
THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND THEIR SPEAKING ACHIEVEMENT AT SENIOR HIGH SCHOOL 4 KENDARI

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ABSTRACT

The objective of this study was to determine the correlation between the students' motivation and their speaking competence at grade 11 of Senior High School 4 Kendari. The design of this study was quantitative research and the population was all grade 11 students at Senior High School 4 Kendari with the total numbers of students was 620 students. The sample of this study was class XI MIA 7 (36 students). The instrument of this study were questionnaire and students' speaking score. The researcher collected the data by using questionnaire adapted from Sun (2009) as the data of students' motivation and final speaking score to get data about students' speaking achievement. To analyze the data, the researcher used descriptive statistic to view the students' speaking achievement and their motivation based on five categories are; very low, low, medium, high, and very high. The result of this study showed that students' speaking achievement was mostly categorized in good criteria. It also showed that the students were highly motivated to learn speaking English by using video blog. The result of inferential statistics analysis showed that there was a significant correlation between students' motivation and their speaking achievement at grade 11 of Senior High School 4 Kendari. It was proved by the result of product moment correlation ($r_{xy} = 0.487$), which was higher than r -table = 0.329. It means that motivation and achievement had a positive correlation.

1. INTRODUCTION

Speaking in both of English as a Second Language (ESL) and English as a Foreign Language (EFL) are considered as a part of apprehensive classroom activities. As we know that motivation is one of the most important factors that influence the achievement of students' English performance. Kim (2013) found that students' motivation was correlated significantly with the achievement in speaking.

The researcher chooses this title to be undertaken in this research that the researcher interest in the field of motivation because motivation is very important in education. There are three that to remember about education namely motivation, motivation, and motivation (Bell, 1980 cited in Ames, 1990). Furthermore, becomes the main problems in learning process is motivation. Gardner (1985) explained that motivation has been identified as one the main factors affecting English language learning.

Preliminary research by interviewing one of the English teachers at Senior High School 4 Kendari showed that most of the students used smartphone for learning. It means that the students are familiar to the use of online content of learning for learning. Therefore, the researcher want to see motivation from the students and their speaking achievement after VLOG was applied by the teacher in learning speaking, where they can create their own movie to be published for online discussion.

This is the reason for the researcher to conduct this study. Therefore in this case, the researcher aims to conduct a study with the tittle "*The Correlation between Students' Motivation and Their Speaking Achievement at Senior High School 4 Kendari*". Meanwhile, the research questions could be formulated as follows: (1) What is the students' speaking motivation at Senior High School 4 Kendari?; (2) What is the students' speaking achievement at Senior High School 4 Kendari?; and (3) Is there any significant correlation between the students' motivation and their speaking achievement at Senior High School 4 Kendari?

2. LITERATURE REVIEW

Theory of Motivation

Motivation is the combination of effort and wish to achieve the goal of language learning plus good attitude toward learning the language (Gardner, 1985). Motivation is thought as "an inner drive, impulse, emotion, or desire that moves one to a particular action" (Brown, 2006, p. 153). Therefore, motivation plays an important role on the successful accomplishment of individual works.

Gillard (2013) argues that extrinsic motivation (EM) refers to motivation that comes from outside an individual. While, Intrinsic motivation (IM) refers to a situation in which an activity is performed to experience positive affect inherent in the activity (Spinath & Steinmayr, 2008).

The Underlying Theory of Speaking

The communication simply requires a way of producing sounds and rules of language, which is commonly called as speaking. Gan (2012) states that speaking is a comprehensive volume that addressing the most silent issues for teaching learners to produce oral language. Besides, Brown (2006) inclines that speaking is the interaction, which requires the collaborative exchange of thoughts, feeling, or ideas between two or more people, resulting in a reciprocal effect on each other.

The EFL Speaking Focus

This study is addressed into two main aspects should be considered, those are fluency and accuracy.

Fluency

Fluency in EFL speaking is the quick way of expressing ideas, responding others confidently. Nunan (1992) claims that fluency is often referred to the capacity of using the language quickly and confidently with few natural pauses and the capacity to communicate the ideas without having to stop and think too much.

1. Accuracy

Gan (2012) points out that accuracy in speaking is talking about the form focus, error analysis of one's speaking, and the way produce a language particularly English.

VLOG as Media of EFL Speaking

Audio and video as EFL learning media have been considered as powerful tools to enhance students' Foreign Language (FL) skills, particularly speaking and listening. The term of VLOG (Video Blog) refers to the tools for sharing the content of learning becomes more popular and used most to share students' results of classroom projects. Previous Studies

The first research was done by Rakhmanina and Kusumaningrum (2017), which investigated the effectiveness of video blogging in teaching speaking viewed from students' learning motivation found that learning speaking through video blogging is more effective than expository strategy, the students who have high learning motivation have higher speaking ability than those who have low one; and there is an interaction between teaching strategies and motivation for the teaching of speaking.

