THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND SPEAKING ABILITY AT GRADE VII MTs N 2 PADANGSIDIMPUAN

A THESIS

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

Written by:

RITA JULIANA RITONGA
Reg. Number: 10 340 0024

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
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2015

LETTER OF AGREEMENT

Term : A Thesis

      a.n.Rita Juliana Ritonga

Appendix : 7 (Seven) Examplars

Padangsidimpuan, July 07th 2015

To:

Dean Tarbiyah and Teacher Training Faculty

In=

    Padangsidimpuan

Assalamu'alaikum Wr.Wb.

    After Reading, studying and giving advices for necessary revision on thesis belongs to Rita Juliana Ritonga, entitled **"The Correlation between Students' Motivation and Speaking Ability at grade VII MTs N 2 Padangsidimpuan"**, we approved that the thesis has been acceptable the complete and fulfill the requirement to fulfill for the degree of Graduated of Islamic Education (S.Pd.I) in English.

    Therefore, we hoped that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.
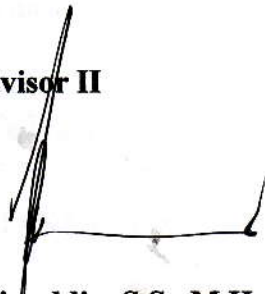
Wassalamu'alaikum Wr.Wb.

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DECLARATION LETTER OF WRITING OWN THESIS

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EXAMINERS

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Date	: July, 07th 2015
Time	: 09.00 WIB - Finish
Result/Mark	: 73 (B)
Cumulative Achievement Index	: 3.24
Predicate	: Very Good

LEGALIZATION

Title of Thesis : **THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND SPEAKING ABILITY AT GRADE VII MTs N 2 PADANGSIDIMPUAN.**

Written By : RITA JULIANA RITONGA

Reg. Number : 10 340 0024

The Thesis had been accepted as a partial fulfillment of requirement for the degree of Graduate of Islamic Education (S.Pd.I)

Padangsidimpuan, 25 September 2015
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ABSTRACT

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JUDUL SKRIPSI   : **THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND SPEAKING ABILITY AT GRADE VII MTs N 2 PADANGSIDIMPUAN.**

This study discussed about The Correlation between Students' Motivation and Speaking Ability at Grade VIIMTs N 2 Padangsidimpuan. Students of Grade VII MTs N 2 Padangsidimpuan have problem in speaking ability. It is a fact from interview to some students; they told that speaking is difficult. There are many factors that indicate the speaking such as: the vocabulary mastery, grammatical mastery, low motivation, and unless interaction by using English with the teacher. Less of vocabulary mastery and the last is motivation in learning English, it is indicated that students who are able to English skill has lower speaking ability.

This research was done by using quantitative research. The sum of population from this research 148 students grade VII MTs N 2 Padangsidimpuan from Propotional Random Sampling as the sampling strategies. The used samples in this research were 30 students of grade VII MTs N 2 Padangsidimpuan. It was taken from 20% of the population. To get the data the researcher used questionnaires and test, to find out the Correlation between Students' Motivation and Speaking Ability at Grade VII MTs N 2 Padangsidimpuan.

Based on the result of the research, it was font the percentage of the Correlation between Students' Motivation and Speaking Ability at Grade VII MTs N 2 Padangsidimpuan was significant. Because the value of "r" calculated were 0.615, while the value of the r table in Pearson Product Moment formulated on the degree of freedom 5% significant was 0.361. It showed "r" calculation was higher than r_{table} or $0.615 > 0.361$, 1.701 it showed "t" calculation was higher than t_{table} 0r $4.127 > 1.701$ it was meant that there was a significant correlation. It has high correlation and it means that the hypothesis was accepted.

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Firstly, I would like to convey grateful to Allah SWT. The most Creator and Merciful who has given the health, time and chances for finishing this thesis: **"The Correlation between Students' motivation and Speaking Ability at Grade VII MTs N 2 Padangsidimpuan".** This thesis is written in order to fulfill one of the requirements for English Education Department of State Institute for Islamic Studies (IAIN) Padangsidimpuan. Hence, this thesis paper has been undertaken.

In writing this thesis, the writer is assisted by some people and institutions. Therefore, in this opportunity the writer would like to express her gratitude to the following people:

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4. Mrs. Rayendriani Fahmei Lubis, M.Ag, the Leader of English Department.

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10. All the people who have helped the writer to finish my study that I can't mention one by one. May Allah, the Almighty bless them all, Amin.

This thesis is still so far from being perfect based on the weakness of the research. Therefore, the researcher aspects the constructive criticisms and suggestions from the readers in order to improve this thesis.

Padangsidimpuan, July 07th 2015

RITA JULIANA RITONGA
Reg. Number: 10 340 0024

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CHAPTER I

INTRODUCTION

A. Background of the Problems

Language is an important thing in our life. It is used as a tool of communication in all over the world. Language is needed to shape our thought, fillings, desires, and our deeds. By using the language, someone can talk and understand each other. Every country has different language, for example: Malaysia (Malay), Thailand (Thai), England (English), Indonesia (Indonesia) and Chinese (Mandarin). To communicate with other world, one region needs language as tool communication that understood by everyone in this world. English is called as international language. English spoken by over 300 million people as their native language. By looking at the important of the English, in Indonesia English is considered as a foreign language. It is taught from elementary school up to the university. Therefore, English is so essential for everyone to get the knowledge, development of science technology, art, culture and development of relations between nations.

English is a very important language that is used by many people in various countries. It is very useful for us and our future. English is the first language in many aspects in life, such as in everyday life, business, information technology, education especially senior high school and university education, and

many other aspects. In mastering English there are four skills that must be known and learned by students. These skills are listening, speaking reading and writing.

The first is listening, which shows the ability to make sense of what heard and connect it to other information already know. Listening is the first skill that is gotten by the human in their lives. After that, Speaking is the ability to communicate orally to express idea and felling. The third is reading, it is the ability to get the messages or information that comes from the author that can be understood and comprehended by the reader easily. The last is writing, which to express the ideas to the printed material. From all the skills above, speaking is considered as the important skill in a language, especially English.

Speaking is one way to communicate the information that is often used to a listener or group of listeners and more understandable by people. Speaking is direct activity that show expression, felling, and act. This skill is realized by the ability of grammatical aspect, vocabularies, and structure. Therefore, speaking is called as harder skill than others.

Based on curriculum in Senior High School, students should be able to communicate effectively. For example; asking and giving information, agreeing and disagreeing statements and giving opinions and responses. Actually, students who sits at Grade MTs N 2 Padangsidimpuan have problem in speaking ability. It is a fact from interview to some students; they told that speaking is difficult. There are many factors that indicate the speaking is less in second year such as:

the vocabulary mastery, grammatical mastery, low motivation, and unless interaction by using English with the teacher. Less of vocabulary mastery in while it has indicated, because the students find difficulties to say a new word in speaking. And then, when they spoke which has wrong grammatical and it is because routine activity in interactive speaking is less. The last is motivation in learning English, it is indicated that students who are able to English skill has lower speaking ability.

The researcher chooses the motivation as the factor in speaking ability because motivation is spirit to support someone to do something. The human need motivation to give suggestion, guidance, and support in English learning. Therefore, the researcher believes to conduct a correlation research of which purpose to investigate "**The Correlation between Students' Motivation and Speaking Ability At Grade VIIMTs N 2 Padangsidimpuan.**

B. Identification of the Problems

Based on the above background of the problem, the researcher identifies the problems is about speaking ability. The factor that indicates speaking ability was about grammatical mastery, vocabulary mastery, low motivation, and unless interaction by using English with the teacher. Therefore, the researcher tries to find out how far the correlation between students' motivation and speaking ability.

C. Limitation of the Problems

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

D. Formulation of the Problems

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

1. How is the students' motivation at Grade VII MTs N 2 Padangsidimpuan?
2. How is the students' speaking ability at Grade VII MTs N 2 Padangsidimpuan?
3. Is there significant correlation between students' motivation and speaking ability at Grade VII MTs N 2 Padangsidimpuan?

E. Purposes of the Research

Based on the above formulation of the problems, the researcher determined that the purposes of the research can be stated as follows:

1. To examine the students' motivation at Grade VII MTs N 2 Padangsidimpuan.
2. To examine the students' speaking ability at Grade VII MTs N2 Padangsidimpuan.
3. To examine the correlation between students' motivation and speaking ability at Grade VII MTs N 2 Padangsidimpuan.

F. Significances of the Research

This research is intended to be useful for:

1. Headmaster, to encourage English teachers to do the best in English teaching.

2. English teachers, to have practical and theoretical information about problems that students have in mastering their speaking skill.

3. Further researchers, to get information and a reference to do related research.

G. Definition of Operational Variable

1. Students' Motivation

   Motivation is supporting to someone to do something. Motivation is powers that makes someone want to do the activities. Then, students are the collected children that take a seat in the school. In this case, the students are whose sit at Grade VII MTs N 2 Padangsidimpuan. Therefore, Students' motivation is power or supporting that given to the students at Grade VII MTs N 2 Padangsidimpuan to do their activities in learning.

