The Correlation Between English Learners' Motivation and Speaking Achievement

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ABSTRACT

This research aims to determine the correlation between English learners' motivation and speaking achievement due to the lack of student motivation, particularly in speaking skills that affect the speaking score. The samples of this study were 19 students taken from the second semester of the English Department at the Muslim University of Maros. The method used was mixed methods with correlational technique. Quantitative data was collected by distributing questionnaires to students using Gardner's Attitude/Motivation Test Battery (AMTB) indicators and the speaking scores taken from the speaking lecturer. Then, qualitative data was collected through semi-structured interviews. In analyzing quantitative data, questionnaires assessed by Likert Scale and speaking scores were analyzed using SPSS, while the qualitative data used Miles and Huberman analysis. The quantitative data results indicate a correlation between the motivation of English learners and speaking achievement, with a score of 0.672. It is considered that the higher the motivation in learning speaking, the better the speaking achievement the students achieve. Students with high motivation will try to follow the learning process intensively compared to those with less motivation. Furthermore, students' extrinsic and intrinsic motivation were analyzed by looking at the AMTB's Gardner and the results of the interview as well. The data results indicated that students show extrinsic motivation more than intrinsic motivation in their speaking achievement.

Keywords: Speaking, Motivation, Learning

INTRODUCTION

English is a universal language with many applications in daily life. As an international language, English has been used by many people worldwide to communicate. Crystal (2003) states English has become the primary international language in global communication. However, English in Indonesia is a foreign language not used to communicate in routine activities. In addition, to understand English well, students must master basic English skills, especially for speaking. Speaking English refers to a student's ability to communicate orally.

Furthermore, the ability to speak English is not only limited to technical aspects such as pronunciation and grammar. It also involves

understanding and using vocabulary extensively. Additionally, speaking skills are essential to interact with other pothers.

As we know, English has four skills that need to be learned. The four skills are reading, writing, listening, and speaking. Speaking is used to communicate with other people and people worldwide (Sartipa, 2019). Rather than that speaking is one of the skills or abilities in English to express opinions and comments, as well as the ability to ask and answer these questions. Suryani supports Sunarya & Pitaloka (2018), who states that "speaking is used to express meanings so that other people can make sense of them." However, to perform speaking, someone needs to develop ideas into a sentence since, in speaking, one must be able to convey information to others, especially in English.

To improve speaking skills, students must often interact with other people or teachers to enhance language structure, facilitate speaking skills, and add insight into vocabulary in English because speaking skills will be complex to develop if not trained continuously. Jayanti (2012) points out that learning how to talk in authentic conversation is just as important as mastering the language itself when it comes to speaking skills. Unfortunately, it is still neglected when learning English. Many students think that speaking English is still difficult to learn and apply because of the lack of vocabulary and understanding of how the sentence can be pronounced properly and correctly. Meanwhile, we must be proficient in grammar, vocabulary, and pronunciation to prevent misunderstandings when communicating.

Apart from what has been explained above, numerous factors can impact student's acquisition of English language skills. Haswani, M. S (2008) argues that motivation is one of the elements that influences students' learning of speaking. Motivation is crucial in helping students improve their speaking abilities in English. Harmer (2001) states that students' internal and external sources of motivation encourage them to act. Students will gain power in their speaking lessons as a result. Many students consider that until now, speaking English has been the most challenging thing to learn. Furthermore, based on the facts in the field, it shows that students' lack of motivation about speaking English results in students having difficulties improving their speaking achievement.

Regarding the problem above, which is students' lack of motivation, this research is intended to be conducted in one of University in Maros, and the participant focuses on the second semester, which is the students still new and have less motivation in speaking.

So, the researcher is interested in carrying out the study using the title "The Correlation Between English Learners' Motivation and Speaking Achievement" because of the description provided above.

