

Hubungan Antara Motivasi Siswa dengan Kemampuan Berbicara Bahasa Inggris

The Correlation between Students' Motivation and Their English Speaking Ability

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Abstract

The research is aimed at investigating the correlation between students' motivation and their English speaking ability. The research samples were thirty-six first year students of SMAN 2 Bandar Lampung that were randomly selected by using lottery. Students' motivation scores were calculated by using four-Likert-scale questions and their English speaking ability was tested by using transactional speaking test using criteria proposed by Heaton (1991).

The results of motivation questionnaire showed that the highest score was 145 and the lowest score was 77 with the average of 111.4. It was found out that 5.5% students have high motivation, 60.5% students have average motivation, and 25% students have low motivation. It means that most of the students have good motivation. English speaking test scores showed that the average of students' English speaking ability was 80.2 with the highest score of 90 and the lowest score of 73. It can be concluded that the students have very good ability in speaking English.

The results showed that the coefficient correlation was 0.780 and it was significant where r-value of 0.780 was larger than the r-table of 0.334. It was also found out that motivation influenced English speaking ability with the score of 60.8%. This means that motivation as a psychological factor has a positive correlation with English speaking ability. Students who had high level of motivation did more efforts and had more determination to reach their goals. On the contrary, students who had low level of motivation did not do more efforts in learning and in achieving their goals so that their speaking ability was low.

Keywords: *motivation, English speaking ability, correlation*

Introduction

Speaking is one of the fundamental skills essential to master in learning a foreign language. Not only does it bear a highly communicative value, but also it is generally regarded as the parameter of one's proficiency in a foreign language. Owing to such as a prestigious status, student's being able to produce the language becomes the ultimate goal of teaching of the spoken language. Bound to its nature as a productive skill, it is absolutely a goal to attain. Therefore, it is determined in competence based curriculum (curriculum 2004) and KTSP as one competence that Senior High School students

should have (Depdiknas,2007). By speaking, we can convey information, ideas, and maintain social relationship in communicating with others. Many language learners regard speaking ability as the measure of knowing a language, so that the main purpose of language learning is to develop proficiency in speaking and communicative efficiency. They regard speaking as the most important skill they can acquire and asses their progress in terms of their accomplishments in spoken communication.

Some problems in speaking are still encountered by the students of Senior High School. They often get difficulties in using English when they are trying to interact with others. They still look hesitate to interact with their friends and their teachers by using English. In addition, Susilawati (2007) cited that in an oral discussion, shyness, nervousness, feeling afraid of making mistakes, not knowing the way how to pronounce certain words, is the potential problems that can hinder the students to speak. Those factors can be the reasons why the students of Senior High School often get problems in speaking though they have studied English more than three years.

As proposed by Gardner (1992), the motivated individual is one who wants to achieve a particular goal, devotes considerable efforts to achieve this goal, and experience satisfaction in the activities associated with achieving this goal. That is, motivation is defined by three components: desire to achieve a goal, effort extended in this direction and satisfaction with the task. From those statements, we can say that motivation is one of the factors that influences people in successfully learning language. In other word, if the motivation is higher, the result of learning will be better.

Kraemer as cited in Gardner and MacIntyre (1992) investigated Israeli Jewish students studying either Arabic or English as a foreign language. She too made use of casual modeling to link language attitudes, motivation, and indices of proficiency in the other language. She also included other variables, such as social/ political attitudes, political optimism, national security orientation, etc., that were necessary to reflect the socio-cultural setting here. Motivation was found to be a central mediator in the prediction of language achievement.

Based on the rationale above, the researcher tends to stand that motivation has influenced to the students' speaking English ability, and the researcher is interested in finding the correlation between motivation and students' English speaking ability of first year students at SMAN 2 Bandar Lampung and the researcher also wants to find out how far does the motivation contribute students' English speaking ability.

Literature Review

a. Motivation in Language learning

Robbins (1993) mentions that motivation is the willingness to exert high level of effort toward organizational goals, conditioned by the effort's ability to satisfy some individual need. That means

when someone is motivated, he or she tries hard. But high levels of effort are unlikely to lead favorable job performance outcomes unless the effort is channeled in a direction that benefits the organizations. Owens (1991) says that motivation is made up of all those inner striving conditions described as wishes, desires, drives and etc. It is an inner state that activates or moves individuals, without motivations, there would be no purposive, organized behavior by the individual – either at work or elsewhere.

