

THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND SPEAKING ABILITY OF THE ELEVENTH GRADE STUDENTS IN SMK N 03 KOTABUMI ACADEMIC YEAR 2020/2021

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Abstract: There are some problems found in students' speaking ability. Students' seems not confident to speak English in the class, students have a lack of vocabulary, and the students have low motivation. In addition, motivation is very important for students to improve their speaking in the class. If the students have high motivation in learning, they will be interested in speaking English. The purpose of this research to find out whether or not there is the correlation between students' motivation and speaking ability of the eleventh grade in SMK Negeri 3 Kotabumi academic year 2020/2021. This research was descriptive correlational study. This research had two variables, they were independent variable (X) which was students' motivation and dependent variable (Y) was speaking ability. The researcher applied Proportional random sampling technique to determine the sample of the research. The total sample of this research was 37 students. The population in this research was thirteen classes of the eleventh grade in SMK Negeri 3 Kotabumi, which consist of 405 students. The instrument used to collect the data were an oral test and questionnaire of students motivation. The result of this research showed that H_a is accepted with the result of hypothesis test tobserved is greater that ttable which is $15.652 \geq 1.687$, it means that there is significant correlation between students motivation and speaking ability of the eleventh grade in SMKN 03 Kotabumi academic year 2020/2021.

Keywords: Students' Motivation, Speaking Ability, Students, Correlation.

I. INTRODUCTION

Speaking is the ability for someone to say words by conveying or expressing intentions of ideas, thoughts, and feeling that they want to expressed to others. So, speaking can be used by people to deliver messages with other. Speaking is important for many people, because speaking is the main key for someone to communicate. In addition, speaking ability can develop

students' confidence, because in speaking students must have a lot of practice so that students' English is good. Students can master the ability to speak English if they often practice speaking with friends' used English.

Furthermore, most of the students in vocational high school still get difficulties in mastering speaking well. It happens because most of the students have lack of vocabulary and low ability in pronunciation. As we

know, that to be a good speaker, students must be able to pronounce the words correctly. Students also have to use appropriate vocabulary, grammar and intonation.

Based on interviewed with English teacher in SMK N 3 Kotabumi on Monday, December 16th 2019, English teacher said that, first students' speaking ability is still very low, still not achieved what teachers want to expect in the field of study, for example in the English club program, speaking in the class, and daily activities of students in speaking is still far from the target expected by the teacher.

Second, low vocabulary students have. In the learning process, many students do not master English, so it is very difficult for students to convey an idea or information in English to their friends. Third, students feel shy or not confident to speak English. The cause of students being embarrassed or lacking confidence in expressing their opinions in front of class is because they have not mastered the materials to be discussed, students feel worried if there are some students who will argue with bad sentences. Fourth, the students are afraid of making mistakes in speaking. In addition many students in SMK N 03 Kotabumi feel afraid of making mistakes in speaking in front of class, the cause is the students fear forgetting, fear of not being able to answer when asked, afraid of being nervous, afraid

of fainting and other fears. Last, students' have low motivation. With low motivation in students, it will greatly affect the learning process. This can make students feel difficult because there is no support from students, friends and teachers. With the motivation given by teachers and friends, it will make students more enthusiastic in the learning process. So, motivation is very important to support students in learning activity especially speaking; it will give contribution in learning speaking. In other word motivation is very needed by students, because motivation is basic element in English like passion, willing to increase the quality of study and willing to get a good motivation.

Motivation is an impulse, desire or even so much interest in ourselves to achieve certain goals. Motivation will make individuals try hard to achieve what they want. Students' achievement would be better if they have high motivation. In other word, the students who have high motivation in learning English will do their work faster than the students who have less motivation. The students who are highly motivated in learning English, the achievement will also be better.

Based on the explanation above, the researcher is interested in conducting the research entitled, "The Correlation between Students' Motivation and Speaking Ability

of the Eleventh grade Students in SMK N 03 Kotabumi academic year 2020/2021.