REVIEW OF LITERATURE

1.   Definition of Speaking

One of the linguistic abilities that is employed in daily life is speaking. Communication will be more effective if done by talking. According to Nurgiyantoro (2010), speaking is giving and receiving language. In addition, speaking is a means of communicating ideas and messages to another person while allowing the other person to communicate with the speaker. Every individual must own speaking skills. This is because speaking is a subject used in communication. Tarigan (2005) states that speaking is the capacity to enunciate words or articulate sounds that represent, convey, or express feelings, ideas, and concepts. One means of acquiring knowledge is called speaking. Speaking is a human second language activity in daily life after listening. Humans recognize language starting from what they hear and then learn to pronounce it (Nurgiyantoro, 2013).

2.   The Goal of Speaking

The purpose of speaking is explained by Setyonegoro (2013) that speaking has the following objectives:

a.   Expressing thoughts, feelings, ideas, imaginations, and opinions means that this form of speaking is caused by an impulse from within the personal individual.

b.   Responding to the meaning of other people's speech means responding to someone's conversations. This response can be in the form of approval or rejection of other people's conversations.

c.   Conveying information which is the same as giving specific ideas or opinions.

Brown (2004) outlines the six speaking skill groups. The following are those six categories:

a.   Imitative: The capacity to concentrate on particular phases of language form falls under this category. It merely mimics a word, sentence, or phrase. The primary focus of this factor is the language's pronunciation. Here, it's crucial to pay attention to pronunciation.

b.   Intensive: This section concentrates on student performances that allow them to develop some phonological and grammatical skills. For instance, reading aloud can involve reading passages, reading aloud conversations with a partner, reading data from graphs, and more.

c.   Responsive: Test engagement and comprehension are included in the responsive performance. However, it is still in the early phases and consists of brief talks, polite welcomes, small chats, straightforward requests, and remarks.

d.   Transactional (dialogue): An example of this stage is a conversation that can be done in pairs. Because it aims to convey or exchange information.

e.   Interpersonal: It can take many forms, including role-playing, games, talks, and interviews.

f.   Extensive: The teacher gives students extended monologues through oral reports,

summaries, storytelling, and short speeches.

3. Qualities of Effective Speaking

According to Ur (1996) claims that effective speaking possesses the following numerous qualities:

a. Learners talk a lot.

Student talks take up as much of the time allocated for each task as feasible.

b. Participation is even.

Every student is given an equal opportunity to speak and participate.

c. Language is of an acceptable level.

Speakers use appropriate linguistic correctness while communicating in meaningful and understandable ways.

4. Definition of Motivation

A person with motivation is driven to take action to accomplish a goal. The definition of the term "motive" is "active mover," which is where the phrase originates (Sardiman, 2011). Furthermore, motivation can also be the driving force behind an individual or group's decision to accomplish a particular objective or find fulfillment in their actions. According to Sardiman (2018), motivation is an internal drive that propels an individual to perform specific actions to accomplish a goal. Especially in learning activities. Because learning activities that can run well require motivation to arouse students' enthusiasm for learning. Motivation is the process of encouraging pupils to modify their behavior internally and externally via various cues or supportive factors (Uno, 2017).

5. The Function of Motivation

Sardiman (2018) identifies three purposes for motivation:

a. Motivation serves as the engine for all necessary actions.

b. Ascertain the course of action required to get the desired results.

c. Selecting actions where, at this stage, things must be done according to what has been planned.

Furthermore, according to Sukmadinata (2011), motivation has two functions:

a. Directing (directional function) motivation plays a role in bringing the individual closer or away from what is to be achieved. Motivation will act as something closer if the goal is what the individual wants. Motivation plays a role in distance if the goal is not desired.

b. Activating and enhancing activities (starting and energizing function) an act or activity that is not motivated or carried out in earnest so that it does not give any results from certain efforts. Conversely, if the motivation is large or substantial, the goals will likely provide good results.