Motivation is considered by many to be the one of determining factors in developing a second language or foreign language. Motivation determines the extent of active and personal involvement. On the contrary, Gardner (1992) explained that motivation differs from orientation but not be highly motivated to achieve that goal. Motivation, in this case is a positive power, which stems from desire to attain the goal reflected in the orientation, for instance, learning English seriously in order to get a better job in the future. In relation with the previous statement, students need motivation in order to attain the goal of language learning and the motivation can come from themselves or from their environment.

According to Gardner and Lambert in Littlewood (1991), motivation in learning English is divided into two parts. The first is integrative motivation that identified with positive attitudes toward the target language group and the potential for integrating into that group or at least an interest in meeting and interacting with members of the target language group. The second is instrumental motivation, which refers to more functional reasons for learning a language, for example, to get a better job or promotion, or to pass a required examination.

Hammer in Marsono (2005) mentions that motivation itself is some kind of internal drive that encourages somebody to pursue of action. It seems to be the case that we receive a goal that sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach the goal. Language learners who are motivated also perceive short-term goals; for example, the students should be made to realize the urge to pass their school examination. Long-term goals may have something to do with their wish to get a better job or to continue their further study in some English speaking countries. Motivation is essential in language teaching. Students should be motivated in such a way that they should enjoy learning from the beginning they are introduced to it. They are protected from being embarrassed through their active participation in the classroom activities. They should feel they study the real language.

Motivation in learning English is also divided into intrinsic and extrinsic motivation. Intrinsic motivation is a motivation as incentives, which originates within the behaviour itself rather than externally as in playing musical instrument for enjoyment (Setiyadi, 1999). If the reasons of studying English are for his enjoyment himself and his knowledge himself, it is called intrinsic motivation. Extrinsic motivation stems from positive or negative reinforcement which are external to the behaviour itself rather than inherent in it, for instance, studying to get good scores not because of studying is enjoyable.

An extrinsically motivated person will work on a task even when they have little interest in it because of the anticipated satisfaction they will get from some reward. The rewards can be something as minor as a smiley face to something major like fame or fortune. For example, an extrinsically motivated person who dislikes math may work hard on a math equation because wants the reward for completing it. In the case of a student, the reward would be a good grade on an assignment or in the class.

Extrinsic motivation does not mean, however, that a person will not get any pleasure from working on or completing a task. It just means that the pleasure they anticipate from some external reward will continue to be a motivator even when the task to be done holds little or no interest. An extrinsically motivated student, for example, may dislike an assignment, may find it boring, or may have no interest in the subject, but the possibility of a good grade will be enough to keep the student motivated in order for him or her to put forth the effort to do well on a task.

From all statements above, the researcher agrees that motivation means positive impulse toward the language learning in order to attain the goal of foreign language learning. In this research, the researcher will focus on intrinsic and extrinsic motivation since both of them play an important part in order to make the students master their English and get the best achievement.

b. Speaking

Speaking is a productive skill in which the speaker produces and uses the language by expressing a sequence of ideas and at the same time she or he tries to get the ideas or the message across. In this case, there is a process of giving message, which is called as the encoding process. At the same time, there is a process of understanding the message of the first speaker. Harris (1974) defines speaking as the encoding process whereby we communicate our ideas, thought, and feeling orally. It means that we deliver spoken language for someone to tell what we need and try to fulfill what other people ask. People can express themselves to other people to get a comfort situation in understanding each other. So, speaking is the verbal and nonverbal interaction with an audience to communicate thoughts, information, and feelings. Speech is one way human beings make connections with each other. Meanwhile Brown (2001) states, that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Based on this idea, there are three important points that must be occurred to the participants of communication (speakers and listeners) to construct the meaning during the interaction among them.

In speaking process, one tries to communicate with and send out his/her message to the others. In this case, the communication needs at least two people, a speaker who produces a message and a listener who receives the message. Therefore, in speaking process, especially in dialogue, needs at least two people because we cannot do it individually. One becomes a speaker who produces information and the other become listener who receive information. Referring to this, transactional dialogue is suitable to measure students' speaking achievements since transactional dialogue refers to situation where the focus is on what is said or done. The message and making oneself understood

clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

Speaking must fulfill these following aspects, they are:

1. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Signs of fluency include a reasonably fast speed of speaking and only a small numbers of pauses. Fluency refers to the ease and speed of the flow of the speech (Harris, 1974: 81). Fluency is the smoothness or flow with which sounds, syllables, words and phrases are joined together when speaking. It means that when a person makes a dialogue with another person, the other person can give respond well without difficulty. For example, A asks B: "How are you today?" B answers:"I am fine, thank you." It is answered well and quickly.

