

**THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND  
THEIR SPEAKING ABILITY AT THE FIRST SEMESTER OF THE  
ELEVENTH GRADE OF SMA PGRI 1 TALANG PADANG IN THE  
ACADEMIC YEAR OF 2018/2019**



**(A Thesis)**

**Submitted as Partial Fulfillment of  
the Requirement for S1-Degree**

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## ABSTRACT

### **THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND THEIR SPEAKING ABILITY AT THE FIRST SEMESTER OF ELEVENTH GRADE OF SMA PGRI 1 TALANG PADANG IN ACADEMIC YEAR OF 2018/2019**

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The thesis entitled The Correlation between Students' Motivation and Their Speaking Ability is aimed to get empirical evidence of the students' motivation in relation to their ability in speaking. The students should have good motivation, by having adequately motivation the students speaking ability may well be facilitated.

The research methodology used in this research is descriptive quantitative method. This is correlational research. The population of this research was all eleventh grade students at SMA PGRI 1 Talang Padang amounting 165 students. There were only 30 students taken as the sample of this study which are determined by using cluster random sampling. In collecting the data, the researcher use instruments in form of multiple choice questions for students' motivation and oral test for speaking ability. In this research SPSS was used to compute the data.

The finding of this study reveals that there is a significant correlation between students' motivation and speaking ability at the first semester of the eleventh grade of SMA PGRI 1 Talang Padang. From the data analysis computed by using SPSS, it was obtained that Sig  $\alpha=0.05$ . It means  $H_a$  is accepted because Sig=0.001<0.05. Therefore, there is a significant correlation between students' motivation and their speaking ability at the first semester of the eleventh grade of SMA PGRI 1 Talang Padang in the academic year of 2018/2019.

*Keyword: correlation, students' motivation, speaking ability.*



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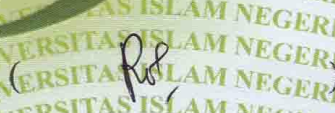
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## MOTTO

أَمَّنْ هُوَ قَنِيتُ ءَانَاءَ اللَّيْلِ سَاجِدًا وَقَائِمًا يَحْذَرُ الْآخِرَةَ وَيَرْجُوا رَحْمَةَ رَبِّهِ ؕ قُلْ هَلْ يَسْتَوِي  
الَّذِينَ يَعْمُونَ وَالَّذِينَ لَا يَعْلَمُونَ ؕ إِنَّمَا يَتَذَكَّرُ أُولُو الْأَلْبَابِ ﴿٩﴾

*Then observe one who is devout in prayer, standing and in prostration, during the hours of the night, and who fears the Hereafter, and hopes for the mercy of his Lord. Ask them: Can those who know be like those who know not? It is only those endowed with understanding that take heed. (QS. Az-Zummar:9)<sup>1</sup>*



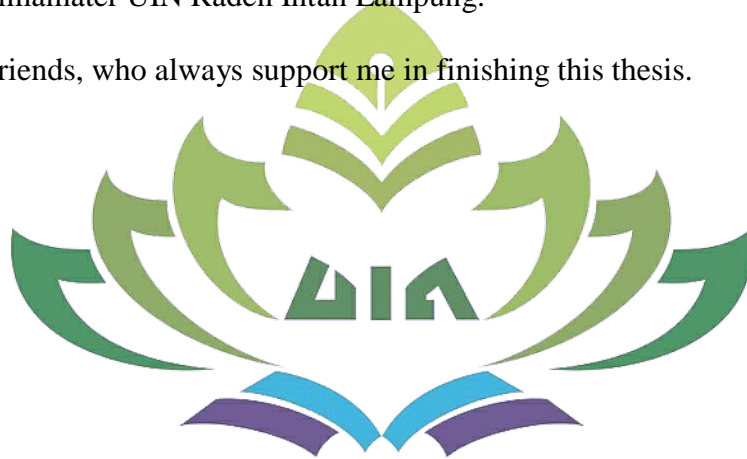
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<sup>1</sup> Muhammad Zafrulla Khan, *The Quran*, (London: Curzon Press, 1981), p. 68.

## DEDICATION

This thesis is dedicated to:

1. My beloved parents Mrs. Zatul Meria and Mr. Soleh (Alm) who always pray and give me support and spirit as well as wish for my success.
3. My beloved grandfather who always pray for my success.
2. All of my big families who always give me motivation, suggestion and give me spirit for my study.
4. My beloved Almamater UIN Raden Intan Lampung.
5. My Beloved Friends, who always support me in finishing this thesis.



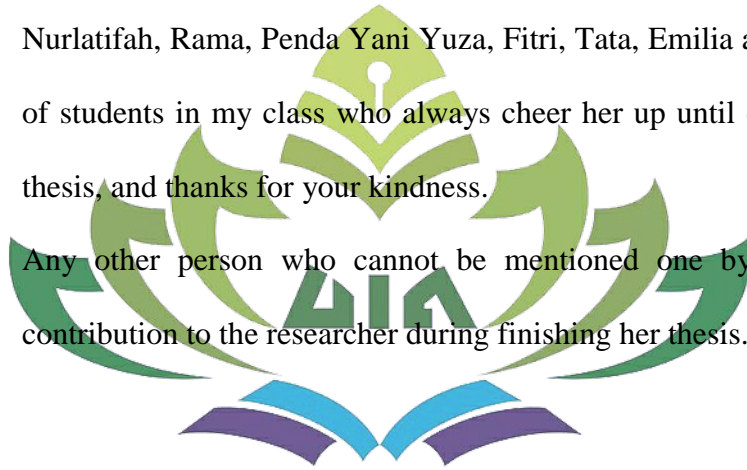
## ACKNOWLEDGEMENT

All praise to Allah the almighty God, the Most Merciful, and the Most Beneficent, for blessing the researcher with His mercy and guidance to finish this thesis. Peace and Salutation is extended to the prophet Muhammad peace be upon him, with his family and followers. This thesis entitled “The Correlation Between Students’ Motivation and Their Speaking Ability at the First Semester of the Eleventh Grade of SMA PGRI 1 Talang Padang in the Academic Year of 2018/2019” is submitted as compulsory fulfillments of requirements for S1-degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University (UIN) Lampung.

Without help, support, and encouragement from several people and institution, this thesis would never come into existence. Therefore, the researcher would sincerely thank:

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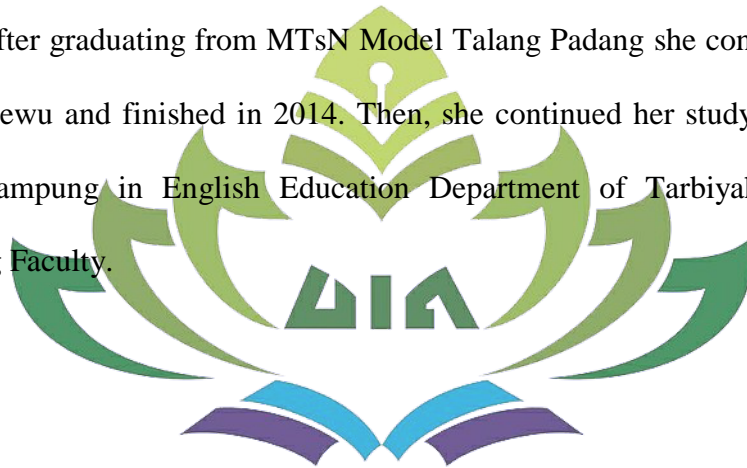




## **CURRICULUM VITAE**

The writer name is Nopela Marselena. She was born on November 26<sup>th</sup>, 1995 in Sukaraja, Gunung Alip. She is the single child of the couple Mr. Soleh (Alm) and Mrs. Zatun Meria.

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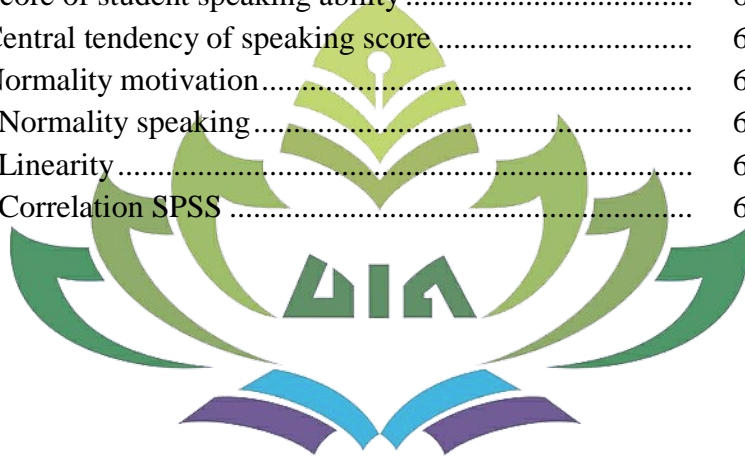
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Human beings need communication to deal with one and another in their lives. If there are no languages, it must be very difficult for human to communicate each other. Language is also a tool fashioned by man, given nature of his innate endowment it is one of most sophisticated tools human use it to do various thing, like giving commands and asking questions and expressing feeling, but we usually use it to communicate information about the world.<sup>1</sup> English is one of the languages which is widely used in the world. It is important to be mastered because most of the current international communication is delivered through English. Harmer stated that language is used widely for communication between people who do not share the same first (or even second) language.<sup>2</sup> Language is used by human in order to know and understand each other. As we know that God created human in different condition and character, so they need to interact among people. Allah has explained this instruction in the Quran at Surah Al-Hujurat: 13.

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَاهُ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ١٣

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<sup>1</sup> Prashant Parikh, *The Use of Language*, (CSLI Publication: 2001)

<sup>2</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (4thEd), (Edinburgh Gate: Longman, 2007), p. 13

*O mankind, We have created you from male and female; and We have divided you into tribes and sub-tribes for greater facility of intercourse. Verily, the most honored among you in the sight of Allah is he who is the most righteous among you. Surely, Allah is All Knowing, All Aware.*<sup>3</sup> (QS. Al- Hujurat: 13)

From the explanation above, it shows that people have been instructed by Allah to be a friendship or can be understood between each other, although they have different sex, tribe, country, and language. People need a communication to know each other. It is a basic human activity, and basic of all human's communication is language. Language has some functions in people life, in everyday activities. People use language; they can introduce themselves, communicate with other, and enlarge their knowledge. Without language it is hard to imagine how people can cooperate and get along with other. In one of theory says that language is a means of communication among the nations and people, will be utilized to deliver someone's idea, feeling, thought, and opinion to someone else. English is an International language which has been received by countries all over the world. The function of it is as a means of communication in meeting business or other activities among government over the world. Besides, English is used as science of knowledge, new invention in field of modern technology, pharmaceutical, medical, etc.

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<sup>3</sup> Muhammad Zafrulla Khan, *Op.Cit*, p. 97.

As a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the community of international world. Recently, English becomes important and its plays a key role in our educational system and national system.<sup>4</sup> Since it's important, English is taught widely at formal school starting from elementary school up to universities; even at informal school i.e. courses. There are four skills in learning English they are listening, speaking, reading and writing. Speaking is very important because speaking and human being cannot be separated from each other. Speaking is used to express their ideas or argument and to communicate to people in civilized world.

