The Correlation Study among EFL Learners' Reticence, Motivation and Speaking Habit

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Abstract

This research aims to investigate the correlation between students' reticence, motivation, and their speaking habits which effected their speaking skills. The method used is a quantitative approach with a correlational design. The population was the eleventh-grade students of MA NW Montong Kubur comprising one class with a total of 35 students. The researcher used the total sampling method, in which all eleventh-grade students became respondents. Data collection was done through questionnaire and speaking test. The results showed that the correlation coefficient between students' speaking anxiety and their speaking achievement was $r=0.312$. Although these two variables have a negative correlation, the value of $r=0.312$ can still be classified as a significant correlation. Furthermore, the correlation coefficient between students' motivation and their speaking habits was found to be $r=0.032$. This means that there is a positive relationship between these variables, but the value of $r=0.032$ indicates a low correlation. Finally, the results showed that the correlation coefficient between students' speaking reticence, motivation, and speaking habits was $r=0.105$ which means that these three variables have a positive correlation, although the value of 0.105 indicates a very low level of correlation.

Keywords: Motivation, Speaking Habit, Students' Speaking Reticence

1. INTRODUCTION

English as a Foreign Language (EFL) learners often face various challenges in learning the language, including reticence or unwillingness to speak in English, lack of motivation, and ineffective speaking habits. These challenges can hinder EFL learners' progress in mastering the language and limit their ability to communicate effectively in English. Therefore, understanding the correlation among EFL learners' reticence, motivation, and speaking habit can provide insights into how to help them overcome these challenges and improve their speaking skills. Reticence refers to the tendency of language learners to remain silent or avoid speaking in a foreign language, even when they have sufficient knowledge of the language (MacIntyre, 2021). Motivation, on the other hand, is an important factor that drives language learners to engage in language learning activities and persevere despite challenges (Dornyei, 2001).

Finally, speaking habit refers to the frequency and quality of speaking practice that EFL learners engage in, which can impact their speaking skills (Brown & Larson-Hall, 2012).

EFL learners in *MA NW Montong Kubur* often face difficulties in developing their speaking skills. One of the main reasons for this is their reticence, which is the tendency to avoid speaking in English due to fear or shyness. This problem can be compounded by a lack of motivation to practice speaking, which can lead to poor speaking habits. Motivation is an important factor that can influence students' success in language learning. It is widely recognized that learners who are motivated are more likely to engage in language learning activities, practice more frequently, and achieve better outcomes than those who lack motivation. Therefore, understanding the relationship between reticence, motivation, and speaking habit among EFL learners is crucial for educators to design effective language learning programs.

The current study aims to investigate the correlation among EFL learners' reticence, motivation, and speaking habit in *MA NW Montong Kubur*. The study will employ a quantitative research approach, using a survey questionnaire to collect data from a sample of senior high school students. The survey will consist of three sections: reticence, motivation, and speaking habit. The data collected will be analyzed using statistical methods, including descriptive statistics and correlation analysis. The findings of this study will contribute to the body of knowledge on language learning by shedding light on the relationships between reticence, motivation, and speaking habit among EFL learners. This study will also provide insights for language educators on how to design effective language learning programs that can address the challenges faced by senior high school students in developing their speaking skills. Ultimately, the goal of this study is to enhance the quality of language education *MA NW Montong Kubur* and to help students become more confident and effective communicators in English.

This scope of the study is limited to the research subject and object. The subject of this study is the eleventh graders of *MA NW Montong Kubur* in the school year 2023-2024 and the object of this study is the correlation study among EFL learners' reticence, motivation, and speaking habit. Meanwhile, the purposes of this study are: (1) To explore the correlation between speaking reticence and motivation among *MA NW Montong Kubur* students, (2) To investigate the correlation between speaking reticence and speaking habit among *MA NW Montong Kubur* students, and (3) To examine the correlation between motivation and speaking habit among *MA NW Montong Kubur* students.

