

**THE CORRELATION BETWEEN MOTIVATION AND SPEAKING ABILITY OF  
THE EIGHTH GRADE STUDENTS OF SMP NEGERI 3 MENGWI  
IN ACADEMIC YEAR 2020/2021**

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**ABSTRACT**

*The study aims at figuring out whether there is or not the correlation between motivation and speaking ability of the eighth-grade students of SMP Negeri 3 Mengwi in the academic year 2020/2021. The present study used ex-post facto research with correlation design. In this research, there were 36 students taken from the eighth grade class of SMP Negeri 3 Mengwi. In collecting the data, the researcher used a questionnaire that was on the types of motivation by Ryan & Deci (2000). Besides, the researcher used a speaking test by administering the descriptive monologue. The result showed that the students' total score for motivation resulted in 2637, and the speaking ability was 2985. Those data were analyzed by using SPSS 23.0, which is consisted of the Normality test, Homogeneity test, Pearson Product Moment, and T-testing. For the result of this research, the hypothesis was significantly accepted. According to Pearson Product Moment's result, the r-value was 0.366, and the significance value was 0.014. It shows a significant correlation between motivation and speaking ability of the eighth-grade students of SMP Negeri 3 Mengwi in the academic year 2020/2021. It lies between 0.200 – 0.400, which is at a low level.*

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

**ABSTRACT**

Penelitian ini bertujuan untuk mengetahui ada tidaknya hubungan motivasi dan kemampuan berbicara siswa kelas VIII SMP Negeri 3 Mengwi tahun ajaran 2020/2021. Penelitian ini menggunakan penelitian ex-post facto dengan desain korelasi. Sampel penelitian ini adalah 36 siswa yang diambil dari kelas VIII SMP Negeri 3 Mengwi. Dalam pengumpulan data, peneliti menggunakan angket yang bertema jenis-jenis motivasi menurut Ryan & Deci (2000). Selain itu, peneliti menggunakan tes berbicara dengan menggunakan monolog deskriptif. Hasil penelitian menunjukkan bahwa total skor motivasi siswa adalah 2637 dan kemampuan berbicara adalah 2985. Analisis tersebut menggunakan SPSS 23.0 yang terdiri dari uji Normalitas, Uji Homogenitas, Product Moment Pearson, dan Uji-T. Hipotesis diterima secara signifikan. Berdasarkan hasil Product Moment dari Pearson didapatkan r sebesar 0,366 dan nilai signifikansi 0,014. Hal ini menunjukkan bahwa ada hubungan yang signifikan antara motivasi dan kemampuan berbicara siswa kelas VIII SMP Negeri 3 Mengwi tahun ajaran 2020/2021. Itu terletak antara 0,200 - 0,400 yang berada di level rendah.

Kata kunci: korelasi, motivasi, kemampuan berbicara

## INTRODUCTION

Speaking is one of the language skills that have to be mastered by students to be able to communicate in English well. In teaching-learning programs, speaking is essential to be taught and learned because speaking a primary function of language use of communication, which becomes a medium of language learning. Richard (2009:16) states that mastery of speaking in English is a priority for many second languages for foreign language learners. Since we know, speaking is such an important matter that teachers should consider in teaching English. When people speak, they interact and use the language to express their ideas, feeling, and thoughts. They also share information with others through communication. They must be able to give clear information to the people who are interacting or communicating with them. To learn speaking skills is learning about the language itself and learning about how to speak in real communication. On the other side, many students cannot speak English well, whether at school or in their real-life context. Because English is not their mother tongue, it is rarely used in daily activities to interact with others. They are accustomed to using English neither in the classroom nor outside the classroom.

On the other hand, to be successful in learning to speak, students should be in a situation in which they can speak English. Besides, students also should have strength from inside to speak up. Many factors can affect students in learning speaking.

