THE CORRELATION BETWEEN STUDENTS' SPEAKING MOTIVATION AND SPEAKING ABILITY OF FTIK STUDENTS AT MA'HAD AL-JAMI'AH IAIN PADANGSIDIMPUAN

A THESIS

Submitted to State Institute for Islamic Studies (IAIN) Padangsidimpuan as a Partial Fulfillment of the Requirement for the Degree of Education Scholar (S.Pd) in English

Written By:

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ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
2019

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The Thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Education (S.Pd.) in English.

Padangsidimpuan, 26 December 2019
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LETTER OF AGREEMENT

Term : Thesis

Item : 7 (seven) examplars

Padangsidimpuan,   Desember 2019

a.n. **Safinah Hasibuan**

To **Dean**

Tarbiyah and Teacher Training Faculty
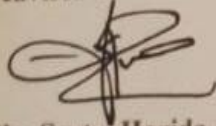
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Padangsidimpuan

Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Safinah Hasibuan**, entitled **"The Correlation between Students' Speaking Motivation and Speaking Ability at Ma'had Al-Jami'ah IAIN Padangsidimpuan"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.
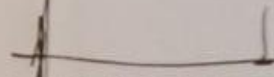
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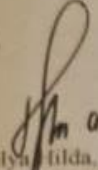The Signed

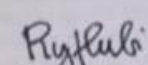**SAFINAH HASIBUAN**
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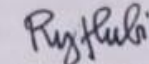|	
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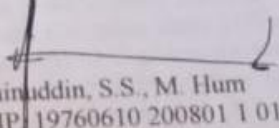
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I realize this thesis can't be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better.

Padangsidimpuan, November 2019
Researcher

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                                      Ability of FTIK Students at Ma'had
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ABSTRACT

This research discussed about the correlation between students' speaking motivation and speaking ability at Ma'had Al-Jami'ah IAIN Padangsidimpuan. The problems of this research were students are lack of vocabulary, students often complain that they cannot think of anything to say, students feel that they are lack of confidence as the result they feel shyness, students are also lack of practicing English neither in the classroom nor in the real communication, and students are afraid of making mistakes and being laugh by their classmate.

The kind of this research is quantitative research with correlational method. The population of this research was the 1st semester of the students at Ma'had Al-Jami'ah IAIN Padangsidimpuan, they were 495 students. Then, the sample of the research was the 1st class. They were 26 students taken by using purposive sampling techniques. This technique was taken because of some purposes. The first purpose is the students have same level of intelligence in English based on their placement test. The second is the recommendation of English lecturer, Mariah Ulfah Siagian in Ma'had Al-Jami'ah Baharuddin Campus IAIN Padangsidimpuan. To collect the data, researcher used questionnaire for students' speaking motivation and test to know students' speaking ability and then researcher collected the test by video record.

To analyze the data, the researcher used product moment formula. After analyzing the data, the researcher found that mean score of Variable X was 72.11 and mean score of Variable Y was 70.42. Besides, the score of r_{xy} was higher than r_{table} (0.98> 0.388). The result showed that there was correlation between two variables in very high category. It means the hypothesis (H_a) was accepted. It was concluded that there was a correlation between students' speaking motivation and speaking ability at 1st class in the 1st semester of FTIK Students at Ma'had Al-Jami'ah IAIN Padangsidimpuan.

Key words: Speaking Motivation, Intrinsic Motivation, Extrinsic Motivation, Speaking Ability & Ma'had Al-Jami'ah.

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dan Kemampuan Berbicara Mahasiswa
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ABSTRAK

Penelitian ini membahas tentang hubungan antara motivasi berbicara siswa dan kemampuan berbicara di Ma'had Al-Jami'ah IAIN Padangsidimpuan. Permasalahan dalam penelitian ini adalah siswa yang kurang memiliki kosa kata, siswa sering mengeluh bahwa mereka tidak dapat memikirkan apa pun untuk dikatakan, siswa merasa bahwa mereka kurang percaya diri akibat mereka merasa malu, siswa juga kurangnya berlatih bahasa Inggris baik di ruang kelas maupun dalam komunikasi nyata, dan siswa takut membuat kesalahan dan ditertawakan oleh teman sekelas mereka.

Jenis penelitian ini adalah penelitian kuantitatif dengan metode korelasional. Populasi penelitian ini adalah mahasiswa semester 1 Ma'had Al-Jami'ah IAIN Padangsidimpuan, yaitu 495 siswa. Kemudian, sampel penelitian adalah kelas 1. Mereka adalah 26 siswa yang diambil dengan menggunakan teknik purposive sampling. Teknik ini diambil karena beberapa tujuan. Tujuan yang pertama adalah siswa memiliki inteligensi yang sama dalam Bahasa Inggris sesuai dengan tingkat tes ujian mereka. Yang kedua adalah rekomendasi dari dosen Bahasa Inggris, Mariah Ulfah di Ma;had Al-Jami'ah kampus Baharuddin IAIN Padangsidimpuan. Untuk mengumpulkan data, peneliti menggunakan kuesioner untuk motivasi dan tes berbicara siswa untuk mengetahui kemampuan berbicara siswa dan kemudian peneliti mengumpulkan tes dengan rekaman video.

Untuk menganalisis data, peneliti menggunakan rumus product momen. Setelah menganalisis data, peneliti menemukan bahwa skor rata-rata Variabel X adalah 72,11 dan skor rata-rata Variabel Y adalah 70,42. Selain itu, skor rxy lebih tinggi dari r tabel (0,98> 0,388). Hasil penelitian menunjukkan bahwa terdapat korelasi antara dua variabel dalam kategori sangat tinggi. Ini berarti hipotesis (Ha) diterima. Dapat disimpulkan bahwa ada hubungan antara motivasi berbicara siswa dan kemampuan berbicara di kelas 1 pada semester 1 mahasiswa FTIK di Ma'had Al-Jami'ah IAIN Padangsidimpuan.

Kata kunci: Motivasi berbicara, Motivasi Intrinsik, Motivasi Ekstrinsik, Kemampuan Berbicara & Ma'had Al-Jami'ah.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the foreign languages that is learned by Indonesian students. It is important to learn English in this global era since competitions among countries are hard. Because of this reason, English plays an important role in assisting the Indonesian human resources. English is needed as an international language, so it can also be argue that English is minimum requirement in facing the global era. The ability involves four skills that should be achieved in English, namely: listening, speaking, reading and writing.

The first is listening, which shows the ability to make sense of what we heard and connect it to other information already known. Listening is the first skill that is gotten by human in their lives. The second is speaking, is the ability to communicate orally and to express idea and feeling. The third is reading, is the ability to get message or information that comes from the author that can be understood and comprehended by reader easily. The last is writing, which express the ideas to the printed material.

English is one of the foreign languages and the most important in this present, the State for Islamic Studies has the best program between another Campus in Tabagsel. This program namely ''Ma'had Al-Jami'ah''. It is a place

of new students who have registered in IAIN Padangsidimpuan. The new students obligated to stay at dormitory for one year or two semesters. In their daily activities the use English and Arabic language, for the students did not speak English and Arabic they must get the punishment from their advisor (musyrifah).

Speaking is very important to give information, opinion, and idea in our life. The ability to speak in English is considered to be an essential skill for academic students and it represents the primary way for independent language learning in addition. Speaking also is oral communication which maintains social relationship with the others. Contrary, most learners think that speaking is the most difficult skill when they learn English as a foreign language.

In relation to that, in oral communication or interaction for example in a discussion or within a conversation, there are potential problems that can hinder the students to speak which are shyness, nervousness, feeling afraid of making mistakes, not knowing how to pronounce certain words. Those factors above become the reason why the students of Ma'had Al-Jami'ah often get problems in speaking.

There are many factors that cause students getting problems in their speaking. Many students are lack of vocabulary as not knowing what to say in English. Students often complain that they cannot think of anything to say. Besides, students feel that they are lack of confidence as the result they feel

shyness. Students are also lack of practicing English neither in the classroom nor in the real communication.

Moreover, students are afraid of making mistakes and being laugh by their classmate.[1] So, they consider that speaking is difficult skill to practice. As a general truth there are many factors that influence toward students speaking ability. One of factor is motivation. Motivation is one of the key factors that help students persist when these challenges arise.

Furthermore, Santrock explained motivation involves the process that energize, direct and sustain behavior.[2] Motivation in the classroom involves why students are behaving in a particular way and the extent to which their behavior is energized, directed and sustained. If students don't complete an assignment because they are bored, lack of motivation is involved. Especially in speaking motivation can push the students to speak fluently.

Motivation is also very important factor which determines the success or failure in language learning because motivation can directly affect the frequency of use of learning strategies, willingness to learn, goal setting and achievement in learning. The relationship between motivation and achievement is indirect, because achievement also influenced of other factors,

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[1] Penny Ur, *A Course in Language Teaching Practice and Theory* (Cambridge: Cambridge University Press, 1996), p.121.
[2] John W. Santrock, *Educational Psychology*, Second (New York: McGraw-Hill, 2004), P.438. http://93.174.95.29/_ads/38AB6FCC82585A0CE3E41660C165A2B7

most notably by, the learners ability, learning opportunities, the instructional quality of the learning tasks.

Actually, all of students have different motivation in learning speaking. Some of them are highly motivated students. Students with high motivation in speaking will push themselves to speak up. They will overcome obstacles which come to them with strong strength from inside. Moreover, motivated students often get best result because motivation will improve their performance. They will become the most successful students. In contrast, low motivated students will have little interest to the subject and tend to have difficulty in learning. In fact, most of students have low motivation in learning speaking. So, that made them difficult to speak up, only silent without words.

Those problems above invite the researcher to look for their motivation to improve their speaking to be better. For this problem researcher is interested to conduct a research with the title **"The Correlation between Students' Speaking Motivation and Speaking Ability of FTIK Students at Ma'had Al-Jami'ah IAIN Padangsidimpuan"**.

B. Identification of the Problem

Here, the researcher identifies the problem of the research like:

1. Students are afraid of making mistake.

2. Students are lack of learning motivation especially motivation in speaking.

3. Students are lack practice speaking, they do not know how to construct them into meaningful phrase and sentence in order to deliver their ideas.

C. Limitation of the Problem

Based on identification of the problem above, researcher limited the discussion into motivation in speaking. There are intrinsic and extrinsic motivation that indicate speaking ability. The problems factor is to show correlation between motivation and speaking ability.

D. Definition of Operational Variables

To avoid misunderstanding and vagueness between the researcher and the readers. The researcher would like to clarify the used terms as follows:

1. Speaking Motivation (Variable X)

    Speaking motivation is power or supporting that given to the students of the 1st class at Ma'had Al-Jamiah IAIN Padangsidimpuan to do their activities in learning especially for their speaking ability.

2. Speaking Ability (Variable Y)

    Speaking ability is an able to do communicate in the situation that is going on.

From the explanation above, researcher concludes that the purpose of this research is to know the correlation between speaking motivation and speaking ability of the 1st class at Ma'had Al-Jamiah IAIN Padangsidimpuan.

E. Formulation of the Problem

In conducting the research, researcher describes the formulation of the problems as follows:

1. How is students' speaking motivation of FTIK students at Ma'had Al-Jami'ah IAIN Padangsidimpuan?

2. How is students' speaking ability of FTIK Students at Ma'had Al-Jami'ah IAIN Padangsidimpuan?

3. Is there any significant correlation between students' speaking motivation and speaking ability of FTIK Students at Ma'had Al-Jami'ah IAIN Padangsidimpuan?

F. Purpose of the Research

Based on the above formulation, the researcher determined the purposes of the research as follows:

1. To describe how students' speaking motivation of FTIK Students at Ma'had Al-Jami'ah IAIN Padangsidimpuan is.

2. To describe how students' speaking ability of FTIK Students at Ma'had Al-Jami'ah IAIN Padangsidimpuan is.

3. To know whether there is or there is not significant correlation between students' speaking motivation and speaking ability of FTIK Students at Ma'had Al-Jami'ah IAIN Padangsidimpuan.

G. Significances of the Research

The result of this research will give the benefit to some categories below:

1. Director of Ma'had Al-Jami'ah, to develop and encourage English lecturer to do the best for teaching, so that can increase or improve the students' motivation in their speaking.

2. Lectures, to develop their capability in teaching speaking and can make in more enjoyable and interesting, so the students are not afraid to speak up.

3. Students, to broaden or extend their knowledge of speaking and to know the students' motivation and their speaking ability. Moreover, students are expected to improve their motivation and their speaking ability.

4. Researchers, to give additional information for other researchers to do a further research.

H. Outline of the Thesis

The systematic of this research is divided in to five chapters. Each chapter consisted of some sub chapters with detail as follow:

Chapter I, discuss of introduction: consist of background of the problem, identification of the problem, limitation of the problem, definition of operational of variables, formulation of the problem, formulation of the problem, the purpose of the research, the significance of the research.

Chapter II, contains about theoretical description with some sub theory about learning motivation, speaking ability, related findings, conceptual framework and hypothesis.

Chapter III, is about methodology of the research that consist of place, and time of the research, research design, population and sample, the instrument of collecting the data, technique of collecting the data and technique of data analysis.

Chapter IV, is the result of the research talking about the analysis of the data. This chapter four, here the researcher also has found that there are the significant correlation between motivation and speaking ability.

