



Correlation Between Student's Motivation and English-Speaking Skills in Senior High School

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ABSTRACT

Speaking ability is one of the important abilities to be improved because aspect of communication. Speaking skills are very difficult to learn because they require practice and a good understanding of the content which must be accompanied by good self-confidence. Mostly, the difficulty faced by second language learners is to express their ideas in spoken form. They experience fear of making mistakes when speaking in front of many people which causes them to lose interest or motivation in learning to speak better because of these psychological obstacles. This paper explores research on how these students' motivation being one of the problems that influences their speaking scores by using Quantitative research method. Participants in this study were eleventh grade students of MIPA 2 from SMA 1 Kawedanan. The results of this study indicate that there is a correlation between students' motivation and their speaking ability. This correlation is at a moderate level or can be said to be quite high. this can be shown from the results of the Pearson Correlation Test, with a Sig (2-tailed) value of 0.000 which is below 0.05. then for the correlation level itself with a value of 0.680, indicating a moderate level. From this data it indicates that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. motivation here becomes one of the problem factors in students' ability to speak. Several factors from outside (environment) as well as from oneself influence students' motivation and abilities.



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1. INTRODUCTION

Speaking is part of productive skills in learning English, where English learners use language to produce something through the sense of speech. An explanation of this was discussed clearly by Rao (2019) who stated in his paper that speaking is a very important activity in learning English. This paper explains that speaking is the most important aspect when acquiring a second language. In current global conditions, communication has an important role to get success in various fields. Language is also used as a tool to communicate. Perfect communication cannot exist if people do not have a good command of the language. Another point is people cannot understand the point and purpose of things without proper use of language to communicate. Therefore, the use of speaking skills in everyday life is very important to achieve communication goals with others. The focus here is English is used as an international language, which is used as a means to communicate with people from various countries.

However, in this case there are many problems that cause speaking skills to be difficult to achieve optimally. This is explained in a study from Riadil (2020) that there are four barriers to speaking skills for EFL learners. The four problems are inhibition where students hold themselves because they are afraid or prevent responses from others, then students cannot express themselves through words, lack of equal distribution of speaking roles when there are group discussion activities, and the last factor is the use of mother tongue which is used every day so that the practice of using a foreign language is lacking. The other study is from Farizi and Herwiana (2022) who said in their research results that speaking practice is said to be more effective than theoretical knowledge. All the techniques applied by the teacher must be able to encourage learners to speak and practice English without fear of making mistakes or being embarrassed. Teachers should also emphasize to their students that it is normal to have difficulty learning to speak. They must be able to motivate their students to

always be confident in speaking so that good speaking skills can be achieved. The other studies was conducted by Nurvita et al (2019) stated in her result study that students have a good average score in their word choice and fluency, but they must improve in pronunciation, mastery of the topic, and attitude in their speaking performance. From this research, it also shows agreement with the theory of Luoma (2004) which says that our personality, image, and abilities to show our ideas are all clearly drawn when we talk. And the other problems in Speaking Skills for Senior High School students based on the result study from Farhani et al (2020) where this researcher found the facts, namely that several points caused students in high school to have poor speaking skills, including five reasons. The five reasons are lack of knowledge of vocabulary, grammar, fear of negative reactions from others, lack of courage when speaking in public, and anxiety when speaking English.

Wulandari et al (2022) also explained the results of a questionnaire from students which gave answers to the difficulties they faced. In the linguistic aspect, the first highest problem is in the pronunciation section where students have difficulty pronouncing English words correctly. The second is a problem in the grammar section where the difficulty in forming sentences with the correct grammar. In the vocabulary section, students had difficulty because they lacked knowledge related to vocabulary in English. While in the psychological aspect, the highest problem faced by students is related to self-confidence. The students feel that they are very difficult to speak in English than in Indonesian. Students feel scared and nervous when talking to others. Another problem is the lack of practice. Students do not have the opportunity to speak English in everyday life. Therefore, they are not used to speaking English. The problems found in this study are the lack of extensive knowledge regarding vocabulary and grammar in English, the fear of unfavorable responses from other people, the fear of speaking in English, the fear of getting an evaluation from the teacher, and habits in the classroom that causing the teacher to be the center of learning. The lack of extensive knowledge regarding vocabulary and grammar is one of the reasons why they are not active in class and also never use or practice speaking English outside of class. Apart from that, from this study it is said that these reasons also cause students to have anxiety in speaking English. Where, the anxiety of speaking English also has an impact on other fears, such as the fear of unfavorable judgment from others and the fear of evaluation from the teacher. Students don't want to speak English because they are afraid of being ridiculed by their classmates. Then with more teacher-centered learning also causes students not to have the opportunity to use or practice English in or outside the classroom. This lack of practice causes students to be less daring to carry out conversations during class learning for fear of making mistakes.

