THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND SPEAKING ABILITY OF THE 8TH GRADE STUDENTS IN SMP IT CAHAYA HATI BUKITTINGGI

A THESIS

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LETTER OF ADVISORS LEGITIMACY

A thesis entitled "**THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND SPEAKING ABILITY OF THE 8TH GRADE STUDENTS IN SMP IT CAHAYA HATI BUKITTINGGI**" written by **Opida Nengsih, 2317066** has fulfilled the requirements to be tested and has been considered and approved to be presented and retained in Thesis examination.

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ABSTRACT

Opida Nengsih, **2317066. The Correlation between Students' Motivation and Speaking Ability of the 8th Grade Students in SMP IT Cahaya Hati Bukittinggi. A thesis, State Islamic University Bukittinggi, 2023**

This research was due to phenomena that was observed during the preliminary research such as some students who have good motivation, but have low speaking ability and students who seem to not have good motivation but, have good speaking ability. These phenomena made research wanted to find out the correlation between students' motivation and speaking ability, its direction, and its magnitude.

The researcher used to correlational research analysis with the approach of quantitative. The population of this research is all eighth grade of SMP IT Cahaya Hati Bukittinggi, which consist of two classes with twenty six and sixteen students in each class. , the sample of this research is all of the second grade students in SMP IT Cahaya Hati Bukittinggi which was 42 students. The instrument of this research were questionnaire and test. Furthermore, spearman correlation formula was used in order to test the hypotheses.

Based on the findings from the hypotheses testing, it can be concluded that there is a significant correlation between motivation and speaking ability. This means that as students' motivation increases, their speaking ability also increases. The correlation between the two variables is classified as high, indicating a strong relationship between motivation and speaking ability. This finding supports the study's hypothesis, which stated that there is a positive correlation between motivation and speaking ability. The results also align with previous research that has shown the importance of motivation in language learning and its impact on speaking proficiency.

Key Terms: **Speaking ability, Motivation**

ABSTRAK

Opida Nengsih, 2317066. Korelasi Motivasi Siswa dengan Kemampuan Berbicara Siswa Kelas 8 SMP IT Cahaya Hati Bukittinggi. Tesis, Universitas Islam Negeri Bukittinggi, 2023

Penelitian ini disebabkan oleh fenomena yang diamati selama penelitian pendahuluan seperti beberapa siswa yang memiliki motivasi yang baik, namun memiliki kemampuan berbicara yang rendah dan siswa yang tampaknya tidak memiliki motivasi yang baik namun memiliki kemampuan berbicara yang baik. Fenomena-fenomena tersebut membuat penelitian ingin mengetahui hubungan antara motivasi siswa dengan kemampuan berbicara, arahnya, dan besarnya.

Peneliti menggunakan analisis penelitian korelasional dengan pendekatan kuantitatif. Populasi penelitian ini adalah seluruh siswa kelas VIII SMP IT Cahaya Hati Bukittinggi yang terdiri dari dua kelas dengan dua puluh enam dan enam belas siswa di setiap kelasnya. , sampel penelitian ini adalah seluruh siswa kelas II SMP IT Cahaya Hati Bukittinggi yang berjumlah 42 siswa. Instrumen penelitian ini adalah angket dan tes. Selanjutnya digunakan rumus korelasi spearman untuk menguji hipotesis.

Berdasarkan temuan pengujian hipotesis, dapat disimpulkan bahwa terdapat hubungan yang signifikan antara motivasi dan kemampuan berbicara. Artinya semakin meningkat motivasi siswa maka kemampuan berbicaranya pun meningkat. Korelasi kedua variabel tersebut tergolong tinggi, menunjukkan adanya hubungan yang kuat antara motivasi dan kemampuan berbicara. Temuan ini mendukung hipotesis penelitian yang menyatakan bahwa terdapat korelasi positif antara motivasi dan kemampuan berbicara. Hasil ini juga sejalan dengan penelitian sebelumnya yang menunjukkan pentingnya motivasi dalam pembelajaran bahasa dan dampaknya terhadap kemahiran berbicara.

Istilah Kunci: Kemampuan Berbicara, Motivasi

CHAPTER I

INTRODUCTION

A. Background of the Problem

In language learning, especially English, students are expected to master the language's skills and system. Speaking is one of the four language skills. However, of all the four skills, speaking seems intuitively the most important[1]. It is one of the language skills that has a important role rather than other skills due to its significance and its use for communication. Besides, the language system also becomes an important point in speaking English. The language system consists of pronunciation, vocabulary, fluency, comprehension and grammar. In addition, the language system used in speaking activities helps people have good connections with others because speaking is also an effective way of communicating with others.

As we know, when people speak, they can tell others their ideas, feelings, and opinions. Speakers can talk to others by using words orally. Without speaking, others do not know what her or she wants or what is going on in his or her mind immediately. We need more time to understand people who use other symbols of communication, such as writing, gestures, and body language, rather than speaking orally. As Scott Thurnbury states, speaking is so

[1] Penny Ur, A Course in Language Teaching, (Cambridge: Cambridge University Press,1996),p. 120

much a part of daily life that we take it for granted[2]. When people speak, they produce tens of thousands of words a day. Also, people give their ideas when they utter the sentences.

If the students want to have a good conversation in English, they must have good speaking abilities. According to Nunan, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry on a conversation in the langauge[3]. So, the ability to use some style in conversation is one aspect of success in learning a foreign language.

To have speaking ability, the speaker has to know how to recognize and use sentences to perform what he or she calls rhetorical acts, e.g., defining, warning and classifying, if the listener can classify the speaker's utterancess. To optimize the students' speaking ability, the teachers have an essential role to play by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts and to do so while using acceptable pronunciation.

Students' success in learning to speak is influenced by two factors: internal and external factors. As Purwanto argued, the students are always

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[2] Scott Thurnbury, *How to Teach Speaking.* Longman p.6

[3] David Nunan, *Language Teaching Methodology,* Sydney : Macquarie University, p.39

influenced by external and internal factors.[4] An internal factor is something that comes from inside the student, such as attitude, talent, self-confidence, motivation, and so on. Whereas external factors are the things that come from outside students, such as learning sources, teaching methods, learning environments, and so on. It means that there are two factors that influence students' success in speaking.

Furthermore, According to Dörnyei in Agnes, motivation plays a crucial role in the acquisition of English speaking skills. It is described as the drive to create conditions that generate a desire to achieve something, whether through external or internal influences.[5] In the process of learning, motivation is highly significant as it can cultivate an interest and passion for the subject. Siska further emphasized the importance of motivation in learning English as a second language, mentioning that it greatly aids students in developing their speaking abilities.[6] Those who possess motivation tend to put in more effort compared to those who lack it. This means that motivation is a key factor in the acquisition of English speaking skills. It is the desire to achieve a goal or overcome a challenge, either through internal or external influences. A motivated student is more likely to develop an interest and passion for learning the language, which can greatly improve their speaking abilities.

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[4] M. Ngalim Purwanto, *Psikologi Pendidikan*, (Bandung : Remaja Rosda Karya, 2007), p.1

[5] Vivit Tania Agnes , Leni Marlina, *EFL Students' Speaking Motivation in Speaking for Informal Interaction Class at English Department UNP*, Journal of English Language Teaching, Volume 10 No. 1 p 147

[6] Ibid, 147

Motivation is an inner power derived from Psychological conditions that derive and reinforce someone's desire to do something, especially reach the goal of learning English. Motivation plays a crucial role in the process of learning a language. Students with limited ability have difficulty developing expectations and learning in such situations, which sometimes leads them to focus only on performance goals rather than learning objectives, resulting in low academic achievement due to motivation issues[7]. Harmer stated that Motivation is an energy that can encourage students to do something, both from inside and outside[8]. In terms of speaking, motivation will provide strength for students to learn to speak. As for motivated students, they will do anything to support their performance. They will do their best to achieve the best results.

Based on preliminary research conducted through observations and interviews, researchers found several problems. First, there were some students who have good motivation in learning English, but their speaking ability was low. This was found by interviewing some students. One of them said that *"Saya padahal sudah belajar bahasa inggris hampir tiap hari dan ikut les bahasa Inggris, namun kalau diajak ngomong pakai bahasa inggris, lansung hilang yang mau saya bicarakan kak"* this means that even though their motivation was high, their speaking ability remain low. The problem is that despite some students having a high motivation to learn English and

[7] Brophy, j. 2004. *motivating students to learn. London.* Lawrence Elbaum Assosiates Publisher.

[8] Harmer, Jeremy.1991. *The Practice of English Language Teaching". L*ondon. Longman. New Edition.

participating in extracurricular activities such as English language classes, their ability to speak English is still low.

Second, there were students who seems have low motivation in learning English, but their speaking ability is not bad. There were some students who are really lazy to learn English, every time they got chance to go outside the class, they will take it, such as asking permission, toilet, etc. However, when researcher asked them to speak like asking them question *"why do you always want to go outside the classroom"* one of them fluently answer " *I dont like staying in the classroom for a long time, kak".* This was a surprising answer for a student who seems not motivated in learning English. Not only that, students who like to sleep behind the class, amazingly could speak a quite good English. This means that despite their lack of motivation in learning English, some students were still able to speak the language fluently when prompted. It shows that even students who may appear unmotivated or disengaged can still have a good grasp of the English language.

Based on the problems stated above, the researcher assumes that speaking activities in the learning process will not run effectively if students do not have strong motivation. The writer would like to carry out research under the title **"The Correlation between Students' Motivation and Speaking Ability of the 8th Grade Students in SMP IT Cahaya Hati Bukittinggi".**

B. Identification of the Problem

From the explanation above, there are some problems that can be defined as follows:

1. Some students who have good motivation, but have low speaking ability
2. There were students who seem to not have good motivation but, have good speaking ability.

C. Limitation of the Problem

Based on the identification of the problems above, it is clear that there are several problems with this study. Considering the limitations of researchers in investigating the problems, this research is limited to focusing on the relationship between motivation and students' speaking ability in the 8th grade at SMP IT Cahaya Hati Bukittinggi.

D. Formulation of the Problem

The researcher decides to focus on one relevant question to address for the purpose of this study, which is formulated as follows:

1. Was there any significant correlation between students' motivation and their speaking ability?
2. What was the correlation direction of the correlation between students' motivation and speaking ability?

3. What was the correlation magnitude of students' motivation and speaking ability?

E. Purpose of the Research

The purpose of this study to find out correlation between students' motivation and their Speaking ability. Therefore, the purpose of this study is formulated as follows:

1. To find out the correlation between students' motivation and speaking ability.
2. To find out the correlation direction of the correlation between students' motivation and speaking ability.
3. To find out the correlation magnitude of the correlation between students' motivation and speaking ability.

F. Significance of the Research

The result of this research is expected to be useful for the following:

1. Theoretically

   The theoretical significance of this research is that it contributes to the understanding of the relationship between motivation and speaking ability.

2. Empirically

First, it is expected to help the researcher to fulfill one of the requirements to graduate from English education department of UIN Bukittinggi. Second, it is expected to help the teacher to gain insight about the correlation of motivation and speaking ability. Third, it is expected to help the next researchers who want to conduct research related to motivation and speaking ability.

G. Definition of Key Term

There are some terms in this study that should be clarified as follows:

1. Speaking ability

   Means 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. Speaking ability is an able to do communicate in the situation that is going on.

2. Motivation

   Motivation is an energy and direction to do something. Motivation means a process to get success and has a great influence on future achievement in the teaching and learning process.