2. Accuracy (grammar and pronunciation)

Accuracy focuses on issues of appropriateness and other formal factors. It relates to the use of grammar and pronunciation. Heaton (1978) defines grammar as the students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones is needed for students to arrange correct sentences in conversation, while pronunciation refers to the ability to produce easily comprehensible articulation (Syakur, 1987).

3. Comprehension

Syakur (1987) defines comprehension for oral communication that requires a subject to respond to speech as well as to initiate it. Comprehensibility denotes the ability of understanding the speakers' intension and general meaning (Heaton, 1991). It means that if a person can answer or express well and correctly, it shows that he/she comprehends or understand well. For example, A asks B (in dialogue): "Where are you going?" Then B answers it well, quickly and correctly. He says: "I am going to Bali." In brief, speaking is an ability to express ideas, feeling, and emotions to other person. It means that people try to communicate with each other and use the language to make the listener understand; therefore the people can interact with others. Brown (2001) says that much of our language teaching is devoted to instruction in mastering English conversation. He classifies the types of oral language as the figure follow:

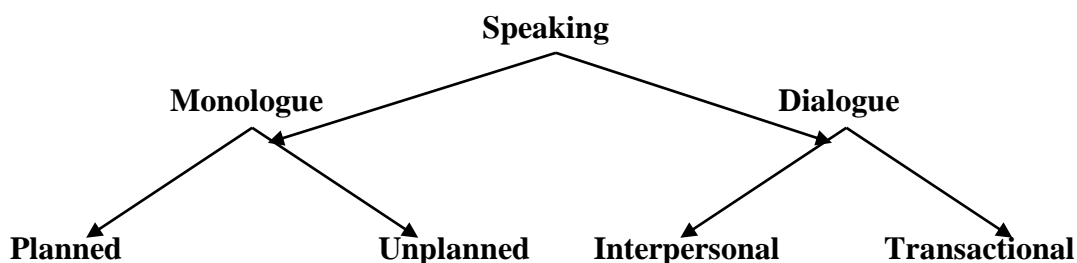


Figure 1. The types of oral language (Brown, 2001)

In monologues, when one speaker uses spoken language, as in speeches, lectures, readings, news broadcast, and the like, the hearer must process long stretches of speech without interruption, the stream of speech will go on whether or not the hearer comprehends. In planned, as it opposed to

unplanned, monologue differs considerably in their discourse structures. While dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional). Brown (2001) also provides types of classroom speaking performance, they are:

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape-recorder” speech, where for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2. Intensive

Intensive speaking goes one-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

3. Responsive

A good dealt of student speech in the classroom is responsive short applies to teacher or students initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

4. Extensive (monologue)

Extensive monologue is extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this, the register is more formal and deliberative. This monologue can be planned or impromptu.

5. Interpersonal (dialogue)

Interpersonal dialogue carried out more for maintaining social relationships than for the transmission of facts and information. The conversations are a little trickier for learners because they can involve some or all the following factors:

- A casual register
- Colloquial language
- Emotionally charged language
- Slang
- Ellipsis
- Sarcasm
- A covert “agenda”

6. Transactional (dialogue)

Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language. Conversation, for example, may have more of a negotiate nature to them than does responsive speech, e.g. Transactional dialogue refers to situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. Transactional talk is associated with other activities. For example, students may be engaged in hands-on activities (e.g., in a science lesson) to explore concepts associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding (Jones, 1996). Examples of transactional dialogue are:

- Classroom group discussions and problem-solving activities
- A class activity during which students design a poster
- Discussing needed computer repairs with a technician
- Discussing sightseeing plans with a hotel clerk or tour guide
- Making a telephone call to obtain flight information
- Asking someone for directions on the street
- Buying something in a shop
- Ordering food from a menu in a restaurant

Burns as cited in Richard (1994) distinguishes between two different types of transactional dialogue. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

From the explanation above, there are many types of speaking mentioned above. In this case, the researcher used transactional (dialogue) which is classroom group discussions and problem-solving activities as one of types of speaking test because its purpose is to convey or to exchange information or idea that may enable the students to discuss the information and exchange the information they have in which they cooperate one another.