Speaking is a complex skill among the other three skills in English. No doubt that many students get difficult in learning speaking, moreover to practice it. Every student has different perception. Many students judge speaking is a difficult material that they learned. There are many cases of this such as lack in vocabulary as not knowing what to say the word in English. The student also said that they cannot think of anything to said beside, they are not feel confidence and feeling shy. Students are also lack of speaking English in the class they are prefers to speaking with mother tongue because they feel it more easy.

Based on the explanation above, the researcher conducted preliminary research at the students of SMA PGRI 1 Talang Padang. The data were obtained by interviewing the English teacher and some students of SMA PGRI 1 Talang

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<sup>4</sup> M.F. Fatel & Preeven M. Jain, *English Langusge Teaching*, (Jaipur: Sunrise Publisher Distributors, 2008), p. 2.

Padang, Mr. Agus Mardika. The researcher found that the students have problems in practicing the conversation of dialogue in speaking lesson. The teacher said that there are problems faced by students when they want to practice it. They seem to be confused in speaking because their vocabulary is low and they could not think the words that should be said. Moreover, student is afraid by their mistake and being laughing by their classmate as delivered by their teachers, students also have similar argument about the difficult that they face in learning English especially speaking, quoted from the result of student interview show that many students who are weak on speaking skill both influenced from the method of teaching and the lack of pronunciation in English when they practice. In addition, some students are shy or afraid to practice speaking they are do not braveness and afraid being laughing by their classmate or receive less favorable criticism from the teacher this problem also show in the book written by Holt, he said that the classmate and sometime teacher also throw a taunt to the students who are left behind in the lesson and they tend to fear the ridicule that make them feel insecure for more flexibility in learning.<sup>5</sup> Students also lack of interest to practice speaking English because the mother-tongue is easier to pronounce.

The problem encountered can also be seen from the students' capability in mastering English, especially in speaking ability, teacher said that only a few of students got score above the criteria of minimum mastery (KKM), while many students got score below KKM. The criterion of minimum mastery (KKM) of this

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<sup>5</sup> John Holt, *How Children Fail*, (Jakarta: PT Gelora Aksara Pratama, 2011), p. 20.

school is 77. The researcher assumed that the students' ability in speaking is still low. It can be seen on the table below

**Table 1**  
**Students' Speaking Score of SMA PGRI 1 Talang Padang**  
**2018/2019**

Class	Score	The Number Of Student	Percentage
XI IPA 1	$\geq 77$	9	38 %
	$\leq 77$	21	62 %
<b>Total</b>		<b>30</b>	<b>100%</b>
XI IPA 2	$\geq 77$	12	41 %
	$\leq 77$	14	59 %
<b>Total</b>		<b>26</b>	<b>100%</b>
XI IPA 3	$\geq 77$	12	38 %
	$\leq 77$	13	62 %
<b>Total</b>		<b>25</b>	<b>100%</b>
XI IPS 1	$\geq 77$	18	37 %
	$\leq 77$	22	63 %
<b>Total</b>		<b>30</b>	<b>100%</b>
XI IPS 2	$\geq 77$	11	39 %
	$\leq 77$	14	61 %
<b>Total</b>		<b>25</b>	<b>100 %</b>
XI IPS 3	$\geq 77$	9	39 %
	$\leq 77$	20	61 %
<b>Total</b>		<b>29</b>	<b>100 %</b>

Source: Documentation from English teacher of SMA PGRI 1 Talang Padang in academic year 2018/2019

There are methods, ways and factors that teacher can do and take effect to solve this problem. Which one that the researcher was discuss is motivation. One of factors effect to the student in learning speaking is motivation from affective

factors.<sup>6</sup> Krashen argued that affective filter is a mental block that prevents acquires from fully utilizing the comprehensible input they receive for language acquisition when it is up the acquirer may understand what he hears and reads but the input will not reach LAD this occurs when the acquirer is on unmotivated, lacking in self-confidence or anxious when he is on the defensive.<sup>7</sup> Lara and Peres in Goulaugsdottir's essay define that LAD (Language Acquisition Device) is the specific, genetic program of humans, which allows them to learn and the language, regardless of the degree difficulty of the language.<sup>8</sup> Hong Tuan also says that to overcome problem in speaking can be effected by the factor which one is affective factor that consist of motivation, self- confidence and anxiety.<sup>9</sup> Motivation has an important role in learning speaking. It is a key for the student have the spirit in learning speaking. Motivation is energy of students which come from inside or outside encouraging themselves to do something.<sup>10</sup> It will give strength to students in learning speaking in order to speak up. In fact, motivated students will do everything which supports their performance. They will do the best way to get the best result. It can be concluded that affective factor especially motivation can help

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<sup>6</sup> Shazams, M. "Students' Attitudes, Motivation and Anxiety Towards English Language Learning". *Journal of Research and Reflection in Education*, Vol. 2 No. 2 (December 2008), p. 120.

<sup>7</sup> Stephen D. Krashen, *The Input Hypothesis: Issues and Implications*, (New York: Longman, 1985), p. 81.

<sup>8</sup> Erla Bjork Goulaugsdottir, *BA Essay: Children's First Language Acquisition*, (Haskoli Island: Scool of Humanities Departmen of English, 2016), p.11.

<sup>9</sup> Nguyen Hong Tuan, "Factors Affecting Students Speaking Performance at Le Thanh Hien High School". *Asian Journal of Educational Research*, Vol 3 No. 2 (2015), p. 9.

<sup>10</sup> Harmer, *Op.Cit.* p 3.

or slow the process of mastering the ability to speak (speaking) of learners in the process of learning English as a foreign language

There were some previous research that related about correlation students motivation and their speaking ability, one of the research was conducted Dina Maryana at SMP Muhammadiyah Ciputat by the title "*The Correlation between Students' Motivation in Learning English and Their Speaking Achievement*", the study was showed that there was a significant correlation between students' motivation and achievement in learning speaking. It means that the students with higher motivation get better achievement in speaking than the lower one. Her research was used survey method through correlational technique. This research took 34 participants as the sample taken by using random sampling technique. The data were collected by two techniques. The first technique was distributing questionnaires to measure the students' motivation. The second technique was collecting students' speaking score from English teacher. Then, the data collected were analyzed by formula of correlational product moment. The result showed that the correlation index between X variable (students' motivation) and Y variable (Students' speaking achievement) is 0.406. It means both variables have medium correlation and the hypothesis of the research is accepted.<sup>11</sup>

Other research is from Dara Helmasena conducted study by the title "*The Correlation Between Students' Motivation and Their Writing Ability*". This

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<sup>11</sup> Dina Maryana, "The Correlation between Students' Motivation in Learning English and their Speaking Achievement (A correlational study at Second grade students of Muhammadiyah 17 Junior High School Tangerang)", Unpublished research, 2011, p. 26.



research was conducted at SMA Al Kautsar Bandar Lampung in academic year of 2014/2015. She took place in class XI Science 1 which consisted of 34 students. The instruments used to gather the data were motivation questionnaire and writing test. The result showed that the highest score of students' motivation was 94, the lowest score was 41, and the average was 65.8. while for the writing test the score was gained from the average of interest sum scoring, the highest score was 95, the lowest score was 55, and the average was 75. The she correlated the students' motivation and their writing. It was found that the coefficient correlation between the students' motivation and their writing ability was 0.873. It can be seen that the correlation between the students' motivation and their writing ability was high. It was proven by the result of Pearson Product Moment Formula, which showed p was 0.00 and the result was significant because  $p < 0.05$  a ( $0.00 < 0.05$ ).<sup>12</sup> It can concluded that there is a significant correlation between the students' motivation and their writing ability.

To sum up, based on the previous study, it can be stated that all above mentioned studied reconfirmed the importance of identifying learners' motivation in the English learning process. The studies have been carried out to investigate foreign learners' motivation and these studies help the researchers to understand how to identify learners' motivation. Not only that, these studies focus on learners' motivation. Beside adapting questions to investigate the students' motivation,

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<sup>12</sup> Dara Helmasena, "The Correlaton Between Students' Motivation and Their Writing Ability", (Thesis fo S-1 Degree Universitas Lampung, 2015, p. 1.

these studies can help the researchers to build their idea on how to identify students' motivation in English learning process.

Based on that explanation, it can be assumed that some Indonesian students have low motivation in learning English especially in speaking. Actually, all of students have different motivation in learning speaking. Some of them are high motivated. They will push themselves to speak up and overcome obstacle which come to them with strong strength from inside. So, motivated students often get best result because they will improve their performance. In contrast, low motivated student will have little interest to the subject and tend to have difficult in learning.

Therefore, the study was conducted to know whether there is any relation between students' motivation in learning speaking at SMA PGRI 1 TALANG PADANG by the title The Correlation Between Students' Motivation and Their Speaking Ability at the First Semester of the Eleventh Grade in Academic Year 2018/2019.

## **B. Identification of the Problem**

From explanation above, the writer was identified some problem teaching and learning speaking, they are:

1. Many students have a low motivation
2. All of the student have different motivation in learning speaking
3. Many students lack of speaking and prefer to used mother tongue in the class

4. Many students consider that speaking is difficult subject to learn
5. Most of student feel shy to practice speaking inside or outside the class

### **C. Limitation of the Problem**

This research focused on the correlation between two variables are students' motivation and students' ability in practicing conversation of dialogue in speaking skill at the first semester of eleventh grade at SMA PGRI 1 Talang Padang in the academic year of 2018/2019. In this research, the researcher took the material about "Asking and Giving Opinion" because this material is there in syllabus.

### **D. Formulation of the Problem**

Based on the background, the identification and the limitation of the problem mentioned above, the researcher formulated the problem as follows: Is there any significant correlation between students' motivation and their speaking ability at the first semester of the eleventh grade at SMA PGRI 1 Talang Padang in the academic year of 2018/2019?

### **E. Objective of the Research**

The objective of conducting this research is:

To know whether there is a significant correlation between students' motivation and their speaking ability at the first semester of the eleventh grade at SMA 1 PGRI Talang Padang in the academic year of 2018/2019.

## **F. Significant of the Research**

The result of this research is expected to give the theoretical and practical contribution.

1. Theoretically to enrich new theory to English teacher of SMA PGRI 1 Talang Padang about the correlation between students' motivation and their speaking ability.

Practically:

- a. For the teacher, this study hoped to help teachers to improve student motivation in speaking ability.
- b. For the students, it is expected that they will feel more brave, interest and have a desire in learning English.
- c. For the school, it is expected that this research will give them solution to face problems of the students from affective factor's view.

## **G. Scope of the Research**

In the research, the researcher included some kinds of information as the scope of the research. They are as follows:

1. Subject of the Research

The subject of the research are students of eleventh grade of SMA PGRI 1 Talang Padang.

## 2. Object of the Research

The object of the research is correlation between students' motivation and their speaking ability of practice conversation.

## 3. Place of the Research

The research was conducted at SMA PGRI 1 Talang Padang.

## 4. Time of the Research

The research was conducted at the first semester of 2018/2019 academic year.



