

**THE CORRELATION BETWEEN STUDENTS' MOTIVATION IN
LEARNING SPEAKING AND SPEAKING ABILITY
(A Correlational Study at the Eighth Grade Students of SMPN 2
Tambakrejo in the Academic Year of 2018 / 2019)**

SKRIPSI

**Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana in English Language Department**



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THESIS

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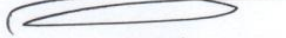
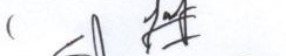
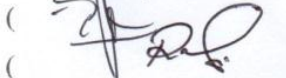


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CHAPTER I

INTRODUCTION

This chapter presents background of the study, statement of the problem, objectives of the study, and significance of the study. Besides, it also present Definition of Keyterms.

A. Background of the Study

Nowdays English become the international language, which is used throughout the world. Almost all people in modern era use english to communicate with other, in order to realize a good cooperation to fulfill the necessity of their life. That is why, English is very important to be learned. In Indonesia, English has been taught as a second language since Elementary school.

In learning English, there are four skills that have to be mastered, namely listening, speaking, reading, and writing. But the fisrt principle matter must be capable are speaking. Richards (2010) said “One of the main characteristics of the approach is Language teaching begins with the spoken language.” Based on that statement, it implies that in learning English, or in learning Language, speaking is the most important skill. Speaking is very importance in process of language learning. Speaking requires learners not only know how to produce specific points of language, but also understand when, why, and in what ways to produce language (sociolinguistic competence). Human, at the begining of birth cannot speak because basically speaking requires material / language and words while the word or language it self will be obtained by human, after growing up from toddlers to the age of children, where they initially only hear the language

that is spoken everyday by people, then in the next period they will listen and record the language that ever heard, after it do or start learning to speak the language they have obtained. " Speaking is a skill that develops in the lives of children who are only preceded by listening skills, and at that time the ability to speak or say is learned " Guntur Tarigan (2008 : 3). But cannot be done only in speaking, there are many factors affects student in learning speaking.

Sham (2008 : 120) " One of factors affects students in learning speaking is motivation". Motivation seems having an important role in developing students' speaking ability. " Motivation is energy of students which come from inside or outside encouraging themselves to do something" Jeremy Harmer (1991 : 3). It will give strength to students in learning speaking in order to speak up. In fact, motivated students will do everything which supports their performance. They will do the best way to get the best result.

However, every student has different perception about speaking. Not all students perceive speaking in the same feeling. Many students judge speaking is a difficult subject to be learned. There are many factors that cause students getting problems in learning speaking. Many students are lack of vocabulary as not knowing what to say in English. Students often complain that they cannot think of anything to say. Besides, students feel that they are lack of confidence as the result they feel shyness. Students are also lack of practicing English neither in the classroom nor in the real communication. They prefer to speak their mother tongue rather than English because they feel it is more natural and easier to speak in Indonesian language. It happened because they are not accustomed to use English in and out the classroom. Moreover, " Students are afraid of making

mistakes and being laugh by their classmates ” Penny Ur (2006 : 112) .So, they consider that speaking is difficult skill to practice.

Based on the explanation above about students’ perception of speaking, it is assumed that many Indonesian students have low motivation in learning speaking. Actually, all of students have different motivation in learning speaking. Some of them are highly motivated students. Students with high motivation in learning speaking will push themselves to speak up. They will overcome obstacles which come to them with strong strength from inside. Moreover, motivated students often get best result because motivation will improve their performance. They will become the most successful students. Jeanne Ellis Ormrod (2009 : 59) “ In contrast, low motivated students will have little interest to the subject and tend to have difficulty in learning”. In fact, most of students have low motivation in learning speaking.Low motivated students in learning speaking are caused by many factors.

Then here is some factors affects students’ motivation. Firstly, the method of teacher in teaching and learning process is not interesting for students. It makes students lazy to learn speaking. Secondly, the situation of environment is not support to speak up, neither inside the classroom nor outside. In the classroom, students have a limited time to learn speaking, so they cannot practice English well in a very little time. While outside the classroom, students are not used to speak English. They prefer to speak in their native language, Indonesian, because almost people round them speak Indonesian. Thirdly, students feel shy and lack of confidence to speak up because they are afraid of making mistakes and being laughed by their friends. Then, students’ view about speaking that it is a difficult

subject to learn causes them difficult to practice it. They think that many components of language should be mastered to speak English well such as pronunciation, vocabulary, grammar. However, not all low motivated students in learning speaking have low speaking ability. On the other hand, highly motivated students do not always have good speaking ability.

Therefore, the study is conducted to know students' motivation in learning speaking and to know whether there is any correlation between students' motivation and speaking proficiency at the eighth grade students of SMPN 2 tambakrejo in the academic year of 2018/2019.

B. Statement of the Problem

1. Is there any correlation between student's motivation in learning speaking and speaking ability of the Eighth grade Students of SMPN 2 Tambakrejo ?

C. Objectives of the Study

According the research questions above, the objectives can be formulated as follow,

1. To reveal the correlation between student's motivation in learning speaking and speaking ability of the eighth grade students of SMP N 2 Tambakrejo.

D. Significance of the Study

The result of the study are expected to provide usefull information and suggestion for three people, they are :

1. For Teacher

this result is expected to be useful input for English teacher to get information about correlation between student's motivation in learning speaking and speaking ability for their students.

2. For students

The result of the study can be used as a knowledge for the students about the correlation between student's motivation in learning speaking and speaking ability.