One of the factors that affect speaking is motivation (Shams, 2008:120). Motivation seems to have an essential role in developing students' speaking ability. Harmer (2003) states that motivation is

essential to success: People have to want to do something to succeed. It will give them strength in learning to speak. 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 the language if they do not understand the relationship between motivation and its effect on language acquisition. The core of motivation might be called passion, which relates to a person's intrinsic goals and desires. Successful learners know their preferences, strengths, and weakness. It effectively utilizes strengths and compensates for weaknesses. Successful language learning is linked to the learners' passion. In particular, students' motivation is important in the development of speaking skill. Motivation is a term for explaining success and failure or virtually any complex task (Brown, 2008). It is easy in language learning to claim that the learner's proper motivation, the more successful their achievement in speaking English. In fact, motivated students will do everything which supports their performance.

Many factors caused low motivated students in learning speaking. Based on the observation of 8<sup>th</sup>-grade students of SMP Negeri 3 Mengwi learning to speak, some factors affect students' motivation. Firstly, the method that the teacher uses is not interesting for the students. It makes students lazy to learn speaking. Secondly, the environment around them is not supported to speak up. Students have a limited time to learn speaking in the classroom, so they cannot practice English well in every meeting. While outside the classroom, students are not used to

speaking English. They prefer to speak in their native language, Indonesian because almost all people around them speak Indonesian. Thirdly, students feel not confident speaking up because they are afraid of making mistakes while expressing their ideas using English. Students' view about speaking that is a difficult subject to learn still hard to change because they feel difficult to practice it. Students should master language components, such as pronunciation, vocabulary, and grammar, required for appropriate English speech outputs. However, not all low-motivated students in learning speaking have a low speaking ability. On the other hand, highly motivated students do not always have the good speaking ability.

All of the students have different motivations in learning to speak. Some of the students are highly motivated whom will push themselves to speak up. They will become the most successful students. In contrast, low-motivated students will have little interest in the subject and tend to have difficulties in learning to speak. Based on the explanation above and some previous studies, the researcher is interested in identifying the students' motivation in learning English by trying to find out the correlation with the speaking ability. Considering the statement, the researcher decides to do a scientific research entitled "The Correlation between Motivation and Speaking Ability of the Eighth Grade Students of SMP Negeri 3 Mengwi in Academic Year 2020/2021".

### **Speaking Ability**

Speaking is one of the main skills that have to be mastered by students in learning English. Brown (2007:172) states that

speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Another opinion comes from Richard (2009:16), who states that in speaking, people tend to be getting something done, exploring ideas, and working out some aspects of the world, or simply being together. Another opinion comes from Pollard (2008:33) who states that when one considers speaking, everything is included; ideas, language, reason what to say, how to use grammar, vocabulary, and pronunciation, and listening to reacting to the person they are communicating with. According to Brown (2004:159), the speaking's elements are divided into five parts: pronunciation, grammar, vocabulary, fluency, and comprehension. Those of it would be explained as follows:

#### **1. Pronunciation**

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the students can communicate effectively when they have good pronunciation and intonation, even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words.

Burns (2003:5) states that pronunciation refers to the phonological language or meaningful perception and production of the sound of that language and how they impact the listener. Pronunciation involves features at the segmental (micro) level and the supra-segmental (macro) level.

#### **2. Grammar**

The study of grammar has had a long and important role in the history of second language and foreign-language teaching. Rutherford in Purpura (2004:1) states that

grammar was used to mean the analysis of a language system, and the study of grammar was not just considered an essential feature of language learning but is thought to be sufficient for learners actually to acquire another language.

Moreover, from the linguists' point of view, grammar is not a collection of rules, often obscure, arcane, and often illogical, that must be taught, but rather a set of blueprints that guide speakers in producing comprehensible and predictable language. Every language, including its dialect and variants, is systematic and orderly. In other words, all languages consist of patterns, or "grammars," that make sense of the features of a given language that include the arbitrary symbols, sounds, and words that make up that language. (DeCapua, 2008:6)

### 3. Vocabulary

Vocabulary is essential for successful second language use because, without an extensive vocabulary, we cannot use the structure and function we may have learner for comprehensible communication. The appropriate diction or the most important thing in a language, especially in speaking, makes people easier to express our ideas, feeling, and thought both in oral or written form. In spoken language, the vocabulary tends to be familiar and every day (Turk, 2003:87).

