

# THE CORRELATION BETWEEN THE THIRD YEAR STUDENTS' MOTIVATION AND THEIR SPEECH ABILITY AT THE ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY

Yeyen Kaswina<sup>1</sup>, Ernati<sup>1</sup>, Lely Refnita<sup>1</sup>

<sup>1</sup> Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Bung Hatta

E-mail [yeyenkaswina@yahoo.co.id](mailto:yeyenkaswina@yahoo.co.id)

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## Abstract

This research was aimed at finding out correlation between the third year students' motivation and their speech ability at the English Department of Bung Hatta University. The design of this research was correlation. The number of population members was 112 students. The researcher used cluster random sampling technique. The researcher took 30 students as the sample. In collecting the data, the researcher used questionnaire and speech test. In real test, for questionnaire the researcher gave 20 questions including intrinsic and extrinsic motivation. There were 10 questions about intrinsic motivation and 10 questions about extrinsic motivation. For speech test the researcher asked the students to deliver speech based on their ideas in five minutes. To analyze the data based on the result of questionnaire and speech test, the researcher counted the total score of students' questionnaire on motivation. The researcher counted the average score of students' speech. The researcher found out the correlation between students' motivation and their speech ability. Based on testing hypothesis, it can be concluded that there is correlation between the third year students' motivation and their speech ability was significant (.79). In the level of significant and df was 36. The correlation coefficient of questionnaire and speech test was significant (.79). Referring to th conclusions, the researcher gives suggestion to both the teachers/lecturers and the students at English Department of Bung Hatta University. For teachers/lecturers, the researcher suggests to give much motivation in teaching speech to the students. For students, the researcher suggests the students to imrove their motivation in speech. In order that they can improve their speech ability.

**Key words:** Correlation, Student's motivation, speech, ability.

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## Introduction

English is one of the most important languages in the world because English is an international language. This language is a

communication tool for the people in many aspects of life in the world. Without this language we cannot communicate with foreigner in the world. English is a bridge for people to communicate with foreign

people, so the people including students should learn and master English skill. To be successful in learning English, the students should master four basic skills: listening, speaking, reading, and writing.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking skill is important for students because the students do much oral communication with each other. There were many forms of speaking: seminar, discussion, role play, debate, speech etc. To deliver the speech, the students should learn it.

Speech is an art of speaking to show opinions or description about something. The purpose of speech is to inform about something in public, such as about religion and the role of the country, to persuade and to give order to do and leave something.

Speech is important for language students because this is one of courses in public speaking. Based on the researcher's observation at Bung Hatta University, many students do not want to deliver a speech when the lecturer asks him / her to do it. This can be caused by many factors.

According to <http://en.wikipedia.org/wiki/SpeechFactors>, there are many factors that influence speech ability, namely motivation, participant, social content, topic and function. According to Sardiman (2011:73), motivation is one of important factors to be successful in speech because motivation can change the student's energy into positive energy. It means students can express and be brave to show their idea in public. Participant is another factor that influence speech, when someone speaks the students must pay attention, they know who speaking is and what they are speaking. In social content the students know what they are speaking. When they deliver speech in formal area, they must use formal grammar. Before having speech, the students must prepare and master their topic. They need to find more information about their topic. Of course, the students must know what the function of speech is.

Motivation is a key factor to be successful to deliver speech because by having motivation, students will improve their desire to try and master her / his speech. For the English teacher or lecturer in speaking class, one of the goals in speech class is to make the students able to increase their speech ability. So, lecturer must also have high motivation in speech ability.

In this research, the researcher chose the third year students of English Department of Bung Hatta University because they had already learnt speaking, especially speech for at least 4 months. So that the students were familiar with English, especially speech.

Based on the explanation above, the researcher was curious to know whether there is a correlation between the third year students' motivation and their speech ability at English Department of Bung Hatta University.

There are five speaking formats; they are seminar, role play, debate, discussion and speech. Speech is one of courses to be learnt by English students, especially the students of Bung Hatta University.

To be successful in speech, the students should master content, grammar, pronunciation, vocabulary, and fluency. Without all of them, the students can't explain or show their ideas in public or can't speak completely.

According to [http://www.ehow.com/list\\_7612053\\_three-major-parts-speech.html](http://www.ehow.com/list_7612053_three-major-parts-speech.html), there were three components of speech: opening, body and closing. Every speech must begin with an opening. The opening section of a speech is

key, as it sets the tone for the entire overture and lets the listener know who the speaker is and what the speech is about. The opening should make the listener interested and make the listener want to know what the content of the speaker's topic is. The body of a speech is the main of the topic, and the area where they deliver the major points of their speech. In the body of the speech, it explains the categories of their discussion and offers thought. The students make the listener pay attention and understand about the speaker's topic. In the closing of the speech the speaker makes a conclusion about her / his topic and the speaker gives the meaning of their topic to the listener, so the listener can keep about that in their mind.

Of course to deliver speech in public, there are some factors that influence speech, including motivation. Motivation is one way to make students brave to do competition professionally.

According to Sardiman (2011: 89), there are two kinds of motivation; they are intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation that comes from inside individual. Extrinsic motivation is motivation that comes from outside individual. In intrinsic motivation, students should be able to make themselves

courageous people, brave to show or express their ideas in public.