3. for researcher

Finally for the other researcher, this study is hoped to be useful as a reference for those who have the same interested in the same topic.

E. Definition of Keyterms

1. Motivation

Motivation is something that greatly affects one's mentality in acting, it same sentence from Silalahi (2011:352) " Motivation is a persons' condition of encourage individual desires to carry out certain activities for achieving goals".

. Motivation has a significant role in teaching and learning process. The students who have a higher motivation will get a better opportunity to achieve the goal in their learning activities than the lower one. Harmer states that motivation is an energy of students which come from inside encouraging themselves to do activity. It assumed that motivation is an essential of learning to achieve something. It is a process which directs students to activity to get goals.

2. Speaking Ability

The study from Guoqiang (2009:132) about Improving Student's Speaking Skill Through Interrelated Skill. He stated that studying English absolutely had something to do with oral English. He had reason the oral English would also affect writing and reading. According to him, teacher can teach speaking by using indirect method, recorder to provide authentic accent, and also dialogue to imitate. In order to improve student's speaking ability, he used some interrelated skill like communicative activities.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter has three sub sections. They are Theoretical Review, Review of Related Study, Rationale, and Hypotheses.

A. Theoretical Review

1. Meaning of Motivation

Motivation is very important in everything we will do. It is a powerful for us to get the best in doing something. Moreover, in teaching and learning process, motivation is really needed. Motivation makes teaching and learning easier and more interesting. It is very good if both of teacher and students motivate each other in 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 in which pushes and shows students to do something and keep on the activity continuously. Motivated students will feel eager to achieve what they want with strong desire. It is similar with the idea of Schunk (2015 : 58) that “ Motivation is the process of students to conduct activities based on their goals and to keep them on straight away” .

Motivation has a significant role in teaching and learning process. The students who have a higher motivation will get a better opportunity to achieve the goal in their learning activities than the lower one. Harmer (loc.cit :3)states that “ motivation is an energy of students which come from inside

encouraging themselves to do activity”. It assumed that motivation is an essential of learning to achieve something. It is a process which directs students to activity to get goals. James (2009:99) says that “ the idea of someone to conduct activity and control the frequency of the actions is called motivation ”. It is used to see whether the students are interested in the classroom activities. So, students’ motivation becomes a vital part in teaching and learning process. It gives a great influence to students to push themselves in learning to get their needs, goals, and interests.

From those definitions above, it is concluded that motivation is an energy and direction to do something. Motivation is a process to get success and has a great influence to the future achievement. In teaching and learning process, giving motivation to the students is a process to push and to support them to learn. Therefore, it can help the students to achieve their goals.

2. Kinds of Motivation

Schunk (2008:236) classifies that “ Motivation is divided into two parts, extrinsic motivation and intrinsic motivation”.

a. Extrinsic motivation

Extrinsic motivation is motivation which engages in an activity as a means to an end. Motivated students extrinsically work on activities because they believe that participation will result in desirable outcomes such as reward, teacher praise, or punishment. According to Santrock (op.cit : 418), “ Extrinsic motivation causes someone to conduct something in order to get something else “. In other words, it is a means to get something. Motivation

is caused by external incentives such as rewards and punishments. Extrinsic motivation is motivation which come from not from inside of ourselves but from outside. As Oemar Hamalik (1995:113), explains that “ Extrinsic motivation is motivation that caused by outside factors of situation ”. In Marsh’(2010:58) book, he informs that extrinsic motivation is “Experienced by students when they receive a reward, or avoid punishment, or in some other way unconnected with the task earn approval for particular behavior.” From the statement above, it is assumed that extrinsic motivation is caused by factors from outside of students. It can be from teachers, parents, friends, environment, etc. Besides, for the further explanation about extrinsic motivation, according to Gardner and Lambert’s (1972) research, “ There are two main types of extrinsic motivation, they are integrative motivation and instrumental motivation ”:

1) Integrative motivation

In integrative motivation, students need to be attracted by the culture of the target language community. It involves students’ reasons for learning the language. To strengthen this motivation, students wish to integrate themselves into that culture and learn hard to master the language. A weaker form of this motivation would be the desire to know as much as possible about the culture of the target language community (English).

2) Instrumental motivation

This motivation describes a situation in which students believe that mastery of the target language will be instrumental in getting

them a better job, position, or status. The language is an instrument in their attainment of such a goal. From those explanations above, it is considered that integrative motivation is the reasons of students to learn the English language, while instrumental motivation is students' view of English as a means to get a better job, position, and status in the future life.

Actually, many other factors that can influence upon students' extrinsic motivation in teaching and learning process as follow:

1) Teacher

Teacher is a person who has an important role in teaching and learning activity to socialize and shaping motivation among students. Teacher is not only a person who transfers the knowledge to students, but also as a motivator who always motivates and supports the students in teaching and learning. Dornyei informs that teacher's skill in motivating students should be seen as the central in teaching and learning process. Teacher is the key instrument to handle and organize students in the classroom.

The teacher has responsibility to make teaching and learning process successfully. Thus, teacher has an obligation to arise motivation to the students to learn hard.

