

THE CORRELATION OF STUDENTS' MOTIVATION TOWARDS STUDENTS' SPEAKING ABILITY

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THE CORRELATION OF STUDENTS' MOTIVATION TOWARDS
STUDENTS' SPEAKING ABILITY IN ENGLISH EDUCATION
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Abstract: Speaking is a daily activity that must be done but sometimes people take it for granted. In university level, as the semester gets higher, the difficulty of learning these skills also increases. Speaking skills lectures have been taught periodically and scheduled, but the circumstances in the classroom show that the students appear to be less participatory in speaking. Based on observations and brief conversation with some students, it can be concluded that students actually like speaking lectures but students are often afraid to point out mistakes in speaking due to lack of confident, willpower, and motivation. While motivation is an important component that cannot be separated in the teaching and learning process, especially in foreign language learning. The researcher use quantitative method. The aim of this research is to find out whether there is a positive and significant correlation between students' motivation towards students' speaking ability. The correlation index between X variable and Y variable is 0.348. It means that it has weak correlation. From the calculation of both variable above and indicated to the table of interpretation of rxy above, its interpretation that in both of variables has correlation. It means that both of variables have positive correlation (one ways correlation).

Keywords: Correlation, Motivation Speaking

INTRODUCTION

In Indonesia learning English language begins when students are in the first grade of junior high school and taught up to university level. The purpose of why English is made as a compulsory subject up to university level because it is hoped that qualified graduates are able to compete globally. English language has 4 skills that has to be mastered, those are speaking, reading, writing, and listening. Sadiku (2015) said that mastery of these four skills is the pinnacle of language that can take you to a higher level of understanding. However, this research will not involve these four skills. The researcher chose speaking as a skill to be learned. According to Bailey (2005), speaking is an activity where someone voices a systematic word verbally that can be understood by others. Speaking is a daily activity that must be done but sometimes people take it

for granted. Points out from Richard (2008), said that mastery of the ability to speak English is an important thing for people who learn a second language or a foreign language.

Speaking skills have been accepted by English language education students from the first semester of study. As the semester gets higher, the difficulty of learning these skills also increases. Speaking skills lectures have been taught periodically and scheduled, but the circumstances in the classroom show that the students appear to be less participatory in speaking. Based on observations and brief conversation with some students, it can be concluded that students actually like speaking lectures but students are often afraid to point out mistakes in speaking due to lack of confident, willpower, and motivation.

Gonzales (2010) said that motivation is an important component that cannot be separated in the teaching and learning process, especially in foreign language learning. While according to Macklem (2015), motivation can have an impact on students, especially related to students' confidence in their ability to learn. With the motivation, it will make the learning process more positive towards the attitudes and willingness of students. So that motivation is able to encourage a person to try harder to gain success towards what they are doing, and convince themselves to keep trying and practicing.

The spirit of learning or what is known as motivation to learn has been known for a long time in Islam this can be seen in the story of the prophet Musa alaihissalam, the prophets also have extraordinary enthusiasm in studying. Prophet Musa peace be upon him, he learns from the prophet Khidzir alaihissalam, as Allah tells us in the verse al-Kahf 60 and 82:

ذاولاىسوم هينقل ىبح حربا لا غلبا عمجم ىضما وان ىرحبنا ابوح (60)

Which means: When Moses said to his servant “I will journey on until I reach the point where the two rivers meet, though I may march on for ages.”

And then Prophet Khidzir replied:

... نلغ اموه ن ع برما لىلذ لىوان ه اام عطرب هبوع اربص (82)

Which means: “...I did not do this of my own bidding. This is the true meaning of things with which you could not keep your patience.”

It can be understood from the story above that the prophets also studied and had high motivation in doing learning activities. Do not ever feel smart enough until we do not want to study from people who are below us. In this story the Prophet Musa was nobler because he was included as a Prophet ulil azmi, while Khidir still disputed his prophecy, but Prophet Musa was still wanted to come to it full of enthusiasm and high motivation to learn and studying.

Based on those problems the researchers want to examine this study because this case is still causing many problems and it is also important to research this problem in order to understand the role of motivation to speaking ability which is one of the main skills in English. The study aims to identify “The Correlation of Students’ Motivation towards Students’ Speaking Ability at the 6th and 8th Semester of English Language Education Department Students of Hasyim Asy’ari University in the Academic Year 2020/2021”. This study focused on the following main issues:

1. Is there any correlation between the students’ motivation toward students’ speaking ability of the 6th and 8th Semester of English Language Education Department Students of Hasyim Asy’ari University in the academic year 2020/2021?
2. To what extent is the correlation of the students’ motivation toward students’ speaking ability of the 6th and 8th Semester of English Language Education Department Students of Hasyim Asy’ari University in the academic year 2020/2021?

