The Students' Speaking Performance in a Speaking Classroom Environment Viewed from the Students' Satisfaction and Their Motivation

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Abstract— **This study reports on an investigationinto students'speaking performance viewed from their satisfaction in a speaking classroom dealing with the material used as part of the classroom environment, and the lecturer as a facilitator of the classroom environment also from their motivation. This quantitative research was conducted on 50 studentsin the 2nd semester who enroll the speaking class during the academic year 2018-2019 of UIN Sunan Ampel Surabaya. The simple random sampling used to determine the participants. Data were analyzed quantitatively by Pearson correlation. The results indicate the students have have high motivation in the speaking classroom, they also satisfied with the materials and the instructor in the speaking classroom. However, correlation analysis indicated that there is no significantcorrelation between the students speaking performance with the students' satisfaction and the students' motivation. Limitation of the study are discussed and suggestions for future research are offered.**

*Keywords***:** *speaking performance, students' satisfaction, students' motivation*

I.   INTRODUCTION

In Indonesia, English as a Foreign Language classroom is widely considered to be the most important aspect which facilitates the students to practice speaking English and build an English environment. In line with this, Dorman, Aldridge, & Fraser (2006) defined that the classroom environment is one of the most significant factors that affect the students learning because they will learn better when they view the learning environment is positive and supportive. Therefore, the EFL classroom environment should be a necessity that has to be concerned. In this case, the teacher is the one who takes responsibility to create a good classroom environment, they have to provide and organize the classroom setting in order to give a positive impact on the students. Wu, Tennyson, and Hsia (2010) found that the teacher should facilitate and create a positive classroom environment as the physical and social aspects of a classroom. Additionally, Peng (2015) suggested that English classes have to make a motivational environment including books and the way to teach.

Moreover, making an engaging and creating a creative classroom environment is also another demanding task of the teacher. The teacher should consider the age and the level of students for making motivating speaking activities and relevant tasks that facilitate students to communicate interactively. Sim and Pop (2016) proposed that the teacher is required to create a positive classroom environment by looking at students' age and level of the students for speaking activities that can build students motivation and satisfaction because EFL classrooms become the main place for the students to conduct a conversation and speaking practice. A study by Moradi and Talebi (2014) also investigated that teachers' selection of suitable tasks to attract students to communicate effectively in the speaking classes created an interactive environment. Consequently, EFL teachers are required to encourage their students to speak through designing an interactive environment as a certain goal. To find out whether the learning is successful or not, the teacher needs to evaluate the learning outcomes namely students' academic performance, in this context is their speaking performance. Martosyan, Saxon & Wanjohi (2014) stated that it is always for educators measure students' academic performance that allows them to evaluate students' knowledge levels, the effectiveness of their own teaching process, and may provide a measure of students' satisfaction.

In addition, previous studies have focused on several issues related to students' satisfaction within their classroom environment. Jannati and Marzban (2015) investigated Iranian EFL learners' perception of the learning environment in English language institutes and its relationship with learners language achievement. The results indicated a large difference between the learners' actual learning environment and the environment in which learners were enthusiastic to learn the language. There was also a significant relationship between students' satisfaction with the classroom environment and their language achievement. Other researchers (Efe, 2009; Fraser, 1994; Heikkilä & Lonka, 2006; Schaal, 2010; Waldrip & Fisher, 2003) have reported similar results that students performances were obviously affected by their satisfaction.

Subsequently, previous studies regarding students' satisfaction with the speaking classroom environment have also conducted. A study by Ahmad Asakereh and Maliheh Dehghannezhad (2015) investigated students satisfaction with EFL speaking classes: relating speaking self-efficacy and skills achievement focus on Iranian EFL first-year undergraduate students with an intermediate level. The findings informed that both student satisfaction with speaking classes and speaking skills self-efficacy beliefs had significant positive correlations with speaking skills achievement. Another previous study by Maysa M. Qutob (2018) carried out the relationship between EFL learners' satisfaction within the classroom environment and their speaking skills ability. The result revealed that students are highly satisfied with their acquired speaking skills, materials, and language teacher also a positive correlation was found between students acquired speaking skills with materials and with the language teacher.

Most studieshave focused on students' satisfaction in a language learning classroom, speaking classroom, and the correlation with speaking skills achievement. However, there has been little discussion on students' motivation in the speaking classroom that is also considered as an essential part for the successful learning and achievement (Meece, 1994 &Wentzel, 1996). Despite this interest, previous studies haven't covered the correlation between students satisfaction with speaking classroom, students' motivation, and speaking performance.