According to Penny Ur (op.cit.:275), " Other sources are certainly affected by the teacher actions; they are success and its reward, failure and its penalties, authoritative demands, test, and competition.

a) Success and its reward

This is the single most important feature in raising extrinsic motivation. Learners who have succeeded in the past tasks will be more willing to engage with the next one, more confident in their chances in succeeding, and more likely to persevere in their effort. The teacher's most important function here is simply to make sure that learners are aware of their own success; the message can be conveyed by a nod, a tick, even significant lack of response.

b) Failure and its penalties

Failure is not just a matter of wrong answer; learners should be aware that they are failing if they have done significantly less than they could have, if they are making unsatisfactory, or not taking care. Failure in any sense is generally regarded as something to be avoided, whereas success is something to be sought.

c) Authoritative demands

Learners are often motivated by teachers' pressure. They may be willing to invest efforts in tasks simply because you have told them to, recognizing your authority and right to make this demand, and trusting your judgment.

d) Tests

The motivating power of tests appears clear: learners who know they are going to be tested on specific material next week will normally be more motivated to study it carefully than if they had simply been told to learn it. Again, this is a useful incentive, provided there is not too much stress attached, and provided it is not used too often.

e) Competition

Learners will often be motivated to give their best not for the sake of the learning itself but in order to beat their opponents in a competition. Individual competition can be stressful for people who find losing humiliating, are not very good at the language and therefore likely consistently to lose in contest based on (linguistic) knowledge; and is over used, it eventually affects negatively learners' willingness to cooperate and help each other.

2) Parents

The role of parents can influence upon students' extrinsic motivation in teaching and learning process. Parents give great influence to their children as students in school. Parents are expected to motivate their children to achieve the good goals in school. Jeremy Harmer stated that "if the parents are very much against the culture of the language this will probably affect his or her motivation in a negative way. If they are very much in favor of the language this might have the opposite effect". This statement means that parents have an important role to motivate their children. They should have to support their children to create their motivation.

3) Environment

The teaching and learning activity in which conducted in good, clean, and health environment can give better satisfactory both of for teacher and students than conducted in bad environment. Environment also will cause students' motivation. Students will be more interesting,

if the environment of the classroom is comfortable. According to Tabrani environment is everything which exist around us, which has correlation and gives influence to ourselves.

b. Intrinsic motivation

Intrinsic motivation refers to motivation concerned in activities for its own sake. Internal motivation involves motivation to do something for its own desire. This motivation is appeared from ourselves. The students who have intrinsic motivation will study hard and enjoy the teaching and learning process because they have desire to do everything from inside themselves. They do activities because they have own desire and reward from themselves and do not depend on the external rewards. Harmer (2003:148) states that “Intrinsic motivation takes a vital role in the result of students’ language learning”. Many students bring no extrinsic motivation to the classroom. They may perceive no interest about language learning in the classroom. Therefore, it becomes teacher’ role to create intrinsic motivation in the classroom in order to maintain students’ learning.

According to Emily (2011:4) in her research, intrinsic motivation is appeared from students’ personal such as their comfort, happiness, interest. Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable to result in better learning outcomes than extrinsic motivation. Intrinsic motivation is better for students because if the

students have intrinsic motivation, they will be easier and more enthusiastic in learning. Students who have intrinsic motivation also will be quicker and more simply to achieve their goals because they have motivation inside themselves.

3. The Characteristics of Motivated Students

The most successful students are not necessarily those to whom a language comes very easily. However, they are those who display certain characteristics, most of them clearly associated with motivation, as follows: The characteristics of motivated students according to Penny Ur (op.cit:275) are:

- “ a. Positive task orientation: the student is willing to do tasks and challenges, and has confidence in his or her success,
- b. Ego-involvement: the student finds the task important to succeed in learning in order to maintain and promote his or her own self-image, c. Need for achievement: the student has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do,
- d. High aspirations: the student is ambitious, goes for demanding challenges, high proficiency, top grades,
- e. Goal orientation: the student is very aware of the goal of learning, or of specific learning activities, and directs his or her efforts toward achieving them,
- f. Perseverance: the student consistently invests a high level of effort in learning, and is not discouraged by setbacks or apparent lack of progress, g. Tolerance of ambiguity: the student is not disturbed and frustrated by situations

involving a temporary lack of understanding or confusion; he or she can live with these patiently in the confidence that understanding will come later ”.

4. Motivation and Learning Achievement.

Motivation seems to be a vital role in teaching and learning process. It gives great influence for students to encourage themselves to learn eagerly. It is also as a director for students to conduct activities to reach their goals. Each student is differed from how they react to any school activity or material. Some students will enjoy the learning happily, some will learn the material lazily, some will receive new topic with eagerness, and some will deny to follow the teaching and learning. Some students also will do the assignment you gave for them, and others will copy the assignment from their friends. Besides, any students always try to get the best in everything they do, and any of the students just do what they want. All of the differences in the students' perception towards learning above are affected by motivation.

Motivation is one of the most important factors that will influence students' English achievements or performance. Achievement is the result of an activity that has been done, created by students. It becomes a measurement whether the students success or failure in learning. If it can affect students learning and performance, surely it will influence students' learning achievement. It was proved by Shams' (2011:132) research that “Motivation affects students' language learning achievement”. His research findings show that a high degree of extrinsic motivation influence students' language learning

outcomes. Motivated students got the higher score in language learning than the lower one.

Bo wang (2009:99) also considers that motivation is one of the important factors that influence English learning achievement. According to him, in order to help the students to maintain a proper strength in English learning, motivation is very necessary for the teachers in the daily teaching procedure by encouraging students to be more attractive in teaching and learning process. He also explains in his paper that Zhang Bensheng did research on outstanding students including English and non -English majors from seven key colleges and universities in Wuhan. The results showed that the achievements of the students had a close relationship with their motivation. All of the students possessed some kind of motivation for learning English: some were intent on making a useful contribution to society, while others wanted to improve their professional prospects in the future. Such students seemed to have instrumental motivation. Still others were interested in the learning environment or encouraged by their previous success. They had task and situational motivation. A few of them were attracted by the target culture; they were integrally motivated.

