A CONTRIBUTION OF STUDENTS' MOTIVATION AND THEIR SPEAKING ABILITY AT SECOND GRADE OF SMA NEGERI 1 TEMBILAHAN HULU

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ABSTRACT

This research aimed to determine the correlation between students' motivation and speaking ability in the second-grade class of MIPA 1 at SMAN 1 Tembilahan Hulu. The researcher identified several problems based on the background of the problem, namely, a lack of motivation to speak English and some students suggesting the teacher use Indonesian. Students are rarely motivated to practice speaking, and some are afraid to use English. The design of this research is correlational research. The population in this study was 134 students in the second grade of MIPA at SMAN 1 Tembilahan Hulu, which consisted of 5 classes. The researcher chose one class, namely class XI MIPA 1, from the population sample of 34 students in this research. This study examines the relationship between students' motivation and their speaking ability. To obtain research data, the researcher gave a questionnaire consisting of 10 question items and a speaking test to 34 samples with raters 1 and 2, namely the English teacher and the researcher. The findings of this study indicate that the motivation from the questionnaire, the total score of Students' Motivation on Speaking English, and their Speaking Ability are 73%, or between the range of 59% and 88% in the average category. In class XI, MIPA 1 was the average motivation. The result of their speaking ability is 26.4% in the Very High category, 32.3% in the High category, 29.4% in the Medium category, and 11.7% in the Low category. The analysis results show that the Alternative Hypothesis (Ha) is rejected if r is observed at the significance level, which means no correlation exists between students' motivation and speaking ability. The Null Hypothesis (Ho) is accepted if r is observed at the significance level, which means a correlation exists between students' motivation and speaking ability. The researcher got r calculated at -0,063, which is lower than the significance level. It means that Ho is accepted and Ha is rejected. This means no significant correlation exists between students' motivation and their speaking ability at XI MIPA 1 of SMAN 1 Tembilahan Hulu.

Keywords: Motivation, Speaking Ability.

INTRODUCTION

Speaking is one of the essential things in learning English, so that learning can run smoothly and be carried out correctly. One of God's creations is the language humans produce in their lives. Usually, people use language to communicate with each other. To master English, students will not only learn four skills: listening, writing,

reading, and speaking, but also three components: grammar or structure, vocabulary, and pronunciation. Of the four skills, speaking skills are required to be studied further. Teaching English in secondary schools today must be aimed at developing students' skills in English subjects, especially their speaking skills. Improving speaking skills is important for mastering good English.

Most students will find many difficulties in learning English as a second language; they are still influenced by their first language, namely their mother tongue, and it is challenging to accept another language. Sometimes, it is complicated for many students to speak English in class; some may not be motivated to learn English. So letting students have the motivation to speak is very important for learning English.

Meanwhile, motivation is the drive and force that encourage individuals to achieve their goals. In Sudarwan in Suprihatin, S. (2015), motivation is defined as strength, encouragement, need, enthusiasm, pressure, or psychological mechanisms that encourage a person or group of people to achieve specific achievements according to what they want.

This study aims to arouse students' motivation to speak English. To succeed in the teaching and learning process, students need motivation because motivation plays a vital role in learning English. Nevertheless, currently, most students are passive learners of spoken English. Based on the considerations above, the researcher is interested in knowing the correlation between students' motivation and speaking ability.

The correlation theories between motivation and learning achievement by Rahardjo, A., and Pertiwi, S. (2020: 787) follow that motivation and English learning achievement have significantly positive relationships correlated with each other.

Based on the conditions at school, several students suggested to the teacher that she use Indonesian when explaining learning material; some students were afraid to use English and did not understand English.

Therefore, the researcher chose the title "A Contribution of Students' Motivation on Speaking English and Their Speaking Ability at Second Grade of SMA Negeri 1 Tembilahan Hulu." because, with this, the researcher wants to know whether motivation influences students' English-speaking ability and whether there is a relationship between the two in second-year students at SMAN 1 Tembilahan Hulu. The researcher also wants to know how much motivation contributes to students' English-speaking ability.

LITERATURE REVIEW

a.　Definition of Motivation

The learning process will be successful when students have the motivation to learn. Therefore, teachers need to foster student learning motivation. To obtain optimal learning outcomes, teachers are required to be creative in generating student learning motivation.

Motivation is the drive and force that encourage individuals to achieve their goals. Sudarwan in Suprihatin, S. (2015) Motivation is defined as strength, encouragement, need, enthusiasm, pressure, or psychological mechanisms that encourage a person or group of people to achieve specific achievements according to what they want.