LITERATURE REVIEW

Students’ Motivation

Each individual has an internal condition that plays a role in each activity as well as the learning process. One of these internal conditions is Learning Motivation. Systematic observer; as, a student of human nature, or physical nature. Sardiman (2012) stated that in learning activities, motivation can be said to be the overall driving force within students that causes learning activities, which ensures the continuity of learning activities, so that the goals desired by the learning subject can be achieved. Motivation to learn can give someone strength to carry out learning activities. When there is a motivation to learn, then someone will be able to carry out various kinds of activities especially learning activities so that learning objectives can be achieved. Students who have strong learning motivation will have a lot of energy to do learning activities.

Motivation has been a familiar word in education. Motivation is something that make someone interest to do anything. Motivation is not such a thing that can see and touch, but can see the effect from someone's action. It must be treated as a concept because it cannot be observed directly. According to Manan (2017), motivation also can improve someone's behavior, especially in speaking. It meant the students will try to speak up as good as possible. So, the researcher concludes that students' speaking motivation is an effort some students to provide condition so that someone will do something in their learning, especially in speaking. Based on several definitions of learning motivation, in essence learning motivation is an internal and external encouragement student who can ensure the continuity of learning activities so that there is a change on their knowledge, skills, and attitudes, and behavior, as well as their achievement the desired goal in this case is economic learning outcomes students.

Speaking Ability

Louma (2004) stated that speaking forms a part of the shared social activity of talking everything. Speaking is the productive skill. This is an activity of producing words or sentences orally. By that skill, people can deliver their ideas, thought and opinion about the world. Through speaking, people can communicate with others directly or indirectly. While according to Harmer (2007), speaking is a skill which becomes the important part of daily life that it is the way for people to create social relationship as human being. Speaking is an oral expression that involves not only the use of right patterns of rhythm and intonation but also that of right words order to convey the right meaning. From some of the opinions above, it can be concluded that speaking is a form of verbal communication that has a function to convey an idea, uses clear articulations or words and uses complete sentences, so that other people can understand what delivered by other people.

METHOD

Research Methods

According to Creswell (2012), quantitative methods are used to show the effect between two or more variables. Quantitative research focuses its attention on symptoms that have certain characteristics that have variations in human life, which are called variables. This study is conducted to know the correlation between two variables. They

are students' motivation as the independent variable and then students' speaking ability as the dependent variable. In the writing process the researcher is using correlational research technique to get the data of the correlation between students' motivation and students' speaking ability. The researcher distributes questionnaires and conducted oral test to the students who have been selected become the sample.

Research Sample

Lodico et al. (2010) said that a minimum participant for correlational research are 30 participants. According to this statement, the researcher took 40 participants out of 62 students of the 6th and 8th Semester of English Language Education Department Students of Hasyim Asy'ari University in the academic year 2020/2021 as a sample in this study.

Research Instruments

Researcher is used an oral tests and questionnaires to collect the data. The researcher provided clear directions to the sample. In this research, the researcher carries out some steps:

1. Test

The test that conducted by the researcher is an oral test. It is done to know the students speaking skill involving their pronunciation, grammar, vocabulary, fluently and comprehension. The students' speaking ability is as the dependent variable in this research. So, to know the score of the students' speaking skill, the writer will conduct oral test to the students.

2. Questionnaire

The researcher shared the questionnaire to get the participant's answer about their problem. The questionnaire was adapted from Gardner's Attitude and Motivation Test Battery (AMTB) (as cited by Jefiza, 2017). The questionnaire consists of 20 close ended questions that was written in English and also translated into Indonesia to ensure complete understanding. This questionnaire used likert scales as instrument.

Data Collection Procedure

There are three steps that were done in the research procedure. The first one is planning, before the researcher applied the research procedure, the researcher make some plan to run well such as determining the sample, preparing the questionnaire, and

developing the direction on the making of video. The second one is applying, Due to the global pandemic, research that should be carried out face-to-face in the field replaced with an online system for the sake of maintaining the common good. After compiled the plan, the research applied the things that had been prepared and then tested them on the sample to obtain data. Some of the steps in applying the procedure are divided into 2 cycles. Cycle number 1 is the researcher gave a questionnaire via Google form and then filled in by the sample. And cycle number 2 is the researcher gave directions to the sample to collect the oral test by speaking via video to the researcher. And then the last procedure is reporting, the steps of reporting are analyzing the data that is received from the questionnaire and the video, then making a report about the result of the research.

Data Analysis

In this research, to analyze the data, the researcher uses descriptive and inferential analysis. Creswell (2012) stated that descriptive statistics indicate general tendencies in the data (mean, mode, median), the spread of scores (variance, standard deviation, and range), or a comparison of how one score relates to all others. After the data analyzed by the descriptive analysis then the data were entered to the formula of inferential analysis. This analysis will use the t-correlation. The t-correlation is used to see the difference in scores between variables: students' motivation scores and students' speaking scores.