II. THEORY REVIEW

Concept of Speaking

Speaking is an activity or a way for speaker to express an opinion or idea to the listener. Through speaking activities people can interact with people in the world, and can understand what have been said by someone. In all activities of life, of course speaking is very necessary. Although other communication tools, such as writing skills can be used in everyday life, speaking ability are more widely used in daily life. For example speaking happens in the case of calling or greeting someone. In this situation, it is impossible to use written communication. To express our feeling when we are happy or sad and to show ideas in a meeting, speaking is an important role.

According to Haryudin and Siti (2018) speaking English is very difficult to learn for students, because students have to think and speak at the same time to convey information orally (p.59). Speaking is an ability that is difficult for students to master, because when the people want to speak with the other, they have to consider several things like their ideas, language they used, how to used vocabulary and grammar, what to say, as well as reacting to interlocutors.

Zuhriyah (2017, p. 122) states that speaking is the way of people to express something and for communicating to other people orally. Eliyasun, Rosnija, and Salam (2018, p. 1) stated that, speaking is process conveying or sharing ideas orally. It can be conclude, speaking is a tool for communication that shares a message or opinion verbally with the interlocutors.

Meanwhile, Leong and Ahmadi states that (2017, p. 34) speaking is not just saying words by mouth but also means conveying message by words of mouth. It means that, by speaking many people can convey ideas and information, express opinion and feeling, share experience and mention social relationship by communicating with others.

Based on some theories above, the researcher concluded that, speaking ability is a communication tool that conveys messages or opinion verbally to the interlocutors. Speaking is also an activity or form of conveying ideas, opinions, and information with orally both directly or indirectly.

Assessing Speaking

According to Brown (2004, p. 172-173) there are some aspects in speaking assessment, the aspects of speaking assessment are grammar, vocabulary, comprehension, fluency, and pronunciation.

a. Grammar

Grammar is used to know how to use a sentence in a good grammatical order. Grammar is the rule which is used by people for forming words and making sentences. In scoring grammar, Brown (2004) suggest 5 criteria, each of values indicates level of grammar mastery of the students. The table below explains how to score students' grammar mastery which suggest from 1 to 5 based on their level of mastery.

b. Vocabulary

Richard (1986, p. 32) said that vocabulary is important aspects of foreign language learning. In addition, vocabulary is a basic component for a person to master in order to speak fluently. In scoring vocabulary there are five criteria which can be accepted by students, the criteria of scoring each of which is scored from 1 to 5.

c. Fluency

According to Thornbury (2005, p. 6) fluency is the ability to speak quickly. One of the factors in fluency perception of fluency is the length of run. It means that the longer the speaker speaks, the more fluent he sounds. In addition, fluency of students speaking can be defined as how many words that can be said by students in the speech without stopping of talk or thinking of message. the criteria of scoring each of which is scored from 1 to 5.

d. Pronunciation

Pronunciation is the way to say something from mouth. According to Hornby (2003, p. 255), pronunciation is a language is spoken; the way a word is pronounced. It means that pronunciation is how to pronounce a word correctly in accordance with the actual pronunciation. In scoring pronunciation, there are fifth criteria of scoring each of which is scored from 1 to 5.

e. Comprehension

Comprehension has meaning that is the ability of the person to understand the meaning that is spoken. A students can be said they understand the meaning if they can provide a more detailed explanation using their own word. In scoring Comprehension, there are fifth criteria of scoring each of which is scored from 1 to 5.

Definition of Motivation

In learning, process can be understands by using various kinds of learning theory. Besides, the process can also be explains by taking into account important aspect, namely motivation. Motivation is the action that drives a person to achieve certain goals. Motivation is the power in a person that causes someone to do or act in something.

According to Uno (2012, p. 1) motivation is the process of trying to influence the person or people they lead to

do the desired work, in accordance with certain goals that are set in advance. It means that motivation is a process can influence someone to do a good action.

