

# THE CORRELATION BETWEEN STUDENTS' MOTIVATION IN LEARNING ENGLISH AND THEIR SPEAKING ABILITY

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Penelitian ini bertujuan untuk mencari korelasi antara motivasi siswa dalam belajar dan prestasi mereka dalam berbicara. Peneliti menggunakan metode kuantitatif dan menggunakan metode yang lebih khusus yakni *Pearson-product moment correlation coefficient*. Hasil dari penelitian ini menunjukkan bahwa korelasi antara dua variabel yang disebutkan adalah 0,622. Hasil ini membuktikan bahwa korelasi antara keduanya bernilai signifikan. Untuk nilai regresi, hasil dari pengolahan data menunjukkan angka 0,387. Hasil ini menjelaskan bahwa motivasi mempengaruhi prestasi siswa dalam berbicara Bahasa Inggris sebanyak 38,7%. Peneliti menyimpulkan bahwa motivasi telah mempengaruhi tingkah laku siswa dalam belajar, mengubah pola belajar kognitif siswa dan membuat siswa fokus dalam mencapai tujuan mereka. Siswa yang termotivasi mengatasi rintangan yang datang kepada mereka dengan kekuatan yang kuat dari dalam diri mereka. Selain itu, siswa yang termotivasi sering mendapat hasil yang baik karena motivasi meningkatkan penampilan mereka dalam mencapai tujuan belajar mereka.

This research was aimed at investigating the correlation between students' motivation in learning English and their speaking ability. The researcher used quantitative method and more specifically the researcher used *Pearson-product moment correlation coefficient*. The result of this research showed that the correlation between both variables was 0.622. It means that the correlation between both variables was significantly correlated. For the contribution, the students' motivation contribution toward their English speaking ability was 0.387. It means that the motivation contributed on the students' English speaking ability for 38.7%. The researcher concluded that the motivation directed students' behavior in learning, changing the cognitive processes in learning and making the students focus on reaching their goals. Motivated students overcome obstacles which come to them with strongly powerful from inside. Moreover, motivated students often got best result because motivation improved their performance to achieve their goals.

**Keywords:** correlation, English speaking ability, motivation.

## **INTRODUCTION**

Speaking is an important skill in language learning. By speaking, speaker and listener can get information or and maintains social relationship with others. Contrary, most students in SMPN 3 Natar think that speaking is the most difficult skill when they learn English as a foreign language. There are potential problems that can hinder the students to speak which, i.e shyness, nervousness, feeling afraid of making mistakes, and do not know how to pronounce in certain words. Those factors above become the reasons why the students of junior high school often get problems in speaking skill. Motivation is one of the psychological factors that affects language learning. It is claimed that learner will be successful with the proper motivation. Harmer (2003) states that motivation is essential to success: that people have to want to do something to succeed. Without such motivation the learners will almost certainly fail to make the necessary effort. Motivation plays a significant role in the process of learning a language. A language teacher cannot effectively teach a language if he or she does not understand the relationship between motivation and its effect on language acquisition. The core of motivation is what might be called passion, which relates to a person's intrinsic goals and desires. Successful learners know their preferences, strengths and weaknesses, and effectively utilize strengths and compensate for weaknesses. Successful language learning is linked to the learner's passion. In particular, students' motivation is important in the development of speaking skill. Motivation is term for explaining the success and failure or virtually any complex task (Brown, 2008). It is easy in language learning to claim that a learner will be more successful with the proper motivation. In

addition, motivation is all power that pushes someone to do something (Nasution, 2000). This means that there is positive effect that influences someone to do a lot activity. According to Nasution, motivation pushes people to create an activity or to do positive activity.