FINDINGS AND DISCUSSION

Findings

Cycle 1

In this first cycle, the researcher collects data from a questionnaire that has been shared with the sample via google form. the total score of 40 respondents is 3086. It shows that the mean of students' motivation score is 77.15, the mode is 76, the median is 77, the range is 56, the standard derivation is 9.13, the minimum score of students' motivations is 40, and the maximum score of students' motivations is 96. Based on the statistical result above, there are 2 categories of motivation score. The first is low motivation and the second is high motivation. Students categorized by low motivation score are under 77 score and students categorized by high motivation score are above 77. Therefore, from the table above, it is considered that the mode of students'

motivation score is 76. It means ¹¹ that most of students have low motivation in learning English.

Cycle 2

Measuring students' speaking skill score, the researcher conducted oral test, all the students submit the video of their oral speaking test. ¹ The test is evaluated into five criteria they are pronunciation, grammar, vocabulary, fluently and comprehension. The five criteria are the component of speaking skill. In this study, the students are scored based on five components of speaking skill by using the scale rating score of Vallette as cited by Hanik. the total score from 40 respondents of students speaking score is 3260. By applying SPSS program, it shows that mean of students speaking score is 81.5, the mode of students speaking score is 80, the median of students' speaking score is 80, the standard deviation of students' speaking score is 6.51, the range of students' speaking score is 28, the lowest score of students' speaking is 64 and the highest score of students' speaking is 92.

Discussion

Correlation Between Students' Motivation Toward Students' Speaking Ability

¹² The basis for the decision is using the correlation coefficient (rxy). If the correlation coefficient is positive, it can be seen a positive relationship between the independent variables and existing variables. Meanwhile, to test the significance is to compare the value of rcount with rtable at the 5% significance level. If the value of rcount is bigger than the value of rtable, then the relationship is significant. Conversely if the value of rcount is smaller than rtable then the relationship is not significant. To test this hypothesis, the researcher used Product Moment correlation of Karl Pearson.

Table 1. The Correlation between Students' Motivation towards Students' Speaking Ability using Product Moment Correlation

Variable	rcount	rtable	significance
X towards Y	0.348	0.312	0.029

Note. X = Students' motivation, Y = Students' speaking ability. *p < ,05

¹³ Based the table 1, it shows that there is a positive and significant correlation between students' motivation towards students' speaking ability at the 6th and 8th Semester of English Language Education Department Students of Hasyim Asy'ari University in the Academic Year 2020/2021.

After the researcher calculated the data by applying the correlation of product moment formula and finding the result of r_{xy} , the next level is to give interpretation of the r_{xy} . From the analyzing data of students' motivation (X) and students' speaking ability (Y), it appeared that the correlation index between X variable and Y variable is 0.348. It means that it has weak correlation. It can be seen at simple interpretation toward the correlation index "r" product moment (r_{xy}) on the following table:

Table 2
Correlation Coefficient Interpretation

Raw Score	Interpretation
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

Therefore, from the calculation of both variable above and indicated to the table 2, its interpretation that in both of variables has correlation. By calculation above, it indicates that between X variable and Y variable has no negative correlation. It means that both of variables have positive correlation (one ways correlation).

According to Tuter (2016) his study show that there is a positive correlation between students' motivation in learning speaking and their speaking ability. This is also in line with the theory by Gonzales (2010) said that motivation is an important component that cannot be separated in the teaching and learning process, especially in foreign language learning. With the motivation, it will make the learning process more positive towards the attitudes and willingness of students. So that motivation is able to encourage a person to try harder to gain success towards what they are doing, and convince themselves to keep trying and practicing.

The result of this study shows and proof that the two theories above were right. There is a positive correlation between students' motivation in learning speaking and their speaking ability. By It is considered that higher motivation of students in learning speaking, the better speaking ability of students will get. In other words, students with high motivation in learning speaking will get better speaking ability.

CONCLUSION AND SUGGESTION

Conclusions

Based on the findings and discussion, it can be concluded that:

1. There is a correlation between students' motivation towards students' speaking ability at the 6th and 8th Semester of English Language Education Department Students of Hasyim Asy'ari University in the Academic Year 2020/2021. The correlation index between X variable and Y variable is 0.348. It means that it has weak correlation.
2. There is positive correlation between students' motivation towards students' speaking ability. It means that students with higher motivation will get better speaking ability than the lower one. In other words, the higher motivated students, the better speaking ability can be achieved.

Suggestion

Based on the results of the findings and the conclusions, it is known that motivation affects learning outcomes, therefore, teachers must always provide encouragement so that students' motivation increases by using new and interesting learning methods and creating a comfortable learning environment so that they can increase the concentration of students in absorbing the knowledge being studied so that automatically if what is learned can be understood well, of course it can improve student learning outcomes themselves.

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