3. Correlation

Correlation means a statistical description for determining the relationship between two variables.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theory

1. The Concept of Motivation

a. The Definition of Motivation

Many experts have given various definitions of motivation. Motivation has a significant role in the teaching and learning process. As Harmer points out, motivation is a kind of internal drive that pushes someone to do something.[1]

Individuals' expectations and the value individuals put on students' success are two factors that influence students' success through motivation. According to dornyei, there are two key factors that influence the students' success in their study: first, individual expectations of success; and second, the value individuals put on success (or their negative fear of failure)[2]. It means that if individuals have high positive feelings about both factors, they will have a high degree of positive motivation. If one of these factors is missing, they will be less motivated.

In the learning process, students' motivation is influenced by two factors: internal and external factors. Harmers argued that student motivation is influenced by both internal and external factors that can

[1] Jeremy Harmer… p. 51
[2] Dornyei, *Motivation to Learn,* TESL Journal. Accessed on 23 February 2012.

start, sustain, intensify, or discourage behavior[3]. Internal factors include the individual characteristics or dispositions that students bring to their learning, such as their interests, responsibility for learning effort, values, and perceptions. Furthermore, the external factors include the variables in the learning conditions and environment that trigger, support, or change student motivation.

Motivation is one of the effective instruments in learning, and it has a great effect on success in the learning process. When the students are motivated to learn, they will succeed in their studies. Motivation is also defined as the combination of internal and external factors that stimulate the desire and energy of people to be continually interested in and committed to all kinds of action. Brown states that motivation is one of the most important factors in obtaining success in learning English.[4] It means having a genuine reason for learning English or wanting to learn English for a specific reason.

Based on the definition above, it can be concluded that someone will succeed in their learning if they have good motivation. Because motivation is really important to make someone want to do something and also give it the direction energizes and directs them, Besides, motivation is more specific than content-based subjects because language as a skill needs to be applied, not just stored in the head or

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[3] Jeremy Harmer, *The Practice of English Language Teaching,* (Longman : Cambridge UK, 2004), p.98.

[4] Brown H. Douglas, *Teaching by Principle : An Interactive Approach to Language Pedagogy,* (New Jersey : Prentice Hall Regents, 2001), p.17

admired. Thus, the teacher needs to encourage language through motivation.

b. Kinds of Students' Motivation

According to Schunk, motivation is divided into two parts, they are intrinsic and extrinsic motivation. They are as follows :[5]

1) Intrinsic Motivation

This motivation derives from the individual himself. As Steers states, it refers to the desire to do something for an internal reward.[6] In other words, it means someone is doing something because he wants to do it or because he has made his own choice to do it. Internal motivation occurs when people are internally motivated to do something because it gives them pleasure, they believe it is important, or they believe that what they are learning is significant, such as out of a desire and willingness to succeed, force and need in learning, and hope and aim in the future.

Schunk explains that "intrinsic motivation" refers to motivation concerned with activities for their own sake. Internal motivation involves motivation to do something for one's own sake[7]. This Motivation is appear from within. Students with intrinsic

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[5] Dale H. Schunk, Paul R. Pintrich, Juduth L. Meec. *Motivation in Educational Theory, Research, and Applications.* 2008, p. 236

[6] Richard M. Steers & Lyman W. Porter, *Motivation and Work Behaviour,* (Singapore : McGraw-Hill.Inc, 1987), p.20

[7] Judith L. Meec Dale H. Schunk, Paul R. Pintrich, *Motivation in Education Theory, Research and Applications,* 2008, p. 236.

motivation study hard and enjoy the teaching and learning process because they want to do everything from within themselves. They do activities because they have their own desires and rewards from within and do not depend on external rewards.

Intrinsic motivation is an impulse that comes from within a person to carry out an activity without any outside influence. Intrinsic motivation is related to talent, so motivation is a part of nature that is driven by the inner world factor and something innate.

From the explanation above, the researcher concludes that students who have intrinsic motivation will have the goal of becoming educated, knowledgeable, and experts in a particular field of study. They have to study hard; without study, it is impossible to get knowledge; it is impossible to become an expert. So, motivation stems from self-awareness with a goal in mind, not just a symbolic or ceremonial act.

2) Extrinsic Motivation

It refers to the desire to do something for an external reward or the motivation that comes from outside of the individual or from the environment. for example, there is a reward and interesting activities in learning, as well as a good learning environment to make the students study seriously. In the other example, the students get motivated after their teacher tells them the benefit of their study

or the teacher uses an interesting and appropriate teaching model in presenting the material. It will make them motivated to study.

Extrinsic motivation is motivation that engages in an activity as a means to an end. Motivated students extrinsically work on activities because they believe that participation will result in desirable outcomes such as reward, teacher's praise, or punishment.

It can be concluded that the students' motivation can be influenced by internal and external factors as mentioned above. The two factors are linked and have a manual influence on one another.

c. The Indicators of Students Motivation in Speaking

Students who have enjoyed speaking English can be seen from their attitude when they learn the language. When the students have high motivation to speak, they will actively and seriously participate in the classroom. Ur states that the characteristics of motivated learners are: [8]

1) Positive task orientation

The learner is willing to tackle tasks and challenges and has confidence in his or her success. For example, when they were given a lot of task, they are not whining, but they encourage themselves to challenge all the task that the teacher gave to them

[8] Penny Ur, *A Course in Language Teaching ; Practice and Theory,* (New York Cambridge University Press, 2000), p.275

2) Ego-involvement

The learner finds it important to succeed in learning in order to maintain and promote his or her own positive self-image. The more someone fears of being humiliated by others, the harder they are to learn. For example, students who are motivated will not be shy when their friends laugh at their mistake, but they will hone their skill, so next time those will not be able to shame them further.

3) Need for Achievement

The learner has a need to achieve, to overcome difficulties, and to succeed in what he or she sets out to do. Having motivation to get a high score is not bad, score will lead them to a better understanding

4) High aspiration

The learner is ambitious and goes for demanding challenges, high proficiency, and top grades. When they were given some easy tasks they will ask for more, not because to look smarter, but its for them to challenge themselves

5) Goal orientation

The learner is very aware of the goals of learning or of specific learning activities and directs his or her efforts towards achieving them. Knowing their goal in learning is important for the students, so they can carve their way to achieve it

6) Perseverance

The learner consistently invests a high level of effort in learning and is not discouraged by setbacks or an apparent lack of progress. Some bad score will not demotivate them, instead it will become a stepping stone for their next success.

7) Tolerance of ambiguity

The learner is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion; he or she can live with these patiently, in the confidence that understanding will come later.

In addition, according to Gardner, there are two types of motivation, they are intrinsic and extrinsic:[9]

1) Intrinsic

a) Effort

Motivation in the present context refers tto the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language.Student attempt to learn English hard by, practice English everyday, asking to teacher when getting difficulties, and doing English assignment.

[9] Gardner, The Attitude/Motivation Test Battery: International AMTB Research Project, (The University of Western Ontario, Canada, 2004)

b) Desire

That is, motivation to learn the language is seen as referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. Attitudes towards learning the language

c) Attitude

Attitudes toward the other language community are not the only attitudes that would be involved, however. To this extent, there is a good chance that attitudes toward the course or the teacher may be important because the course and the teacher can be viewed as focuses of the language.

2) Extrinsic

a) Teacher

Teacher is an external source of motivation in the classroom. They can use rewards, such as grades or praise, to incentivize students to participate and perform well. They can also become an inspiration to students through their teaching methods and passion for the subject.

b) Parents

Parents can also provide extrinsic motivation to their children by encouraging them to take additional courses,

providing support and assistance in their studies, or giving rewards for good academic performance

c) Environment

The environment can also play a role in extrinsic motivation. An interesting and engaging classroom environment can motivate students to participate and learn. Similarly, a supportive and confident atmosphere can boost students' confidence and motivation to speak up and participate in class discussions.

According to Elliot et al., in Ingriyani, state that factors that influence the motivation that comes from external to an individual, are:[10]

1) Fear of Punishment

Motivation to learn can arise if there is anxiety or punishment that accompany or underlie learning. The concept of motivation is closely related to that behavior principle obtain reinforcement in the past more likely to be repeated than behaiour that is punished. When students get less value in learning, then given a punishment, it will not be fun for them, so they try to avoid it by learning more.

[10] Rawung, Ingriyani Y. *"The External Factors that Influence Students' Motivation in Studying English".* sintuwumar osoJET, Vol. 2, No, 1, August 2016

2) Giving praise and rewards

Motivation can occur if there is a decent reward or praise that accompanies or underlies learning. Giving praise can increase student's motivation, and student's self confidence to always become the best learner. Giving rewards to the student with high achievement also increase those to be studious, so that the student with low achievement is motivate to get high achievement.

3) The role of parents

Family environment greatly affect the success of student learning. The first and main inluences and the development of a person's life is the family. Encounter and this interaction is very large effect on a person's behavior and achievement.

4) The teacher's role

The teacher's role is motivating learners to be more actively studied. Teachers may also motivate students to use English by telling them that they should not be afraid of making mistake in English because mistake are part of learning and no one is perfect in daily life. To be a good motivator, the teacher is demanded to have a good capability to communicate in English.

5) Environmental conditions

As a member of the community, student can be affected by the environment around them. The surroundings in the form of a state of nature, shelter, peer relationships and environment. Environment that is safe, comfortable and can be adjusted itself to foster the urge to learn.

It means that students with high motivation would have a desire, effort, attitude, positive task orientation, ego-involvement, need for achievement, high aspiration, goal orientation, perseverance, tolerance of ambiguity, teacher, parents, and environment.

d. Motivation in Learning speaking

Motivation and learning can influence each other. Motivation can influence what and how they learn. Schunke said "motivation is closely related to learning." In addition, motivation is very important for the success of the teaching and learning process. Compared to students with lower levels of motivation, students who are highly motivated will have a better chance of achieving their learning goals.

The learning motivation of students has an impact on the success of the teaching and learning process. Teachers, as educators, must encourage students to learn in order for them to attain their objectives.

According to Dörnyei in Agnes, motivation plays a crucial role in the acquisition of English speaking skills. It is described as the drive to create conditions that generate a desire to achieve something,

whether through external or internal influences.[11] In the process of learning, motivation is highly significant as it can cultivate an interest and passion for the subject. Siska further emphasized the importance of motivation in learning English as a second language, mentioning that it greatly aids students in developing their speaking abilities.[12] Those who possess motivation tend to put in more effort compared to those who lack it. This means that motivation is a key factor in the acquisition of English speaking skills. It is the desire to achieve a goal or overcome a challenge, either through internal or external influences. A motivated student is more likely to develop an interest and passion for learning the language, which can greatly improve their speaking abilities

e. Measuring Students' Motivation

One of the scales that can be used to measure students motivation is the Rating Scale. According to Gay, one form of rating scale provides descriptions of performance or preference and requires the individual to check the most appropriate description. A second type of rating scale asks the individual to rate performance or preference using a numerical scale.[13]

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[11] Vivit Tania Agnes , Leni Marlina, *EFL Students' Speaking Motivation in Speaking for Informal Interaction Class at English Department UNP*, Journal of English Language Teaching, Volume 10 No. 1 p 147

[12] Ibid, 147

[13] L.R. Gay, dkk. *Educational Research* : Competencies for analysis and applications (Tenth Education, 2012) p. 157

On a survey or questionnaire, a typical rating scale item usually takes the following format :

Alternate option	Scale
Always	5
Almost always	4
About half the time	3
Rarely	2
Never	1

2. The Nature of Speaking

a. Definition of Speaking

Speaking is one of the skills that have to be mastered by learners when learning English. Speaking skills are included in the productive skills of language. It is important for students to know the definition first. Hall stated that speaking is an ability that is natural and taken for granted, as it is through a process of socialization through communication. It takes place everywhere and has become part of our daily activities[14]. It can be concluded that when someone speaks, they are interested in using the language to express their ideas, feelings and thoughts. They also share information with each other through communication.