## CHAPTER II RIVIEW OF THE RELATED LITERATURE

### A. Concept of Motivation

#### 1. Defivition of Motivation

Paraphrasing from Garner motivation refers to “the reasons underlying behavior”.<sup>1</sup> paraphrasing Gredler, Broussard and Garrison in Lai broadly define motivation as “the attribute that moves us to do or not to do something”.<sup>2</sup> Motivation is the central factor in the effective management of process of learning some type of motivation must presented in learning.<sup>3</sup> It makes teaching and learning more easy and interesting and very good if both of teacher and students motivate each other in learning.

As we know, how important to study, Allah explained instruction at

Surah Az-Zumar:

أَمَّنْ هُوَ قَنِيْتُ ءَأَنَاءَ اللَّيْلِ سَاجِدًا وَقَائِمًا يَحْذَرُ الْآخِرَةَ وَيَرْجُوا رَحْمَةَ  
رَبِّهِ قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ إِنَّمَا يَتَذَكَّرُ أُولُو  
الْأَلْبَابِ ٩

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<sup>1</sup> R. C. Gardner, *Social Psychology and Second Language Learning*, (London: Edward Arnold Ltd, 1985), p. 50.

<sup>2</sup> Emilly R Lai. Motivation: “A Literature Review”. *Research Report*, (April 2011), p. 4.

<sup>3</sup> Patel, Op.cit, p. 41.

*Say (unto them, O Muhammad): are those who equal with those who know not? But only man of understanding will pay heed. (QS. Az-Zummar:9)*<sup>4</sup>

Other instruction Allah explained in Surah Al-‘Alaq:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۱

*“Read in the name of your Lord, Who has created (all that exist).” (QS. Al-‘Alaq:1)*<sup>5</sup>

As explained in the two verses, how important is to study in Islam, a Muslim is not only emphasized to study religious lessons, studying others sciences like English, science, mathematics, economics, etc. To live it does not escape with the motivation Bill Gates once said “it is good to celebrate success, but this is important to take lesson from failure”. This is where the importance of motivational role in learning, motivation is motivator that is owned by someone in performing motivational actions will be the driving force for achieve learning goals, this confirms that’s motivation is an important factor for the success of doing a person in action, including in learning in the school.

Many experts have given definitions of motivation. Graham in Kathleen defines motivation as: “The choices people make as to what experiences or goals they will approach or avoid, and the degree of effort

<sup>4</sup> Muhammad Zafrulla Khan, *Loc. Cit.*, p.68.

<sup>5</sup> Dr. Muhammad Taqi-ud-Din Al-Hilali and Dr. Muhsin Khan, *The Noble Quran*, (Saudi Arabia: Islamic University Al-Madina Al-Munawwara) p. 977.

they will exert in this respect.”<sup>6</sup> Motivation plays an important role in all types of learning, including language learning. Highly motivated students work hard, persevere through challenges and obstacles, and find satisfaction through the successful completion of a learning task.

Sardiman interpreted that motivation is from the word “motive” is define as the effort force that encourages someone to do something.<sup>7</sup> It is mean that motivation is a mover from our self that can driving learners to do something that they want or to reach the goal of them in learning English.

Wimolmas says in his research that motivation in English language learning of the students can be a great source of knowledge and understanding to implement relevant programs or activities to stimulate the more motivating learning atmosphere.<sup>8</sup> It can be state that motivation can make the learner more interest in learning process and make the situational more enjoyable.

From those definition, it is concluded that motivation is a key and direction to do something. Motivation is a process to get success and has

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<sup>6</sup> Kathleen A. Laing: *Factors that Influence Student Motivation in the Middle and High School French Language Classroom*. State University of New York at Oswego, 2011, p.5.

<sup>7</sup> Sardiman A.M: *Interaksi dan Motivasi Belajar Mengajar*. (Jakarta: PT. RajaGrafindo Persada 2012). P. 73.

<sup>8</sup> Ratanawalee Wimolmas, *A Survey Study of Motivation in English Language Learning of First Year Undergraduate Students at Sirindhorn International Institute of Technology (SIIT)* (Thaland: Thammasat University), p. 904.



a great influence to future achievement. Giving motivation to students is process to support and push them to learn or to do something that can make them success, also something that they want get.

## 2. Kind of Motivation in Learning L2/FL

Gardner and MacIntyre in Altasan hypothesized that both integrative and instrumental motivation can influence second language learning.<sup>9</sup>

### a. Integrative motivation

Gardner in Gholami define Integrative motivation side describe the learners who wish to integrate themselves into culture of second language group and become involved in social interchange in that particular group.<sup>10</sup> Integrative motivation is based on interest in learning L2 because of a desire to learn about or associate with the people who use it (e.g. for romantic reasons).<sup>11</sup> Gardner and Lambert in Altasan proposed that it is integrative motivation that maintains better long-term motivation when learning a second language.<sup>12</sup> So, this motivation is come from the outside factor likes friend and community, it is also make student motivate to learn l2 because they need it to communicate with people around them who use the language target.

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<sup>9</sup> Ahmad Mousa B. Altasan, "Motivational orientations and their effect on English Language Learning: A Study in EFL Saudi Context", *American Journal of Educational Research*, Vol 4 No. 16, (2016), p. 1133.

<sup>10</sup> Reza Gholami, Negah Allahyar and Shameem Rafik-galea," Integrative Motivation as an Essential Determinant of Achievement: A case of EFL High School Students ", *World Applied Science Journal*, Vol 17 No. 11, 2012, p. 1416.

<sup>11</sup> Muriel Saville-Troik, *Introducing second language acquisition*. (New York: Cambridge University Press, 2005), p. 86.

<sup>12</sup> Ahmad Mousa B. Altasan, *Op. Cit*, p. 1132.

b. Instrumental motivation.

Gardner in Gholami Instrumental refers to acquiring a language as a means of attaining instrumental goal.<sup>13</sup> It refers to wish by a learner to benefit practically from language learning to gain some advantages by learning a second language. A learner with instrumental motivation regards language as an instrument to get rewards. It is mean that instrumental motivation is factor that make student learning L2 because they need a certain end. It's like to pass an examination, to get a better job, or to get a place at the university. In some learning contexts, an instrumental motivation seems to be the major force for determining success in L2 learning.

From those explanations above, it is considered that integrative motivation is the reasons of students to learn the English language for example Indonesian student who learning L2 because friend around him used it in daily life for communication, while instrumental motivation is students' view of English as a means to get a better job, position, and status in the future life. It is related to proficiency of learner to get certain ends.

### 3. Characteristic of Motivation

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<sup>13</sup> Reza Gholami, Negah Allahyar and Shameem Rafik-galea, *Op. Cit*, p. 1416.

Motivation refers to complex three characteristic, these characteristics are: attitudes toward learning the language, desire to learn it and motivational intensity.<sup>14</sup>

a. Attitude Toward Learning Language

Attitudes toward the learning situation refer to the individual's reaction to anything associated with the immediate context in which the language is taught.<sup>15</sup> Changing negative attitude toward second language into positive helping learners to have positive attitude toward second language is one of the most essential steps in second language teaching.

b. Desire to Learn Language

Pabies and Barsalou define desire as a psychological state of motivation for specific stimulus or experience that is anticipated to be reward.<sup>16</sup> Desire also moves learners to give direction from within themselves. For example, someone who wants to master L2/FL and desire serves to motivate or move someone to learn it.

c. Motivational Intensity

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<sup>14</sup> R. C. Gardner, *Op. Cit*, p. 54.

<sup>15</sup> A.-M. Masgoret and R. C. Gardner, *Attitudes, Motivation, and Second Language Learning: A Meta-Analysis of Studies Conducted by Gardner and Associates*, (New Zealand: School of Psychology, Victoria University of Wellington), p. 172.

<sup>16</sup> Esther K. Papies and Lawrence W. Barsalou, "Grounding Desire and Motivation Behaviour: A Theory Framework and Review of Empirical Evidence", p.2.

Dunkel in Gardner concept of the intensity of motivation emphasized the nature of the 'approaching-the-goal' behavior.<sup>17</sup> In the area of second language acquisition, motivational intensity has been assessed by determining the amount of effort the individual expends/willing to expends in order to learn second language.

Based on the explanation above it can be stated that these three characteristic of motivation can have influence in learning second language or foreign language attitude is how student reaction in learning L2, desire is about student's feel toward L2 for example they like or enjoy the process and motivational intensity is behave in learning second language for example they willing to do the task or homework can be reference to teacher, parent or other researcher to see how motivation learner are.

Actually, Harmer stated four source motivation for student that can influence upon students' motivation as follow:

a) The society we live in

Outside any classroom there are attitude to language learning and the English language in particular. How important is the learning of English consider to be in society? In school situation, is the language learning part of the curriculum of high or low status? And etc. all these

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<sup>17</sup> R. C. Gardner , *Op. Cit*, p. 52

view of learning will affect the student's attitude to language being studied and the nature and strength of this attitude will, in its turn.<sup>18</sup>

b) Significant other

Apart from the culture of the world around students their attitude to language learning will be greatly affected by the influenced of people who are does to them. The desire of students to please some other authority figure such as parents, their wish to succeed in an external exam, or peer-group influences.<sup>19</sup>

c) Teacher

Teacher is a person who has an important role in teaching and learning activity to socialize and shaping motivation among students. Dornyei informs that teacher's skill in motivating students should be seen as the central in teaching and learning process.<sup>20</sup> The teacher has responsibility to make teaching and learning process successfully.

d) The method

It is vital that both teacher and students have some confidence in the way teaching and learning take place. Whenever the learners feel bored at the teacher's method, their motivation would likely be lost or gradually

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<sup>18</sup> Jeremy Harmer, *Op.Cit*, p.52.

<sup>19</sup> Penny Ur, *A Course in Language Teaching Practice and Theory*, (Cambridge: Cambridge University Press, 1996), p. 227.

<sup>20</sup> Zolt' n Dörnyei (1998). *Motivation in second and foreign language learning. Language Teaching*, 31, p. 130.

decreased.<sup>21</sup> When both are comfortable with method being used, success is more likely.

These statement above are the other aspects that can support student in learning second language or foreign language. More aspect that student accept they will more easy to learning L2 because it can make them more motivate.

#### 4. Function of Motivation in Learning

Motivation related with destination of person, based on that motivation affect an activity four are three functions of motivation:<sup>22</sup>

- a. Encourage people to act, so as a mover or a motor that releases energy. Motivation in this case is the driving force of every activity to done.
- b. Motivation make student creative and active. They desire to do something new.<sup>23</sup>
- c. Determining the direction of action, it toward the goal to be achieved.

Thus the motivation can provide accordance with the formulation of its purpose.

- c. Selecting the action. Which determines what actions should be done harmoniously to achieve the junior court, by setting aside the actions that are not beneficial for the purpose. A student who will face a test in hopes

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<sup>21</sup> Ratanawalee Wimolmas, *Op.Cit*, p. 907.

<sup>22</sup> Sardiman A.M: *Interaksi dan Motivasi Belajar Mengajar*. (Jakarta: PT. RajaGrafindo Persada 2012). P. 34.