Research Methodology

This is a quantitative research. The design used in this research is *ex post facto design*. Hatch and Farhady (1982) stated that: Ex post facto design is often used when the researcher does not have control over the selection and manipulation of the independent variable. This is why the researcher looks at the type and/or degree of relationship between two variables rather than at a cause-and-effect-relationship.

The data of the research were students' motivation and their English speaking ability. Students' motivation is in the form of perception based on Likert scale with the range 1 – 4. English speaking ability is in the form of score based on the criteria proposed by Heaton (1991). Motivation is one of the language attitudes symbolized as 'X' which was measured by a questionnaire of motivation developed by Dukan (Sadewo, 1999) and the result was motivation data. English speaking ability is one of the language skills which was tested by transactional speaking test and the result was students' speaking achievement scores, symbolized as 'Y'. To find the coefficient of correlation between motivation and speaking achievement, the researcher used Pearson Product Moment Correlation, while for analyzing how far the motivation contributes students' speaking ability, Simple Regression Technique was applied.

This research has two variables, dependent and independent. Since this research was correlational study, in collecting the data the researcher only used test and questionnaire for those variables. They were speaking ability test and questionnaire of motivation. The researcher classified the motivation as independent variable because theoretically, motivation has influence to the language achievement. The data from speaking performance test was classified as dependent variable because the ability is influenced by motivation.

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 using Pearson Product Moment Correlation. The data were analyzed both by using SPSS 17 and manual as follow:

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

(Hatch & Farhady, 1982: 198)

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
- $\sum x^2$: the sum of the squared scores in X distribution
- $\sum y^2$: the sum of the squared scores in X distribution
- N : the number of paired X and Y scores

After that, simple regression was implemented to find how far the contribution of motivation to their English speaking ability. The formulation is as follows:

$$R = r^2$$

Note:

- r : coefficient correlation

Result and Discussion

a. The Result of Students' Motivation

The researcher gave questionnaire of motivation to 36 students of first year students of international standard class at SMA N 2 Bandar Lampung. The questionnaire consisted of 40 items which referred to intrinsic and extrinsic motivation rated on a 4-point Likert-type scale, from one to four. The Table 1 shows the motivation score of the first year students of international standard class at SMAN 2 Bandar Lampung.

Table 1. Motivation Score

Interval Score	Category	Numbers of Students	Percentage
>140	High	2	5,5 %
100 - 140	Average	25	69,5 %
< 100	Low	9	25 %

From the result of motivation from questionnaire, it is obtained that the highest score is 145, and the lowest score is 77 and the average is 111,4 . According to Sadewo (2009), the researcher categorized score of motivation into three categories they are first, the students who got score up to 140 into high motivation, second, 100-140 into average motivation, and third under 100 into low motivation. It is found that 5.5 % students have high motivation, 69,5 % students have average motivation, and 25% students have low motivation. From the table, it can be seen that most of the students have average motivation.

b. The Result of English Speaking Test

For English speaking test, it consists asking and giving opinion in the form of conversation. The students were given three issues; they chose one of the issues and made a conversation based on the issues they chose. The test covered asking and giving personal opinion about the issue.

The researcher used inters rater to score the students' ability in speaking English. It means there was another rater that is the teacher of SMAN 2 Bandar Lampung who scored the students' ability in speaking English besides the researcher herself. The total score of English speaking test was the accumulation score from raters, the researcher and the English teacher.

Table 2. The Percentage of Students' Speaking Ability

No	Score Interval	Frequency	Percentage
1	90 – 100	1	2,77 %

2	80 – 90	18	50 %
3	70 – 79	17	47,22 %
	Total	36	100 %

From the table above, there is one student (2, 77 %) who reached 90 – 100 in speaking test. The student got the score since she was able to practice asking and giving their opinion in the form of conversation well in pronunciation, fluency, and comprehensibility.

Meanwhile, there are 18 students (50 %) who get 80 – 89. These students were able to express their opinion in the spoken form. Even though they were not as good as the student who got 90, but their speaking ability was good enough.

There are 17 students who get 70 – 79 (47, 22 %). When they expressed their opinion, there were still several mistakes in their pronunciation, fluency, and comprehensibility. However, their weaknesses did not cause a communication break down when they expressed their opinion about the issue to their partner.