Chapter V, is giving conclusion about the result of the research and suggestion which is given to students and teacher by researcher.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Descriptions

1. Students' Speaking Motivation

a. Students' Speaking Motivation

Motivation has been a familiar word in education. Motivation is something that make someone interest to do anything. Motivation is not such a thing that can see and touch, but can see the effect from someone's action. It must be treated as a concept because it cannot be observed directly.[1] Motivation also can improve someone's behavior, especially in speaking. It meant the students will try to speak up as good as possible. So, the researcher concludes that students' speaking motivation is an effort some students to provide condition so that someone will do something in their learning, especially in speaking. This condition will bring them to their goal. They tend to do anything till they get what they want.

Motivation theory attempts to answer three questions. First, what initiates behavior? In other words, what accounts for the fact

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[1] Mohammad Khoirul Manan, "The Correlation Between Students' Motivation in Reading English Text Books and Their Achievement in Reading Comprehension" (Wali Songo State Islamic University Semarang, 2017), p.6. Http://eprints.walisongo.ac.id/7568/1/113411026.pdf

that ever begins? Second, what direct behavior? That is, given that behavior does begin, what accounts for the fact that it is this particular behavior rather than another? And third, what makes behavior stop? In short, motivation theory account for the initiation of behavior, for it is direction or control and for its cessations.[2] So, from the explanation above motivation theory is a behavior that assumes that people are motivated to do something because they want the expected results. From this behavior we know someone is motivated or not.

According to H. Douglas Brown Motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit.[3] So, from explanation above motivation is very important in human life, motivation can make someone to do something that is not liked to be like, from unusual to ordinary.

Motivation is essential condition of learning. Motivation is series of attempts to provide certain conditions, so that a person wants and wants to do something, if he does not like it, it will try to nullify or circumvent those feelings of dislike. So that motivation can be stimulated by external factors but the motivation

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[2]Dimyati Mudjiono, *Belajar Dan Pembelajaran* (Jakarta: Rineka Cipta, 2009), p.80.
[3]H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (San Fransisco State University: Tina Carver, 2003), p.34.

is to grow within a person. Motivation to learn is a psychological factor that is non-intellectual.

Motivation is an important factor in learning English as a foreign or second language successfully. It means students who have a high motivation in learning English will be easy to learn English without complaint and they learn diligently and they can improve their speaking achievement. Students who have low motivation will be different from those who have high motivation. At other times, motivation refers to external stimuli, either positive or aversive, that can be applied to individuals to cause them to perform certain actions. Recently the concept has become part of science of behavior and thus has lost many of its occult qualities.

The theories of motivation in terms of two opposing "camps." In one of this camp is a traditional view of motivation that accounts for human behavior through a behavioristic paradigm that stresses the importance of rewards and reinforcement. In other camp are a number of cognitive psychological viewpoints that explain motivation through deeper, more unobservable phenomena. These two traditions are described below:

1) A Behavioristic Definition

A behavioristic psychologist like skinner or Watson would stress the role rewards (and perhaps punishments) in

motivating behavior. In skinner's operant conditioning model, for example human beings, like other living organisms, will pursue a goal because they perceive a reward for doing so. This reward serves to reinforce behavior: to cause it to persist.

2) Cognitive Definitions

A number of cognitive psychological viewpoints offer quite a different perspective on motivation. While rewards are very much a part of the whole picture, the difference lies in the sources of motivation and in the power of self-reward. Three different theories illustrate this side of motivation.

a) Drive theory. Those who see human drives as fundamental to human behavior claim that motivation stems from basic innate drives. There are six different drives:

1) Exploration
2) Manipulation
3) Activity
4) Stimulation
5) Knowledge
6) Ego enhancement[4]

b) Hierarchy of needs theory. One of the most widely cited theories of motivation comes from Abraham Maslow who, in the spirit of drive theory, elaborated further to describe a

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[4]Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2003, P.35

system of needs within each human being that propel us onward to higher and higher attainment.

c) Self-control theory. Certain cognitive psychologists center on the importance of people deciding for themselves what to think or feel or do. We define ourselves by making our own decisions, rather than by simply reacting to others. Motivation is highest when one can make one's own choices, whether they be in short-term or long-term context.[5]

So, from explanation above the researcher concludes the theories of motivation in terms of two opposing "camps", they are a behavioristic definition and cognitive definitions. In a behavioristic definition, they do something because there is a goal to be gained, like a gift. This prize encourages them to do something. In cognitive definitions, someone do something because own decisions, not just by reacting to others.

There are some factors influences the development of student's motivation to learn:

1) Factor influence the development of students' motivation such as home environment, school related success and failure, teachers' beliefs about teaching and learning, school wide goals, policies and procedures and classroom climate.

[5]Brown, P. 36

2) What causes lack of motivation to learn in general and English and particular such as Lack of interest in learning, p oor academic aptitude, dissatisfaction of basic needs, psychological strain, and parental expectations.[6]

Skill and desire (motivation) go together. Usually, students who are gaining in skill are gaining in motivation as well; a student whose motivation increases because they are inspired by a terrific teacher would grow in speaking skills and reading skills also. A student may be interested and speak enjoyment, but not dedicated and not seeing the importance of hard work in speaking. A student may also be interested and want to speak but not be confident in their ability. So confidence can be a problem when other motivations are not a problem for a student.

Motivation is usually interest and enjoyment in speaking and reading. (This may be true, but there are many forms of motivations that might not be related to fun and excitement. The meanings of motivation are the values, beliefs, and behaviors surrounding speaking and reading for and individual. Some productive values and beliefs may lead to excitement, yet other value may lead to determined hard work.

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[6] Sulistia Ningrum and Saiful Anwar Matondang, "The Correlation between Students' Motivation and Achievement in Reading Comprehension," *The International Journal of Social Sciences and Humanities Invention* 5, no. 7 (2017), https://doi.org/10.18535/ijsshi/v4i7.10.

b. Kinds of Motivation

According to Schunk classified that motivation divided into two parts, they are intrinsic and extrinsic motivation. They are as follows:

1) Intrinsic motivation

Shunck classifies that intrinsic motivation refers to motivation concerned in activities for its own sake. Internal motivation involves motivation to do something for its own desire.[7] This motivation is appeared from ourselves. The students who have intrinsic motivation would study hard and enjoy the teaching and learning process because they have desire to do everything from inside themselves. They do activities because they have own desire and reward from themselves and do not depend on the external rewards.

Anita E. Woolfolk said intrinsic motivation is motivation associated with activities that are their own reward.[8] States that intrinsic motivation takes a vital role in the result of students' language learning. Many students bring no extrinsic motivation to the classroom. They may perceive no

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[7] Judith L. Meec Dale H. Schunk, Paul R. Pintrich, *Motivation in Education Theory, Research, and Applications*, 2008, P.236.

[8] Anita E. Woolfolk, *Educational Psychology*, 4th ed. (New Jersey: Englewood Clifss, 1990), P.303. http://93.174.95.29/_ads/F2B198D19944249AD5EC7336F3565A1E

interest about language learning in the classroom. Therefore, it becomes teacher's role to create intrinsic motivation in the classroom in order to maintain students' learning.

According to Putri Marinda Yulis in her research, intrinsic motivation is appeared personal such as their comfort, happiness, interest.[9] Researchers often contracts intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable to result in better learning outcomes than extrinsic motivation. Intrinsic motivation is better for students because if the students have intrinsic motivation, they was easier and more enthusiasm in learning. Students who have intrinsic motivation also will be quicker and more simply to achieve their goals because they have inside motivation.

Intrinsic motivation comes from within and operates without any external stimulus. It infers that intrinsic motivation derived from inside of the individual rather than from outside. Intrinsic motivation includes interest, desire, and goal.

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[9] Ummy Rasyidah Putri Marinda Yulis, Rivi Antoni, "The Correlation Between Students' Motivation and Their Speaking Skill at 8th Grade in MTs N Rambah" (University of Pasir Pengaraian, 2016). http://e-journal.upp.ac.id/index.php/binggrisfkip/article/view/660

a) Interest

Interest is important because learning process will go well if someone has an interest like engagement, has been linked to learner attention, comprehension, and achievement.

b) Desire

Desire students will be motivated to learn if they have desire to learn, but if they do not have, they will be lazy to learn. Thus, persons might be motivated by enjoyment of the learning process itself or by a desire to make themselves feel better.

c) Goal

Goal is can lead someone to do or to avoid something related to goal itself. In teaching learning process, the goal should be understood by the students, because it will be an important motivation for them. If they have particular goal, they have to prepare everything that can help them to achieve their goals.[10]

So, from the explanation above intrinsic motivation is better for students because they can motivate themselves. She wants to do something from herself rather than someone else. Intrinsic motivation is stronger to get better results especially for their learning outcomes without any element of coercion. The students who studies seriously because they want to gain knowledge and knowledge.

In short, Ryan & Deci in Diki Maulana and his friends Self-Determination theory distinguishes different types of motivation based on the different reasons or goals that give rise

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[10] Aidil Syah Putra, "The Correlation Between Motivation and Speaking Ability," *Journal of English Language Education and Literature* II, no. 1 (2017): P.48, https://journal.stkipnurulhuda.ac.id/index.php/Channing/article/view/87/60.

to an action.[11] Intrinsic motivation is the tendency to engage in task because one finds them interesting and enjoyable. Student with more intrinsic motivation tend to persist at difficult problems and learn from mistake.[12]

So, from explanation above the researcher concludes that students who have intrinsic motivation will have the goal of becoming educated, knowledgeable, experts in a particular field of study. The way to get the best destination they have to study hard, without study it is impossible to get knowledge, it is impossible to become an expert. So indeed that motivation arises from self-awareness with an objective essentially, not just a symbol or ceremonial.

Which form of motivation is more powerful? The Huge stockpile of research on motivation strongly favors intrinsic orientations, especially for long-term retention. Maslow claimed that intrinsic motivation is clearly superior to extrinsic. According to his hierarchy of needs discussed above, we are ultimately motivated to achieve "self-actualization" once the

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[11] Dennis Pulido Rochelle Irene Lucas, "A Study on the Intrinsic Motivation Factors in Second Language Learning Among Selected Freshman Students," *Philippine ESL Journal* 4, no. February (2010): 19–34, https://doi.org/10.1017/cbo9780511497667.004.

[12] Diki Maulana, Widya Sri Wahyuni, and Detya Siregar, "The Correlation Between Motivation Behaviour And Speaking Ability," *Professional Journal Of English Education* 1, no. 2 (2018): 115–24, https://journal.ikipsiliwangi.ac.id/index.php/project/article/view/460/66.

basic physical, safety and community needs are met. No matter what extrinsic rewards are present or absent, we will strive for self-esteem and fulfillment.

Intrinsic motivation is of course not the only determiner of success for a language learner. Sometimes, no matter how much you want to accomplish something or how hard you try, you may not succeed for a host of other reasons. But if the learners in your classroom are given an opportunity to "do" language for their own personal reason of achieving competence and autonomy, surely those learners will have a better chance of success than if they become dependent on external rewards for their motivation.

2) Extrinsic Motivation

Extrinsic motivation is the tendency to engage in task-unrelated factors such as the expectation of reward or punishment, for example, to pass the exam or get a good grade. Extrinsic motivation is motivation which engages in an activity as a means to an end. Motivated students extrinsically work on activities because they believe that participation will result in desirable outcomes such as reward, teacher's praise, or punishment.

Extrinsic motivation is motivation which come from outside. According to John Santrock explained that extrinsic motivation is often influenced by external incentives such as rewards and punishment. For example, a student may study hard for a test in order to obtain a good grade in the course.[13] It can be from teachers, parents and friends, they are explained as follows:

a. Teachers

Teacher is a person who has important role in teaching and learning activity to socialize and motivation shaping motivation among students. Teacher is not only a person who transfers the knowledge to students, but also as a motivator who always motivates and supports the students in teaching and learning. Dornyei informs that teacher's skill in motivating students should be seen as the central in teaching and learning process. Teacher is the key instrument to handle and organize students in the classroom. So, teachers have responsibility to make teaching and learning process successfully.

b. Parents

The role of parents can influence upon students' extrinsic motivation in teaching and learning process. Parents give great influence to their children to achieve the good goals in schools. Jeremy Harmer stated that "if the parents are very much against the culture of the language this will probably affect his or her motivation in a negative way. If they are very much in favor of the language this might have the

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[13]John W. Santrock, *Educational Psychology*, Second (New York: McGraw-Hill, 2004), P.441. http://93.174.95.29/_ads/38AB6FCC82585A0CE3E41660C165A2B7

opposite effect".[14] This statement means that parents have an important role to motivate their children. They should have to support their children to create their motivation.

From the explanation above, the researcher concludes teachers and parents are very important to support children in the teaching process, especially in English speaking. Parents provide motivation at home to study seriously and the teacher supports it in school. They will influence learning support from outside, both can influence the child's success or not.

According to Penny Ur, other sources are certainly affected by the teacher actions; they are success and its rewards, failure and its penalties, authoritative demands, test, and competition.[15]

a) Success and its reward
This is the single most important feature in raising extrinsic motivation. Learners who have succeeded in the past tasks will be more willing to engage with the next one, more confident in their chances in succeeding, and more likely to persevere in their effort. The teachers' most important function here is simply to make sure that learners are aware of their own success, the message can be conveyed by a nod, a tick, even significant lack of response.
b) Failure and its penalties
Failure is not just matter of wrong answer, learners should be aware that they are failing if they have

[14] Jeremy Harmer, *The Practical of English Language Teaching* (New York: Longman, 2000). P. 65.