<sup>23</sup> Patel, *Op.Cit*, p. 42.

of graduation will undoubtedly be learning and will not spend his time playing cards or reading comics, because to unsuitable for the purpose.

## 5. Assessing Motivation

Assessing motivation is an important topic for researchers and practitioners to know the level of motivation and how to optimize it. Motivation can be assessed in various ways. There are three kinds of methods for assessing motivation:<sup>24</sup>

### a. Direct observations

Direct observation is an underused and valuable method for collecting evaluation. Information.<sup>25</sup> It refers to behavioral instances of choice of tasks, effort, and persistence. It is usually used to measure motivation. Motivated students can be seen by the observation of students' persistence at tasks, the effort they expend to perform well, and how willingly they engage in tasks.

### b. Rating by others

Another method to assess motivation is done by observers (teachers, parents, researchers) to rate students. Rating by others is judgments by observers of students on characteristics indicative of motivation. One of the advantage of rating by others is observers may be more objective

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<sup>24</sup> Dale H. Schunk, Paul R. Pintrich, Judith L. Meec. *Motivation in Education Theory, Research, and Applications*. 2008, p. 236.

<sup>25</sup> Ellen Taylor-Powell and Sara Steel, *Collecting Evaluation Data: Direct Method*, (University of Wisconsin-Extension), p. 1.

about students rather than students do it themselves because it is done by others.

c. Self-reports

Self-reports involve people's judgment and statement about themselves. The types of self-report instruments are questionnaires, interviews, stimulated recalls, think-louds and dialogues.

- 1) Questionnaires are consisted of a number of questions should be answered by respondents asking about their actions and beliefs.
- 2) An interview is a type of questionnaire in which the questions or points to discuss are presented by an interviewer and participants answer orally.
- 3) Stimulated recalls, recall of thoughts accompanying one's performances at various times.
- 4) Think-aloud refers to students' verbalizing aloud their thoughts, actions, and emotions while working on a task.
- 5) Dialogues are conversation between two or more persons.

In fact, self-reports are the most commonly used in assessing motivation by the researchers. For examples, Dara's research about students' motivation in learning English, she used questionnaires to know the students' motivation. The result of the research shows that questionnaires can measure the level of students' motivation in learning English.<sup>26</sup>

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<sup>26</sup> Dara Helmasena, *Op.Cit*, p. 26.



Moreover, a number of research by Gardner also used self-reports to assess motivation. Paraphrasing from Gardner in Masgoret that The Attitude/Motivation Test Battery is the kind of technical report to know students' motivation and attitude toward language learning.<sup>27</sup> It is consisted of many statements describing students' perception in learning a language. AMTB is made to assess non-linguistic aspects in language learning.<sup>28</sup>

Some researchers also adopted AMTB to assess their study about attitude and motivation because the questionnaires are quiet valid and reliable to assess students' motivation. This study also adopted some questionnaires from International AMTB Research Project by Gardner. However, the researcher only took the questionnaires about motivation which are suitable with this study. It is done to confirm the result of motivated students in questionnaires whether they truly have high motivation or not.

## **A. Concept of Speaking**

### **1. Definition of Speaking**

Speaking is one of language skill which is very important to be mastered by students in order to be good communicator. According to Jo McDonough and Christopher Shaw, "speaking is a desire and purpose-

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<sup>27</sup> A.-M. Masgoret and R. C. Gardner, *Op.Cit*, p.169.

<sup>28</sup> R. C Gardner, *The Attitude/Motivation Test Battery: International AMTB Research Project*, (The University of Western Ontario, Canada: 2004).

driven that may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiation and or solving a particular problem or establishing and maintaining social relationship and friendship”.<sup>29</sup> Besides Lynne Cameron’s definition, “speaking is the active use of language to express meanings so that peoples can make senses of them”.<sup>30</sup> Speaking has a purpose to repeat, inform, explain and supporting an opinion with details.<sup>31</sup> This is the verbal use of language to communicate with others. Speech is about making choices. Students must choose how to interact in expressing themselves and forming social relationship through speech. Speaking in an ability that is taken for granted, learned as it is through process of socialization through communicating. Hornby said that speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language, expressing oneself in words, making speech.<sup>32</sup>

From the definitions above, the researcher conclude that speaking is a desire or a wish of person to express ideas, opinions and feelings to others, to negotiate, to solve problems in order to make and to maintain interaction, social relationship, and friendship.

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<sup>29</sup> Jo McDonough and Christopher Shaw, *Materials and Method in ELT: A Teacher’s Guide*, (Cambridge: Blackwell Publisher, 1993), p.152.

<sup>30</sup> Lynne Cameron, *Teaching Language to Young Learners*, (Cambridge: Cambridge University Press, 2001), p.40.

<sup>31</sup> Pearson, *PTE Academic Score Guide*, (Pearson Education Ltd: 2012). P. 12.

<sup>32</sup> A.S Hornby, *Oxford Advanced Learners Dictionary of Current English*, (NY: Oxford University Press, 1987), 6th Ed, p. 827.

The essential thing in speaking is practicing the language, because practices make us perfect. This skill is used by everyone to communicate in daily life whether at school or outside school. It is can be done by two or more people to communicate, to share information and to achieve a particular goal. Speaking skill is one of performance skill in learning second language.<sup>33</sup> They are should endeavour to practical settings for speaking English and encourage active learner involvement in the lesson, the factors that affect students' speaking such as motivation play the important role to support student to do more practice, have a braveness to speak up and better in speaking performance.

## 2. Elements of Speaking

The ability to speak fluently presupposed not only a knowledge of language features, but also the ability to process information and language “on the spot”.<sup>34</sup> Many students have difficulties in speaking. They are many elements of speaking that must be mastered by students in order to be a good speaker:

- a) Connected speech
- b) Expressive devices
- c) Lexis and grammar
- d) Negotiation language

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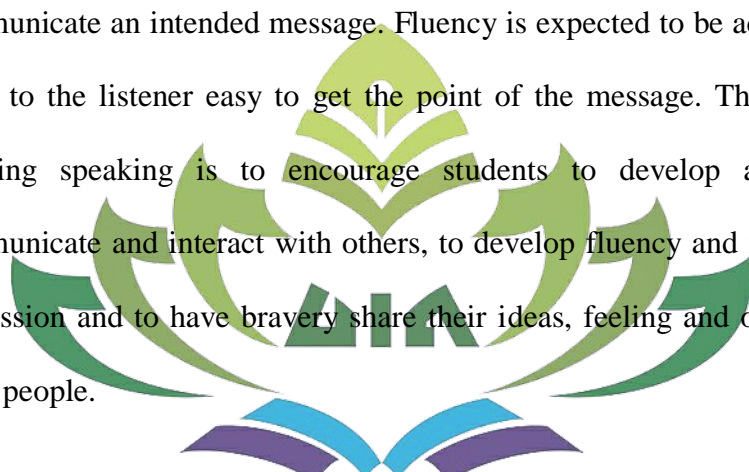
<sup>33</sup> Cam Esser, *How Does Motivation To Learn A Second Language Differ From Other Performance Skill Motivation*, p. 5.

<sup>34</sup> Jeremy Harmer, *Op.cit.*, P. 269.

All messages that delivered will be acceptable by all communicants if we mastered those elements.

### 3. Goal of Speaking

Scrivener informs in his book, fluency and confidence are the important goals in the speaking class.<sup>35</sup> From the statement above, it means that speaking exercises students to have fluency and confidence to communicate with others. Fluency is used to describe the ability to communicate an intended message. Fluency is expected to be accurate in order to the listener easy to get the point of the message. The goal of teaching speaking is to encourage students to develop ability to communicate and interact with others, to develop fluency and natural in expression and to have bravery share their ideas, feeling and opinion to other people.



### 4. Kinds of Speaking Classroom Activity

One of the most challenging tasks for any ESL teacher is motivating students to speak English in class. Shyness, apprehension, laziness, competition, with more confident students and a fear of failure can all inhibit students to speak up and be heard, even when they know what to say. The task is made even more difficult when other students are talking

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<sup>35</sup> Jim Scrivener, *Learning Teaching A Guidebook for English Language Teachers*, (Oxford: Macmillan publisher, 2005), p. 146.

at the same time and this is where good classroom management skills are essential.<sup>36</sup> Then the teacher is required to create a fun classroom situation, making all students enjoy the learning process and regularly so that the class remains under control. There are many activities may be useful for students to improve their speaking ability as follow:

a. Communication games

Games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve a puzzle draw and describe a picture, describe and arrange or find similarities and differences between pictures. Using pictures can also enhance memory and speaking skills. A simple but effective game is to hand out pictures to students or in groups and ask them to look at the picture for about a minute. Then turn the picture over and ask questions about the picture.<sup>37</sup>

Speaking activities based on games are a useful way of giving students valuable practice. Game-based activities can involve practice of oral strategies such as describing, predicting, simplifying, asking for feedback.<sup>38</sup> Through activities such as filling questionnaires and guessing unknown information.

b. Questionnaires

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<sup>36</sup> Robert McBain, *Speaking in the classroom*, (July 2011), p. 2.

<sup>37</sup> *Ibid*, p. 6.

<sup>38</sup> Jo McDonough and Christopher Shaw, *Op. Cit*, p. 144.

Questionnaires are useful because by being pre planned they ensure that both questioner and respondent have something to say each other. Student can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource helping them in the design process. The example is twenty question for the teacher so this activity is about get students to put their chairs in a circle. Then, ask each student to take a sheet of A4 paper and write the numbers from 1-20 down the left-hand margin and write a list of 20 questions to ask the teacher.<sup>39</sup>

c. Debate

Debate is an activity in which opposite points of view are presented and argued.<sup>40</sup> Debate can present opportunities for students to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue. All speaking activities above encourage students to practices speaking in classroom. Teacher should choose appropriate activities above based on the level of the students. Every teaching and learning process can be enjoyable if teacher gives the appropriate activity based on students' levels. Beside it the process of transferring knowledge can be done easily.

d. Role play/simulations

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<sup>39</sup> David Holmes, *Speaking Activities for the Classroom*, 2004. p. 11.

<sup>40</sup> Paulette Dale and James C Wolf, *Speech Communication Made Simple*, (NY: Miami-Dade Community College, 2000, 2ndEd), p.176

One way of getting students to speak in different social contexts and to assume various social roles is to use role play activities in the classroom. In role play activities, the teacher gives information to the learners such as who they are and what they think or feel. Simulation is very similar to role play but there is a little difference. In simulation, students can bring items to the class to create a realistic environment. A simulation and role-play can be used to encourage general oral fluency to train students for specific situation.<sup>41</sup>

e. Dramatization

It is an active situation with a lot of learning and experiencing. This involves students in learning lines for their role and can provide them with a memorable occasion to practice English. This activity involves a high amount of participant by the group. The group should learn how they would act in a situation, or explore being characters in a situation and what is making them act the way they are in order to the drama appears natural.

f. Retelling story

Retelling a story in a foreign language is a very demanding task. The demands of retelling story after listening and understanding should be not underestimated: language needed at a word, sentence and discourse

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<sup>41</sup> Jeremy Harmer, *Op.Cit*, p.274.

levels must be found and produced. If the students are to retell the story, they are asked to work at this level in production.<sup>42</sup>

Various speaking activity such as those listed above can contribute a great deal to students in developing basic interactive skill necessary for life. These activities make student more active in the learning process and at the same time make their learning more meaningful and fun for them.