In addition, because this research used an analytical scoring to score the students' speaking ability, the researcher indentified their scores per component of speaking; pronunciation, fluency, and comprehensibility. The following data shows the score of each component of speaking.

Table 3. Table of Frequency of the Students' Scores in Each Component of Speaking

No	Scores	Pronunciation		Fluency		Comprehensibility	
		<i>f</i>	%	<i>F</i>	%	<i>f</i>	%
1	90 – 100	-	0 %	-	0 %	1	2,7 %
2	80 – 89	20	55,55 %	16	44,5 %	21	58,3 %
3	70 – 79	16	44,44 %	20	55,5 %	14	38,8 %
	Total	36	100%	36	100%	36	100%

c. The Correlation between Motivation score and English Speaking Ability

In order to know the coefficient correlation between students' motivation and their English speaking ability of the second year students of international standard class at SMAN 2 Bandar Lampung, the researcher analyzed the data by using SPSS. The following table shows the computation result of the two variables.

Table 4. The Value of Pearson product Moment Correlation

		Correlations	
Motivation		MOTIVATION	SPEAKING
Score	Pearson Correlation	1	.780**
	Sig. (2-tailed)		.000
	N	36	36
Speaking	Pearson Correlation	.780**	1

Score	Sig. (2-tailed)	.000
	N	36

** . Correlation is significant at the 0.01 level (2-tailed).

From the calculation above, it was found that the coefficient correlation between students' motivation and their English speaking ability is 0.780 at significance level of 0.01. It means that the correlation between students' motivation and their speaking ability is strong.

d. The Contribution of Students' Motivation in their English Speaking Ability

After knowing the coefficient correlation between students' motivation and their English speaking ability, the Simple Regression analysis was used to see how far the contribution of students' motivation to their English speaking ability. The following table shows the computation of simple regression analysis of the two variables:

Table 5. The Value of Regression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.780 ^a	.608	.597	2.26446

a. Predictors: (Constant), MOTIVATION

b. Dependent Variable: SPEAKING

The table shows that the coefficient influences value of X toward Y is 0.608, which is classified into strong influence. It means that the contribution of students' motivation to the students' English speaking ability is 60, 8 %, while another 39, 2 % is influenced by other factors.

From the result of students' motivation questionnaire, it was obtained that 2 students (5.56 %) were considered having high motivation, 25 students (69.44%) were having average motivation, and 9 students (25 %) were having low motivation. The average of motivation score was 111.4, the lowest score was 77 and the highest score was 145. Two students (5.56%) were considered having high motivation because they were having great effort in achieving their goals and their purposes. They almost gave more attention, effort and time in order to make their English good.

Other twenty-five students (69, 44 %) are considered as having average motivation because they were not really done their best in achieving their goal and their purpose. Sometimes they were

serious and having high motivation in learning, but at times they gave up in achieving their goals and thought that their effort was enough even they could still do better.

Based on the result of the questionnaire, there are nine students (25%) who are considered as having low motivation. They were not giving great effort in achieving the goals and purpose in learning English. They tended to be quiet and did nothing to fulfill their English needs.

After all, by the result from the questionnaire of motivation, most of the first year students of International standard class at SMA N 2 Bandar Lampung were considered having good motivation. Referring to Gardner and Lambert (1992), motivation is a very important factor which determines the success or failure in second language learning. Motivation can directly influence the frequency of using learning strategies, willpower of learning, goal setting, and the persistence in learning. Motivation also influences the learners' autonomous learning ability, and determines the learners' confidence in overcoming learning difficulty. These theories on motivation demonstrate motivation as one of the crucial factors determining the success in language learning.

The students actually had equal or similar ability/skill that other people can do. However, in particular time he felt that he was learning English because it is compulsory. It means that he was learning English because he had to, not because of he wanted to get a better score. This finding is supported the theory by Bainbridge (2005) that an extrinsically motivated student, for example, may dislike an assignment, may find it boring, or may have no interest in the subject, but the possibility of a good grade will be enough to keep the student motivated in order for him or her to put forth the effort to do well on a task.