[14] Hall J. Eugene. The Language of Tourism in English. (Englewood Cliffs; New Jersey 1995), p.18

From the statement above, it can be concluded that speaking is a way of communication. The speakers say words to the listener not only to express what is in their mind but also to express their needs, emotions, communicative intentions and reactions everywhere and every time in our daily life. Most people might spend most of their everyday life in communicating with others.

Moreover, speaking is used to ask or explain something to each other. As cited by the expert, speaking is an oral language to interact with others[15]. It means that speaking is a two way process between the speaker and listener. In the speaking process, someone tries to communicate with each other and use their language to send their message to others. The speaking process needs at least two people, one as a speaker who produces information and the other as a listener who receives information. So, by speaking, the speaker can deliver the message to the listener, express ideas, ask and answer questions, and do other activities in their life.

According to Jeremy Harmer, there are three basic reasons why it is a good idea to give students speaking tasks with the purpose of encouraging them to use all and any language in their comments.[16] Those are:

1) Rehearsal

[15] Fulcher, G. (2003). Testing second language speaking. Longman, New York
[16] Harmer J. *The Practice of English Language Teaching,* (Cambridge:2002).

Getting students to have a free discussions gives them a chance to rehearse having discussions outside of the classroom. Teachers ask students to rehearse outside the classroom in order to know how their speaking ability can improve.

2) Feedback

Speaking tasks where students are trying to use all and any language that they know to provide feedback for both teacher and students. The teacher can see how well their class doing and what language problems they have. Students can also see how easy they find a particular kind of speaking and what they need to do to improve. Students activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance, they can encourage them into further study.

3) Engagement

Good public speaking activities can be highly motivating. If all the students are participating fully and if the teacher has set up the activity properly and can give sympathetic and useful feedback, they will get tremendous satisfaction from it.

In addition Rebecca states that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language. Thornbury states that speaking is very important in learning

a language. If someone wants to master a language, she or he must learn how to speak something in English. Speaking is the ability to produce words in language practice. Speaking is expressing thoughts aloud using the voice or talking. It means that when one person interacts with another using language as a meadium, they are almost certainly conveying something important. For example, they want to utter their feelings and thoughts. It is nearly impossible for someone to engage in a conversation with another without having a purpose. In conclusion, speaking is a skill that can be used to express what a student is going to say.

Speaking has some components in the teaching and learning field because speaking is not only about pronunciation and fluency. Every sentence spoken by people should have meaning to understand and achieve the purpose of communication.

In conclusion, speaking is a part of human life that is needed for communication. Speaking is an important component of language skills, which are dynamic and flexible, and it is a creative and productive skill.

b. Aspects of Speaking

Harris asserts that there are five components in speaking ability (Pronunciation, grammar, vocabulary, fluency, and

comprehension).[17] for this reason, the researcher would explain each of items one by one.

1) Pronunciation

Pronunciation is the way in which a word is pronounced, or the way a person speaks the words of language. Pronunciation includes the segmental features of vowels, consonants, stress, and intonation patterns. The speaker is required to pronounce English word correctly.

2) Grammar

That communication in speaking will run smoothly if grammar is used in speaking. So, grammar or structure is a very important aspect of speaking ability.

3) Fluency

Fluency is the quality of being able to speak smoothly and easily. It means that someone can speak without any hesitation. Someone can speak fluently even though they makes errors in pronunciation and grammar.

4) Vocabulary

[17] Harris P. David. 1969. *Testing English as a Second Language.* (Georgetown University : New York) p. 81.

Vocabulary is the range of words known or used by a person in a trade, profession, etc. If students have a wide vocabulary, it will be easier for them to express their ideas.

5) Comprehension

Comprehension can also mean the capacity of the mind to perceive and understand; the power to grasp ideas; the ability to know. In short, comprehension is important to avoid misunderstandings between a speaker and a listener.

c. Characteristics of Good Speaking Activity

According to Penny Ur, there are many characteristics of good speaking activity as follows :[18]

1) Leaners talk a lot

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

2) 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.

3) Motivation is high

[18] 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.

4) Language is an acceptable level

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

d. Functions of Speaking

Speaking has the purpose of conveying messages or ideas from the speaker to the listener. Brown and Yule distinguished between the interactional functions of speech, which focus on the establishment and maintenance of social relationships, and the transactional functions, which focus on the exchange of information, as Richard mentioned. The function of speaking is divided into three categories. Interaction, transactions, and performance are discussed.[19]

1) Talk as interaction

This is what we usually mean when we say "conversation," and it refers to an engagement that is largely social in nature. People exchange pleasantries, engage in small talk and chit chat, retell recent events, and so on when they meet because they want to be nice and create a comfortable zone of

[19] Richards, Jack C. 2008. *Teaching speaking and Listening from Theory to Practice*. NewYork, Cambridge. P. 21

interaction with others. The emphasis is on the speakers and how they want to exhibit themselves to one another rather than the message.

2) Talk as transaction

This sort of conversation is used to describe circumstances in which the attention is on what is being said or done. The message, and making oneself understood clearly and properly, are the main focus here, rather than the participants and how they engage socially. Jones and Richard state in transactions that they are involved in other operations. Students may, for example, be involved in hands-on activities (such as in a science class) to study concepts related to floating and sinking. Students and teachers in this style of spoken language frequently concentrate on meaning or talking their way to understanding.

3) Talks to performance

Discourse as a performance is the third sort of talk that can be effectively distinguished. This is a reference to public speaking. Morning talks, public announcements, and speeches are examples of talks that impart information to an audience. As can be seen from the definition above, the function of speaking encompasses a wide range of meanings. They're talking because public speaking is referred to as performance. The entire purpose of speaking is to guide people through their speaking actions.

e. Problem of Speaking

Speaking is not as easy as it may seem. In fact, it is a complex skill that involves both intrinsic and extrinsic aspects. Speaking shows how the speaker uses the vocabulary in the right way bravely. So, according to different type of people, there are some problems with speaking.

Brown suggested some causes that make speaking difficult as follows :[20]

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced Forms

Contractions, elisions, reduced vowels, etc. All cause special problems in teaching spoken english. Students who don't

[20] Brown, H.D. 2001. *Teaching Languages to Young Learners.* Edinburg : Cambridge University Press.

learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

4) Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate.

5) Colloquial language

Make sure your students are reasonably well acquanted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6) Rate of delivery

Another salient characteristic of fluency is the rate of delivery. One of your tasks in teaching spoken English is to help larners achieve an acceptable speed, along with other attributes of fluency.

7) Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

Learning to produce waves of language in a vacuum without intercutors would rob speaking skills of their richest component : the creativity of conventional negotiation.

f. Assessing of Speaking Ability

Evaluating Speaking ability is the most important aspect in language testing.[21] 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, and comprehension. Moreover, the administration of speaking tests is quite difficult because it will be not effective and sufficient to test speaking skills of a large number of students at a limited time.

The other skills can be assessed by a paper and pencil test, whereas speaking cannot be assessed by one. Students' speaking ability should be measured by an oral test. The kinds of oral tests commonly used by teachers and practitioners to test the students' speaking include face-to-face speaking tests (interviews), conversations, role plays, story telling, oral presentations, etc. Actually, all of them are only the most popular choices of oral tests in teaching and learning English to assess students' speaking ablity.

[21] J.B. Heaton, *Writing English Language Tests, (*Longman, London and New York : 1995) New Edition, p. 88.

Teachers and researchers should have reference of scale rating score of speaking to assess students' speaking ability. There are some components that are needed in evaluating students' speaking performances. According to Higgs and Clifford in Richards and Renandya, there are five factors to evaluate students' speaking performance, as presented in the table below.[22]

No	Factor	Descriptor	Score
1	Accent/ Pronunciation	Pronunciation is frequently unintelligible	1
		Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.	2
		'foreign accent' requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	3
		Marked 'foreign accent' and occasional mispronunciation that do not interfere with understanding.	4
		No conpicious mispronunciation, but would not be taken for a native speaker.	5
		Native pronunciation with no trace 'foreign accent'	6
2	Grammar	Grammar almost enterely inappropriate or inaccurate, except in stock phrases.	1
		Constant errors showing control of very few conversational microskills or major patterns, and frequently preventing communication.	2
		Frequent errors showing inappropriate use of some conversational microskills or some major patterns uncontrolled, and causing occasional irritation and misunderstanding.	3
		Occasional errors showing imperfect control of some conversation microskills or some patterns, but no weakness that causes misunderstanding.	4
		Few errors, with no patterns of failure.	5
		No more than two errors during conversation.	6
3	Vocabulary	Vocabulary limited to minimum courtesy	1

[22] Jack C. Richards, and Willy A. Renandya. *Methodology in Language Teaching : An Anthology of Current Practice.* (New York : Cambridge University Press, 2002). p.222

		requirements.	
		Vocabulary limited to basic personal areas and very familiar topics (autobiographic information, personal experiences, etc).	2
		Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common familiar topics.	3
		Vocabulary adequate to discuss special interest and any nontechnical subject with some circumlocutions. Vocabulary broad, precise, and adequate to cope with complex practical problems and varied topics of general.	4
		Interest (current events, as well as work, family, time, food, transportation).	5
		Vocabulary apparently as accurate and extensive as that of educated native speakers.	6
4	**Fluency**	Speech is so halting and fragmentary that conversation is virtually impossible.	1
		Speech is very slow and uneven, except for short or routine sentences; frequently punctuated by silence or long pauses.	2
		Speech is frequently hesitant and jerky; sentences may be left uncompleted.	3
		Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping of words.	4
		Speech is effortless and smooth, but perceptibly nonnative in speed and evenness.	5
		Speech on all general topics as effortless and smooth as native speakers.	6
5	**Comprehension**	Understanding is too little to respond conversation initiations or topic nominations.	1
		Understanding is only slow, very simple speech on topics of general interest; requires constant repetition and rephrasing.	2
		Understanding is careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing.	3
		Understanding is quite well normal educated speech directed to him or her, with considerable repetition and rephrasing.	4
		Understanding is everything in normal educated conversation, except for very colloquial or low frequency items or exceptionally rapid or slurred speech.	5

		Understanding is everything in informal and colloquial speech to be expected of an educated native speaker.	6
		Maximum Score	30

Students' Speaking Test Score : $\frac{\text{Achieving Score}}{\text{Maximum Score}} \times 100$

Based on the table above, these are assessed directly by the teacher, by reference to the degree of skill criteria for the particular level at which the candidate has entered. There are a set of criteria performances in making the degree of skill that help the teacher in testing speaking test result.

B. Review of Related Study

In supporting this research, the researchers found some relevant studies conducted by other researchers, some of which are:

First, the study was conducted by Yuliana (2018) "The correlation between students' speaking skill and their motivation to learn English (Descriptive research at the eight grade of SMP Aisyiyah Paccinongan). the result of the research, it can be concluded that there is positive correlation between students' speaking skill and their motivation to learn English, with the correlation coefficient is 0,74 in the interval of 0,70 - 0,90, this means that the correlation belongs to "high correlation".

Second, Nur Rafanah (2019) "The correlation between students' motivation and their achievement in studying english (a correlational study at SMAN 1 Woyla), the result of correlation between two variable or r_{xy} is 0,719.

