

THE CORRELATION BETWEEN STUDENTS' MOTIVATIONAL BEHAVIOR AND STUDENTS' SPEAKING PROFICIENCY

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Abstract

Penelitian ini bertujuan untuk menginvestigasi i) hubungan antara motivasi belajar siswa dengan kemampuan berbicara bahasa Inggris, ii) jenis dari perilaku motivasi yang memberikan pengaruh terbesar terhadap kemampuan berbicara bahasa Inggris. Penelitian ini merupakan penelitian kuantitatif dengan desain penelitian *ex post de facto design*. Subyek dalam penelitian ini sebanyak 40 siswa pada tahun ke dua SMA Al Kautsar Bandarlampung. Teknik pengumpulan data yang digunakan adalah kuesioner dan *extensive monologue English speaking test*. Berdasarkan hasil, dapat disimpulkan bahwa ada hubungan antara perilaku motivasi siswa dan kemampuan berbicara bahasa Inggris. Selain itu, perhatian secara signifikan mempengaruhi kemampuan berbicara siswa. Ini menunjukkan bahwa hanya perhatian yang mengarah kepada kemampuan siswa dalam berbicara diantara dua kategori lainnya dalam motivasi belajar siswa.

The objectives of this research were to investigate i) the correlation between students' motivational behaviors and their English speaking proficiency, ii) the kinds of motivational behaviors that significantly affected the students' speaking proficiency. The current study was quantitative research with *ex post de facto design*. The subjects were forty students of the second grade of SMA Al Kautsar Bandarlampung. The data were collected through questionnaires and the extensive monologue English speaking test. The results showed that there is correlation between students' motivational behavior and their English speaking proficiency. Furthermore, attention significantly affected the students' speaking proficiency. This suggests that the only attention leads the students' speaking ability among another two categories of motivational behaviors.

Keywords: *correlation, English speaking proficiency, motivational behavior.*

INTRODUCTION

As a foreign language, English is taught at senior high school as a compulsory subject. The students in senior high school are obliged to master and to have substantial English ability especially for communication. By having a good communication skill, they are expected to be able to access knowledge by using English (Depdiknas, 2006). The ability to communicate is the primary goal of foreign language instruction that speaking is put ahead over the other skills.

Oral communication comes out through speaking. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking skill is very important for our future and career success, but certainly not limited to one's professional aspiration because speaking can enhance one's personal life, thereby bringing about the well-rounded growth we should all seek (Gillis, 2013). Learning a language means learning how to use the language for communication either in oral or written form, and also means learning how to express feeling, thoughts and experiences in various contents.

There are several elements that should be fulfilled so that speaking can be performed optimally; speaker, information, and listener. In studying, students have goals which have to be achieved by them. When they can achieve the goals that means they have good achievement. However, they sometimes find difficulties to communicate in English. The condition was also experienced by the researcher as a coach of an English club at SMA Negeri 2 Kotabumi. The students often got difficulties in using English when they tried to interact with others. They still looked reluctant to interact with their friends and their coach in English. Even though they had enough time to speak English at school, they still had a low motivation to speak. They were only brave to practice English orally in front of class if only they wanted to participate in an English competition.

According to the result of a research carried out by Hasan (1999) which investigated the impact of motivation to students' English achievement, she found that motivational behavior that refers to the effort, attention, and persistence gives positive impact to the students' achievement in learning English. The second research was done by Wilona (2010), she found out that there is a moderate correlation between intrinsic motivation and speaking proficiency. Having Intrinsic Motivation in the process of learning a foreign/second language helps people to achieve better speaking proficiency. Then, the third research was conducted by Yulis (2016), she proved that there is correlation between students' motivation and speaking skill although the level of their speaking ability was poor but their motivation was good enough. It makes, there is a fair correlation between students' motivation and speaking skill.

In this research, the researcher wants to find out the correlation between the students' motivational behavior and their achievement in English speaking and to find out the kind of motivational behavior that is most influential to the students' speaking proficiency by conducting research about correlation between students' motivational behavior and their speaking proficiency.

