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The Correlation Between Interest, Motivation, English Self-Concept and English Speaking Performance in Nursing Students

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Article Info	Abstract
	Individual differences become the main problem for learners in developing their English skills especially speaking. The identification of interest is needed to know how far students' impression in learning English and how serious they are in continuing their progress to get their motivation. After getting along with motivation, students are expected to build up their English Self-concept, therefore English become their custom and their obstacles in learning English can be minimized. This research was to know the relationship between Interest, Motivation, English Self-concept and Speaking English Performance of Fourth Semester Nursing Students at Karya Husada Health and Science College of Semarang. This research was correlation quantitative research with cross sectional approach. The samples of this research were fourth semester of nursing students at Karya Husada Health Science College of Semarang with the numbers were 93 students by using convenience or accidental sampling technique. The data was taken by using questionnaires. The data analysis used regression to know the correlation among all variables. The result shows the correlation between interest and English speaking performance is 0.000, motivation and English speaking performance is 0.006, English self-concept and English speaking performance is 0.18 with p value <0.05, it means there is correlation between interest, motivation, English self-concept and English speaking performance. This result can contribute in teaching and learning process, it is better to conduct the investigation of individual difference in the beginning of the semester because teacher can consider the teaching method, strategies and approach well.

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INTRODUCTION

The common problems of the learners in the class are so many, such as being quiet when the teacher asked a question or even just checking their understanding, being individualistic when they have to work as a team, no response, having great shy factors and feel anxious, Jannah & Fitriati (2016). Those problems commonly happen in English as Foreign Language class especially in Indonesia. We can assume that the literacy level doesn't come along with the competencies in learning a foreign language.

In Second Language Acquisition individual differences can influence the success of learner in gaining their learning outcome. This part also happens in ESP learners. According to Ellis (2007), student individual differences are in scope of *Language aptitude, Learning style, Motivation, Anxiety, Personality, Learner beliefs, Learning strategies.* The previous researchers had been held some studies about interest, motivation and English self-concept. Ainley *et al* (2012) identified how individual and situational interest factors contribute to topic interest and text learning. The skill performance that was being a concern in this reseach was reading. Tin (2013) also explored the development of interest in learning English as Foreign/Second Language. It investigated the situational features that trigger interest in learning English. The respondents of this research were non-native English speaking students studying TESOL programmes at an internationally renowned university of New Zealand. The participants were from different country; such as Indonesia, Singapore, Thailand, Malaysia, China and Germany. The findings were gained in accordance with three stages: (1) Sources of interest in early childhood; (2) Sources of interest in teenaged years, and (3) Sources of interest in adulthood. Nurhasanah (2016) concludes in her research that interest as a determinant factor in students learning outcomes. Those were associated with highly positive affect such as liking, enjoyment, fun, success and the support of significant others such as parents, relatives, siblings, close friends/peers and encouraging teachers, as Jumiati's reseach (2013) stated that support from parent will determine students interest and learning achievement.

Research about motivation had been conducted by Safari and Fitriati (2016). They investigated the learning strategies that the learners used with different speaking performance, one of their finding was stated that learners with high speaking performance seemed to have higher motivation than low speaking performance. That research also supports the research that comes from Jamilah & Isnani (2017) which explored more variable of individual differences such as classroom climates, learning discipline and learning motivation. They found that learning motivation is the most dominant in affecting learning outcome.

. The local research from Indonesia was also conducted to investigate self concept in frame of Role Play Activity towards English Speaking Skill. Milchatun *et al.* (2015) conducted Classroom Action Research (CAR) in three cycles, she used Role Play Techniques to improve students' personal self concept. This technique was well done practicing in English speaking activity, during the speaking class the students has courage to express their idea freely, good attention in speaking class, well in discussion team, well in team work, and the students felt confident with their ability in solving problem and more creative. Areni (2010) offered the optimization of the use of classroom language to improve the students' speaking confidence, this way had been applied for young learners by giving simple expression that deals with their daily action. She promotes classroom language as it is concrete, meaningful, and has communicative nature. Adityas (2016), in the other hand focuses to activate multiple intelligences in supporting young learners in speaking activities. There are some multiple intelligences that can support EFL learners in activate their speaking, they are: Linguistic Intelligence, Kinaesthetic Intelligence, Musical

Intelligence, Interpersonal and Intrapersonal Intelligence and Naturalist Intelligence. The concept of intelligence that has similar with Areni's one is interpersonal intelligence. When students have good interpersonal intelligence so they can use their classroom language to practice and discuss about English. Aditya concluded in his article about creative and innovative learning activities as the performance of multiple intelligences in learning language especially speaking. The multiple intelligences can be best applied based on three principles; planning, implementation and assessment or evaluation. Teacher is needed as a good facilitator in choosing partners in each group.

