

## **ENGLISH LEARNERS SPEAKING PERFORMANCE: DO SELF-PERCEPTION AND EXTEROCEPTION INFLUENCE THEIR LANGUAGE ACQUISITION?**

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### **Abstract**

The research aimed to find out how students' perceptions and their influence toward students' speaking performance. There were two types of perception recorded; self-perception and exteroception. Self-perception is a perception that is formed based on internal factors or from within, while exteroception is a perception that is formed based on external factors or from outside of a person. The research methodology used was quantitative research. The data were obtained using two instruments, which were a close-ended questionnaire and students' speaking performance scores. The data were analysed through Multiple Linear Regression Analysis. The results of data analysis from 46 samples found that 1) Students' self-perception (72.09) and exteroception (67.85) categorized as good perception, 2) Simultaneously, self-perception and exteroception have significant influence on speaking performance (F-test 8.73 > F-table 4.07). 3) Self-perception has significant influence on speaking performance (T-test 2.347 > T-table 2.014), and Exteroception has no significant influence on speaking performance (T-test 0.590 < T-table 2.014). Therefore, it can be concluded that students' self-perception has a higher score than students' exteroception. Simultaneously, both of them had significant influence on speaking performance, while partially self-perception was the only variable that has significant influence on speaking performance. The needs and desires of students toward speaking were dominated positively. They need English speaking for their future career, which indirectly becomes motivation in speaking class.

**Keywords:** External Factor, Exteroception, Internal Factor, Self-Perception, Speaking Performance

### **INTRODUCTION**

Language acquisition is known as first language acquisition and second language acquisition. First language acquisition is acquired naturally from a family environment. Meanwhile, second language acquisition is acquired unnatural or through an intentional process. Mittal (2015) states the difference between language learning and language acquisition, they are inseparable. Takac (2008) notes in his book that the terms acquisition and Learning were used synonymously, making both terms challenging to separate the knowledge acquisition processes.

In the learning process, the level of achievement of learners is different, primarily which is caused by some factors that, in general, called internal factors and external factors. According to a literature analysis by Azis (2018), influences in learning can be classed as internal or external factors. Students' motivation, interest, perception, inclination, abilities, prior knowledge, and physical and learning difficulties may be compiled internally. External factors include peers, instructors, parental support, classroom environment, and curriculum. These factors lead their position toward students' acquisition of English. Karyadi et al (2018) stated that there was a correlation

between students' external factor and their learning achievement. Achievement is generally defined as the extent to which students have reached their learning goals (Anggraini et al, 2020). Moreover, in English, several skills have to be mastered and one of them is speaking skill. Amoah (2021) argued that one of the essential skills to be acquired in learning English is speaking.

In speaking class, it is not uncommon for some students to complain about how difficult speaking is. Lestari (2018) found that many students perceived that speaking is a difficult skill to master. However, some students also perceived that theoretically speaking is easy and enjoyable; even practically, it needs more courage to speak up. The emergence of both opinions in speaking whether it is difficult or easy has become each individual's perception, especially for English learners. Malihah (2010) in her research found that among the four language skills, learners regard speaking as the most difficult skill to attain because it needs great courage as well as preparation to produce the language.

Purba (2020) described perception as an impression obtained by individuals through the five senses that are organized, interpreted, and evaluated until they form a meaning. In learning achievement, the perception could be categorized as an internal factor and as an external factor. Walgito (2010) perception was known as internal perception and external perception. Due to the perception factor that influenced English acquisition, especially in speaking, this case has been broadly investigated in the past. There is a kind of previous research related to this topic. First, Saputra (2017) the researcher set the objective of their study to find out the perceptions of students on the importance of English speaking skills in the tourism sector. The researcher used two kinds of instruments; a questionnaire and an interview. The data were analysed through qualitative data analysis and obtained some information that speaking is perceived as an important skill in the tourism sector. Students perceived that English speaking was useful in finding future jobs.