Besides, Wolters' study towards mathematics' students shows that motivated students expressed the stronger focus on learning and reached the goal of learning than the lower one. His study was conducted in the secondary school. It describes that the motivated students attempt to get the best result in

learning. Students with high motivation show the greater effort and persistence to get everything they want.

Therefore based on the explanations above, it can be considered that motivation has an important role in teaching learning. It can affect students' performance and achievement in learning. It also gives contribution in students' success or failure in learning. As Fortune et.al state in the journal of Social Work Education that Students with high motivation to reach something will success in their school and carrier. Motivated students will get the higher achievement than the lower one. Students with high motivation also will learn and do activities in the school with strong desire and eagerness.

5. Assessing Motivation

Assessing motivation is an important topic for researchers and practitioners to know the level of motivation and how to optimize it. Motivation can be assessed in various ways. there is three kinds of methods for assessing motivation:

a. Direct observations

It refers to behavioral instances of choice of tasks, effort, and persistence. It is usually used to measure motivation. Motivated students can be seen by the observation of students' persistence at tasks, the effort they expend to perform well, and how willingly they engage in tasks.

b. Rating by others

Another method to assess motivation is done by observers (teachers, parents, researchers) to rate students. Rating by others is judgments by observers of students on characteristics indicative of motivation. One of the

advantage of rating by others is observers may be more objective about students rather than students do it themselves because it is done by others.

c. Self-reports

Self-reports involve people's judgment and statement about themselves.

The types of self-report instruments are questionnaires, interviews, stimulated recalls, think-alouds and dialogues.

- 1) Questionnaires are consisted of a number of questions should be answered by respondents asking about their actions and beliefs.
- 2) An interview is a type of questionnaire in which the questions or points to discuss are presented by an interviewer and participants answer orally.
- 3) Stimulated recalls, recall of thoughts accompanying one's performances at 4) Think-aloud refers to students' verbalizing aloud their thoughts, actions, and emotions while working on a task.
- 5) Dialogues are conversation between two or more persons.

In fact, self-reports are the most commonly used in assessing motivation by the researchers. For examples, Dina's research about students' motivation in learning English, she used questionnaires to know the students' motivation. The questionnaires are consisted of some indicators that indicate students' extrinsic and intrinsic motivation. The result of the research shows that questionnaires can measure the level of students' motivation in learning English.

Besides, Samaya used interview instrument to know the motivation of students at Basic Education grade 2 to speak English. He used it because he was interested in understanding students' views about speaking activities directly. The interview is conducted in their mother tongue to avoid students' nervous and to encourage the students to speak in more details and without pressure using English. His interview was consisted of three specific issues. In the first interview, he asked students to agree or disagree with a number of statements about their feelings about learning English and about different types of skills and activities. The second interview focused on their self-confidence and the last is he engaged the students in a self-assessment exercise using a unit of material from English for Me Grade 2. These three interviews allowed the research to collect in-depth information from each student about their motivation in relation to speaking activities in learning English. Finally, the result of his study showed that motivation took an important role to encourage students in speaking English. The study also proved that most of the students thought that they were not ready to speak English because they did not know English much yet.

Moreover, a number of research by Gardner (2004:12), also used self-reports to assess motivation. The Attitude/Motivation Test Battery is the kind of technical report to know students' motivation and attitude toward language learning. It is consisted of many statements describing students' perception in learning a language. AMTB is made to assess non-linguistic aspects in language learning.

Many researchers also adopted AMTB to assess their study about attitude and motivation because the questionnaires are various times.

Think-aloud refers to students' verbalizing aloud their thoughts, actions, and emotions while working on a task. They are quite valid and reliable to assess students' motivation. This study also adopted some questionnaires from the International AMTB Research Project by Gardner. This AMTB is the English-language version for use with students studying English as a foreign language. However, the researcher only took the questionnaires about motivation which are suitable with this study.

To strengthen the result of motivation, this study also conducted observation to the English teaching and learning process. It is done to confirm the result of motivated students in questionnaires whether they truly have high motivation or not. Motivated students can be seen by the observation of students' persistence at tasks, the effort they expend to perform well, and how willingly they engage in tasks.

6. The Definition of Speaking

Speaking is the essential skill among other language skills that must be learned by English students. It is as the major criterion to consider that the English students' competence is good or lack. There are many definitions of speaking from English experts. However, the writer only chooses several definitions which are important to talk about. According to Jo McDonough and Christopher Shaw (1993:52), "speaking is a desire and purpose-driven that may involve expressing ideas and opinions; expressing a wish or a desire to do

something; negotiation and or solving a particular problem or establishing and maintaining social relationship and friendship”.

Besides Lynne Cameron’s (2001:40), definition, “speaking is the active use of language to express meanings so that peoples can make senses of them”. From the definitions above, the writer conclude that speaking is a desire or a wish of person to express ideas, opinions and feelings to others, to negotiate, to solve problems in order to make and to maintain interaction, social relationship, and friendship.