The last research had done by Hasrina (2018) the study was focused on students' motivation and their English achievement. The findings of the study showed that the coefficient correlation or *r count* is 0.463. It is significant at 0.01 ($r = 0.463$), $p = 0.000$). It infers that there was a good correlation between both of the variables.

To avoid plagiarism, the researcher shows some differences of this

study with the relevant studies. First, Rakhmanina and Kusumaningrum (2017) showed that learning speaking through video blogging can improve their understanding in speaking rather than pronunciation in speaking. Therefore, this study is going to evaluate the students' motivation towards the use of video blogging. Then, Hasrina (2018) conducted a study that focused on students' motivation and their English achievement. Meanwhile, my study focused on the correlation between students' motivation and their speaking achievement after VLOG was applied to teach speaking by the teacher.

3. METHODS

This study used a quantitative research design to determine the correlation between the students' motivation and their speaking achievement at Senior High School 4 Kendari. The population of this research was all students at grade 11 of Senior High School 4 Kendari, which was consisted of 620 students. The sample of this research was class XI-MIA-7 which had been taught by using VLOG in speaking class.

In this research, the researcher used questionnaire to investigate the students' motivation and students' speaking achievement after VLOG was applied in teaching speaking at Senior High School 4 Kendari. The questionnaire is adapted from Sun (2009) which consisted of 33 items.

4. FINDINGS AND DISCUSSION

Findings

1. Students' Speaking Achievement

The students' speaking achievement are describing in the following table:

Table 1 Description of Students' Speaking Achievement

Category	Frequency	Percent (%)
Very good	0	-
Good	36	100,00
Medium	0	-
Low	0	-
Failed	0	-
Total (Σ)	36	-
Minimum	74,00	100,00
Maximum	83,50	
Mean	78,17	

Based on the above table, the students' speaking fluency belongs to medium to very good category, with the most dominant students' score were good. It is indicated by the mode or the highest frequency of students' score distribution was in good category. The minimum score of speaking achievement was 74.00 and the maximum score was 83.50. It means that students' speaking achievement were distributed from

74.00 to 83.50. The mean score or the average of students' score of

speaking achievement was 78.17. Based on the mean score of the students' speaking achievement were majority belonged to the good category.

2. The Result of Questionnaires

In this study, the researcher investigated the correlation between students' motivation and their speaking achievement at Senior High School 4 Kendari which used closed question, it is consists of 24 statements questionnaire.

Table 2 **the Percentage of Students' Speaking Motivation**

Indicators	No. Items	Percentage of Respond (scores) (%)					Total
		Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	
Amotivation	1	17	12	4	3	0	36
		47.22	33.33	11.11	8.33	0	100
External Regulation	2	0	0	1	24	11	36
		0	0	2.78	66.67	30.56	100
	3	0	0	2	19	15	36
		0	0	5.56	52.78	41.67	100
Interjected Regulation	4	0	2	8	18	8	36
		0	5.56	22.22	50	22.22	100
Identified Regulation	5	0	0	4	10	22	36
		0	0	11.11	27.78	61.11	100
	6	0	3	4	19	10	36
		0	8.33	11.11	52.78	27.78	100
Integrated Regulation	7	0	0	7	9	20	36
		0	0	19.44	25	55.56	100
IM-Knowledge	8	0	0	5	13	18	36
		0	0	13.89	36.11	50	100
	9	0	0	6	18	12	36

		0	0	16.67	50	33.33	100
	10	0	0	5	19	12	36
		0	0	13.89	52.78	33.33	100
	11	0	0	3	25	8	36
		0	0	13.89	52.78	22,22	100
	12	0	0	3	25	8	36
		0	0	8.33	69.44	22.22	100
	13	0	0	7	20	9	36
		0	0	19.44	55.56	25	100
IM- Accomplish ment	14	0	4	3	23	6	36
		0	11.11	8.33	63.89	16.67	100
	15	15	10	9	2	0	36
		41.67	27.78	25	5.56	0	100
	16	0	2	8	14	12	36
		0	5.56	22.22	38.89	33.33	100
	17	7	20	6	3	0	36
		19.44	55.56	16.67	8.33	0	100
	18	6	11	12	6	1	36
		16.67	30.56	33.33	16.67	2.78	100
	19	0	2	4	13	17	36
		0	5.56	11.11	36.11	47.22	100
20	1	10	15	5	5	36	
	2.78	27.78	41.67	13.89	13.89	100	
IM- Stimulation	21	0	1	3	10	22	36
		0	2.78	8.33	27.78	61.11	100
	22	0	0	6	21	9	36
		0	0	16.67	58.33	25	100
	23	10	15	8	3	0	36
		27.78	41.67	22.22	8.33	0	100
24	2	17	9	7	1	36	
	5.56	47.22	25	19.44	2.78	100	