Second, Karunia et al. (2019) identified student perception of speaking problems through qualitative approach in the depth-analysis of students' responses and perceptions. Based on the interview, students perceived their problems in speaking, were classified into linguistic problems and psychological problems. In linguistics, they were lack on vocabulary and grammar, while in psychological problems they were often nervous and afraid to speak.

Third, Sinaga (2018) in his research about students' perception related to English found that students' motivation to master English speaking was very high but another result also found only slightly more a half of students were enthusiastic about joining the English Day Program as a tool to improve students' speaking. The researcher used questionnaires and interviews to collect the data from 35 students in Eight Grade.

Next is Andriani et al (2019) in their qualitative research, students were perceived speaking skills into three categories. They were perceived speaking based on the importance of learning speaking, they were perceived speaking based on teachers' way in teaching speaking, and they were perceived based on the difficulties in learning speaking. Most participants perceived that speaking is important to learn to get more fluency and

can train their confidence. Based on the interview that has been done, participants showed their perception that teachers' way of teaching really contributes to their ability in English speaking.

The fourth is Syahfutra et al. (2019) in their qualitative descriptive, they investigate students' perceptions and challenges in improving their speaking ability. The researchers conducted the research through an interview. All respondents agreed that speaking is very important. Another result found that students perceived that sometimes the environment does not support them to do English speaking. Students also perceived that the challenge in speaking was primarily affected by having no idea in delivery. Therefore, the researchers really suggest that teachers need to consider before the speaking class is begun. In different findings, Purwaningsih et. Al (2020) found that students perceived that the teacher creates a fun way to practice speaking. Students' positive perceptions are influenced by new experiences while learning English.

The fifth is Fitriani, et. al. (2020) whose research uses a Mixed Method design to collect quantitative and qualitative data together. The researchers provided 20 items of questionnaire in collecting student's perceptions about online learning in speaking class. Based on the data collected found that online learning did not help them to improve their speaking skill. Speaking class in online learning became more difficult to understand. They perceived offline learning as a better method in speaking class. They got many problems in speaking class through online learning. Therefore, the researcher concluded that online speaking classes is not effective and did not help students to improve their speaking skill.

The sixth is Mulia et. al. (2020), who conducted a qualitative study using interview as an instrument in gathering the data about students' perception of English speaking ability. Researchers believed that students' perception is important in the learning process, therefore they wanted to know what they perceived. Based on 15 students as participants in the research, they have the same perception that speaking is an important skill to learn even is difficult. They perceived that vocabulary is the basic thing that has to be mastered to get a better speaking skill. Researchers found that students' efforts to improve their speaking vary widely.

The seventh is Wahyuni (2021) in her quantitative research about the effect of students' perception on learning technique toward students' speaking. She found that there was a significant effect on students' perception toward teacher strategy in the classroom with their achievement in speaking. Therefore, the researcher suggests that teacher should always improve their performance regarding methodology and learning techniques applied to the classroom. Thus, students will have a positive attitude to the subject taught and influence their achievement in the classroom.

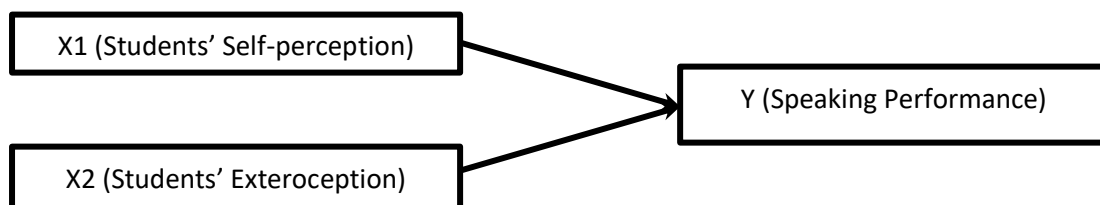
The eighth, Mutaat (2022) investigated students' perception toward teaching speaking. The researcher conducted a survey in which students' perceptions were calculated in order to find the most frequent or the most dominant answer by the students. The finding showed that students preferred to have an interesting topic that was used to discuss or interact in the speaking class. Another finding showed that students still needed their teacher to facilitate their speaking practice well.