Based on the gap above mentioned, this study was born. The current study tries to find out: (a) the satisfaction level of EFL students at Sunan Ampel State Islamic University Surabaya towards their speaking classroom environment (b) the students' motivation in a speaking classroom environment at Sunan Ampel State Islamic University Surabaya (c) the correlation between the satisfaction level of EFL students at Sunan Ampel State Islamic University Surabaya within their speaking classroom environment, their motivation, and their speaking performance. This present study predicts that there is a significant positive correlation between students satisfaction with speaking classroom, students' motivation and students' speaking performance. Finally, the results of the study become information and consideration for the lecturers or even the pre-service teachers to provide a positive speaking classroom environment that encourages students to speak English and supports their speaking performance.

II.   METHOD

Variable 1: EFL Students' Satisfaction with the Speaking Classroom Environment

Variable 2: Students' motivation

Variable 3: Students' speaking performance

1.   Research Designed

This study follows a quantitative design using in the form of a questionnaire because it is appropriate instrument to collect the data. Then, random samplingis used in this studyto collect the data because it will decrease the bias. After collecting the data, the study usesSPSS application to investigate the speaking score in speaking classroom, students'satisfaction, and the students' motivation in English Education Department of Sunan Ampel State Islamic University.

2.   Participants

This study invstigates 50 students from EFL student of Sunan Ampel State Islamic University. The students are chosen randomly from 50 students using random sampling consist of male and female students. The participants are accessible and willing to fill questionare based on their ability. The participants have requirements, they are taught with the same curriculum, material, and enrolling spoken english class. The lecturer also has a postgraduate degree in English at least two year teaching experience with the english background.

3.   Instrument

Two questionnaires in English language are used for data collection. The first questionnaire to measure students' satisfaction level with the speaking classroom environment is a *satisfaction with speaking classes* questionnaire from Asakereh comprised 38 items and Dehghannezhad (2015) in Iran, then modified by Maysa M. Qutob (2018) in Saudi Arabia, comprised 15 items. The present study combines the two questionnaires and reduces linguistic, psychological, social, educational system and facility in order to fit with the focus of the study that is the materials and the instructor.Moreover, this

questionnaire consists of 2 parts, the first part is demographic information or general personal information includes name, gender, and age. The second part is the questions include 25 items based on the Likert scale beginning with very unsatisfactory to very satisfactory.

The second questionnaire to measure students' motivation in enrolling the speaking classroomadapts from Dörnyei (2001) cited in Terviana (2014) then adjusted with the speaking classroom context. The questionnaire contains of 15 items for the study. The items used are close ended questions with options in using a four-point Likert scale; strongly agree, agree, disagree, and strongly disagree. Besides the questions which include in the questionnaire, the demographic information or general personal information consists of name, gender, and age of the participant are also included in the questionnaire.

In addition, students' speaking performance data is obtained from the lecturers who teach A and B Spoken English Class based on their assessments of the students.

4. Procedure

First, before distributing the questionnaire to the participants, the participants were informed that their identity will be curred and the data would be used for research purposes. After explaining, the questionnaires were distributed to the participants and they were aksed to write their personal information to make easier in collecting the data. Name of participants were collected in order to match their questionnaire to match their speaking performance in terms of score that were obtained later. To secure the information, the data was protected from unauthorised access.

Although the instructions were explained in the questionnaire, the instruction were re-explained again orally to the participants before they start to fill the questionnaire.15-20 minutes was given to the participants to fill the questionnaires. The participant is free to fill the first or the second questionnaire that were distributed. After collecting the questionnaires, their speaking score were requested and collected from their lecturer. In addition, the scores that collected is the participants' speaking skills achievement based on their assignments or test.

5. Data Analysis

Data arere analyzed using SPSS software version 16 . A bivariate (Pearson product-moment) correlation coefficient was run to investigate the relationship between speaking classroom environment satisfaction, students' motivation, and students' performance by answering the three research questions respectively one by one.

III. FINDINGS AND DISCUSSION

A. The Students'Satisfaction level in a speaking classroom

Items	Mode	Mean	Median
Materials	4	3.824	4
Instructor	4	4.18	4

Level	Mean
1	Very Unsatisfactory
2	Unsatisfactory
3	Neutral
4	Satisfactory
5	Very Satisfactory

The study uses the satisfaction questionnaire contains 24 items of questions. The students should give the tick in the column (VU=Very Unsatisfactory, U=Unsatisfactory, N= Neutral, S=Satisfactory, VS=Very Satisfactory) From the 50 samples of the data, the mode score of the satisfactionof each item, materials and instructoris 4 from the range between 1 – 5. It reveals the students' satisfaction level of their spoken classroom environment is satisfactory. Also, the median of each item is 4, means that the students are satisfied with both the materials and the instructor in their speaking classroom.