One of the problems of students in speaking English is influenced by student motivation. Student motivation plays a big role considering that students here are influenced by their psychological conditions, where motivation can arise if they have high interest and confidence in this matter. Motivation is an aspect of psychology which is related to the personal matter of individuals. Motivation is also discussed in the world of education related to students' willingness to learn. This is explained in more detail, in the book Woolfolk and Maggetts (2012) related to Educational Psychology explaining the meaning of motivation, namely an internal state that enhances, guides and controls behavior. Psychological research related to motivation is divided into five main questions, namely what decisions do people make about their behavior?, How long does it take to start?, What is the level of participation in the chosen activity?, What makes a person persist or give up?, and What is it? what do people think and feel when they are in the activity?. In the world of education this relates to how students are eager to learn, work optimally and can reach their potential at school. Explained in a theory by Martin (2003) who states that, motivation plays a major role in students' interest and comfort in learning at school. Another theory from Linner Brink and Pintrich (2002) states that high learning motivation is related to academic success. Students' motivation explains how much students give their interest and effort in class. Student motivation can be known from the goals students want to achieve and this is related to students' willingness to be active in learning activities and the factors that influence them so they want to do it. This explanation is explained in the book by Wentzel (2020), explain that teachers must have priority in schools by encouraging students to learn with having the motivation to acquire knowledge and skills. Besides, the book states that everyone is born with the potential to have motivation for several activities. One of them is the motivation to learn which appears gradually through the learning process and is influenced by social activities. The process of increasing learning motivation depends on directions from adults (environment), at home (parents) and at school (teachers) thereby influencing the development of student motivation.

In the explanation from the study by Taufan (2017), motivation is divided into two types, namely intrinsic and extrinsic. This study also mentioned a theory from Ryan and Deci (2000: 56) that intrinsic motivation to carry out an activity with satisfaction is bound within. These activities provide natural satisfaction. Described in more detail that someone who have intrinsic motivation, do an activity because the activity gives pleasure where they can develop their skills which they think are important from Ormrod (2002: 181). This intrinsic motivation arises because of an inner desire or from within a person. Compared to intrinsic motivation, extrinsic motivation has an emphasis on factors that impact students when learning. Theory from Santrock (2006: 419) that extrinsic motivation requires something or a tool to achieve certain goals. So that someone does an activity to get what he wants. Students with extrinsic motivation may have the desire to get high grades,

money, and praise from others (Ormrod, 2002:181). The meaning of this extrinsic element is when someone carries out an activity because they have a goal to be achieved and this extrinsic factor will certainly affect their process. So, they will increase their effort and attention in carrying out these activities.

The problem of the influence of students' motivation has been studied by Jannah and Fitriati (2016) where the results of this study revealed that there are influences of student motivation on students' speaking abilities. This study also shows that students with high motivation have a great desire to achieve their learning goals. Students with high motivation have an awareness of how to show their best performance, and continue to learn to get good achievement too. In this study, the researcher also revealed several internal factors that caused low student motivation. Among them are expectations, confidence, and self-efficacy. The study from Leong and Ahmadi (2017), explain that students with low self-confidence, have excessive anxiety, and lack of motivation find themselves having difficulty in speaking skills even though in linguistic skills they can learn more easily. It was also shown that students who had high motivation and only a little anxiety, themselves could speak more easily. From this explanation, it can be said that environmental factors and the teacher's method of improving speaking can be achieved through understanding students by trying to increase the self-confidence of these students. With a method that builds good relationships with students, it will make students feel happy in class and have more enthusiasm for learning English, especially in speaking. The other research comes from Ihsan (2016), who conducted research related to students' interest or motivation while learning speaking in class. In this study, researchers obtained data from the results of filling out student questionnaires, where there were three things discussed, namely related to student behavior-effort, student interest, student attitude, and student desire for speaking practice in class using the Easy Speaking content method. These four subjects are very closely related to student motivation. From the results it is said that through this method from the results of the questionnaire, it is shown that quite a large percentage of students have high motivation to practice speaking English. For student behavior-effort, student attitude and student desire, the percentage is quite high above 50%. Students' interest also showed a positive response of around 49.7%. But, there were a few responses where students still lacked interest or motivation in practicing speaking English in class. Even so, the researchers themselves revealed that the use of the easy speaking content method was enough to increase students' motivation, where they could explore lots of vocabulary or sentences that they might not understand at first. The reason students have a high desire is also because they have reasons, namely they want to be able to communicate with native speakers and their future outlook when looking for a job where English is one of the considerations. The researcher also mentions suggestions that the use of media and variations of learning techniques, giving extra value, and creating fun classes.