Previous studies above examined students' perception of speaking. Although the present research did the same, there are some differences with the previous research above. Most of the previous research was done through a qualitative study meanwhile the present research was done in a quantitative study. Another differentiator related to the research sample, none of the previous research investigated undergraduate English students. The most striking difference was regarding the way students' perceptions are taken. All previous research only focused on students' perception, while the present research looks at the perception from two sides, both internal perception and external perception. Therefore students perceived speaking based on their self-perception as internal and exteroception as external.

Based on the initial data done on undergraduate students at PBI Unismuh Makassar, for self-perception, there were 90% of 22 students mostly liked speaking class. In the same way, they agreed that students are getting difficulty in speaking English to others. Other initial data found for exteroception, there were 81% of 22 students who only being silent in speaking class because feel afraid of the lecturer. Moreover, 77% of 22 students perceived that the materials provided by the lecturer were not contextual and did not easy to understand. These initial data were obtained directly from undergraduate students in the seventh semester. From the description, the researcher conducted quantitative research with the aim of knowing how students perceive speaking on two sides, internal perception or self-perception and external perception or exteroception. Besides, it is also aimed to find out the relationship between the two perceptions and their achievement in the speaking performance. Therefore, the result of the research theoretically can be useful information and positive contributions especially in teaching, mainly in speaking class. In practically, the research can be used as consideration points in creating learning methods or providing materials that are adapted from students' perceptions, both self-perception and exteroception.

## **METHOD**

The method in this research was a survey using the technique of Multiple Linear Regression Analysis. The variable of this research consists of a dependent variable which is student speaking performance (Y) and two independent variables which are students' self-perception (X1) and students' exteroception (X2). The researcher used Speaking performance score and Close-ended Questionnaire as instruments to collect data or gather information from students. Then students perceived that speaking internally is called as self-perception and speaking externally is called as exteroception. At the end of the research, the data was analyzed to see the influence of self-perception and exteroception on students' speaking performance.



**Figure 1 Constellation of Relationship between Research Variables**

## FINDINGS AND DISCUSSION

### *Students' Self-Perception*

There were 3 main indicators used in self-perception; personality, needs and desires, and cognitive. Each of the indicators consists of 5 statements. Therefore the total number was 15 statements for self-perception, those were: 1) I like English Speaking subject, 2) I have a strong command of speaking English, 3) I do much prepare in English Speaking Class, 4) I am Enthusiastic about Speaking class, and 5) I always practice my speaking ability outside of the classroom. Those were statements used in the questionnaire on self-perception based on personality. Statements were measured from strongly disagree to strongly agree as the table shown below:

**Table 1 Students' Self-Perception Based on Personality**

No	SD	D	N	A	SA	f
1	0	1	9	29	7	46
2	0	3	30	11	2	46
3	0	1	21	21	3	46
4	0	1	16	25	4	46
5	1	2	14	19	10	46

Meanwhile, the statements used in the questionnaire of self-perception based on needs and desires were: 6) Speaking English arouses my motivation and learning interest, 7) Speaking for Advanced is an important subject to learn, 8) Speaking English to other people arouses my inspiration, 9) I need speaking English for my future career, and 10) Speaking English allows me to learn the indirect element of speaking by listening to other speakers. Those statements were measured from strongly disagree to strongly agree as the table shown below:

**Table 2 Students' Self-Perception Based on Needs and Desires**

No	SD	D	N	A	SA	f
6	1	0	15	21	9	46
7	1	1	2	22	20	46
8	0	2	13	26	5	46
9	3	0	2	14	27	46
10	0	1	13	24	8	46

