version 20.0 for Windows*, it is proven that the coefficient of correlation is significant. It means that there is an effect of independent variables: X_1 (students' perception on learning technique) and X_2 (learning motivation) jointly towards the dependent variable Y (students' speaking skill). Refer to the same calculation, and we may conclude that students' perception of learning technique contributes more influential than learning motivation towards student's speaking skills since the $t_{observed}$value is more than 4.528 Indeed, students' perception of learning technology has a vital role to make students' positive attitude. By having a positive attitude, someone would study seriously. When students have learning motivation, They become persistent learners who will study hard until they can get their goal. In this case, students will actively practice their English. As a result, students will gain speaking skills.

The Effect of students' perception on learning technique towards students' speaking skill

From the hypothesis test, it is attained that the *Sig value* is 0.000, a $t_{observed}$ is 4.555, while t_{table} is 2.00. Because Sig < 0.05 and $t_{observed}$ > t_{table}, as the consequence H_0 is rejected, which means there is a significant effect of independent variable X_1 (students' perception on learning technique) towards the dependent variable Y (students' speaking skill).

Perception on learning technique is thought in the way and technique used to learn and process information and knowledge. It helps students learn faster and easier by selecting and using appropriate learning techniques. In addition, a positive perception of something influences a positive attitude as well. In the same case, when students have a positive perception of their teacher and their technique, it makes students obedient to the teacher. They tend to follow what the teacher said. As a result, students study seriously and gain good results.

The Effect of Learning Motivation towards Students' speaking skill

The hypothesis test shows that the *Sig value* is 0.000 and $t_{observed}$ is 4.528 while t_{table} is 2.00. Because *Sig* < 0.05 and $t_{observed}$ > t_{table}, as a consequence, H_0 is rejected, which means there is a significant effect of independent variable X_2 (learning motivation) towards the dependent variable Y (students' speaking skill). As Kalat (2008:375) stated that motivation is the process that determines the reinforcement value of the outcome. Anyone who has ever had a goal probably immediately realizes that simply having the desire to accomplish something is not enough. Achieving such a goal requires the ability to persist through obstacles and endurance to keep going despite difficulties. In more everyday language, it can be said that motivation is what makes you want something more at one time and less at another. Santrock (2011:438) defines that motivation involves the process that energizes, directs, and sustains behavior. It means that motivation is the process in which pushes and shows students to do something and keeps on the activity continuously. When students have the motivation, they tend to pursue their goals. In this, they are eager to practice their English persistently.

Conclusions

There are significant effects of students' perception of learning technique and learning motivation jointly towards students speaking skills of XI grade at the State Vocational High Schools in Sukabumi City. It is proved by the score of *Sig*. 0.000 < 0.05 and Fo = 47.152. Second, students' perception of learning technique towards students' speaking skills of XI grade at the State Vocational High Schools in Sukabumi City is significant. It is proved by the score of *Sig*. 0.000 < 0.05 and t_o = 4.555. Finally, there is a significant effect of learning motivation towards students' speaking skills of XI grade at the State Vocational High Schools in Sukabumi City. It is proven by the score of *Sig*. 0.000 < 0.05 and t_o = 4.528.

Based on the conclusions of the research stated above, some suggestions can be delivered: Teachers should always improve their performance regarding methodology and learning techniques applied in the classroom. By improving the performance, teachers will create a positive attitude for the students. Teachers should use the appropriate learning technique to teach speaking. Besides appropriate learning techniques, teachers also should provide many opportunities to practice the students' English. By having enough practice, it is expected that students will gain speaking skills. Students should have motivation in learning; therefore, teachers, managers of educational institutions, and parents should always motivate their students/sons to have the spirit of learning, achievement, and competition to achieve the highest success. To have other comparison on the result of the three variables studied, it is necessary to research the same aspect. Indeed this research is still very short in detail. Hence, we need to conduct further research to discover more about the effects of students' perception on learning technique and learning motivation towards students' speaking skills in other schools and with more population and sample.

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