### 5. Characteristics of Good Speaking Activity

According to Penny Ur, there are many characteristics of good speaking activity as follows:<sup>43</sup>

a. Learners talk a lot

As much as possible of the period of time allotted to the activity is occupied by learner talk.

b. Participation is even

All of students get a chance to speak and contributions are fairly evenly distributed. So, classroom discussion is not dominated by a minority of talkative participations.

c. Motivation is high

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<sup>42</sup> Cameron, *Op. Cit.*, p. 176.

<sup>43</sup> Penny Ur. *Op.Cit.* p. 120.



Learners are eager to speak because they are interested to the topic and have something new to say about it, or because they want to contribute to achieving a task objective task.

d. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

## 6. Assessing Speaking Ability

Evaluating speaking skill is the most important aspect in language testing. However, Speaking is a complex skill among the other skills in English to be assessed because many criteria should be evaluated in speaking such as pronunciation, vocabulary, grammar, fluency, comprehension. Heaton says that at all stages beyond the elementary levels of mimicry and repetition it is an extremely difficult skill to test.<sup>44</sup>

Moreover, the administration of speaking test is quite difficult because it will be not effective and sufficient to test speaking skill in large number of students at limited time. The other skills can be assessed by paper and pencil test, whereas speaking cannot be assessed by it. Students' speaking skill should be measured by oral test. The kinds of oral test commonly used by teachers and practitioners to know the students'

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<sup>44</sup> J.B Heaton, *Writing English Language Tests*, (New York: Longman), New Edition, p. 88.

speaking is face to face speaking test (interview), conversations, role plays, story-telling, oral presentations, etc. Actually all of them only the most popular choices of oral test in teaching and learning English to assess students' speaking skill. According to Kemtong in her journal, interview is considered as the most popular means in evaluating speaking ability. It is a direct test, face to face speaking between the students and the interviewer(s).<sup>45</sup> It is right that interview is the most commonly used to measure speaking skill because it is the simplest one and direct means to know students' skill. By interview the examiner can get the students' speaking skill clearly and get the information from the students in depth. However, it is different from Dina's study in evaluating students' speaking skill. She assessed students' skill by using role play test. In role play, students are asked to act as an actor based on the situations and contexts. Students are given a situation and problem before they act. Then, she scored students' performance by using rating scores of oral test by Higgs and Clifford.<sup>46</sup> It is important that whatever techniques of oral tests used to evaluate students' ability, the most essential in this test is scale rating scores. Teachers and researchers should have reference of scale rating score of speaking to assess students' speaking ability.

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<sup>45</sup> Kemtong Sinwongsuwat, *Rethinking Assessment of Thai EFL Learners' Speaking Skills, Language Testing in Asia*, Prince of Songkla University, Thailand, October 2012, p. 77.

<sup>46</sup> Siti Nurhayati, *Teaching Speaking Skill Through Communicative Language Teaching*, Unpublished thesis, UIN Jakarta, 2011, p.51

It can be concluded that speaking is which one skill to test because some aspect of this and limited time. To assess speaking skill some researchers used various techniques like interview, role play, conversational exchange and assessed it by scale from experts. In this study the researcher used conversational exchange and assessed with Heaton's rating score with the topic giving and asking opinion.

### **C. Concept of Conversation**

#### **1. Definition of Conversation**

Conversation is one form of spoken interaction upon which language use is based. It is one of the most prevalent uses of human language through which people interact with each other, so all human societies depend on conversation to function in the most efficient way.<sup>47</sup> Social interaction is the primordial means through which the business of the social world is transacted, the identities of its participants are affirmed or denied, and its cultures are transmitted, renewed and modified. Conversation has been of great importance to writers over a long period of time, but most of them have treated it on the basis of some prescriptive rules which should be taken into account during every social interaction. These rules show what is appropriate and what is not in different situations; however, what constitutes good or appropriate conversation rules varies from culture to culture and changes over time.

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<sup>47</sup> Ebrahim Khodadady, *Journal of Language Teaching and Research*, (ACADEMY PUBLISHER Manufactured in Finland: 2012), p.1.

Conversation is a progression of exchanges among participants. Each participant is a “learning system,” that is, a system that changes internally as a consequence of experience. This highly complex type of interaction is also quite powerful, for conversation is the means by which existing knowledge is conveyed and new knowledge is generated.<sup>48</sup> Based on the explanation above, conversation is oral exchange of sentiments, observations, opinions or ideas with a sequence of interactions that have a clear beginning and ending, alternating and having some sort of direction or set of goals.

## 2. Types of Conversation

Conversation types are a generalization of session types to loosely-coupled, possibly concurrent, multiparty conversations, allowing mixed global / local behavioral descriptions to be expressed at the same level, while supporting the analysis of systems with dynamic delegation of fragments of ongoing conversations.<sup>49</sup>

There are four types of conversations, explaining that people relate to each other at different levels of conversational complexity. This diagram shows how individuals and collectives move counter-clockwise along different kind of conversations; from polite discussion (i.e., talking

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<sup>48</sup> Dubberly, H., U. Haque, and P. Pangaro. “What Is Interaction? Are There Different Types?” (Dubberly Design Office:2009), p.1.

<sup>49</sup> Lu'is Caires and Hugo Torres Vieira, *Conversation Types*, (Portugal: Universidade Nova de Lisboa), p. 5.

nice) through the field of debate (i.e. talking tough) towards more open, reflective dialogue and finally forms of collective intelligence (i.e., generative dialogue). The diagram describes each successive field as representing an increasingly complex pattern of conversation, i.e. it moves communication from more closed to more open modes, generating new understanding and knowledge (learning) rather than simply negotiating from current understandings and positions.



a. Talking Nice

People listen from within their own story, but without any self-reflection. They only hear that which confirms our own story and therefore there is only reproduced what is already known. It is about being polite and people not saying what they think.

b. Talking Tough or Debating

People start listening to each other and to ideas (including our own ideas) objectively, from the outside. But people say what they think and focus on the differences, which often results in a conflict or a clash.

c. Reflexive Dialogue

People listen to themselves reflexively and listen to others empathetically-listening from the inside, subjectively. They start surfacing their own paradigms and assumptions and focus on unity.

d. Generative Dialogue or Co-Creation

People listen not only from within themselves or from within others, but from the whole system.

It can be concluded that conversation have four types first is talking nice it is about people hear story from their self no reflection, debating is about hear each other idea and convey their thought, reflexive dialogue is about hear someone talking and give their idea and co-creation is about talking in a group.

**D. Correlation Between Students' Motivation and Their Speaking Ability**

Motivation is energy of students come from inside or outside which push themselves to do something. Gardner show in his article that The majority of our studies demonstrated that integrative motivation is

associated with success in learning the language.<sup>50</sup> Motivation is considered as an essential part in learning speaking ability. It affects students' ability to speak up. Hong Tuan also say that to overcome problem in speaking can be effected by the factor which one is affective factor that consist of motivation, self- confidence and anxiety.<sup>51</sup> Motivated students will speak up eagerly without feeling shy. Murcia states in her book that to motivate the acquisition of communication skill of students and to provide real communication inside and outside of the classroom are the goals of speaking.<sup>52</sup> Speaking is the essential skill among other language skills that must be learned by English students. It is as the major criterion to consider that the English students' competence is good or lack.<sup>53</sup> The essential thing in speaking is practicing the language, because practices make us perfect. This skill is used by everyone to communicate in daily life whether at school or outside school. It is can be done by two or more people to communicate, to share information and to achieve a particular goal. However, based on the researcher's interview, many students feel shy to speak up in the classroom. They are also afraid of being laughed by their friends when they speak up. Moreover, many students are still lack of vocabulary. All

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<sup>50</sup> Gardner and Lambert, *Fifty Years and Counting*, (Department of Psychology University of Western Ontario: 1959), p. 5.

<sup>51</sup> Nguyen Hong Tuan, *Loc.Cit*, p. 9.

<sup>52</sup> Marriane Celce Murcia, *Teaching English as A Second Language*, (Boston Massachusetts: Heinle publishers, 1991), p. 125.

<sup>53</sup> *Ibid*, p. 126.

of them actually happened because of students are low motivated. It is assumed that motivated students will not face the problems above. Students with high motivation will study hard and attempt to get the best in learning. Dewa in her research stated that affective factor include motivation can help or slow the process of mastering the ability to speak (speaking) learners in the process of learning English as a foreign language.<sup>54</sup> One of characteristics of motivated students is high persistence and effort in learning. Besides, Sumaya states in his research that motivation has important role in developing students' speaking ability.<sup>55</sup> In his research, he also faced many students' problems which are almost similar with the problems above such as the students are lack of confident, lack of vocabulary, and worried making mistakes. He also declares that motivation should be created among students by the teacher in the classroom. Teacher should encourage and support the students to speak up, and also help them to feel enjoy by making interesting situation in learning process. Therefore, teacher has a vital role in teaching and learning to create motivation among students.<sup>56</sup> Besides, the research conducted at Ha Noi University of technology students shows that motivation plays an important role in learning speaking. According to the results of the study, students at Ha Noi University of Technology have a

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<sup>54</sup> Dewa Ayu Ari Wiryadi Joni, *Pengaruh Anxiety Dalam Speaking Activities*, (Jurnal Bakti Saraswati: 2016), p. 123.

<sup>55</sup> Sumaya Ali Al-badi, *Learners' Motivation to Speak English*, p. 46.

<sup>56</sup> *Ibid*, p. 53.



higher degree of extrinsic motivation in learning English speaking skill than other kinds of motivation.<sup>57</sup>

It can be concluded that motivation have role in developing speaking ability and learning second language acquisition. Motivation make student more confidence and feel enjoy to learning and practice speaking it will make them take a high result more that the students with low motivation.

### **E. Conceptual Framework**

Speaking is a process to get meaning by sending and receiving information between two people or more. It is one of skill used by everyone to communicate in daily life whether at school or outside school.

One of characteristics of good speaking activity is high motivation to speak. Students are eager to speak because they are interested to the topic and enjoy the teaching and learning process. Therefore, it is assumed motivation having correlation with speaking ability. Motivation is a power which comes from inside or outside of students and pushes themselves to do something. Students who have motivation will make an effort to follow the learning process intensively and they will learn the

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<sup>57</sup> Nội học kỹ năng nói, *Ways to motivate the first year non-English majors at Hanoi University of Technology in learning English speaking skill*, Minor Thesis, p. 8

lesson which supports speaking ability as well as possible not only in school but also out of school.

Besides, students with high motivation in learning usually feel enjoyable in learning. It makes them easier to speak up and may practice easy or complex sentences to their friends accurately and fluently. It is assumed that motivation affects students' speaking ability.

