

# THE CORRELATION BETWEEN STUDENTS' MOTIVATION TO LEARN SPEAKING AND SPEAKING ACHIEVEMENT AT SMKN 1 NGASEM KEDIRI

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## THE CORRELATION BETWEEN STUDENTS' MOTIVATION TO LEARN SPEAKING AND SPEAKING ACHIEVEMENT AT SMKN 1 NGASEM KEDIRI

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### Abstract

Motivation has an important role in the learning process. Motivation is also support and satisfaction in the earnest effort to get the achievement. This study is aimed to know whether or not there is significant correlation between students' motivation to learn speaking and speaking achievement at SMKN 1 Ngasem Kediri. The researcher took 67 students as a sample out of 702 students from total population. The data were analyzed by using SPSS version 26 program. The questionnaire consisted of 26 items statements and one question in speaking test as the instrument. In analyzing the data, the researcher used descriptive statistics and Kendall's Tau formula. Based on the research finding, it was found that students' motivation to learn speaking was categorized into very low level ( $\tau$  value = 0,193). The result of  $p$  value showed that the probability level was 0,024. It can be stated that  $0,024 < 0,05$  which meant  $H_0$  was rejected and  $H_a$  was accepted. Thus, it can be concluded that there is very low significant correlation between students' motivation to learn speaking and speaking achievement at SMKN 1 Ngasem Kediri. The result is very low correlation as a result of some factors such the lack of sample towards the population, students' potential or originally intelligent and multiple intelligence factor to speak English well.

**Keywords:** *Correlation, Learning Motivation, Speaking, Achievement*

### INTRODUCTION

Speaking is one of language skills beside writing, listening and reading. Speaking is basic skills which is learnt by human since the people were child. Qasim (2021) said, the most common language skills that most language learners seek to master as quickly as feasible is speaking. It could be seen from the people's experience which every person is always taught to speak when one was the child through listening to the speakers. Leong & Ahmadi (2017) stated that humans are born with the ability to communicate before learning to read and write. Leong & Ahmadi (2017) has also revealed that humans spend far more time communicating vocally with language than they do utilizing it in its written form at any given time.

In this research, the main focus is English for senior or vocational high school's students. English in senior high school is more crucial than the previous level. In senior high school, students' characteristics are generally emotional which means the students need to express their feeling, opinion, and etc. The senior high students should be able to express or argue in order to reach their competence target adjusting the level. It can be concluded that the core and basic competence of senior high students are adapted from the students' needs as well as the characteristics on the age. However, there are many students could not achieve the competence

as determined by the teachers. It is caused by some factors which can be divided into two kinds, intern and extern. The intern and extern factors are summarized into learning motivation. Gustari (2019) said that motivation is something important in learning process for students to get their goals. Learning motivation can support the students to achieve their targets. Purnama et.al (2019) stated that motivation is the key to success in the learning process. Purnama et.al (2019) also added that motivation is the mix of effort and desire that provides the reasons for people's behaviours, wants, and requirements to achieve the goal of learning towards an aim.

Based on all general problems as mentioned previously, the researchers has considered to know whether students' motivation to learn speaking correlates with their speaking achievement. In this study, the researchers focused on vocational high students as the research participant and speaking as the skill which was correlated with students' motivation to learn speaking. Therefore, the researchers conducted a study titled "The Correlation Between Students' Motivation to Learn Speaking and Speaking Achievement at SMKN 1 Ngasem Kediri".

## Motivation

According to (Brown, 2001), motivation is the degree to which you make decisions about which goals to pursue and how much work you will put into that pursuit. It means if an individual makes a choice to be done, he or she should try hard to get what individual have chosen. The quality of hard work to reach the goals is defined as motivation. Maulana et.al (2019) have cited from Gredler, Broussard and Garrions that motivation is defined generally as "the trait that motivates us to do or not do anything". According to Sadirman (cited by Monika, 2021), there are four functions of motivation. The first is to persuade humans to do something. The second is to decide the way to proceed. The third is selecting an effort that identifies what effort must be conducted to attain the objective by removing activities that are not effective for this purpose. The last is for business encouragement and performance.