METHOD

The subjects of this research were the second year students of SMA Al Kautsar in the 2017/2018 academic year with a total of 40 students. The research used an *ex post facto design*. Hatch and Farhady (1982:26) state that *ex post facto* design is often used when the researcher does not have control over the selection and manipulation of the independent variable.

The data were correlated through questionnaire and extensive English speaking tests as the instruments. The researcher distributed motivational behavior questionnaire to the students in order to classify whether they have high motivational behavior or low motivational behavior, while for the speaking test, the researcher provided a piece of paper that contains of hot issues happening in Indonesia or around the world. Students' motivation is in the form of perception based on Likert scale with the range

1 – 5. English speaking proficiency is in the form of score based on the criteria proposed by Burns and Joyce (1997) and Heaton (1991).

RESULTS AND DISCUSSION

The objectives of this research were to find out the correlation between the students' motivational behavior and their achievement in English speaking and the kind of motivational behavior that gives most influence to the students' speaking proficiency. The population of this research was the second grade students of SMA Al Kautsar Bandarlampung. The researcher took forty students from nine classes as the sample of this research i.e. XI IPA1, XI IPA 2, XI IPA 3, XI IPA 4, XI IPA 5, XI IPS 1, XI IPS 2, XI IPS 3, and XI IPS 4. The researcher provided questionnaires consisting of 30 items and every single item is divided into three categories of motivational behavior in terms of intensity, persistence, and attention. Then, the researcher obtained the data for the speaking test by asking the students to make a speech based on four topics provided. The duration for each student to deliver his/her speech was 3 to 5 minutes. The elements scored were comprehensibility, performance, fluency, pronunciation, and language focus.

Furthermore, the researcher analyzed the data from those aspects by using SPSS (Pearson Product Moment Correlation) to find out the correlation between students' motivational behavior and their speaking proficiency. From the result of motivational behavior from questionnaire, it is obtained that the highest score is 148, and the lowest score is 109 and the average is 132.85. According to the researcher, the researcher categorized the students who got score up to 130 into high motivation, 110-130 into average motivation, and under 110 into low motivation.

It is found that 57.5 % of the students have high motivational behavior, 37.5 % of them have average motivational behavior, and 5% of them have low motivational behavior. From the data, it can be seen that most of the students have high motivational behavior.

Then, the researcher used inter-raters to score the students' ability in speaking. It means there was another rater who scored the students' ability in speaking besides the researcher himself. The total score of English speaking test was the accumulation score from raters, the researcher and the English teacher. Based on the result, there is no student (0%) who reached 90 – 100 in speaking test. No one of them who gets the score since no one was able to practice asking and giving their opinion in the form of speech well in terms of comprehensibility, performance, fluency, pronunciation and language focus.

Meanwhile, there are 18 students (45%) who get 80 – 89. These students were able to express their opinion in the spoken form. Even though they were not good enough to get 90, but their speaking ability was good enough.

There are 19 students who get 70 – 79 (47.5%). When they expressed their opinion, there were still several mistakes in their comprehensibility, performance, fluency, pronunciation and language focus. However, their weaknesses did not cause a pause when they expressed their opinion about the topic to their teacher and friends. The students who got low score were 3 students (7.5%). They could not express their ideas well and lack of comprehensibility, performance, fluency, pronunciation and language focus.

From the calculation between students' motivational behavior and students' speaking proficiency data, the researcher found that the coefficient correlation between students' motivational behavior and their English speaking proficiency is 0.649 at significance level of 0.01. It means that the correlation between students' motivational behavior and their speaking proficiency is weak.

After finding out the coefficient correlation between students' motivational behavior and their English speaking proficiency, the Simple Regression analysis was used to see how far the contribution of students' motivation to their English speaking proficiency. It was found that intensity gives 20.9% to the score of students' speaking proficiency. The other kind is attention which contributes 30.6%. The last is

persistence which gives 18.2% to the students' speaking proficiency. The kind of motivational behavior that gives the most influence to the students' proficiency in speaking is attention.