In further research by Kafryawan (2019), the results of his research that students are not interested in speaking for several reasons, including fear of making mistakes, not getting along with the teacher, feeling embarrassed if their classmates laugh at mistakes made, low self-confidence, lack of knowledge vocabulary, not fluent or broken pronunciation in English. Related to some of these problems, motivation has a big role to attract students to want to practice speaking. More motivated learners were found to be able to speak fluently among those who were not. Learners need to place their motivation in their daily life and believe that they have the ability. Motivated learners will show an optimistic attitude to something. They are also more active in learning activities. This study also mentioned the theory of Santrock (2006) which states that motivation is related to our process of energizing, directing, and maintaining behavior. This later will also relate to the theory of Florez and Cunningham (1999), where speaking is an ability that requires competence in several aspects, namely communication, pronunciation, intonation, grammar, and an increase in vocabulary. So later through motivation, students can maintain their energy to learn to speak according to the right directions.

There is study that also proves that there is a relationship between student motivation and students' English proficiency achievement. It is in line with Purwanti et al (2018) state in the results of her study that there is correlation between student learning motivation and students' English proficiency achievement. This study shows a correlation between the two variables even though the results are at a weak level. In this study the questionnaire was divided into two, namely intrinsic and extrinsic. In general, the results of the motivational questionnaire and students' English proficiency are correlated even though they are at a weak level. This research also explains in detail in the conclusion that it turns out that there is a negative correlation between motivation and students' abilities. The elaboration of the results of this study is divided into 3 important points. First, there is a significant correlation between motivation and students' English proficiency but at a weak level. Second, there is a significant correlation between students' motivation (intrinsic category) and students' English proficiency. Third, although in the intrinsic category motivation shows a correlation, but the extrinsic category motivation does not show a correlation with students' English proficiency.

This study was carried out again following the suggestions from previous studies, Purwanti et al (2018), by making some differences to show the research gap. The first is the difference in the subject of English skill. In this study, the researcher chose the skill to be studied was student speaking. The second is the difference in the educational level of the participants. The researcher chose Senior High School level for this study. Third, the researcher makes one between the intrinsic and extrinsic elements in the assessment questionnaire.

The urgency of this study is considering that student motivation is related to student psychology, this is widely said to greatly affect their willingness to learn especially after covid-19 pandemic. This is proven in a study by Hermanto and Srimulyani (2021), that several factors were ultimately affected due to online learning during the Covid-19 pandemic including the lack of student discipline, lack of motivation, lack of social interaction, boredom because most of it was only in the form of online assignments, internet network constraints, and the technology devices used.

In this study, the researcher will focus on Students Motivation and English Speaking Skill of Students. The researcher wants to find out the correlation between Students Motivation and English Speaking Skills in SMAN 1 Kawedanan. This study conducted in eleventh MIPA 2 of SMAN 1 Kawedanan.

2. RESEARCH METHOD

This research will use quantitative research methods. The research will be carried out by using two instruments. The first is to use a questionnaire to determine student's motivation and the second is speaking test will be carried out to determine the extent of students' speaking ability. This questionnaire uses the closed ended questionnaire method taken from previous research by Maulana et al (2018) which is based on Jones' theory (2001) consists of 30 questions. Students answer these 30 questions with 5 answer choices, namely strongly agree, agree, neutral, disagree, and strongly disagree. The speaking assessment will use theory the theory from Brown (2004) explained by Bohari (2019), which divides speaking ability based on several value scales. Speaking indicator assessment rubric will using Brown's theory (2004).