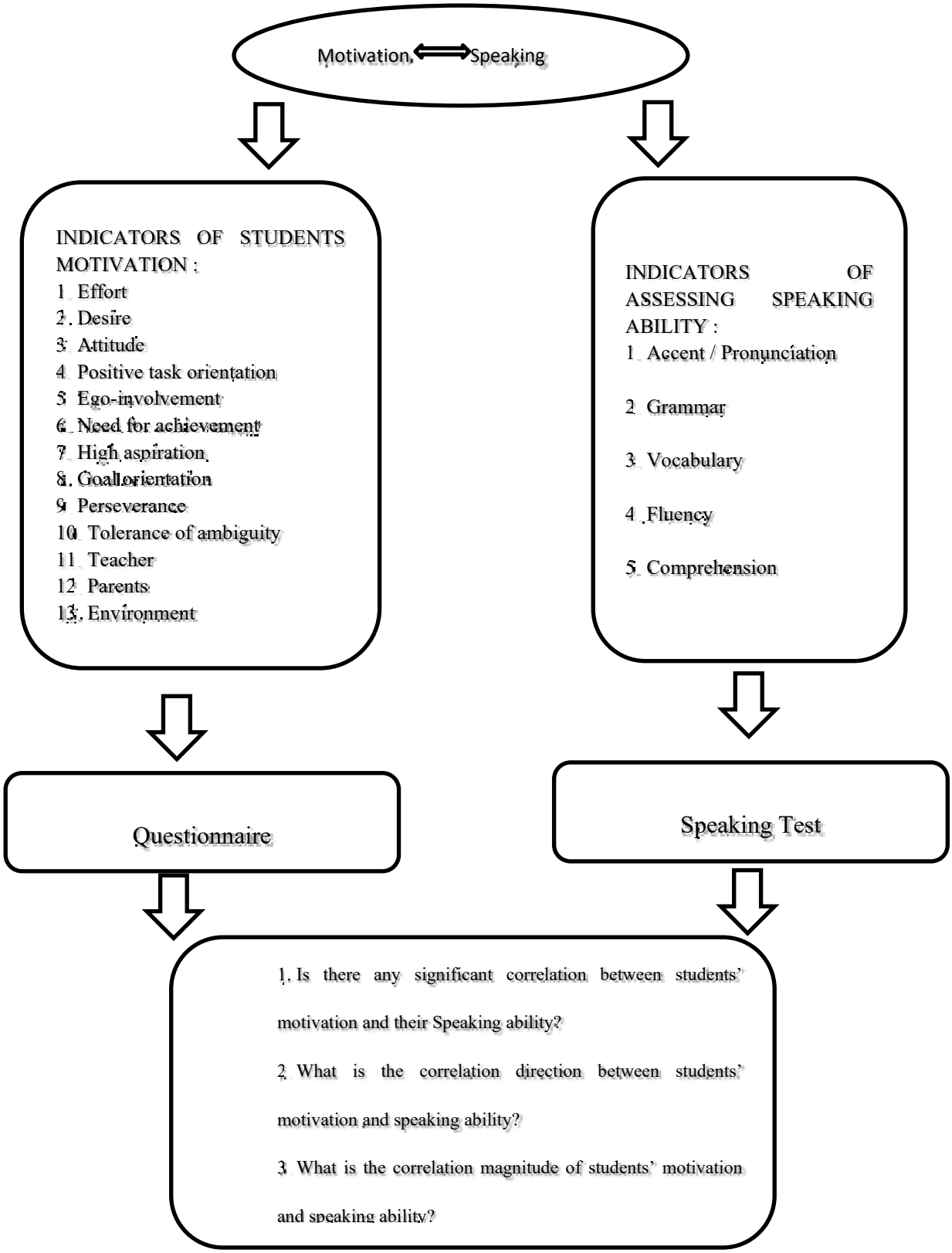
it means there is a strong correlation between students' motivation and their achievement in studying English.

The last, Oktia Yulanda (2019) "The correlation between students' motivation in learning and their English achievement at the second grade of SMK Muhammadiyah 3 terpadu Pekanbaru", result: there is significant correlation between students' motivation in learning and their English achievement at SMK Muhammadiyah 3 terpadu pekanbaru.

So, based on the related findings above, the researcher concluded that there are some correlation between students' speaking motivation and speaking ability. The different between the three previous studies: first, the researcher applies total sampling and the place at SMP IT Cahaya Hati Bukittinggi. But the previous study use simple random sampling and purposive sampling. Second, the researcher focus on students motivation and speaking ability. But the previous study, focus on learning achievement. Third, the researcher uses speaking ability. But the previous study uses speaking skill.

C. Conceptual Framework

Conceptual Framework of this research can be created as follow :



Based on theoretical description before, it has been explain that speaking is one of skills that should be mastered by students in learning English to complete their ability in oral language. The competences of English focus one expressing feeling, ideas, and action in various dialogues and monologue in oral form. Speaking ability concerns to speak not only in class but also outside with other people, so it is very important to make students more active in learning, especially in speaking. To make them more active in class, so the first thing that should be done is motivating them. Motivating students and making them realize that speaking English is very needed for everyone as a window for other knowledge. The higher motivation that they had, the easier they will master speaking ability. Based on explanation above, it can be seen that motivation and speaking correlate each other. So, the researcher wants to correlate motivation with students' ability.

D. Hypothesis of the Research

It is assumed that there is a correlation between students' motivation and their speaking ability at the second grade of SMP IT Cahaya Hati Bukittinggi. The hypothesis which is formulated in this study as follow:

1 Ha : There is a significant correlation between students' motivation and their speaking ability.

H_0 : There is no correlation between students' motivation and their

speaking ability.

2 Ha : There is a positive correlation between students' motivation and their speaking ability

H_0 : There is a negative correlation between students' motivation and their speaking ability

CHAPTER III

RESEARCH METHOD

This chapter consists of the methods that will be used by researchers, whether they are historical, descriptive, experimental, correlational, or case studies. This also includes research design, population and sample, instrumentation, data collection techniques, and data analysis techniques.

A. Design of the Research

The researcher used to correlational research analysis with the uses of quantitative approach. Quantitative research is the collection and analysis of numeral data to describe, explain, predict, or control phenomena of interest[1]. Correlation research is a type of quantitative research that involves gathering data in order to figure out how two or more variables are related. According to L. R. Gay,correlational research involves collecting data to determine whether, and to what degree, a relation exists between two or more quantifiable variables. A variable is a placeholder that can assume any one of a range of values; for example, intelligence, height, and test score are variables. At a minimum, correlation research requires information about at least two variables obtained from a single group of participants.[2] Correlation is a statistical term that expresses the degree of linear relationship between two or more variables. [3]

[1] L.R. Gay, dkk. *Educational Research* : Competencies for analysis and applications (Tenth Education, 2012) p. 8

[2] Ibid p. 9

[3] Arifmiboy, *StatistikPendidikan*, (Bukittinggi: IAIN Bukitttinggi)

From the definition above, the purpose of this correlation research is to find out whether there is a correlation between the two variables. Students' motivation will be variable X, and students' speaking ability will be variable Y.

Table I. Variable X dan Variable Y

Independent Variable (X) ;	**Dependent Variable (Y);**
Students' Motivation	Speaking Ability

X ⟺ **Y**

X : Students' Motivation

Y : Speaking Ability

Based on the figure above, the students' motivation can be described as independent, or X variable, and the students' speaking ability is described as dependent, or Y variable. It means the students' speaking ability will be correlated with their motivation.

B. Population and Sample

1. Population

According to Gay, the population is the entire research subject that has at least one characteristic that differentiates it from other groups.[4] So, the population is the total number of groups in which researchers collect information for research, be it people, objects, animals, and so on. The researcher took 8th grade students at SMP IT Cahaya Hati Bukittinggi as

[4] L.R. Gay. *Educational Research,* p.130

the population. The total number of Class VIII SMP IT Cahaya Hati Bukittinggi students will be shown in the table below:

Table 2. Total population of the Eight grade students of SMP IT Cahaya Hati Bukittinggi

No	Class	Students
1	8.1(Ikhwan)	26
2	8.2(Akhwat)	16
	Total	42

From the table above, the total population of this research is 42 students. The population of this research is all eighth grade of SMP IT Cahaya Hati Bukittinggi, which consist of two classes with twenty six and sixteen students in each class.

2. Sample

Gay states that the sample is a number of individuals selected from the population for the study, preferably in such a way that they represent the larger group from which they were selected.[5] In this research, the researchers used a total sampling technique. According to Arikunto, total sampling technique is appropriate if the number of people is less than a

[5] L.R. Gay, *Educational Research,* ….. p.101

hundred, so taking the entire sample is preferable.[6] The population in this research is less than 100 students, it is 42 students. So, the sample of this research is all of the second grade students in SMP IT Cahaya Hati Bukittinggi.

C. Instrument of the Research

The researcher used two instruments, in collecting the data. The instrument used are questionnaires and documentation.

1. Questionnaire

For students' speaking motivation, the researcher gives the questionnaire to the students. In this research, researchers used a closed type of questionnaire. A closed questionnaire is a questionnaire in which the questions have been completed with the answers all at once. This questionnaire is considered effective because respondents only need to put a tick (√) in the column. The questionnaire is a list containing the questions that will be answered by the respondents, and the results will be compiled and analyzed by the researcher. This is also applied to determine the motivation of class 8th SMP IT Cahaya Hati Bukittinggi students. The questionnaire consists 30 items.

[6] Suhaimi Arikunto, *Procedur Penelitian suatu Pendekatan Praktek* (Jakarta : Rineka Cipta, 2006), p.120

2. Speaking Test (Oral Presentation)

The researcher used oral test (individual performances) in doing the test. The oral test about "a*sking and giving Opinion".* The dialoque test is a type of oral test that is used to determine how well students speak.

D. Validity and Reliability

The test is made by considering validity and reliability, as described below;

1. Validity

In this research, the researcher used constent validity to establish validity of the instrument. Constent validity concerns about the degree to which an assessment instrument is relevant to, and representative of, the targeted construct it is designed to measure. how far it actually represents students motivation in speaking abilities.

So in this research, the questionnaire was validated by using content validity by checking the test to the experts. The experts are the lecturers in Sjech M. Djamil Djambek Islamic University of Bukittinggi. Validator will check and recheck whether the item of questionnaire topic suitable or not.

2. Reliability

Reliability is consistent and dependable. A test must be reliable as a measuring instrument. It means that reliability is the test that can be used to know that test is consistent and dependable. An instrument that has

reliable will produce reliable data too. Reliability means that individual scores from an instrument should be nearly the same or stable on repeated administrations of the instrument and that they should be free from sources of measurement error and consistent.[7] The data from the instrument was measured using Cronbach's Alpha to determine whether or not the test is reliable.

Reliability Statistics

Cronbach's Alpha	N of Items
.960	29

The value of Cronbach's Alpha may be seen in the table above, which is 0.960. According to Ghozali, shows that Cronbach's Alpha can be accepted if > 0.6.[8] it can be concluded that the instruments is reliable because 0.960 > 0.6.

E. Technique of Data Collection

In this research**,** researchers used a questionnaire to determine students' speaking motivation and oral presentation to determine students' Speaking ability. Several procedures were carried out by the researchers during the study, including the following:

[7]*Ibid.*Creswell.p.627

[8] Ghozali, Imam (2011). *Aplikasi analisa multivariete dengan program IBM SPSS 19. Semarang:* Badan Penerbit Universitas Diponegoro, P.139.