Sardiman (2018, p. 73) stated that motivation can be said to be the energy in a person to carry out certain activities to achieve goals. It is support by Uno (2012, p. 8), motivation is encouragement and strength in a person to carry out certain goals that he/she wants to achieve. It means that, motivation is a support given by someone be it friends, teacher, parents, and other people to achieve certain goals.

Meanwhile, learning motivation in the education is very important, because the motivation of students can increase learning, achievement. According to Bakar (2014, p. 723) motivation is a complex part of human psychology and behavior that humans have to influence how much energy they use in each task, how they think about their task, and how long they last in doing the task. It means that, motivation is a form of psychology or human behavior that exists in them.

Based on the explanation above, the researcher can conclude that, motivation is an encouragement or a reason that is the basis of a person's enthusiasm to do something to achieve certain goals. Motivation can also be defines as all things that cause encouragement or enthusiasm in a person to do something.

Function of Motivation

According to Sardiman (2018, p. 85) there are four functions of motivation:

1. Push humans to do.
2. Determine the direction of action, namely towards the goals to be achieved.
3. Choose an action, which determines what action must be taken to achieve the goal, by eliminating actions that are not useful for this purpose.
4. Business reinforcement and achievement.

Based on the explanation above, it can be concluded that the function of motivation is the process, which we gave an inspiration to instigate activities that related to students learning. It means that it must be done an effort in order that students have high motivation to study English.

The Kind of Motivation

Generally, the types of motivation divided in two forms. There are intrinsic motivation and extrinsic motivation.

1. Intrinsic Motivation

According to Sardiman (2018, p. 89) intrinsic motivation is motivation that becomes active or functioning does not need external stimulation, because in every individual there is an urge to do something. Similarly, Uno (2012, p. 4) stated that

intrinsic motivation does not require external encouragement, because it already exists within a person. It means that, intrinsic motivation is the motivation which is within a person.

Furthermore, in the intrinsic motivation the researcher take the concept as aspect, the aspect of intrinsic motivation is effort, desire, and attitude. Ryan and Edward (2000, p. 56) stated that intrinsic motivation is motivation that is carried out for activities in providing inherent satisfaction for several consequences that can be separated. In humans, intrinsic motivation is an activity that penetrates a person from birth. This intrinsic motivation is an important element in cognitive, social and physical development.

2. Extrinsic Motivation

Extrinsic motivation is motivation that raises the urge to achieve goals. According to Sardirman (2018, p. 90-91) extrinsic motivation is active and functioning motives due to external stimuli. Similarly, Uno (2012, p. 4) state that extrinsic motivation arises because of stimuli from outside individuals. It means that extrinsic motivation is the motivation that arises and functions because of outside influence.

Furthermore, in the extrinsic motivation there are many factors can influence the students in teaching and learning process including teacher, parent and environment.

III. RESEARCH METHODS

The type in this research is descriptive correlational study. According to Arikunto (2010, p. 4) descriptive correlational study conducted by researchers to determine the relationship between two or more variable. This research has two variable, they are independent variable (X) and dependent variable (Y). The independent variable is motivation(X) and the dependent variable is speaking ability (Y).

According to Arikunto (2010, p. 173) Population is all the subject of research. It means that the population is all the number of students taken by the researcher for the subject in the study. Population of this research is the eleventh grade students of SMK N 3 Kotabumi academic year 2020/2021.

According to Sugiyono (2012, p. 81) sample is part of number and characteristic of the population. The total number of sample is 37 students from the thirteen classes of the population, because the researcher used proportional random sampling technique.

In doing a research, it is important to determine the instrument that will be used. Based on conditions that do not allow students to enter school, researcher takes students' data through the WhatsApp and Google Form application. This research

used oral test for the measure speaking ability by whatsapp application and the material to measure students speaking ability is narrative text, and the researcher used questionnaire for students' motivation. The questionnaire was designed by using google form. Then, it was distributed by sharing a link provides to the respondents via WhatsApp. The statements were constructed based on Gardner's theory. These statements adopted from Attitude/Motivation Test Battery (AMTB) of English version by Gardner. The technique of analysis of the research, the researcher used *Pearson Product Moment* (Arikunto, 2010, p. 213).