## **METHOD**

In conducting this study, the researcher used the quantitative method in order to know the correlation and significance of correlation between both of the variables. This design was used because it was the most suitable to measure the correlation between two variables. The population of this research was the students at the third year of SMPN 3 Natar. There were 3 classes of the third year students and each class consisted of 37-38 students. The students of the third year numbering of 114 students were divided into 3 classes. The sample used purposive sampling which also known as judgemental, selective or subjective sampling. This was a type of non-probability sampling, which focuses on sampling technique where the units which investigated were based on the judgement of the researcher.

The researcher investigated the students' motivation in speaking class. The researcher distributed motivation questionnaire to the students after giving the speaking test. The score of the questionnaire were based on Likert Scale and range 1 to 3. The score was given for each answer for each item function as the symbol in showing whether one of the activities was higher or lower than the others. By using scale in the questionnaire, the researcher collected the ordinal data in form of numbers. So, the data was collected

easier and was analyzed by using statistical formula. The speaking test was used to find out the students' speaking ability through a topic. The topic was "The Expression of Certainty and Uncertainty."

In constructing the research, the research procedure used these following steps: First, determining the problems of the research. The researcher observed the students in the class by giving questionnaire. The questions of the questionnaire were about student's behavior in learning, and their comprehension about their own self in learning English as a foreign language. Second, determining the population and sample, the population of this research were the students at the third year. The researcher used purposive sampling technique to have data of motivation questionnaire and speaking test. Third, determining the research instruments, the instruments in this research were questionnaire and speaking test. The researcher conducted speaking test to get the score of the students' speaking ability. The students performed their dialogue in form of transactional dialogue that concerned in three aspects of speaking performance, they were pronunciation, fluency, and comprehension. In achieving the reliability of the speaking test, inter rater reliability was used in this study. This research had three raters for the speaking test. The first rater was the researcher, the second rater was the English teacher of that class and the third rater was the English teacher from other class. Fourth, administering the questionnaire, the questionnaire test was given to the students. The numbers of the questions were 32. Each items had mainly three alternatives answers, there were a, b, and c. Fifth, administering the speaking test. The researcher evaluated the students speaking test performance by giving a topic and guiding to make a short dialogue in

pair. For the reliability of the questionnaire, the researcher analyzed the data and the result was 0.778. Sixth, analyzing the result of the test, both of the instruments, motivation questionnaire and speaking test of the class were analyzed using Pearson Product Moment. The students' utterances of speaking test were recorded when they performed their dialogue. The data were analyzed by referring to the rating scale namely speaking ability by Heaton (1991). First, the researcher classified the result of the questionnaire. Second, the researcher scored students' speaking test. The data was analyzed by using SPSS. The hypothesis has been analyzed at the significance level of students' speaking ability.

## RESULT

This study was conducted in order to find out the correlation between students' motivation and their speaking ability. The researcher analyzed the data by using SPSS. The following table shows the computation result of the two variables.

**Table 4.1 The Value of Pearson Product Moment Correlation**

Correlations		
	MOTIVASI	SPEAKING
MOTIVASI Pearson Correlation	1	.622**
Sig. (2-tailed)		.000
N	31	31
SPEAKING Pearson Correlation	.622**	1
Sig. (2-tailed)	.000	
N	31	31

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

From the calculation above, the researcher found that the coefficient correlation between students' motivation and their English speaking ability was 0.622 at significance level of 0.01. It means that the correlation between students' motivation and their speaking ability was strong. This data answered the hypothesis testing of this research, which was showed that there is no correlation between both of variables.

For the contribution of motivation toward students' English speaking ability, the Simple Regression analysis was used to see how far the contribution of students' motivation contributes their English speaking ability. The following table shows the computation of simple regression analysis of two variables:

**Table 4.2 The Value of Regression**

Model Summary		
R Square	Adjusted R Square	Std. Error of the Estimate
.387	.366	3.295

a. Predictors: (Constant), MOTIVASI

Table 4.2 shows that the coefficient influences value X toward Y is 0.387, which was classified into high influence. It means that the contribution of students' motivation on their English speaking ability is 38.7%, while another 61.3% is influenced by other factors. Motivation plays 38.7% in direct students' behavior in learning speaking, changing the cognitive process of learning English and also making the students focus in reaching the goal.