1. Motivation Questionnaire
    a. Gather the respondents
    b. The researcher will give students a questionnaire that consists of 30 statement items about motivation.
    c. Explain to the students what you intend to do.
    d. In answering the questionnaire, students must fill in the questions given by ticking (√) in the column provided according to their personality.
    e. Distribute the questionnaire to the students.
    f. After students fill out the questionnaire, the researcher will process the data for analysis.
2. Speaking Test

    The kind of test will used in this research is oral test. The oral test carried out to the students once after the students answering the questionnaires. The type of oral test used in this study is conversational exchange. The test is conduct in the classroom. Students are asked to practice speaking in pairs **(Asking and Giving Opinion).** Then each pair of students speaks in front of the classroom.

F. Technique of Data Analysis

1. Data Analysis Prerequisites.

Before knowing the correlation, there are several requirements that must be met, such as:

a. Convert ordinal data to interval /MSI ((Method of Sucessive Interval). The researcher converts the data into interval data to meet the requirements using person correlation.

b. Testing the normality of the data

The purpose of testing the normality of the data is to find out whether the data is normally distributed or not. The liliefors test will be used to test the normality of the data. It can be done in below steps:

1) Arrange the data from the lower to the higher.
2) Find the mean score ($\bar{x}$) standard deviation (SD) and the variant

$$(\bar{x}) = \frac{\sum \times}{N}$$

$$SD = \frac{\sqrt{\sum (fx)^2}\mathrm{n}-1}{\mathrm{n}-1}$$

$$S^2 = \frac{\sum (f \times)}{\mathrm{n}-1}$$

3) Find the score of Zi by using this formula

$$Zi = \frac{\times i - \bar{x}}{S}$$

4) Find the score of F (Zi) by consult the score of Zi with $_{\text{Ztable}}$
5) Find S (Zi)
6) Find the absolute score of F (Zi) – S (Zi)
7) Determine the higher score of absolute mark F (Zi) - S(Zi). It is named with Lo (Liliefors).
8) Test the Lo score with Liliefors table with the certain degree of freedom (@) : 0.05

9) Take the conclusion, if Lo < L table or if L table> Lo it can be conclude that the data is distributed normally.[9]

c. Data homogeneity test

The purpose of the homogeneity test is to determine whether the population is homogeneous or not, the researchers used the F test. The homogeneity test using the F test was carried out with the following steps:

1) Find the mean score ($\bar{x}$)

$$\bar{x} = \frac{\sum \times}{n}$$

2) Find the Standars Deviation (SD)

$$SD = \frac{\sum (f \times)}{n-1}$$

3) Find the variant (S^2)

$$S^2 = \frac{\sum (f \times)}{n-1}$$

4) Find the F- obtained = $\frac{the\ higher\ variant}{the\ lower\ variant}$

Find the score of F-table with the certain of level significant (@) 0.05. It can be conclude that if F- obtained < F-table, the homogeny.[10]

a) Data linearity test

The linearity test is intended to determine the pattern of the relationship between each independent variable and the dependent variable,

[9]Arifmiboy,*StatistikPendidikan*,(Bukittinggi: IAIN Bukitttinggi)
[10]Arifmiboy, *StatistikPendidikan*, (Bukittinggi: IAIN Bukitttinggi) p.83

whether it is linear or not. Used to test the linear relationship between the independent variable (X) and the dependent variable (Y). The decision making for this linearity test by looking at the ANOVA table in SPSS will see the value of the sig linearity of each independent variable with the dependent variable compared to its significance level. Then linear regression can be used to explain the influence between existing variables.

While the deviation value of sig from linearity shows the linearity of the data used. If the sig deviation value from linearity is greater than the significance level, then linear regression is used to explain the effect of the existing variables. In testing the linearity of researchers using SPSS 20 for windows.

2. Testing Hypothesis

To analyze the data, the researcher used Pearson Product Moment Correlation. A Product moment correlation technique can be used if the two types of data are intervals. This technique is also used to find a significant relationship between two variables, namely; to determine the correlation between student motivation and students' speaking ability.

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

Notes :

r_{xy} = Coefficient correlation

N = The number of students in sample

Σx = The sum of students' motivation score

Σy = The sum of students' Speaking ability score

Σx^2 = The sum of square of students' motivation questionnaire score

Σy^2 = The sum of square of students' speaking ability score

Σxy^2 = The sum of product of x and y scores of each students.

If the index correlation "r" product moment between variables X and Y is manually determined, this formula is widely used.

1) This formula can then be used to determine the coefficient of determination, which represents the percentage contribution of X variable to Y variable.

$$R = r^2 \times 100\%$$

R = value of determinant coefficient

r^2 = value of the squared correlation coefficient

2) The next step is to determine the significance of two variables using the significant test formula, which is as follows:

$$T_{test} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Ttest = t value

r = the result of correlation coefficient

n = number of sample

3) The final stage is to interpret the index scores of the "r" correlation. The r value (ro) is commonly used to interpret the index scores as follows, regardless of whether the sign is positive or negative:

Table 3.4

The Level of Correlation

Coefficient	Interpretation
0.00 – 0.199	Very low correlation
0.20 – 0.399	Low correlation.
0.40 – 0.599	Moderate correlation.
0.60 – 0.799	High correlation
0.80 – 1.00	Very high correlation

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

1. Description of the Data

In this section, researcher describes the finding of the research. The first data that will be described is the data that was gathered from students' motivation questionnaire and the second will be the data that was gathered from the students' speaking test. This research was conducted at the the 8th grade students in SMP IT Cahaya Hati Bukittinggi.

a. Students' Motivation

There are 42 students who did the questionnaire. The questionnaire consisted of 29 items. The researcher used likert scale of 5 (1-5) in the questionnaire. The result of the students' motivation questionnaire can be viewed on the table below:

Table 4.1 Students' Motivation

No	Name	Motivation	Category
1	AM	89,064	Average
2	ASK	99,962	Average
3	AAR	83,303	Average
4	FI	89,909	Average
5	GFZ	75,869	Average
6	HZ	71,960	Average
7	HK	78,659	Average
8	IKH	58,083	Low
9	MJ	111,209	High
10	NS	76,415	Average
11	NFA	89,398	Average
12	NUA	99,224	Average

13	NF	82,906	Average
14	RAS	89,591	Average
15	YA	68,452	Average
16	ZN	108,587	High
17	AK	58,907	Low
18	ASM	73,963	Average
19	ACF	81,453	Average
20	AFG	101,655	Average
21	FA	80,772	Average
22	FMA	109,958	High
23	GAA	91,280	Average
24	IRR	93,947	High
25	IAA	102,749	Average
26	MAA	109,958	High
27	MFR	110,910	High
28	MF	109,958	High
29	MG	62,741	Low
30	MGA	57,404	Low
31	MGG	109,958	High
32	MIA	80,781	Average
33	MIM	76,278	Average
34	MNH	75,138	Average
35	SY	66,009	Low
36	MZA	55,541	Low
37	NI	83,735	Average
38	RR	55,452	Low
39	RAR	80,030	Average
40	MH	109,958	High
41	ZZK	89,648	Average
42	ADA	87,573	Average

Based on the table above, there are 9 students who have high motivation. There are 26 students who have average motivation. Finally, there are 7 students who have low motivation. From the table it can be seen that most of the students has average motivation.

b. Students' Speaking

There are also 42 students who did the speaking test. The students speaking score can be viewed on the table below:

No	Name	SCORE
1	AM	75
2	ASK	75
3	AAR	70
4	FI	70
5	GFZ	70
6	HZ	75
7	HK	70
8	IKH	85
9	MJ	85
10	NS	70
11	NFA	70
12	NUA	70
13	NF	75
14	RAS	70
15	YA	70
16	ZN	90
17	AK	70
18	ASM	70
19	ACF	75
20	AFG	75
21	FA	70
22	FMA	85
23	GAA	75
24	IRR	85
25	IAA	70
26	MAA	85
27	MFR	85
28	MF	90
29	MG	70
30	MGA	70
31	MGG	90
32	MIA	85

33	MIM	70
34	MNH	70
35	SY	70
36	MZA	70
37	NI	75
38	RR	70
39	RAR	70
40	MH	85
41	ZZK	70
42	ADA	70

Based on the table above, there are 23 students who got the score 70. 8 students got the score 75. There are 8 students got the score 85. Finally, there were 3 students who got the score 90. From the data above, it can also be viewed that half of the students got the score 70.

2. Analysis of the Data

a. Pre-requisite of Data Analysis

Before conducting data analysis by using Pearson correlation, there must be 3 pre-requisite data analysis that should be fulfilled. The data should be normal, homogenous, and linear.

1) Normality of the Data

The normality of the data was tested by using SPSS application. This was done in order to avoid the human error made by the researcher. The result of the normality test can be viewed on the table below:

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Speaking	.313	40	.080	.756	40	.070
Motivation	.103	40	.200*	.956	40	.102

Based on table above, it can be seen that there are 2 types of tables. Kolmogorov is used for the data above 50, while Shapiro is used for the data below 50. Since the researcher data was below 50, the researcher used Kolmogorov to determine the normality of the data. It can be seen the sig. value of both variables are 0.08 and 0.2 which higher than the alpha (0,05). This means, the data was distributed normally.

2) Homogeneity of the data

Homogeneity of the data was also tested by using SPSS application. The result of the test can be seen on the following table:

		Levene's Test for Equality of Variances	
		F	Sig.
Score	Equal variances assumed	53.771	1.090
	Equal variances not assumed		

Based on the table above, it can be seen that the sig.value is 1.090. This means the data is homogenous since the sig.value bigger than the alpha (1.090>0.05)

3) Linearity of the Data

Linearity test was also done by using SPSS application. The result of the linearity test can be viewed on the table below:

			Sum of Squares	df	Mean Square	F	Sig.
Motivation * Speaking	Between Groups	(Combined)	8060.002	2	4030.001	23.778	.000
		Linearity	8007.685	1	8007.685	47.247	.000
		Deviation from Linearity	52.318	1	52.318	.309	.582
	Within Groups		6609.902	39	169.485		
	Total		14669.905	41			

Based on the table above, the sig.value is 0,582. This means that the data is linear, since the sig.value is bigger than the alpha (0,582>0.05)

b. Testing Hypotheses

1) The Correlation Significance between Motivation and Speaking Ability

Since the pre-requisites of the analysis were fulfilled. The researcher can test the correlation between both variables by using

Pearson. This was done by using SPSS. The result of the measurement can be viewed on the below:

		Speaking	Motivation
Speaking	Pearson Correlation	1	.739**
	Sig. (2-tailed)		.000
	N	42	42
Motivation	Pearson Correlation	.739**	1
	Sig. (2-tailed)	.000	
	N	42	42

Based on the table above, the sig.value is 0.00… which is smaller than the alpha. This means that both variables has significance correlation.

2) The correlation direction between Motivation and Speaking Ability

The correlation direction can be viewed on the table below:

		Speaking	Motivation
Speaking	Pearson Correlation	1	.739**
	Sig. (2-tailed)		.000
	N	42	42
Motivation	Pearson Correlation	.739**	1
	Sig. (2-tailed)	.000	
	N	42	42

The correlation direction between motivation and speaking ability is positive since the values is + 0.739. this means every time the motivation increase, the students speaking ability also increases.

3) The correlation magnitude between Motivation and Speaking Ability

Based on the table above, the r-obtained is 0,739. According to the table of the level of correlation, 0,739 is in the high correlation classification. This means that there is high correlation between motivation and students speaking ability. The higher the students' motivation the higher their speaking ability.