[15] Penny Ur, *A Course in Language Teaching Practice and Theory* (Cambridge: Cambridge University Press, 1996). P. 56.

done significantly less that they could have, if they are making unsatisfactory, or not taking care. Failure in way sense is generally regarded as something to be avoided, whereas success is something to be sought.

c) Authoritative demands

Learners are often motivated by teachers' pressure. They may be willing to invest efforts in tasks simply because you have told them to, recognizing your authority and right to make this demand, and trusting your judgment.

d) Tests

The motivating power of tests appears clear: learners who know they are going to be tasted on specific material next week will normally be more motivated to study it carefully than if they had simply been told to learn it. Again, this is a useful incentive, provided there is not too much stress attached, and provided it is not used too often.

e) Competition

Learners will often be motivated to give their best not for the sake of the learning itself but in order to beat their opponents in a competition. Individual competition can be stressful for people who find losing humiliating, are not very good at the language and therefore likely consistently to lose in contest based on (linguistic) knowledge, and is over used, it eventually affects negatively learners' willingness to cooperate and help each other.[16]

c. Friends

Friend is a person you know well and like, but who is not a relative or a person always helper and supporter. Friend is not only friend for touring, laughing, and playing together, but friends also can be a teacher. It means friends also can support you for studying, especially in speaking. If your friends can speak fluently or their speaking is better than you, you will be motivated from them.

So, from explanation above the researcher concludes that

friends and environments can support the students' motivation in

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learning, especially in speaking ability. If her friend can speak English well, she will try more than her friend. The environment will also support speaking skills, one of which is living at dormitory, they are all required to be able to speak two languages such as Arabic and English.

c. Intrinsic Motivation in the Second Language Classroom

Turning to the role of intrinsic motivation in second language classrooms in particular, consider a few activities that capitalize on the intrinsic by appealing to learners' self-determination and autonomy. Finally, the following six general guidelines should help you to infuse your ESL classroom with some intrinsically motivating dynamics:

1) Teachers are enablers, not rewarders. Therefore, when you teach focus less on how to administer immediate or tangible rewards and more on how to get students to tune in to their potential and to be challenged by self-determined goals.
2) Learners need to develop autonomy, not dependence. Therefore, careful not to let learners become dependent on your daily praise and other feedback.
3) Help learners to take change of their own learning through setting some personal goals and utilizing learning strategies.
4) Learner-centered, cooperative teaching is intrinsically motivating. Therefore, give students opportunities to make choices in activities, topics, discussions, etc. they feel less like puppets on a string if you can involve them in various aspects of looking at their needs and self-diagnosing to some extent, of planning lessons and objectives, of deciding which direction a lesson might go in, and of evaluating their learning.

5) Content-based activities and courses are intrinsically motivating. Therefore, you might strive to focus your students on interesting, relevant subject-matter content that gets them linguistically involved with meanings and purposes and less so with verbs and prepositions.
6) Test, with some special attention from the teacher, can be intrinsically motivating. Allowing some student input to the test, giving well-thought out classroom tests that are face-valid in the eyes of students, giving-narrative evaluations.[17]

From explanation above, all these factors are duly considered, the students' long-term goals, their deepest level of feeling and thinking, and their global assessment of their potential to be self-actualized is much, much better served by promoting intrinsic motives. Your task is to maintain these intrinsically motivating orientations on an underlying plane of awareness in your mind whenever and wherever learners are placed under your tutelage.

d. Types of Extrinsic Motivation

According to Gardner and Lamberts, there are two main types of extrinsic motivation: they are integrative motivation and instrumental motivation:

a) Integrative motivation
In integrative motivation, students need be attracted by the culture of the target language community. It involves students' reasons for learning the language. To strengthen this motivation, students wish to integrate themselves into that culture and learn

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[17] Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2003.

hard to master the language. A weaker form of this motivation would be the desire to know as much as possible about the culture of the target language community (English).

b) Instrumental motivation

This motivation describes a situation in which students believe that mastery of the target language will be instrumental in getting them a better job, position, or status. The language is an instrument in their attainment of such a goal.[18]

From those explanations above, it is considered that integrative motivation is the reasons of students to learn the English language, while instrumental motivation is students' view of English as a means to get a better job, position, and status in the future life.

e. **The Characteristics of Motivated Students**

The most successful students are not necessarily those to whom a language comes very easily. However, they are those who display certain characteristics, most of them clearly associated with motivation. The characteristics of motivated students according to Penny Ur are:

1) Positive task orientation: the student is willing to do tasks and challenges and has confidence in his or her success.
2) Ego-involvement: the student finds the task important to succeed in learning in order to maintain and promote his or her own self-image.

[18] R. C. Gardner and Lambert, Attitude and Motivation in Second Language Learning, (Newbury House, 1972), P.45

3) Need for achievement: the student has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.
4) High aspirations: the student is ambitious, goes for demanding challenges, high proficiency, top grades.
5) Goal orientation: the student is very aware of the goal of learning, or of specific learning activities, and directs his or her efforts toward achieving them.
6) Perseverance: the student consistently
7) Invests a high level of effort in learning, and is not discouraged by setbacks or apparent lack of progress.
8) Tolerance of ambiguity: the student is not disturbed and frustrated by situations involving a temporary lack of understanding or confusion, he or she can live with these patiently in the confidence that understanding will come later.[19]

From explanation above, characteristics of motivated students will be seen from: Positive task orientation, ego-involvement, need for achievement, high aspirations, goal orientation, perseverance, invests a high level of effort in learning, tolerance of ambiguity. That's all to overcome difficulties students, they must have high aspirations to achieve the need for achievement, goals and succeed with what they want to do. Motivated students will be consistent to achieve success, without giving up on certain goals.

f. **Assessing Motivation**

Assessing motivation is an important topic for researchers and practitioners to know the level of motivation and how to

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[19] Penny Ur, *A Course in Language Teaching Practice and Theory*. P.75

optimize it. Motivation can be assessed in various ways. Shunck describes three kinds of methods for assessing motivation:[20]

1. Direct observations

    It refers to behavioral instances of choice of tasks, effort and persistence. It is usually used to measure motivation. Motivated students can be seen by the observation of students' persistence at tasks, the effort they expend to perform well, and how willingly they engage in tasks.

2. Rating by others

    Another method to assess motivation is done by observes (teachers, parents, researchers) to rate students. Rating by others is judgments by observers of students on characteristics indicative of motivation. One of the advantage of rating by others is observes may be more objective about students rather than students do it themselves because it is done by others.

3. Self-reports

    Self-reports involve people's judgment and statement about themselves. The types of self-report instruments are questionnaires, interviews, stimulated recalls, think-aloud and dialogues.

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[20] Dale H. Schunk, Paul R. Pintrich, p.13.

a) Questionnaire are consisted of a number of questions should be answered by respondents asking about their actions and beliefs.
b) An interview is a type of questionnaire in which the questions or points to discuss are presented by an interview and participants answer orally.
c) Stimulated recalls, recall of thoughts accompanying one's performances at various times.
d) Think-aloud refers to students' verbalizing aloud their thoughts, actions, and emotions while working on a task.
e) Dialogues are conversation between two or more persons.

In fact, self-reports are the most commonly used in assessing motivation by the researchers. The questionnaires are consisted of some indicators that indicate students' extrinsic and intrinsic motivation. The result of the research shows that questionnaires can measure the level of students' motivation in learning speaking.

To strengthen of result motivation, this study also conducted observation to the English teaching and learning process. It is done to confirm the result of motivated students in questionnaires whether they truly have high motivation or not. Motivated students can be seen by the observation of students' persistence at tasks, the effort they expend to perform well, and how willingly they engage in tasks.

g. Functions of Motivation

Motivation is very important for students. Learning achievement become optimal if there are some motivations. So motivation has three functions. There are the functions of motivation as follows:

1) The people conductive to do, as activator or motor that detached energy.
2) Establish the purpose of deed, that is to purpose that be going to bird in hand.
3) Select of deed, that is establish the deeds that must worked that serration for achieve our purpose, with the reject the deeds that not benefit mentioned of purpose. Classified that motivation divided in to two parts, they are intrinsic and extrinsic motivation.[21]

From explanation above, the researcher concludes there are also other functions, motivation can function as a driver of achievement efforts. Someone does something business because of motivation. The existence of good motivation in learning will show good results too. In other words, with diligent efforts and mainly based on motivation, someone who learns will be able to produce good achievements. The intensity of a student's motivation will greatly determine the level of learning achievement. Thus motivation is influenced by activities.

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[21] Sardiman A.M, *Interaksi Dan Motivasi Belajar Mengajar*. P.45

2. **Speaking Ability**

a. **Definition of Speaking Ability**

Speaking is one aspect should be owned by every student to make them understand and master English language. It is part of language that so important to all aspect in life. According to Ladouse "speaking is described an activity as the ability to express in the situation, or the activity to reports acts, or situation in precise words or ability to converse or to express a sequence of ideas fluently.[22] So, the researcher concludes that speaking is an able to express some idea to the listeners.

Zainuddin and friends define that speaking is the process of communication to express, inform, and gives the idea, knowledge, feeling, thought, opinion and experience by using sounds of articulations that can be learn through teaching and learning process.[23] So, the researcher concludes that speaking is the delivery of language through the mouth or a person's ability to express, convey thoughts, ideas, and feelings to the listener.

The component of listening and speaking deals with the skills of sound discrimination, extracting information, and

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[22]David Nunan, *Practical English Language Teaching* (New York: Mc. Graw Hill Companies, 2003), p.48.

[23]Zainuddin, Sojuangon Rambe, and Maria, "Improving Students' Speaking Ability Through Numbered Heads Together Strategy At Grade Xi Sma N 1 Batang Angkola," *English Education : English Journal for Teaching and Learning* 5, no. 1 (2017): P.60, https://doi.org/10.24952/ee.v5i1.1170.

prediction, in order to perform specific functions. The skills also include those of determining and using registers to suit different audiences and for different purposes, so that students are able to fully participate in conversations and discussions. Objectives of the component on speaking they are: asking for and giving (meaning of words, phrases and sentences, instructions, messages, talks, reports, opinions, information in reports, guides, charts, graphs, manuals, forms and letters, descriptions of scenes, events, place, things, and processes and procedures, and telling story).[24] So, the purpose of their speaking component is: asking for and giving something that is by telling stories, instructions, expressing opinions, as well as information in reports and others.

According to Bygate "speaking is the vehicle of social solidarity, of social making of professional achievement and of business". It is through their way of speaking that people are most frequently judged. Speaking is also a medium through which much language is learnt, including English. To speak is not merely uttering a sequence of words in their correct pronunciation. One is said to be a good speaker provided he manages to deliver what is in his mind well and to make his audience understand him/ her.

[24] Jack C.Richards, *Curriculum Development in Language Teaching* (Cambridge: University Press, 2001), p.183.

Speaking ability is the students' ability in expressing their ideas, thoughts, and feelings. From the explanation above, of course there will be a desire to communicate on the part of the students are involved, they will be motivated the need to reach the objective of accuracy. The emphasis is on the form of the language. A teacher should be in creating ways or procedures of teaching in order that the objective is reached.

b. Elements of Speaking

There are some kinds of elements of speaking in Irma Desita Pane's research, they are:

1) Speaker
   The speaker is one of the key elements of the basic speech communication model.
2) Message
   The message is the most important and intrinsic element of all speech communication model.
3) Channel
   The channel is the method (auditory and visual) that is used to transmit the message to the receiver.
4) Audience
   Your audience represents one very important third in the basic model of communication
5) Feedback: visual and verbal cues
   Your audience can provide you with immediate feedback, pay attention to the visual and verbal cues they give you in the moment.
6) Noise and interference
   Noise and interference can block you audience's ability to receive your message
7) Presentation
   How your deliver your speech presentation nay be just as important as the speech itself.
8) Situational and environmental context

It is important to understand the environmental and situational context in which you are giving speech.

9) Context of culture and gender

Understanding the cultural and gender context of your speech is vital to making a connection with your audience.[25]

So, from explanation above the researcher concludes from some kinds of elements of speaking above, there are some basic elements that need to be considered while preparing as well as delivering a presentation. They were: speaker, message, channel, audience, feedback: visual and verbal cues, noise and interference, presentation, situational and environmental context, context of culture and gender. These elements cannot be ignored in any case. A speaker should particular take care of these elements. If he doesn't take care of them then his presentation can fall flat.

c. **Types of Classroom Speaking Performance**

Speaking is an ability that is also required to be mastered by the students during the learning process in the classroom, and it is divided into several performances. The kinds of oral productions that students are expected to carry out in the classroom.

1) Imitative

In the drill process, students are offered limited practice through repetition and allowed to focus on one element

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[25] Irma Desita Pane, "The Correlation Between Learning Motivation and Speaking Mastery at VIII Grade Students of SMP Swasta Al-Muslimin Pandan Tapanuli Tengah" (Unpublished Thesis: State Institute for Islamic Studies, 2016).

of language in a controlled activity. The ability to simply imitates a word or phrase or possibly a sentence.

2) Intensive

Intensive speaking can be self-initiated or it can be even form part of some pair work activity, where learners are "going over" certain forms of language. The production of short stetches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical or phonological relationship.

