

THE CORRELATION BETWEEN MOTIVATION AND SPEAKING ABILITY OF THE EIGHTH-GRADE STUDENTS OF SMPN 2 NUSA PENIDA IN ACADEMIC YEAR 2021/2022

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ABSTRACT

This study aimed at finding out how students' motivation influenced speaking ability of the eighth-grade students in SMPN 2 Nusa Penida. It made use of a correlation research design. The sample consist of 25 students. They were chosen by random sampling technique. The data which were needed for this research were collected through administering questionnaire about motivation and speaking test as the research instruments and delivered by using What Sapp Group platform. The obtained data were analyzed by investigating the correlation between motivation score and speaking test score which was done by using IBM SPSS Statistic 26. The result of the correlation between motivation and speaking ability was 0.506. It described that there is a significant correlation between motivation and speaking ability of the eighth-grade students of SMPN 2 Nusa Penida in academic year 2021/2022. In conclusion, the alternative hypothesis (H_a) is accepted.

Keywords: correlation, motivation and speaking ability.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui bagaimana motivasi siswa mempengaruhi kemampuan berbicara siswa kelas delapan di SMPN 2 Nusa Penida. Penelitian ini menggunakan desain penelitian korelasional. Sampelnya berjumlah 25 siswa. Mereka dipilih dengan teknik random sampling. Data yang diperlukan untuk penelitian ini dikumpulkan melalui pemberian kuesioner tentang motivasi dan tes berbicara sebagai instrumen penelitian dan disampaikan dengan menggunakan platform WhatsApp Group. Data yang diperoleh dianalisis dengan menyelidiki korelasi antara skor motivasi dan skor tes berbicara yang dilakukan dengan menggunakan IBM SPSS Statistic 26. Hasil korelasi antara motivasi dan kemampuan berbicara adalah 0,506. Hal ini menggambarkan bahwa terdapat korelasi yang signifikan antara motivasi dan kemampuan berbicara siswa kelas delapan SMPN 2 Nusa Penida pada tahun ajaran 2021/2022. Kesimpulannya hipotesis alternatif (H_a) diterima.

Kata Kunci: korelasi, motivasi dan kemampuan berbicara.

INTRODUCTION

Speaking is an ability that a person has in expressing ideas, thoughts that exist within that involve other people in conveying information using words. Speaking is generally done when communicating, informing or reporting information to the recipient of information, convincing or influencing the recipient of the information, to entertain, and requiring a reaction from the listener or recipient of the information. In addition, speaking is usually used during the teaching and learning process in schools.

Speaking is an important aspect in the teaching and learning process. In addition, the significant attention and globalization of English has led to widespread demand for good English skills in various fields. Evidence suggests that some features of speech are acceptable for teaching in second or foreign language classes (Drakhshan, Tahery, & Mirarab, 2015). However, most of the students think that speaking is the most difficult skill when they learn English as a foreign language. They have difficulty in practicing it when they cannot master their

vocabulary, pronunciation, fluency, and grammar in learning to speak. Therefore, encouragement or motivation is needed in the teaching and learning process.

Speaking is one of the four basic competencies that students must master well. It has an important role in communication. Speaking can be found in the oral cycle, especially at the stage of Joint Construction of the Text (Depdiknas, 2004). In carrying out speaking, students face several difficulties, one of which is about the language itself. In fact, most of the students have difficulty speaking even though they have a lot of vocabulary and have written it well. Therefore, encouragement or motivation is needed in learning to speak a foreign language

Motivation is an encouragement to someone to be an effort in positive even negative things. According to Brown (2008:183), motivation is a term for explaining the success and failure of virtually any complex task. Motivation can give positive influence and effect for students to make them feel comfortable to improve their speaking ability. Moreover, all students have different motivations in learning speaking. Some of them are highly motivated students who will push themselves to speak up. They will become the most successfully students. In contrast, low motivated students will have little interest in the subject and tend to have difficulties in learning.

Student motivation is an important part in the teaching and learning process (Lestari, 2019). This has a great influence on students to encourage themselves in learning to meet their needs, goals, and his interest. The teaching and learning process can also motivate students to encourage and support them in their learning. So that it can help them to achieve their goals, especially in learning to speak. Motivation is very important in everything we will do. It is very strong power for us to get the best in do something. Especially in the teaching and learning process, motivation is very important needed. Motivation

makes the teaching and learning process easier and interesting

Motivation has an important role in developing students' speaking skills. Motivation is the student's energy that comes from inside or outside that drives him to do something. This will give strength to students in learning to speak to speak. In fact, motivated students will do everything that supports their performance. They will do their best to get the best results. Therefore, motivation has an important role in developing students' speaking skills. Motivation is the student's energy that comes from inside or outside that drives him to do something. This will give strength to students in learning to speak to speak. In fact, motivated students will do everything that supports their performance. They will do their best to get the best results.