B. Discussion

The result of the correlation test between motivation and speaking ability showed a significant positive correlation between these two variables. This means that there is a strong relationship between students' motivation and their speaking ability. The higher the level of motivation, the better the students' speaking ability. This result supports previous research that has also found a positive correlation between motivation and language proficiency (Tseng & Dornyei, 2009; Hill & Argawal, 2017). Students who are highly motivated are more likely to engage in speaking activities, practice more, and seek feedback to improve their speaking skills. The magnitude of the correlation, which was found to be in the high category, further emphasizes

the strength of this relationship. This means that motivation has a significant impact on students' speaking ability and cannot be ignored in language learning.

This study also proved Gardner's theory of motivation (2004). The intrinsic and extrinsic factors identified by Gardner as sources of motivation can be seen reflected in the findings of this study. Student's effort, desire, and attitude towards learning the language, as well as external sources such as teachers and parents, can have a significant impact on their motivation and consequently, their speaking ability. This correlation further emphasizes the importance of motivation in language learning and the need for educators and parents to foster a positive and motivating learning environment for students.

The finding also implies that teachers and educators should focus not only on teaching the linguistic aspects of speaking but also on motivating students to improve their speaking skills. This can be achieved through various means, such as creating a supportive and engaging learning environment, providing timely and constructive feedback, and using a variety of speaking activities to make the learning process more enjoyable and meaningful for students. Moreover, the result also highlights the importance of understanding students' motivation levels to tailor teaching.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings from the hypotheses testing, it can be concluded that there is a significant correlation between motivation and speaking ability. This means that as students' motivation increases, their speaking ability also increases. The correlation between the two variables is classified as high, indicating a strong relationship between motivation and speaking ability. This finding supports the study's hypothesis, which stated that there is a positive correlation between motivation and speaking ability. The results also align with previous research that has shown the importance of motivation in language learning and its impact on speaking proficiency.

B. Suggestion

Based on these results, it is recommended that teachers and educators focus on increasing students' motivation in language learning to enhance their speaking ability. Strategies such as creating a positive and supportive learning environment, using varied and engaging activities, and providing constructive feedback can help improve students' motivation and consequently, their speaking ability. Further research could be conducted to explore the factors that influence students' motivation in language learning and the specific strategies and methods that have the most significant impact on motivation and speaking

ability. This could provide valuable insights for language teachers and educators in designing effective language learning programs and interventions.

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THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND SPEAKING ABILITY OF THE 8TH GRADE STUDENTS IN SMP IT CAHAYA HATI BUKITTINGGI

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ABSTRACT

The research was aimed to find out the correlation between students' motivation and their speaking ability. This research was conducted on 42 of 8th grade students in SMP IT Cahaya Hati Bukittinggi. The students' motivation was measured by questionnaire while the students' speaking ability was measured by speaking test. This research revealed a significant positive correlation between these two variables which was calculated by using Pearson Correlation Formula. It was found that the significant value was 0.739. This means that there is a strong relationship between students' motivation and their speaking ability. The higher the level of motivation, the better the students' speaking ability.

Key Words: Speaking ability, Motivation

INTRODUCTION

In language learning, especially English, students are expected to master the language's skills and system. Speaking is one of the four language skills. However, of all the four skills, speaking seems intuitively the most important[1]. It is one of the language skills that has a important role rather than other skills due to its significance and its use for communication. Besides, the language system also becomes an important point in speaking English. The language system consists of pronunciation, vocabulary, fluency, comprehension and grammar. In addition, the language system used in speaking activities helps people have good connections with others because speaking is also an effective way of communicating with others.

[1] Penny Ur, A Course in Language Teaching, (Cambridge: Cambridge University Press,1996),p. 120

As we know, when people speak, they can tell others their ideas, feelings, and opinions. Speakers can talk to others by using words orally. Without speaking, others do not know what her or she wants or what is going on in his or her mind immediately. We need more time to understand people who use other symbols of communication, such as writing, gestures, and body language, rather than speaking orally. As Scott Thurnbury states, speaking is so much a part of daily life that we take it for granted[2]. When people speak, they produce tens of thousands of words a day. Also, people give their ideas when they utter the sentences.

If the students want to have a good conversation in English, they must have good speaking abilities. According to Nunan, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry on a conversation in the langauge[3]. So, the ability to use some style in conversation is one aspect of success in learning a foreign language.

To have speaking ability, the speaker has to know how to recognize and use sentences to perform what he or she calls rhetorical acts, e.g., defining, warning and classifying, if the listener can classify the speaker's utterancess. To optimize the students' speaking ability, the teachers have an essential role to play by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts and to do so while using acceptable pronunciation.

Students' success in learning to speak is influenced by two factors: internal and external factors. As Purwanto argued, the students are always influenced by external and internal factors.[4] An internal factor is something that comes from inside the student, such as attitude, talent, self-confidence, motivation, and so on. Whereas external factors are the things that come from outside students, such as learning sources, teaching methods, learning environments, and so on. It means that there are two factors that influence students' success in speaking.

Furthermore, According to Dörnyei in Agnes, motivation plays a crucial role in the acquisition of English speaking skills. It is described as the drive to create conditions that generate a desire to achieve something, whether through external or internal influences.[5] In the process of learning, motivation is highly

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[2] Scott Thurnbury, *How to Teach Speaking.* Longman p.6

[3] David Nunan, *Language Teaching Methodology,* Sydney : Macquarie University, p.39

[4] M. Ngalim Purwanto, *Psikologi Pendidikan*, (Bandung : Remaja Rosda Karya, 2007), p.1

[5] Vivit Tania Agnes , Leni Marlina, *EFL Students' Speaking Motivation in Speaking for Informal Interaction Class at English Department UNP*, Journal of English Language Teaching, Volume 10 No. 1 p 147

significant as it can cultivate an interest and passion for the subject. Siska further emphasized the importance of motivation in learning English as a second language, mentioning that it greatly aids students in developing their speaking abilities.[6] Those who possess motivation tend to put in more effort compared to those who lack it. This means that motivation is a key factor in the acquisition of English speaking skills. It is the desire to achieve a goal or overcome a challenge, either through internal or external influences. A motivated student is more likely to develop an interest and passion for learning the language, which can greatly improve their speaking abilities.

Motivation is an inner power derived from Psychological conditions that derive and reinforce someone's desire to do something, especially reach the goal of learning English. Motivation plays a crucial role in the process of learning a language. Students with limited ability have difficulty developing expectations and learning in such situations, which sometimes leads them to focus only on performance goals rather than learning objectives, resulting in low academic achievement due to motivation issues[7]. Harmer stated that Motivation is an energy that can encourage students to do something, both from inside and outside[8]. In terms of speaking, motivation will provide strength for students to learn to speak. As for motivated students, they will do anything to support their performance. They will do their best to achieve the best results.

Based on preliminary research conducted through observations and interviews, researchers found several problems. First, there were some students who have good motivation in learning English, but their speaking ability was low. This was found by interviewing some students. One of them said that *"Saya padahal sudah belajar bahasa inggris hampir tiap hari dan ikut les bahasa Inggris, namun kalau diajak ngomong pakai bahasa inggris, lansung hilang yang mau saya bicarakan kak"* this means that even though their motivation was high, their speaking ability remain low. The problem is that despite some students having a high motivation to learn English and participating in extracurricular activities such as English language classes, their ability to speak English is still low.

Second, there were students who seems have low motivation in learning English, but their speaking ability is not bad. There were some students who are really lazy to learn English, every time they got chance to go outside the class, they will take it, such as asking permission, toilet, etc. However, when researcher asked them to speak like asking them question *"why do you always want to go outside the classroom"* one of them fluently answer " *I dont like staying in the classroom for a long time, kak".* This was a surprising answer for a student who

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[6] Ibid, 147

[7] Brophy, j. 2004. *motivating students to learn. London.* Lawrence Elbaum Assosiates Publisher.

[8] Harmer, Jeremy.1991. *The Practice of English Language Teaching". L*ondon. Longman. New Edition.

seems not motivated in learning English. Not only that, students who like to sleep behind the class, amazingly could speak a quite good English. This means that despite their lack of motivation in learning English, some students were still able to speak the language fluently when prompted. It shows that even students who may appear unmotivated or disengaged can still have a good grasp of the English language

METHOD

The researcher used to correlational research analysis with the approach of quantitative. The population of this research is all eighth grade of SMP IT Cahaya Hati Bukittinggi, which consist of two classes with twenty six and sixteen students in each class. , the sample of this research is all of the second grade students in SMP IT Cahaya Hati Bukittinggi which was 42 students. The instrument of this research were questionnaire and test. Furthermore, spearman correlation formula was used in order to test the hypotheses.

FINDINGS

Students' Motivation

There are 42 students who did the questionnaire. The questionnaire consisted of 29 items. The researcher used likert scale of 5 (1-5) in the questionnaire. there are 9 students who have high motivation. There are 26 students who have average motivation. Finally, there are 7 students who have low motivation. From the table it can be seen that most of the students has average motivation.

Students' Speaking

There are also 42 students who did the speaking test. there are 23 students who got the score 70. 8 students got the score 75. There are 8 students got the score 85. Finally, there were 3 students who got the score 90. From the data above, it can also be viewed that half of the students got the score 70.

The Correlation Significance between Motivation and Speaking Ability

Since the pre-requisites of the analysis were fulfilled. The researcher can test the correlation between both variables by using Pearson. This was done by using SPSS. The result of the measurement can be viewed on the below:

		Speaking	Motivation
Speaking	Pearson Correlation	1	.739**
	Sig. (2-tailed)		.000
	N	42	42
Motivation	Pearson Correlation	.739**	1
	Sig. (2-tailed)	.000	
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Based on the table above, the sig.value is 0.00… which is smaller than the alpha. This means that both variables has significance correlation.

The correlation direction between Motivation and Speaking Ability

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Discussion

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positive correlation between motivation and language proficiency (Tseng & Dornyei, 2009; Hill & Argawal, 2017). Students who are highly motivated are more likely to engage in speaking activities, practice more, and seek feedback to improve their speaking skills. The magnitude of the correlation, which was found to be in the high category, further emphasizes the strength of this relationship. This means that motivation has a significant impact on students' speaking ability and cannot be ignored in language learning.

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The finding also implies that teachers and educators should focus not only on teaching the linguistic aspects of speaking but also on motivating students to improve their speaking skills. This can be achieved through various means, such as creating a supportive and engaging learning environment, providing timely and constructive feedback, and using a variety of speaking activities to make the learning process more enjoyable and meaningful for students. Moreover, the result also highlights the importance of understanding students' motivation levels to tailor teaching.