3) Responsive

These replies are usually sufficient and do not extend into dialogues, such speech can be meaningful and authentic.

4) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interactions, which sometimes includes multiple exchange and/ or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of maintaining social relationship. This performance includes interaction and test comprehension, but at the somewhat limited level of very short conversation, standard greetings, small talk, simple request and comments.

5) Extensive (monologue)

Extensive oral production task include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps not verbal responses) or ruled out altogether.[26]

So, from explanation above the researcher chooses types of classroom speaking performance in this research is extensive (monologue). Extensive (monologue) is oral interaction from listeners is highly limited or ruled altogether, they would express their idea so that can see how good their speaking is. Students

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[26] Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2003.

would tell the last experience of holiday in front of the class. They are free to use expressions and express all words, researcher limits their time in just five minutes each person.

d. Aspect of Speaking

Speaking achievement has four components which are generally recognized in analyzing speaking. They are as follows:[27]

1) Pronunciation: includes the segmental features of vowels, consonants, stress, and intonation patterns. The speaker is required to pronounce English word correctly.

2) Grammar: that communication in speaking will run smoothly if grammar is used in speaking. So, grammar or structure is a very important aspect in speaking achievement.

3) Fluency: as the quality of being able to speak smoothly and easily. It means that someone can speak without any hesitation. Someone can speak fluently even though he makes errors in pronunciation and grammar.

4) Vocabulary: is range of words known or used by a person in trade, profession, etc. if students have many vocabularies, it will be easier for them to express their idea.

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[27] Putri Marinda Yulis, Rivi Antoni, "The Correlation Between Students' Motivation and Their Speaking Skill at 8th Grade in MTs N Rambah."

e. Functions of Speaking

A few language experts have attempted to categorize the functions of speaking in human communication. According to Brown and Yule, as quoted by Richards "The functions of speaking are classified into three; they are talk as interaction, talk as transaction, and talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches." Below are the explanations of the speaking functions:

1) Talk as Interaction

In interactional discourse, language is mainly used to communicate in our daily life. It is an interactive act of verbal expression which is done spontaneously by two or more person. This is about how people try to convey their message to others. So, the primary intention in this function is social relationship.

According to Richards, some of the skills involved in using talk as interaction are:

    a) Opening and closing conversations
    b) Making small-talk
    c) Recounting personal incidents and experiences
    d) Turn-taking
    e) Interrupting

f) Reacting to others[28]

2) Talk as transaction

In transactional discourse, speaking is more focus on delivering the message and making sure that the others understand what we want to deliver, clearly and accurately. Language serving this purpose is 'message' oriented rather than listener oriented. In this kind of spoken language, students and teachers usually focus on meaning and talking in the way of their understanding. For example, classroom group discussions, teachers' classroom instructions, and problem solving activities.

Richards also mentioned some of the sills involved in using talks transactions, they are:

a) Explaining a need or intention
b) Describing something
c) Asking questions
d) Confirming information
e) Justifying an opinion
f) Making suggestions
g) Clarifying understanding
h) Making comparisons[29]

3) Talk as performance

In this case, speaking activities are more focus on monolog rather than dialogue. Speaking as performance can be

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[28]Jack C.Richards, *Curriculum Development in Language Teaching*.
[29]Jack C.Richards.

seen at speeches, public talks, retelling stories, and so on. Examples of talk as performance are making a presentation, performing class debate, and giving lecture.

In conclusion there are three functions of speaking that are categorized by the expert that include talk as interaction, talk as transaction, and talk as performance. Those are kinds of talks we usually use in daily speaking with its different functions.

f. Goals of Speaking

The goal of speaking component in language class is to encourage the acquisition of communication and to foster real communication in and out of the classroom. Nation and Newton suggest that, to help students develop communicative efficiency in speaking, instructor can use a balanced activities approach that combines language input, structured output, and communicative output. It follows then that the objectives for developing oral fluency will address this goal by setting for specific content and activities which foster communication.[30]

So, from the explanation above that the purpose of speaking is communication. While the purpose of speaking in language classes is to encourage students to talk inside and

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[30] Putra, "The Correlation Between Motivation and Speaking Ability."

outside the classroom. So, that they are able to speak well and be able to convey something, report information, convince or influence the recipient of information, to entertain, and want a reaction from listeners or recipients of information.

People do communication for some reasons. Harmer states the reasons as follows: "they want to say something", what is used here is general way to suggest that the speakers make definite decisions to address other people. 'They have some communicative purpose', speakers say thing because they want something to happen as a result of what they say. They may want to charm their listeners, to give some information, to express pleasure, they may decide to be rude or flatter to agree or complain.

In conclusion the goal of speaking ability is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and observe the social and cultural rules that apply in each communication situation.

g. Testing Speaking

Testing speaking ability offers plenty of scope for meeting for communicative testing, namely that: tasks developed within this paradigm should be purposive, interesting and motivating, with a positive wash back effect on teaching that precedes the test, interaction should be a key feature, there should be a degree of inter subjectivity among participants, the output should be to a certain extent unpredictable, a realistic context should be provided and processing should be done in real time.

According Cyril J. Weir there are nine ways of speaking test, they are:

1) Verbal Essay
   The candidate is asked to speak (sometimes directly into a tape recorder) for three minutes on either one or more specified general topics.
2) Oral Presentation
   The candidate is expected to give a short talk on a topic which he has either been asked to prepare beforehand or has been informed of shortly before the test. This is different from the 'Spoken Essay' described above in so far as the candidate is allowed to prepare for the task.
3) The free interview
   In this type of interview the conversation unfolds in an unstructured fashion and no set of procedures is laid down in advanced. The interview is a popular means of testing the oral skills of candidate.
4) The controlled interview
   It is normally a set procedures determined in advance for eliciting performance.

5) Information transfer, description of picture sequence
Candidate sees a panel of pictures depicting chronologically ordered sequence of events and has to tell the story in the past tense.
6) Information transfer: questions on a single picture
The examiner asks the candidate a number questions about the content of a picture which he has had time to study.
7) Interaction tasks, they are:
a) Information gap students-student
Students normally works in pair and each has given only part of the information necessary for completion of the task.
b) Information students-examiner
Interaction some boards have the examiner as one of the participants or employ a common intercalation.
c) Role play
Expected to play one of the rules in an interaction which might reasonable expected in the real word.
d) The training and standardization of oral examiners.[31]

From explanation above, there are some testing of speaking they are: Verbal Essay, oral presentation, the free interview, the controlled interview, information transfer, description of picture sequence, information transfer: questions on a single picture, interaction tasks. The researcher chooses oral presentation, give a short talk on a topic to the students mainly: Last holiday and then they prepare the topic for some minutes and then they practice in front of the class. The

[31] Cyril J. Weir, *Communicative Language Testing* (UK: University of Reading, 1990), P.73.

researcher needs one hundred thirty (130) minutes of 26 students for testing speaking. Every student has 5 minutes to tell their experience about last holiday.

Teacher needs some criterias to get the score, so the writer will explain about speaking assessment and criteria included in that scoring. For scoring the test of speaking achievement any important aspect must we know, from accent, grammar, vocabulary, fluency, and comprehension. They will help the teacher to know how to improve students' error in spelling and punctuation, grammar, choosing word in vocabulary, fluency then accurately and the important is comprehension how the students can understand what they mean.

Meanwhile, according to Brown states that oral proficiency scoring categories consist six points include, grammar, vocabulary, comprehension, fluency, pronunciation, and the last important point is task.[32] The researcher must carefully for scoring categories, especially in grammar. Sometimes, the students forgot how to construct all of the tenses.

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[32] Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2003, P.270.

Table 1
Oral Proficiency Scoring Categories[33]

No	Grammar	Vocabulary	Comprehension
1.	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with a foreigners attempting to speak his language.	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
2.	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.	Has speaking vocabulary sufficient to express him-self simply with some circumlocutions.	Can get the gist of most conversation of non-technical subjects.
3.	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	Comprehensions are quite complete at a normal rate of speech.
4.	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Can understand any conversation within the range of his experience.
5.	Equivalent to that of an educated native	Speech on all levels is fully accepted by	Equivalent to that of educated native speaker.

[33]H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, Second (Longman: Pearson ESL, 2001), 406, http://93.174.95.29/_ads/7C12FDB9D7B60B2C487B74186C11789D.

	speaker.	educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism, and pertinent cultural references.	

So, from explanation above it must pay attention to grammar, vocabulary and comprehension in speaking. Grammar is very important, because it can know the time what are talking about and by having a lot of vocabulary can express what have to tell. Comprehension is also very important, so that the listener understands what is being said.

h. Speaking Difficulties

According to Brown, there are eight factors which make speaking difficult, as follows:

1. Clustering
   Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.
2. Redundancy
   The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.
3. Reduced forms
   Contractions, elisions, reduced vowels, etc. all form special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4. Performance variables
   One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. For example, in English our "thinking time" is not silent, but rather we insert certain "fillers": uh, um, well, you know, I mean, like, etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

5. Colloquial language
   Make sure your students are reasonably well acquainted with the words and idioms and phrases of colloquial language and that they get practice in producing these forms.

6. Rate of delivery
   Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners to achieve an acceptable speed along with other attributes of fluency.

7. Stress, rhythm, and intonation
   This is the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8. Interaction
   As noted in the previous section, learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.[34]

From explanation above, the researcher concludes there are some difficulties in speaking. Sometimes the students do not know how to say something in English, but they continuo the conversation such as: uh, um, well, you know, I mean, like, to

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[34] Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2003.

cover up difficulties in speaking. After they find out the difficulties in speaking, it will improve their speaking to be better.

B. Review of Related Findings

In this research, the research was related to some researchers, below:

The first, Diki Maulana and friends[35] on their journal, the result of this research show that motivation behavior and speaking ability. Conclusion of research is: this research is aimed to find out whether or not there is a significant correlation between motivation behavior and speaking ability at English Students Association. This research used correlation research design and qualitative research. The data in this research is analyzed using person product moment correlation coefficient. The degree of correlation between two variables was low with a correlation coefficient of 0.045. So, the result showed that there was a weak correlation between motivation behavior and speaking ability at English Students Association.

The second, was Mannah Khoiriah.[36] There are some difficulties that faced by students when they process teaching learning English especially in speaking, they think speak English is difficult. It can be seen

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[35] Maulana, Wahyuni, and Siregar, "The Correlation Between Motivation Behaviour And Speaking Ability."

[36] Mannah Khoiriah, "The Correlation Between Students' Motivation and Speaking Ability at Grade VII Mts N 2 Padangsidimpuan" (Unpublished Thesis: State Institute for Islamic Studies Padangsidimpuan, 2013).

from the students' score. Almost all of students got low score, and they are still shy and afraid to speak up. In addition, based on questionnaire with students', the writer has found the same answer. The students faced difficulties in students they are motivation. From the explanation above students think that speaking English is very difficult, because they have low motivation. In this study, motivation can improve students' ability in speaking English.

The third, Aidil Syah Putra[37] has done a research. There was improvement on the students' speaking ability through motivation. It can be seen on the students' speaking score which had reached the score of Minimum Mastery Criterion-Kriteria Ketuntasan Minimal (KKM). In addition, the students' score of motivation in learning speaking showed significant improvement. The average of the students' score in learning speaking was 74.75 and the average of the students' score of motivation was 77.62. It means that the students have high motivation in learning speaking.

The fourth, while the researcher's name Irma Desita Pane.[38] The problem of this research were students' have less motivation in learning lack vocabulary mastery and grammatically mastery, the students did not get the speaking English program in their daily activities especially in

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[37] Putra, "The Correlation Between Motivation and Speaking Ability."
[38] Irma Desita Pane, "The Correlation Between Learning Motivation and Speaking Mastery at VIII Grade Students of SMP Swasta Al-Muslimin Pandan Tapanuli Tengah."

their school. So, the students did not have motivation to increase their stock of vocabularies. The aim of this research was to know whether there is the significant correlation learning motivation and speaking mastery. The hypothesis in this research was accepted, it mean there was significant correlation between learning motivation and speaking mastery.

The last, Tio Eka Putra and friends[39] have done a research. The result of this research shows that there is a relationship between the motivation and speaking ability of the students. It is shown by the correlational coefficient (rxy) with number 0.002. However, the relationship is not significant because when it is compared with r table with (α) 5%, the number is 0.3494. It means that r table > rxy. Thus, it can be concluded that the relationship between x variable and y variable is not significant.

So, based on the related findings above, the researcher concluded that there are some correlation between students' speaking motivation and speaking ability. Hence, this research made by researcher to complete the researchers above. Therefore, researcher wants to solve speaking problems in correlation between students' speaking motivation and speaking ability at 1st class at Ma'had Al-Jamiah IAIN Padangsidimpuan.

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[39] Tio Eka Putra and Don Narius, "The Relationship Between Students' Motivation in Learning Speaking and Speaking Ability of English Department Students of Universitas Negeri Padang Academic Year 2017," *English Language Teaching* 7, no. 1 (2017), http://ejournal.unp.ac.id/index.php/jelt.

C. Conceptual Framework of Correlation

A good frame of mind will explain theoretically the linkages between the variables to be studied, so that the relationship between independent variables and dependent variables needs to be explained. The independent variable in this study is motivation, while the dependent variable is speaking achievement. Based on this, the writer will explain the relationship between variables theoretically.