#### **F. Hypothesis of Study**

It is assumed that there is a correlation between students' motivation and their speaking ability at the second grade of SMA PGRI 1 Talang Padang. The hypothesis which is formulated in this study as follow:

1. Null Hypothesis (Ho)

There is no correlation between students' motivation and their speaking ability.

2. Alternative Hypothesis (Ha)

There is a correlation between students' motivation and their speaking ability.

## **CHAPTER III RESEARCH METHOD**

### **A. Design of the Research**

It is a correlation research. Correlation research is a research of the relationship of two or more variables, that is how far the variation in one variable relate to variation in other variable.<sup>1</sup> The degree of variables relationship is expressed in a single index called the coefficient of correlation. Correlation research is also sometimes referred to as a form of descriptive research because it describes an existing relationship between two variables. Correlation research is part of quantitative research. Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistic). This study was conducted to know the correlation between two variables. They are students' motivation as the independent variable and students' speaking ability as the dependent variable. In the process of writing, the researcher was do field research. To get data of students' motivation, she distributed questionnaire and conducted oral test to the students as the sample. Then, after data completed, the data was be analyze by the formula of correlation product moment in SPSS 17.0 to see whether students' motivation is relate to speaking ability.

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<sup>1</sup> Trianto, *Pengantar Penelitian Pendidikan Bagi Pengembang Profesi Pendidikan dan Tenaga Kependidikan*, (Jakarta: Kencana, 2011) p.201.

## B. Variables of the Research

The research consists of two variables:

$$X \longrightarrow Y$$

1. Students' motivation as the independent variable (X)
2. Students' speaking ability as the dependent variable (Y)

In collecting the research data, the researcher administers questionnaire of motivation and oral test of speaking ability. The researcher was share questionnaire first in orders to know the students' motivation level. After that, the researcher gives the oral test of speaking ability to measure the students' speaking ability. Henceforth, the output from the questionnaire was be correlated with the score of students' speaking oral test.

## C. Operational Definition of Variables

This operational definition of variables used to explain the variables which are used in this research to avoid misconception of variables presented in this research.

The operational definition of variables are follows:

1. Students' Motivation

The students' motivation is the attribute that moves them to do or not to do something especially in practice speaking of conversation, the motivated student have some characteristic that are integrative motivation, instrumental motivation

and motivation characteristic (attitude toward language learning, desire, motivational intensity). This characteristic also used as indicator in this research for measure how much students have motivation in learning English especially in speaking.

## 2. Speaking Ability

The students' ability in speaking is the ability speak up in the conversational exchange in asking and giving opinion they were give a topic and require to develop the sentences on the lines of certain pattern and the topics are my new bag, smoking at school, and terrorism with properly using of three aspects: Accuracy, Fluency and Comprehensibility. (see appendix)

## **D. Population, Sample, and Sampling Technique**

### **1. Population**

Population is the most often a theoretical group of all possible scores with the same trait or traits. Simply, a population is the whole subjects of the research. The population of this research is the students of the second year of SMA PGRI 1 Talang Padang in the academic year of 2017/2018. There were 6 classes (three science classes and three social classes) and each class consisted of 25 to 30 students.

**Table 2**  
**The Number of Students at the Second Grade of**  
**SMA PGRI 1 Talang Padang in the academic Year of 2017/2018**

No	Class	Gender		Total
		Female	Male	
1	XI IPA 1	20	10	30
2	XI IPA 2	21	19	30
3	XI IPA 3	17	13	30
4	XI IPS 1	24	6	30
5	XI IPS 2	18	12	30
6	XI IPS 3	19	9	28
<b>Total</b>		119	68	177

Source: *Documentation from English teacher of SMA PGRI 1 Talang Padang in the academic year of 2018/2019*

## 2. Sampling Technique

Sample is a smaller group of scores selected from population of scores. In this research, the researcher used cluster random sampling because the students of second grade in SMA PGRI 1 Talang Padang have the same chance to be selected as a sample.<sup>2</sup> The name of the classes were written on a piece of paper then the paper was rolled up and put into the box, the box was shaken and the researcher took one pieces of the rolled paper, the researcher got X1 IPA1 as a sample of the research.

<sup>2</sup> Margono, *Metode Penelitian Pendidikan*, (Jakarta: Renika Cipta, 2004) p. 127

### 3. Sample

After the researcher done with cluster random sampling then got XI IPA 1 with the total number 30 students as the sample. The students were at the first semester students of the eleventh grade at SMA PGRI 1 Talang Padang in the academic year of 2018/2019.

**Table 3**  
**The Number of Students as a Sample at the Second Grade of**  
**SMA PGRI 1 Talang Padang in the academic Year of 2018/2019**

No	Class	Gender		Total
		Female	Male	
1	XI IPA 1	20	10	30

### E. Technique of Collecting Data

#### 1. Motivation

After deciding the sample, the researcher gave the questionnaires to the students. To find out what is most influence students' motivation in their speaking ability. There are 25 items of motivation questionnaires and the students have to checklist the optional honestly. There are four optional answer SS (sangat setuju), S (setuju), TS (tidak setuju) and STS (sangat tidak setuju). Questionnaire was used by the researcher to gain the data of the students' English learning motivation.

#### 2. Speaking

This step is done after the researcher give the questionnaire to the subject. The researcher was give the oral test to find out their speaking ability. The test is conversational exchange. These drills are especially suitable for the language laboratory and can serve to focus on certain aspect of the spoken language, especially in those countries where English is taught as a foreign language.<sup>3</sup> In the oral test, the students focus only on asking and giving opinion. The researcher presenting three topics and one of topic was gave to the students randomly, based on the researcher choice. The topics is about my new bag, smoking at school and terrorism they were instructing make a pair and developing the topic into conversation in asking and giving opinion form and each of pair only give 5 minute to practice it.

After the researcher got the score that was assess with Heaton's criteria the the score with calculate with this formula:

$$P = \frac{n}{N} \times 100$$

P: percentage of students' mastery

n: number of score obtained by the student

N: total score<sup>4</sup>

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<sup>3</sup> J.B Heaton, *Loc. Cit*, p.90.

<sup>4</sup> Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: PT. RINEKA CIPTA, 2009), p. 236.



## F. Instrument of the Research

The instrument is tool used by the researcher to gain the data in the research. In this research, the researcher used questionnaire and test as instruments to collect the data. There are two kinds of instruments administered as follows.

### 1. Motivation

To gain the data of students' motivation the researcher made questionnaires. It is a list of questions given to other people with the intention of the person who has given a willing to give a response in accordance with user demand.<sup>5</sup> The items of questionnaires are adopted from The Attitude/Motivation Test Battery (AMTB) by Gardner.<sup>6</sup> Actually it consists of many items of statements involving attitude and motivation but the researcher only took 25 items which are suitable with this study and modified the questionnaires based on the context of students. Therefore, the researcher only took motivation statements from AMTB and then translated into Indonesian language. The questionnaires are "closed", it is a questionnaire that is presented in such a way that the respondents live give a checklist on the column or the appropriated place.<sup>7</sup> In answering the questionnaires, the students are asked to

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<sup>5</sup> Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2013), p. 102.

<sup>6</sup> R. C. Gardner, *Op. Cit*, p. 178.

<sup>7</sup> Suharsimi Arikuntu, *Op. Cit*, p. 103.

choose one of the options by giving a mark or checklist or crosswise. Then the students are tested by oral test.

There are 25 items of questionnaire with four alternative answers (SS, S, TS, STS). The score is based on the Likert Scale which is most often used to measure attitude, opinion and perception of respondent. the range 4 to 1 for the positive statements while the range which is from 1 to 4 for the negative statement.

The students are supposed to give their answer as factual and real information about themselves or the information that is close to the fact as provide in the four alternative answers. Thus, the researcher can differentiate students that have high, average and low motivation.<sup>8</sup> The specification of motivation questionnaire can be seen on the table below

**Table 4**  
**The Specification of Blueprint for Motivation Questionnaire**

No	Aspects	Kinds	Indicators	Odd	Even	Total	Item	
							Odd	Even
1.	Motivation in Learning L2/FL	Integrative Motivation	Describe the learners who wish to integrate themselves into culture of second language group and become involved in social interchange in that	9,13	10	3	2	1

<sup>8</sup> A.B. Setiyadi, *Penelitian dalam pengajaran Bahasa asing*, (Bandar Lampung: FKIP Unila, 2006), p.67.

			particular group.					
		Instrumental Motivation	Instrumental refers to acquiring a language as a means of attaining instrumental goal.	11,21 ,23	10,2 2	5	3	2
2.	Motivation Characteristics	Attitude toward learning language	Individual's reaction to anything associated with the immediate context in which the language is taught.	15,25	14,2 0	4	2	2
		Desire	Desire as a psychological state of motivation for specific stimulus or experience that is anticipated to be reward.	7,17, 19	16,1 8	5	3	2
		Motivational Intensity	Intensity of motivation emphasized the nature of the 'approaching-the-goal' behavior.	1,3,5	2,4,6 ,8,24	8	3	5
	Total			13	12	25		

As a stated above, the questionnaires are based on the 5 indicators from Gardner to measure students' motivation. (see appendix).

## 2. Speaking

The instrument of this research is oral test about conversational exchange of asking and giving opinion. The researcher conduct speaking oral test to find out which motivation that the students have and use in fostering their speaking ability. Thus, the researcher differentiates the students' speaking oral test score according to their motivation. The researcher presenting three topics and one of topic will give to the students randomly. The topics is about my new bag, smoking at school and terrorism they will instructing make a pair, come in front of the class and developing the topic base on their opinion about the topic into conversation in asking and giving opinion form and each of pair only give 5 minute to practice it.

### **G. Research Procedure**

In conducting the research, the researcher does the following steps:

#### **1. Determining the population**

The researcher determined the population. In this research, the researcher chose the eleventh grade of SMA PGRI 1 Talang Padang consisted of 178 students.

#### **2. Finding the Sample**

Population of the research are all of students the second semester of the eleventh grade of SMA PGRI 1 Talang Padang, and the researcher chose about 30 students from the population as the sample of the research.

#### **3. Validity of The Instruments**

In this research, the researcher gave the oral test and test to validator to know the level the validity of instrument test of conversation or dialogue for speaking ability.

#### 4. Distributing the instruments

After having valid instruments of the test, the researcher distributed them to the students.

#### 5. Analyzing the data

The data was analyzed by using coefficient correlation product moment to investigate whether there is correlation of students' motivation and their ability in speaking conversation.

### **H. Reliability and Validity of the Instrument**

#### 1. Validity

Validity is a matter of relevance, Sugiyono argued that valid means the instrument can be used to measure what should be measured.<sup>9</sup> An instrument can be said valid when it can measure what it wants to measure. In other words, an instrument can be said valid if it can show the data of variables that are being research correctly. To know the validity of test, it will provide content, construct, and validity of rating scale also test.

##### a. Content Validity

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<sup>9</sup> Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2016), p.173.