Reticence refers to the hesitations, fear, and reluctance to speak in EFL learners. It encompasses the psychological barriers that hinder learners' willingness to engage in speaking activities. Reticent behavior can manifest as avoiding speaking opportunities, feeling anxious or self-conscious about making mistakes, or lacking confidence in one's language skills. Reticence can be influenced by various factors,

including language proficiency, cultural background, personality traits, classroom dynamics, and previous language learning experiences. Understanding and investigating reticence can shed light on the psychological and affective dimensions of EFL speaking and provide insights into strategies for promoting speaking confidence and reducing anxiety.

Motivation represents the internal factors that drive learners' desire to learn and improve in the EFL learners. It includes learners' interest, goals, attitudes, and beliefs related to language learning. Motivation can be intrinsic, stemming from personal enjoyment and satisfaction gained from language learning, or extrinsic, driven by external factors such as grades, social approval, or career opportunities. Motivation plays a crucial role in language learning success and persistence. It influences learners' engagement, effort, and investment in language learning activities. Exploring the relationship between motivation and speaking habit can help identify the motivational factors that contribute to increased speaking engagement and active language use. Speaking habit, in the context of self-perception, relates to learners' subjective assessments of their own speaking abilities and their level of comfort with the language. It includes how students in EFL classes perceive their capacity for vocal expression. Language competence, self-efficacy views, prior speaking experiences, and feedback from peers or teachers are just a few of the variables that might affect how one perceives their speaking habit. Examining how students view their speaking habits can reveal information about their levels of confidence, perceived speaking strengths and shortcomings, and how their perceptions of their communication abilities affect their actual speaking behaviors.

Speaking habit, in the context of teacher ratings, represents teachers' objective assessment of learners' speaking performance. It involves the evaluation of learners' speaking skills based on observable criteria and measures. Teachers' ratings may consider factors such as pronunciation, grammar accuracy, vocabulary use, fluency, coherence, and the ability to engage in meaningful communication. Teacher ratings of speaking habit provide an external perspective on learners' speaking skills and can offer insights into learners' progress, areas for improvement, and the effectiveness of instructional interventions. Understanding the correlation between learners' self-perception and teacher ratings of their speaking habit can help validate learners' self-assessments and provide a comprehensive understanding of their speaking abilities.

Investigating the correlation among reticence, motivation, and speaking habit can contribute to our understanding of the complex interplay between psychological factors, motivation, and actual speaking behavior in second language learning. It can inform the development of targeted interventions and instructional strategies to address reticence, enhance motivation, and promote effective speaking habits among English as a Foreign Language (EFL) learners. Several studies have examined the relationship

between reticence, motivation, and speaking habit among EFL learners. For instance, a study by Wang (2022) found that reticent EFL learners had lower levels of motivation and less frequent speaking practice. Similarly, a study by Zhang (2018) showed that low motivation and ineffective speaking habits were among the factors that contributed to reticence in EFL learners. However, despite the growing interest in this area of research, there is still a need for further investigation into the relationship among reticence, motivation, and speaking habit among EFL learners, particularly in different cultural and educational contexts. Therefore, this study aims to explore the correlation among these variables among EFL learners in Indonesia.