Based on theoretical description before, it has been explained that speaking is one of skills that should be mastered by students in learning English to complete their ability in oral language. The competences of English focus one expressing feeling, ideas and action in various dialogues and monologue in oral form. Speaking achievement concerns to speak not only in class but also outside with other people, so it is very important to make students more active in learning, especially in speaking. To make them more active in class, so the first thing that should be done is motivating them. Achievement is activity result and assessment/ effort which have been by which is expressed in the form of letter or number and can express reached result of certain someone within.

Further, motivation means having desire and willingness to do something which is needed by everyone to make his/ her goals become succeeded in the future. A motivated person can be reached for-term goal such as a professional writer or a more short term goal like learning how

particular word. So, the researcher wants to correlate motivation with students' achievement in speaking English.

Furthermore, motivation is very important to increase students' interest to study more about speaking. Persuading students and making them realize that speaking English is very needed for everyone as a window for other knowledge. The higher motivation that they had, the easier they will master speaking skill. Based on explanation above, it can be seen that motivation and speaking correlate each other. However, if students have high motivation in learning speaking, automatically they will be able to get this skill readily. It will be shown in the following illustration.

(Students' motivation)   rxy   (Speaking ability)

X	$\longrightarrow$	Y
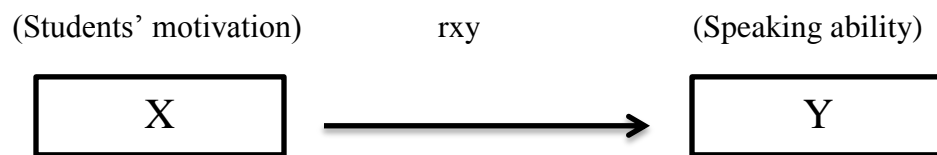
Based on illustration above, the researcher wants to describe a correlation between the X and Y variables. X variable is students' speaking motivation (independent variable) and Y variable is speaking ability (dependent variable).

D. Hypothesis

After the researcher has conducted an in-depth study of various sources to determine basic assumptions, the next step is to formulate a

hypothesis. The purpose of the hypothesis is to answer certain specific question. The hypothesis of this research is:

1. H_a: there is significant correlation between students' speaking motivation and speaking ability at Ma'had Al-Jami'ah IAIN Padangsidimpuan.

2. H_o: there is no significant correlation between students' speaking motivation and speaking ability at Ma'had Al-Jami'ah IAIN Padangsidimpuan.

BAB III

RESEARCH METHOD

A. Time and Place of the Research

The location of the research was Ma'had Al-Jami'ah Baharuddin Campus IAIN Padangsidimpuan. It is located in Muara Tais III, Kec. Batang Angkola Kab. Tapanuli Selatan North Sumatera 22733.

The time of this research has been done on April 2019 until November 2019. The subject of this research was at 1st semester of Ma'had Al-Jami'ah Baharuddin Campus IAIN Padangsidimpuan.

B. The Research Design

The method in this research was descriptive quantitative method. Collecting and analyzing the data are necessary to answer the question in the research. In this research, the researcher did a correlation research, to correlate both variables. Correlation research is a process undertaken to complete study, for it was necessary to take measure in order to study systematically realized, planned and followed a scientific concept. In this case, the researcher used a method of quantitative descriptive approach.

C. Population and Sample

1. Population

Population is all the field that the researcher takes in conducting the research of course needs the population. So, the population was the whole of the students at 1st semester of Ma'had Al-Jami'ah Baharuddin Campus IAIN Padangsidimpuan.

Based on the quotation above, the research has been done for the 1st semester of Ma'had Al-jami'ah Baharuddin Campus IAIN Padangsidimpuan. The population of research consists of 19 classes with 495 students. It can be seen from the table follow:

Table 2
The Number of Population

No	Class	Amount
1.	1st	26
2.	2nd	26
3.	$3rd$	26
4.	4th	26
5.	5th	26
6.	6th	26
7.	7th	26
8.	8th	26
9.	9th	26
10.	10th	26
11.	11th	26
12.	12th	26
13.	13th	26
14.	14th	26
15.	15th	26
16.	16th	26
17.	17th	26

18.	18th	26
19.	19th	27
Total		**495**

2. Sample

Sample is a part of representatives of the population. However, there are 26 students as sample taken by using purposive sampling techniques. Purposive sampling also referred to as judgment, sample elements judged to be typical, or representative, are chosen from the population.[1] This technique was taken because of some purposes. The first purpose is the students have same level of intelligence in English based on their placement test. The second is the recommendation of English lecturer, Mariah Ulfah Siagian in Ma'had Al-Jami'ah Baharuddin Campus IAIN Padangsidimpuan. Moreover, this study used purposive sampling because the research has limited time, energy and fund.

D. Instrument of Collecting Data

Instrument is very important to support every research. Instrument of research is a technique or instrument used to collect the data. The data were made with procedures. This research made questionnaire and oral test as the instrument to collect the data.

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[1] Donald. Ary et al., *Introduction to Research in Education*, 8th ed. (USA: Wadsworth, 2010), P.156, http://93.174.95.29/_ads/2FF7E5BF91A102A19EAC69FE8267B275.

The instrument is chosen by researcher to collect the data in order to make research becomes systematically and easier. In this case, in order to get the data of this research, the researcher will prepare the available instrument. In collecting data, the researcher used two instruments of collecting data. They are questionnaire for speaking motivation and oral test for students' speaking ability, it would explain as follow:

1. Questionnaire

For students' speaking motivation, the researcher gives the questionnaire to the students. The questionnaire in this instrument is used likert scale, it is level of agreement, which the given answers are: *sangat setuju* (strongly agree), *setuju* (agree), *kadang-kadang* (sometimes), *tidak setuju* (disagree), and *sangat tidak setuju* (strongly disagree). Each given answers has score as follows:

1) For given answer "strongly agree" has 5 score

2) For given answer "agree" has 4 score

3) For given answer "sometimes" has 3 score

4) For given answer "disagree" has 2 score

5) For given answer "strongly disagree" has 1 score

The positive direction is called favorable, while the negative direction is called unfavorable. Both of them had their own score. They were described in the following below:

Table 3
The Classification of Scale Likert[2]

No	Symbol	Explanation	Favorable	Unfavorable
1.	SS	Strongly agree	5	1
2.	S	Agree	4	2
3.	KD	Sometimes	3	3
4.	TS	Disagree	2	4
5.	STS	Strongly disagree	1	5

In continuation, each item of the questionnaire was developed from indicator that has been described in the following below:

Table 4
Indicators of the Students' Speaking Motivation (Variable X)

No	Indicator	Sub Indicator	Number of Questionnaires		Total of Questionnaire
			Favorable	**Unfavorable**	
1	Intrinsic Motivation	1. Interest 2. Desire 3. Goal	1, 2, 3 5, 6, 7 9, 10, 11	4 8 12	12
2	Extrinsic Motivation	1. Teachers 2. Parents 3. Friends	13, 14 16, 17 19	15 18 20	8
	TOTAL		**14**	**6**	**20**

[2]L.R Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*, P.156.

2. Test (oral test)

The researcher used oral test (individual performance) in doing the test. The oral test was about *Telling Personal Experience*. The form of oral test is monologue test is the test individual to know good speaking of students. Then, the students will read about their personal experience and researcher will give value based on the indicator of speaking. The researcher does test is to what is the extent of students' speaking ability. Here, Arthur Hughes explained about scoring assessing speaking as the table below:

Table 5
Indicators of Speaking Test

No	The Indicator of Speaking	Score
1.	**Accent:**	1-5
	1. Pronunciation frequently unintelligible.	1
	2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.	2
	3. "Foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding.	3
	4. Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.	4
	5. No conspicuous mispronunciations, but would not be taken for a native speaker.	5
2.	**Grammar:**	1-5
	1. Grammar almost entirely inaccurate phrases.	1
	2. Constant errors showing control of very few major patterns and frequently preventing communication.	2
	3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and	3

	misunderstanding.	
	4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.	4
	5. Few errors, with no patterns of failure.	5
3.	**Vocabulary:**	1-5
	1. Vocabulary inadequate for even the simplest conversation.	1
	2. Vocabulary limited top basic personal and survival areas (time, food, transportation, family, etc.).	2
	3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.	3
	4. Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non- technical subject with some circumlocutions.	4
	5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and variated social situations.	5
4.	**Fluency:**	1-5
	1. Speech is so halting and fragmentary that conversation is virtually impossible.	1
	2. Speech is very slow and uneven except for short or routine sentences.	2
	3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.	3
	4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.	4
	5. Speech is effortless and smooth, but perceptibly non-native in speech and evenness.	5
5.	**Performance/ Comprehension:**	1-5
	1. Understands too little for the simplest type of conversation.	1
	2. Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing.	2
	3. Understands careful, somewhat simplified speech when engaged in a dialogue, but many requires considerable repetition or rephrasing.	3
	4. Understands quite well normal educated speech	4

	when engaged in a dialogue, but requires occasional repetition or rephrasing. 5. Understands everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.[3]	5
	Maximal score: 25x 4	100

So the indicators of speaking test they were accent, grammar, vocabulary, fluency and comprehension. Every indicator has 5 sub-ratings that must be considered carefully and thoroughly. The researcher gives a maximum value of 5 for each indicator, while the lowest value is 1.

E. Validity and Reliability

1. Validity

In this research, the researcher used construct validity to establish validity of the instrument. *Construct validity* concerns the qualities that the task measures, how far it actually represents speaking abilities.

So in this research, the questionnaire was validated by checking the test to the expert person. The expert person is the psychology lecturer in State Institute for Islamic Studies Padangsidimpuan. Validator was check and recheck whether the item of questionnaire topic has been suitable or not.

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[3] Arthur Hughes, *Testing for Language Teachers* (Cambridge: University Press, 1989), 111, http://93.174.95.29/_ads/380823E4ADF5A0ED5893603A5E43F397.

2. Reliability

Reliability is also needed to create a good test because a test must be reliable as a measuring instrument. The instrument is said reliable when the instrument believable to use as an instrument of collecting data because the instrument is good.

F. Techniques of Data Collection

Collecting data is very important in conducting a research because it has the important function in a research. Collecting data in this research is through testing. One test will be performed to get the data about students' speaking ability, and questionnaires to get the degree or not. The process explained as follows:

1. Giving Questionnaires

The researcher used questionnaire to collect the data. In this part, the researcher has given the questionnaire to the students, and asked them to answer directly. Then, the researcher collected all questionnaires as they have finished to be answered.

2. Giving test

After the researcher giving the questionnaire, the researcher has some steps for giving the test to the students, they were:

1) The researcher gave a script of short talk for students.

2) The researcher gave chance or time for students to read it first.

3) The researcher asked students to prepare themselves to be tested.

4) The researcher gave score for each performance of students.

From this test has been seen students' speaking ability. The result of the test was determined the admission or rejection of the hypothesis.

G. Techniques of Data Analysis

In correlation research, the most suitable analysis is using the statistical process. It means that the data were collected and analyzed by using formulation. In this research data processing stage, answering the question of who has been the formulating using certain stage are:

1. Descriptive Statistic Analysis

Descriptive statistic is a statistic function to describe or give a picture of the object being investigated trough the data sample and the population as its public. Descriptive statistic are the ways of presenting the data analyzed by the following data:

1) Mean (Average)

The formula used:

$$M_x = \frac{\Sigma fixi}{fi}$$

Description:

X   = Mean (Average)

$\Sigma fi\ xi$ = The sum of multiplication

N   = Number of students[4]

2) Median

The formula used is:

$$\text{Median} = \mathbf{Bb} + \mathbf{i}\ (\frac{\frac{1}{2} - f}{fm})$$

Description:

Bb   = Lower limit of the real containing median score

f = Cumulative frequency lies below the median score

containing

fm = Original frequency (frequency of score containing

median)

i = Class interval

3) Modus

The formula used is:

$$M_o = \mathbf{L} + (\frac{d1}{d1+d2})\ \mathbf{x}\ i$$

Description:

M_o = Mode

$\mathbf{L}$ = Lower limit of the interval containing the real – mode

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[4] Sugiyono, *Metode Penelitian Kuantitatif Da R & D* (Bandung: Alfabeta, 2008), P.80.

$d1$ = Frequency located at the interval that contains the mode

$d2$ = Frequency located at below the interval containing mode

i = Class interval

Table 6
The Table Interpretation of Means Score

No	Interval	Predicate
1.	80 – 100	Very good
2.	60 – 79	Good
3.	50 – 59	Enough
4.	40 – 49	Less
5.	0 – 39	Fail[5]

2. Hypothesis test

   To determine whether there is correlation between speaking motivation and speaking ability, used the formula of correlation "r" product moment as follows:

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

Description:

rxy = Coefficient of correlation

N   = The number of sample

$\sum X$ = The sum of scores in X – distribution

$\sum Y$ = The sum of scores in Y – distribution[6]

[5]Nana Sudjana and Ibrahim, *Penelitian dan Penilaian Pendidikan*, (Jakarta: Sinar Baru Algesindo, 2002), P.153.

