How Motivation Influences Speaking Ability: A Study of Seventh-Grade Students at SMP Negeri 1 Ubud

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Abstract

The four primary English language skills are speaking, writing, listening, and reading. Speaking is the ability to express ideas, feelings, and thoughts verbally in various communication circumstances by using words. This study examines the relationship between speaking ability and motivation among seventh-grade students at SMP Negeri 1 Ubud. One hundred ten students from three classes were chosen by cluster sampling for the study, which used an ex post facto correlational research design. Speaking test to assess students' speaking abilities and questionnaires to gauge motivation were used to gather data. With a Pearson correlation coefficient of 0.377, the findings showed a strong and positive relationship between students' motivation and speaking abilities. This suggests a relationship that is meaningful but weak. According to the study, motivation is crucial in developing speaking skills. The results give teachers new perspectives on motivating students to acquire languages, especially in speaking. It also acts as a guide for future studies examining the connection between psychological variables and language learning.

Keywords: Influences; Motivation; Speaking

INTRODUCTION

Speaking, listening, reading, and writing are the primary English language abilities. Speaking is the ability to express ideas, feelings, and thoughts verbally in various communication circumstances by using words. Speaking is one of the abilities students need to acquire (Agung et al., n.d.; Leonita et al., 2023; Sawitri, 2019). They require the capacity to interact with others and exchange thoughts and opinions. It is a helpful tool for social interaction, particularly for university students learning English. Speaking may be the most crucial of the four abilities students must develop to succeed in language learning (Fandrych, 2009; Kadek et al., 2021; Krismayani et al., 2023). Speaking is a crucial component of both teaching and learning. Furthermore, English's popularity and globalisation have led to a significant need for fluent English speakers across various industries. Nonetheless, practically all students studying English as a second language think that speaking is the most challenging ability. It is difficult for students to practise speaking when they cannot learn grammar, vocabulary, pronunciation, and fluency. Oral or speaking communication is typically employed in day-to-day activities (Leonita et al., 2023; Menggo et al., 2023). It is crucial to teach and learn in language teaching and learning programs because speaking is a fundamental component of language usage and communication, which acts as a medium for language acquisition. It implies that speaking is the verbal use of words, usually in casual contexts. It is an essential part of language communication and a helpful tool for teaching and learning languages in classroom settings. Many people find that speaking makes it easier to communicate with others. Conversely, one of the most universal skills everyone, even adults, can learn is how to talk (Kadek et al., 2021; Yuliastuti et al., 2024). It makes learning English easier, especially when it comes to speaking.

Each student must reach a certain level of interest by speaking well in the language. Speaking is one of the primary skills people use daily to communicate and understand one another (Dewi et al., 2024; Yudiartawan et al., 2024). Since communication is an interactive process of meaning building that involves the production, receiving, and processing of information, speaking is also necessary. For instance, the teacher and the students will converse to comprehend and communicate during the teaching and learning process in the classroom. As a result, the teaching and learning process needs incentives.

One of the most essential things that helps people learn English is motivation. According to (Leonita et al., 2023; Menggo, 2016; Menggo & Darong, 2022), motivation is one of the factors impacting speaking skill learning since it significantly impacts speaking skill growth. Ikhwan & Andriyanti (2021) assert that the most crucial element in the learning process is motivation. Student motivation in the classroom also affects learning achievement, particularly in language programs. If it achieves that, it will be more equipped to understand the ideas, opinions, and information that other members of the community share.

Motivation becomes a way of being when someone wants to achieve specific goals in their life. Motivating them to do it is the aim. Our minds are the source of motivation, which drives our bodies to move and take action to accomplish our objectives. Furthermore, motivation to learn is not directly tied to intrinsic or extrinsic motivation; rather, it is the acceptance of learning objectives and associated tactics. Students can benefit from motivation by feeling more enjoyment in honing their speaking skills. Motivation becomes a tool when people want to achieve a goal in life. They are branched out to accomplish the goal. Our minds contain motivation, which propels our bodies to move and take action to achieve our goals. Adopting learning objectives and related strategies is also a component of learning motivation. Motivated students may experience greater enjoyment and improve their communication skills.

Putra et al., (2017)carried out the relevant research. The study aims to determine whether the seventh-grade students at SMPN 17 Tangerang's speaking abilities and motivation are significantly correlated. The study demonstrated a highly substantial relationship between speaking competence and motivation. In the meantime, Putu et al. (2024) carried out another pertinent research. The study aims to determine whether speaking proficiency and student motivation are significantly correlated. The study's findings demonstrated correlation between speaking proficiency and learning motivation.