To collect data, the researcher carried out several steps; the first was a motivation questionnaire and then continued with a speaking test the following week. The researcher will give the students a questionnaire in the form of sheets of paper containing 30 questions adopted from Maulana et al (2018). Students were given 20 minutes to fill out the questionnaire in class. Students are directed to fill in according to personal opinion, not allowed to ask other friends. The researcher also gave directions to the students, if they had difficulty answering they could ask the researcher so that it would be clearer later. The researcher gave the procedure for filling out the questionnaire which would be given 5 choices. Students are asked to choose which of these 5 best suits them. After completing the questionnaire, the results will be assessed according to the provisions in Jones (2001), where the questionnaire contains two statements, namely positive statements and negative statements. For positive statements, the answer strongly agree is scored 5, agree is scored 4, neutral is scored 3, disagree is scored 2, and strongly disagree is scored 1. For negative statements, on the contrary, point 5 is for strongly disagree answers sequentially until strongly agree is scored 1.

The speaking test will be carried out in the same week as filling out the questionnaire where the material for the speaking test has been notified the week before. They are allowed to prepare themselves. Students will describe a topic about vacation destination on Indonesia and then will speak for 1-3 minutes in front of the class. Students will advance one by one in turn. The topic of tourist attractions was chosen by the researcher and announced to students 1 week before the speaking test. Selection of topics as follows; absence 1 to 6 describes Yogyakarta, absence 7 to 12 describes Denpasar, Bali, absence 13 to 18 describes Bromo Tengger national park, absence 19 to 24 describes Komodo national park, absence 30 to 33 describes the Wakatobi Islands, and absence 34 to 36 describes Village Panglipuran Bali.

These two results will later be analyzed to find a correlation through a statistical system.

3. RESULTS AND ANALYSIS

This paper presents the results of correlation between students' motivation and English speaking skill in senior high school.

3.1 Data Description

This study investigates the correlation of students' motivation in English with their speaking scores. In this study, there were 36 results of motivational questionnaires and speaking tests from students. The researcher shows the results of the students' questionnaire and speaking test scores. The data shows the basic subject of the contents of the discussion section which will discuss the results of the research and answers to questions from the research question. This data present table of students' questionnaire scores, students' speaking test results, frequency table, descriptive statistic, data normality test and correlation test.

3.1.1 Descriptive Statistic

1. Students' Questionnaire

The participants of this study were class XI MIPA 2 SMAN 1 Kawedanan with a total of 36 students. Students answered the questionnaire based on the situation they felt. The value scale is calculated from a total of 30 questions, which are calculated for each one question with a scale of 1 - 5. This assessment uses a scoring rubric and the results are rounded up. The descriptive statistic of students' questionnaire scores, as follows:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Motivation	36	60.00	90.00	74.6667	7.26636
Valid N (listwise)	36				

Based on table data Students Questionnaire Descriptive Statistic, the highest student motivation score was 90 and the lowest student score was 60. Eleven students had scores below 70. The average score of 36 students is 74.66, with a standard deviation of 7.26.

2. Speaking Test

This assessment is based on students' abilities during the speaking test in front of the class alternately in the form of describing tourist attractions.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Speaking	36	44.00	92.00	68.3333	10.74909
Valid N (listwise)	36				

Based on table data Speaking Test Descriptive Statistic, the highest student score is 92 and the lowest student score is 44. Students who have scores below 70 are twenty-two students. The mean score of the 36 students was 68.33, with a standard deviation of 10.74.

3.1.2 Normality Test

Normality is useful to find out whether the data collected is normal or not. The data was taken from the Shapiro Wilk formula because the number of students was less than 50. This data was from the students' motivational and speaking questionnaire scores. The result is as follows:

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Motivation	.093	36	.200 [*]	.983	36	.842
Speaking	.149	36	.042	.969	36	.403

The value seen is the Significance value in the Shapiro Wilk table. Based on the results of the Normality table, the significant value of speaking skills is 0.403 while the significant value of motivation is 0.842. Both of which are >0.05 , indicating both data are normal.