The above table shows the percentage of students' motivation after VLOG was applied to teach speaking .by the teacher. It can be clearly seen the percentage of students who Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree for each statements. Based on the table item 1 was students' motivation for aspect Amotivation, 2-3 were students ,, motivation for aspect External Regulation, 3-4 were students' motivation for aspect Interjected Regulation, 5-6 were

students' motivation for aspect Identified Regulation, 7-10 were students' motivation for aspect Integrated Regulation, 11-13 were students' motivation for aspect Intrinsic Motivation knowledge, 14- 20 were students' motivation for aspect Intrinsic Motivation accomplishment, and the lastly 21-24 were students' motivation for aspect Intrinsic Motivation Stimulation.

3. Normality Testing

Table 3 Result of Normality Test

		One-Sample Kolmogorov-Smirnov Test	
		speaking	Motivation
N		36	36
Normal	Mean	78,2500	54,7778
Parameters ^{a,b}	Std. Deviation	2,42163	3,48459
	Kolmogorov-Smirnov Z	,576	,746
	Asymp. Sig. (2-tailed)	,894	,633

The table above indicated that both of the speaking score and students' motivation are distributed normally.

4. Correlation Testing

The result of inferential statistic analysis by using product moment correlation formula (r_{xy}) is shown in the following table:

Table 4 the Calculation of Coefficient Correlation

No	X (Speaking)	Y (Motivation)	X ²	Y ²	XY
	2817	1971.999056			
SUMMARY		7025480	3088780	976	
PEARSON				0,487	
Pembilang	5176,174235				
Penyebut	10632,80551				
MANUAL CALCULATION				0,487	

The result of inferential statistics analysis revealed that $r_{xy} = 0.487$. Therefore, H_0 was rejected and H_1 was accepted, which means that

there was a significant correlation between the students' motivation and their speaking achievement at grade 11 of Senior High School 4

Kendari.

5. Discussion

The use of blogs in EFL learning is mainly supported by the constructivist approach, as their use underscores learner interactions (Kern, 2006), learner-centered and constructivist environments, social interactions, and active and social learning (Ferdig, 2007). Blogging helps the learners to found knowledge, which refers to the process of constructing meaning from past experiences, it serves as a valuable tool for developing ideas collaboratively with friends and teachers (Churcher, Downs, & Tewksbury, 2014). More specifically, the learners can use their language knowledge in various situations, discuss their opinions with their peers, transfer their knowledge from one basic skill to another, and create social learning environment that facilitates collaborative learning.

The result of this research namely there was a significant correlation between the students' motivation and their speaking achievement at grade 11 of Senior High School 4 Kendari. It is supported by Choosri & Intharaksa (2011) who had done a research entitled "Relationship between motivation and students' English learning achievement". They found that motivation has positive correlation with students' speaking achievement. Therefore, if the students have high motivation, they also have high achievement.

Su & Wang (2009) found that the result of their study which is showed that the student's performance has a close relationship with the motivation. Moreover, Choosri & Intharaksa (2011) found that motivation has positive relationship with students' speaking achievement. It means that the result of this research showed that motivation can influence students' achievement. So the result of this research could be a guideline for students to know that motivation was needed in learning process in order to get a good achievement especially

in speaking English. Without motivation, students do not have personal spirit to learn.

Regarding the above research and several theories of using proper media for speaking classroom instruction, this research applied the use of VLOG in EFL speaking. Therefore, the findings of this research are considerably relevant to the constructivism theory of learning. Using VLOG in EFL speaking classroom might positively motivate the EFL learners to share and collaborate, actively participating in both modes of synchronous and asynchronously.

In addition, concerning with the research that in education

students' motivation is very influential towards their speaking achievement. It means that if students have high motivation, they will have spirit to obtain their achievement. In this research, based on the result of inferential statistics analysis, there was a significant correlation between the students' motivation and their speaking achievement. So this research proves that motivation and achievement are related to each other.

CONCLUSION AND RECOMMENDATION

The conclusions of this study are:

1. Students' speaking achievement is categorized moderate to very good, which most of the students obtained the score around good category.
2. The students are highly motivated to learn speaking by using video

blogs. Based on the main terms of motivation, the students are highly motivated in terms of; Amotivation, Extrinsic motivation, and Intrinsic Motivation.

3. There is a significant correlation between the students' motivation

and their speaking achievement at grade 11 of Senior High School

4 Kendari. It means that the students who have high motivation can influence students' achievement. So motivation and achievement have a positive correlation.

It is recommended to the ELT practitioners particularly in language learning of EFL speaking, to be more focused on the improvement scaffolding tools such video blogging to help learners practice more confidently in speaking.

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