There are many aspects of motivational behavior that influenced to the students speaking proficiency. It was found that, there is one kind of motivational behavior that gives the most influence to the students' speaking proficiency.

Firstly, when the students lack of motivational behavior, it may open the possibility for the students to not have strong persistence in learning English. It makes them did not serious in learning. That also means they were in a state of being forced to study. Some of those students usually lack of activity and direct interest when studying English. Students feel uninterested in English from the very beginning. They also got difficulties because they lack of enough attention and intensity in learning.

That is also proved when the researcher calculated the contribution value that showed students' motivational behavior contributes 42.1% to the students' English speaking proficiency. As proposed by Gardner (1985), the motivated individual is one who wants to achieve a particular goal, devotes considerable efforts to achieve this goal, and experience satisfaction in the activities associated with achieving this goal.

Based on that statement, it can be inferred that the students' good English speaking proficiency contributed 42.1% towards motivational behavior and another 57.9% was influenced by other factors.

Furthermore, the contribution of students' motivation to their English speaking ability was shown when the students got high score in motivation score, they also got high score for their ability in speaking English. For example student 13, the students' motivational behavior score was 144 categorized as high motivated student and for English speaking test the student got 89. It can be seen that by having high motivational behavior, student was able to take part in speaking activity better than those who were not have high motivational behavior.

On the contrary, the students who were considered having low motivation, they also got low score for English speaking test. For example student number 40, the motivational behavior score was 109 categorized as low motivated student and for English speaking test the student got 70. It can be inferred that the students who had low motivational behavior did not have enough persistence, attention and intensity in learning language that made them hard to take part in speaking activity because they had not enough positive behavior in learning English so that their speaking proficiency was not really good.

There were two students who have same score in speaking however they have different scores in motivational behavior. This could happen because of other factors, maybe the student had average motivational behavior but for other factors such as self-esteem, level of anxiety and level of self confidence, the student was not really good. It can be inferred that every kind of motivational behavior gives different portion of impact to the students' speaking proficiency. The result of the data shows that intensity gives 20.9% to the score of students' speaking proficiency. Attention is the kind of motivational behavior which gives 30.6%. The last is persistence which gives 18.2% to the students' speaking proficiency.

As proposed by Gardner (1985), the motivated individual is one who wants to achieve a particular goal, devotes considerable efforts to achieve this goal, and experience satisfaction in the activities associated with achieving this goal. According to the result of a research carried out by Knoll (2000) states in his thesis about the correlation between motivations and reading comprehension, teachers cannot expect students to comprehend printed material if they have not read the material. Hasan (1999) also investigated motivation and focused on the motivational behavior, she found that motivational behavior that refers to the intensity, attention, and persistence gives positive impact to the students' achievement in learning English.

It can be concluded that motivational behavior plays an important role in developing competences in students itself that make them devote positive behavior in learning language especially English.

CONCLUSIONS AND SUGGESIONS

Conclusions

Based on the results of the data analysis and discussion, it can be concluded that there was a correlation between motivational behavior and English speaking proficiency. That was shown by the result of $r\text{-value} (0.649) > r\text{-table} (0.312)$. For the contribution value, it was found that the coefficient influences value is 0.421 at the significance level at 0.01. It means that the students' motivational behavior contributes 42.1 % to their English speaking proficiency. The kinds of motivational behavior are intensity, attention, and persistence. It can be concluded that intensity gives 20.9% to the score of students' speaking proficiency. The other kind is attention which gives 30.6%. The last is persistence which gives 18.2% to the students' speaking proficiency score. So, the kind of motivational behavior that gives the most influence to the students' speaking proficiency is attention.

Suggestions

Some suggestions are provided for the teachers and further researchers. English teachers are suggested to pay attention to the students' speaking material. They should also be able to provide every single chance to their students to practice English speaking to improve their pronunciation, fluency, comprehensibility, language focus, and etc. They should be able to make English becomes interesting for their students, so it makes them motivated in learning English.

There is also a suggestion for further researchers. They can use another instrument and include the predictive power because the questionnaire and the speaking test can be improved to find the most appropriate instrument when they want to do a similar research in order to make the research much better.

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