Best and Kahn say that content validity refers to the degree to which the test actually measures, or is specifically related to, the traits for which it was design, content validity is based upon the careful examination of course textbook, syllabus, objectives, and the judgments of subject matter specialists.<sup>10</sup> It means that the content validity is based on the material, and the material is agreement with the objectives of learning. To get the content validity test, it was tried to arrange the material based on the objectives of teaching in the school based on curriculum for eleventh of SMA PGRI 1 Talang Padang.

#### b. Construct Validity

Construct validity is the clear relatedness of a test item to its proposed construct/unobservable quality or trait, demonstrated by both empirical data and logical analysis and debate, i.e. the extent to which particular constructs or concepts can give an account for performance on the test.

#### c. Validity of The Instrument

To know the validity of test the researcher gave this to validator, this technique known as Expert Judgement. Expert Judgement is a term that refers a specially to a technique in which judgement is made based upon a specific set of criteria and or expertise that has been acquired in a specific knowledge area, or product area, a particular discipline, an industry, etc. this knowledge base can be

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<sup>10</sup> John W. Best and James V. Kahn. *Research in Education* (10<sup>th</sup> Ed.), (New York: Pearson Education Inc., 2006), p. 219

provide by a member of the project team, or multiple members of the project team, or by a team leader or team leaders.

## 2. Reliability of Test

Even though reliability is only supporting data, but reliability aspect is really important because it means that the scores are dependable, so that we can rely on them in decision-making.<sup>11</sup> Reliability tests are indicators that measure how easy a document is to read and understand. Trianto stated, the instrument is reliable if its consistent in the result of its size so, the instrument can be believed.<sup>12</sup> For evaluators, reliability statistics can be solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable.<sup>13</sup> The instrument which has low reliability means invalid instrument. A test is called reliable if the score gained by the examiners is constant whenever and by whomever the test is conducted and for the reliability the researcher used *Cohen's Kappa*.

According to Arikunto, the standard of reliability of the instrument can be describe as follows:<sup>14</sup>

1. 0.80 - 1.0 : very high reliability

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<sup>11</sup> J.charles Aldeson & Lyle F.Bachman, *Assesing Speaking*, (United Kingdom: Cambridge University press, 2004), p. 176.

<sup>12</sup> Trianto, *Op.Cit.*, p.271.

<sup>13</sup> Sugiyono, *Statistika untuk Penelitian*, (17thEd), (Bandung: Alfabeta,2010),p.231

<sup>14</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (14thed), (Jakarta: Rineka Cipta, 2010), p. 260.

2. 0.60 - 0.79 : high reliability
3. 0.40 - 0.59 : medium reliability
4. 0.20 - 0.39 : low reliability
5. 0.0 – 0.19 : very low reliability

### 3. Normality

The researcher use normality test to know whether the data has normal distribution or not. Normality test use *Shapiro-Wilk*.<sup>15</sup> When the data is collected, so the normality as a follows:

The hypothesis for normality test formula:

$H_0$  = the data are normally distributed.

$H_a$  = the data are not normally distributed.

### 4. Linearity

The test was intended to test whether the data obtained were linear or not because this was one of requirements to be able to use the Pearson product moment formula. The researcher used SPSS Statistic 17.0. Then the result of linearity checked by comparing with significant level ( $\alpha = 0.05$ ). If the result was higher than  $\alpha$ , it means that the data were linear.

## I. Technique of Data Analysis

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<sup>15</sup> Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2005), p.446.



After the researcher got the data from questionnaire of motivation and oral test of speaking ability, she measured each of data:

### 1. Assessing Motivation

To measure motivation in this study, the researcher was used one technique that is Likert scale. The researcher is make questionnaire and it's have 25 items adopted from Gardner and the questionnaire will assess by Likert scale, after that all of the answers was tabulated. The Likert Scale has four options. They are: Strongly Agree (Sangat Setuju), Agree (Setuju), Disagree (Tidak Setuju), and Strongly Disagree (Sangat Tidak Setuju). Each option also has score based on the Likert Scale Rating below:<sup>16</sup>

**Table 5**  
**The Likert Scale Rating**

Option	Score	
	Favorable	Unfavorable
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

### 2. Assessing Speaking Ability.

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<sup>16</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif dan R&D*, (Bandung: Alfabeta, 2010), p. 135.

To know students' speaking ability in this study, students was assessed by oral test. For this test the researcher was used inter rater, first is the researcher herself and the second rater is the English teacher from its school, Mr. Agus Mardika, S.Pd. The researcher was evaluated the test into three criteria; they are accuracy, fluency and comprehensibility. The three criteria are the components of speaking skill. In this study, the students are scored based on three components of speaking skill by using the scale rating scores of J.B Heaton. (see appendix)

### 3. Assessing Two Variables (Motivation and Speaking Ability of Students)

After the researcher get the score of motivation the score was divided into three categories based on the score that is high, average and low then the researcher was correlate with score of speaking from each categories to find more accurate result. All of the data above was analyzed by using the formula of correlation product moment in SPSS 17.0 to know the correlation between students' motivation and their speaking ability.<sup>17</sup> The students' motivation is X variable and students' speaking ability is Y variable. The correlation product moment is one of techniques commonly used to seek the correlation between two variables.

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum X^2 - (\sum X)^2)(N\sum Y^2 - (\sum Y)^2)}}$$

Notes:

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<sup>17</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Rajawali Pers, 2010), p. 206.

$r_{xy}$  = coefficient of correlation between X variable and Y variable (Koefesien korelasi antara variable X dan variable Y)

N = Number of Class

X = Distribution of students' motivation score

Y = Distribution of students' speaking score

$\sum X$  = Sum of score in X distribution (Jumlah skor dalam distribusi X)

$\sum Y$  = Sum of score in Y distribution (Jumlah skor dalam distribusi Y)

$\sum XY$  = Sum of multiplication of X and Y (Jumlah perkalian X dan Y)

$X^2$  = Sum of X quadrate (Jumlah kuadrat dari X)

$Y^2$  = Sum of Y quadrate (Jumlah kuadrat dari Y)

Significant critical value = 0.05 and 0.01

The researcher was used statistical computerization by using Statistical Package for Social Science (SPSS) for Windows version 17.0 to find whether there is any correlation between students' motivation and their speaking ability.

## J. Hypothesis Testing

After the researcher found the coefficient correlation between the students' motivation and their speaking ability, the researcher also found out the criteria for the hypothesis acceptance. To determine whether the hypothesis was accepted or rejected, the following criteria acceptance is used:

If  $r_o > r_t$  means there is correlation and  $H_a$  is accepted,  $H_o$  is rejected.

If  $r_o < r_t$  means there is no correlation and  $H_a$  is rejected,  $H_o$  is accepted.

Notes:

$H_o$  (Null Hypothesis) = There is no significant correlation between students' motivation and their speaking ability. The  $H_o$  can be accepted if  $r$  value is lower than  $r$  table.

$H_a$  (Alternative Hypothesis) = There is a significant correlation between students' motivation and their speaking ability. The  $H_a$  can be accepted if  $r$  value is higher than  $r$  table.

The coefficient is between  $-1$  up to  $+1$ . The negative coefficient shows contrary correlation, while the positive coefficient shows that is a correlation.

Below is the interpretation of coefficient correlation:

- a. Between 0.800 to 1.00 : very high correlation.
- b. Between 0.600 to 0.800 : high correlation
- c. Between 0.400 to 0.600 : medium correlation
- d. Between 0.200 to 0.400 : low moderate
- e. Between 0.00 to 0.200 : very low correlation.<sup>18</sup>

That is the method of this research. The explanation about the researcher design, data, data collecting technique, research procedure, instrument, data

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<sup>18</sup> A.B. Setiyadi, *Op.Cit*, p.67.

analysis, validity and reliability, and hypothesis testing were discussed in order to provide an answer to this research.



## **BAB IV RESULT AND DISCUSSION**

### **A. Data Description**

As mentioned in the research methodology, to get the data, the researcher distributed questionnaires to know students' motivation in speaking ability to the students at second grade of SMA PGRI 1 Talang Padang. Then, she conducted oral test to know students' speaking ability. Finally, after all of the data collected, the researcher analyzed each data firstly. Motivation is assessed by Likert' scale rating and speaking ability is measured by Heaton' scale rating score. Secondly, after each data analyzed, to see the correlation between students' motivation and their speaking score, the researcher analyzed both of data by applying the formula of Correlational Product Moment by Pearson in SPSS 17.0 version.

### **B. Data Analysis**

#### **1. Students' Motivation Score**

In this study, students' motivation is as the independent variable (X). To measure students' motivation, the study used questionnaires techniques.

##### **a. Questionnaires**

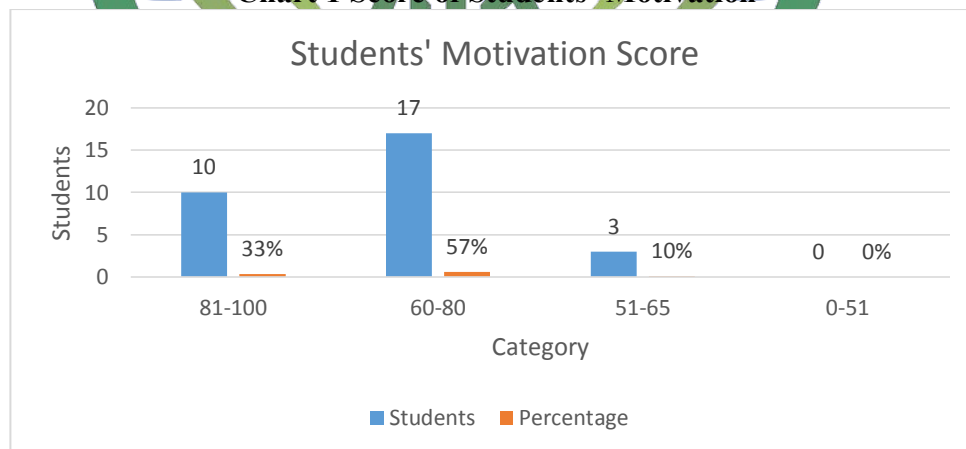
As mentioned in technique of data analysis, the questionnaires in this study have 25 items adopted from AMTB by Gardner.

The questionnaires were assessed by Likert scale rating. This scale rating has four options. They are: Strongly Agree (Sangat setuju), Agree (Setuju), Disagree (Tidak Setuju), and Strongly Disagree (Sangat Tidak Setuju). The results of questionnaires are described in a table (see appendix). The following table and chart describes the result of questionnaires about students' motivation after accumulated.

**Table 6 The Score of Motivation**

Interval Score	Category	Number of Students	Percentage
81-100	Very High	10	33%
60-80	High	17	57%
51-65	Normal	3	10%
0-50	Low	0	0%
Total		30	100%

**Chart 1 Score of Students' Motivation**



From the results of motivation test, it is obtained that the highest score is 98, the lowest score is 62, and the average is 77.8 (see appendix). From the result, it can be categories the students who get score up to 81 into very high motivation and under 50 into low motivation.

It is found that, 33% students have very high motivation, 57% students have high motivation, 3% students have normal motivation and 0% students have low motivation. From the table, it can be seen that almost the students have a good or normal motivation.