### 4. Fluency

Fluency usually refers to express oral language freely without interruption. If the teacher wants to check students' fluency in the teaching and learning process, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct

immediately, whereas the idea being that too much correction interferes with the flow of conversation. The role of the teacher in this activity is to ease difficulties in communication (Pollard, 2008:16).

### 5. Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations of the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2005:51).

### Students' Motivation

Motivation is very important in everything we will do. It is powerful for us to get the best in doing something. Moreover, in the teaching and learning process, motivation is needed. Motivation makes teaching and learning easier and more interesting. It is very good if both teachers and students motivate each other in the teaching and learning process.

Many experts in psychology have given various definitions of motivation. According to Santrock (2004:417), "motivation is the processes that energize, direct, and sustain behavior". It means that motivation is the process of students doing something continuously. Motivated students will feel eager to achieve what they want to accomplish strong desire. Schunk (2012:58) states that motivation is the process of a student to conduct activities

based on their goals and to keep them on straight away. According to Ryan & Deci (2000) Self-Determination theory distinguishes different types of motivations based on specific goals which give rise to an action. The most central distinction is between intrinsic motivation and extrinsic motivation.

#### 1. Intrinsic motivation

Intrinsic motivation is the tendency to engage in the task because one finds them exciting and enjoyable. A student with more intrinsic motivation tends to persist at difficult problems and learn from mistakes. They are bolder to take a risk when they want to try something new in the learning process (Walker, Greene & Mansell, 2006). The students with intrinsic motivation will take their chance to learn and find their interest in what they learn. It is important to note that it is an intrinsic motivation engendered by the learning process itself.

According to Emily (2004:4) in her research, intrinsic motivation has appeared from personal comfort, happiness, and interest. Traditionally, educators consider intrinsic motivation to be more desirable to result in better students because if the students have intrinsic motivation, they will be easier and more enthusiastic in learning. To them, rewards are peripheral. So, intrinsic motivation is doing something because one feels that the thing is attractive and pleasant. Students with intrinsic motivation will be greater to accomplish their purpose.

#### 2. Extrinsic motivation

Extrinsic motivation is the propensity to contribute task-unrelated factors such as the expectation of reward or punishment, such as passing the exam or getting a good grade (Vansteenkiste, Lens & Deci, 2006).

Students who have extrinsic motivation will be motivated by the environment around them. When they want to achieve their purpose, their desire will appear because many things outside themselves influence them. Extrinsically motivated learners engage in activities that bring rewards to them. The task itself is peripheral, and there is little or no excitement to accomplish the task. Examples would include seeking good grades, seeking a reward, or avoiding a punishment (Vansteenkiste, Lens, & Deci, 2006).

According to Santrock, Motivation which is influenced by external things such as rewards and punishment. Extrinsic motivation makes someone to do something to achieve their target. The students focus on their performance and their importance that they attach to the outcome.

### RESEARCH METHOD

This research used correlation research design with the subject consisting of the eighth-grade students of SMP Negeri 3 Mengwi in academic year 2020/2021. The samples of this research were 36 students, which are taken from 399 students as the population. To collect the data for this research, the researcher decides to implement a cluster sampling method. There were questionnaires for collecting the data of motivation and speaking test for collecting the data of speaking ability. The questionnaire was adopted from Septiana Kusumaningsih (2017) and for the speaking ability, the scoring rubric was adopted from Brown (2004). By reason of the pandemic situation of Covid-19, the questionnaire, which is consisted of 30 items were

delivered by using google Forms. Students have to pick one of two pictures of public figures that already provided by the researcher for the speaking test. The students recorded their voice while describing the picture and then send it through WhatsApp Group.