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  /COMPARE GROUP
  /STATISTICS NONE
  /CINTERVAL 95
  /MISSING LISTWISE

  /NOTOTAL.
```

Explore

Notes

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Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Speaking	42	100.0%	0	.0%	42	100.0%
Motivation	42	100.0%	0	.0%	42	100.0%

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Speaking	.313	42	.080	.756	42	.070
Motivation	.103	42	.200*	.956	42	.102

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

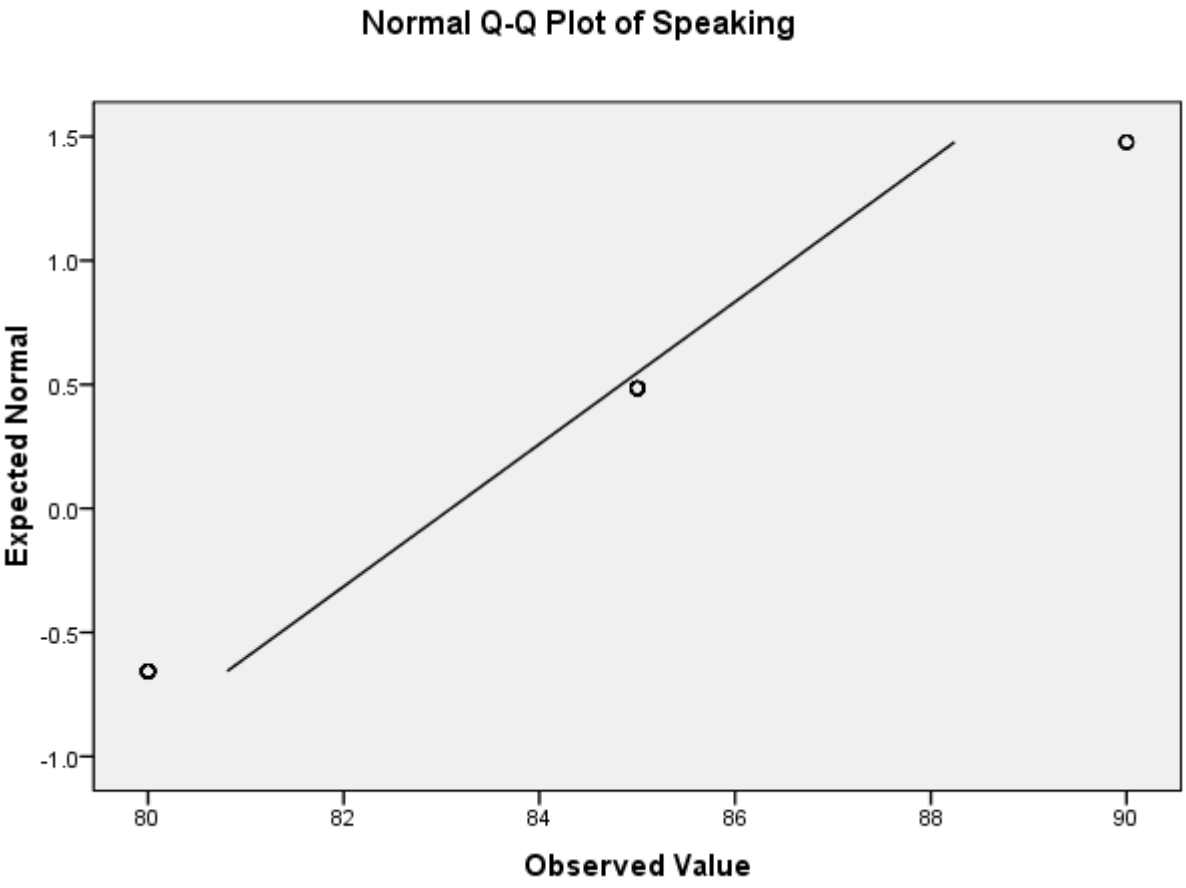
Speaking

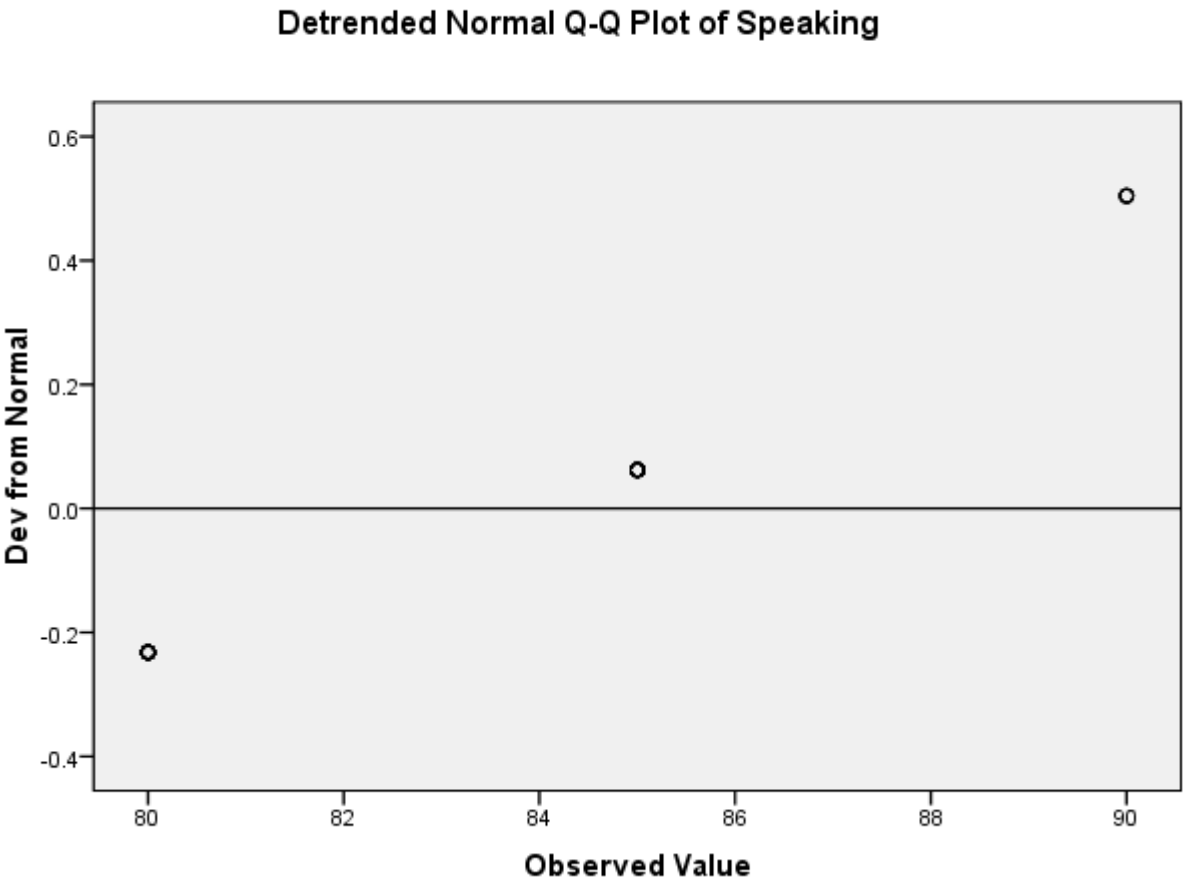
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Speaking Stem-and-Leaf Plot

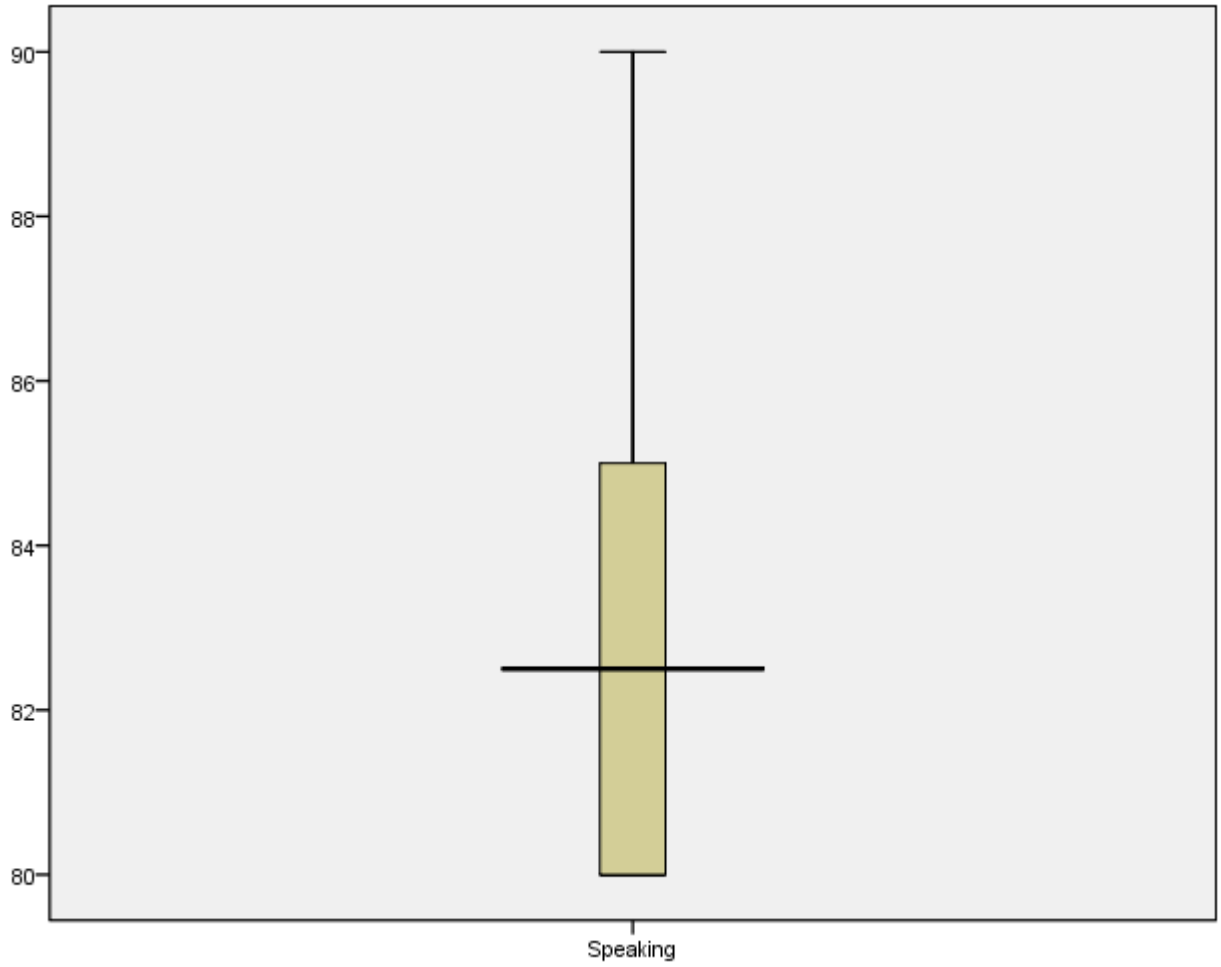
 Frequency    Stem &  Leaf

    21,00       80 .  000000000000000000000
      ,00       81 .
      ,00       82 .
      ,00       83 .
      ,00       84 .
    16,00       85 .  0000000000000000
      ,00       86 .
      ,00       87 .
      ,00       88 .
      ,00       89 .
     5,00       90 .  00000

 Stem width:         1
 Each leaf:       1 case(s)
```


Normal Q-Q Plot of Speaking
Expected Normal
1.5
1.0
0.5
0.0
-0.5
-1.0
80
82
84
86
88
90
Observed Value


Detrended Normal Q-Q Plot of Speaking
Dev from Normal
0.6
0.4
0.2
0.0
-0.2
-0.4
80
82
84
86
88
90
Observed Value