Given the above reasoning, the researchers conducted research to determine the relationship between speaking skill and motivation. Speaking is their essence; motivation is a process. Students may write and comprehend English texts effectively and fluently if they receive positive reinforcement from others. Classmates can develop their confidence and intelligence by encouraging other classmates. Regarding this matter, the researchers are curious about the correlation between motivation and speaking skills.

Motivation can be defined as a set of beliefs and values that motivate people to accomplish particular goals. The invisible forces of attitudes and values can encourage people to pursue their objectives. Motivation is a shift in a person's energy typified by encouragement to reach a goal (Ikhwan & Andriyanti, 2021; Putra et al., 2017; Putu et al., 2024). The force that propels people to act or exert effort to achieve their goals, whether internal or external, is known as motivation. For learning to occur, motivation is essential. Students' level of motivation determines their effort and academic success. Speaking, motivation, and proficiency are crucial components of learning English since verbal communication requires both speaking and listening, and without attitude, it is impossible to convey information to listeners or each other politely. It implies that learning English requires both motivation and speaking skills. We cannot effectively convey knowledge or communicate vocally without speaking abilities. Delivering information courteously and respectfully also requires the correct mindset.

Highly motivated students tend to achieve better results than those with low motivation. Highly motivated students work harder to accomplish their objectives than those who are not. A student who is intrinsically driven studies because they genuinely want to learn. The degree to which you decide what objectives to pursue and how much effort to put into them is known as motivation. A certain amount of motivation is necessary when learning a foreign language. To perform effectively in the written mode of the language, for instance, a learner may have strong motivation overall but low task motivation.

Motivation is a crucial component that influences whether language learners succeed or fail since it directly impacts how frequently they employ learning strategies, how eager they are to learn, how they set goals, and how well they learn (Ichlasita et al., 2023). Motivation is a key determinant of language acquisition success or failure. It means that motivation directly impacts learners' willingness to learn, ability to set objectives, frequency of application of learning strategies, and overall success in the learning process.

Motivation is a prerequisite for attaining optimal learning results. It encompasses unique characteristics that subsequently streamline the classification of motivational attributes. Internal preparedness is motivation. However, motivation may necessitate an internal transformation either within the self or personal identity and is typically defined as a driving force or essential requirement. They exhibit certain typical traits, most obviously linked to motivation, such as positive task orientation, ego-involvement, need for achievement, high inspiration, goal orientation, perseverance, and tolerance of ambiguity (Ur, 2010).

Based on the factors above, students exhibit a positive task orientation and a readiness to take on difficulties and issues because they believe they can succeed. They possess strong egos and hold the belief that maintaining a favourable self-image necessitates academic achievement. They are driven to overcome obstacles and accomplish their objectives because they want to succeed. They take on challenging jobs and aim for top-notch outcomes because they are driven and ambitious. They have a strong motivation and work hard to meet learning objectives. They are tenacious, constantly striving for excellence, and they cannot stand failure or setbacks. They also feel that understanding will eventually be attained, are confident, persistent in the face of momentary bewilderment, and tolerant of ambiguity.

Speaking is an interactive, constructive activity that includes information processing, production, and reception. Speaking entails several intricate cognitive steps, such as organising the message, selecting the right words, and assessing the communication's efficacy (Brown, 2007). It indicates that speaking entails several cognitive steps, such as organising the message, choosing the right words, and assessing the communication's efficacy. Speaking is more than just making noises with your mouth; it also entails using words to communicate ideas (Kadek et al., 2021; Menggo et al., 2019). It implies that speaking entails skillfully utilizing language to convey ideas and feelings and ensuring the listener understands what is being said. Speaking involves several cognitive steps, starting with message planning, in which the speaker arranges their ideas and goals. The next step is to choose suitable words and build sentences that effectively express the desired idea. Lastly, the speaker assesses how well they communicated and makes any necessary adjustments to guarantee the listener understands. Speaking is a crucial component of foreign language instruction and acquisition.

