

THE CORRELATION BETWEEN THE SECOND GRADE STUDENTS' LEARNING MOTIVATION AND THEIR SPEAKING ABILITY AT SMA PERTIWI 1 PADANG

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ABSTRACT

This correlational research aimed to find out the correlation between the second grade students' motivation and their speaking ability at SMA Pertiwi 1 Padang. The study utilized cluster random sampling to select a sample of 35 students. The study used two instruments to collect the data namely questionnaire for learning motivation and speaking test for speaking ability. The study revealed that the correlation between students' learning motivation and their speaking ability was positive. Specifically the value of $R_{\text{calculated}}$ was higher than R_{table} ($0.368 > 0.344$ df $n-2$ the value 0.05). The study also found the degree of students' learning motivation in categorized high (The students who had high motivation is 52%). And this study found the level of students' speaking ability was very good (97% students had very high speaking ability). Based on the findings, this study recommends that English teacher should improve students' learning motivation and engage their speaking ability. An interactive activity in learning process can help the student who has difficulty in speaking and low motivation.

Keywords : *Correlation, Learning Motivation, Speaking Ability*

INTRODUCTION

English has become a required subject in schools and English courses are offered throughout Indonesia to help individuals master it. When learning English, students should master four language skills: listening, speaking, reading, and writing. Speaking is the most challenging and important of the four language abilities to master. It is a way to communicate thoughts, feelings, or emotions to others orally. Speaking allows people to both produce and receive language holding information in order to interact Zam Zam et al. [1]. According to Sayin [2], Students' success in learning a language can be evaluated by measuring their proficiency in spoken communication. It shows how big the role of speaking in learning the language is.

Among the four English language skills, speaking is the most difficult. It's undeniable that a lot of pupils struggle to learn and practice speaking. Speaking proficiency involves both learning the language and how to communicate in everyday situations. According to Widyanti [3] Speaking is an activity that allows you to practice a language in everyday life. Speaking is a participatory process of construction meaning that involves producing, receiving, and processing information. Mastering

speaking skill teaches not only about language but also how to talk in real-world situations. Many Indonesian students do not speak English in class or in real life. This could be because English is not their first language, thus they rarely utilize it when they connect with one another. To speak English successfully, students must be in a situation where they have to speak English. In addition students must have an innate desire to speak. From this it can be seen that in learning to speak, students are influenced by many factors, including motivation.

Motivation plays an important role in improving students' speaking abilities. Motivation is a psychological aspect that influences student accomplishment. Dynamic elements in learning include feelings, attention, willingness, and more. Learning motivation is a key internal aspect in the learning process, Asrifan & Dewi [4]. According to Kompasiana, many Indonesian students have lack of motivation to learn English. This is due to a variety of factors such as limited practice, ineffective learning methods, fear of failure, and lack of social support. These factors make many people uninterested or even afraid of learning English. Based on the data above, most children are afraid of learning English because they think English is difficult to learn, even though

they just lack the motivation that supports them to learn English.

Based on the previous research is done by Istianti [5] entitled “The Correlation Between Students’ learning motivation in Learning Speaking and Their Speaking Ability in the Second Grade of SMA Darussalam Ciputat”. The result of this study is that there is a positive correlation between students’ learning motivation and their speaking ability.

The second previous research is done by Maulana, Wahyuni, Siregar [6] entitled “The Correlation Between Motivation Behaviour and Speaking Ability at English Students Association of IKIP Siliwangi”, this research has similarities with previous research by Maulana et al, namely the same using the same 2 variables, but the result of this study indicate that there is no correlation between students’ behaviour motivation and their speaking ability.

The third previous research is done by Rafilis. & Gustari [7] entitled “The Correlation between Students’ Learning Motivation and Their Speaking Skill at MAN 2 Padang”. The result of this study shows that there is a low correlation between students’ learning motivation and their speaking ability.