As Krashen (1981) claims that with high motivation, self-confidence, good self-esteem, and a low level of anxiety, learner will be better for success in second language acquisition. Furthermore, low motivation, low self confidence, and low self - esteem and debilitating anxiety, can form a mental block that prevents comprehensible input for language acquisition. Acquisition takes place when the students understand language containing 'i + 1', where 'understand' means that the student is focused on the meaning and not the form of the message. This will automatically occur when communication is successful. When the students have good motivation, they will have more inner state of need or desire that activates an individual to do something to satisfy them. Motivation becomes the forces that account for the arousal, selection, direction, and continuation of behavior.

Relating to the motivation score, student 12 got high motivations score (145). From the result of the questionnaire, the researcher concluded that this student was highly motivated and able to do things as well as at most other people. She almost had motivation in every step she took to learn English. These can make her easy to develop her competencies, especially for speaking in the target language (English).

Meanwhile, there were 15 students (41.6%) who get 80-89. These students were able to practice giving their personal information in the spoken form. Even though they were not as good as the student who got 90 but their speaking ability was good enough.

In this research, the writer found that there was correlation between students' motivation and their English speaking ability of first year students at SMAN 2 Bandar Lampung. Based on information of motivation and English speaking test result, it could be concluded that motivation affects students' ability in speaking English. The same result was shown when the researcher counted the coefficient correlation for those variables. It is found that coefficient correlation is 0,78 which is categorized as strong positive correlation. It proves the theory that the correlation coefficient measures the strength of a linear relationship between two variables.

The correlation coefficient is always between -1 and +1. The closer the correlation is to +/-1, the closer to a perfect linear relationship (Simon, 2005).

- -1.0 to -0.7 strong negative correlations.
- -0.7 to -0.3 weak negative correlation.
- -0.3 to +0.3 little or no correlation.
- +0.3 to +0.7 weak positive correlation.
- +0.7 to +1.0 strong positive correlation.

When the students lack of motivation, the students do not have their own goals in learning English. It made them not to give serious effort to reach their goals and purposes. This also means they are in a state of being forced to study. Some of those students usually lack of activity and direct interest when studying English. Students feel uninterested in English from the very beginning but lose the interest as the difficulty in English learning increases because of lack of enough perseverance and motivation. Others become frustrated when they cannot make progress in English learning.

It is also proved when the researcher calculated for the contribution value that showed students' motivation contributing 60,8 % to the students' English speaking ability. As Krashen (1981) claimed that with high motivation, self confidence, healthy self-esteem and a low of a level of anxiety, learner will be better for success in second language acquisition. Based on that statement, the researcher concluded that a good English speaking ability of the students was contributed 60,8 % by motivation and another 39,2 % was influenced by other factors. The contribution of the students' motivation to their English speaking ability could be interpreted in following the graphic in Figure 2.

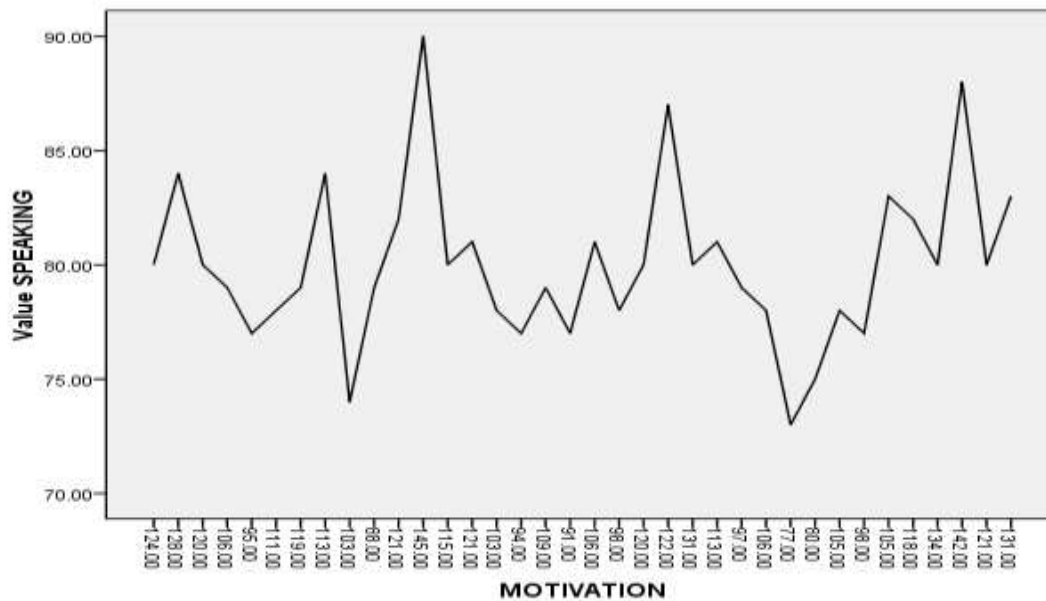


Figure 2. The Contribution of Students' Motivation to their English Speaking Ability.