Speaking ability is very importance in process of language learning especially speaking in English language. speaking requires that learners not only know how to produce specific points of language (sociolinguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). The ability to speak is very important in the process of language learning. speaking requires that students not only know how to produce certain language points (sociolinguistic competencies), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). humans at the beginning of birth cannot speak because basically speaking requires material / language and words while the word or language itself will be obtained by humans after growing up from toddlers to the age of children where they initially only hear the language that is spoken everyday by people, then in the next period they will listen and record the language they have heard and then they can do or start learning to speak the language they have obtained. "Speaking is a skill that develops in the lives of children who are only preceded by listening skills,

and at that time the ability to speak or say is learned" according to Henry Guntur Tarigan (2008: 3).

Then learners need to learn the function of attitude in speaking especially in English learning because both are very related which in speaking students are required to understand the language that can be spoken and the language that does not need to be spoken by the speaker, then in speaking students also need to know where he is talking or can place themselves so that listeners can receive information or messages delivered by the speaker as expected.

Sometimes when someone speaks disrespectfully, others people can judge that the person lacks ethics and can cause someone to be offended by the words that have been said. people must adjust to what age and age when speaking. For example with those who are older than, they must be able to speak politely because it is a form of appreciation for friends talking. One of a person's judgments about the character can be seen from how to speak. people must really master speaking well so as not to cause someone's resentment because of rude words. One can also judge educated or not from spoken words.

Teaching speaking of English as a foreign language intermediate is not essay especially uses good attitude. Teachers should not only teach how to speak but also pay much attention to their students' pronunciation, grammar, vocabullary, fluency, attitude and the social cultural rules. Teaching speaking

with a good attitude also cannot be done only by using theory, Speaking requires practice.

Teaching speaking of a foreign language intermediate is not an essay especially uses good attitude. Teachers should not only teach how much they pay attention to their students' pronunciation, grammar, vocabulary, fluency, attitude and the social cultural rules. Good attitude in speaking also cannot be done by using theory, Speaking requires practice. "Learning is not a matter of acquiring a set of rules and a building up a large vocabulary, the teacher should not be directed at students about a language, but at enabling them to use it.

7. Definition of Speaking Ability

Teaching English as foreign language means that we teach students whose native language is not English. Contrary to popular myth, younger children learning English as a foreign language do not develop English-Language skills readier than older learners. Birdsong (1999). Florez (1997 : 1) stated that "Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

8. Teaching Speaking

Classroom is one of communication settings. There are teachers, students, and educational media used for the classroom activities. English teachers should provide proper activities and materials which can improve communication among students in the classroom. Besides providing proper materials, the teacher also creates positive condition for having a good

communication in the classroom. The situation should encourage the teacher and students and students-students interactions. English teacher has to choose the appropriate techniques, materials, and activities so that they must be creative. In small groups or whole-class discussion, teachers can create an interactive classroom. Haynes stated “Students need to be specifically taught group work skills as well as terms and phrases related to group work, such as “share ideas” and everyone must take turn.” Based on that statement, group working plays important role in improving students’ speaking skill. According to Brown (2000 : 277-278) there are some principles in designing speaking techniques. The techniques can be mentioned as follow:

- a) Use technique that covers the spectrum of students need
- b) Provide intrinsically motivating techniques 10
- c) Encourage the use of authentic language in meaningful contexts
- d) Provide appropriate feedback and correction
- e) Capitalize on the natural link between speaking and listening
- f) Give students opportunities to initiate oral communication
- g) Encourage the development of speaking strategies

Teaching English can be divided into some levels, like beginner, intermediate and advance. In this case the researcher discusses about intermediate level. We can call that intermediate learners are they who have progressed beyond novice stages to an ability to sustain basic communicative

tasks, to establish some minimal fluency, to deal with few unrehearsed situations, to self correct on occasion, to use a few compensatory strategies and generally to „get along“ in the language beyond mere survival Brown (2000 : 103-108). Brown considers the ten factors in teaching intermediate level:

- a. Students“ cognitive learning process
- b. The role of the teacher
- c. Teacher talk
- d. Authenticity
- e. Fluency and accuracy
- f. Student creativity
- g. Technique
- h. Listening and speaking goals
- i. Reading and writing goals
- j. Grammar

9. Relationship between Motivation and Speaking Ability

Motivation is energy of students come from inside or outside which push themselves to do something. Motivation is considered as an essential part in learning speaking ability. It affects students' ability to speak up. Motivated students will speak up eagerly without feeling shy. Murcia states in her book that to motivate the acquisition of communication skill of students and to

provide real communication inside and outside of the classroom are the goals of speaking. daily life whether at school or outside school. It is can be done by two or more people to communicate, to share information and to achieve a particular goals. However, based on the writer's observation in teaching speaking, many students feel shy to speak up in the classroom. They are also afraid of being laughed by their friends when they speak up. Moreover, many students are still lack of vocabulary.

All of them actually happened because of students are low motivated. It is assumed that motivated students will not face the problems above. Students with high motivation will study hard and attempt to get the best in learning. One of characteristics of motivated students is high persistence and effort in learning. Besides, Sumaya states in his research that motivation has important role in developing students' speaking ability. In his research, he also faced many students' problems which are almost similar with the problems above such as the students are lack of confident, lack of vocabulary, and worried making mistakes. He also declares that motivation should be created among students by the teacher in the classroom. Teacher should encourage and support the students to speak up, and also help them to feel enjoy by making interesting situation in learning process. Therefore, teacher has a vital role in teaching and learning to create motivation among students.