6. Kinds of Motivation

Motivation includes various aspects of human behavior that can encourage someone to behave or not. Where the urge possessed can be a stimulus to take actions that are the basis for someone's reason for doing something. According to Saydam (2000), motivation can be an impetus for someone to do something

sincerely in everyday life. Then, Tambunan (2015) stated, "Types of motivation based on their source are extrinsic and intrinsic motivation." They are:

a. Motivation that originates internally is known as intrinsic motivation. This drive typically results from a strong desire for something, which inspires the will to pursue it.

b. Something that originates from the outside or the immediate surroundings is known as extrinsic motivation. This incentive typically takes the shape of a material's worth.

METHODS

The researcher used a correlational design in the mixed method in this study. According to Supriyati in Sugiyono (2013), mixed methods research combines quantitative and qualitative methods. Quantitative analysis is seen as confirmatory and deductive, while qualitative research is exploratory and inductive. The type of mixed method design that will be used is explanatory sequential. Based on Creswell & Creswell (2017), the explanatory sequential design appeals to those with a background in quantitative analysis or who work in domains that are relatively new to qualitative methods. This research was conducted at the Muslim University of Maros. The study used a purposive sampling technique because the researcher only took samples that met the researcher's requirements or, in other words, samples that had received speaking lessons. The sample in

this research was English students, and the study focused on the second semester.

In this research, the researcher used a questionnaire, speaking score, and interview because the researcher wanted to know about student's motivation and speaking achievement. In addition, interviews are used to find out more about student motivation.

In data analysis, the researcher collected the data through questionnaires, speaking scores, and interviews with English students in University Muslim Maros. The researcher used SPSS to analyze a questionnaire on motivation and students' speaking achievement in quantitative data. Meanwhile, interviews on qualitative data used three stages for data analysis: data reduction, data presentation, and conclusion drawing. In data reduction, after collecting data, the researcher selects data that is considered necessary and relevant to the final goal and discards unnecessary data, in other words, reducing data based on the theme or topic of answers given by the respondent. In presenting the data, the collected data was compiled to make it easier to understand, and then conclusions were drawn from the data. The data presentation was in the form of notes from observations and interviews. In conclusion, the researcher concluded.

FINDING AND DISCUSSION

1. Findings

The results of the data gathering method regarding the relationship between speaking achievement and the motivation of English

language learners. This finding was presented from data collected from distributed questionnaires, final speaking scores, and interviews to answer research questions.

a. The Correlation Between English Learners' Motivation and Speaking Achievement

To respond to the study question on the relationship between speaking achievement and the motivation of English language learners, the researcher used a questionnaire and final speaking score in the quantitative method.

- *Students' Motivation*

  In this section, the researcher first distributed questionnaires to respondents to find out students' motivation in learning English. The questionnaire consists of 30 items adopted from AMTB by Gardner. However, two experts validated the questionnaires before they were distributed. Furthermore, this questionnaire has two types of motivation: intrinsic and extrinsic. The questionnaire was graded using a Likert scale. Additionally, using the SPSS program reveals that the range is 45, the minimum and maximum motivation scores for students are 86 and 131, respectively, and the mean is 112.

  There are two motivation score categories, as indicated by the above statistical result. Because the motivation was measured by mean, the first group of students had low motivation, and the second group had strong motivation. Students with low motivation scored

below 112, and those with high motivation scored above 112. As a result, it can be inferred from the preceding table that students' motivation scores range from 112 to 11. It indicates that most kids are highly motivated to learn how to talk.

- *Students Speaking Achievement*

  To determine students' speaking achievement in English, data was collected through a speaking score, where the speaking score itself was obtained from student learning outcomes in the "speaking" course taught by the speaking lecturer. Then, rather than that, the score is accumulated before being given to the researcher.

  The results of using the SPSS program indicate that the average speaking score for students is 79, the median speaking score is 80, the mode speaking score is 80, the standard deviation of the speaking scores is 4,60, the range speaking scores is 21, the minimum speaking score is 64, and the maximum speaking score is 85.

  The average speaking score, according to the result data, is 79. It indicates that the majority of students have medium-level speaking achievement. The lowest speaking score was 64, and most pupils scored 74 and 81.