The previous researchers only take 1 or 2 variables, the bivariate research only investigates the correlation between two variables (dependent and independent), so the scope of the correlation is limited. While, the problem of EFL are complicated especially dealing with individual differences. The research about interest and motivation had been held by many researchers. This research adds one more variable, which is English self-concept to know the speaking development of the previous stages of investigation (interest and motivation). English self-concept is determinant factor to know the progress of internalization of speaking habit for students, especially EFL learners because most problems in speaking is lack of practicing in a class or out of the class.

Second Language Acquisition area especially individual differences provide the area both cognitive and metacognitive. Such as in interest, motivation and English self-concept are included in language belief and teacher should understand this domain to support students' success in learning English, especially speaking.

This study was aimed to investigate the learner interest, motivation and English self-concept. Those items can be investigated further to gain the correlation between each item and then followed by all variables.

METHODS

This study was quantitative correlation, the data this research was numeric. The researcher stated the hypothesis that was examined and specified the research procedures that was used to carry out the study. The design of this study was non-experimental; correlation study was designed to determine the correlation between interest, motivation, English self-concept and English speaking performance. This study didn't determine the causal relationship between the independent variables (interest, motivation and English self-concept) and the dependent variable (Speaking Performance), but rather attempted to find a correlation between them. The first correlation was measured by using linear regression to determine the value of one variable in relationship to another. After knowing the relationship of one independent variable to dependent one, the researcher calculated the weight of all independent variables to dependent one by using multiple regression.

The samples of this research were fourth semester of nursing students at Karya Husada Health Science College of Semarang with the numbers were 93 students by using convenience or accidental sampling technique. The researcher found a problem of speaking in this semester because the topic of lecture was about communication; therefore this problem influenced speaking achievement of the students. This fact had been found when the researcher did observation and preliminary study. The data was taken by using questionnaires, in the core concern of interest, the researcher adopted from Schiefele's theory. For English self-concept, the researcher adopted Self-description questionnaire II scale by Marsh, Parker & Smith (1992), and for motivation questionnaire, this research adopted from Attitude Motivation Index by Gardner. The data analysis used regression to know the correlation among all variables. Speaking test was also conducted to measure

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the students' score and then it will be correlated by all independent variables.

Speaking test become the final test in this semester, students got some topics related to the communication competence in hospital settings, such as *describing all about hospital, making an admission, getting appointment at polyclinic, buying medicines in the pharmacy, doing hand over, holding SBAR communication, holding medical procedure, visiting patients and family, and the last is making a discharge planning.* They will perform in a group that consisted of 5 students, each student acted according to the role setting. There were 20 groups that were derived from 2 classes. The test was done in front of the examiners (teacher and researcher) and it was taped as the evidence of evaluation. The rubric was got adopted from H. Douglas Brown (2003). This rubric had been considered with the characteristics of the subject of research that were EFL learners.
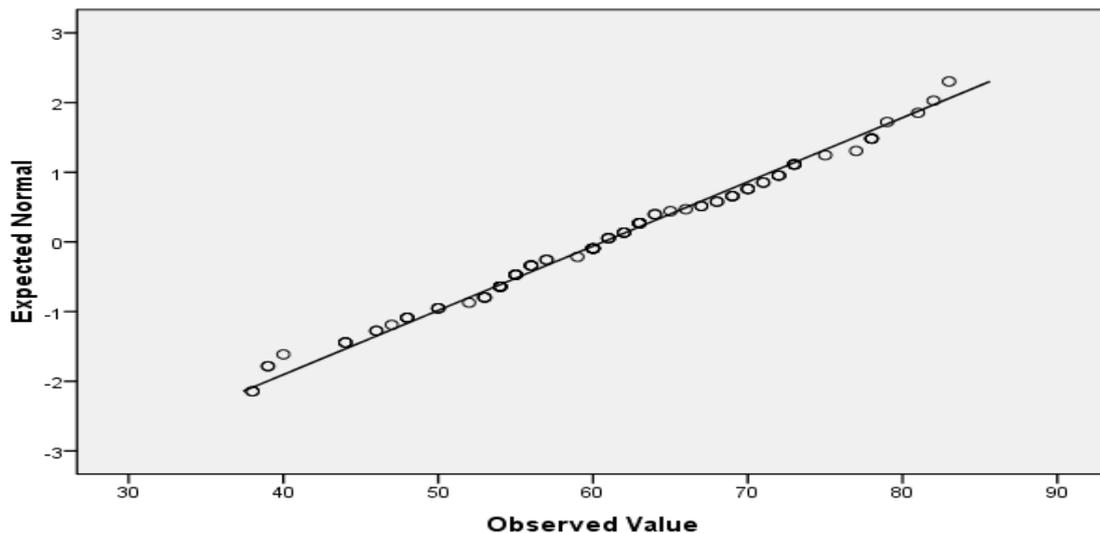
test to see the distribution data result. The next step after administering the questionnaire was doing speaking test. The researcher held speaking test to get the score. The normality test used Kolmogorov-Smirnov because the data was in numeric data.