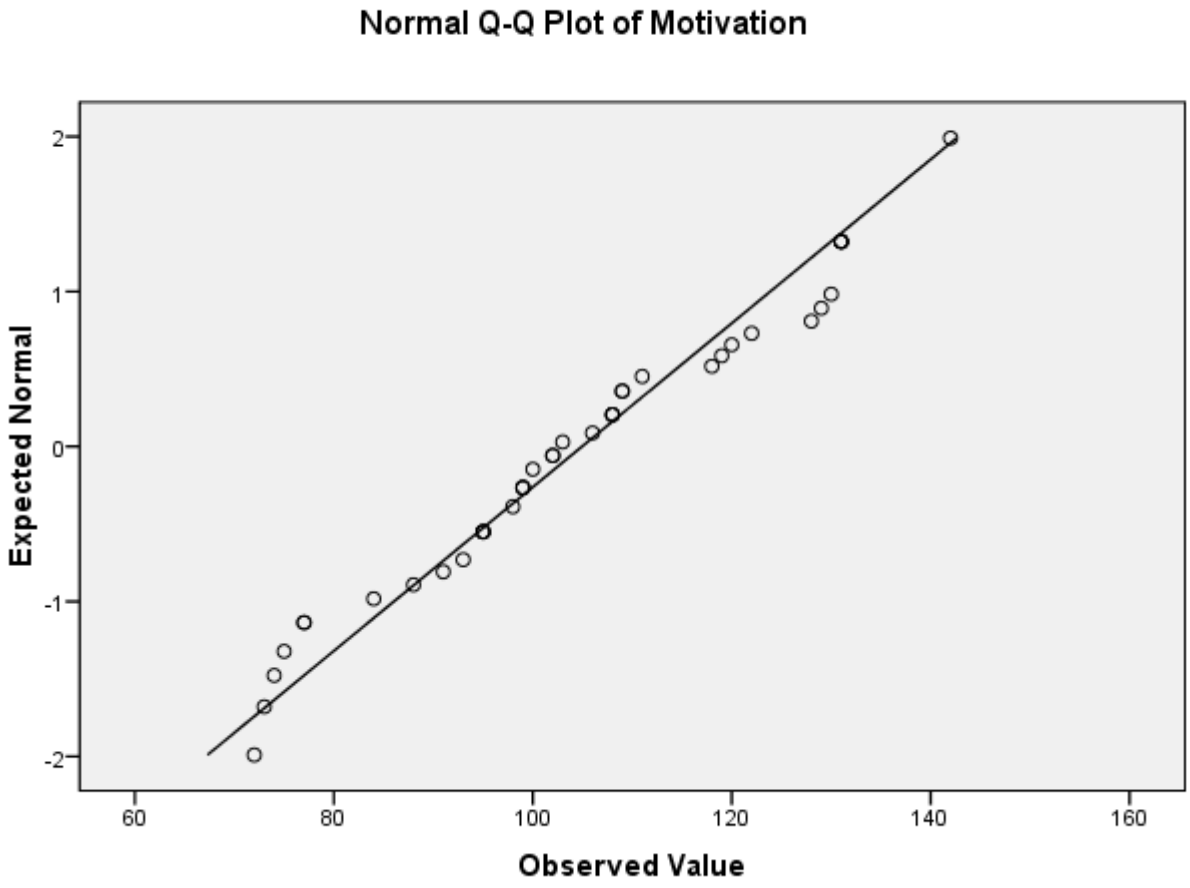
Motivation

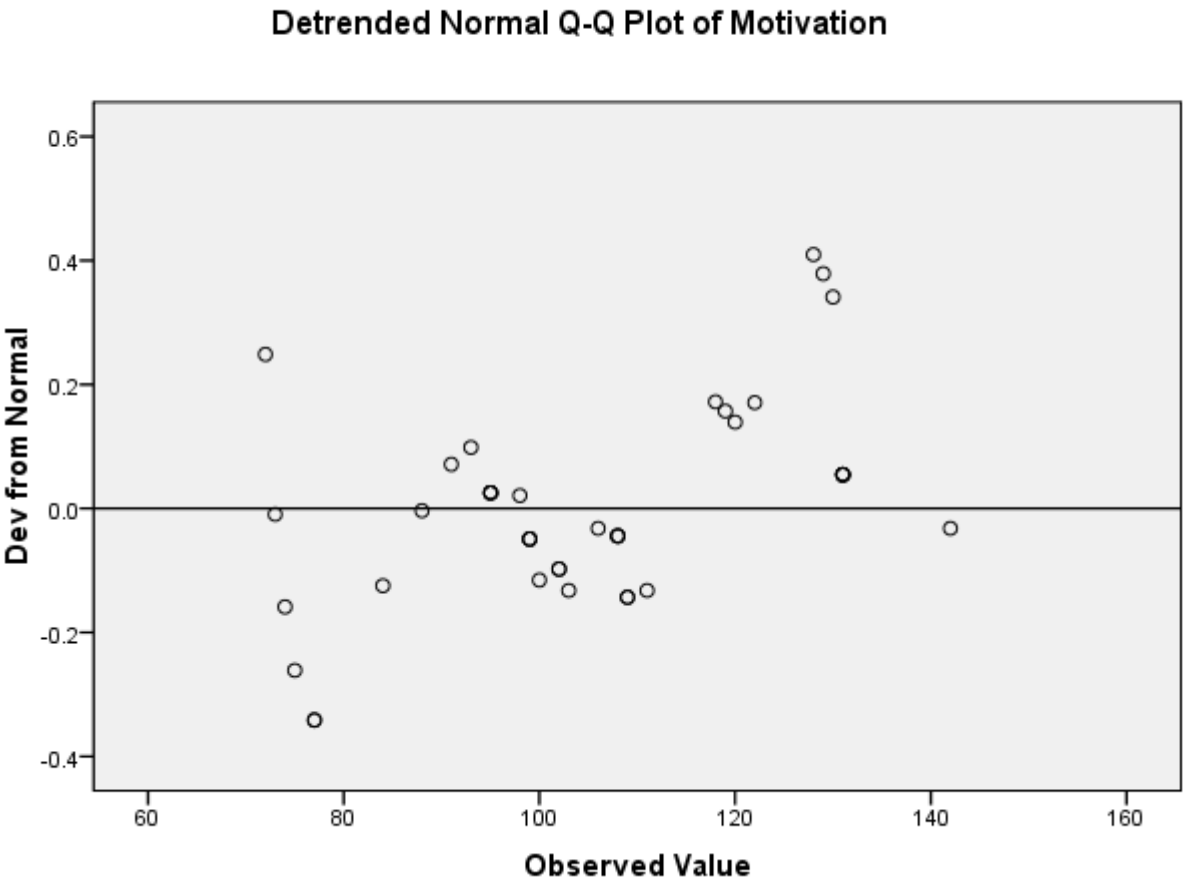
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Motivation Stem-and-Leaf Plot

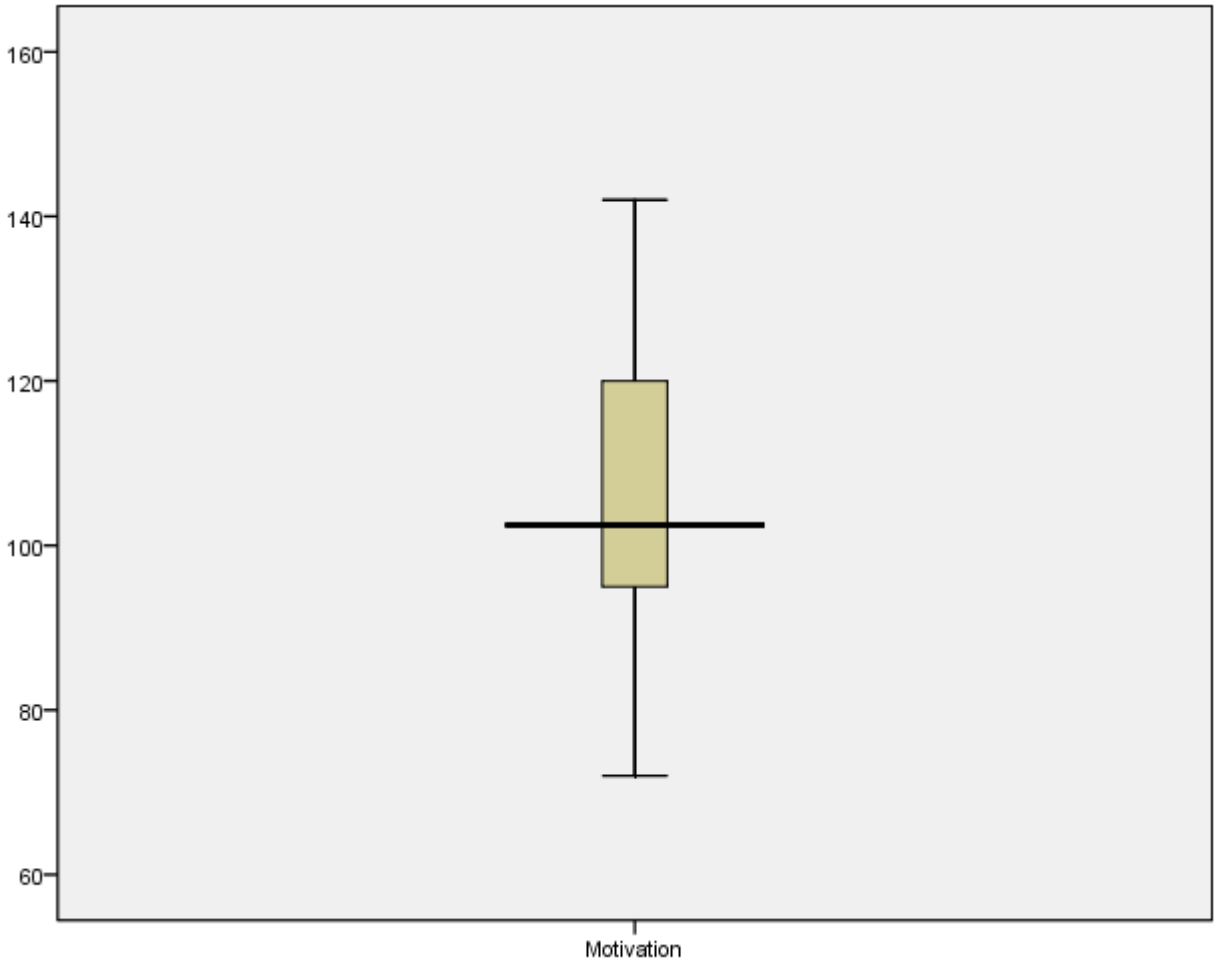
 Frequency    Stem &  Leaf

     6,00        7 .  234577
     2,00        8 .  48
    10,00        9 .  1355558999
    10,00       10 .  0223688899
     3,00       11 .  189
     4,00       12 .  0289
     6,00       13 .  011111
     1,00       14 .  2

 Stem width:        10
 Each leaf:       1 case(s)
```


Normal Q-Q Plot of Motivation
Expected Normal
2
1
0
-1
-2
60
80
100
120
140
160
Observed Value


Detrended Normal Q-Q Plot of Motivation
Dev from Normal
0.6
0.4
0.2
0.0
-0.2
-0.4
60
80
100
120
140
160
Observed Value


160
140
120
100
80
60
Motivation

Variances		t-test for Equality of Means						
							95% Confidence Interval of the Difference	
F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
53.771	1.090	-7.365	82	.000	-21.857	2.968	-27.761	-15.953
		-7.365	43.778	.000	-21.857	2.968	-27.839	-15.875

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	84
or each dependent variable in a table, ser-defined missing values for the ependent and all grouping variables are eated as missing.	
ases used for each table have no missing alues in any independent variable, and not l dependent variables have missing alues.	
EANS TABLES=Motivation BY Speaking /CELLS MEAN COUNT STDDEV /STATISTICS LINEARITY.	
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mary

Cases			
Excluded		Total	
	Percent	N	Percent
42	50.0%	84	100.0%

ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
	8060.002	2	4030.001	23.778	.000
	8007.685	1	8007.685	47.247	.000
Linearity	52.318	1	52.318	.309	.582
	6609.902	39	169.485		
	14669.905	41			

a	Eta Squared
.741	.549

	25-Sep-2023 07:59:22
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	ser-defined missing values are treated as issing.
	tatistics for each pair of variables are ased on all the cases with valid data for at pair.
	ORRELATIONS /VARIABLES=Speaking Motivation /PRINT=TWOTAIL NOSIG /MISSING=PAIRWISE.
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	00:00:00.032

tion
.739**
.000
42
1

.739	
.000	
42	
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42	