THE CORRELATION BETWEEN STUDENT'S MOTIVATION AND THEIR SPEAKING PERFORMANCE AT THE ELEVENTH GRADE OF SMKN 3 TERBANGGI BESAR

Silvia Damayanti[1] , Nina Fatriana[2]
Universitas Teknokrat Indonesia

silviadamayanti1001@gmail.com[1], nf2956@gmail.com[2]

Abstract

The purpose of this research is to find out the correlation between student's motivation and their speaking performance in the eleventh grade of SMKN 3 Terbanggi Besar, and to find out the reason why students have low motivation and low speaking performance. This research used a quantitative approach in a correlational design. This research instrument used a questionnaire of students' motivation and speaking performance to measure the correlation between student's motivation and their speaking performance and interviewee to find out the reason why students have low motivation and low speaking performance. This Research shows that there is a correlation between student's motivation and their speaking performance in average correlation. It was proof of the Pearson Product moment correlation with a score of 0.421. The Spearman rank coefficient shows that there is a positive correlation between two variables which means the Hypothesis alternative is accepted. Besides, the follow-up to students who have low motivation and low speaking performance found that the students have low motivation because they find it hard to understand the material. After all, the teacher teaches English, limits the facilities to learn English, influenced by friends and they do not like speaking English because the limited of vocabulary and do not know how to pronounce sentences or words.

Keywords: Motivation, Speaking, Procedure Text

INTRODUCTION

English is one of compulsory subject which in Indonesia. Based on the Merdeka Curriculum used currently in Indonesian Education, English is taught to students from elementary to senior high school. Students are taught with teaching levels and materials according to their respective levels. Language is one of the fundamental mediums of interaction between people and also a tool for communicating with other people (Rabiah, 2018). Along with the development of science and technology, language becomes very important in supporting the development of science and technology. In addition to the mother tongue, English is needed in the interests of science, technology, and trade.

English is the language used by people in various parts of the world to communicate with each other so that they understand each other. The existence of English in human life is very important and very helpful for humans in communicating not only in one country but in various countries around the world because almost all people in the world learn English. Likewise, the Indonesian state, people in Indonesia also learn about this international language. Currently, in this era, English is used in various ways apart from communicating with other people, especially people who come from abroad, English can be used in various types of life activities such as carrying out work, operating applications, and supporting educational facilities, of course. English is taught to students or the younger generation, of course, not only so that they can communicate using English but so that they can compete nationally and internationally in an increasingly advanced global life.

In learning English, four skills must be mastered by someone who learns English itself, those skills consist of listening skills, reading skills, writing skills, and speaking skills. Speaking is the most important skill among all the four language skills to communicate well in this global world, as English is widely used to acquire the communication skill of it to get success in their respective fields (Rao, 2019). Speaking

skill becomes a complex role in learning English. Speaking is a tool part of the language used by someone to communicate with each other. Speaking is used in everyday life to express feelings, ideas, thoughts, ideas, and many more. Speaking is a fundamental part that is very important for someone to communicate like a social being.

Richards (2010) stated that one of the main features of this approach is that teaching language begins with the spoken language. When learning English or learning a language, speaking is the most important skill. talking is very important Learn a language. To speak, learners not only need to know how to speak, not just understand specific points in language but when, why, and how to produce language (sociolinguistic competence). Every human who is born into the world cannot speak, they learn to be able to say something gradually following their development and growth as humans. However, in reality, many students have not mastered their speaking skills in English, or in other words, they are still trying to survive to speak in English due to various factors. These factors include a limited vocabulary, fear of being bullied by their peers, lack of confidence in their abilities, not partner to practice speaking English, being overly focused on grammar in every sentence, having too much to learn, and feeling overwhelmed trying to remember everything, lacking motivation to learn, and others. These things were found by the researcher when conducting an internship in one of the schools in Lampung province. The researcher's experience was teaching many students who had low ability in speaking skills, they were still having difficult pronouncing words, limited vocabulary, not confident when speaking English, During English lessons, they seemed lazy about taking part in learning activities, even though they have been provided with interesting learning activities, they still find it difficult to get used to liking English lessons, things that cause them to not be enthusiastic about taking English lessons because of things like limitations. vocabulary, not understanding what is said in English, and so on. They become discouraged and unmotivated to master English lessons, especially speaking skills.