Furthermore, the statements used in the questionnaire of self-perception based on cognitive were: 11) English speaking is one of my worst subjects, 12) I feel difficult in speaking English to the others, 13) Speaking class improves my pronunciation well, 14) My ability to speak fluently has improved through English speaking class, and 15) In English speaking class, I picked up a lot of new vocabularies. Those statements were measured from strongly disagree to strongly agree as the table shown below:

**Table 3 Students' Self-Perception Based on Cognitive**

No	SD	D	N	A	SA	f
11	9	19	12	6	0	46
12	1	6	27	12	0	46
13	0	0	12	23	11	46
14	2	0	17	24	3	46
15	1	3	10	25	7	46

**Table 4 Students' Self-Perception**

Self-Perception	Mean Score	Highest Percentage Statement	Note
Personality	71.21	1) I like English Speaking Subject	63% (agree)
Needs and Desires	79.82	8) I need English Speaking for my future career	63% (agree) 58.6% (Strongly agree)
Cognitive	66.26	12) I feel difficult in speaking English to the others	58.7% (Neutral)

Findings on table 4 showed that first indicator of students' self-perception based on personality categorized as good perception by the mean score was 71.21. It means that 63% of 46 students agreed with the statement "I like English speaking subject". The second indicator, students' self-perception based on needs and desires categorized as good self-perception by the mean score was 79.82. This score means that 58.6% of 46 students strongly agreed with the statement "I need English speaking for my future career". The third indicator, students' self-perception based on cognitive categorized as good perception by the mean score was 66.26. It indicates that 58.7% of 46 students were neutral toward the statement "I feel difficult in speaking English to the others".

Self-perception happens because of the stimulation that comes from within the individual (Sunaryo, 2004). As has been presented in the findings, students' self-perception was categorized as good perception. The highest percentage indicator in self-perception was students' self-perception based on needs and desire by the highest percentage statement "I need English speaking for my future career". Students were strongly agreed with the statement.

People at different levels of needs and desire perceive the same thing differently (Toha, 2003). By having the result in finding means that students mostly have the same levels of need and desire. The highest mean score of students obtained in self-perception based on needs and desire indicated that students have a very high sense of need for English speaking which refers to their future career. Mulia et. al. (2020) in their interview about students' perception toward speaking found that students perceived speaking as an important subject to learn due to their need in mastering the four skills in English.

The similarity of students' perceptions in previous and current research means that English Speaking is an important subject. However, students' level of interest is different depending on the time perspective they use in viewing the speaking subject. Hofstede (2011) mentioned two kinds of time perspectives; short-term orientation and long-term orientation. Based on the findings, students' self-perception is more directed to the long-term orientation because their self-perception based on needs and desire was dominated positively.

Meanwhile, students' self-perception based on cognitive was the highest percentage of statements with the neutral category "I feel difficult in speaking English to others". Asworo (2019) found that the student's difficulties in speaking are covered by linguistic and non-linguistic future. The researcher found that students are difficult in speaking due to the linguistic aspect, such as lack of vocabulary, pronunciation and grammar. While the non-linguistic aspect found are mother tongue, anxiety and lack of self-confidence.

### ***Students' Exteroception***

There were 3 main indicators used in exteroception; the lecturers' method, the lecturers' materials and the past experiences. Each of the indicators consists of 5 statements. Therefore the total number was 15 statements for self-perception. Those statements were: 1) Lecturer provides an excellent opportunity to improve our English speaking class, 2) The activities in speaking classes empowered me to speak English, 3) The time provided for practicing in speaking classes should be lengthened, 4) The lecturer utilizing the time allocation well thus activities in speaking class is run well, and 5) Speaking class provides a lively and enjoyable classroom atmosphere were statements using in questionnaire exteroception based on lecturers' method. Those statements were measured from strongly disagree to strongly agree as the table shown below:

**Table 5 Students' Exteroception Based on Lecturers' Method**

<b>No</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>F</b>
1	1	0	6	32	7	46
2	2	1	14	27	2	46
3	1	3	29	11	2	46
4	0	1	13	27	5	46
5	0	0	14	28	4	46