In teaching learning process especially English learning, motivation is necessary to be concerned because many language learners still have problems even are stuck with it. Both internal and external motivation, they are important in teaching-learning process. As well the thought of (Fatimah et al., 2019) which have explained that motivation is one of the key variables that make learners interested in speaking English because motivation is the most important component impacting English learning.

In other hand, there is another theory from Dörnyei (2013) which have classified motivation into two types. They are intrinsic motivation and extrinsic motivation.

### 1. Intrinsic Motivation

Deci and Ryan (cited by Dörnyei, 1994) said, when students' inner curiosity and enthusiasm energize their study, they exhibit intrinsic motivation. According to (Maulana et al., 2019), intrinsic motivation is the desire to participate in tasks because they are fascinating and pleasurable.

### 2. Extrinsic Motivation

According to (Dwinalida & Setiaji, 2022), external motivation refers to motivation that originates from outside of the learners. This means that extrinsic motivation appears because of influence from outside. The learners will stay to handle the learning problem because they are on purpose. It is in line with Maulana et.al (2019) who said that extrinsic motivation is the desire to perform something for the sake of a distinct objective result.

## Speaking Achievement

According to Mariyanti & Syarif (2018), speaking is an active language action that allows people to verbally express their ideas or thoughts. So, speaking is an activity between two or more people to transfer the messages or information. According to (Bailey & Nunan, 2019), speaking is an oral skills that is both productive and useful. It can also be defined that speaking is a way for people to produce the language in order to share the thoughts each other. Speaking is a skill which also concern the social aspect. Based on (Hughes & Reed, 2017), the term "communicative" or "interactional" competence is used to describe this ability. This means that learning this skill is not only to fulfil the learning target which is speaking fluently but also the speaker requires to know the messages in it.

According to (Dwinalida & Setiaji, 2022), the eventual success of achieving goals is referred to as achievement. Haryono (2015) also added that achievement in learning is behavioral changes including cognitive, emotional, and psychomotor learning. In conclusion, speaking achievement is the fruitfulness of learners to learn speaking that they have determined both in the form of score, behaviour or other.

## METHOD

The researchers used quantitative research methodology and <sup>16</sup> k correlational study as the research design. The researchers classified students' motivation as the independent variable and speaking achievement as the dependent variable. The amount of population is 702 students while the sample is 67 students. The researchers adopted the questionnaire blueprint from Maulana et.al and speaking scale rating from David P. Harris to design the research instrument. The instruments' validity was measured by SPSS and researchers asked the English teacher to assess students' speaking skill as the second rater beside the researchers in order the score was not subjective. Meanwhile, its reliability was measured by SPSS using Cronbach's Alpha and Kappa (inter-rater reliability). In analysing the data, the researchers used Kendall's Tau formula because it was not normally distributed. Therefore, the data was set into ordinal by ordinal.

## <sup>17</sup> RESULTS AND DISCUSSION

### Results

#### a. Students' Motivation to Learn Speaking

The researchers acquired the data by distributing questionnaire which contained of favourable and unfavourable statements. Favourable meant positive direction while <sup>5</sup> unfavourable was its inversed. Each statement had 5 points as its maximum score. The score of students' motivation was presented in the table below:

<sup>5</sup> *Table 1. The Score of Students' Motivation (Variable x)*

No	Name	Score	No	Name	Score
1	CFS	81	35	MYNM	123
2	AFB	90	36	MSR	79
3	APS	116	37	MRR	82
4	AP	72	38	MVAZ	99