▪ *The Correlation Between Students' Motivation and Speaking*

In this case, both the score of students' motivation and students' speaking achievement are correlated by Pearson's Product Moment Formula. The data are described in the following:

Table 1. Correlation Analysis

Students (N)	Motivation (X)	Students Speaking Achievement (Y)	XY	X2	Y2
1	112	81	9072	12544	4096
2	97	78	7566	9409	6084
3	86	64	5504	7396	6561
4	126	84	10584	15876	6561
5	107	81	8667	11449	6400
6	124	81	10044	15376	7056
7	119	80	9520	14161	6561
8	115	80	9200	13225	6400
9	97	77	7469	9409	5929
10	97	75	7275	9409	6724
11	106	85	9010	11236	7225
12	100	77	7700	10000	5625
13	101	80	8080	10201	7056
14	122	84	10248	14884	6400
15	127	81	10287	16129	6561
16	112	82	9184	12544	5929
17	122	84	10248	14884	7056
18	131	80	10480	17161	6400
19	127	80	10160	16129	6400
N = 19	$\sum X = 2128$	$\sum Y = 1514$	$\sum XY =$ 170298	$\sum X^2 =$ 241422	$\sum Y^2 =$ 121024

$$r_{xy} = \frac{N\,\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

$$r_{xy} = \frac{19 \times 170298 - 2128 \times 1514}{\sqrt{[19 \times 241422 - (2128)^2][19 \times 121024 - (1514)^2]}}$$

$$r_{xy} = \frac{3235662 - 3221792}{\sqrt{(4587018 - 4528384)(2299456 - 2292196)}}$$

$$r_{xy} = \frac{13870}{\sqrt{(58634) \times (7260)}}$$

$$r_{xy} = \frac{13870}{\sqrt{425682840}}$$

$$r_{xy} = \frac{13870}{20632,082}$$

$$r_{xy} = 0,672$$

The data presented above is Pearson's Product Moment Formula, which shows a correlation between the students' motivation score and speaking achievement. After calculating the speaking achievement and motivation of the students, it was discovered that r_{xy} = 0,672. The next step is to interpret the rxy once the researcher has computed the data using the correlational Product Moment formula and determined the result of r_{xy}.

Based on the analysis of students' speaking scores (Y) and motivation for learning

(X), it was determined that there is a 0.672 correlation index between the two variables. It indicates that there is a medium correlation between the two variables.

As a result, it can be inferred from the computation of the two variables above and the table of r_{xy} interpretation above that there is a correlation between them. The computation above shows no negative correlation between the X and Y variables. It indicates a positive correlation (one-way correlation) between the two variables. Additionally, the interpretation of a table is used in this research to complete the findings. Firstly, the researcher found out the Degree of Freedom (df). Secondly, by checking the "r" table (r_t) in df = 17, it is found that at the degree of significance, 0,05 is 0.45,6, and at the degree of significance, 0,01 is 0.575.

$0,05 = r_o : r_t = 0.672 > 0.456$

$0,01 = r_o : r_t = 0.672 > 0.575$

The significance is $0,05 = r_o : r_t = 0.672 > 0.456$, which means that in the importance, 0,05 r_o (r_{xy}) is bigger than r_t. So, there is a correlation between students' motivation and speaking achievement, which is accepted.

b. English Learners' Motivation Influence Speaking

Based on interviews conducted with students, it was found that each student had a different motivation when they learned English.

> Actually, learning English was very difficult for me. Therefore, I need a big motivation when I want to learn English. Moreover, I have a dream to work abroad." (R3)

> Hmm, to be honest, I'm not interested in learning English. However, my parents asked me to learn English. Then, slowly, I like English. So, it can be said that my biggest motivation in learning English is my parents. (R2)

From the results of interviews, it was found that in learning English, motivation is needed by every student to improve their English-speaking achievement.

> Okay, there are many ways to improve English speaking skills. However, it depends on how the lecturer gives lessons. In addition, adequate facilities can also help the process of improving English speaking. Like the Language Lab. Maybe that's the motivation I need." (R1)

The value of English is not very important. However, indirectly, it can also affect students. This can be seen from the results of interviews conducted by the researcher.