Based on some previous research above, there are some pros and cons through the research. On the other hand, highly motivated students do not always have good speaking ability. Therefore, the researcher needed further research because the researcher wanted to correlate both in senior high school, especially in SMA Pertiwi 1 Padang and intended to do research entitled “**The Correlation Between the Second Grade Students’ Learning Motivation and Their Speaking Ability at SMA Pertiwi 1 Padang**”.

METHOD

This study was conduct in correlational research. According to Refnita [8], correlational research is research that attempts to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. The population for this study consisted of the second-grade students at SMA Pertiwi 1 Padang, totaling 287 students divided into eight classes. The cluster

random sampling technique was applied to select 35 students as the sample. The instrument used were a learning motivation questionnaire consisting 20 items and speaking test. The questionnaire used content validity and the reliability was measured using Alpha formula, resulting in correlation coefficient of 0.85, indicating high reliability. For speaking test was scored by two scorers, and the reliability was measured using the Pearson Product Moment Formula, resulting in correlation coefficient of 0.98, indicating very high reliability. The normality of the data was analyzed by using SPSS, resulting the data of the learning motivation questionnaire and speaking test were normally distributed.

The data were analyzed by correlating the score of students’ learning motivation based on questionnaire answer and speaking test using Pearson Product Moment formula as follows :

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{(n \sum x^2) - (\sum x)^2\} \{(n \sum y^2) - (\sum y)^2\}}}$$

And then classifying them into high and low motivation, good and poor speaking ability based on some criterias.

FINDINGS AND DISCUSSION

The finding of this research was that the coefficient correlation between the students’ learning motivation and their speaking ability at SMA Pertiwi 1 Padang was 0,368. To see whether the correlation was significant or not, it was compared with the value of rtable at confidence level 0,05 ($\alpha = 5\%$) and $df = n-2$ (31). It turns out that the rtable value was 0.344. It means that rcalculated was higher than rtable ($0,368 > 0,344$). It can be stated that there was a significant positive correlation between the students’ learning motivation and their speaking ability at SMA Pertiwi 1 Padang. The correlation between two variables were classified low correlation.

Table 1. The Classification of Students’ Learning Motivation

Classification	Number of students	Percentage
Very high	16	4%
High	17	52%
Moderate	0	0%
Low	0	0%

Very Low	0	0%
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From the table above students' learning motivation at SMA Pertiwi 1 Padang is high. The number of students who had very high learning motivation is 16 students with percentage 48%, high learning motivation is 17 students with percentage 52%, and there is no student who had moderate, low and very low learning motivation.

Table 2. The Classification of Students' Speaking Ability

Classification	Number of students	Percentage
Very good	32	97%
Good	1	3%
Moderate	0	0%
Poor	0	0%
Very Poor	0	0%

From the table above students' speaking ability at SMA Pertiwi 1 Padang is very good. The number of students who had very good speaking ability is 32 students with percentage 97%, good speaking ability is one student with percentage 3%, and there is no student who had moderate, poor and very poor speaking ability.

Related to the result of the research that showing low correlation between students' learning motivation and their speaking ability, there are some possible reasons that can be affect. Two factors influence student's speaking, namely internal factors and external factors. The internal factors include motivation (intrinsic and extrinsic), interest, and self-confidence. While external factors are mother tongue and environment. Some students can speak fluently even though their motivation is weak because the environment forces them to speak English. So, The relationship between motivation and speaking ability might be more complex, with other variables like self-efficacy, anxiety, or learning strategies playing a mediating role. it can be concluded that each student has different motivation and abilities. A prospective teacher must have creativity in teaching to increase student's motivation in learning in the future and master learning English in all aspects.

CONCLUSION AND SUGGESTION

It can be concluded that there was a positive correlation between students' learning motivation and their speaking ability at SMA Pertiwi 1 Padang. It means that if the students have high learning motivation they also have good speaking ability. The level of students' learning motivation at SMA Pertiwi 1 Padang was high and very good speaking ability.

Teacher should applied more varied and interactive teaching method to build students' learning motivation and improve more their speaking ability, while students are encourage their motivation and practice their speaking more. Future researcher may explore and correlate another aspect with speaking ability.

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