## 2. Students' Speaking Score

In this case, the students' speaking ability is as the dependent variable (Y). To know students' speaking score, the researcher conducted oral test to the students. The test is evaluated into three criteria; they are accuracy, fluency and comprehensibility. The three criteria are the components of speaking skill. In this study, the students are scored based on three components of speaking skill by using the scale rating scores of JB Heaton after that the researcher assess with the formula by Arikunto.

The researcher used inter-rater to score the students' speaking ability. Therefore, there are two persons who score the students' speaking; the researcher of second year students of SMA 1 PGRI Talang Padang. The following table shows the result of students' speaking score.



**Table 7 Result of Students' Speaking Score**

<b>Students (N)</b>	<b>Speaking Score</b>
1	75
2	75
3	80
4	77
5	67
6	77
7	75
8	83
9	64
10	83
11	83
12	78
13	80
14	72
15	75
16	91
17	91
18	100
19	61
20	66
21	72
22	77
23	67
24	77
25	83
26	77
27	83
28	75
29	80
30	97
<b>N= 30</b>	<b><math>\Sigma Y= 2341</math></b>

**Table. 8 Central Tendency of Speaking Score**

Statistics		
Speaking		
N	Valid	30
	Missing	0
Mean		78.03
Median		77.00
Mode		75 <sup>a</sup>
Std. Deviation		8.931
Variance		79.757
Range		39
Minimum		61
Maximum		100
Sum		2341

Based on table 11, we can see that the total score from 30 respondents of students' speaking score is 2341. By applying SPSS program, it shows that the mean of students' speaking score is 78, the median of students' speaking score is 77, the mode of students' speaking score is 75, the standard deviation of students' speaking score is 8.93, the range of students' speaking score is 39, the minimum score of students' speaking is 61 and the maximum score of students' speaking is 100. Based on the result statistic above, the average speaking score is 78. It means that most of students' speaking ability is in the medium level.

### 3. Normality

The test has been employed to know whether the data is normally distributed or not. The researcher used Shapiro-Wilk normality test by using SPSS Statistic 17.0 and the result was as follow:

**Table 9. Tests of Normality**

	Shapiro-Wilk		
	Statistic	df	Sig.
Motivation	.957	30	.265

**Table 10. Tests of Normality**

	Shapiro-Wilk		
	Statistic	df	Sig.
Speaking	.953	30	.203

Based on the table above, it could be seen that  $P_{value}(Sig)$  for motivation was 0.265. For speaking, the  $P_{value}(Sig)$  was 0.203. Because  $Sig(P_{value})$  of students' motivation  $> \alpha = 0.05$  it means  $H_a$  was accepted and  $Sig(P_{value})$  for the speaking ability  $> \alpha = 0.05$  it means  $H_a$  was accepted. The conclusion was that the data of students' motivation and for speaking ability had normal distribution.

### 4. Linearity

The test was intended to test whether the data obtained were linear or not because this was one of requirements to be able to use the Pearson product moment formula. The researcher used SPSS Statistic 17.0 and the result was as follow:

**Table 11. ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
speaking * motivation	Between Groups	(Combined) Linearity	2037.196 651.047	19 1	107.221 651.047	3.312 20.108	.028 .001
		Deviation from Linearity	1386.148	18	77.008	2.378	.082
	Within Groups		323.771	10	32.377		
Total			2360.967	29			

Based on table, it can be seen that Sig ( $P_{\text{value}}$ ) was 0.082, and  $\alpha = 0.05$ . it means that  $\text{Sig} (P_{\text{value}}) > \alpha$ . The conclusion was that the data were linear.

### C. The Correlation Between Students' Motivation and Their Speaking Ability

#### 1. Result of Hypothetical Test (Correlation Result)

After the researcher knew that the data were normal and linear, then the data were analyzed by using Pearson product moment using SPSS in order to know the significance.

The hypotheses were:

$H_a$  : There was a significant correlation between students' motivation and their speaking ability.

$H_o$  : There was no significant correlation between students' motivation and their speaking ability.

While the criteria for acceptance and rejection of the hypothesis were:

$H_a$  was accepted if  $\text{sig} < \alpha = 0.05$

$H_0$  was accepted if  $\text{sig} > \alpha = 0.05$

**Table 12. Correlations**

		Motivatio n	Speaking
motivatio n	Pearson	1	.525**
	Correlation		
	Sig. (2-tailed)		.003
	N	30	30
speaking	Pearson	.525**	1
	Correlation		
	Sig. (2-tailed)	.003	
	N	30	30

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From the computation above, the researcher finds that the coefficient correlation between the students' motivation and their speaking ability is 0.525. Its means that the correlation is middle. Also the result show it was clear that the value of significant generated  $\text{Sig} (P_{\text{value}}) = 0.000 < \alpha = 0.05$ . Thus,  $H_0$  was rejected and  $H_a$  was accepted. Based on the computation, it can be concluded that there was positive correlation between students' motivation and their speaking ability at the first semester of the seventh grade of SMA PGRI 1 Talang Padang in the academic year of 2018/2019.

## 2. Hypothesis Testing

This sub chapter is the last step in this research to prove whether the hypothesis proposed by the researcher are expected or not. The result of the calculator for the first hypothesis show that the coefficient correlation is 0.525. the critical value of r-table is found 0.361. It is taken from the following formula:

$$Df = N - 2$$

Df : Degrees of Freedom

N : Number of Pair of Data

$$Df = 30 - 2 = 28$$

Based on the table, the critical value of r-table was 0.361 at the significant level 0.05. the coefficient is higher than the critical value of r-table ( $0.525 > 0.361$ ). therefore, for the first hypothesis, the null hypothesis is rejected and the research hypothesis is accepted. It means that there is a significant correlation between students' motivation and their speaking ability of second year students of SMA PGRI 1 Talang Padang.

## D. Discussion of Findings

This sections deal with the discussion of finding of the research. The objectives of this research is to find out whether there is a significant correlation between students' motivation and their speaking ability. The findings show that there are 10 students who have very high motivation and got good score in

speaking score. It is clear that motivation becomes one of important factors in learning second language, it includes students' desire in speaking.

The result of this research which is done by the researcher also show that there is a significant correlation between students' motivation and their speaking ability. By looking to the result the researcher assumes that motivation influences the student speaking ability and the students who have higher motivation tends to have better speaking ability. The result is also supported by previous researcher by Dara (2015). She found that motivation had a significant influences toward English achievement.

There some factor that could influence the students' speaking ability besides motivation and they are related to one another, they are internal factor and external factor. The internal factor means the factor which came from the writer himself/herself or usually known as personal factor, because the factor has existed inside the writer. This factor deals with self-motivation and interest.

The external factor has close relationship to the speaking test and also the teacher. They are related to one another. The students' achievement in speaking depends on the level of the difficulty of the test. Thus, it can influence the students' achievement if the test given is not at the right level of the difficulty of the students. Teacher should have been careful in choosing topic for the test and giving the tasks because they are related to the students' speaking ability to the students.

Based on the questionnaire distributed to the students, it is found that most of students of second year of SMA PGRI 1 Talang Padang have high motivation in learning English which affect speaking ability.

The students' motivation of second year of SMA PGRI 1 Talang Padang in learning English is high which then it affects their speaking ability to be high in English lesson. They have might be influenced by their friends and some other factors such as intelligence, environment and attitude. Therefore, this might have influenced the result of study. However, motivation itself cannot be ignored in teaching learning process. Motivation plays a role in decision to speak. From the analysis of the result it shows that motivation is one of factors influencing speaking ability improvement.

Based on the discussion of the result, the students should increase their motivation in learning. The teachers and the students' parent can raise their motivation through learning activities, attention and supervision and it encourages students to reach the goals. Therefore, arousing students' motivation has become an important part in foreign language teaching. Teacher should concentrate on increasing the students' motivation and developing the ability to make them more competent so that they are able to take ownership of their own learning

Those are the results and discussions of this research. The explanation about the result of the result of the students' motivation, the result of students' speaking ability score, correlation between students' motivation their speaking ability,



hypothesis testing and discussions have been discussed in order to provide the answer to this research.



## **BAB V**

### **CONCLUSION AND SUGGESTIONS**

#### **A. Conclusion**

Based on the description of the data which described in the previous chapter, it can be concluded that there is a significant correlation between students' motivation (X variable) and their speaking ability (Y variable). After analyzing both variables by Pearson's Product Moment formula, it is found that  $r_{xy} = 0.525$ . Based on the result of  $r_{xy} = 0.525$ , it indicates the gravity of correlation in this study is in the very high level. It is considered that there is very high correlation between students' motivation and students' speaking ability. Besides, by looking at calculation above, there is positive correlation between X variable and Y variable. It means that students with higher motivation will get better speaking ability than the lower one. In other words, the more motivated students are, the better speaking ability can be achieved. Furthermore, by checking the r table in  $df = 28$  and comparing it with  $r_{xy}$ , it is found that at degree of significance 0.05  $r_o : r_t = 0.947 > 0.361$ . It means that in the significance 0.05,  $r_o (r_{xy})$  is bigger than  $r_t$ . In other words, in the degree of significance 0.05, the null hypothesis ( $H_o$ ) is rejected and the alternative hypothesis ( $H_a$ ) which states there is correlation between students' motivation and their speaking ability is accepted.

In conclusion, there is positive correlation between students' motivation and their speaking ability at second grade SMA PGRI 1 Talang Padang.

## B. Suggestion

Give the conclusion above, the researcher proposes some suggestion as a follow:

### 1. For The Teacher

a. Beside teaching the material about speaking, the teacher also should be aware of the students' psychological factors, such as motivation. This is because a good teacher is on who pays optimal attention to linguistics goals and to the personhood on their students.

b. They are expected to improve their students' motivation in learning English, especially in speaking skill because motivated students will concentrate and enjoy the teaching and learning process. Besides, teachers should tell the important of English knowledge to their students.

c. The should be able to use every single chance for doing speaking practice in the class. For example, teacher may use English when they teach or even just give the instructions.

d. Beside, giving an interesting material, the teacher should use methods in teaching English that can encourage the students to practice a lot in speaking ability.

### 2. For The Students

a. Beside preparing idea to be conveyed when speaking, the students also need to have a high motivation, by having high motivation, they have strength and effort

to learn and develop their competence in speaking and are good at speaking ability.

b. Basically, they also need to more practice a dialogue or monologue where it can develop their pronunciation, fluency and others in speaking.

c. They are expected to increase their motivation in learning English, especially speaking skill. They are also expected to be more aware that English is very important in their life.

d. In maintaining the students' motivation, the researcher also suggests some tips that can preserve the students' motivation; the students must join in a group where people in this group have a good motivation in learning English. Therefore, that they can learn each other on how to master English well.

### 3. For Other Researcher

For other researchers who are interested in conducting similar study. This study can be used as a reference for them to support their study. However, the other researchers are expected to take the larger sample in their study because the sample of this study is only 30 respondents. They are also to conduct their study in a longer time in order to get more valid and more reliable data in their study because this study was conducted only within two days. Besides, they are expected to add the instruments in collecting the data for their study because this study only used questionnaires and oral test in assessing students' speaking ability.

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