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5	ASA	80	39	NNR	91
6	ABEP	72	40	NMU	107
7	APH	82	41	NA	85
8	AVM	108	42	NA	109
9	AMAV	86	43	NSS	102
10	ASD	88	44	NCR	115
11	AA	86	45	OS	96
12	AS	90	46	PDH	89
13	ADQ	80	47	PNP	94
14	API	91	48	PAS	103
15	ARP	95	49	PPA	103
16	AWRA	97	50	RHR	87
17	ADF	100	51	RPF	95
18	AACS	75	52	RJ	106
19	BRA	108	53	RW	97
20	BAM	94	54	RQ	90
21	BSA	78	55	RYS	82
22	CCT	96	56	RBP	96
23	DSY	80	57	RGP	72
24	DSP	88	58	RMNW	92
25	DS	82	59	SBI	77
26	DPS	77	60	SEP	106
27	DCPA	83	61	SA	86
28	DAE	118	62	SMN	81
29	DP	86	63	SWP	109
30	DEAP	92	64	SA	87
31	DBA	91	65	TF	97
32	DK	77	66	VO	81
33	DVN	112	67	WAH	97
34	EL	95	<b>n=67</b>		<b>Σx=6161</b>

To categorize the level of motivation, the researchers used Widoyoko method (cited by Lismayana, 2019) and found that score of 30-60 (low), 61-90 (medium) and 91-120 (high). Based on the students' motivation category, there was no students who have low motivation to learn speaking English because the minimum of motivation score is 72. Then, there were 33 students who were in medium level and 34 students showed high motivation to learn speaking English.

**Table 2. The Statistic Descriptive of Variable x**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Motivation Score	67	72	123	6161	91.96	12.055	145.316
Valid N (listwise)	67						



Based on the table of descriptive statistics above, there were 67 scores of students' motivation in the data with the minimum and maximum score respectively were 72 and 123. The number of students' motivation score from 67 respondents was 6161 while the mean score was 91,96. The descriptive statistics also presented standard deviation and variance score which respectively were 12,055 and 145,316.

#### b. Students' Speaking Skill

The researchers acquired the data by conducting an oral test which brought the legend story in five minutes of every student. The students were allowed to prepare before the respondents took the test. The score of speaking test was the mean score from two raters accumulation which were the researchers and the English teacher. The score of students' motivation was presented in the table below:

*Table 3. The Score of Students' Speaking Achievement (Variable y)*

No	Name	Score	No	Name	Score
1	CFS	36	35	MYNM	46
2	AFB	58	36	MSR	50
3	APS	92	37	MRR	42
4	AP	42	38	MVAZ	94
5	ASA	60	39	NNR	80
6	ABEP	54	40	NMU	48
7	APH	68	41	NA	46
8	AVM	82	42	NA	98
9	AMAV	74	43	NSS	50
10	ASD	62	44	NCR	58
11	AA	60	45	OS	88
12	AS	62	46	PDH	84
13	ADQ	46	47	PNP	96
14	API	66	48	PAS	64
15	ARP	92	49	PPA	46
16	AWRA	100	50	RHR	58
17	ADF	88	51	RPF	58
18	AACS	90	52	RJ	50
19	BRA	90	53	RW	82
20	BAM	72	54	RQ	70
21	BSA	60	55	RYS	52
22	CCT	96	56	RBP	62
23	DSY	48	57	RGP	84
24	DSP	80	58	RMNW	46
25	DS	56	59	SBI	96
26	DPS	40	60	SEP	56
27	DCPA	62	61	SA	68
28	DAE	90	62	SMN	60
29	DP	82	63	SWP	72
30	DEAP	64	64	SA	62
31	DBA	46	65	TF	82
32	DK	66	66	VO	76

33	DVN	42	67	WAH	88
34	EL	72	n=67		Σy=4510

To know the category of students' speaking skill, the researcher measured the average score then compared it with the students' speaking score above.