2. Speaking Ability

   Speaking is an activity to communicate something. The purpose of speaking is to transfer information. However, ability is an able to overcome the skill in a language. Therefore, speaking ability is an able to do communicate in the situation that is going on.

From the above explanation, researcher concludes that the purpose of this research is to know the correlation between students' motivation and speaking ability at Grade VII MTs N 2 Padangsidimpuan.

H. Outline of the Thesis

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

Chapter one, it consists of background of the problem, identification of the problem, formulation of the problem, focus of the problems, purpose of the research, the aims of research, and definition of operational variables.

Chapter two, it consists of the theoretical description, review of related finding, conceptual framework, and hypothesis.

Chapter three, it consists of research methodology and in research methodology consist of research methodology, time and place of the research, population and sample, instrument of research, the techniques of data collection and the last the techniques of data analysis and outline of the thesis.

Chapter four, it is the result of the research talking about the analysis of data. This chapter consists of description of data, hypothesis testing, discussion and the threats of research.

Finally, Chapter five consists of conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Motivation

   a. Definition of Motivation

   Motivation theory attempts to answer three questions. First, what initiates behavior? In other words, what accounts for the fact that behavior 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 its direction or control and for its cessations. [1] Motivation is one of the key factors that help students persist when these challenges arise.[2] In continuation, according to Sardiman, motivation derives from 'motif' which means energy or effort that encourage someone to do something. So, motivation can be interpreted as an active activator.[3]

   The base meaning of motivation is internal organism of human or animal that is supported to make something. Motivation very important

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[1]Guy R. Lefrancois, *Psychology for Teaching*, (Six Edition),p.265.
[2]Jhon T. Ghutrie, Allan Wigfield and Kathleen C. Perencevich, *Motivating Reading Comprehension CORI*, Mahwah, New Jersey London, p.260.
[3]Sardiman A. M. *Interaksi & Motivasi Belajar Mengajar*, (Jakarta: PT. Raja Grafindo Persada, pers 2011), p.73.

for us or human not for animal always.[4] While, according to Hilgard and Russel in Wasty Soemanto, stated that motivation is "the evidence seems rather clear, too, that motivation is not something applied apart from the learning situation but is an intrinsic part of it.[5] So, motivation is the change of energy in individual itself. It is signed by effective supporting and reacts to achieve the goal, and it is a part of learning. Lack of motivation, it is caused of miss or lose of understanding the important of reading, then, they think that reading is an activity that make them bored, in fact, motivation becomes the supporter their concentration and help to produce the complete understanding whether in reason or emotional.

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. Motivation is defined simply in terms of the observable conditions that can be shown to control attending and responding.[6]

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[4]Muhibbin Syah. *Psikologi Belajar,* (Jakarta: Raja Grafindo Persada, 2004), p. 152.
[5] Wasty Soemanto. *Psikology Pendidikan*, (Jakarta: Rineka Cipta, 2003), p. 201.
[6]Charles Galloway, *Psychology Learning and Teaching*, (United States of America, 1976), p.254.

b. Functions of Motivation in Learning

Motivation is very important for students. Motivation is an essential condition of learning. Learning achievement become optimal if there are motivation. So motivation has three functions. There are the functions of motivation as follow:[7]

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 what must worked that serration for achieve our purpose, with reject the deeds that not benefit mentioned of purpose.

c. Kinds of Motivation

Schunk classifies that motivation is divided into two parts, extrinsic motivation and intrinsic motivation.[8]

1) Extrinsic Motivation

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

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[7]Sardiman A. M. *Interaksi & Motivasi...* p.85.
[8]Nerfi Istianti, " The Correlation Between Students' Motivation in learning speaking and their ability   "(*http://repository.uinjkt.ac.id/dspace/bitstream/123456789/24666/3/NERFI%20ISTIANTI-FTIK. pdf* accessed at March 18th 2015 retrieved on 11:00 am).

outcomes such as reward, teacher praise, or punishment. According to Santrock, extrinsic motivation causes someone to conduct something in order to get something else. In order words, it is a means to get something. Motivation is caused by external incentives such as rewards and punishments.

Extrinsic motivation is motivation which come from not from inside of ourselves but from outside. As Oemar Hamalik explains that extrinsic motivation is motivation that caused by outside factors of situation. From the statement above, it is assumed that extrinsic motivation is caused by factors from outside of students. It can be from teachers, parents, environments, etc.

a) Teachers

Teacher is a person who has an important role in teaching and learning activity to socialize and 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 has 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 opposite effect".[9] This statement means that parents have an important role to motivate their children. They should have to support their children to create their motivation.

c) Environments

The teaching and learning activity in which conducted in good, clean, and health environment can give better satisfactory both of for teacher and students than conducted in bad environment. Environment also will cause students' motivation. Students will be more interesting, if the environment of the classroom is comfortable. According to Tabrani environment is everything

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[9]Jeremy Harmer, *The Practical of English Language Teaching,* (New York: Longman, 2000) p.4.

which exist around us, which has correlation and gives influence to ourselves.[10]

2) Intrinsic Motivation

Intrinsic motivation refers to motivation concerned in activities for its own sake. Internal motivation involves motivation to do something for its own desire. This motivation is appeared from ourselves. The students' who have intrinsic motivation will 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. Jeremy Harmer states that intrinsic motivation takes a vital role in the result of students' language learning.[11] Many students bring no extrinsic motivation to the classroom. They may perceive no interest about language learning in the classroom. Therefore, it becomes teacher' role to create intrinsic motivation in the classroom in order to maintain students' learning.[12]

According to Emily in her research, intrinsic motivation is appeared from students' personal such as their comfort, happiness, interest. Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement

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[10] Nerfi Istianti, *The Correlation between…* p.10.
[11] Jeremy harmer, *The Practical of English…* p.4.
[12] Nerfi Istianti, *The Correlation between…* p.11.

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 will be 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 motivation inside themselves. From the statement above, it is assumed that intrinsic motivation is caused by factors from outside of students. It can be from effort, desire, attitude, etc.

d. Forms of Motivation in the School

  The students is expected to get motivation when their learning in the class or school. So, there are the forms of motivation in the school as follow:[13]

1) Give score

2) Reward

3) Competition

4) Ego-involvement

5) Give exercise

6) Knowing score

7) Give Praise

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[13]Sardiman A. M. *Interaksi* & Motivasi… p. 91-94.

e. Theories of Motivation

According to Wasty Soemanto thata good planning in learning, instrument, method which is used, does not surely give satisfaction to the result if students and teachers does not have motivation. Without motivation it is very difficult to reach goal, because of that it needs to know or understand motivation theories in teaching learning process particularly:

First, intrinsic theory. Human has three points of desire, in this case it is called instinct too, namely: self-maintaining, self-developing, and individual maintaining. Human being activity is driven by those three instincts, so according to this theory, to motivate someone should be based on which instinct that will be directed and needed development. For example; one student who is very diligent in learning even though his family life is poverty. Something that motivate him to study diligently may be he wants to be cleaver, it means there is self-developing, and maybe he wants to get a job after graduated. Another example, one student is motivated to quarrel because he often feels be despaired and scorned by his friends because they said he is stupid, it means there is self-maintaining.

Second, hedonism theory. Hedonism Greek it means, joy or pleasure, happiness, comfortable. According to hedonism theory human is an individual who thinks life is important, life which full of happiness and comfortable. So, if in individual faces one problem which need solving, he will choose the alternative solving which make happiness than to be solved difficulty, dangerous, suffering.

The implication of this theory raises an opinion that everybody will go away from dangerous, suffering but prefer to do something which give happiness to them at school the students in class room will be happy and applaud when they hear an announcement from the head master that their mathematics teacher is absent because of unhealthy. According to this theory will not be lazy. If they think learning is important for them they will be motivated to do it, because they will be got successful later.

Third, theory reaction. Reaction theory said that action or human behavior is not based on instinct but based on human patterns which is studied from culture where the human live. According to this theory if one leader or teacher will motivate their students the teacher ought to know the background and culture of students who are conducted by him.

Fourth, needs theory, this theory has opinions that act which is done by human on truth is to full their needs, physic or mental needs, because of that if one teacher wants to give motivation to their students he/she must try to know what it the need of the students which will to motivate them.[14]

By looking above motivation theories, so in this case motivation hold important role in learning because, it is useful to connect motif, lead an individual to do something in learning situation. It reinforces or stimulates students' in learning.

According to Sardiman.A. M that some efforts that are used in reinforcement, but in reinforcement motivation teacher must be carefully chooses words or action suitable with students' because there are some factors that influences the students' motivation.[15]

According to Syaiful Bahri Djamarah that Motivation variabel X or dependent variabel is a stimulus toward students' in teaching learning process. To measure the students' motivation level in learning is by

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[14]Wasty Soemanto, *Psikologi Pendidikan…* p. 8.
[15]Sardiman, A. M, *Intraksi dan Motivasi Belajar Mengajar* (Jakarta: PT Raja Grapindo Persada, 2011), p.15.

looking from some indicator namely: a) attention, b) seriousness in learning, c) reward".[16]

2. Speaking

   a. Definition of Speaking

        Speaking is the productive skill in the oral mode. It is like the other skills, it more complicated than it seems at first and involves more than just pronouncing words.[17] Speaking a language is just playing in the tense that it involves combining different skills and transferring a set of structured behaviors from one context to another. It seems thus that skills involved in play also have a role in syntactical development.