From the normality test, we concluded that there were two variables of data that have normal distribution (***Figure 1*** and ***Figure 2***), they are interest and English self-concept, because *p* value is more than 0.05. On the other side, motivation and speaking score had abnormal distribution. To know the homogeneity of the 2 classes of sample, the researcher did *Homogeneity Test. The* homogeneity shows that the sample distribution between two classes is homogeneous. Mann-Whitney Test was done as non-parametric test for abnormal data distribution. According to this requisite, the correlation could be done to know the relationship among variables.
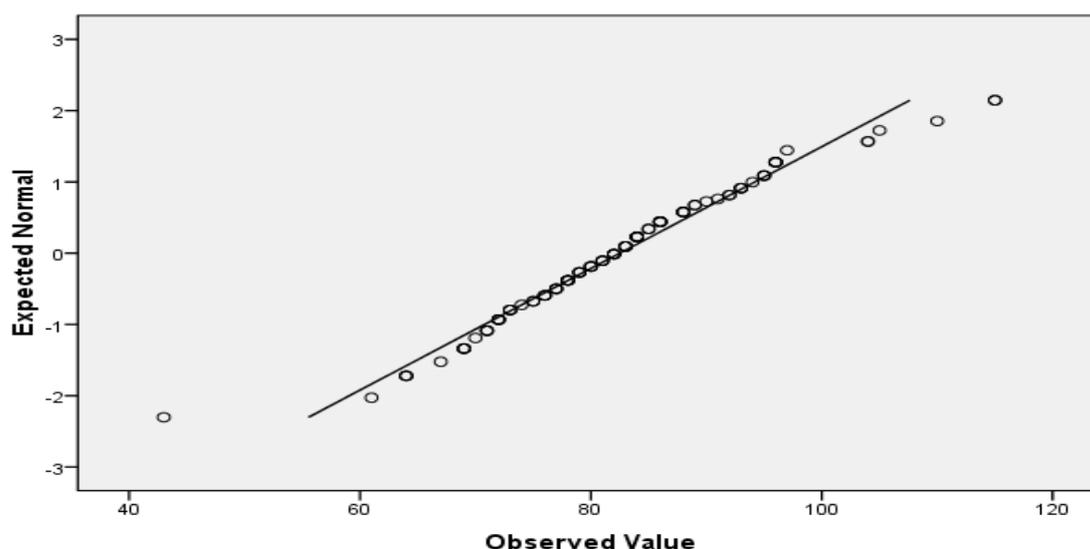
RESULTS AND DISCUSSIONS

Results

Before correlating the data, the researcher did normality test and homogeneity

Figure 1. *The Normality data of interest*

Figure 2. *The Normality data of English self-concept*

The result shows the correlation between interest and English speaking performance is 0.000, motivation and English speaking performance is 0.006, English self-concept and English speaking performance is 0.18 with *p* value <0.05. Based on the result, the independent variable (interest) has significant correlation in speaking English for students, then motivation is the second factor in building speaking English competence and the weakest correlation is English self concept because not all students aware of role of self custom in their speaking progress. After correlating each independent variable and dependent variable (conducting bivariate analysis) the next step was doing regression among all variables. The result of the regression was shown as below:

Table 1. Correlation between interest, motivation, English self-concept and speaking English performance

Model		B	Std. Error	Beta	t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
1	(Constant)	-.953	.576		-1.655	.101
	Interest	.043	.006	.641	7.739	.000
	Motivation	.009	.007	.117	1.224	.224
	Self concept	.000	.006	-.010	-.105	.917
2	(Constant)	-.963	.565		-1.702	.092
	Interest	.043	.005	.640	7.837	.000
	Motivation	.009	.006	.112	1.367	.175
3	(Constant)	-.323	.319		-1.012	.314
	Interest	.046	.005	.678	8.792	.000

Dependent Variable: Final score

Table 1 show that the first model gained interest variable with 0.000 significant, motivation variable had 0.224 and then English self-concept was 0.917. The second model showed that only motivation and interest that had tight correlation with the score, for interest it was 0.000 and for motivation it was 0.175. Because the percentage of error rate is 0.05, so it could be stated that among all independent variables that had been correlated with English speaking performance, interest was the only variable that had the tightest correlation among all. Based on the result of analysis in *Table 1*, the respondents' interest was high in learning English but it was not followed by other next factors; such as having good motivation and followed by implicating them as a habit well known as English self-concept.

The novelty of this research finding is for EFL learners; especially non-English department that students have interest in speaking. Their interest in foreign language is caused of career objectives. They want to have overseas job, so that they learn English. The result of this research is more complex because it presents the correlation among three individual differences, not only correlated but integrated. It means the result of linier and multiple regressions shows that there are the relationship between interest, motivation, English self-concept and English speaking performance. Other researchers only explain about interest and motivation in EFL context, they do not explore more about the actualization in the context of formal and informal context, as it is implied as English self-concept theory. The result is aimed to support student's habit in speaking English as it is internalized in their English self-concept.

Discussion

Students with high interest in English will prepare anything before performing. They prepared for the script, mentality and also their expression. This reason is because they were influenced by the use of score categorization that had been delivered to the students in the form of Speaking English Performing instruction.

The teacher had emphasised to the students about the urgency of speaking and score domains that had to be known before. Speaking become scaring for them because they learn English only in a lecture, this context is similar to English as Foreign

Language System. Student with high interest would do the performance as a challenge to get the good mark, so they would enjoy doing the task and try to perform best, students' interest will lead them to show a good attitude and perception in learning, as it is also argued by Erviana (2016) and Kamaludin (2013). On the other hand, students with low interest performed speaking poorly, in some cases they read the notes that they brought. Automatically, it influenced their fluency, pronunciation, mimics, and overall performance. Because speaking performance is in form of Role Play, student need to be taught the way how to implement the portrayal of good role play, Insani (2014). So, they can prepare well to speak and teacher could take a score in form of both individual and group score. Do they continue or stop speaking English? Their interest is gained from both internal and external; they are possibly being determinant variables in forcing students' motivation, such as the engagement of teacher's and students' talk and their nonverbal communication by Husna, *et al* (2015) and influence classroom interaction patterns in EFL learners by Putri (2015) & Setianingrum (2016), those study can be held before the class begin in the next semester to determine teachers' teaching pattern in speaking.

The second determinant variable is motivation in supporting students' speaking performance. Some students in semester four are joining English Club in their college. The significant result showed that students with good mark are mostly listed as English Club member, but the number is not large. Other students that have internal motivation, they learn English by personal awareness and goals. Their goals in learning speaking English are various and they are influenced by their prior knowledge (*schemata),* experience before, and environment. Meanwhile, student with external (extrinsic) motivation will absorb what people do around to get along with mastering English. They need model to be seen and learnt. This

progress needs waiting time to make the students engage in it, but the result will show that external motivation can influence students to have intrinsic one because of habit. Defina (2016) conducted an investigation about instrumental and integrative motivation for Korean Students who learnt Bahasa in Indonesia. The integrative orientation is shown as the willingness in communicating with people in Indonesia, while the instrumental orientation is they all learn Bahasa as assigned in Indonesia. This result is also related as the researcher's result. Motivation becomes the second influencing range in students' speaking performance and it is less followed by English self-concept. This because the students only used instrumental orientation that see the significance of speaking is in the surface.