In analyzing the data, the researcher used *Statistical Package for Social Science (SPSS) 23.0*, consisting of the normality test, Homogeneity test, Pearson Product Moment, and T-testing. For the Normality test, the researcher used one sample Shapiro Wilk test. According to Pallant (2007:62) when the data's result is greater than 0.05, it indicates the data is normal. After the Normality test, the researcher determined the Homogeneity of the test. This test is to test whether the data obtained from the sample homogenous or not. If the value of sig. > 0.05, the data is assumed that is homogeneous (Gray and Kinner, 2012:188).

Furthermore, Pearson Product Moment correlation also be used to the data in this present study. The interpretation for this research study was adopted from Arikunto (2010: 319) which consists of: high, sufficient, fair, low, and very low. After getting the value of the correlation coefficient, the researcher analyzed the data by using a T-test. It is used to test the mean differences of two variables (Marczyk et al. (, 2005:220). In this research, the researcher used the One Pair Sample Test with SPSS 23.0.

## FINDING AND DISCUSSION

As already mentioned for this research study, the questionnaire has consisted of 30 items which referred to motivation rated on 5 points, from one to five, ranging from

strongly agree to disagree strongly. For the speaking ability of this research study, it applied a scoring rubric from Brown (2004), which ranging from one to five that consisted of some categories: grammar, vocabulary, comprehension, fluency, and pronunciation. According to the speaking test and questionnaire which have been given to the students, the total score of The Eighth Grade Students of SMP Negeri 3 Mengwi is 2637 for the questionnaire and 2985 for the speaking ability. After that, the researcher analyzed the data using SPSS 23.0, consisting of the normality test, Homogeneity test, Pearson Product Moment, and T-testing.

### Classification of Normality Test

The researcher obtained the result as follow:

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
motivation	.122	36	.197	.957	36	.173
speaking	.142	36	.063	.956	36	.162

a. Liliefors Significance

### Correction

The table above shows that the probability value (Asymp. Sig) of motivation is 0.173 > 0.05 and for the speaking ability is 0.162 > 0.05, which means that the data distribution is normal.

### Classification of Homogeneity Testing

The researcher obtained the result as follows:

Table of Homogeneity Test

Levene			
Statistic	df1	df2	Sig.
1.085	8	22	.409

Based on table 4.3 above, it can be seen that the homogeneity is 0.409, which means greater than 0.05. It assumed the data is homogenous.

### Classification of Pearson Product Moment

The researcher obtained the result as follow:

		motivation	Speaking
Motivation	Pearson Correlation	1	.366*
	Sig. (1-tailed)		.014
	N	36	36
Speaking	Pearson Correlation	.366*	1
	Sig. (1-tailed)	.014	
	N	36	36

\*Correlation is significant at the 0.05 level (1-tailed)

Based on table 4.4 above, it can be seen that the correlation coefficient is 0.366, and the significance value ( $\rho$ ) is 0.014. Hence, it can be concluded that there is a positive correlation between the two variables. The coefficient's value is compared with the interpretation's of correlation and it got the result the correlation is at the low level. The low correlation means that the low motivation students' have in learning speaking English, the low speaking ability they have. It can be seen at correlation

coefficient interpretation that is presented in Table 4.5.

Table 4.5

The interpretation of Correlation adopted from Arikunto (2010:319)

The r Score Scale	Interpretation of r Correlation
0.800 – 1.00	High
0.600 – 0.800	Sufficient
0.400 – 0.600	Fair
The r Score Scale	Interpretation of r Correlation
0.200 – 0.400	Low
0.000 – 0.200	Very Low

By calculation above, it is assumed those variables have a positive correlation (one-way correlation). By focusing on the result, the correlation value is 0.366. It is in the interval between 0.200-0.400. It indicates the gravity of correlation is at a low level. It concludes that there is a low correlation between the eighth-grade students of their motivation and speaking ability of SMP Negeri 3 Mengwi in the academic year 2020/2021.