Besides, the research conducted at Ha Noi University of technology students shows that motivation plays an important role in learning speaking. According to the results of the study, students at Ha Noi University of Technology have a higher degree of extrinsic motivation in learning

English speaking skill than other kinds of motivation. Speaking is the essential skill among other language skills that must be learned by English students. It is as the major criterion to consider that the English students' competence is good or lack. The essential thing in speaking is practicing the language, because practices make us perfect. This skill is used by everyone to communicate in

B. Review of Related Study

There are some studies about the correlation between motivation in learning speaking and speaking ability to improve students' speaking comprehension which can support this research, and have inspired the researcher to do this kind of research.

The review of the related studies, the writer explains some theories underlying two variables used in this research: motivation in learning speaking and speaking ability of. The theories will be used to test the hypothesis: Is there any correlation between motivation in learning speaking and speaking ability at eighth grade students of SMPN 2 Tambakrejo.

This study will find out the correlation between students' correlation between " motivation in learning speaking and speaking ability of English learning. The students' attitude and speaking proficiency will be measured through test, and questionnaire. On the other hand, students' speaking will be measured by conducting oral test and scored by speaking rubrics. Later, the result of each test will be correlated each other to prove the hypothesis.

A research method which is used in this study is an correlational research. This classroom correlational research is conducted by the researcher in order to get valid data until it can be solved.

C. Rationale

The rationale from these research, motivation in learning speaking and speaking ability is an important part in English learning, because in verbal communication we can not communicate with each other without speaking or delivered the information to listeners, and without attitude we ca not delivered the information with a good mannner. From the statement above researcher try to find out the correlation between students" correlation between motivation in learning speaking and speaking ability of English learning.

The first was observation, observation checklist was functioned to record the students' behavior and participation during the teaching learning process. Some aspects which were recorded through observation checklist were students' presence in the classroom, students' confidence in presenting their works, students' participation, students' cooperative motivation during the lesson, students" enthusiasm during the lesson and students" activity in doing individual and group assignments given by the teacher. Observation checklist was filled by the class teacher.

The next step is test spoken test was intended to find out students" attitude in speaking ability . There was no specific topic provided, and the participants were freely to create their own idea and developed into a story telling. The participants were asked to tell a short composition of with the length

of words at least 100 words in 45 minutes. Knowledge of the vocabulary in a text is one of many factors that affect speaking.

And the last is constructing questionnaire to measure students' motivation in speaking habit test and constructing questionnaire to measure students' motivation in speaking learning.

The next step was trying out the test and conducting the speaking test and distributing the questionnaire. Then the result of the questionnaire and speaking test were analysed to measure the validity and reliability. After making sure that the test was valid and reliable, the writer conducted the real test. The last step was obtaining the scores of speaking test and the result of the questionnaire then computing the data.

D. Hypotheses

The hypothesis of this study which will be proven is :

H_0 : There is no correlation between motivation in learning speaking and speaking ability.

H_a : There is a correlation between motivation in learning speaking and speaking ability.

CHAPTER III

RESEARCH METHODOLOGY

Research methodology is one of the important factors in the research activity. By using suitable method, the research activity will get a good result. In this chapter, the writer explains the research methods that were used. The writer presents population and sample, techniques of collecting the data, research instrument, techniques of analyzing data.

A. Research Method

The method used in this study was a correlational method in a quantitative design. According John W Creswhel(2008:236) that“ In correlational method, the researcher uses the correlation statistical test to describe and measure between two or more variables”. In other words, it is used to analyze whether there is any correlation between two or more variables. This study is conducted to know the correlation between two variables. They are students' motivation in learning speaking as the independent variable and students' speaking ability as the dependent variable. In the process of writing, the writer did field research. To get data of students' motivation, she distributed questionnaires and conducted oral test to the students as the sample and also observed students' classroom to confirm students' motivation in learning speaking. Then, after data completed, the data will be analyzed by the formula of correlation product moment.

B. Population and Sample

The population taken in this of this research is all of students at the eighth grade of SMPN 2 Tambakrejo. There are three classes in the eighth grade. However, there are 30 students as sample taken by using purposive sampling techniques. This technique was taken because of some purposes. The first purpose is the students have same level of intelligence in English. The second is the recommendation of teacher in SMPN 2 Tambakrejo to take sample in grade VIII Moreover, this study used purposive sampling because the research has limited time, energy and fund.

C. Techniques of Collecting the Data

Based on the explanation above, the techniques used to collecting data in his research as followed:

a. Questionnaire

To get data of students' motivation in learning speaking, the writer used questionnaires to get students' answers. State from Schunk (2008:14) that“ Questionnaires are consisted of a number of questions should be answered by respondents asking about their actions and beliefs”.

The questionnaires are adopted from The Attitude/Motivation Test Battery (AMTB) by Gardner. Actually it consists of many items of statements involving motivation but the researcher only took 30 items which are suitable with this study and modified the questionnaires based on the context of students. Therefore, the researcher only took motivation

statements from AMTB and then translated into Indonesian language. The questionnaires are “closed”, it means the respondents are only choosing the best one on the items and making checklist on the given answers. In answering the questionnaires, the students are asked to choose one of the options by giving a mark or checklist. Then the students are tested by oral test. The questionnaires are based on the indicators of extrinsic and intrinsic motivation. These are the components of indicators of students’ motivation in learning speaking used in this research:

- 1) Extrinsic motivation
 - a) Teachers
 - b) Parents
 - c) Environments

Table 3.1

Indicators of Extrinsic Motivation

Aspect	Indicators	Statements	
		Positive	Negative
Teachers	Teacher encourages students to learn English, such as: a. Teacher gives reward to students.	<ul style="list-style-type: none"> • Guru selalu memberikan hadiah kepada siswa yang mendapatkan nilai bahasa Inggris yang bagus. 	<ul style="list-style-type: none"> • Guru tidak pernah memberikan hadiah kepada siswa yang mendapat nilai bahasa Inggris bagus.
	b. Teacher becomes an inspiration.	<ul style="list-style-type: none"> • Guru bahasa Inggris di sekolah adalah sumber inspirasi saya 	<ul style="list-style-type: none"> • Menurut saya, guru bahasa Inggris saya tidak menyenangkan.
	c. Teacher uses interesting method in teaching	<ul style="list-style-type: none"> • Metode pengajaran yang digunakan guru dalam mengajar bahasa Inggris sangat 	<ul style="list-style-type: none"> • Metode yang digunakan guru dalam menjelaskan materi bahasa Inggris sangat

		menyenangkan.	membosankan.
Parents	Parents encourage students to learn English by: a. Asking students to follow English private course	<ul style="list-style-type: none"> Orangtua saya selalu menganjurkan dan memberi dukungan untuk mendalami pelajaran bahasa Inggris dengan les privat. 	<ul style="list-style-type: none"> Orangtua saya tidak mendukung saya belajar bahasa Inggris
	b. Helping students to overcome difficulties	<ul style="list-style-type: none"> Orangtua saya selalu membantu mengatasi kesulitan seputar pelajaran bahasa Inggris. 	<ul style="list-style-type: none"> Orangtua saya tidak pernah membantu saya mengatasi kesulitan pelajaran bahasa Inggris
	c. Giving rewards to students.	<ul style="list-style-type: none"> Orangtua saya selalu mendorong saya untuk belajar bahasa Inggris dan memberikan hadiah apabila nilai bahasa Inggris saya bagus. 	<ul style="list-style-type: none"> Orangtua tidak pernah mendorong saya untuk belajar bahasa Inggris dan tidak pernah memberikan hadiah kepada saya.
Environment	Environment really influence students' ability to speak, such as: a. The situation in the classroom is very interesting.	1. Belajar bahasa Inggris itu sangat menyenangkan karena suasana di kelas sangat mendukung saya untuk berbahasa Inggris.	<ul style="list-style-type: none"> Jujur, saya tidak suka dengan kelas bahasa Inggris.
	b. Students are easy to speak wherever they are.	<ul style="list-style-type: none"> Berbicara bahasa Inggris itu mudah bagi saya di anapun saya berada. 	<ul style="list-style-type: none"> Saya merasa tidak nyaman ketika berbicara bahasa Inggris dimanapun saya berada.
	c. Students have high confidence to speak.	<ul style="list-style-type: none"> Saya sangat percaya diri ketika diminta untuk berbicara bahasa Inggris di dalam kelas. 	<ul style="list-style-type: none"> Saya tidak percaya diri ketika berbicara bahasa Inggris di dalam kelas.

2) Intrinsic motivation

a) Effort

b) Desire

c) Attitude

Table 3.2
Indicators of Intrinsic Motivation

Aspect	Indicators	Statements	
		Positive	Negative
Effort	Students attempt to learn English hard by: a. Practice English every day	<ul style="list-style-type: none"> • Saya selalu melatih bahasa Inggris dengan mempraktikannya hampir setiap hari. 	<ul style="list-style-type: none"> • Saya tidak pernah mempraktikkan bahasa Inggris.
	b. Asking to teacher when getting difficulties.	<ul style="list-style-type: none"> • Ketika saya mengalami kesulitan dalam belajar bahasa Inggris, saya selalu bertanya kepada guru. 	<ul style="list-style-type: none"> • Saya tidak pernah bertanya kepada guru bahasa Inggris, walaupun saya mengalami kesulitan.
	c. Doing English assignment.	<ul style="list-style-type: none"> • Saya langsung mengerjakan tugas bahasa Inggris yang diberikan oleh guru. 	<ul style="list-style-type: none"> • Sebisa mungkin saya Menunda mengerjakan tugas bahasa Inggris yang diberikan oleh guru.
Desire	Students attempt to learn English hard by: a. Practice English every day.	<ul style="list-style-type: none"> • b. Asking to each other when getting difficulties. 	<ul style="list-style-type: none"> • Saya tidak pernah mempraktikkan bahasa Inggris.
	b. Asking to teacher when getting difficulties.	<ul style="list-style-type: none"> • Ketika saya mengalami kesulitan dalam belajar bahasa Inggris, saya selalu bertanya kepada guru. 	<ul style="list-style-type: none"> • Saya tidak pernah bertanya kepada guru bahasa Inggris, walaupun saya mengalami kesulitan
	c. Doing English assignment.	<ul style="list-style-type: none"> • Saya langsung mengerjakan tugas bahasa Inggris yang diberikan oleh guru. 	<ul style="list-style-type: none"> • Sebisa mungkin saya menunda mengerjakan tugas bahasa Inggris yang diberikan oleh guru. a. Students have strong

Attitude	a. Students like to speak English.	<ul style="list-style-type: none"> • Berbahasa Inggris adalah kegiatan yang sangat menyenangkan 	<ul style="list-style-type: none"> • Berbahasa Inggris adalah kegiatan yang sangat menegangkan.
	b. Students considered English as an interesting lesson	<ul style="list-style-type: none"> • Saya sangat menyukai pelajaran bahasa Inggris karena saya ingin bisa berbahasa Inggris dengan lancar. 	<ul style="list-style-type: none"> • Saya tidak suka dengan pelajaran bahasa Inggris.
	. c. Speaking in English is important program in the school.	<ul style="list-style-type: none"> • Berbahasa Inggris adalah program sekolah yang sangat penting. 	<ul style="list-style-type: none"> • Berbahasa Inggris hanya membuang waktu saja

b. Test

The kind of test used in this research is oral test. It is done to know the students' speaking ability involving their pronunciation, grammar, vocabulary, fluency and comprehension. The students' speaking ability is as the dependent variable in this research. So, to know the score of students' speaking ability, the writer conducted oral test to the students.