        Speaking is learned in two broad contexts: foreign language and second language situations, the challenges you face a teacher are determined partly by the target language context. Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. Diversity in interaction involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress and intonation.[18]

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[16]Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar* (Jakarta: PT Rineka Cipta, 2006), p. 148.

[17]Abdul Gani, "*Pengertian Speaking*" http://rumahpintar.blogspot.com/2012/htm Accessed 17 juli 2014/08.15pm

[18]Jack, C. & Willy. A, *Methodology In Language Teaching* (America: Can bridge University Press, 2002), p.205.

Interactive speaking situations include face to face conversation. In which we are alternative listening and speaking, and in which students have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the conversation is the audience does not interrupt the speech. The speaker nevertheless can see audience and judge from the expressions on their faces and body language whether or not he or she is being understood.

In speaking English, the speaker needs some skills in using the target language, here are some skills involved in speaking, and the speaker has to:

1) Pronounce the distinctive sounds of a language clearly enough so that the people can distinguish them, this includes making tonal distinctions.

2) Use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.

3) Use the correct form of words.

4) Put words together in correct words order.

5) Use vocabulary appropriately.

6) Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.

7) Make clear to the listener the main sentence constituents, such as subject verb, object, by whatever means the language uses.

So in learning speaking of a foreign language must practice, if not the target language is cannot capable.

b. The Aspect of Speaking

Actually, speaking is assumed as the most complex of linguistic skills, because it involves thinking of what is to be said while saying what has been thought. In order to be able to do this, structures and vocabularies must be chosen. Words must be put in at rapid rate and with a spacing of about five to ten words ahead of the utterance.

In addition, patterns and words must be chosen to fit the right situation or vocabulary. And it requires a great deal of practice, since it includes: pronunciation, in which the entire system comes into play on oral expression, in which the grammatical, lexical and semantic systems are used simultaneously and in a regular rhythm. Pronunciation is one of the speaking elements which is important to be mastered by the speakers. It is as a way in which a language spoken or pronounced by the speakers or reader.

It is along away from pronunciation exercises to the ability to converse fluently in a language. Oral expression not only all the features of auditory comprehension with the use of the right sound in the right patterns of rhythm and intonation, but also choice of words and their

arrangement in the right order to convey the right meaning. It is expected that the teachers of English can help the students in order to develop the students' skill in speaking. In this case the teacher can use short dialogues, guided conversation, communicative practice, and free conversation.

There are some factors that are influenced speech of speaking such as accent, grammar, vocabulary, fluency and comprehension. To be clearly, the factors described as follows:

1) Accent

   a) Pronunciation frequently unintelligible

   b) Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition

   c) Foreign accent requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabularies

   d) Marked foreign accent and occasional mispronunciations which do not interfere with understanding

   e) No conspicuous mispronunciation, but would not be taken for a native speaker

   f) Native pronunciation, with no trace of foreign accent.

2) Grammar

    a) Grammar almost entirely inaccurate phrases

    b) Constant errors showing control of very few major patterns and frequently preventing communication

    c) Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding

    d) Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding

    e) Few errors, with no pattern of failure

    f) No more than two errors during the interview.

3) Vocabulary

    a) Vocabulary inadequate for even the simplest conversation

    b) Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)

    c) Choice of word sometimes inaccurate, limitations of vocabulary permits discussion of some common professional and social topics

    d) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non – technical subject with some circumlocutions

    e) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situation

f) Vocabulary apparently as accurate and extensive as that of a native speaker.

4) Fluency

    a) Speech is so halting and fragmentary that conversation is virtually, and Impossible

    b) Speech is very slow and uneven expect for short or routine sentences

    c) Speech is frequently hesitant and jerky; sentences may be left uncompleted

    d) Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words

    e) Speech is effortless and smooth, but perceptibly non – native in speech and evenness

    f) Speech on all professional and general topics as effortless and smooth as a native speaker's.

5) Comprehension

    a) Understand to title for the simple type of conversation

    b) Understand only slow, very simple speech on common social and touristic topic; requires constant repetition and rephrasing

    c) Understand careful, somewhat simplified speech when engaged in a dialogue, but my require considerable and rephrasing

d) Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing

e) Understanding everything in normal educated conversation expect for very colloquial or low frequency items, or exceptionally rapid or slurred speech

f) Understand everything in both formal and colloquial speech to be expected of an educated native speaker.[19]

B. Related Findings

This research was not as beginner in this title, but some researchers had been searched before which relevant with this title, they were some findings of related to this research:

Wadiah Suryani's[20]thesis entitled "The Comparative study between Metacognitive Learning Strategy and Affective Learning Strategy on Students' Speaking Ability at Grade XI MAN Sibuhuan". The result of this research show that metacognitive learning strategy is better than affective learning strategy. It could be seen from last score of the calculation. Thus, it could been stated that using metacognitive learning strategy could increase the students' speaking ability at grade XI MAN Sibuhuan.

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[19]Arthur Hudges, *Testing For Language Teacher* (Cambridge University Press: Australia, 1941), p. 112.

[20]Wadiah Suryani, The Comparative Study Between Metacognitive Learning Strategy and Affective Strategy on Students' Speaking ability at Grade XI MAN SIBUHUAN, (*Unpublished thesis*, Padangsidimpuan: STAIN 2012), p. 29.

Siti Hajar Harahap[21] about "The Analysis of Grade X Students' Motivation in Learning English of MAN Hutagodang Langga Payung Labuhan Batu Selatan". The result of this research shows that students' in MAN Hutagodang highly motivated to learn English.

Next is Yusri.[22] The correlation between teaching materials and the students' ability in speaking English of the grade VII students at MTs Asy-Syukriyah Marancar in 2010-2011 academic years. After looking the result of on 5% significant is 0.403. So, r_{xy} higher than r_{table} or = 0.922 > 0.403. It means that there was any significantly correlation between teaching materials and the students' ability in speaking English of the grade VII students at MTs Asy-Syukriah Marancar in 2010-2011 academic years. So it can be stated that the hypothesis was accepted.

So, based on the related finding above, the researcher concluded that, there are some correlation between students' motivation and speaking ability at Grade VII MTs N 2 Padangsidimpuan.

C. Conceptual Framework

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 on

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[21]Siti Hajar Harahap, *The Analysis of Grade X Students Motivation in Learning English of MAN Hutagodang Langga Payung Labuhan Batu Selatan,* (Langga Payung: MAN Hutagodang, 2012), p. 32.

[22]Yusri The correlation between teaching materials and the students' ability in speaking English of the grade VII Students of MTS ASY-SYUKRIYAH Marancar in 2010-2011 academic year (*Unpublished Thesis*: FKIP UMTS Padangsidimpuan, 2011), p. 12.

expressing feeling, ideas and action in various dialogues and monologue in oral form. Speaking ability 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. To make them more active in class, so the first thing that should be done is motivating them.

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' ability in speaking English.

Futhermore, motivation is very important to increase students' interest to study more about speaking. Persuading students, and and making them realize that speaking english is very needed for every one 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 is be shown in the following illustration:

(Students' motivation)   (Speaking ability)

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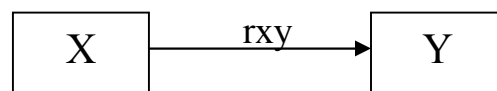
Based on illustration above, the researcher wants to describe a correlation between the X and Y variables. X variable is students' motivation (dependent variable) and Y variable is speaking ability (independent variable).

D. Hypothesis

Hypothesis is one element of research. Based on the theoretical description and conceptual framework that has been presented. Suharsimi Arikunto states that a hypothesis is the solving predicting or the answer which is derived.[23]

Researcher formulated the hypothesis that "there are significant correlation between Students' Motivation and Speaking Ability at Grade VII MTs N 2 Padangsidimpuan".

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[23]Suharsimi Arikunto ,*Manajemen Penelitian,* (Jakarta: Rineka Cipta, 2007), p. 44.

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time of Research

The research was conducted at MTs N 2 Padangsidimpuan that was located on Jln. H.T Rizal Nurdin km 5.5 Padangsidimpuan. This research was done from November 2014 until 07 July 2015.

B. Kinds of Research

The kind of this research was quantitative research. Quantitative approach was based on the collection and analysis of correlation numeral data; it was usually obtained from questionnaires, tests, checklist and other formal paper and pencil instruments.[25] Collecting and analyzing the data are necessary to answer the question in the research.

As has been noted in the previous chapter, the researcher wanted to describe a correlation between the X and Y variables. X variable is students' motivation (dependent variable) and Y variable is speaking ability (independent variable).

C. Validity of Instrument

Suharsimi Arikunto stated validity was the chances which show the level of instrument about measurement something.[26]

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[25]Gay. L R &Airsian. P, *Educational Research: Competence for Analysis & Application* (U.S.A: Prentice-Hall, 2000), p.8.

[26] Suharsimi Arikunto, *Opcit. Cit.,* p. 167.