Motivation is the core of a human being's aspirations and achievements. Thus, motivation is crucial to succeeding in educational matters. Without the fighting spirit, nothing is possible in education or real life (Gopalan, V. 2017: 2). Based on the definitions above, it can be concluded that the learning process will be successful if students have the motivation to learn. Learning motivation is the encouragement individuals receive to achieve their learning goals. Moreover, to get it, teachers are required to increase student learning motivation because motivation is essential for success in educational matters if fighting spirit does not exist in the world of education and real life.

b.　Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning depend on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose for speaking, which is often spontaneous, open-ended, and involving (Sa'adah, 2013: 8).

Because speaking is used as a skill to express ideas and opinions, students are silent when the teacher explains the material and must be active with the teacher's explanation. Communication in a foreign language must have continuity (Kholipah, 2018, p. 13).

Speaking is a way of issuing or expressing opinions and words that you want to say (Kustanti, D., & Prihmayadi, Y., 2017: 174). Based on the definition above, speaking is an interactive process involving the production, reception, and processing of information that is used as a skill to express ideas and opinions that one wants to convey.

c. Definition of Speaking Ability

Speaking ability is one's power or skill in presenting language orally to interact and communicate with others. Speaking ability is productive because one successfully carries out the activity using speech organs and receptive skills. After all, it needs someone else to listen to what has been said to react successfully to what has been heard (Sa'adah, 2013, pp. 17–18).

Speaking ability is the ability to speak fluently, which presupposes knowledge of language features and the ability to process information and language on the spot (Harmer in Siti Sa'adah, 2013: 9). Speaking ability is a person's skill in presenting spoken language to interact and communicate with productive skills.

RESEARCH METHOD

The design used in this research is correlational research. In this research, the researcher chooses SMAN 1 Tembilahan Hulu as the place to conduct the research. In the academic year 2022-2023.

According to Wicaksono (2015), correlational research is a study that involves the act of collecting data to determine whether there is a relationship and the level of relationship between two or more variables. The researcher wanted to determine the contribution of students' motivation to speak English and their Speaking Ability in the Eleventh grade of MIPA 1 in SMAN 1 Tembilahan Hulu.

Research data was collected using two kinds of instruments: a questionnaire and a speaking test. Data on students' speaking performance was analyzed by students' motivation to speak English and their speaking ability. The questionnaire used descriptive statistic analysis, in which all entries were analyzed to determine the mean of each item chosen by the participants.

After analyzing the result of the students' motivation, the researcher correlated it with the result of their speaking ability in order to determine whether there is correlation or not by used Pearson Product Moment Correlation. The data were analyzed both by using SPSS 17 and manual as follow:

Pearson Product Moment Correlation Analysis

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

(Hatch & Farhady in Rahman. A dan Deviyanti. R, 2012: 9)

Note:

r   : the coefficient correlation

x   : motivation score

y   : speaking ability score

$\sum x$: the sum of scores in X-distribution

$\sum y$: the sum of scores in Y-distribution

$\sum xy$: the sum of products of paired X and Y distribution

$\sum x2$: the sum of the squared scores in X distribution

$\sum y2$: the sum of the squared scores in X distribution

N   : the number of paired X and Y scores

To determine the level of correlation between two variables, the researcher uses the following categories:

Table 1. Coefficient Corelation Categories

No.	Coefficient interval	Level of Correlation
1	0,800-1,000	High Correlation
2	0,600-0,800	Sufficient Correlation
3	0,400-0,600	Fair Correlation
4	0,200-0,400	Low Correlation
5	0,00-0,200	Very Low Correlations

Arikunto in Syalwah (2021:34)

FINDINGS AND DISSCUSSION

a. Result of Questionnaire

Researcher gave motivational questionnaires to 34 second grade MIPA 1 students at SMAN 1 Tembilahan Hulu. The questionnaire consists of 10 items referring to motivational indicators, which are rated on a 4-point Likert-type scale from one to

four. Table 1 shows the motivation scores of class II MIPA 1 students at SMAN 1 Tembilahan Hulu.

Table 2. Percentage Motivation Score

No.	Class interval	Frequency	Category	Presentation
1	89-100	6	Strongly Agree	17%
2	76-88,5	5	Agree	14%
3	63-75,5	13	Neutral	38%
4	50-62,5	10	Disagree	29%

Based on the table of frequency distribution above, it can be inferred that of the 34 students in the research sample, there are 6 who are included in the strongly agree category (17%). Furthermore, in the agree category, there are 5 students (14%). In the neutral category, there are 13 students (38%). The last category includes 10 students who are included in the disagree category (38%).

b. Result of Speaking Test

For the English-speaking tests, it consists of a personal letter. After explaining personal letters, students were asked to make their own personal letters and read them in front of the class. The researcher used the interrogator to assess students' ability to speak English. The total score of the English-speaking test is the accumulated score of raters, researchers, and English teachers. The data were analyzed by statistical analysis.