IV. RESULTS AND DISCUSSION

In starting this research, the researcher conducted tryout to find the validity and reliability of the instrument used in the research. The tryout both of instruments was conducted on Monday, November 16th 2020, 32 students at the eleventh grade in SMK N 01 Kotabumi followed the test. Then, the research was conducted on Tuesday, December 01st 2020, 37 students follow the test in SMK N 03 Kotabumi.

Firstly, the researcher conducting the try out in SMK N 01 Kotabumi, and the researcher give 40 statement for questionnaire students motivation and give

material narrative text for students to test their speaking ability. After that the researcher found that 30 statement questionnaire is valid, and 10 statement invalid. Below the summary of validity test of questionnaire instruments.

Table.1
The Summary of Validity Test of Questionnaire

Observation	Frequency
Valid	30
Invalid	10
Total	40

Based on the table, it can be seen there were 30 items valid namely question number 1, 2, 3, 4, 5, 6, 7, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 28, 29, 32, 34, 36, 38, 39, and 40. Meanwhile, there were 10 items invalid, namely items number 8, 9, 10, 19, 27, 30, 31, 33, 35, and 37. Because the valid items all represented the aspect to be measure in this research.

Meanwhile, the reliability of students' motivation questionnaire was calculated by using Alpha Formula. The criterion for reliable instrument is if $r_{observed}$ is greater than r_{table} in significant level 5% with n was 32.

TABLE.2
RELIABILITY TEST OF STUDENTS' MOTIVATION INSTRUMENT TEST

Observation	Result
$r_{observed}$	0.830
r_{table}	0.339

Description	The instrument is reliable
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Based on the tables above, it was found that r_{observed} for instrument students' motivation is greater than r_{table} which is $0.830 \geq 0.339$. It could be said that the instruments was reliable.

After that, to know validity of speaking ability the researcher made an instrument of speaking ability, and then it was consulted with the expert; in this research the experts are Mr. Sigit Suharjono, S.Pd., M.Pd., and Mrs. Dewi Sri Kuning. In this research to measure the reliability of the test instrument from students speaking ability the researcher was calculated by using inter-rater reliability. The coefficient reliability gotten from the calculation was 0.838, it means there is consistency between two raters and can be said that the result of measurement is reliable.

Secondly, after conducting the try out and analyzing the validity and reliability of the instruments, the researcher began to conduct the research in the real sample. They were 37 students as the sample taken proportional randomly from each class in eleventh grade of SMKN 3 Kotabumi. To collect the data of students' motivation, the students were given questionnaire which consists of 30 statements which positive were 15 statements and 15 negative statements. Having finished answering the

questionnaire, the participants were asked to do speaking test by oral test which consisted of the kinds of narrative story text.

In this research, the researcher analyzed the data to find whether the data came from normal distribution or not. Therefore, the researcher used normality test, by using Liliefors formula. The summary is presented in the table below:

TABLE.3
THE SUMMARY OF
NORMALITY TEST

N o.	Variabl es	L_o max	L_{table}	Descripti on
1	Students , Motivati on	0.10 81	0.14 56	Normally Distribut ed
2	Speakin g Ability	0.13 98	0.14 56	Normally Distribut ed

Based on the table above, it can be seen that the data for variable students motivation was found $L_{\text{observed}} = 0.1081$. The value of $L_{\text{table}} = 0.1456$ Furthermore, the result normality test for variable speaking ability was found that $L_{\text{observed}} = 0.1398$ and $L_{\text{table}} = 0.1456$. It can be concluded that the data of variable students' motivation and the data of variable speaking achievement came from the sample which had normal distribution.