There were two validity of instrument:

1. Logical validity was the instrument which done by analysis logically; it was comfort to the content.

2. Empirical validity was the instrument had comfortable to aspect empirically.

In this research, the researcher used the logical validity and empirical validity. The logical validity was done by divided variable to be sub-variable and indicator of variable. The empirical validity was done by external validity and internal validity. The external validity was the data had resulted from instrument. It was suitable with information of variable. Then, the data was correlated with external information. And the internal validity was done by test of variable.

To know what the items of instrument were valid, the researcher guided to Suharsimis' opinion, who said the instruments must be analyzed by Product Moment formula. Then, the result of Product Moment was compared with t_{count} and t_{table} to know the items of instrument too. If $t_{count} > t_{table}$, so the items were valid. But if $t_{count} < t_{table}$, so the items were not valid.

D. Population and Sample

1. Population

Population is the total number of the subject in conducting the research. Population is all the field that the researcher takes in conducting the research of course needs the population, as Suharsimi Arikunto states that

population is all of researching objects.[27] according to Sugiono that population is the generalization area that consist of: object/subject which have learned quantity and then is taken the summary.[28]

Based on the previous quotation, the population is taken from all students at grade VII MTs N 2 Padangsidimpuan. There were 148 students in eleventh grade; specifically it is shown in the following below:

Tabel 1
The population of Grade VII MTs N 2 Padangsidimpuan

No	Class	Total Students
1	VII-1	37
2	VII-2	37
3	VII-3	37
4	VII-4	37
Total of Students		148

2. Sample

Sample is sub group taken from a population. Gay stated that sample comprises the individuals, items or events selected from a larger group referred to as a population and the purpose to gain information about the population using sample.[29] In another word sample is part or presentation of the population.

In this research, researcher used Propotional Random Sampling as the sampling strategies. While, for the amount of the sample, it is got from

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[27] Suharsimi Arikunto, *Manajemen Penelitian*... p. 130.
[28] Sugiono, *Statistika untuk Penelitian,* (Bandung: CV. Alfabeta, 2002), p. 55
[29] L.R. Gay and Peter Airasian. *Educatial* Research… p. 121.

the suggestion of Suharsimi Arikunto, he states that if the subject less than 100, it is better to take all subjects, and if the subject is more than 100, the sample can be took 10% - 15% or 20% - 25% or more based on researcher's ability.[30]

So, the sample that used in this research was 30 students of the students at grade VII MTs N 2 Padangsidimpuan. It is taken from 20% of the population.

E. Instruments of Collecting Data

In collecting the data of this research, the researcher uses two instruments. They are:

1. Questionnaires

The first instrument which was employ in this research is questionnaire. The questionnaire is used to get information about the students' motivation in speaking ability through written questions. There are seven basic question types, they are quantity or information, category, list or multiple choice, scale, ranking, complex grid or table, and open-ended.[31] The type of questionnaire that used in this research was scale, it is Likert scale.

The type of questionnaire in this research is scale. The Likert-type scale response was level of frequency, in which the scoring of them is devided

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[30]Suharsimi Arikunto, *Manajemen Penelitian…* p. 174.
[31]Lorain Blaxter, et. all., *How to Research* (Buckingham: Open university Press, 2001), p.179.

into two based on the direction.[32] 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:

Tabel 2
Likert Scale

No	Symbol	Explanation	Favorable Score	Unfavorable Score
1	SL	Selalu	5	1
2	SR	Sering	4	2
3	KD	Kadang – kadang	3	3
4	JR	Jarang	2	4
5	TP	Tidak Pernah	1	5

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

TABEL 3
Indicators of the Students' Motivation (Variable X)

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

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[32]Wage M. Vagias, "Likert-type scale response anchors" *(http://www.clemson.edu/centers-institutes/tourism/documents/sample-scales.pdf*accessed at November 29[th,] 2014 retrieved on 09:25 pm).

2. Test

Researcher used speaking test, which asked students to speak related to certain topic which was given to them. Brown defined test" a method of measuring a person's ability; knowledge or performance in a given domain."[33] Test in speaking is given based on rubric speaking. So, in this research, the students will perform an oral presentation. "Oral presentation is expected to have candidate giving a short talk which he has either been asked to prepare beforehand or has been informed of shortly before the test."[34] Because the test was orally, researcher observed speaking in five criteria. The indicators of test there are; accent, grammar, vocabulary, fluency and comprehension.

In continuation, the indicator of speaking about the giving thanking and complementing can be seen in the table below:

TABLE 4
Indicators of Speaking English (Variable Y)

Indicator of speaking	Score
To perform the accent of speaking correctly	15
To perform the grammar of speaking correctly	25
To perform the vocabulary of speaking correctly	25
The perform the fluency of speaking correctly	15
To perform comprehension of speaking correctly	20
Total score	**100**

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[33]H. Douglas Brown, *Language Assessment, Principles and Classroom Practice*, (San Francisco: Longman, 2004), p. 3.

[34]Cyril J. Weir, *Communicative Language Testing*, (UK: Prentice Hall, 1990), p. 75.

F. Techniques of Collecting Data

The techniques that used in collecting data are:

1. Test for speaking ability data

    There they are to do the test for students' speaking ability; the researcher will used the test for collecting as follow:

    a. The researcher given a script of short talk for students.

    b. The researcher given chance or time for students to read it first.

    c. The researcher asked students to prepare themselves to be tested.

    d. The researcher given score for each performance of students.

2. Questionnaire for students' motivation data

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

G. Techniques of the Data Analysis

In correlation of research, the most suitable analysis is using the statistical process. It means that all the data were collected and analyzed by using "r" Product Moment formulation. The researcher uses this research to see the correlation between two variables.

Furthermore, the data were collected and analyzed by using "r" Product Moment by Pearson. Analysis the data, the researcher got the means score of the students' motivation on speaking ability to test the hypothesis by using formula:[35]

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

Where:

r_{xy} : Pearson

ΣX : The sum of scores in X – distribution.

ΣY : The sum of scores in Y – distribution.

ΣXY : The sum of the Product Paired X and Y scores.

ΣX^2 : The sum of squared in X – distribution.

ΣY^2 : The sum of squared in Y – distribution.

N   : The number paired X and Y scores.

Based on the test the significant of the variables researcher uses the formula:[36]

$$t_{count} = r\sqrt{\frac{n-2}{1-r^2}}$$

Where: t = score t

r = score coefficient

n = total sample

[35]H. Agus Irianto, *Statistik Konsep Dasar dan Aplikasinya,* (Padang: November 2003), p. 137.
[36] Iqbal Hasan, *Analysis Data Penelitian dengan Statistik,* (Jakarta: PT. Bumi Aksara, 2004), p. 96.

In addition to know the criteria of the score

Table 5
Criteria score interpretation

Percentage	Criteria
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	High
81% - 100%	Very high[37]

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[37]Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p.89.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Data

In this part, the researcher wanted to know whether there are significant the correlation between students' motivation and speaking ability at grade VII MTs N 2 Padangsidimpuan. So, the researcher wanted to describe the data, the score of students' motivation are calculated by applying statistical analysis can be illustrated into description data. By seeing to the research, it's find clearly that this research to find out the mean score of the students to both variables namely students' motivation as X variable and speaking ability as Y variable.

1. Students' Motivation

Based on the result of the research that forward X variable namely students' motivation which proposed was 20 items questionnaires for the students. So that, the students score drawn as table below:

TABLE 6
The Score to Questionnaires of Students' Motivation

Number	Initial Name	Score
1	A.N	65
2	A.R	66
3	A.S	72
4	B.L	74
5	D.M	75
6	D.S	65

7	F.R	70
8	I.L	64
9	M.A	80
10	N.W	73
11	R.K	87
12	A.A	82
13	H.M	77
14	I.F	86
15	L.A	77
16	M.S.S	85
17	N.H	76
18	Q.P	57
19	R.S	57
20	S.L	62
21	S.R	58
22	Y.S	85
23	D.A	71
24	I.R.H	63
25	N.H.B	74
26	R.A	74
27	R.H	87
28	R.R.H	86
29	S.H	76
30	S.R	65
Total		**2189**

After applying the instrument of the research, the researcher found the students' score in variable X as shown in appendix 1 and 5.