According to Donald in Sardiman (2011:73), motivation is energy inside someone that can change feeling. From this meaning, there are three elements of motivation. First, motivation began from inside of human. Second, motivation comes from feeling. This is relevant with psychological problem, feeling and emotion of someone. Third, motivation has the purpose, so motivation of someone is useful to get someone's willing.

Motivation is an essential thing for students in learning. Motivation is activator from themselves to make focus in learning, so they can get the goal of what they want. The students who has much motivation will be successful to learn and will get what they want, such as, they are able to do something depend on what they want.

Speaking is oral communication, human beings need communication to fulfill their need. A new born also uses oral communication for the first time through crying not reading and writing. Speaking is a crucial part of second language learning and teaching.

Speech is form of speaking. According to Rianantang (2011:12), speech is a part of speaking to show opinions or describe about something.

The aims of speech are to explain, to persuade, and to give order. The speech is to explain, it means speaker shows or expresses speaker's ideas to the audiences. The speaker persuades audiences to follow what the speaker's said. For example, speech about religion. Speaker persuades audiences to change their habit from bad habit to good habit, and the speaker persuades the audiences to pray. The last aim is to give order, speaker makes the audiences to convince to do what speaker wants the audiences to do and agree with the speaker's statement.

### **Research Method**

In this research, the researcher used correlation study. According to Gay (1987:230), correlation research involves collecting data in order to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. The researcher tried to find out the correlation between third year student's motivation and their speech ability of Bung Hatta University. The variables were

student's motivation(  $x$  ) and student's speech ability (  $y$  ).

The population of this research was the third year students of English Department of FKIP Bung Hatta University registered at academic year 2010 / 2011. The population was distributed in three classes : Classes A, B , and C. The total number of population members was 112.

In this research the researcher used cluster random sampling technique. According to Gay (1987:110), cluster sampling is the process of selecting a sample by which the researcher randomly selects groups of subjects not individuals. Random sampling was used because the researcher assumed that all of the members of population have similar characteristics.

The researcher chose one class as a class sample in this research randomly. There were some steps to choose one class, as follows:

1. The researcher used three small papers on which researcher wrote A, B and C.
2. The researcher put all of papers into a box.

3. The researcher shook the box and then the researcher took one of papers randomly.
4. The name of the class in the paper that has been chosen represented the sample class.
5. Finally, all students in the class selected became the sample. It was class C with 38 students became 30 as sample.

There were two kinds of instruments that the researcher used in this research: questionnaire and speech test. Questionnaire is to measure student's motivation and speech test is used to know the student's speech ability.

The questionnaire was used in this research to collect the data on students' motivation. There were 20 questions. The questions included intrinsic and extrinsic motivation. There were ten questions about intrinsic motivation and also ten questions about extrinsic motivation. To have valid questionnaire, especially in term of content, the researcher constructed it based on certain indicators of motivation

To get data on speech ability, the researcher gave the speech test to measure the students' speech ability. The researcher asked the students to speak based on their

ideas in five minutes. To have the validity of the speech test, researcher used content validity.

To get a valid test, it was constructed based on curriculum and syllabus of Speech subject used at the English Department of the Faculty of Teacher Training and Education of Bung Hatta University.

To maintain the reliability of speech test, the researcher used inter - rater technique to analyze the speech. It means the researcher used two scorers (the researcher was the first scorer and Rosiana was the second scorer).

## **Findings and Discussions**

### **Description of the Data**

The data of this research were the scores of both test of questionnaire and speech ability.

There were 20 items of questionnaire and five alternative topics of test of speech ability. The lowest score for questionnaire was 65 and the highest score was 88. The lowest score for speech ability was 60 and the highest score was 87.5. The scores of questionnaire were found by choosing one of score for statements, they are always, often,

sometimes, hardly ever and never. The scores of speech ability were found by using the criteria of speech ability, they are content, grammar, vocabulary, pronunciation and fluency. The total of students' score from questionnaire was 2281 and the total students' score of speech test was 2268.

### **Result of the Data Analysis**

To find out the correlation between the third year students' motivation and their speech ability at English Department of Bung Hatta University, the researcher used Pearson Product Moment correlation coefficient. From the data analysis, it was found the value of  $r$ -counted was .79.

### **Testing Hypothesis**

From the data analysis, it could be seen that the value of  $r$ -counted in this research was .79 with level significance .05. The test was followed by 30 students. To test the hypothesis, the researcher compared the  $r$ -counted with  $r$ -table on the  $df$  28 (  $n-2$ ). Hypothesis was accepted if the  $r$ -counted was higher than  $r$ -table. It means that  $r$ -counted was higher than  $r$ -table (.79 > .36). So, the correlation between student's motivation and their speech ability was significant. Therefore, the hypothesis that stated "There is a significant correlation

between students' motivation and their speech ability at third year students of Bung Hatta University" was accepted.

## Discussion

The result of data analysis showed there was a positive and significant correlation between motivation and speech ability. Its index coefficient correlation was .79. In relation to the classification of the correlation was high elaborated by Gay (1987) the correlation of the two variables (motivation and speech ability) was significant.

## Conclusions

Based on finding as already discussed in the previous chapter, the researcher points out the following conclusions:

1. There was a positive and significant correlation between the third year students' motivation and their speech ability at English Department of Bung Hatta University. It was proved by the value of r-counted (.79) which was bigger than r-table (.36) on df N-2 ( 30-2) and alpha .05.
2. The correlation between the third year students' motivation and

their speech ability at English Department of Bung Hatta University was significant.

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