Meanwhile the statements used in the questionnaire of exteroception based on lecturers' materials were: 6) Lecturer provides exciting materials in English speaking class, 7) Materials are contextual and easy to understand, 8) The learning facilities in speaking classes are appropriate, 9) Materials provided suitable with the topic in Speaking class and 10) Lecturer provides various of speaking materials. Those statements were measured from strongly disagree to strongly agree as the table shown below:

**Table 6 Students' Exteroception Based on Lecturers' Materials**

No	SD	D	N	A	SA	F
6	1	1	14	25	5	46
7	0	1	22	22	1	46
8	0	1	20	23	2	46
9	0	2	14	25	5	46
10	1	0	12	25	8	46

Furthermore, the statements used in the questionnaire of exteroception based on past experiences were: 11) I always use English in all interactions with classmates, 12) I always use English to communicate with all lecturers speaking and non-speaking classes, 13) I feel shy to speak in English due to laughing of classmates, 14) Lecturer scolds when I speak incorrectly, and 15) I choose silence in Speaking Class because feeling afraid of lecturer. Those statements were also measured from strongly disagree to strongly agree as the table shown below:

**Table 7 Students' Exteroception Based on Past Experiences**

No	SD	D	N	A	SA	F
11	1	10	28	32	6	46
12	1	9	29	27	5	46
13	3	7	20	11	15	46
14	4	7	20	27	12	46
15	5	10	22	28	9	46

**Table 8 Students' Exteroception Based on Past Experiences**

Exteroception	Mean Score	Highest Percentage Statement	Note
Lecturers' Method	71.21	1) Lecturer provides an excellent opportunity to improve our English speaking	69.6% (agree)
Lecturers' Materials	79.82	6) Lecturer provides exciting materials in English speaking, 9) Materials provides suitable with the topic in speaking class, 10) Lecturer provides various of speaking materials	54.3% (agree)
Past Experiences	66.26	12) I always use English to communicate with all lecturers speaking and non-speaking classes.	63% (Neutral)



The findings on Table 8 showed that the first indicator of students' exteroception based on the lecturers' method was categorized as good perception by the mean score of 73.21. It means that 69.6% of 46 students agreed with the statement "The lecturer provides an excellent opportunity to improve our English speaking". The second indicator, students' exteroception based on lecturers' materials categorized as good perception by the mean score of 73.82. In the second indicator found two similar highest percentage statements: "The lecturer provides exciting materials in English speaking" and "The materials provide are suitable with the topic in speaking class. It indicates that 54.3% of 46 students agreed with both statements. The third indicator, students' exteroception based on past experiences categorized as neutral perception by the mean score of 59.47. This result means that 63% of 46 students were neutral toward the statement "I always use English to communicate with all lecturers speaking and non-speaking class".

Exteroception happens because of the stimulation of the outside of the individuals (Sunaryo, 2004). Students' exteroception toward speaking was categorized as good perception, in which the highest mean score was students' exteroception based on lecturers' materials. There were two highest percentage statements which are "The lecturer provides exciting materials in speaking class" and "Materials provided suitable with the topic in speaking class". Furthermore, students of this research agreed with both statements.

The environmental factor is one factor in the formation of exteroception (Toha, 2003). Materials belong to the factor of how students' exteroception is formed in speaking because it is an external component used in the teaching and learning process. The interesting findings by scores that do not differ much were also found on students' exteroception based on the lecturer method. Most students agreed that the lecturer provide an excellent opportunity to improve their English speaking.

Due to the results which almost balanced with a good category between exteroception based on lecturer materials and exteroception based on lecturer method, it shows that the materials and methods used by the lecturer were good and in line with each other. The previous research by Syahfutra et. al. (2019) investigated students' perceptions about speaking that sometimes the environment does not support them to do English speaking. Meanwhile another previous research in line with the present research, Andirani et. al. (2019) students perceived that the method and the strategy used by the teacher really contribute to speaking class.