Based on the computed of the frequency distribution of the in students' motivation, it had been applied into table frequency distribution follows;

TABLE 7

The Score Variable Distribution Frequency of Students' Motivation

No	Interval	Frequency Absolute	Frequency Relative
1	57 – 62	4	13.33%
2	63 – 68	6	20%
3	69 – 74	7	23.33%
4	75 – 80	6	20%
5	81 – 86	5	16.67%
6	87 – 92	2	6.67%
Total	$i = 6$	30	100%

Based on the table above, the score in students' motivation had been

drawn at histogram below;

Figure 1.
Histogram of Variable Students' Motivation
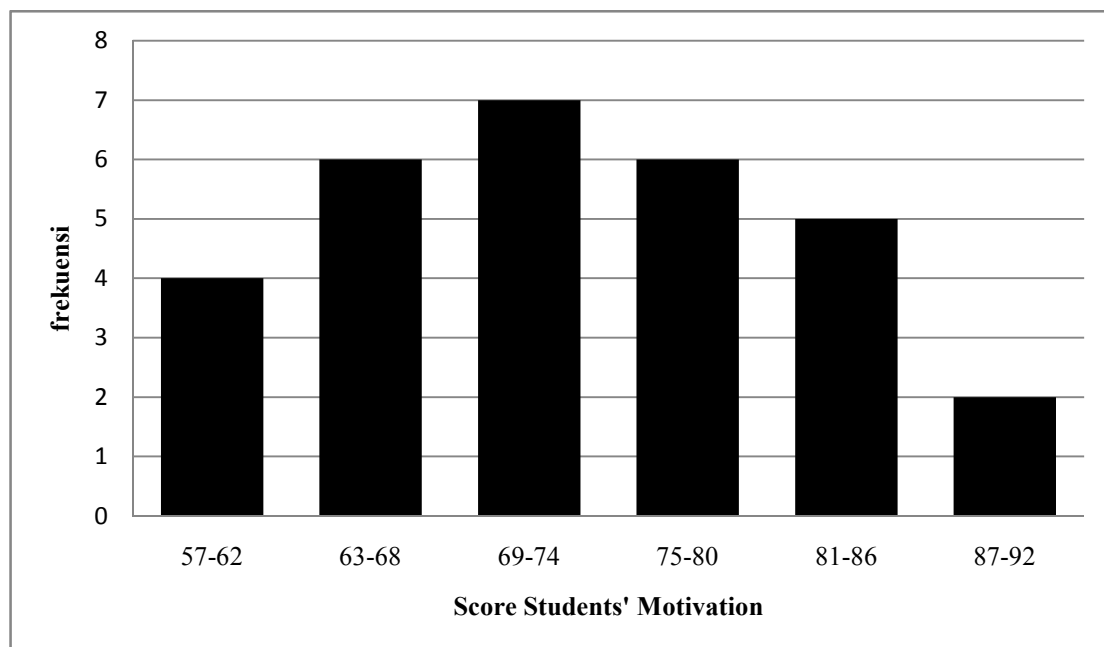
From the above table and histogram, it had been known that the variable revelation of students' motivation indicate that respondent there were interval 57 − 62 for 4 students (13.33%), interval 63 − 68 for 6 students (20%), interval 69 − 74 for 7 students (23.33%), interval 75 − 80 for 6 students (20%), interval 81 − 86 for 5 students (16.67%), interval 87 − 92 for 2 students (6.67%).

From the table and data appendix, it had been known that the high score was 87, low score was 57, range was 30, mean score 73.1, median score was 72.78, mode score was 70.49, and standard deviation was 8.75. Total of all score was 2189.

After calculating of score percent, the researcher got 72.96 % as the score percent (in appendix 5). Based on standard of passing in Vocational MTs N 2 Padangsidimpuan it was categorized into meant that they had high motivation in learning speaking English.

Figure 2
The positions of criteria score interpretation students' motivation at grade VII MTs N 2 Padangsidimpuan.

72.96 %

| 0 | 20 | 40 | 60 | 80 | 100 |
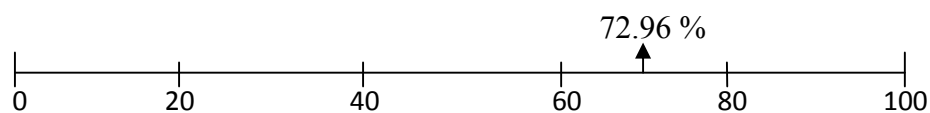
2. **Speaking Ability**

> After the data collected from the research of Y variable namely speaking ability that used test speaking to get the result of speaking ability. So that, the students' score has in the table below:

TABLE 8
The Students Score Ability in Speaking English

Number	Initial Name	Score
1	A.N	60
2	A.R	60
3	A.S	75
4	B.L	80
5	D.M	60
6	D.S	60
7	F.R	60
8	I.L	85
9	M.A	70
10	N.W	75
11	R.K	70
12	A.A	75
13	H.M	75
14	I.F	75
15	L.A	70
16	M.S.S	90
17	N.H	90
18	Q.P	65
19	R.S	60
20	S.L	65
21	S.R	60
22	Y.S	95
23	D.A	70
24	I.R.H	65
25	N.H.B	75
26	R.A	75
27	R.H	85
28	R.R.H	75
29	S.H	80
30	S.R	70
Total		**2170**

After applying the instrument of the research, the researcher found the students' score in variable X as shown in appendix 2 and 6.

Based on the computed of the frequency distribution of the in students' motivation, it had been applied into table frequency distribution follows;

TABLE 9
The Score Variable Distribution of Speaking Ability

No	Interval	Frequency Absolute	Frequency Relative
1	60 – 65	10	33.33%
2	66 – 71	5	16.66%
3	72 – 77	8	26.67%
4	78 – 83	2	6.67%
5	84 – 89	2	6.67%
6	90 – 95	3	10%
Total	i = 6	30	100%

Based on the table above, the score in speaking ability had been drawn at histogram below:

Figure 3
Histogram Variable Speaking Ability
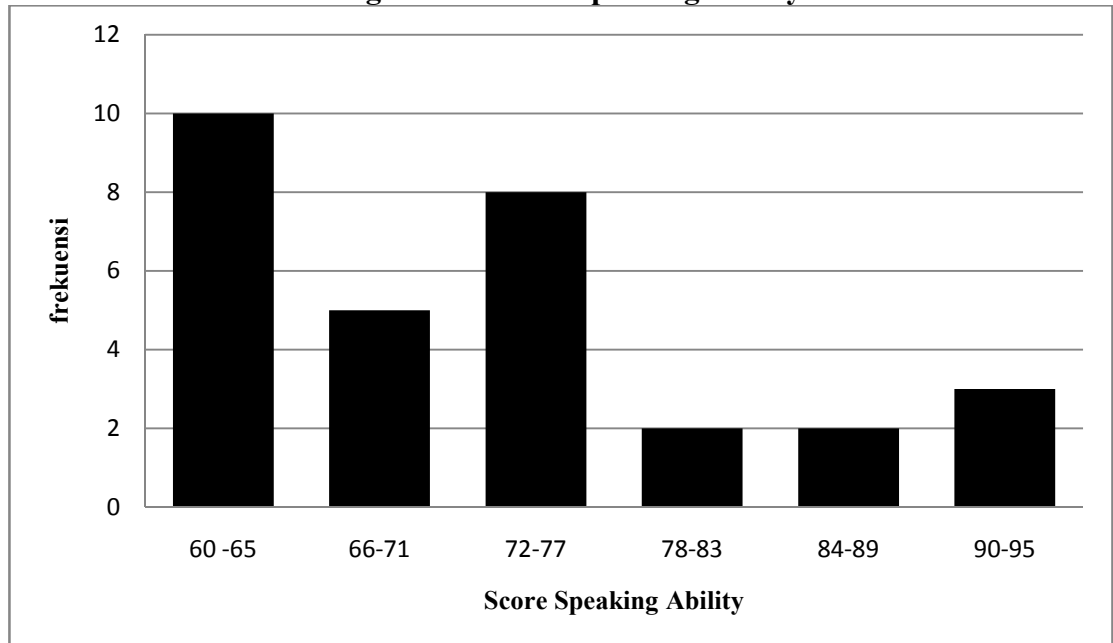
From the above table and histogram, it had been known that variable revelation of speaking ability indicate that respondent there were interval 60 – 65 for 10 students (33.33%), interval 66 – 71 for 5 students (16.66%), interval 72 – 77 for 8 students (26.67%), interval 78 – 83 for 2 students (6.67%), interval 84 – 89 for 2 students (6.67%), interval 90 – 95 for 3 students (10%).

From the data appendix, it had been known that the high score was 95, low score was 60, range was 35, mean score 72.5, median score was 71.5, mode score was 68.5, and standard deviation was 10.86. Total of all score was 2170.

After calculating of score percent, the researcher got 57.86 % as the score percent (in appendix 6). Based on standard of passing in Vocational MTs N 2 Padangsidimpuan it was categorized into enough score.

Figure 4
The positions of criteria score interpretation speaking ability at grade VII MTs N 2 Padangsidimpuan.

57.86 %

```
|-------|-------|-------|-------|-------|
0      20      40      60      80     100
```
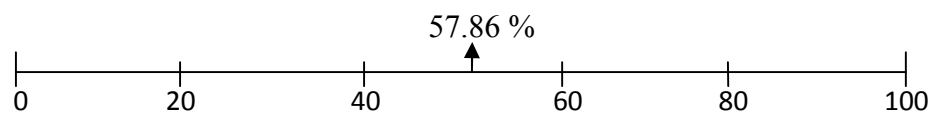
B. Testing Hypothesis

After collecting and calculating the data, the data are processed and analyzed by applying "r" Product Moment correlation by pearson because the researcher want to describe the correlation between two variables or X variable (students' motivation) and Y variable (speaking ability).

The statistic calculation of testing hypothesis research of the correlation students' motivation and speaking ability at grade VII MTs N 2 Padangsidimpuan.