**Table 4. The Statistic Descriptive of Variable y**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Speaking Score	67	36	100	4510	67.31	17.662	311.946
Valid N (listwise)	67						

Based on the table of descriptive statistics above, there were 67 scores of students' speaking skill in the data with the minimum and maximum score respectively were 36 and 100. The number of students' speaking score from 67 respondents was 4510 while the mean score was 67,31 as the researchers' manually count. The descriptive statistics also presented standard deviation and variance score which respectively were 17,662 and 311,946. Besides, the students' speaking scores which were less then 67, it was categorized into low score. Meanwhile, if the scores were more than 67, it was categorized into high score. Based on the obtained data of students' speaking score, there were 37 students who had low score and 30 students had high score in speaking English test.

### c. Hypothesis Testing

The researchers measured coefficient correlation score and tested the hypothesis using SPSS Kendall's Tau test. The result was presented on the table below:

**Table 5. The Correlation of Students' Motivation and Speaking Achievement**

Correlations			Students' Motivation	Speaking Achievement
Kendall's tau_b	Students' Motivation	Correlation Coefficient	1.000	.193*
		Sig. (2-tailed)	.	.024
		N	67	67
	Speaking Achievement	Correlation Coefficient	.193*	1.000
		Sig. (2-tailed)	.024	.
		N	67	67

\*. Correlation is significant at the 0.05 level (2-tailed).

Based on the table of SPSS measurement above, 0,193 was obtained as the coefficient correlation score. This was adjusting with the manual measurement. It meant that the manual

measurement of researcher was not incorrect. Then two variables were certainly classified into very low level. Furthermore, the researcher would examine which hypothesis was accepted. The researcher used the comparison of probability value. The researcher compared sig. 2-tailed with degree of freedom which was 5% (0,05) as presented on data analysis part. It was resulted  $0,024 < 0,05$  that meant the null hypothesis was rejected and alternative hypothesis was accepted. Therefore, there was very low correlation between students' motivation to learn speaking and speaking achievement at SMKN 1 Ngasem Kediri.

## Discussion

As mentioned earlier that the research was purposed to know whether or not there was correlation between students' motivation to learn speaking and speaking achievement in SMKN 1 Ngasem Kediri. Based on the data analysis above, the researcher acquired 0,193 as the correlation coefficient score. As a result of 0,193 was in the range of 0,00 – 0,199, the category of correlation between students' motivation and speaking achievement was very low. This result was not incorrect because the correlational study must not result high level coefficient correlation. The result of this research was in line with Maulana et.al research (2019) which obtained a weak correlation between its variables.

In addition, after the researcher found the level of correlation between students' motivation and their speaking achievement, the researcher tested the hypothesis using Kendall's Tau. The researcher found the probability value that was 0,024. This sig. 2-tailed value was less than 0,05. It meant that there was significant correlation between students' motivation to learn speaking and the speaking achievement at SMKN 1 Ngasem Kediri.

As a result of there was very low significant correlation, the researcher analysed further to know more some other factors that affected the students to learn speaking English. It could be found by comparing with the other researches that had various results. First, the researcher argued that sample amount affects the research finding. Kumar (2011) said that the accuracy of your conclusions is heavily dependent on how you choose your sample. According to (Kerlinger & Lee, 2000), the sample size is generally used by the researchers minimally 30 participants. This was correspondence with Yulanda (2019) who had 35 samples (>30), the research's result was shown significant correlation. Meanwhile, Melawati (2021) who had only 21 samples (<30), the research's result was not shown significant correlation. It means that the larger sample amount the researcher used, the more accurate the research's outcome. In contrast, this research had sufficient sample which was 67 (>30), the research's result was shown very low significant correlation. It could be inferred that 30 samples were not always the minimal benchmark in affecting research's result. To easily understand, the researcher has summarized in the table 23.