3.2 Hypothesis Testing

To determine the hypothesis, the correlation formula is used because in this study the researcher is looking for a correlation or relationship between the two subjects. In this case, to find out the accepted hypothesis testing between H_0 and H_1 and also whether there is a correlation, the researcher used a correlation test with the Pearson formula. The researcher enters data on the results of the questionnaire and speaking test and then finds the Significance value to determine the Hypothesis testing. To determine how strong the correlation or relationship between the two subjects will be found from the value of the Pearson correlation. From the two data results, the following correlation was found:

Correlations		Motivation	Speaking
Motivation	Pearson Correlation	1	.680**
	Sig. (2-tailed)		.000
	N	36	36
Speaking	Pearson Correlation	.680**	1
	Sig. (2-tailed)	.000	
	N	36	36

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

This data shows whether there is a relationship between the two variables and how big the relationship is. The coefficient correlation value is used to find out how big the correlation is. Arikunto (in Purwanti et al, 2018) described there are five categorizations from the correlation coefficient value scale to find out how strong the correlation level is. The five level categories are high, Moderate, Slightly weak, Weak, Very weak. For a coefficient of 0.800-1.00 it is said to be high correlation. Coefficient of 0.600 - 0.800 is said to be moderate correlation. For below, it is said to be a weak category which is divided into three levels of weak correlation. To determine whether there is a correlation or not, it is indicated by the Sig (2-tailed) value.

From the table above it is shown that the sig (2-tailed) value of the two data is 0.000 which <0.05 indicates a correlation between the two variable data. And the value of the personal correlation is close to 1 that means there is a strong relationship or correlation. Therefore, the researcher concludes there is moderate correlation between students' motivation and English speaking skill for eleventh grade student in SMAN 1 Kawedanan.

4. CONCLUSION

The research obtained samples from eleventh grade MIPA 2 SMAN 1 Kawedanan. In this high school, there are MIPA 1 to MIPA 5 and IPS 1 to IPS 3 classes. Eleventh MIPA 2 has a total of 36 students. This study produced two values, namely the score of the questionnaire and the score of the speaking test. The results of these two scores were processed in SPSS to find out the correlation. Based on the results of this study, the hypothesis testing was obtained from the Sig (2-tailed) value seen from the Pearson correlation table. The results of the Sig (2-tailed) value show 0.000 which <0.05 indicates that H1 is accepted. This research question is answered by an alternative hypothesis which is accepted, "There is a correlation between students' motivation and English speaking skills". And the results of the correlation are close to 1 which indicates a moderate correlation between the two variables.

The results of this study are also in line with previous research from Jannah and Fitriati (2016), whose study results also show that there is an influence from motivation on students' speaking results. In their explanation Jannah and Fitriati (2016) explained several psychological aspects faced by students including the fear of making mistakes and being ridiculed by their classmates, the shame of pronouncing the wrong word, low self-confidence, feeling that their abilities are low, and the main thing is low motivation. Related to this low motivation, it was found that students do not like English and find it very difficult. The results of this study are also in line with previous research from Ratnawati (2019), which explained that there was a fairly strong correlation between students' motivation and speaking. This can be seen in the results of his research in the correlation table, the significance value is 0.01 with the Pearson correlation having a value of 0.821. Motivation here is explained as a motivating factor for students to pay more attention to the subject they want to study. Students will be able to force themselves to practice and get used to positive habits in their studies. Students are also more aware of the learning objectives to be achieved and try to be able to achieve them.

Based on the results of this study, there are several suggestions aimed at students, teachers and further researchers.

1. For students

Based on the results of research, it shows that motivation influences speaking ability and it are very important for students to know their motivation within themselves which has the potential to increase their willingness to learn. Students here should be more able to know the goals they want to achieve and look for things to increase their motivation.

2. For teachers

Class conditions that have a learning system that motivates students will certainly be one method of improving student abilities. The teacher here plays a role in increasing the extrinsic aspects of student motivation. There are many things that teachers can do, such as providing learning media so that the class is not monotonous and giving praise or rewards to students' gradual achievements in class. With the sense of comfort that students get when studying, student motivation will certainly increase little by little.

3. For Further Researcher

There are some suggestions for future researchers, because this research is limited only by the results of the correlation between student motivation and the results of the speaking test. The next researcher can choose another subject, like the first, choosing a skill other than speaking. Second, choose a lower school level than high school. Third, it can add not only student motivation, but can replace factors that affect students' language skills such as self-confidence and anxiety.

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