In the questionnaire, the researcher distributed questionnaire of motivation to 31 respondents of third year students. As it was mentioned on the previous chapter, the questionnaire consisted of 32 items which referred to high, moderate and low level of motivation rated on a 3-point Likert-type scale, from one to three.

**Table 4.3 Score of Students' Motivation in Learning Speaking (X Variable)**

No	Interval Score of Motivation	Score of Motivation
1	Highest	82
2	Lowest	54
3	Average	70

(Students' Motivation Score)

**Table 4.4 Descriptive Statistic of Motivation Questionnaire**

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
MOTIVASI	31	28	54	82	69.32	1.141	6.353	40.359
Valid N (listwise)	31							

From the data on table 4.3 we can see the total score of 31 respondents was 2149. By applying SPSS program, it shows that the mean of students' motivation score was 69, the range was 28, the minimum score of students' motivation was 54, and the maximum score of students' motivation score is 82. For English speaking test, it consisted expression of "Certainty and Uncertainty" in the form of conversation. The students were asked to make their own conversation. The test covered expressing "Certainty and Uncertainty".

The researcher used inter rater to score the students' English speaking ability in speaking English. It means there was other raters who scored the students' ability in speaking English besides the researcher herself. Here are the the total score of English speaking test as accumulation score from raters:

**Table 4.5 The Percentage Of Students' Speaking Ability**

No	Score Interval	Frequency	Percentage
1	90-100	3	9,67%
2	80-89	23	74,19%
3	70-79	5	16,12
<b>Total</b>		<b>31</b>	<b>100%</b>

(Score of Students' Speaking Test)

There were three students who got 90 (9,67%), it means that their speaking ability were great. There were 23 students who got 80-89 (74,19%), it means that their speaking ability were good. For the last level, there were five students who got 70-79 (16,12%), it means that their speaking ability were enough.

## **DISCUSSION**

From the data analysis, it appeared that the correlation index between X variable and Y variable was 0.622. It means that between both variable had high correlation with the interval is 0.70-0.90. It indicated the gravity of correlation in this study is the high level. It concluded that there was high correlation between students' motivation in learning speaking and students' speaking ability. It means the alternative hypothesis of the research was accepted.



Based on the data of the result, students showed how motivation took place on their activities. Motivation had an important role in language learning process. Motivation was like an organizer on their self which aroused their desire to learn. Students who were motivated were more successful than students who were not motivated. But, some of the students who were not motivated, basically, they were able to practice their ability in speaking. Students who were motivated needed to force themselves to practice and made themselves had a positive habitual to speak in English. Motivation drove the students to pay more attention to the subject. Motivation made the students ready in teaching learning process. So, the students understood easily about the material in learning speaking. Students who were motivated had practice their ability on their spare time. It was because an enjoy feeling on their self so they were happy in doing this activity.

The students who were motivated were successfull in speaking achievement. Because they paid attention to the materials. The students also paid attention to how the teacher practiced the word. When the teacher gave the example of word, they paid attention to the written word. When they found the difficulties, they asked their teacher to repeat the utterances. After they read the written word, they looked at the teacher and saw how the way to pronounce it. They continuously pronounced it, and it trained their speaking skill. The students who were motivated were aware about the aim of learning process in the class. They were aware that they should reach the goal of the process to get the achievement. This awareness created desire to learn moreover to practice the ability. Teachers utilized learning tools focusing on high motivation and less on work avoidance

motivation. The students habits were brought with them when they begin studying. Their habits were important because those motivations could greatly influence the students' ability to succeed. The students who were motivated would be helpful in acquiring new information and decrease the effect of low motivation. In addition, it was also evident that the students who were motivated, the more they were able to benefit from they learning activities.