Speaking is a valuable skill that may be directly and impartially evaluated, but the accuracy and strength of a test-taker's listening skills always influence those findings (Brown, 2003). Pronunciation, grammar, vocabulary, and fluency are characteristics that can be used to examine and quantify speaking abilities directly. However, the test-taker's listening skills can affect the accuracy of these observations. A person with good listening skills can precisely understand cues or enquiries, which enables them to answer appropriately and effectively use their speaking abilities. On the other hand, poor listening skills can impair understanding and

response precision, resulting in a less accurate assessment of speaking ability. As a result, a thorough evaluation of a test-taker's speaking abilities must also consider their listening comprehension.

According to (Budiarta & Krismayani, 2014; Krismayani et al., 2023; Luo & Li, 2024), speaking involves all of the following: thoughts, language, justification for what is said, proper grammar and word usage, pronunciation, and listening to the other person's reaction. It implies that speaking entails generating thoughts, choosing appropriate words, and having a well-defined purpose for what one wishes to express. It also involves pronouncing words correctly and using proper grammar and vocabulary. It also calls for listening to other people and reacting correctly. Speaking is a sophisticated ability that combines elements to enable successful interpersonal interaction and communication.

Students learning English as a second language find it challenging to speak. The students are challenged since they must become proficient in all interrelated facets of speech. As a result, the learner needs to be skilled in grammar to create understandable sentences, have high fluency to ensure their speaking flows naturally, and master vocabulary for everyday conversation. Pronunciation, grammar, vocabulary, fluency, and comprehension are the five aspects of speaking skills that should be learnt to practise speaking (Kayi, 2006; Thi & Tram, 2020). One approach to communicate with others is to speak. Learning to talk can be challenging for students. The reason for this is that speaking involves several interrelated elements. If students are proficient in just one of these elements, the researchers conclude that they cannot speak effectively. Only five components of speaking pronunciation, grammar, vocabulary, and fluency were examined in this study.

METHOD

This study used a correlational technique proposed by Cohen et al., (2007)and an ex-post facto research design to examine pre-existing factors without changing them. The population was 360, and 110 students were chosen randomly using cluster sampling. Instruments were necessary tools to obtain information. This study used two types of tests: speaking tests and questionnaires. When the researchers provide participants 30 minutes to complete a questionnaire with 30 items, the questionnaire is written in Bahasa Indonesia to make it easier for the students to answer all the questions. A Likert rating scale of 1 to 5 was used to analyse the questionnaire. The questionnaire is based on the motivation aspects from (Naiman et al., 1978). The motivational elements served as the foundation for the questionnaire. Following data collection utilising the instrument, the research was analyzed using SPSS 25 Version to ensure no incorrect calculations were made. The researchers conducted the precondition test, which consists of two tests (normality and homogeneity test), and the hypothesis testing, which consists of two tests (Pearson product-moment and T-test), using SPSS.

RESULTS AND DISCUSSION

Results

Once the data had been tabulated, a questionnaire and a speaking test were used to conduct the test for the researchers. The speaking test was used to gauge the researcher's telling experience, and the questionnaire indicated motivation. The motivation variable had a minimum score of 77 and a maximum of 132. The speaking ability variable had a minimum score of 53 and a maximum score of 96. This is the first test to determine whether or not the data gathered by the instrument was regularly distributed using SPSS version 24. Because if the test were not normally distributed, the researchers would not be able to move on to the next test. Using the

Kolmogorov-Smirnov test, the first test was called the normalcy test. The following are the results of the normalcy test for speaking ability and grammar mastery:

Table 1. Test Normality with Kolmogorov-Smirnova

Tests of Normality			
	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
Motivation	.073	110	.192
Speaking Skill	.080	110	.082
a. Lilliefors Significance Correction			

The significance level of the data examined using Kolmogorov-Smirnov was two of the figures above 0.05, according to the normality test results displayed in Table 1. This indicates that the speaking ability and motivation test distribution was typical. It was recognised that the significant value of motivation was 0.192, or greater than 0.05, based on the Kolmogorov-Smirnov table above. A significance value greater than 0.05 suggested that the data were regularly distributed. Additionally, the speaking skill variable had a significance value of 0.082, indicating that it was likewise regularly distributed due to the significance value exceeding 0.05. The homogeneity test is the next analysis the researchers should perform after the normalcy test. The goal is to find out if the sample's data are homogeneous or not. The researchers have already developed a hypothesis that is directional in nature and in accordance with the research challenge. A presentation of the hypothesis testing procedure may be seen below:

Table 2. Test of Homogeneity of Variance

Levene Statistic	df1	df2	Sig.
1.160	2	107	.317

The results of the data groups were above the alpha level, which is 0.05, according to the homogeneity test in Table 2 above. The Levene Statistic score was 1.160, and the significance value was 0.317, which was greater than 0.05, according to the significance value of the data, motivation, and speaking ability that were gathered. Grey and Kinnear (2012) state that variances can be presumed homogeneous if the homogeneity test result exceeds 0.05. This indicates that the data used in this study were dispersed evenly. The significance value was more than 0.05, indicating that the motivation and speaking ability data were homogeneous.