B. The Correlation of The Students'Speaking Performance and The Students' Satisfaction Level in a speaking classroom

Correlations

		Score	Allsatis
Score	Pearson Correlation	1	.057
	Sig. (2-tailed)		.697
	N	50	50
Allsatis	Pearson Correlation	.057	1
	Sig. (2-tailed)	.697	
	N	50	50

Research Hypothesis

Ho : There is no correlation between the student's performance and the students satisfaction level

Ha : There is a correlation between the student's performance and the students satisfaction level

Criteria

Ho is accepted if the significance > 0.05
Ho is not accepted if the significance < 0.05

In analyzing the data, this research uses the significance level a = 5%. In this case, the reserchers use this level of significance and take a risk to refuse the true hypothesis 5% maximum or 0.05, it is often used in the quantitative research. Based on the table above because of the significance (0.6 > 0.05), it shows that there is no significantcorrelation or there is a very low correlation between the two variables, r = 0.057, n = 50, p = 0.6.

C. The Student's Motivation in a Speaking Classroom

Items	Mode	Mean	Median
Motivation	3	3.12	3

Level	Criteria	Mean
4	SA	Strongly Agree
3	A	Agree
2	D	Disagree
1	SD	Strongly Disagree

This study uses the motivation questionnaire which consists of 15 items of questions. The students should give the tick in the column (SA= Strongly Agree, A= Agree, D=disagree, SD= Strongly Disagree). From the 50 samples of the data, the average score of the motivation is 3.12. The mode score is 3 from the range level 1 – 4. It can be concluded that the students' motivation is 78% which indicates that the students have high motivation level in the speaking classroom.

D. The Correlation of The Students'Speaking Performance and The Students' Motivationin a Speaking Classroom

Correlations

		Score	Allmotiv
Score	Pearson Correlation	1	.183
	Sig. (2-tailed)		.204
	N	50	50
Allmotiv	Pearson Correlation	.183	1
	Sig. (2-tailed)	.204	
	N	50	50

Research Hypothesis
Ho : There is not correlation between the student's performance and the students motivation
Ha : There is a correlation between the student's performance and the students motivation

Criteria
Ho is accepted if the significance > 0.05
Ho is not accepted if the significance < 0.05

In analyzing the data, this research use with the significance level a = 5%. In this case, the reserchers use this level of significance and take a risk to refuse the true hypothesis 5% maximum or 0.05, it is often used in the quantitative research. Based on the table above because the significance (0.2 > 0.05) it shows that there is no significant correlation or there is a very low correlation between the two variables, r = 0.183, n = 50, p = 0.2.

IV. CONCLUSION

The primary aims of the current study were to measurestudents' satisfaction level in a speaking classroom environment, students' motivation in a speaking classroom environment, and the correlation between students' satisfaction level in a speaking classroom environment, their motivation, and their speaking performance. As for students' satisfaction level, the study found that the participants have a satisfactory level of the material and the instructor in their speaking classroom. As for students' motivation, the present study found that the participants have a high level of motivation in their speaking classroom. The results also indicated that there is no significant correlation between speaking performance, students' satisfaction, and students' motivation.

The study has a certain limitation, the correlation result is not in line with the previous study byAhmad Asakereh and Maliheh Dehghannezhad (2015) that revealed student satisfaction with speaking classes and speaking skills self-efficacy beliefs had significant positive correlations with speaking skills achievement also with a study by Maysa M. Qutob (2018) that

reported a positive correlation was found between students acquired speaking skills with materials and with the language teacher. Even though the questions of the questionnaireshave been checked the validity and the reliability by using SPSS 16, the data analysis results showed that there is no significant correlation between speaking performance, students' satisfaction, and students' motivation.

There are some considerations on the correlation result that is not in line with the previous studies it may cause when collecting the data. First, the questionnaires only used English language that may some students didn't know the meaning led to misunderstanding. Second, the questionnaires were distributed not at the right time, after the lecture which may the students were tired and they were not focused.

With reference to the conclusions of this study, new studies must be carried out to further investigation on the correlation between speaking performance, students' satisfaction, and students' motivation by considering the data collection techniques that avoid some factors which can negatively affect the data results. Then, studying how factors such as gender and linguistics could affect students' satisfaction in the speaking classroom is recommended for future research. This study also recommends studying the same topic but different skill such as writing skill, because there is little discussion on students' satisfaction in a writing class and their motivation in enrolling the class.

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