The result should been appropriated with interpretation to the index of product moment of correlation. The interpretation of the result could be seen in the following table:

Table 7
Criteria Score Interpretation of Correlation

Percentage	Criteria
0.00–0.199	Very low correlation
0.20–0.399	Low correlation
0.40–0.599	Enough correlation
0.60–0.799	High correlation
0.80–1.000	Very high correlation[7]

3. To know the contribution of coefficient correlation between

variable X and Y.it can be define Formula Determine Correlation:

$Kp = r^2 \times 100\%$

Where:

Kp = Determine Correlation

r = Coefficient correlation

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[6] Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan* (Medan: Perdana Publishing, 2015), P.100.

[7] Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 20007), P.231.

4. To examine the significances variable X and Y was calculated by:

$$T_{count} = \frac{rxy \sqrt{n-1}}{\sqrt{1 - (rxy)^2}}$$

T = result of t-test

n = total of sample

rxy = coefficient correlation between x and y

BAB IV

RESULT FINDINGS

In this chapter, the researcher discussed the result of this research about the correlation between students' speaking motivation and speaking ability of FTIK Students at Ma'had Al-Jami'ah IAIN Padangsidimpuan. The researcher used the formula of product moment to analysis the data of students' speaking motivation and speaking ability. The researcher described data as follow:

A. **Description of Data**

To understand this research easily, it is described based on variables. There are two variables in this research and started from students' speaking motivation as variable "X", and speaking ability as variable "Y". The researcher distributed questionnaires to know students' speaking motivation at 1st class of FTIK Students at Ma'had Al-Jami'ah IAIN Padangsidimpuan. Then, the researcher conducted oral test to know the students' speaking ability.

1. **Students' Speaking Motivation**

In this part, the researcher shows the result of the research that has been done to the dependent variable that is students' speaking motivation. In this research, the researcher presents 20 items of questionnaire to students. In questionnaire there are favorable and unfavorable. Favorable

is the positive direction and unfavorable is the negative direction. For each number, the researcher gives 5 as maximal score for each statement.

After calculating the score, it was found that the highest score was 90 and the lowest score was 55. To complete this research data, the researcher also calculate the mean score was 72.11, the median score was 77.3, and the mode was 74 (see in appendix VII). Where mean was the score which represents the general value that was achieved by the students. Median was the middle score or score which divided a distribution of data into equal part and mode is a score which has the most frequency.

So, the resume score of variable X that was students' speaking motivation at 1st class of FTIK Students at Ma'had Al-Jami'ah IAIN Padangsidimpuan has been gotten as table below:

Table 8
The Resume of Variable Score of Students' Speaking Motivation

No	Statistic	Variable X
1.	Highest score	90
2.	Lowest score	55
3.	Range	35
4.	Interval	6
5.	Mean score	72.11
6.	Median score	77.3
7.	Modus	74

Based on table above, it shows that mean is 72.11. It means that the students' speaking motivation in good category. To know revelation of data was done to grouped the variable score of students' speaking motivation which the total classes 6 and interval 6.

Then, the computed of the frequency distribution of the students' score of group can be applied in to table frequency distribution as follow:

Table 9
The Frequency Distribution of Students' Speaking Motivation

No	Class Interval	Frequency	Mid Point	Percentage
1.	55 – 60	5	57.5	19%
2.	61 – 66	2	63.5	8%
3.	67 – 72	6	69.5	23%
4.	73 – 78	7	75.5	27%
5.	79 – 84	4	81.5	15%
6.	85 – 90	2	87.5	8%
		26		100%

In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure.

Figure 1: Description Data of Students' Speaking Motivation
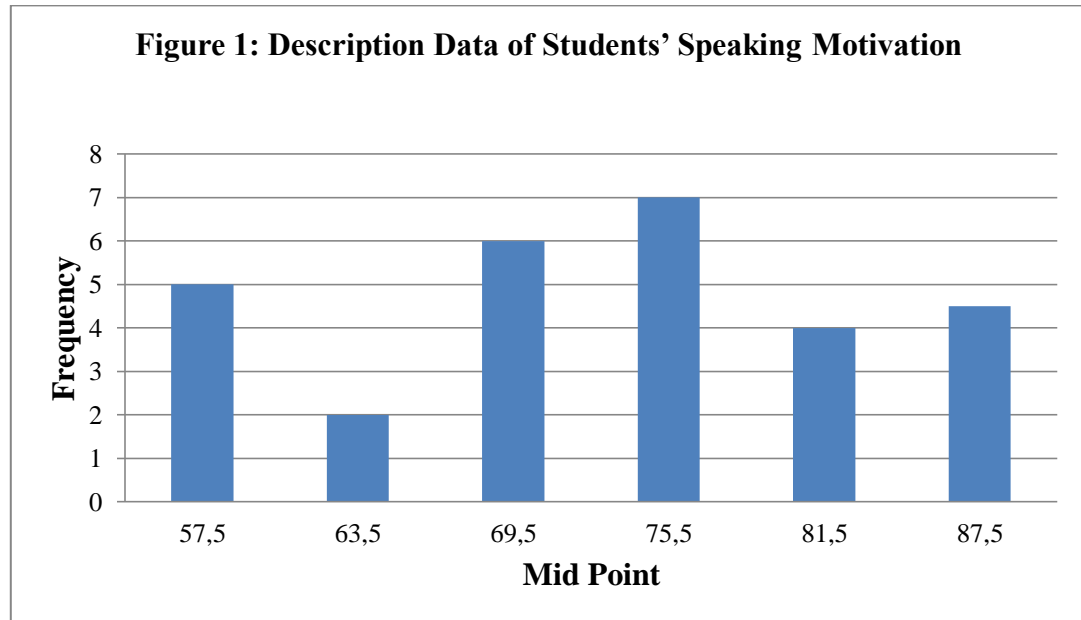
Based on the above chart, it was known that the variable revelation of students' speaking motivation shown that the respondent an interval 56 – 60 were 5 students (19%), interval 61 – 66 were 2 students (8%), interval 67 – 72 were 6 students (23%), interval 73 – 78 were 7 students (27%), interval 79 – 84 were 4 students (15%), interval 85 – 90 were 2 students (8%).

2. Speaking Ability

These resume score of variable Y that was speaking ability at 1st semester of FTIK Students at Ma'had Al-Jami'ah IAIN Padangsidimpuan has been gotten as table below:

Table 10
The Resume of the Variable Score of Speaking Ability

No	Statistic	Variable Y
1.	Highest score	88
2.	Lowest score	52
3.	Range	36
4.	Interval	6
5.	Mean score	70.42
6.	Median score	79.1
7.	Modus	77.66

Based on the table above, the researcher got high score was 88, low score was 52, mean score was 70.42, mode score 77.6, the data could be (seen in Appendix VIII). The calculation of means score of students' speaking ability was good category. To know the revelation of data was done to group the variable score of students' speaking ability which the total classes 7 and interval 6.

Then, the computed of the frequency distribution of the students' score of group can be applied in to table frequency distribution as follow:

Table 11
The Frequency Distribution of Students' Speaking Ability

No	Class Interval	Frequency	Mid Point	Percentage
1.	52 – 57	3	54.5	12%
2.	58 – 63	3	60.5	12%
3.	64 – 69	7	66.5	27%
4.	70 – 75	3	72.5	12%
5.	**76 – 81**	8	78.5	31%
6.	82 – 87	1	84.5	4%
7.	88 – 93	1	90.5	4%
	i (6)	26		100%

In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure.

Figure 2: Description Data of Students' Speaking Ability
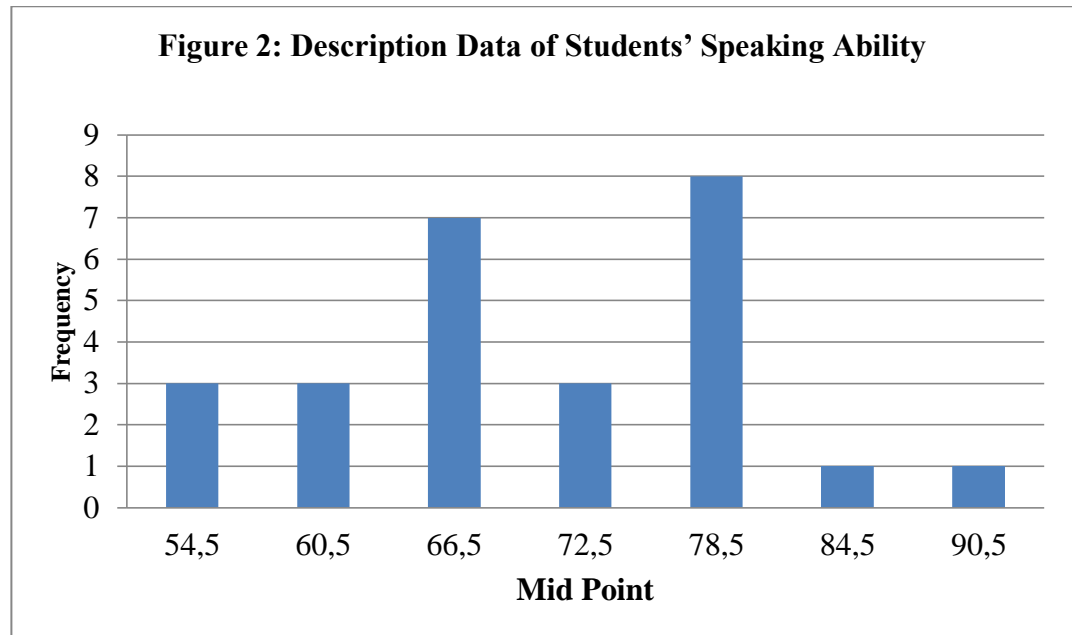
Based on the above chart, it was known that the variable revelation of speaking ability shown that the respondent an interval 52 – 57 were 3 students (12%), interval 58 – 63 were 3 students (12%), interval 64 – 69 were 7 students (27%), interval 70 – 75 were 3 students (12%), interval 76 – 81 were 8 students (31%), interval 82 – 87 were 1 student (4%), interval 88 - 93 were 1 student (4%).

B. **Analysis of the Data**

   1. **The Hypothesis Testing**

   The aim of hypothesis testing was to determine the correlation between students' speaking motivation and speaking ability at 1st class of FTIK Students at Ma'had Al-Jami'ah IAIN Padangsidimpuan by using the product moment formula. Before testing hypothesis, first performed the calculation of the scores obtained by the respondents as the table below: (seen in appendix IX and X)

   $\Sigma X = 1856$ $\Sigma Y = 1812$

   $\Sigma X^2 = 134750$ $\Sigma Y^2 = 128464$

   $\Sigma XY = 131532$

   By using the values above, calculated the value of correlation between variable X and Y explained below:

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

   $$= \frac{26\,(131532) - (1856)(1812)}{\sqrt{(26(134750) - (1856)^2)(26(128464) - (1812)^2)}}$$

   $$= \frac{3419832 - 3363072}{\sqrt{(3503500 - 3444736)(3340064) - (3283344)}}$$

   $$= \frac{56760}{\sqrt{(58764)(56720)}}$$

$$= \frac{56760}{\sqrt{3333094080}}$$

$$= \frac{56760}{57732.9549}$$

$$= 0.98$$

H$_a$: there is a significant correlation between students' speaking motivation and speaking ability at Ma'had Al-Jami'ah IAIN Padangsidimpuan.

H$_o$: there is no significant correlation between students' speaking motivation and speaking ability at Ma'had Al-Jami'ah IAIN Padangsidimpuan.

Based on the above calculating, the product moment has gotten correlation coefficient $r_{xy} = 0.98$ was higher than $r_{table} = 0.388$ on taraf 5%. The hypothesis (Hα) was accepted namely $r_{count} > r_{table}$ (0.98>0.388). The result showed that there was a significant correlation between students' speaking motivation and speaking ability at Ma'had Al-Jami'ah IAIN Padangsidimpuan in very high category. It has been written in the table of coefficient correlation interpretation below:

Table 12
Categories Value Correlation Coefficient and Degree Correlation

The Value	Degree
Between 0.00-0.20	Very low correlation
Between 0.21-0.40	Low correlation
Between 0.41-0.70	Significant correlation
Between 0.71-0.80	High correlation
Between 0.81-1.00	Very high correlation

Testing the truth of significant correlation used the formulate t_{count}.

$$t_{count} = \frac{rxy\sqrt{n-1}}{\sqrt{1-(rxy)^2}}$$

$$= \frac{0.98\sqrt{26-1}}{\sqrt{1-(0.98)^2}}$$

$$= \frac{0.98\sqrt{25}}{\sqrt{1-0.960}}$$

$$= \frac{0.98\,(5)}{\sqrt{0.04}}$$

$$= \frac{4.9}{0.2}$$

$$= 24.5$$

Based on the calculation above, the researcher found that $t_{count} =$ 24.5 and dk = N-2[1] = 26 – 2 = 24 and t_{table} on taraf significant 1% = 0.515. So, $t_{count} > t_{table}$ (24.5>0.515), it meant that there was a significant correlation between two variables that was said that the validity of the contribution of variable X to variable Y was accepted.

To look for the contribution of variable X to variable Yas follows:

KP = the score of determine coefficient

r = the score of the coefficient correlation

$KP = r^2$ x 100 %

$\quad$ = (0.98)² x 100 %

$\quad$ = 0.960 x 100 %

$\quad$ = 96 %

Based on the calculating above, the contribution variable X (students' speaking motivation) toward variable Y (speaking ability) there was 96% and 4 % influenced by other variable.