The next general sampling technique the researchers applied was Arikunto's sampling theory which stated if the research subject was less than 100 people, the researcher was suggested to take it all. Then, if it was more than 100 people, the researcher might take 10-15% or 20-25% or more from population. The researcher tried to use 20% as general and if it was applied in sampling technique of some other correlational studies as presented in the table below:



**Table 6. The Sample Comparison**

The Research	The Sample	The Population	General Bench-mark $\geq 30$	Arikunto's Sampling Technique (based on population)  $< 100 = \text{take it all}$ $> 100 = 20\%$	The Research Result
This Research	67	702	$67 > 30$	20% of 702 is 140 $67 < 140$	Very Low Correlation
Melawati (2021)	21	103	$21 < 30$	20% of 103 is 21 $21 = 21$	No Correlation
Yulanda (2019)	35	244	$35 > 30$	20% of 244 is 49 $35 < 49$	Significant Correlation

Based on the table above, Melawati (2021) applied Arikunto's sampling technique correctly whereas this research should have 140 samples and Yulanda (2019) should take 49 samples. Those researches' results were various. Therefore, the researcher concluded that different total of population and sampling technique in the research would obtain the different results as Widayanti et.al (2020) said that the outcome may change because the sample of respondents differs.

Second, the researcher argued that intelligence was other factor in this result. The reason for very low significant correlation between the variables was the lack of sample could not be fully agreed. Based on the table 6, it could be seen from Yulanda (2019) who took 35 as the sample and it was less than 49 based on Arikunto's percentage standard which was 20%, it resulted that there was significant correlation between the variables. As a result, the researchers argued that students' intelligence affected the research's result to be no correlation between their motivation and their achievement in speaking English. It could be seen from the total of students that 33 were motivated in medium level and 34 were motivated in high level. However, when it was compared with the score of speaking, only 30 students had high score and 37 had low score. That comparison was not corresponding with the motivation score. As a reason that a half of whole respondents were highly motivated, there should be same result in speaking achievement result. Although in the previous explanation Deci and Ryan (cited by Dörnyei, 1994) said, when students' inner curiosity and enthusiasm energize their study then they exhibit intrinsic motivation, this research's result has proven that motivation did not always affect students' skilfulness in one fields. Hereafter, the students might be skilful or had intelligence so they did not need any motivation like intrinsic and extrinsic to make them speaking English well. They were potentially able to speak English.

Third, talking about the intelligence and potential effects toward students' skill and their achievement, the researchers also argued that the students did not need motivation to obtain the good outcomes as a result of multiple intelligence. Multiple intelligence allow students to solve their learning problems by their own potentials and intelligences they had. Students were motivated to learn speaking English but the speaking achievement was low because their intelligences were not in linguistic, intrapersonal and interpersonal. They certainly had other

intelligences. It was in line with the students who had low motivation to learn speaking English but the speaking achievement was medium to high because they could solve their speaking's problems such lack of vocabulary, afraid in making mistakes and learning environment by combining those three intelligences; linguistic, interpersonal and intrapersonal. Even though Brown motivation concept (2001) was about how much struggle of human obtain what they chose or Gardner's motivation concept (2010) was about supports and satisfaction in the earnest effort, the achievement would not be gotten because intelligence factors.

## CONCLUSION

After analysing the data and discussing the finding in the previous chapter, the researcher would like to conclude it to make this research easily understood. Based on the analysis of hypothesis testing using Kendall's Tau formula, it is found that significance 2-tailed value is less than 5% (0,05) as well as  $0,0204 < 0,05$  which means that the null hypothesis is rejected and alternative hypothesis is accepted. However,  $\tau = 0,193$  which means that the correlation between students' motivation and speaking achievement categorized into the very low level. Therefore, the researcher concludes there is very low significant correlation between students' motivation to learn speaking and speaking achievement at SMKN 1 Ngasem Kediri. The result is very low correlation as a result of some factors such the lack of sample towards the population, students' potential or originally intelligent and multiple intelligencies factor to speak English well.

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