2. RESEARCH METHOD

In This study employs quantitative research with a non-experimental design by investigating those three variables. The researcher is looking for variables that seem interact with one another. Therefore, the method used to find out the correlation among EFL students peaking reticence, speaking motivation, and language habit. The setting of this research is in MA NW Montong Kubur. The process of investigation is being conducted from March to October 2023. Technically, this study uses purposive sampling and the eleventh grade consisting of 1 class with the number of 35 students taken as population. Questionnaire and speaking test are used as technique of data collection. Meanwhile, instruments used are tryout, validity, and reliability. Finally, descriptive statistics and testing hypothesis are used as data analysis. The theoretical framework of the study was depicted in the figure 1.
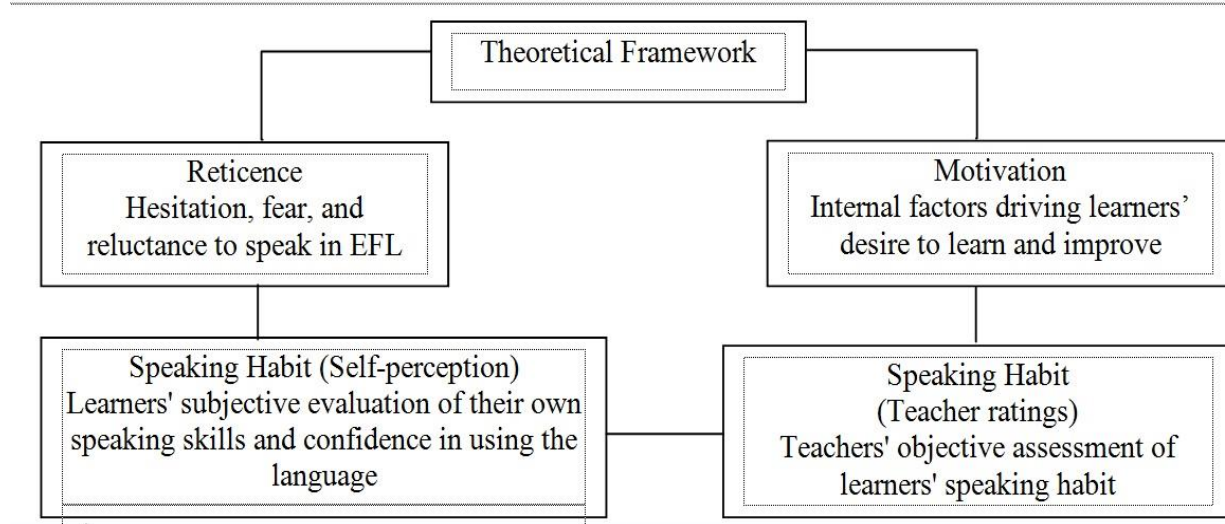

Figure 1. theoretical Framework of the Study

3. FINDINGS AND DISCUSSION

3.1 Descriptive Statistics

In these descriptive statistics, the research aimed to provide an overview of students' motivation, and speaking habits. The focus was on exploring the level of reticence in eleventh-grade students' speaking habits, ranging from those who were at ease to those experiencing high levels of reticence. Additionally, the study delved into the motivation levels of these students, assessing whether they exhibit a high or low degree of motivation. Lastly, the researchers examined the speaking habits of eleventh-grade students to gain insights into their overall speaking.

3.1.1   The results of students' speaking reticence

If The researchers divided it into four categories namely very reticence, reticence, mid reticence, and relaxed to determine speaking reticence. Very reticence ranged from 81-100, meanwhile reticence ranged from 61-80, mid reticence ranged from 41-60, and relaxed ranged from 20-40. The researcher calculated the frequency and percentage of 24 eleventh grade students. The results of the calculation of the speaking reticence questionnaire can be seen in the table 1.

Table 1. The results of speaking reticence questionnaire

Categories	Frequency	Percentage
Very Reticence	1	3%
Reticence	18	51%
Midly Reticence	16	46%
Relaxed	0	0

From the data collection results as shown in the table 1, the researchers found that there were 1 (3%) student categorized as very reticence, 18 (51%) students categorized as reticence and 16 (46%) students categorized as mid, while relaxed students were categorized as none. In conclusion, it was revealed that from the questionnaire, eleventh grade students of MA NW Montong Kubur were categorized as reticence according to their level of reticence when speaking English in front of the class.

3.1.2 The result of students' speaking motivation

The researchers classified students' motivation to speak based on three categories: high degree motivation, moderate motivation, and low degree motivation. High degree motivation includes statements with a score between 3.68 and 5.00, while moderate degree motivation includes scores between 2.34 and 3.67, and low degree motivation includes scores between 1.00 and 2.33. The researchers then calculated the frequency and percentage of speaking motivation from a total of 24 students in eleventh grade. The result calculation of speaking motivation questionnaire can be seen in table 2.

Table 2. The results of speaking motivation

Categories	Frequency	Percentage
High Degree	1	3%
Moderate Degree	28	80%
Low Degree	6	17%

As in the table 2 that the researchers found that only 1 (3%) student from MA NW Montong Kubur had high motivation, but 28 students (80%) had moderate motivation and 6 students (17%) had low motivation in speaking. In conclusion, based on data from the questionnaire that has been conducted, it can be concluded that the majority of eleventh grade of MA NW Montong Kubur students have a moderate degree of motivation in speaking.