Therefore, the researcher is interested in identifying the students' motivation in learning English by trying to find the correlation with speaking ability. Considering the statement, the researcher decides to do scientific research entitled "The Correlation between Motivation and Speaking Ability of the Eighth-grade Student of SMPN 2 Nusa Penida in Academic Year 2021/2022.

RESEARCH METHOD

In this study, to analyze the data the researcher used a quantitative approach and descriptive method. Researchers will apply a correlational design. Creswell (2012:21) explains that, "The design of correlation research is a procedure in quantitative research in which researchers measure the degree of relationship (or relationship) between two or more variables using statistical correlation analysis procedure".

Population and sample are very important for the success of the study. To collect the data in this research the researcher needs a way to choose the participants and should decide what type of participants needs to be use. According

to Sugiyono (2014:119), the technique of sampling probability sampling and none is divided in to two groups, they are probability sampling. In the present study, the researcher would use cluster sampling method which belong to probability sampling. It means the researcher choose that exists in the population randomly.

The population of this research is the students of the eighth-grade of SMPN 2 Nusa Penida academic year of 2021/2022, which has 6 classes. Each class has a minimum of 25 students and maximum of 28 students. The whole eight grade students 158 students. Furthermore, 158 students were sampled using cluster random sampling, then 15% was taken as a sample in this study, totaling 25 students.

In this research, to get the data about students' motivation and speaking ability, The researcher used questionnaire and test. To find the data which mirrored the students' motivation, the researcher used questionnaires as the research instrument, while the data of the students' speaking ability measured by administering a performance test.

The data analysis was to process the data (Syofyan 2011:120). Data analysis is a process used to transform, remodel and revise certain information (data) with a view to reach a certain conclusion for a given situation or problem. In this research, the researchers used correlational techniques in analyzing data. All of the data were analyzed by using the formula of correlation to know the correlation between motivation and students' speaking ability.

RESULTS AND DISCUSSION

The data presented in this chapter show the motivation and speaking ability of the eighth-graders of SMP N 2 Nusa Penida. The data were collected by providing research instruments in the form of speaking tests and questionnaires. The type of test used was a descriptive text by

conducting oral tests and student learning motivation questionnaires. Because of that, students were asked to make and present it in the form of a video for approximately 2-3 minutes for each student. As for the questionnaire, students only filled out a form in the Google Form provided by the researcher. This research was conducted on 25 samples which came from Class VIII of SMP N 2 Nusa Penida in the academic year 2021/2022.

Results

The students' responses to the questionnaire on motivation and speaking ability were analyzed and treated as a variable (x) in the left column and students' speaking proficiency test scores were calculated and matched as a variable (y) in the right column. Based on the speaking test and the questionnaire given to the students, the total score of the eighth-grade students of SMP N 2 Nusa Penida was 2468 for the questionnaire and 1318 for the speaking test.

After calculating all the samples' final scores of motivation and speaking ability variables, the data analysis of this study was carried on to investigate the correlation between both variables, Data in the form of raw scores above were analyzed by using Normality testing, Homogeneity testing, Pearson Product Moment and T-testing to determine the level of correlation between motivation and speaking ability.

According to Pallant (2007:62) when the result of the data is more than 0.05 indicates normality, meaning the data is assumed to be normal. Based on the table 4.2 above, it can be seen that probability number (Asymp.Sig) $0,200 > 0,05$ which means the data distribution is normal. Based on table 4.3, the data shows that the homogeneity is 0.611 which means that $0.611 > 0.05$. According to Gray and Kinner (2012:188) when the result of homogeneity is greater than 0.05, it means the variances can be assumed to be homogeneous.

Pearson's correlation was used to examine the relationship between the independent and dependent variables. To test the correlation, students' motivation in this study was treated as a dependent variable while speaking ability was an independent variable. Correlation coefficients were able to provide a numerical overview of the direction and strength of the correlation between students' motivation and speaking ability. Pearson's correlation coefficient (r) was ranging from -1 to +1 for the indication of positive or negative correlation.

Based on statistical computation assisted by IBM SPSS 26.0 using the Test of Pearson Product Moment, the result of the homogeneity of this study shows that the correlation coefficient (r) was 0.506 and the significance value (p) was 0.010. Then, obtained 0.010 which was lower than 0,05. It means that the correlation between motivation and speaking was 0.010 and the significance value (p) was 0.049. Then, obtained 0.049 which was lower than 0,05. It means that the correlation between motivation and speaking ability is positive for its significance. From the data analysis motivation (X) speaking ability score (Y), the correlation index between the X variable and the Y variable was 0.403. After comparing the correlation of coefficient's value with the interpretation of correlation, it got the result that the correlation was at a low level. The low correlation means that the low motivation students" have in learning speaking English, the low speaking ability they have.