Table 10
The Correlation between Students' Motivation and Speaking Ability

No	X	Y	X^2	Y^2	XY
1	65	60	4225	3600	3900
2	66	60	4356	3600	3960
3	72	75	5184	5625	5400
4	74	80	5476	6400	5920
5	75	60	5625	3600	4500

6	65	60	4225	3600	3900
7	70	60	4900	3600	4200
4	64	85	4096	7225	5440
9	80	70	6400	4900	5600
10	73	75	5329	5625	5475
11	87	70	7569	4900	6090
12	82	75	6724	5625	6150
13	77	75	5929	5625	5775
14	86	75	7396	5625	6450
15	77	70	5929	4900	5390
16	85	90	7225	8100	7650
17	76	90	5776	8100	6840
18	57	65	3249	4225	3705
19	57	60	3249	3600	3420
20	62	65	3844	4225	4030
21	58	60	3364	3600	3480
22	85	95	7225	9025	8075
23	71	70	5041	4900	4970
24	63	65	3969	4225	4095
25	74	75	5476	5625	5550
26	74	75	5476	5625	5550
27	87	85	7569	7225	7395
28	86	75	7396	5625	6450
29	76	80	5776	6400	6080
30	65	70	4225	4900	4550
Total score	**2189**	**2170**	**162223**	**159850**	**159990**

This is the calculation of r_{xy}:

N   : 30

$\sum X$: 2189

$\sum Y$: 2170

$\sum X^2$: 162223

$\sum Y^2$: 159850

$\sum XY$: 159990

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

$$= \frac{30.159990 - (2189)(2170)}{\sqrt{\{30.162223 - (2189)^2\}\{30.159850 - (2170)^2\}}}$$

$$= \frac{4799700 - 4750130}{\sqrt{\{4866690 - 4791721\}\{4795500 - 4708900\}}}$$

$$= \frac{49570}{\sqrt{(74969)(86600)}}$$

$$= \frac{49570}{\sqrt{6492315400}}$$

$$= \frac{49570}{80574,90552}$$

$$= 0.615$$

The result of "r" Product Moment, calculation shows that the value of r_{xy} is 0.615. It is related to the value of r table. To find the value of r table should be related to the total sample (N), there are the total sample of this research is 30. So it can be said that there was any significant correlation between two variables.

Based on the calculation of product moment formula, it had been known that the value of r_{xy} was 0.615. Then, the researcher has to test the hypothesis "there is a correlation between students' motivation and speaking ability at grade VII MTs N 2 Padangsidimpuan". After that the researcher known that the correlation between students' motivation and speaking ability at grade VII MTs N 2 Padangsidimpuan is categorized into strong correlation.

The researcher consulted the score of r_{xy} into r_{table}. The researcher used the significant in 1% and 5% level with 30 samples. In $df = 30 - 2 = 28$. The researcher found that the score of 1 % significant level is 0.478 and in 5% significant level is 0.374. So, the score of r_{xy} is higher than r_{table} ($r_{xy} > r_{table}$), the hypothesis is accepted. It means that there is correlation between students' motivation and speaking ability at grade VII MTs N 2 Padangsidimpuan.

There the contribution of variable X to variable Y as drawn bellow:

KP   = the score of determine coefficient

r   = the score of the coefficients correlation

$$
\begin{aligned}
KP \quad &= r^2 \text{x } 100\% \\
&= 0.615^2 \text{ x } 100\% \\
&= 0.378225 \text{ x } 100\% \\
&= 37.82\%
\end{aligned}
$$

Based on the counting above, it was meant that the contribution of motivation toward speaking ability was 37.82%. so, the remainder it was 62.18% determined by other variables.

In continuation, to know the significant of variables, researchers use the formula t_{count}.

$$t_{count} = r\sqrt{\frac{n-2}{1-r^2}}$$

$$= 0.615\sqrt{\frac{30-2}{1-0.615^2}}$$

$$= 0.615\sqrt{\frac{28}{1-0.378225}}$$

$$= 0.615\sqrt{\frac{28}{0.621775}}$$

$$= 0.615\sqrt{45.03236701}$$

$$= 0.615 \times 6.710615994$$

$$t_{count} = 4.127$$

The value of the df is 28 degree of the freedom. After looking the result df on 5% significant 1.701. So, t_{count} higher than t_{table} or = 4.127 > 1.701. It meant that there was any significantly correlation between students' motivation and speaking ability at grade VII MTs N 2 Padangsidmpuan. So, it can be stated that the hypothesis was accepted.

C. **Discussion**

After analyzing the collecting data, it was gotten that The Correlation between Students' Motivation and Speaking Ability at Grade VII MTs N 2 Padangsidimpuan are significant correlation. While according to research was done by Manna Khoiria's script entitled '' The Correlation between classroom interaction and speaking ability at grade X Unggulan MAN 1 Siabu. There was any significantly correlation between classroom interaction and students' speaking ability at grade X unggulan MAN 1 Siabu.

Because the value of df is 56 degree of the freedom. After looking the result df on 5 % significant is 0.266. So, r_{xy} higher than r_{table} or 0.748 > 0.266. So, it can be stated that the hypothesis was accepted.[1]

While The researcher's name Yusri's script entitled '' The correlation between teaching materials and the students' ability in speaking English of the grade VII students at grade at MTs Asy Syukriah Marancar 2010-2011 academic years'' after looking that the result df on 5% significant is 0.403. So, r_{xy} higher than r_{table} or = 0.922 > 0.403. It means that there was any significantly correlation between two variables.[2]

There are some difficulties that faced of students in speaking ability. There are many factors that indicate the speaking is less in second year such as: the vocabulary mastery, grammatical mastery, low motivation, and unless interaction by using English with the teacher. Less of vocabulary mastery in while it has indicated, because the students find difficulties to say a new word in speaking. And then, when they spoke which has wrong grammatical and it is because routine activity in interactive speaking is less. The last is motivation in learning English, it is indicated that students who are able to English skill has lower speaking ability.

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[1]Mannah khoiriah, The Correlation between Students' Motivation and Speaking Ability At Grade VIIMTs N 2 Padangsidimpuan (A Thesis, Padangsidimpuan : 2013), p. 44

[2]Yusri , The correlation between teaching materials and the students' ability in speaking English of the grade VII students at grade at MTs Asy Syukriah Marancar 2010-2011 academic years''(A Thesis , Padangsidimpuan : 2012), p.50

Based on the explanation above that The Correlation between Students' Motivation and Speaking Ability at Grade VIIMTs N 2 Padangsidimpuan. It is point out that students' motivation was significant correlation between speaking ability.

D. Threat of the Research

In applying the research, the researcher has many limitations. The step of the research was done to get the result of the research objectively and systematically, but to get the excellence result from this research were more difficult because they were the weakness of this research.

In doing the tests some students did not serious because it was not important for them. So, some students asked the answer to their friend or only guest the answer.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher made conclusion as follows:

1. The students' score in the questionnaire of students' motivation at grade VII MTs N 2 Padangsidimpuan was 72.96% it was categorized into high category, it was meant that they had high motivation in learning speaking English from ideal score.

2. The students' score in speaking ability at grade VII MTs N 2 Padangsidimpuan was 57.86% it was categorized into enough category from ideal score .

3. The correlation between students' motivation and speaking ability at grade VII MTs N 2 Padangsidimpuan is significant. Because the value of "r" calculated are 0.615, while the value of the r table in Pearson Product Moment formulated on the degree of freedom 5% significant is 0.361. It shows "r" calculation is higher than r_{table} or 0.615 > 0.361, 1.701 it shows "t" calculation is higher than t_{table} 0r 4.127 > 1.701 it was meant that there was a significant correlation. It has high correlation and it means that the hypothesis was accepted.

B. Suggestion

Based on the conclusion and of the research that have been mention previously, the researcher offers some suggestion as follows:

1. The researcher on this occasion hope that other research workers would conduct a research related to the topic of this study, especially to correlation between students' motivation on speaking ability.

2. To the students of MTs N 2 Padangsidimpuan should have to do practice in speaking English.

3. To do the teacher especially English teachers of MTs N 2 Padangsidimpuan were hoped to develop the students' ability in speaking English, or use English as daily language.

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CURRICULUM VITAE

A. IDENTIFY

Name   : RITA JULIANA RITONGA

Reg. No   : 10 340 0024

Place / Birthday   : PATIHE / July, 26th, 1992

Sex   : Female

Religion   : Islam

Address   : Langga Payung, Kab. Labusel, Kec.

Sungaikanan

B. PARENTS

Father's   : Muhammad Yunus Ritonga

Mother's   : Rohmaure Tanjung

C. EDUCATIONAL BACKGROUND

1. Elementari School   : SDN 117492, Kec. Sungaikanan

2. Junior High School   : SMP N 2 Sungaikanan

3. Senior High School   : SMA N 1 Rantau Selatan (SMAN 1 RANSEL)

4. Institute   : IAIN Padangsidimpuan

Appendix 1

<p style="text-align:center">**ANGKET TENTANG MOTIVASI SISWA**</p>

Nama   :
Kelas/ Semester   :
Hari/tanggal   :

A. Pengantar
1. Angket ini diberikan kepada siswa hanya untuk mendapatkan informasi dari siswa sesuai penelitian tentang "**The Correlation between Students' Motivation and Speaking ability At Grade VII MTs N 2 Padangsidimpuan.**
2. Informasi yang diperoleh dari anda sangat berguna bagi sipeneliti untuk menganalisis tentang hubungan motivasi dengan kemampuan speaking siswa.
3. Partisipasi anda memberikan informasi yang sangat kami harapkan.
4. **Jawaban anda tidak mempengaruhi nilai Bahasa Inggris anda**, jawablah dengan jujur sesuai dengan keadaan anda.