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[1] Hartono, *Statistik Untuk Penelitian* (Yogyakarta: Pustaka Pelajar, 2004), P.79.

C. The Discussion of the Result

Based on the theory, motivation is very important in everything we will do. It is a powerful for us to get the best in doing something. Moreover, in teaching and learning process, motivation is really needed. Motivation makes teaching and learning easier and more interesting. It is very good if both of teacher and students motivate each other in teaching and learning process, especially in speaking.

Many experts in psychology have given various definitions of motivation. According to Anita E. Woolfolk, "Motivation is an important factor which supports students to more curiosity and interest to do something, and it has a significant relationship with speaking ability. Motivation is inherent in the learning situations and meet pupil-needs and purpose.[2] It means that motivation is the way to support and to motivate students in learning activity, especially in speaking. Motivation has a significant role in teaching and learning process. The students who have a higher motivation will get a better opportunity to achieve the goal in their learning activities than the lower one.

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[2]Anita E. Woolfolk, *Educational Psychology*, 4th ed. (New Jersey: Englewood Clifss, 1990), P.285. http://93.174.95.29/_ads/F2B198D19944249AD5EC7336F3565A1E

Generally, motivation has a significant relationship with learning English. This can be seen from the result of Eka Sustri Harida's[3] research, there was a significant correlation between reading motivation and reading comprehension of the grade X students SMA S Nurul Ilmi Padangsidimpuan in enough category. Next, the research done by Diki Maulana and friends in their journal[4] the result showed that there was a week correlation between motivation behaviour and speaking ability at English Students Association.

The second, the research done by Mannah Khoiriah[5] the result almost all of students got low score and they are still afraid and shy to speak up, because they have low motivation. In this study, motivation can improve students' ability in speaking. The third, the research done by Aidil Syah Putra[6] the result the students' score of motivation in learning speaking showed significant improvement. The average of the students' score in learning speaking was 74.75 and the average of the students' score of motivation was 77.62. It means that the students have high motivation in learning speaking.

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[3] Eka Sustri Harida, *The Correlation between Reading Motivation and Reading Comprehension of the Grade X Students SMA S Nurul 'Ilmi Padangsidimpuan, English Education Journal Vol. 06 No. 1. juny 2018,* http://jurnal.iain padangsidimpuan.ac.id/index.php/EEJ/article/view/1251.

[4] Diki Maulana, Widya Sri Wahyuni, and Detya Siregar, "The Correlation Between Motivation Behaviour And Speaking Ability," *Professional Journal Of English Education* 1, no. 2 (2018): 115–24, https://journal.ikipsiliwangi.ac.id/index.php/project/article/view/460/66.

[5] Mannah Khoiriah, "The Correlation Between Students' Motivation and Speaking Ability at Grade VII Mts N 2 Padangsidimpuan" (Unpublished Thesis: State Institute for Islamic Studies Padangsidimpuan, 2013).

[6] Aidil Syah Putra, "The Correlation Between Motivation and Speaking Ability," *Journal of English Language Education and Literature* II, no. 1 (2017): https://journal.stkipnurulhuda.ac.id/index.php/Channing/article/view/87/60.

The fourth, the research done by Irma Desita[7] the result the hypothesis in this research was accepted, it means there was significant correlation between learning motivation and speaking mastery. The last, the research done by Tio Eka Putra and friends[8] the result showed that there was a relationship between the motivation and speaking ability of students, but the relationship between X and Y is not sifnificant $r_{table} > r_{xy}$ (0.3494>0.002).

The last, the difference with this research is the condition of the respondents, here they are required to stay in a dormitory for one year or two semesters. So, with the circumstances they have a place to practice their English, with a supportive environment that can improve their speaking better than before. They are required to use English and Arabic, whoever does not implement it will be given a punishment. The coercion it becomes a habit to use English. So, they have a lot of motivation both from within and from outside. Especially, motivation in themselves because of interest in language and have good goals and they are supported by parents, teachers and friends. It was supported by this research and it was proved by testing hypothesis of the research. It was found that students' speaking motivation had the significant correlation to speaking ability at 1st class at Ma'had Al-Jami'ah

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[7]Irma Desita Pane, "The Correlation Between Learning Motivation and Speaking Mastery at VIII Grade Students of SMP Swasta Al-Muslimin Pandan Tapanuli Tengah" (Unpublished Thesis: State Institute for Islamic Studies, 2016).

[8]Tio Eka Putra and Don Narius, "The Relationship Between Students' Motivation in Learning Speaking and Speaking Ability of English Department Students of Universitas Negeri Padang Academic Year 2017," *English Language Teaching* 7, no. 1 (2017), http://ejournal.unp.ac.id/index.php/jelt.

IAIN Padangsidimpuan. This fact can be seen from $r_{count} > r_{table}$ (0.98>0.388) and $t_{count} > t_{table}$ (24.5>0.515).

D. Threats of the Research

The researcher found the threats of this research as below:

1. The researcher gave the students the test one by one and explained them how to answer the questionnaire, and explained what are the test for speaking use.

2. The researcher incapable of measure honesty aspects of the students in answering the questionnaire that given, until possibility the students cheat or guess.

3. The researcher did not know whether students concentrated or not in answering the questionnaire.

4. The researcher did not know how serious the students were in speaking test for recording.

5. Test time was limited.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter is the correlation between students' speaking motivation and speaking ability at 1st class of FTIK Students at Ma'had Al-Jami'ah IAIN Padangsidimpuan. After getting the result of result work, the research came to describe the data as follows:

1. Students' Speaking motivation at 1st class of FTIK Students at Ma'had Al-Jami'ah IAIN Padangsidimpuan was "good" getting mean score were 72.11.

2. Students' Speaking ability at 1st class of FTIK Students at Ma'had Al-Jami'ah IAIN Padangsidimpuan was "good" by getting mean score were 70.42.

3. There is a strength correlation of students' speaking motivation and speaking ability at 1st class of FTIK Students at Ma'had Al-Jami'ah IAIN Padangsidimpuan. The hypothesis H_a was accepted whereas H_o was rejected, because the calculating of product moment by getting correlation coefficient r_{xy} 0.98. The hypothesis (H_α) in this research was accepted, because $t_{count} > t_{table}$ (24.5>0.515). It meant there was a correlation between students' speaking motivation and speaking ability at 1st class of FTIK

Students at Ma'had Al-Jami'ah IAIN Padangsidimpuan in very high category.

B. Suggestion

Based on the above conclusion, the researcher suggested to:

1. The director of Ma'had Al-Jami'ah, to motivate the lecturer especially english lecturers to teach as well as possible by maximizing the using of learning, especially in speaking.

2. The English lecturer, the researcher suggest as an English lecturer should give a positive stimulus to increase students' motivation in speaking.

3. The other researcher, the researcher hopes that the other researchers who want to conduct a research conduct a research related to this research to find out other correlations on speaking ability.

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CURRICULUM VITAE

A. Identity

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Place/ Birth : Pasar Panyabungan/ September, 24th 1997

Sex : Female

Religion : Islam

Address : Pasar Panyabungan, Huragi

                Padang Lawas

B. Parents

Father's name : M. Ikhwan Hasibuan

Mother's name : Tima Sari Siregar

C. Educational Background

1. Elementary School : SDN 101720 Panyabungan (2009)

2. Junior High School : MTs S NU Sibuhuan (2012)

3. Senior High School : MAS NU Sibuhuan (2015)

4. Institute : IAIN Padangsidimpuan (2019)

APPENDIX 1

Angket Tentang Hubungan Motivasi Siswa dengan Kemampuan Berbicara

Nama   :

Kelas/ Semester   :

Hari/ Tanggal   :

Petunjuk Pengisian Angket:

1. Isilah daftar identitas yang telah disediakan.

2. Bacalah setiap pernyataan dengan teliti dan seksama

3. Pilihlah salah satu jawaban yang menurut anda paling sesuai dengan keadaan atau pendapat   anda dengan memberikan tanda checklist (√) pada tempat yang disediakan.

   Keterangan alternatif jawaban:

   a. SL = Selalu
   b. SR = Sering
   c. KD= Kadang-kadang
   d. JR = Jarang
   e. TP= Tidak pernah

4. Jawaban yang anda berikan, dijamin kerahasiaannya dan tidak akan berpengaruh terhadap nilai di sekolah.

   Thank You.

NO	PERTANYAAN	SL	SR	KD	JR	TP
1.	**I am interested in the system of living in a dormitory for one year to practice fluency in English** (Saya tertarik dengan sistem tinggal di asrama selama satu tahun untuk melatih kelancaran berbahasa Inggris)					
2.	**I am interested in being able to speak English fluently, because he looks cool**. (Saya tertarik untuk bisa berbahasa Inggris dengan lancar, kerena dia terlihat keren).					

3.	I like to buy English conversation books so that I can speak English fluently. (Saya suka membeli buku percakapan bahasa Inggris agar saya bisa lancar berbahasa Inggris).					
4.	I have never read a book about English lessons because I don't like to read (Saya tidak pernah membaca buku tentang pelajaran bahasa Inggris karena saya tidak suka membaca).					
5.	I enjoy speaking in English very much at dormitory (Saya sangat senang berbicara dalam bahasa Inggris di asrama).					
6.	I want to speak in English because it is useful when traveling in many countries (Saya ingin berbicara dalam bahasa Inggris karena berguna ketika bepergian di banyak negara).					
7.	I need to improve English speaking proficiency because I want to impress people around me (Saya perlu meningkatkan kemahiran berbahasa Inggris karena saya ingin membuat orang lain terkesan).					
8.	I don't enjoy speaking in English, but I know that this proficiency is important for me (Saya tidak menikmati berbicara dalam bahasa Inggris, tetapi saya tahu bahwa kemampuan ini penting bagi saya).					
9.	If I can speak in English, I will be able to get a better job in the future (Jika saya bisa berbicara dalam bahasa Inggris, saya akan bisa mendapatkan pekerjaan yang lebih baik di masa depan).					
10.	If I can speak in English, I will have a marvelous life (Jika saya dapat berbicara dalam bahasa Inggris, saya akan memiliki kehidupan					

	yang luar biasa).					
11.	**My goal is to learn how to speak in English to follow the modern era** (Tujuan saya belajar bagaimana berbicara dalam bahasa Inggris untuk mengikuti zaman modren).					
12.	**I think speaking English does not necessarily have a good goal going forward.** (Saya pikir berbicara bahasa Inggris itu belum tentu mempunyai tujuan yang baik kedepan).					
13.	**I like learning English if the lecturer makes games in class.** (Saya senang belajar bahasa Inggris jika dosen membuat permainan dalam kelas).					
14.	**My lecturer gives praise when I speak English correctly in class.** (Dosen saya memberikan pujian jika saya berbicara bahasa Inggris dengan benar didalam kelas).					
15.	**I don't understand what the English lecturer said because the language was unclear.** (Saya tidak paham apa yang disampaikan oleh dosen bahasa Inggris karena bahasanya tidak jelas).					
16.	**My parents like it if I'm good at English.** (Orangtua saya senang jika saya pandai berbahasa Inggris).					
17.	**My parents gave me a gift if my English grade was good.** (Orangtua saya memberi hadiah kepada saya jika nilai bahasa Inggris saya bagus).					
18.	**My parents will scold me if my English grades are bad.** (Orangtua saya akan memarahi saya jika nilai bahasa Inggris saya jelek).					
19.	**I have many friends in the dormitory and in class to be invited to speak**					

No						
	English. (Saya punya banyak teman di asrama maupun di kelas untuk diajak dalam berbahasa Inggris).					
20.	**I was afraid of being laughed at by my friends when I gave an English-speaking opinion in front of the class.** (Saya takut ditertawakan teman-teman ketika saya memberikan opini berbahasa Inggris didepan kelas).					

Padangsidimpuan,   2019

Validator

Drs. H. Agus Salim Daulay, M. Ag

APPENDIX II

TEST OF SPEAKING

Instruction **:** Talking about last holiday (Monologue).

Name **:** _____

Class **:** _____

Date **:** _____

No	Indicators of Speaking	Score
1.	**Accent (5)**	
2.	**Grammar (5)**	
3.	**Vocabulary (5)**	
4.	**Fluency (5)**	
5.	**Performance/ comprehension (5)**	
	Maximal Score: 25 x 4 = 100.	