The index value of correlation was found 0.506. The result of those two calculations (manual and SPSS) was the same. It means that there was no mismatch in the process of calculating data. According to Riduwan in Saputra (2014: 61), this coefficient was classified into the moderate class of 0.400 – 0.600, which means that there was a moderate correlation between the two variables. Ha

is accepted when the R-value of correlation was bigger than the r table (r -counted $>$ r-table). The r-value was found 0.506. and the r table of df (25) is 0.396. It means Ha was accepted because $0.506 > 0.396$. In conclusion, there was a significant correlation between motivations and speaking ability of the eighth-grade students of SMP N 2 Nusa Penida in the academic year 2021/2022.

The t-test is a study that aims to assess whether there is a significant correlation between the two variables. In this study, the researcher used statistical computation assisted by IBM SPSS 23.0 using Paired Sample Test. It was used to test whether certain values differed significantly or not from the average of the samples. The researcher looked for the significant value. If the significant value is higher than 0.05, it means that there is no significant correlation between the two variables.

From the calculation above, it is found that the significance of the paired-sample t-test is 0.00 is lower than 0.05 ($0.00 < 0.05$), it means that null hypothesis is rejected and alternative hypothesis is accepted. The output table of paired-sample t-test above also contains information about the value mean paired differences which is the amount 25.368. this value shows the differences between the average motivation results and the average speaking results or $99.44 - 52.72 = 25.368$ and the differences between 42.919 to 50.521 (95% confidence Interval of the Differences Lower and Upper).

Discussion

The result of this study showed that Ha was accepted. It means that there is a significant correlation between motivation and speaking ability of the Eight-Grade Students of SMP N 2 Nusa Penida in academic year 2021/2022. The data distribution that the researcher observed from SPSS 26.0 to find out the data were normally distributed because the result of significant values higher than 0.05.

Additionally, for the homogeneity testing, the data was homogeneous because the significant value was greater than 0.05. For the Pearson product moment, the result of correlation between reading motivation and speaking ability was moderate correlation. According to Arikunto (2010:319), the result 0.506 considered as fair correlation between variable X (reading motivation) and variable Y (speaking ability) because the r score scale 0.400-0.600 classified as moderate correlation. For T-testing, the result that the researcher got is significantly accepted which means that there is a significant correlation between variable x and y.

The calculation correlation between speaking motivation and speaking achievement in SMP N 2 Nusa Penida, the results of each test were good. For the Normality test, the researcher focused on the Kolmogorov Smirnov result. Based on the One-Sample Kolmogorov-Smirnov Test with the provision that if $\text{Sig} > 0.05$, the data used in this research were normally distributed. Moreover, to find out the homogeneity of the data, the researcher was using SPSS 26.0 the result of Sig. is $0.611 > 0.05$, it can be concluded that the data in this study is homogenous. Moreover, in order to find out the correlation between motivation and speaking ability of the eighth-grade students of SMP N 2 Mengwi, SPSS 26.0 is used and the result of Pearson-product moment is 0.506. It can be interpreted with Table Indexes of Correlation adopted from Riduwan in Saputra (2014: 61) which reveals that the result of Pearson-product moment score is in the scale between 0.400 – 0.599. It indicates that there is a fair correlation between two variables (motivation and speaking ability). Then, it can be concluded that there is a correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMP N 2 Nusa Penida in the academic year 2021/2022. Furthermore, in order to know the data from two variables there are no significant differences, paired-

sample T-test was used with the result value of Sig. is 0.000. It means the t-test is significantly accepted because $0.000 < 0.05$ (Pallant, 2007:239), means the alternative hypothesis is accepted.

Motivation is a part of paramount things in the learning teaching process. The term motivation is derived from the Latin verb *movere* (to move). It means that motivation is to get someone moving and keep someone working, moreover, in the learning and teaching process, motivation is really needed, motivation makes teaching and learning easier and more interesting. It is very good if both teachers and students motivate each other in the learning and teaching process.

According to Shams (2008:120) one of the factors that can affect students' ability in speaking is motivation. Moreover, Elliot (2000:332) mentions that motivation is an instate that arouses us to action, pushes us in a particular direction, and keeps engaged in certain activities. It seems to be the case that we receive a goal that is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach the goal. To sum up, the strength of that motivation will depend on how much value the individual places on the outcome they wish to achieve so that they really get it.

