

MOTIVATION AND ENGLISH-SPEAKING ABILITY OF THE ECONOMICS STUDENTS

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ABSTRACT

This study aimed at finding out how students' motivation influenced English speaking ability of the economics students in Universitas Mahasaraswati Denpasar. The present study used an ex-post facto research with correlation design. The sample consisted of 36 students. They were chosen by cluster sampling technique. The data which were needed for this research were collected through administering questionnaire about motivation and speaking test as the research instruments. The obtained data were analyzed by investigating the correlation between motivation score and speaking test score which was done by using SPSS Statistic 27.0. The result of the correlation between motivation and speaking ability was 0.431. It described that there was a significant correlation between motivation and English-speaking ability of the economics students of Universitas Mahasaraswati Denpasar. This study provides empirical evidences on learning motivation and English-speaking ability for students majoring economics and business.

Keywords: correlation, motivation, english-speaking ability, economics students

ABSTRAK

Penelitian ini merupakan penelitian kuantitatif yang bertujuan untuk menemukan korelasi antara motivasi dan kemampuan berbicara bahasa Inggris pada mahasiswa ekonomi di Universitas Mahasaraswati Denpasar. Sampel yang digunakan berjumlah 36 orang yang diambil menggunakan teknik kluster random sampling. Instrumen yang digunakan berupa angket motivasi dan penilaian kinerja. Data yang ditemukan diolah menggunakan Pearson Product Moment Correlation berbantuan SPSS 27.0. Hasil dari analisis memperlihatkan bahwa terdapat hubungan yang positif dan signifikan antara motivasi dan kemampuan berbicara bahasa Inggris dari mahasiswa ekonomi di Universitas Mahasaraswati Denpasar, dengan nilai r sebesar 0.431 yang dapat dikategorikan sebagai hubungan yang cukup tinggi.

Kata Kunci: korelasi, motivasi, kemampuan berbicara bahasa inggris, ekonomi

INTRODUCTION

Speaking, as a productive skill, holds a crucial role in effective communication, representing a vital language skill that students need to excel in for proficient English communication (Joni, 2018). Within the realm of teaching and learning, the teaching of speaking is indispensable as it serves as a foundational element in language use for communication and acts as a vehicle for language acquisition (Emily, 2004). According to (Brown, 2007), speaking is a dynamic process involving the creation, reception, and processing of

information, highlighting the interactive nature of communication. (Harmer, 2007) further emphasizes that speaking is not a solitary endeavor but rather an interactive process requiring active participation with one or more individuals. This underscores the necessity for individuals to actively contribute to the exchange of ideas on a given topic. In the modern era, speaking is omnipresent, serving as a primary means for people to engage with each other (Joni D. A., 2018)(

Furthermore, speaking is defined as the capacity to articulate ideas or information

verbally in a coherent, fluent, and appropriate manner (Joni D. A., 2023). This suggests that students should possess the ability to provide meaningful content for both transactional (information exchange) and interactional (social interaction) purposes, employing accurate pronunciation, grammar, and vocabulary. Ultimately, the cultivation of speaking skills is vital for successful communication across various contexts (Joni D. A., 2019)

Learning speaking skills involves more than just understanding the language; it also encompasses the ability to communicate effectively in real-life situations (Joni D. A., 2017). Despite this, many college students struggle to use English both in the classroom and in real-life contexts, primarily because English is not their native language, and they rarely engage with it in their daily interactions. The lack of exposure to English, both inside and outside the classroom, contributes to their discomfort and reluctance to use the language (Joni D. A., 2020).

To succeed in learning to speak, students need to be in an environment where they are willing to communicate in English to express themselves (Joni D. A., 2016). To fulfil this, motivation is one of the influential factors that may play a crucial role in the development of students' speaking skills. Motivation provides the necessary drive for learners to put in the required effort. Without this motivation, learners are likely to struggle and may not invest the necessary time and energy into developing their speaking abilities.

Motivation in language learning is complex and can be intrinsic, stemming from personal factors such as comfort, happiness, and interest (Emily, 2004). Successful language learners are often those who understand their own

preferences, strengths, and weaknesses, aligning their learning journey with their passions. In the context of speaking skills, motivation is particularly crucial, as it enhances performance.

Conversely, low-motivated students may lack interest in the subject and face challenges in learning activities (Rone, 2023). Understanding that different students have varying motivations, some driven by genuine interest and others facing difficulties due to low motivation, the researcher aims to explore the correlation between students' motivation in learning English and their speaking abilities. This inquiry is prompted by the recognition that motivation plays a pivotal role in the language learning process and, specifically, in the development of speaking skills. Therefore, this study is conducted to investigate the correlation between motivation and English-speaking ability of the economics students of Universitas Mahasaraswati Denpasar.