### Classification of T-Testing

The researcher obtained the result as follow:

Table 4.6  
Paired Samples Test

		Paired Differences		t	df	Sig. (2-tailed)	
Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
			Lower	Upper			
Mean	Std. Deviation	Std. Error	Lower	Upper	t	df	Sig. (2-tailed)

P	-							
a	9.	8.01	1.33	-	-	-	7.	
ir	66	4	6	12.3	6.95	23	35	.000
l	7			78	5	7		

According Santoso (2014:256), interpretation in Paired-sample t-test based on the significant value of the output result SPSS are:

- a. If the significance (2-tailed) < 0.05, null hypothesis is rejected and the alternative hypothesis is accepted
- b. If there significance (2-tailed) > 0.05, null hypothesis is accepted and the alternative hypothesis is rejected.

From the calculation above, it is found that the significance of paired-sample t-test is 0.000 is lower than 0.05 ( $0.000 < 0.05$ ), it means that null hypothesis is rejected and alternative hypothesis is accepted. The output table of the paired-sample t-test above also contains information about the value mean paired differences, which is -9.667. This value shows the differences between the average Motivation results and the average Speaking results or  $73.25 - 82.92 = -9.67$  and the differences between -12.378 to -6.955 (95% Confidence Interval of the Differences Lower and Upper).

The result of this study showed that  $H_a$  was accepted. It means that there is a significant correlation between motivation and speaking ability of the Eighth Grade Students of SMP Negeri 3 Mengwi in academic year 2020/2021. Based on the calculation about the correlation between motivation and speaking ability in SMP Negeri 3 Mengwi, each test results were good: normality test, Homogeneity test, Pearson Product Moment, and T-test. The

Normality test, it got the result 0.173 for motivation and it got the result of 0.162 for speaking ability. It means that the data distribution is normal because the results of both variables are greater than 0.05.

Furthermore, for Homogeneity test was good because the data was homogeneous accepted. It got a result of 0.409, which is greater than 0.05. Moreover, for Pearson Product Moment, it got the result 0.366 and for the significant value was that it got 0.014 which is lower than the 0.05. For the last, in T-test it got the result that  $H_a$  is significantly accepted because the result of the significance value is 0.000, which is lower than 0.05. Therefore, it means there is a positive correlation between motivation and speaking ability of the eighth-grade students of SMP Negeri 3 Mengwi in the academic year 2020/2021

According to research finding in this present study, each student need for having high motivation to get a good speaking ability. In order to deliver their ideas in front of their friends, the students need to speak bravely to make sure the audience. Thus, they need motivation to empower them to deliver their thought when they speak with others. Motivation is located in their selves which is nobody can help them to change it. They need to train and create their selves for having high motivation.

## CONCLUSION

In this present study, the goal was to find out whether there is any significant correlation between Motivation and Speaking Ability of the Eighth Grade Students of SMP Negeri 3 Mengwi in Academic Year 2020/2021. In this research, the researcher used a questionnaire for motivation and speaking



test for speaking ability. Those tests were already done in 36 samples. The data was analyzed by implementing Pearson Product Moment. It got the value was 0.366, which means the correlation of both variables is low. Furthermore, the hypothesis ( $H_a$ ) in this research study was accepted because the T-test result was  $0.000 < 0.05$ .

Based on the data presented previously, this study found a positive correlation between motivation and speaking ability of the eighth grade students of SMP Negeri 3 Mengwi in the academic year 2020/2021. The students' speaking ability was influenced not only by their language ability, but also influenced by certain internal factors, such as their motivation, etc. However, having abundant knowledge of vocabularies, pronunciation, lack of fluency, grammar and comprehension also obviously affect their speaking ability. Hence, it could be concluded that motivation is important for the students to make them brave to express their ideas.

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