The oral test carried out to the students once after the students answering the questionnaires. The type of oral tests used in this study is conversational exchange. Students are given a situation and required to develop the sentences on the lines of certain pattern. To avoid subjectivity in this study, the oral test is assessed by two persons whom know about speaking ability test. The test is conducted in the classroom. Students are asked to practice speaking in pairs (Asking and Giving Information). Before students practice, they are given a situation "You meet your friend in the classroom and then you ask him/her about

“What did you do last night?”. Then each pair of students speaks in front of the classroom.

D. Techniques of Analyzing Data

After the writer got the data from questionnaires of motivation, observation of students in English teaching and learning speaking and test of speaking ability, she measured each of data:

1. Assessing Motivation

To measure motivation in this study, the researcher used two techniques:

Questionnaires and classroom observation.

a. Questionnaires

The questionnaires in this study have 30 items adopted from AMTB by Gardner. According from Sugiyono (2010:135), “ The questionnaires were assessed by Likert scale rating. This scale rating has five options. They are: Strongly Agree (Sangat setuju), Agree (Setuju), Undecided (Ragu-ragu), Disagree (Tidak Setuju), and Strongly Disagree (Sangat Tidak Setuju). Each option also has score based on the Likert Scale Rating below”:

Tabel. 03 Kriteria penilaian siswa

Option	Score	
	Favorable	Unfavorable
Strongly agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly disagree	1	5

b. Observation

To analyze data from observation, the researcher used descriptive technique to describe the result from observation in English teaching and learning activities based on the classroom observation rubric. She explains the situation and the condition in the classroom and reveals activities that show the characteristics of students' motivation. These are some aspects which are observed in the classroom covered in the rubric below:

Table 3.4
Classroom Observation Rubric

No	Observed Aspects
1	Student pays attention to the teacher's explanation.
2	Student asks to the teacher when he/she does not understand about the material.
3	Student expresses his/her ideas when she/he is given chance.
4	Student writes down the points of teacher's explanation
5	Student follows the teaching and learning process
6	Student is interested in the material which delivered by teacher.
7	The interaction between teacher and student are created lively in the classroom.
8	Student studies hard toward material sources given by teacher.
9	Student does assignment given by teacher.
10	Student answers teacher's question well.

2. Assessing Speaking Ability.

To know students' speaking ability in this study, students are assessed by oral test. The test is evaluated into five criteria; they are pronunciation, grammar, vocabulary, fluency and comprehension. The five criteria are the components of speaking skill. In this study, the

students are scored based on five components of speaking skill by using the scale rating scores of David P. Harris.

Table 3.5

David P. Harris' scale rating scores

No	Criteria	Rating Score	Comments
1	Pronunciation	5	Has few traces of foreign accent.
		4	Always intelligible, though one is conscious of a definite accent.
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problems, most frequently be asked to repeat.
		1	Pronunciation problems to serve as to make speech virtually unintelligible
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word order errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order error make comprehension difficult, must often rephrases sentence and or rest rich himself.
		1	Errors in grammar and word order so, severe as to make speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and/or

			must rephrases ideas because of lexical inadequacies.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible
4	Fluency	5	Speech as fluent and efforts less as that of a native speaker.
		4	Speed of speech seems to be slightly affected by language problem
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silence by language limitation.
		1	Speech is also halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulty.
		4	Understand nearly everything at normal speed, although occasionally repetition may be necessary.
		3	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty following what is said, can comprehend only "social conversation" spoken slowly and with frequent repetition.
		1	Cannot be said to understand even simple conversational English.

3. Assessing Two Variables (Motivation and Speaking Ability of Students)

All of the data above were analyzed by using the formula of correlation product moment to know the correlation between students' motivation in learning speaking and their speaking ability, "The students' motivation in learning speaking is X variable and students' speaking ability is Y variable. The correlation product moment is one of techniques commonly used to seek the correlation between two variables", Sugiono (2010:206).

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

In which:

r_{xy} : correlation coefficient between X and Y

$\sum XY$: the result of multiplying scores between X and Y for each respondent

$\sum X^2$: the score of squared in X (X is the score for each test item)

$\sum Y^2$: the score of squared in Y (Y is the total correct answer score)

N : the number of student taking the test

X^2 : Sum of X quadrate (Jumlah kuadrat dari X)

Y^2 : Sum of Y quadrate (Jumlah kuadrat dari Y)

Significant critical value = 0.05 and 0.01

Criteria =

If $r_o > r_t$ means there is correlation and H_a is accepted, H_o is rejected.

If $r_o < r_t$ means there is no correlation and H_a is rejected, H_o is accepted

H_o = There is no significant correlation between students' motivation in learning speaking and their speaking ability.

H_a = There is a significant correlation between students' motivation in learning speaking and their speaking ability