B. Petunjuk Pengisian
1. Baca dan pahamilah setiap pernyataan dengtan baik.
2. Pertimbangkan jawaban anda, dan pilihlah salah satu jawaban yang paling sesuai dengan keadaan anda dari setiap pernyataan, lalu berikan tanda "ceklis (√)" pada kolom yang tersedia.
   <u>Keterangan Pilihan jawaban:</u>
   SL   = selalu
   SR   = sering
   KD   = kadang - kadang
   JR   = jarang
   TP   = tidak pernah

No	Pernyataan	SL	SR	KD	JR	TP
1.	Guru selalu memberikan hadiah kepada siswa yang mendapatkan nilai bahasa Inggris yang bagus.					
2.	Guru bahasa Inggris disekolah adalah sumber inspirasi saya.					
3.	Metode pengajaran yang digunakan guru dalam mengajar *speaking* bahasa Inggris sangat menyenangkan.					
4.	Ketika pengucapan saya salah saat berbicara bahasa inggris, guru selalu memberikan contoh kepada saya bagaimana pengucapan yang benar.					

No.	Pernyataan					
5.	Orangtua saya selalu menganjurkan dan memberi dukungan untuk mendalami pelajaran bahasa Inggris dengan les privat.					
6.	Orangtua saya tidak pernah membantu saya mengatasi kesulitan pelajaran bahasa Inggris.					
7.	Orangtua saya tidak pernah mendorong saya untuk belajar bahasa Inggris dan tidak pernah memberikan hadiah kepada saya.					
8.	Belajar bahasa Inggris itu sangat menyenangkan karena suasana di kelas sangat mendukung saya untuk berbahasa Inggris.					
9.	Berbicara bahasa Inggris itu mudah bagi saya di manapun saya berada.					
10.	Saya tidak percaya diri ketika berbicara bahasa Inggris di dalam kelas.					
11.	Saya selalu melatih diri saya berbicara bahasa Inggris dengan mempraktikkannya hampir setiap hari.					
12.	Saya tidak pernah bertanya kepada guru bahasa Inggris, walaupun saya mengalami kesulitan.					
13.	Sebisa mungkin saya menunda mengerjakan tugas bahasa Inggris yang diberikan oleh guru.					
14.	Saya ingin bisa berbicara bahasa Inggris dengan lancar.					
15.	Saya ingin menguasai bahasa Inggris karena akan menunjang karir saya di kemudian hari.					
16.	Saya lebih suka menonton program televisi yang menggunakan bahasa Indonesia.					
17.	Berbahasa Inggris adalah kegiatan yang sangat menyenangkan.					
18.	Saya sangat menyukai pelajaran bahasa inggris karena saya ingin bisa berbahasa Inggris dengan lancar.					
19.	Berbahasa Inggris adalah program sekolah yang sangat penting.					
20.	Saya merasa malu ketika guru menyuruh saya berbicara bahasa inggris.					

Appendix 2

Instrument of ability in speaking English

Practicing about the material giving thanking and complementing:

Ahmad : hi rere

Rere : hi ahmad

Ahmad : is this your dictionary?

Rere : yes, how do you think about my new dictionary?

Ahmad : it's very thick and complete, and there are completed of color picture.

Rere : yes, I enjoy to learn it, if you interest you can borrow it, but you must return
it tomorrow.

Ahmad : oh... thank you very much, you are my best friend!

Rere : you are welcome, but you must take care it.

Ahmad : ok

Appendix 3

Table: The Value of Questionnaires Instrument about Students' Motivation

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	X	X^2
1	1	3	5	5	1	3	3	1	3	3	3	4	4	5	2	3	3	5	5	3	65	4225
2	1	5	3	4	1	5	4	3	3	1	5	3	5	4	2	2	2	4	4	5	66	4356
3	1	1	3	5	5	4	5	3	3	3	3	4	5	5	5	2	3	5	4	3	72	5184
4	1	2	4	5	4	5	4	3	2	4	3	4	5	5	5	3	3	5	4	3	74	5476
5	1	3	4	5	5	5	5	3	3	3	3	4	5	5	4	4	4	3	3	3	75	5625
6	1	2	4	5	5	3	2	2	3	3	3	2	5	5	4	2	3	4	4	3	65	4225
7	1	2	3	5	2	5	5	5	2	2	3	4	4	3	2	4	5	5	5	3	70	4900
8	1	2	3	5	2	5	5	2	2	3	2	4	4	3	5	2	3	5	3	3	64	4096
9	1	4	3	5	4	5	5	5	5	4	5	4	5	4	5	2	3	5	3	3	80	6400
10	3	3	5	5	3	5	2	3	3	3	3	4	5	5	4	4	4	3	3	3	73	5329
11	1	5	5	5	5	5	5	5	3	3	3	4	5	5	4	4	5	5	5	5	87	7569
12	2	4	5	5	4	5	5	4	5	5	5	5	5	5	5	5	2	1	4	1	82	6724
13	3	5	4	5	3	5	1	3	2	4	3	3	5	5	5	4	4	5	5	3	77	5929
14	1	5	5	5	5	4	5	5	5	5	3	2	5	5	3	3	5	5	5	5	86	7396
15	1	3	4	5	4	5	5	4	3	3	4	4	4	5	4	3	5	5	3	3	77	5929
16	4	4	5	5	5	5	5	3	3	4	5	3	4	5	3	5	4	5	5	3	85	7225
17	1	2	5	5	5	5	5	3	3	2	5	3	4	5	3	4	3	5	5	3	76	5776
18	2	3	1	4	2	5	5	5	2	2	1	1	3	1	5	4	3	5	2	1	57	3249
19	2	3	5	5	1	4	1	1	1	5	2	3	5	3	1	3	3	1	5	3	57	3249
20	2	3	5	5	1	4	4	1	1	5	2	5	5	5	1	1	4	3	4	1	62	3844
21	1	5	3	5	1	5	3	1	1	5	1	3	1	5	5	1	1	5	5	1	58	3364
22	4	4	5	5	4	5	5	4	4	4	5	5	4	4	5	4	5	2	4	3	85	7225
23	2	4	4	5	5	3	3	4	3	4	3	1	2	5	5	3	3	4	5	3	71	5041
24	1	3	3	5	5	5	5	4	1	2	1	5	3	5	5	1	2	1	1	5	63	3969
25	2	5	3	5	5	5	1	3	2	3	5	4	4	5	4	3	3	4	5	3	74	5476
26	2	5	5	5	5	3	5	4	2	3	1	3	3	5	5	2	4	3	5	4	74	5476
27	1	5	5	5	5	4	5	5	3	3	3	5	5	5	5	5	5	5	5	3	87	7569
28	3	5	5	5	4	5	5	4	3	3	3	4	5	5	5	3	5	5	5	4	86	7396
29	1	4	4	5	4	4	5	4	3	3	3	3	4	5	5	3	3	5	5	3	76	5776
30	1	4	3	2	5	2	2	3	2	5	5	1	2	5	5	5	3	2	3	5	65	4225
Jumlah	49	108	121	145	110	133	120	100	81	102	96	104	125	137	121	94	105	120	124	94	2189	162223

Appendix 4

Table: the value test of speaking ability

No	1 Accent	2 Grammar	3 Vocabulary	4 Fluency	5 Comprehension	Y	Y^2
1	5	15	25	5	10	60	3600
2	5	10	20	10	15	60	3600
3	10	15	30	10	10	75	5625
4	10	20	25	15	10	80	6400
5	5	15	25	5	10	60	3600
6	5	15	25	5	10	60	3600
7	5	15	25	5	10	60	3600
8	10	20	30	10	15	85	7225
9	10	10	30	5	15	70	4900
10	10	10	25	10	20	75	5625
11	5	15	25	10	15	70	4900
12	5	15	25	10	20	75	5625
13	5	20	20	10	20	75	5625
14	10	15	20	10	20	75	5625
15	5	15	25	10	15	70	4900
16	10	25	25	10	20	90	8100
17	5	25	25	15	20	90	8100
18	5	15	25	10	10	65	4225
19	5	10	20	15	10	60	3600
20	5	15	25	10	10	65	4225
21	5	10	20	15	10	60	3600
22	10	20	30	15	20	95	9025
23	10	15	20	10	15	70	4900
24	5	15	25	10	10	65	4225
25	10	20	20	10	15	75	5625
26	10	20	20	10	15	75	5625
27	5	25	25	15	15	85	7225
28	5	20	25	10	15	75	5625
29	5	20	30	10	15	80	6400
30	5	10	20	15	20	70	4900
Jumlah	205	490	730	310	435	2170	159850

Appendix 5

The Calculation of Statistic Mean, Median, Modus, Standard Deviation, and Trend Quality
Score of X variable (Students' Motivation)