One of the factors that affect students' learning to speak English is motivation. Motivation seems to play an important role in developing students' speaking skills. Motivation is a student's energy that comes from inside or outside and encourages him to do something. This will empower students who are learning to speak to express themselves (Yuliana 2018). McDonough (cited in Budiana & Djuwari, 2018) found that student motivation is one of the most important factors influencing language learning success or failure. In learning Speaking English students have two types of motivation that help them enthusiasm in learning, namely intrinsic motivation and extrinsic motivation. According to Hammer (2007:98) Intrinsic motivation comes from within the individual. This means that students who have an intrinsic motivation to learn English have an internal motivation to better understand and learn English from themselves rather than from external encouragement. Students who have intrinsic motivation themselves feel happy and satisfied when the tasks they are doing are done well and do the assignments for reasons because they have a sense of desire within themselves and feel better and happy when they do without outside encouragement such as getting prizes, money, as well as praise. Meanwhile, Harmer (2007: 98) stated that extrinsic motivation is the result of any number of external factors. This means that students who have extrinsic motivation in learning English have encouragement from outside themselves to get something that motivates them to learn. These external factors can take the form of punishment and reward. For example, students learn English because the current job market requires workers who are proficient in English. Or students learn English because their families force them to learn it. But that doesn't mean they don't enjoy learning English because of outside encouragement.

Motivation is an important factor that balances a student's language proficiency to succeed. An English teacher needs to know what motivates students to learn English from her two kinds of motivations, intrinsic and extrinsic. Oxford and Shearin (2018) argue that part of the teacher's role in motivating students to learn It's about stimulating together." In this way, it becomes easier for English teachers to find out what their students are interested in learning English and help them reach this goal. The conclusion that can be drawn from the above explanation is that when learning English, in learning English there is a very important skill, namely speaking, and in learning and performing speaking a student needs motivation to develop and hone his skills and have goals in learning speaking. itself. Therefore, based on the author's experience when carrying out internship activities, and the situation of students' conditions while studying, this is what made the researcher interested in researching whether there is a correlation between students' motivation and their ability to speak English. So, the researcher formulated research objective to find out whether there is a correlation between student's speaking performance or not at SMKN 3 Terbanggi Besar.

RESEARCH METHOD
Research Design
The researcher used correlational design in quantitative research methods in this study. A quantitative research method is a researcher's attempt to find knowledge by providing data in the form of numbers. According to Creswell (2014), correlational quantitative research is research using statistical methods that measure the influence of two or more variables. In this research, the authors also use two types of variables, namely the correlational design is used to prove that there is a relationship between two variables or one variable with another variable. This study also tested two types of variables for research. In this study, student student's motivation becomes an independent variable, while speaking performance becomes a dependent variable.

Data Collecting Technique

The data from this research were taken from students' motivation tests and students' speaking performance. The sample of the data was purposive sampling because the school only gave one class to conduct the research and the sample was the eleventh-grade fashion technology the data was collected through questionnaires, speaking tests, and also interviews with the students who have low motivation and low speaking performance. After the researcher found a correlation between students' motivation and their speaking performance the researcher interviewed the students who had low motivation and low speaking performance.

Data Analysis Technique

The researcher used a questionnaire that had previously been validated and reliable, in speaking performance the researcher used inter-rater reliability to score students' speaking performance, and used the speech-to-text application to analyze the interview, analyzing the data, the researcher first carried out product-moment correlation test, and then follow by hypothesis testing in SPSS. The interview was analyzed using a speech-to-text application.