Note:

    20 - 40   **= Weak**

    40 – 60   **= Average**

    60 – 80   **= Good**

    80 - 100   **= Very good**

Padangsidimpuan,   Juli 2019

Validator

Zainuddin, S.S.,M.Hum
NIP.19760610 200801 1 016

APPENDIX III

The Result of Respondents Students' Speaking Motivation

No	Initial of Students	Score of Students
1.	AMRS	77
2.	AH	75
3.	DS	56
4.	HD	60
5.	INRH	60
6.	IWH	74
7.	KH	64
8.	MR	65
9.	MHS	68
10.	MAH	68
11.	NCT	78
12.	NS	55
13.	NFA	90
14.	NIAH	75
15.	OA	75
16.	RJ	68
17.	RDS	80
18.	RWS	85
19.	RH	67
20.	SAS	82
21.	SDS	73
22.	SPH	84
23.	SH	72
24.	TAAD	70
25.	RA	55
26.	NSS	80

APPENDIX IV

The Score of Respondents Speaking Ability

No.	Initial	Score
1.	AMRS	68
2.	AH	72
3.	DS	52
4.	HD	56
5.	INRH	76
6.	IWH	60
7.	KH	64
8.	MR	76
9.	MHS	84
10.	MAH	80
11.	NCT	56
12.	NS	60
13.	NFA	64
14.	NIAH	88
15.	OA	72
16.	RJ	80
17.	RDS	80
18.	RWS	64
19.	RH	68
20.	SAS	76
21.	SDS	76
22.	SPH	60
23.	SH	72
24.	TAAD	76
25.	RA	68
26.	NSS	64

Questionnaire Result of Students' Speaking Motivation

No.	Initial	Number of Questionnaire																				Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1.	AMRS	4	4	2	4	3	4	3	5	4	4	3	5	3	4	4	5	3	5	5	3	77
2.	AH	5	4	4	5	4	3	3	4	3	3	3	1	5	4	4	5	3	3	5	4	75
3.	DS	3	3	3	3	3	3	2	3	4	1	1	2	4	3	2	4	3	2	4	3	56
4.	HD	3	3	5	3	3	3	3	3	3	3	2	2	3	4	4	3	1	2	3	4	60
5.	INRH	3	4	3	5	3	3	2	2	4	2	3	4	3	2	3	3	3	2	3	3	60
6.	IWH	4	4	5	5	3	5	4	4	2	4	1	3	5	4	3	5	2	3	4	4	74
7.	KH	4	4	2	2	4	5	3	5	2	3	4	4	2	3	3	3	3	3	3	4	64
8.	MR	3	2	3	4	4	2	3	4	2	3	3	4	4	4	2	5	2	3	5	3	65
9.	MHS	5	2	3	2	4	2	4	4	1	4	5	3	3	4	3	5	2	5	3	4	68
10.	MAH	4	4	4	4	5	2	3	4	3	3	3	4	3	3	4	4	1	3	4	3	68
11.	NCT	5	5	4	5	4	5	4	4	5	3	4	4	3	3	4	4	2	4	3	3	78
12.	NS	4	4	3	3	3	2	1	2	3	3	2	2	2	3	4	3	3	3	4	1	55
13.	NFA	5	5	5	5	5	5	3	5	5	5	2	4	4	4	5	5	3	5	5	5	90
14.	NIAH	5	5	4	5	4	3	5	3	5	3	5	1	3	5	3	4	3	4	3	2	75
15.	OA	4	4	5	4	5	4	3	3	5	3	4	3	3	4	4	3	4	2	5	3	75
16.	RJ	4	4	4	3	4	3	3	4	5	2	4	4	3	3	4	4	2	2	4	2	68
17.	RDS	5	3	3	4	5	5	4	4	5	2	2	5	3	5	5	5	4	1	5	5	80
18.	RWS	5	5	3	4	5	5	4	4	5	5	3	5	4	5	4	5	4	1	4	5	85
19.	RH	4	5	4	2	3	4	2	2	5	5	3	2	3	4	3	3	4	3	3	3	67
20.	SAS	5	5	4	3	3	5	5	3	4	5	4	2	5	5	3	5	5	3	5	3	82
21.	SDS	5	4	3	2	5	2	5	3	3	5	4	5	4	4	3	5	3	1	3	4	73
22.	SPH	5	4	5	5	3	3	4	4	2	4	4	5	4	5	4	4	5	4	5	5	84
23.	SH	5	5	3	3	5	2	1	5	5	4	3	4	1	3	4	3	3	5	5	3	72

24.	TAAD	5	5	4	4	4	5	4	2	5	4	3	2	2	4	2	4	3	2	3	3	70
25.	RA	4	3	4	3	4	3	2	1	2	2	4	2	3	2	3	4	2	1	3	3	55
26.	NSS	5	5	4	5	5	5	3	3	4	4	3	3	3	5	4	5	3	4	3	4	80

APPENDIX VI

THE RESULT OF SPEAKING ABILITY

No	Initial	Accent	Grammar	Vocabulary	Fluency	Comprehension	Score
1.	AMRS	3	3	4	3	4	20/25 x 100 = 68
2.	AH	3	3	4	4	4	20/25 x 100 = 72
3.	DS	2	3	3	2	3	14/25 x 100 = 52
4.	HD	3	3	3	3	2	16/25 x 100 = 56
5.	INRH	3	4	5	3	4	21/25 x 100 = 76
6.	IWH	3	3	3	3	3	15/25 x 100 = 60
7.	KH	3	3	3	3	4	17/25 x 100 = 64
8.	MR	4	4	5	3	3	22/25 x 100 = 76
9.	MHS	4	4	5	4	4	23/25 x 100 = 84
10.	MAH	4	4	4	4	4	23/25 x 100 = 80
11.	NCT	3	3	3	2	3	14/25 x 100 = 56
12.	NS	3	3	4	3	2	16/25 x 100 = 60
13.	NFA	3	3	4	3	3	19/25 x 100 = 64
14.	NIAH	4	5	5	4	4	24/25 x 100 = 88
15.	OA	3	4	4	3	4	21/25 x 100 = 72
16.	RJ	3	4	5	4	4	21/25 x 100 = 80
17.	RDS	4	4	4	4	4	21/25 x 100 = 80
18.	RWS	3	3	4	3	3	18/25 x 100 = 64
19.	RH	3	3	4	3	4	20/25 x 100 = 68
20.	SAS	3	4	4	4	4	22/25 x 100 = 76
21.	SDS	4	4	4	4	3	20/25 x 100 = 76
22.	SPH	3	3	3	3	3	19/25 x 100 = 60

23.	SH	3	3	4	4	4	20/25 x 100 = 72
24.	TAAD	4	3	5	3	4	22/25 x 100 = 76
25.	RA	3	3	4	3	4	17/25 x 100 = 68
26.	NSS	3	3	3	3	4	18/25 x 100 = 64

APPENDIX VII

VARIABLE X

(Students' Speaking Motivation)

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

55	55	56	60	60	64
65	67	68	68	68	70
72	73	74	75	75	75
77	78	80	80	82	84
85	90				

2. High score = 90

3. Low score = 55

4. Range = high score – low score = 90-55 = 35

5. The total of the class (BK)   = 1 + 3.3 log n

   = 1 + 3.3 log (26)

   = 1 + 3.3 (1.4149)

   = 1 + 4.669

   = 5.669

   = 6

6. Interval (i)

$$I = \frac{R}{BK} = \frac{35}{6} = 5.8 = 6$$

7. Mean score (X) $= \frac{\Sigma f_i x_i}{f_i}$

No	Class Interval	Fí	Xí	FíXí
1.	55 – 60	5	57.5	287.5
2.	61 – 66	2	63.5	127
3.	67 – 72	6	69.5	417
4.	**73 – 78**	7	75.5	542.5
5.	79 – 84	4	81.5	326
6.	85 – 90	2	87.5	175
	Total	26		1875

$$X = \frac{\Sigma f_i x_i}{f_i} = \frac{1875}{26} = 72.11$$

8. Median

No	Class Interval	Fí	Xí	Fk
1.	55 – 60	5	57.5	57.5

2.	61 – 66	2	63.5	121
3.	67 – 72	6	69.5	190.5
4.	**73 – 78**	7	75.5	266
5.	79 – 84	4	81.5	341.5
6.	85 – 90	2	87.5	87.5
	i (6)	26		

$$\text{Me} = \text{Bb} + i \left(\frac{½ - f}{fm} \right)$$

$$= 72.5 + 6 \left(\frac{13-7}{7} \right)$$

$$= 72.5 + 6 \ (0,8)$$

$$= 72.5 + 4.8$$

$$= 77.3$$

9. Modus

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

$L = 72.5$

$d_1 = 1$

$d_2 = 3$

$i = 6$

So,

$$M_o = 72.5 + \frac{1}{1+3} \ 6$$

$$= 72.5 + 0.25 \ (6)$$

$$= 72.5 + 1.5$$

$$= 74$$

APPENDIX VIII

VARIABLE Y

(Student's Speaking Ability)

1. Maximal and minimum score were gotten by setting the variable score from

   low score to high score.

52	56	56	60	60	60
64	64	64	64	68	68
68	72	72	72	76	76
76	76	76	80	80	80
84	88				

2. High score = 88

3. Low score = 52

4. Range = high score – low score = 88 - 52 = 36

5. The total of the class (BK)   = 1 + 3.3 log n

                                                 = 1 + 3.3 log (26)

                                                 = 1 + 3.3 (1.4149)

                                                 = 1 + 4.669

                                                 = 5.669

                                                 = 6

6. Interval (i)

$$I = \frac{R}{BK} = \frac{36}{6} = 6$$

7. Mean score (X) = $\frac{\Sigma f_i x_i}{f_i}$

No	Class Interval	Fi	Xi	FiXi
1.	52 – 57	3	54.5	163.5
2.	58 – 63	3	60.5	181.5
3.	64 – 69	7	66.5	465.5
4.	70 – 75	3	72.5	217.5
5.	**76 – 81**	8	78.5	628
6.	82 – 87	1	84.5	84.5
7.	88 – 93	1	90.5	90.5
	i (6)	26		1831

$$X = \frac{\Sigma f_i x_i}{f_i} = \frac{1831}{26} = 70.42$$

8. Median

No	Class Interval	Fi	Xi	Fk
1.	52 – 57	3	54.5	54.5

2.	58 – 63	3	60.5	115
3.	64 – 69	7	66.5	181.5
4.	70 – 75	3	72.5	254
5.	**76 – 81**	8	78.5	332.5
6.	82 – 87	1	84.5	417
7.	88 – 93	1	90.5	90.5
	i (6)	26		

Me $= Bb + i\left(\dfrac{½ - f}{fm}\right)$

$= 75.5 + 6\left(\dfrac{13-8}{8}\right)$

$= 75.5 + 6\,(0.6)$

$= 75.5 + 3.6$

$= 79.1$

9. Modus

M_o $= L + \dfrac{d_1}{d_1 + d_2} i$

L $= 75.5$

d_1 $= 4$

d_2 $= 7$

i $= 6$

So,

M_o $= 75.5 + \dfrac{4}{4+7}\,6$

$= 75.5 + 0.36\,(6)$

$= 75.5 + 2.16$

$= 77.66$

APPENDIX IX

The Result of Variable X and Variable Y

No	Initial of Students	Variable X	Variable Y
1.	AMRS	77	68
2.	AH	75	72
3.	DS	56	52
4.	HD	60	56
5.	INRH	60	76
6.	IWH	74	60
7.	KH	64	64
8.	MR	65	76
9.	MHS	68	84
10.	MAH	68	80
11.	NCT	78	56
12.	NS	55	60
13.	NFA	90	64
14.	NIAH	75	88
15.	OA	75	72
16.	RJ	68	80
17.	RDS	80	80
18.	RWS	85	64
19.	RH	67	68
20.	SAS	82	76
21.	SDS	73	76
22.	SPH	84	60
23.	SH	72	72
24.	TAAD	70	76
25.	RA	55	68
26.	NSS	80	64
	Total	$\Sigma X = 1856$	$\Sigma Y = 1812$

APPENDIX X

Table
Statistical of Analysis Data

No	Initial of Students	Variable X	Variable Y	X^2	Y^2	XY
1.	AMRS	77	68	5929	4624	5236
2.	AH	75	72	5625	5184	5400
3.	DS	56	52	3136	2704	2912
4.	HD	60	56	3600	3136	3360
5.	INRH	60	76	3600	5776	4560
6.	IWH	74	60	5476	3600	4440
7.	KH	64	64	4096	4096	4096
8.	MR	65	76	4225	5776	4940
9.	MHS	68	84	4624	7056	5712
10.	MAH	68	80	4624	6400	5440
11.	NCT	78	56	6084	3136	4368
12.	NS	55	60	3025	3600	3300
13.	NFA	90	64	8100	4096	5760
14.	NIAH	75	88	5625	7744	6600
15.	OA	75	72	5625	5184	5400
16.	RJ	68	80	4624	6400	5440

17.	RDS	80	80	6400	6400	6400
18.	RWS	85	64	7225	4096	5440
19.	RH	67	68	4489	4624	4556
20.	SAS	82	76	6724	5776	6232
21.	SDS	73	76	5329	5776	5548
22.	SPH	84	60	7056	3600	5040
23.	SH	72	72	5184	5184	5184
24.	TAAD	70	76	4900	5776	5320
25.	RA	55	68	3025	4624	3740
26.	NSS	80	64	6400	4096	5120
	Total	$\Sigma X = 1856$	$\Sigma Y = 1812$	$\Sigma X^2 =$ 134750	$\Sigma Y^2 =$ 128464	$\Sigma XY=$ 129544

The result was used to calculated the value of correlation between variable X

and Y. this is the calculation of r_{xy} :

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

$$= \frac{26\,(131532)-(1856)(1812)}{\sqrt{(26(134750)-(1856)^2)(26(128464)-(1812)^2)}}$$

$$= \frac{3419832-3363072}{\sqrt{(3503500-3444736)(3340064)-(3283344)}}$$

$$= \frac{56760}{\sqrt{(58764)(56720)}}$$

$$= \frac{56760}{\sqrt{3333094080}}$$

$$= \frac{56760}{57732.9549}$$

$$= 0.98$$

APPENDIX XI

TABLE PRODUCT MOMENT

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368

14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194

29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

APPENDIX XII

DOCUMENTATION