3.1.3 The result of students' speaking habit

The researchers used a speaking ability test to assess students' speaking habits. The scores from this test were then collected into five criteria, namely very good, good, fair, inadequate, and inacceptable. Very good category scores ranged from 23-25, good ranged from 22-23, fair ranged from 19-18, inadequate ranged from 17-16, and inacceptable ranged from 0-15. The present researcher performed calculations on the results of speaking ability tests of 24 students in eleventh grade. Data on the frequency and percentage of students' speaking performances are shown in table 3.

Table 3. The Results Of Speaking Habit

Categories	Frequency	Percentage
Very Good	0	0
Good	0	0
Fair	2	6%
Inadequate	5	14%
Inacceptable	28	80%

In the table 3 shown that there were 2 (6%) students who could be categorized as fair in speaking habit. On the other hand, 5 (14%) students were categorized as inadequate, and the majority of students, namely 28 (80%), were categorized as inacceptable in speaking performance. In conclusion, the results of the speaking habit tests showed that the majority of eleventh grade students of MA NW Montong Kubur could not be accepted in speaking habit.

3.2 Testing Hypothesis

3.2.1 Normality test

This research was conducted with the aim of evaluating whether the data has a normal distribution or not. The indicator normality test is applied using a significance value as a reference, where if the value

is greater than 0.05, then the data can be considered to have a normal distribution. The method used to test normality is Kolmogorov-Smirnov. The results of the normality test were shown in Table 4, which showed that the data on students' reticence to speak is normally distributed and is suitable for data analysis with a coefficient of (0.200). Meanwhile, the students' speaking motivation had a normal distribution (0.200), but the students' speaking habits were not normally distributed (0.024).

Table 4. One-Sample Kolmogorov-Smirnov Test

		Speaking Reticence	Speaking Motivation	Speaking Habit
N		35	35	35
Normal Parameters[a,b]	Mean	62.34	41.89	12.37
	Std. Deviation	8.947	6.614	2.579
Most Extreme Differences	Absolute	.069	.098	.160
	Positive	.060	.098	.160
	Negative	-.069	-.076	-.096
Test Statistic		.069	.098	.160
Asymp. Sig. (2-tailed)		.200[c,d]	.200[c,d]	.024[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

3.2.1 Correlation test

The correlation between students' speaking reticence and speaking habit

After carrying out the normality test on the data above, the researchers noted that the data regarding the level of reticence to speak and the students' speaking habits were not normally distributed. Therefore, the researchers decided to use a non-parametric test, namely the Spearman rho test, to determine the correlation between students' reticence levels and their speaking habits. The results of the Spearman rho correlation test showed a correlation value (rs) of -0.312 with a total sample (N) of 35. The correlation coefficient above was negative. This means that there is a negative correlation between the students' reticence level and their speaking habits. The negative correlation indicates that a high level of aversion is associated with sufficient speaking habits, or vice versa. However, this correlation value (rs=-0.312) indicates an adequate correlation. Thus, it can be concluded that the contribution of students' reticence to speaking habits is sufficient. Table 5 shows the results of the correlation between the level of students' reticence to speak and their speaking habits.

Table 5. The Correlation between Students' Speaking Reticence and Speaking Habit

			Speaking Reticence	Speaking Habit
Spearman's rho	Speaking Reticence	Correlation Coefficient	1.000	-.312
		Sig. (2-tailed)	.	.068
		N	35	35
	Speaking Habit	Correlation Coefficient	-.312	1.000
		Sig. (2-tailed)	.068	.
		N	35	35

The correlation between students' speaking motivation and speaking habit

After verifying the normality of the data, the researchers proceeded to carry out a non-parametric test to find out the correlation between students' motivation and speaking habits. The results of the correlation test using the Spearman rho method showed a correlation value of rs=0.032 with a sample size (N) of 35. These results indicated a positive correlation between students' motivation and speaking habits. Nonetheless, a correlation value of 0.032 indicates that the correlation is low. Details of the correlation between student motivation and speaking habits can be seen in Table 6.