RESEARCH METHODS

This research used correlation research design with the subject consisting of the economic students of Universitas Mahasaraswati Denpasar. The samples of this research were 36 students, which were taken from 295 students as the population. To collect the data for this research, the sample has been chosen by using cluster random sampling technique. There were two instruments which were used to get the data, such as questionnaire and speaking test. The questionnaire in this study was adapted from The Attitude/Motivation Test Battery (AMTB) developed by Gardner with a total of 26 items (Istianti, 2013). The scoring rubric was adopted from (Brown, 2007) such as: fluency, comprehension, grammar. There were several steps that

were taken in collecting the data. Firstly, the students were assigned to fill in the questionnaire. After that, the researcher conducted the speaking test in the form of a descriptive monologue about UMKM. Students had to pick one of pictures about UMKM and the students were given a maximum of 2 minutes to perform the monologue in front of the class. In analyzing the data, the researcher used Statistical Package for Social Science (SPSS) 27.0, consisting of the Normality test, Homogeneity test and Pearson Product Moment. Correlation at 5% level of significance.

RESULTS AND DISCUSSION

Before finding out the correlation between motivation and English-speaking

ability, the normality test and homogeneity test were done. Based on the normality test using Kolmogorov-Smirnov, it was discovered that sig. was 0.200 which was more than 0.05. It meant the data distribution was normal. In addition, based on the homogeneity test using Levene Statistic, it was found out that sig. 0.271 which was more than 0.05. It indicated that the data variance was homogenous.

After the results of the pre-requisite analysis were received, the Pearson Product Moment Correlation test was performed. It was found that there was a positive and significant correlation between motivation and students' English-speaking ability, as shown in the following Table 1.

Table 1. Correlation Result

		Students' Motivation	Students' Speaking Skill
Students' Motivation	Pearson Correlation	1	.431**
	Sig. (2-tailed)		
N		36	36
Students' Speaking Skill	Pearson Correlation	.431**	1
	Sig. (2-tailed)	.009	
N		36	36

**Correlation is significant at the 0.001 level (2-tailed)

The findings revealed a notable correlation between the students' learning motivation and their English-speaking ability. This conclusion is supported by the significance value of 0.009, which is less than the standard threshold of 0.05, signifying a statistically significant correlation. Furthermore, the correlation coefficient value, standing at 0.431, indicates a medium-level correlation with a positive direction. This positive correlation implies that an increase in students'

motivation corresponds to an increase in their speaking ability. In simpler terms, higher learning motivation is associated with higher speaking ability.

The study's positive correlation findings were evident in the results. The average score for students' motivation was 96.72, falling into the high motivation category within the range of 96 to 130. Simultaneously, the students' speaking ability received a good categorization, with an average score of 11.06 falling within the

good range of 10.5 to 13.5. This indicates that the high learning motivation of the economics students at Universitas Mahasaraswati Denpasar corresponded to a commendable level of speaking ability. These results align with the theories proposed by (Menggo, 2018), and (Musa, 2019), supporting the idea of a positive correlation between learning motivation and speaking ability.

In addition to exploring the correlation between the two variables, it is intriguing to delve into the types of learning motivation that positively influence students' speaking ability. The questionnaire used for data collection included two motivation categories: extrinsic motivation and intrinsic motivation. The study results revealed that the average score for extrinsic motivation slightly surpassed that of intrinsic motivation, with scores of 3.7314 and 3.7085 respectively.

This suggests that students felt slightly more motivated in studying English when supported and encouraged by their teachers, parents, and environment (extrinsic motivation). However, considering the marginal difference, intrinsic motivation, stemming from students' personal effort, desire, and attitude in learning, was also deemed significant. The average scores for both types of motivation underscore the idea that students benefit from a combination of extrinsic and intrinsic motivation to maintain high overall motivation levels.

When learning to speak in English, the economics students tended to require more time in preparing themselves. This is understandable since English was not used in their daily basis. Hence, they were much motivated to use their English-speaking ability in classes, regarding of either intrinsic or extrinsic motivation. This will

boost their self-confidence in which it will automatically help them in achieving their goals in being able to speak English more fluent (Pradnya, 2023). Additionally, when practicing English-speaking ability, any student would be obliged to use their knowledge in language components, such as vocabulary, grammar and pronunciation as found by (Ditya, 2022) and (Milla, 2022)

CLOSING

Conclusion

The primary objective was to investigate the existence of a significant correlation between students' motivation and English-speaking ability of the Economics students at Universitas Mahasaraswati Denpasar. The research employed two tests—a questionnaire for motivation and a speaking test for assessing speaking ability—which were administered to 36 participants. The data obtained from these tests were analyzed using Pearson Product Moment, yielding a correlation coefficient of 0.431, indicating a medium-level correlation. Notably, the hypothesis (H_a) in this study was accepted.

This study establishes a positive correlation between motivation and English-speaking ability of the Economics students at Universitas Mahasaraswati Denpasar. The findings suggest that students' speaking abilities are not solely influenced by their language proficiency but are also impacted by internal factors such as motivation. However, it is acknowledged that a robust command of vocabulary, pronunciation, fluency, grammar, and comprehension significantly contributes to speaking ability. Therefore, it can be concluded that motivation plays a crucial role in emboldening students to articulate their ideas. Moreover, the researcher recommends that teachers pay

increased attention to students' motivation as a psychological factor that may be linked to their speaking abilities.

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