Table 3. The Percentage of Students' Speaking Ability

No	Score Interval	Category of Ability level	Frequency	Percentage
1	80-100	Very High	9	26.4%
2	66-79	High	11	32.3%
3	56-65	Medium	10	29.4%
4	40-55	Low	4	11.7%
5	≤39	Very Low	0	0%
	Total		**34**	**99.8%**

Based on the level of students' speaking scores above, the researcher concluded that there were 9 students (26.4%) included in the Very High category, 11 students (32.3%) included in the High category, 10 students (29.4) included in the Medium category, 4 students (11.7%) included in the Low category, and no students included in the Very Low category.

c. Result of the Correlation between students' motivation and their English speaking ability

From the data above, it can be seen that the total student's motivation (X) is 2421, while the total score for the speaking test (Y) is 2313. Meanwhile, if the value of X multiplied by Y is 164352. X^2 is 178267 and Y^2 is 162513. After getting all the totals Overall, it can be entered into the formula below:

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

$$rxy = \frac{34(\sum 164352) - (\sum 2421)(\sum 2313)}{\sqrt{[34\sum 178267 - (\sum 2421)^2][34\sum 162513 - (\sum 2313)^2]}}$$

$$rxy = \frac{5,587,968 - 5,599,773}{\sqrt{[6,061,078 - 5,861,241][5,525,442 - 5,349,969]}}$$

$$rxy = \frac{-11,805}{\sqrt{[199,837][175,473]}}$$

$$rxy = \frac{-11,805}{\sqrt{35,065,997,901}}$$

$$rxy = \frac{-11,805}{187,259}$$

$$rxy = -0.63$$

From the calculation above, it is known that the correlation coefficient between students' motivation and their English-speaking ability is -0.063 at a significance level of 0.723. This means that there is no correlation between students' motivation and their speaking ability.

The correlation interpretation using Arikunto in Syalwah shows that the Pearson correlation is -0,063, which is a very low correlation or between 0,00 and 0,200, so the result is a very low correlation.

Hypothesis Testing

1. Alternative Hypothesis (Ha) is rejected if r observed ≥ significance level, it means there is no correlation between students' motivation and students' speaking ability.

2. Null Hypothesis (Ho) is accepted if r observed ≤ significance level, it means there is correlation between students' motivation and students' speaking ability.

From product moment that for n = 34, standard of significant level the value is 0.05. If r calculate ≤ significance level then Ho is accepted but if r calculate ≥ significance level then Ho is rejected. The researcher got r calculate -0,063 is lower than significance level. It means that Ho is accepted and Ha is rejected. Ho means there is no

significant correlation between student's motivation and their speaking ability at XI MIPA 1 of SMAN 1 Tembilahan Hulu.

CONCLUSION

Based on the table of frequency distribution, it can be concluded that of the thirty-four students in the research sample, there are six who are included in the good category (17%). Furthermore, in the average category, there are fifteen students (44%). The last category includes thirteen students who are included in the low category (38%).

Based on the table of total scores, the total score of Students' Motivation to speak English and their Speaking Ability is 73%, or between 59% and 88% in the average category. So it can be concluded that Students' in the second grade of SMAN 1 Tembilahan Hulu in class MIPA 1 had average motivation.

Based on the level of students' speaking scores above, the researcher concluded that there were nine students (26.4%) included in the Very High category, eleven students (32.3%) included in the High category, ten students (29.4) included in the Medium category, four students (11.7%) included in the Low category, and no students included in the Very Low category.

From the calculation above, it is known that the correlation coefficient between students' motivation and their English-speaking ability is -0.063 at a significance level of 0.723. This means that there is no correlation between students' motivation and their speaking ability.

The correlation interpretation using Arikunto in Syalwah shows that the Pearson correlation is -0,063, which is a very low correlation or between 0,00 and 0,200, so the result is a very low correlation. The determination coefficient value of the correlation between students' motivation and their Speaking ability is 0,003, or 0,3%. This means that the motivation of students in class XI MIPA 1 can be predicted from the students' speaking ability of 0.3%, and 99.7% is the contribution of other factors.

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