Table 6. The Correlation between Students' Speaking Motivation and Speaking Habit

			Speaking Motivation	Speaking Habit
Spearman's rho	Speaking Motivation	Correlation Coefficient	1.000	.032
		Sig. (2-tailed)	.	.856
		N	35	35
	Speaking Habit	Correlation Coefficient	.032	1.000
		Sig. (2-tailed)	.856	.
		N	35	35

The correlation among students' speaking reticence, motivation and speaking habit

After evaluating the normality of the data, followed by testing the relationship between student reticence, student motivation, and their speaking habits, the researchers used the parametric method. Correlation results using the Pearson coefficient show that the correlation value is 0.105, which indicated a positive relationship between student reticence, student motivation, and speaking habits. This positive correlation indicates that students who feel shy when speaking tend to have bad speaking habits, while students who have high motivation tend to have good speaking habits. However, it should be noted that the correlation value of 0.105 is classified as very low. Table 7 shows the results of the correlation between student reticence, student motivation, and speaking habits.

Table 7. The Correlation among Students' Speaking Reticence, Motivation and Speaking Habit

Control Variables			Speaking Reticence	Speaking Motivation
Speaking Habit	Speaking Reticence	Correlation	1.000	.105
		Significance (2-tailed)	.	.556
		Df	0	32
	Speaking Motivation	Correlation	.105	1.000
		Significance (2-tailed)	.556	.
		Df	32	0

3.3 Discussion

Based on the findings of this study, the researcher drew several conclusions. The first conclusion related to students' speaking reticence and habits. Based on the findings, there was a significant relationship between students' level of speaking reticence and their speaking habits. In addition, it was also found that students' speaking reticence significantly contributed to the pattern of speaking habits. The results of Spearman correlation analysis showed a significant negative correlation between students' level of speaking reticence and speaking habits in the eleventh grade of MA NW Montong Kubur ($r = -0.312$). This means that the higher the level of students' speaking reticence, the lower their speaking habits. Although this correlation value (-0.312) shows a fairly strong correlation.

There are several factors that could explain this finding. First of all, students' speaking reluctance is caused by difficulties in grammar. Most students face obstacles in applying correct grammar when speaking. Grammar ability plays a big role in speaking proficiency. Students generally think about grammar before speaking, which can hinder their speaking flow. The second factor is pronunciation problems that affect students' speaking reticence. In relation to this, Price's journal reveals that errors in pronunciation are a major source of speaking reticence (Liu M. 2006). Incompetence in pronunciation can lead to misunderstanding when communicating. Students fear that improper pronunciation will interfere with the message they are trying to convey. These errors in pronunciation can hinder communication skills and increase reticence, especially in the context of language learning.

Research also considers the correlation between certain variables, such as the relationship between students' speaking reticence and speaking habit, the relationship between students' motivation and speaking habit, and the correlation between students' speaking reticence, students' motivation, and speaking habit. In summary, speaking is a crucial skill in learning a language. Nevertheless, students' speaking ability is still at a low level. There are many factors that affect this speaking ability, including students' level of reticence and motivation during the learning process.

4. CONCLUSION

Based on the discussion of theoretical analysis and empirical data related to the correlation between students' reticence, motivation, and speaking habits, the following can be concluded: 1) After calculating the correlation coefficient (r) to correlate students' reticence in speaking with their speaking habits, the value of r = 0.312 was obtained. This indicates a significant negative correlation between students' reticence in speaking and their speaking habits. More specifically, this value indicates a substantial inverse correlation between the two variables. This correlation can be considered quite strong. 2) The calculation of the (r) correlation between students' motivation and their speaking habits yielded a value of r = 0.032. This value illustrates a positive relationship between students' motivation and their speaking habits, although the level of correlation is low. 3) Furthermore, after calculating the (r) correlation between students' reticence in speaking, their motivation, and speaking habits, a value of r = 0.105 was obtained. This figure indicates a minimal positive correlation between students' speaking discomfort, motivation, and speaking habits. Nonetheless, the observed correlation is very weak in reality.

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