Lightbrown and Spada (2001) identify motivation as an intricate incident which can be identified along with two factors: "learners' communicative and their attitudes towards the second language community". They believed that when learners thought that they needed to speak the second language with the aim of being in touch with others or accomplishing and achieving specialized desires and goals, and they were motivated to obtain expertise and skill in it. Gardner and Lambert (1972) name the mentioned situation as integrative motivation and instrumental motivation. Research has proved that whether second language learning is successful or not directly and strongly concerns with these types of motivation (Lightbrown & Spada, 2001).

Related to motivation questionnaire, students showed how much motivation contributes their self. Students who had motivation were success in speaking. Most language educators probably believed that motivation caused better acquisition although there was some evidence that moderate or low motivation can be just as strong. (Gardner and MacIntyre 1992). It was caused why students can success in speaking test. The students who were highly motivated paid more attention so they understood faster than other students. They were listened and read the written word carefully. They concerned in the

way of how the speaker pronounced the word. By their motivation, they learnt speaking seriously. As Krashen (1981) claims that with high motivation, self-confidence, good self-esteem, and low level anxiety, student will be better for success in second language acquisition. Furthermore, low motivation, low self-confidence, and low self-esteem and debilitating anxiety formed a mental block that prevents comprehensible input for language acquisition. When the students had good motivation, they had more inner state of need or desire that activates an individual to do something to satisfy them. Motivation became the forces that account for the arousal, selection, direction, and continuation of behavior. Motivation drove an individual to take a positive effect of their life.

There are internal factors related to learners' aspects in motivation. There are: goals setting, expectancy, anxiety, self-confidence, and self-efficacy. In students' perspectives, goals setting and expectancy were the most prominent factors in sustaining their motivation to learn English. Most students had set goals for their English learning and had high expectation of the goal-attainment. Although these two aspects did not rank to the most outstanding place in the result of teachers' questionnaires, most teachers still confirmed the great effects of them.

Unexpectedly, students' questionnaire did not show the very high anxiety in English class as teachers' perceived. Self-confidence and self-efficacy were not salient in students' part. It appeared that students were lacking self-confidence and with low sense of self-efficacy in general, which to large extent made them underpowered to sustain the effort in English learning, especially when facing obstacles or failures.

## CONCLUSION

Based on the result of data analysis, the researcher concluded that;

1. There was a significant correlation between students' motivation in learning speaking (X) and their speaking ability (Y). After analyzing both variables by Pearson' Product Moment formula, it was found that  $r_{xy} = 0.622$ . The result of  $r_{xy} = 0.622$ , it indicated the gravity of correlation in this research was in the high level. It is considered that there is high correlation between students' motivation in learning speaking and their speaking ability.
2. While, motivation contributes on the students' speaking ability in 38.7%. Motivation directs students' behavior in learning, their persistency, vision and also the frequency of practicing the word. Besides, other 61.3% of students' speaking ability are influencing by other factors such as age and attitude. It is considered that the students who are learning to speak, will be able to achieve the better speaking ability by using motivation. The students who have high motivation will make an effort to follow the learning process intensively, and they learn the lesson as well as possible not only in the school but also outside the school. They were motivated to enrich their vocabulary and to practice their speaking ability. Moreover, motivated students usually feel enjoy in their learning. It makes them easier to speak up confidently wherever they are although English is a foreign language.

## **SUGGESTIONS**

Based on the problems of the research, the researcher gives the suggestions to the teacher and the further researchers as follows;

1. The teacher should create an interesting and comfortable situation in the classroom in order to make students speak up confidently. Besides, students should also have motivation from inside themselves to learn speaking. It can encourage students to learn and to achieve their goals. The teacher should improve the students' motivation in learning English, especially in speaking skill because motivated students will concentrate and enjoy the teaching and learning process.
2. For further researchers who are interested in conducting similar study, this study can be used as the reference for them to support their study. It is also suggested that others researchers are expected to take the larger sample in their study because the sample of this study is only 31 respondents. They are also suggested to conduct their study in a longer time in order to get more valid and more reliable data.

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