Students like the light topic in speaking, when the topic is about transactional conversation, they will be enthusiastic in acting as the dialogue that had been prepared before. The dialogue is not too long, so they will be easy in memorizing. But when the topic is directed to interpersonal that need improvisation in the sentences, they will be more quite and need more time to memorize it. Another strategy that can make students relaxed us by inserting humour in teaching materials, it means only small part humour as an ice breaking, not as the content of the topic. This strategy has significant effect on the students' speaking skill to those who have high and low learning motivation. That research is also conducted by Syafiq and Saleh (2012).

This theory is also supported by Littlewood (2007) who asserts that a foreign language classroom can create inhibition and anxiety easily. That theory can be found in the researcher study, such as students with high anxiety will pause many times while memorizing words that should be said. The researcher also found that some students who are active in class but have high anxiety, performed the speaking test averagely. This is

because of uncontrolled emotion, they have too much motivation but it makes them being anxious and worried because they are afraid that they cannot do the test perfectly. With that emotional motivation they tend to be anxious instead of enjoying the test. Fitriati (2017) investigated how question strategies influence students' speaking performance. This way can effect student speaking competence. Teacher only repeat the instruction without giving more elaboration with non verbal language.

The result of English self-concept is poorly related with English speaking performance. The rate of correlation is low, this is because most of students didn't use English as their daily language when talking with friends and others. English habit is rarely applied in Indonesia; they only speak English for academic reason not for habit. So, the internalization of language awareness will be easily lost when they talk in Javanese or Bahasa. The inhibiting factor of implementing English self-concept does not only come from personal reason but also social reason. College is an academic place in gaining and exploring sciences, language and social; in this case agents (non-English lecturers, staffs, students, and other parties) didn't practice English as transactional and interpersonal communication. Students will easily forget about what they just practice in a class and convert their language into their national language or mother tongue. Social agreement of this college still has a negative stereotype, they believe speaking English out of the class will show high level social class, so people prefer to stay away from that environment and look for the local atmosphere. In Higher Education, especially for English for Nursing subject, lecturer must be well prepared and organized the learning instrument. Communicative approach is almost covered all part of sub topic in English for Nursing sub-subject. Teacher must implement their content and pedagogical knowledge in arranging the suitable learning instrument that has been adapted by the context of teaching, which are EFL students, (Mulyadi: 2014). Most research that investigate speaking performance only include self-esteem and self efficacy as the factors that influencing speaking. But actually, English self-concept has longitudinal effect for students' speaking improvement.

CONCLUSION

The first research question about correlation of interest and English speaking performance is gained; respondents had interest in English; most respondents had created the dialogue before performing. It meant that they had an interest to face the speaking test by doing preparation. Most respondents tried to memorize the words and dialogue turn taking in the interest of getting a good mark. The significant of correlation was 0.000 from *p value* <0.05. The significant relationship between motivation and English speaking performance shows that the correlation is 0.006 < 0.05. It means that there is a relationship between motivation and English Speaking Performance. Most respondent only have a motivation as a student, this reason was academically proved when there was *English Day, Debate Rehearsal* and *English Speech Contest* that was held by the college, and there were only a few students who got involved. Their motives in learning and understanding English is just for academic reason, not for self-development.

The correlation between English self-concept and English speaking performance shows the significant correlation 0.18 > *0.05.* It means this variable had weak correlation with the English Speaking Performance. This factor might be influenced by their previous habits of the respondents themselves. Most of them graduated from science school and there was no good language habit. The respondents prefer to use Javanese or *Bahasa* for their daily communication. So the internalization of English Self-concept had hand tied to be improved. Moreover, the academic environment didn't support well.

Respondents only attended English Class once a week for two hours @50 minutes, so there was not much time to practice in class. Non-English class also determined the handicap of students' progress; most lecturers used Indonesia for their text slide and communication. Interest is the first determinant variables that correlate with English speaking performance, and motivation is the second one. Meanwhile, English self-concept has the weakest correlation among all. That is because the context of research subject is EFL country and the academic environment didn't take a crucial thing in regulation maker such as obligate the college agents to speak English in English day. The correlation among all is significant. In this research, the researcher didn't search the influence, yet more emphasizing on the coefficient correlation among each variable.

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