Harmer (2001:51) says that motivation is some kind of internal drive that pushes someone to do things in order to achieve something. Motivation could be defined as a power that involves desire, effort, and enjoyment which gives someone energy to do something or move toward an and or goal. Nowadays, motivation plays an important role for students to achieve their goals in learning. As proposed by Gardner (1992), the motivated individual is one who wants to achieve a particular goal, devotes considerable to efforts to achieve this goal and experience satisfaction in the activities associated with achieving this goal. That is, motivation is defined by three components: desire so achieve a goal,

effort extended in this direction and satisfaction worth the task.

According to Brown (2000:161), a constructivist view of motivation places even further emphasis on social context as well as individual personal choices. Shool (2002) states motivation is energies behavior. It attempts to explain the amount of effort or energy and an individual puts into a task. The motivation was found to be a central mediator in the prediction of language achievement. Richards and Schmidt (2002:343) define motivation as the driving force in any situation that leads to action. Lightbown and Spada (2013:87) state that motivation has been linked to students' eagerness to keep learning. Moore (2005:372) mentions that motivation can be defined as something that energizes and directs behavior. It is an inner state that activates or moves individuals, without motivations, there would be no purposive, organized behavior by the individual either at work or elsewhere.

According to (Lestari, 2019). Student motivation is an important part of the teaching and learning process, it has a great influence on students to learn encourage themselves in learning to meet their needs, goals, and his interest. The teaching and learning process can also motivate students to encourage and support them in their learning. So that it can help them to achieve their goals, especially in learning to speak

Speaking ability is an important productive skill owned by people particular students. They could have shared information through speaking. Speaking is defined as a crucial part of our lives that are used as an interaction and social activity (Louma, 2009:9). Speaking is an interactive process of composing meaning that includes constructing, acquiring, and processing information (Brown, 2001). It is an important skill to master when we learn a new language. Therefore, when we learn a new language, the main goal is to have the capability to

use it in daily communication, in the form of speaking. Therefore, it plays an important role in the real context of communication.

According to Yajun (2007:23), teaching speaking is how the teacher provides structured and guided learning experiences for language learners to develop their speaking competence. They could have shared information through speaking. Speaking is defined a crucial part of our lives that are us an interaction and social activity. Speaking is an interactive process of composing meaning that includes constructing, acquiring, and processing information.

Brown (2004) states that speaking is a productive skill that can be directly and empirically observed. According to Richards (2008:19), speaking is one of the productive skills which means the students' ability to use and communicate through a language effectively. Furthermore, Thornbury (2005:1) says that speaking is so much a part of daily life that take it for granted. In addition, Bailey (2000:25) states that speaking is a process of interaction where speakers intend to build meaning through producing, receiving, and processing information. This explanation regards speaking as the collaboration of two or more persons in the shared time and context.

Motivation is very important in everything we will do. It is very strong power for us to get the best in do something. Especially in the teaching and learning process, motivation is very important needed. Motivation makes the teaching and learning process easier and interesting. It's good if the teacher and students motivate each other in the learning process teach. Many psychologists provide various definitions of motivation. According to Santrock (2004), motivation is a process that energizes, directs, and sustains behavior. This means that motivation is a process that encourages and show students to do something and continue do activities.

Motivated students will feel excited to achieve what they want with a strong desire.

CONCLUSION

The analysis showed that whole data of this study was normal. The normality of both data, learning motivation and speaking ability is Sig. 0.200 which is greater than the value 0.05. This data is also supported by the normality chart which the result is seen like a bell. In addition, the homogeneity of the data is Sig. 0.611 which is also bigger than the value of 5%. It means that the data was homogenous.

Moreover, the researcher also found there is a significant correlation between both variables. It can be seen by the value of correlation interpretation found 0.506. It is described the coefficient of Pearson-product moment. In addition, the significant value of Sig. was found 0.000, which means the correlation was significant. It proved the correlation coefficient is under 0.05 in a positive direction. It can be concluded that the correlation between both variables have a positive significance with a moderate category of correlation. Therefore, there is a positive correlation between motivation and speaking ability of the eighth-grade students of SMP N 2 Nusa Penida in the academic year 2021/2022.

Therefore, this study implies that the English teacher of SMP N 2 Nusa Penida have to pay more attention on the students' motivation and speaking ability. It can be done by constructing a planning lesson that involves some strategy that relevant to improve students speaking ability, particularly of the motivation to speaking and speaking ability, for example by asking the students to speak a new speaking text. By doing those things, their learning motivation will be increased. The teacher should give more chances to the students in practicing their speaking ability.

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