In homogeneity test, the researcher calculated the homogeneity test which done using F-test Formula. It aims to know

whether the sample is taken to have the same variant (homogen). The result of homogeneity test can be shown in the calculation of F-test:

$$F_{\text{observed}} = \frac{\text{The Highest Variance}}{\text{The Lowest Variance}}$$

$$F_{\text{observed}} = \frac{35.95}{23.73}$$

$$F_{\text{observed}} = 1.52$$

Based on the result of homogeneity test, it was found that $F_{\text{observed}} = 1.52$ with $F_{\text{table}} (0.05,37) = 1.74$. The calculation inferred that H_0 is accepted; therefore it can be said that the data from two variables are homogenous.

This research hypothesis was tested by using Pearson's Product Moment formula. The following is the summary of hypothesis test.

TABLE.4
THE SUMMARY OF
HYPOTHESES TEST

Observed	Result
r_{observed}	0.935
r_{table}	0.325
Conclusion	H_0 was rejected, H_a was accepted

Based on the calculation by using Product Moment Formula, it was found that the correlation between two variables (X) and (Y) or r_{xy} or $r_{\text{observed}} = 0.935$ and $r_{\text{table}} (37)(0.05) = 0.325$ with $n = 37$. Therefore,

because of r_{observed} is greater than r_{table} or $0.935 > 0.325$, it means that H_0 was rejected, and H_a was accepted. It means that there is correlation between students' motivation and speaking ability.

After the correlation was calculated by using Pearson Product Moment formula, the researcher used t-test to know the significant of the correlation. The following is the summary of significant test.

TABLE.5
THE SUMMARY OF
SIGNIFICANT TEST

Observed	Description
t_{observed}	15.652
t_{table}	1.687
Conclusion	H_0 was rejected, H_a was accepted

From the result above it is found the t_{observed} was 15.652 and t_{table} , with $n=37$ by using significant level 0,05 is 1.687. As the result, so H_0 was rejected, and H_a was accepted, which means that the correlation was significant. This showed that there is significant correlation between students' motivation and speaking ability at the eleventh grade in SMK N 03 Kotabumi Academic Year 2020/2021.

Discussion

The research was conducted in SMK N 03 Kotabumi on December, 01st

2020. From the result of hypothesis testing using Pearson Product Moment correlation and t-test, it was found that there was a significant correlation between students' motivation and speaking ability of the eleventh grade students in SMK N 03 Kotabumi academic year 2020/2021, and it is categorized into high correlation. The result of this research agrees with theory According to Uno (2012) motivation is the process of trying to influenced the person or people they lead to do the desired work (p.1). That it is true that motivation affects the achievement in students' speaking ability.

In addition, this research result is also in line with the research conducted previously by Tuttur (2016) entitled "*A correlation Study between Students Motivation and Their Speaking Ability Skill at the eleventh grade of SMK Batik Sakti 2 Kebumen in the academic year 2015/2016*" which found that positive correlation between students' motivation and their speaking ability with a coefficient correlation of 0.796. Thus, it can be concluded that students' motivation has correlation with speaking ability.

In conclusion, from the research finding, and previous theories, it has been proved that students' motivation gives positive and significant correlation to students' speaking ability. By having high motivation in learning students will be

enthusiastic in the learning process, so they will study English well. However, when the students lack motivation in learning English, they do not enjoy studying and do less effort in the learning process. As the result, they are difficult to achieve the maximum result. Based on the previous research, students' motivation in learning English very influenced toward other students' speaking ability. Not only influence to speaking ability but also others such as between motivation and speaking achievement, vocabulary mastery and reading comprehension achievement.

V. CONCLUSION

Based on the result hypothesis and the significant test, it can be concluded that there is significant correlation between Students' Motivation and Speaking Ability at the Eleventh Grade in SMK N 03 Kotabumi academic year 2020/2021.

Based on the discussion and conclusion previously described, the researcher gives some useful suggestions to support the teaching of speaking. For English teacher, they are expected promote their students motivation in learning English because students with high motivation can increase their speaking ability, then the teacher provide activities, employ certain technique or method that can increase

students' motivation. For the further researcher, to find out factors that can be increase students' motivation.

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