> If it is said that a friend's English score affects learning motivation, I think it's simple. Because everyone has different abilities in learning. Eee ... and we can't push our abilities either. The important thing is that our score is not too low and not too high. (R7)

Furthermore, a fun classroom and also become a factor for students to be motivated in learning English.

> Yeah, the fun class environment motivates me to learn English. Because the first time we learn English is definitely from the

classroom environment. About outside the class, it's just a complement. Like self-study. (R6)

Confidence is a very important factor for students. Because with that confidence, they become individuals who are not afraid to fail, especially when they want to speak English in front of the class.

> Yes, I do. I need confidence. Because with that confidence, I can convince myself to speak in front of the class. Mistakes in speaking English, such as pronunciation grammar, can be corrected after that. (R1)

It is evident from a number of responses drawn from interviews with English language learners that students require both inner and extrinsic motivation. However, based on the interview data, it was shown that pupils exhibited extrinsic rather than intrinsic drive.

Discussion

This discussion presents the details of the quantitative and qualitative results. Quantitative data collected through questionnaires and speaking scores to determine students' motivation and their speaking achievement, and to determine the correlation between students' motivation and their speaking achievement, quantitative data were analyzed using SPSS. The analysis results show a correlation between students' motivation and their speaking achievement with a score of 0.672 at the medium level. This result related to the previous study by Rahman & Deviyanti (2012), with a medium-level score of 0.608. There is a correlation between students' motivation and speaking skills. Furthermore, another researcher, Yulis, Antoni, & Rasyidah (2016), found the same result related to this research, namely that a relationship was seen between the motivation of students and their proficiency in speaking.

In addition, qualitative data was collected through interviews. After conducting interviews with respondents, it was found that students had extrinsic and intrinsic motivation. Extrinsic motivation itself is encouragement from other people or the surrounding environment, which can improve students' learning achievement. According to Uno (2016), extrinsic motivation results from external stimuli; for instance, in education, positive interest in educational activities results from realizing the advantages. Motivation that arises from outside a person's self then encourages that person to build and foster a spirit of motivation within that person is called extrinsic motivation (Fahmi, 2016), while motivation that originates internally is known as intrinsic motivation. Nawawi (2011) argued that intrinsic motivation arises within the individual himself without coercion or encouragement from others. However, based on the interview results, students showed more extrinsic motivation than intrinsic. This aligns with research conducted by Pranawengtias, W. (2022), who stated in her study that extrinsic motivation contributes more to students' English learning. Furthermore, the research results conducted by Dauyah & Yulinar (2018)

show that students need more extrinsic motivation in learning English.

Thus, it follows that there is a relationship between students' motivation and speaking achievement based on the argument given above. Furthermore, kids exhibit extrinsic rather than intrinsic motivation when learning.

CONCLUSION

It is clear from the data description provided in the preceding section on the quantitative data that there is a substantial relationship between speaking achievement (Y variable) and the motivation of English language learners (X variable). Using Pearson's Product Moment to analyze both variables, the result is $r_{xy} = 0.672$. The medium level of correlation in this study is indicated by the $r_{xy} = 0.672$ result. Based on the interpretation of r_{xy}, the medium level means that variables X and Y have a positive correlation. It is assumed that the more students motivated to learn to speak, the greater their speaking achievement would be. Then, it is believed that there is a moderate relationship between students' achievement in speaking and their motivation to study the language. That is supported through qualitative data as well by using interviews. In learning to speak English, students need extrinsic and intrinsic motivation. However, the results of the interviews that have been conducted state that students show more extrinsic motivation rather than intrinsic motivation in their speaking achievement. It means that external factors influence students to motivate themselves to speak.

Furthermore, there is still much to be discussed if we associate motivation with student speaking. Considering the various levels of education, the types of motivation that students may use in learning speaking, or the students' levels of competence in multiple situations. Future research is suggested to explore comparable studies between motivation and other English skills. Also, it is anticipated that future researchers will use a bigger sample size since this research only investigates on a small scale.

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