

# CHAPTER 1. INTRODUCTION

## 1.1. Research Background

In the lecture process, students are expected to obtain good results. However, in reality, it is quite difficult to achieve these results. Factors that influence the difficulty of achieving good learning outcomes come from internal and external factors from students (Sutrisno & Siswanto, 2016).

Of the many factors that influence student learning outcomes, in particular, in this case, English lessons are learning interest factors that have a significant influence on learning outcomes (Nurhasanah & Sobandi, 2016). In addition, Krapp (2002, as cited in Nurhasanah & Soebandi, 2016) states that this is based on the opinion that interest has many positive effects on learning processes and outcomes. Because interest will help students in the learning process by increasing student motivation to learn, increasing student concentration while studying, the ability to absorb information and encouraging students to continue learning, and developing themselves.

In the English Language Education Program (ELEP) of the Faculty of Teacher Training Education, Universitas Muhammadiyah Purwokerto, students are required to be able to master the skills set by the curriculum (UMP, 2018). Among other things, namely learning the knowledge of English, students are required to master the concept of oral communication and be able to master linguistic concepts and techniques of verbal communication for specific purposes in everyday or general contexts. Besides that, students are also expected to have special English skills to create good communication smoothly and accurately. Hence, to the fulfil these objectives, the English study program provides public speaking courses for students as a compulsory subject (UMP, 2018). According to Anjarani (2022), the purpose of public speaking in ELEP is to equip students with knowledge and skills regarding public speaking. Students are expected to master delivering a speech, such as conveying ideas and opinions in a structured manner, conveying the desired

message to the audience, providing effective delivery, and making the audience act according to the message conveyed. In addition, students are also expected to be able to become news anchors, such as conveying news clearly and accurately, being good facilitators in discussions, and making news more attractive to the audience.

Public Speaking is the process or act of making presentations (speeches) that are focused on directing audiences in a structured way and to informing, namely to provide clarity or provide knowledge about information that is not yet known, influence to change attitudes, opinions, or actions of a person or group of people, and to entertain people who see or listen to the speaker (Novaković & Teodosijević, 2017).

In the practice of public speaking, students feel nervous when they are going to do public speaking because they have anxiety about themselves (Radhiah, 2017). According to Suardana and Simarmata (2013), there is a negative relationship between learning anxiety and learning motivation. If students have high anxiety, it will make lead to low learning motivation. At the same time, there is a positive relationship between motivation to learn and learning interest. If students have high motivation, students also have a high learning interest (Pratiwi, 2017).

Furthermore, Darmawan (2015) defines that learning interest is the tendency of individuals to have fun without any coercion so that it can cause changes in knowledge, skills, and behavior. This results in students having the desire to continue learning and developing themselves. A high learning interest encourages students to seek and learn new things, in this case, in English public speaking. In addition, Lucas (2013) states that English public speaking as a speech delivered with strategic communication objectives in a clear, consistent, and convincing way. With a high learning interest, it will encourage students to continue learning and improve their English public speaking skills. In addition, a high learning interest will also help students to master English public speaking quickly.

Based on the explanation above, the researcher wants to know the correlation between English public speaking and learning interest in the English learning education program.

## **1.2. Reasons for Topic Selection**

Thus far, a number of students have investigated the correlations between EPS performance and other factors. Maharani (2022) examined the relationship between EFL self-efficacy and public speaking performance of high-school students. The researcher discovered a positive correlation between self-efficacy and public speaking performance, meaning that pupils with high self-efficacy tend to have high public speaking performance.

Nurjanah (2011) studied whether there was a relationship between student interest in speaking subjects and students' speaking scores by involving ELE students from junior high schools. The finding was that there was a positive correlation between student interest and speaking scores. Puntadewi and Engliana (2018) did a study which involved junior high school students. They investigated whether there was a relationship between learning interest and speaking proficiency. They found that learning interest had an influence on English proficiency in junior high school students.

In her study, Melawati (2021) observed the correlation between self-efficacy and speaking achievement among university students. She concluded there was an insignificant relationship between self-efficacy and specific achievement at the student level.

This study in particular aims to examine if there is a correlation between EPS and learning interest as demonstrated by the ELE students of a private, faith-based university in Central Java. Hence, this study will fill in gaps pertinent to participants, level of education and correlated aspects.

### **1.3. Research Questions**

Based on the background that has been described, the problems to be discussed in this research can be formulated as follows “*Is there a correlation between English public speaking performance and learning interest?*”

### **1.4. Aims of the Research**

The research aims to investigate whether there is a correlation between English public speaking performance and learning interest.

### **1.5. Contributions of the Research**

Through this research, the researcher hopes to contribute to understanding the problem being studied and provide helpful information for the reader. Therefore, the benefits of the research that will be carried out are as follows:

#### ***1.5.1. Theoretically***

The expected theoretical benefit of this research is to contribute information about the correlation of learning interest in English public speaking, especially for English Learning Education Program (ELEP) students.

#### ***1.5.2. Practically***

- a. To teachers, this research will provide information to lecturers and students regarding the influence of learning interest on public speaking.
- b. In the field of ELT, this research is expected to discover what problems often occur in public speaking.
- c. For other researchers, this research is expected to be a reference for further research regarding learning interests and public speaking in English.

### **1.6. Clarifications of Relevant Terms**

To avoid misunderstandings and misperceptions about the terms used in this study, the following terms are defined below:

### ***1.6.1. Correlation***

Syalwah (2021) defines correlation as a statistical tool used to measure the degree of relationship between two or more variable. It is a technique to investigate the association of the relationship between two variables. This study uses a correlation test to investigate the correlation between the variables observed. The correlation test is a statistical test to investigate the cause and development of the observed variables.

### ***1.6.2. English Public Speaking (EPS)***

Lucas (2013) defines English Public Speaking as English speech delivered with strategic communication objectives in a clear, consistent, and convincing way. Requires not only technical proficiency in English but also critical thinking, creative ideas, and logical constructions.

### ***1.6.3. Learning Interest***

Darmawan (2015) learning interest is an individual's tendency to have fun without coercion. It can lead to changes in knowledge, skills, and behavior.