The contribution of students' motivation to their English speaking ability was shown when the students got high score in motivation score, they also got high score for their ability in speaking English. It can be seen that by having high motivation, students were able to join speaking activity better than those who were not highly or well motivated. On contrary, the students who were considered having low motivation, they also got low score for English speaking test. It can be inferred that the students who had low motivation did not have the goals or purpose in learning language that made them were not able to join speaking activity because they were not motivated enough to learn English so that their speaking ability was not really good.

As proposed by Gardner (1992), the motivated individual is one who wants to achieve a particular goal, devotes considerable efforts to achieve this goal, and experience satisfaction in the activities associated with achieving this goal. Owens (1991) states that motivation is made up of all those inner striving conditions described as wishes, desires, drives and etc. It is an inner state that activates or moves individuals. Without motivations, there would be no purposive, organized behavior by the individual – either at work or elsewhere.

It can be concluded that motivation plays important role in developing competences in students' self that make them devote efforts to achieve their goals. They would learn more so that their English becomes better and they are able to express their opinion in the target language, especially in speaking. Further, this research expected that the teachers should put more attention to the motivation of the students as a physiological factor that may influence their achievement especially their ability in speaking English.

Conclusion and Suggestion

Conclusion

Based on the data analysis and discussions. The following conclusion have been drawn.

1. The statistical analysis of students' motivation and their English speaking ability shows that the value of coefficient correlation (r) = 0.780 and there is significant correlation between self-esteem and English speaking ability which was shown by the result of r -value (0.780) > r -table (0.334). Based on the result it can be concluded that the null hypothesis (H_0) is rejected and research hypothesis (H_1) is accepted. It means that there is significant correlation between students' motivation and their English speaking ability. Thus, prediction can be put forth that when the students have high motivation to speak in English, their speaking ability in English tends to be better.
2. For the contribution value, it was found that the coefficient influences value is 0.608 at the significant level 0.01. It means that the students' motivation contributes 60, 8 % to their English speaking ability of the first year students at SMAN 2 Bandar Lampung.
3. The motivation in speaking English of the first year student of international standard class at SMA Negeri 2 Bandar Lampung is average. It can be shown that the average score of students' motivation is 111.4 where it is in the average category. It means that sometimes students were highly motivated by taking maximal effort which can support their achievement, but at times, they did not really care with the result of their effort. In other words, there is still another room to be improved to have high motivation.
4. The ability of students in speaking English varied from 90 to 73. The average score is 80, 2. It means that the students have moderate ability in speaking English where the pronunciation was quite good. Pronunciation was still moderately influenced by the mother tongue but no serious phonological errors. Although they have made an effort and search for words, there were not too many unnatural pauses. Fairly smooth delivery mostly. For comprehensibility, most of the speakers say were easy to follow. They intention were always clear but several interruptions were necessary to help them to convey the message or to see the clarification.

Suggestions

Based on the conclusions above, there are some suggestions concerning the research findings. Firstly, for teachers, besides teaching the material about speaking, they also should be aware to the psychological factors, like motivation. Here, a good teacher is a teacher who gives optimal attention to linguistic goals and to the personhood of their students. The teachers should be able to use every single chance for doing speaking practice in the class. For example, the teachers may use English when they teach or even just give the instructions in order to make the learners have a chance to improve their linguistic aspect (like vocabulary, fluency, pronunciation, comprehensibility etc) and also to practice their English. Secondly, for students, besides preparing idea to be conveyed when speaking, they also

need to have a high motivation. By having a high motivation, they will increase their effort, willingness and also be active when joining the conversation class and enable to speak well. Thirdly, for future researchers, they can use another instrument when they want to do the similar research in order to make the research much more better. Although this study has been done but because of limited time it still has many weaknesses. Therefore, any writers interested in having research about motivation in language learning are suggested to do deep analysis and focus on integrating motivation or instrumental motivation order to give a big contribution in academic life.

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