Table 3. Pearson Product Moment Test

Correlations			
		Motivation	Speaking Skill
Motivation	Pearson Correlation	1	.377[**]
	Sig. (2-tailed)		.000
	N	110	110
Speaking Skill	Pearson Correlation	.377[**]	1
	Sig. (2-tailed)	.000	
	N	110	110
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 3's Pearson Product Moment result indicated a correlation between speaking ability and motivation, with both variables having a Pearson correlation of 1. According to Sugiyono's (2015) index correlation, the correlation coefficient between those two variables was 0.377, indicating a poor relationship between them. Additionally, there is a significantly positive correlation between speaking ability and desire because the sig (2-tailed) value of 0.000 was less than the significance level of 0.05 in the positive direction. Therefore, it is decided to accept the alternative hypothesis (Ha).

Table 4. The Result of Paired Sample T-test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Motivation - Speaking Skill	31.873	10.389	.991	29.910	33.836	32.177	109	.000

The above result shows that the level of significance for all data groups tested using the Paired Sample T-test reached a significant value of 0.000, which was below the significance level of 0.05. This was done to determine if there is a substantial association between speaking ability and motivation. It indicated that, in the academic year 2024–2025, there was a substantial relationship between the seventh-grade students at SMP Negeri 1 Ubud's motivation and speaking ability.

Discussion

The researchers employed a correlational ex-post facto research strategy. The researchers' interest in the relationship between speaking ability and motivation led to the conduct of this study. The researchers used a speaking test and a questionnaire as the research instruments to gather data. It was evident from the results of the correlational research design that speaking ability and motivation were significantly correlated. Thus, the correlation between speaking ability and motivation was consistent with the current study's findings. This investigation amply validated the research findings of the current study. In other words, those two studies conducted by (Putra et al., 2017; Putu et al., 2024) have demonstrated a correlation between students' learning achievement, particularly in speaking, and their motivation during the learning process. When they were motivated, the students made every attempt to meet the predetermined learning objectives. Speaking relies heavily on motivation. In other words, motivated students draw strength from both internal and external sources, which guide them toward constructive goals and encourage the articulation of well-expressed ideas. Students must be motivated to talk before they can begin to do so. Students can readily find or write their thoughts, opinions, or feelings into their speaking when they are motivated to do so. The researchers became increasingly confident in the relationship between motivation and speaking, as evidenced by the observed correlation between the two variables.

Given that speaking ability encompasses a variety of elements, including vocabulary, grammar, pronunciation, fluency, and comprehension, the relationship between motivation and speaking

ability is categorised as poor. Students may be very driven, but they still struggle with grammar and fluency. This could happen because speaking calls for both spontaneous delivery and the use of grammar, which is not necessarily consistent with students' motivation. High-motivation students, for example, might perform well in vocabulary or pronunciation but struggle to form coherent sentences or talk clearly and without pausing for extended periods. Speaking abilities include sophisticated cognitive processes, such as word choice, message planning, and assessing communication efficacy, all of which impact students' final grades (Brown, 2004). Therefore, there may be a limited overall association between motivation and speaking skills due to disparities in ability in both areas.

Based on the aforementioned explanation, it may be inferred that there is a substantial relationship between speaking ability and motivation. The results of the T-test, Pearson Product Correlation, and hypothesis testing showed this. The current study supported earlier research that found a link between speaking ability and motivation. Based on the research findings, it can be said that the previously established directional hypothesis was ultimately confirmed: there is a substantial association between the seventh-grade students at SMP Negeri 1 Ubud's speaking ability and motivation.

CONCLUSION

Based on the result of the study, students' speaking skills are significantly shaped by their motivation. Motivated students have a higher chance of succeeding in speaking, as indicated by the strong correlation coefficient. More motivated students typically do better in speaking-related domains such as vocabulary, grammar, pronunciation, fluency, and comprehension. This implies that students are motivated to participate more actively in language learning activities and overcome communication obstacles. To increase students' speaking proficiency, teachers should give special attention to strategies that encourage both internal and external motivation

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