FINDING AND DISCUSSION

Table 1. The Correlation of Students' Motivation and Speaking Performance

Student's Motivation (X)	Speaking Performance
Pearson Correlation	Pearson Correlation
0.421	0.421

Table 1 shows the correlation between students' motivation and their speaking performance with the Pearson correlation coefficient score is 0.421. According to the table of correlation coefficients by Setiyadi (2018), if the correlation coefficient score starts from 0.400 – 0.600 means that there is an average correlation between the two variables according to the Pearson correlation score calculated by the researcher found a 0.421 correlational score. It means that this research or the two variables is correlational. The correlation between students' motivation and students' speaking performance at the eleventh grade of SMKN 3 Terbanggi Besar is Medium Correlational.

Research Hypothesis Result

At this stage, the Spearman Rank Correlation test was carried out to test the hypothesis of whether there is a positive correlation or negative correlation between two variables or between student's motivation and their speaking performance. The researcher carried out the test using the SPSS V.29 program, with the following result of the hypothesis:

Table 2. Result from Spearman Rank Correlation

Student's Motivation (X)	Speaking Performance (Y)
Correlation Coefficient	Correlation Coefficient
0.329	0.329

Based on the table above, it shows that the Spearman Rank Correlation results show that there is a positive correlation relationship between the two variables. This is proven by the positive correlation result of 0.329. Which means there is a linear relationship between the two variables. Therefore, the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. This means that there is a positive correlation between student's motivation and their speaking performance. In addition, to answer the first research question about is there any correlation between student's motivation and their speaking performance at the eleventh grade of SMKN 3 Terbanggi Besar, the researcher already calculated the data. Under the data calculation that has been discussed, there is a correlation between students' motivation and their speaking performance at the eleventh grade of SMKN 3 Terbanggi Besar. The result of the correlation test with IBM SPSS V.29 in Pearson correlation coefficient shows that the correlation between students' motivation and their speaking performance with the score calculation is 0,421, with Sig. (2- tailed) about 0.21, with the respondents 30 students. According to the decision-making from the table of correlation coefficients by Setiyadi (2018), a score of about 0.400-0.600 means that the correlation is average. It means the correlation between students' motivation and their speaking performance in the eleventh grade of SMKN 3 Terbanggi Besar is an Average Correlation. On the other hand, the hypothesis testing is also done with the Rank Spearman correlation. The researcher found that there is a positive correlation between students' motivation and their speaking performance at the eleventh grade of SMKN 3 Terbanggi Besar. Based on the data found that the score of correlation with Rank Spearman Correlation is about 0.329, which means the result is positive. According to the hypothesis, Hypothesis Null is rejected. Meanwhile the hypothesis alternative is accepted based on the score that shows positive correlation score.

Based on the deep research that has already been done by the researcher, many of the factors that make students unmotivated when learning English affect their speaking performance. It is known that the personality and ability of teachers in teaching do not affect students' motivation, the thing that makes them unmotivated is that the material taught is difficult because it is related to English and conveys it in English. 1 in 3 students also said that the explanation given by the teacher was so short that it made them feel less understanding of what was conveyed. They have great difficulty understanding English, with limited abilities, vocabulary they have limited possessions, and they don't know the meaning of what the teacher says, because the teacher conveys it in English, this is what makes them not understand what the teacher says, and makes them confused and finds it difficult to understand English lessons.

CONCLUSION

Based on the findings and discussion, the first research question is already be answered it can be seen that there is a correlation between students' motivation and their speaking performance at the eleventh grade of SMK N 3 Terbanggi Besar it can be seen from the result of person product moment correlation with the score 0.421. From that score, it means that there is an average correlation between the two variables. Besides, the hypothesis alternative (Ha) is accepted meaning that there is a positive correlation between student's motivation and their speaking performance at the eleventh grade of SMKN 3 Terbanggi Besar with the result score of 0.329. In addition, why students have low motivation and low speaking performance because the material taught to them is difficult based on their perspective, because the teacher taught English, and they do not understand what the teacher said, the second the facilities there at their school to support learning English are very limit, based on the students' information in English subject there is only one book to learn and the book used by the teacher only to teach, besides that their friends influence them to not be enthusiastic when learning English because the limit support by afriend and their friend ask to not interest with English.

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