It was different with exteroception based on past experiences, the highest percentage of statements is found in the neutral category "I always use English to communicate with all lecturers speaking and non-speaking classes". The use of English by students that have not been fully implemented in the classroom is still influenced by the mother tongue. This becomes the most problematic as a previous study found in Riadil (2020) that students perceived their mother tongue was used mostly because it is easier to understand than English. Yeni and Syahrul (2021) found that students were quiet to support the use of Indonesians as the mother tongue by the lecturer in the classroom.

*Students' Speaking Performance***Table 9 Students' Speaking Performance**

Score	f
85-100	17
70-84	22
55-69	7
25-54	0

The table has shown that there were 17 students got 85-100 (very good), 22 students got 70-84 (Good), while 7 students were got 55-69 (poor). In the speaking performance assessment rubric there are 3 indicators that are assessed; pronunciation, fluency and performance skills. Students' speaking performance was assessed directly by the speaking lecturer and the mean score was (83.15). It is categorized as a good score.

**Table 10 Mean Score of Variables**

Variables	Mean Score
Self-perception (X1)	72.09
Exteroception(X2)	67.85
Speaking Performance	83.15

*The Influence Between Students' Self-Perception And Exteroception Toward Students***Table 11 Coefficient of Determination**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,537 <sup>a</sup>	,289	,256	10,12295
a. Predictors: (Constant), Exteroception(X2), Self-perception(X1)				

The coefficient of determination was obtained at 0.288 or 28.8%. This showed that 28.8% of students speaking performance is influenced by self-perception and exteroception, while 71.2% is influenced by other variables that were not included in this study.

**Table 12 F-Test**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	1789,498	2	894,749	8,731	,001
1 Residual	4406,387	43	102,474		
Total	6195,884	45			

The F-test from the table above was 8.73 while F-table was 4.07(df1=1,df2=42). It indicated that F-test > F-table. Therefore, Ha was accepted and H0 was rejected. It can be concluded that self-perception (X1) and exteroception (X2) simultaneously has a significant influence on speaking performance (Y).

**Table 13 T-Test**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	25,690	14,365		1,788	,081
1 Self-perception(X1)	,610	,260	,449	2,347	,024
Exteroception(X2)	,176	,298	,113	,590	,558

T-test for X1 (self-perception) was 2.347 and T-test for X2 (exteroception) was 0.590 meanwhile T-table was 2.014 (df=45). It means that T-test for X1 > T-table and T-test for X2 < T-table. It indicated that self-perception has a significant influence on speaking performance (Ha accepted and H0 rejected), meanwhile exteroception has no significant effect on speaking performance (Ha rejected and H0 accepted). It can be concluded that partially, self-perception and exteroception have no significant effect on speaking performance.

The result found that simultaneously self-perception and exteroception have significant influence on speaking performance. Partially, only self-perception has a significant influence on speaking performance, while exteroception has no significant influence on speaking performance.

In previous studies, there was no similarity between the results with the present research because the previous research only used one independent variable; perception, while the present research used two independent variables; self-perception and exteroception. Meanwhile, if the result which was analyzed partially as self-perception has an influence on speaking performance, it will be in line with Aeni and Supardi (2020). Their findings concluded that the highest positive perception of students influenced their achievement or performance in the classroom. It is also in line with Effendi et. al. (2021) who found positive correlation between students' perception and their achievement. It means that the better the perception form, will the better of output come.

## CONCLUSION

The conclusion can be drawn that students' self-perception and exteroception toward speaking were good. Students' self-perception dominated the students' exteroception. In self-perception, the students' need and desire was higher and dominated positively. It explained that they need English speaking for their future career. Meanwhile, exteroception found that lecturers' materials were higher and dominated positively. It can be explained that the lecturer provides exciting and suitable topic materials in English-speaking classes and both self-perception and exteroception

contributed to speaking performance. Meanwhile, partially self-perception was the only variable has a significant influence on speaking performance.

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