1. The minimum and maximal score found with arrange score of variable from lower and higher.

57	57	58	62	63	64	65	65	65	66
70	71	72	73	74	74	74	75	76	76
77	77	80	82	85	85	86	86	87	87

2. From data above, higher score = 87, and lower score = 57.

3. Range

$$R \quad = \text{higher score} - \text{lower score}$$

$$= 87 - 57$$

$$= 30$$

4. Many class (K)

$$K \quad = 1 + (3,3) \log n$$

$$= 1 + (3,3) \log 30$$

$$= 1 + (3,3) \, 1,477$$

$$= 1 + 4,8741$$

$$= 5,8741$$

$$= 6.$$

5. Interval (i) $\quad = \dfrac{\text{Range}}{\text{many class}}$

$$= \frac{31}{6} = 5,16$$

= 6

6. Mean Score

Before the researcher calculates the mean score, the researcher prepares the table below:

No	Interval	fi	xi	$fi.xi$
1	57 – 62	4	59,5	238
2	63 – 68	6	65,6	393
3	69 – 74	7	71,5	500,5
4	75 – 80	6	77,5	465
5	81 – 86	5	83,5	417,5
6	87 – 92	2	89,5	179
Total	$i = 6$	30	447	2193

$$M\bar{x} = \frac{\sum fixi}{fi}$$

$$= \frac{2193}{30}$$

$$= 73,1$$

7. Median Score (Me)

The researcher calculated by using the formula below :

$$Me = b + p\ \frac{(\frac{1}{2}n - F)}{f}$$

$$b \quad = \frac{68 + 69}{2} = \frac{137}{2} = 68,5$$

$$p \quad = 6$$

$$n \quad = 30$$

$$F \quad = 10$$

f   = 7

$$Me = 68,5 + 6 \left(\frac{\frac{1}{2}.30-10}{7}\right)$$

$$= 68,5 + 6\ (0,714)$$

$$= 68,5 + 4,\ 284$$

$$= 72,78$$

8. Modus

$$Mo = b + p\ \frac{b_1}{b_1+b_2}$$

$$b = \frac{68+69}{2} = \frac{137}{2} = 68,5$$

$$p = 6$$

$$b_1 = -3$$

$$b_2 = -6$$

$$Mo = 68,5 + 6 \left(\frac{-3}{-3+-6}\right)$$

$$= 68,5 + 6\ (0,333)$$

$$= 68,5 + 1,998$$

$$Mo = 70,49$$

9. Standard Deviation

Before the researcher calculates the standard deviation, the researcher prepares

the table to help in using the formula below :

No	Interval	fi	xi	X^2	$fi.xi$	$f.X^2$
1	57 – 62	4	59,5	3540,25	238	14161
2	63 – 68	6	65,6	4290,25	393	25741,5
3	69 – 74	7	71,5	5112,25	500,5	35785,75

4	75 − 80	6	77,5	6006,25	465	36037,5
5	81 − 86	5	83,5	6972,25	417,5	34861,25
6	87 − 92	2	89,5	8010,25	179	16020,5
Total	*i=6*	**30**	**447**	**33931,5**	**2193**	**162607,5**

$\sum fX^2 = 162607,5$

$\sum fX = 2193$

$N = 30$

$$SD = \sqrt{\frac{\sum fX^2}{N} - (\frac{\sum fx}{N})^2}$$

$$= \sqrt{\frac{162607,5}{30} - (\frac{2193}{30})^2}$$

$$= \sqrt{5420,25 - 5343,61}$$

$$= \sqrt{76,64}$$

$$= 8,75$$

10. Trend Quality score of X variable

$$Trend\ score = \frac{Total\ \ score}{\sum Samples\ \ x \sum item\ x \sum nilai tertinggi} x100\%$$

$$Trend\ score = \frac{2189}{30 x 20 x 5} x100\%$$

$$Trend\ score = \frac{2189}{3000} x100\%$$

$$Trend\ score = 72,96\%$$

Appendix 6

The Calculation of Statistic Mean, Median, Modus, Standard Deviation, and Trend

Quality Score of Y variable (Speaking Ability)

1. The minimum and maximal score found with arrange score of variable from lower and higher.

60	60	60	60	60	60	60	65	65	65
70	70	70	70	70	75	75	75	75	75
75	75	75	80	80	85	85	90	90	95

2. From data above, higher score = 95, and lower score = 60.

3. Range

$$R = \text{higher score} - \text{lower score}$$

$$= 95 - 60$$

$$= 35$$

4. Many class (K)

$$K = 1 + (3,3) \log n$$

$$= 1 + (3,3) \log 30$$

$$= 1 + (3,3) \, 1,477$$

$$= 1 + 4,8741$$

$$= 5,8741$$

$$= 6.$$

5. Interval (i) $= \dfrac{\text{Range}}{\text{many class}}$

$$= \dfrac{35}{6}$$

$$= 5{,}83$$

$$= 6$$

6. Mean Score

   Before the researcher calculates the mean score, the researcher prepares the table

   below:

No	Interval	fi	xi	$fixi$
1	60 – 65	10	62,5	625
2	66 – 71	5	68,5	342,5
3	72 – 77	8	74,5	596
4	78 – 83	2	80,5	161
5	84 – 89	2	86,5	173
6	90 – 95	3	92,5	277,5
Total	*i=6*	**30**	**465**	**2175**

$$M\bar{x} = \frac{\sum fixi}{fi}$$

$$= \frac{2175}{30}$$

$$= 72{,}5$$

7. Median Score (Me)

   The researcher calculated by using the formula below :

   $$Me = b + p \frac{(\frac{1}{2}n - F)}{f}$$

   $$b = \frac{65 + 66}{2} = \frac{131}{2} = 65{,}5$$

   $$p = 6$$

$$n \quad = 30$$

$$F \quad = 10$$

$$f \quad = 5$$

$$\text{Me} \quad = 65,5 + 6 \left(\frac{\frac{1}{2} \cdot 30 - 10}{5} \right)$$

$$= 65,5 + 6 \,(1)$$

$$= 65,5 + 6$$

$$= 71,5$$

8. Modus Score (Mo)

$$\text{Mo} \quad = b + p \; \frac{b_1}{b_1 + b_2}$$

$$b \quad = \frac{65 + 66}{2} = \frac{131}{2} = 65,5$$

$$p \quad = 6$$

$$b_1 \quad = -5$$

$$b_2 \quad = -10$$

$$\text{Mo} \quad = 65,5 + 6 \left(\frac{-5}{-5 + 10} \right)$$

$$= 65,5 + 6 \,(0,5)$$

$$= 65,5 + 3$$

$$\text{Mo} \quad = 68,5$$

9. Standard Deviation

Before the researcher calculates the standard deviation, the researcher prepares the table to help in using the formula below :

No	Interval	f_i	x_i	X^2	$f_i \cdot x_i$	$f \cdot X^2$
1	60 – 65	10	62,5	3906,25	625	39062,5
2	66 – 71	5	68,5	4692,25	342,5	23461,25
3	72 – 77	8	74,5	5550,25	596	44402
4	78 – 83	2	80,5	6480,25	161	12960,5
5	84 – 89	2	86,5	7482,25	173	14964,5
6	90 – 95	3	92,5	8556,25	277,5	25668,75
Total	**i=6**	**30**	**465**	**36667,5**	**2175**	**512082**

$\sum fX^2 = 512082$

$\sum fX = 2175$

$N = 30$

$$SD = \sqrt{\frac{\sum fX^2}{N} - \left(\frac{\sum fx}{N}\right)^2}$$

$$= \sqrt{\frac{512082}{30} - \left(\frac{2175}{30}\right)^2}$$

$$= \sqrt{17069,4 - 5256,25}$$

$$= \sqrt{11813,15}$$

$$= 10,86$$

10. Trend Quality score of X variable

$$\text{Trend score} = \frac{Total \quad score}{\sum samples \quad x \sum item \, x \, nilaitertinggi} x100\%$$

$$\text{Trend score} = \frac{2170}{30x5x25} x100\%$$

$$\text{Trend score} = \frac{2170}{3750} x100\%$$

$$\text{Trend score} = 57,86\%$$

Appendix 7

R-TABLE OF PRODUCT MOMENT

N	Taraf Signif		N	Taraf Signif		N	Taraf Signif	
	5 %	1 %		5 %	1 %		5 %	1 %
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,612	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,261
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,517	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

Appendix 8

T – TABLE OF T_{count}

dk	α two tail test (*untuk uji dua pihak*)					
	0.50	0.20	0.10	0.05	0.02	0.01
	α one tail test (*untuk uji satu pihak*)					
dk	0.25	0.10	0.05	0.025	0.01	0.005
1	1.000	3.078	6.314	12.706	31.821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.925
3	0.765	1.638	2.353	3.182	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.480	2.015	2.571	3.865	4.013
6	0.718	1.440	1.943	2.447	3.143	3.307
7	0.711	1.415	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.228	2.764	3.165
11	0.697	1.363	1.796	2.201	2.7018	3.106
12	0.695	1.356	1.782	2.178	2.681	3.055
13	0.692	1.350	1.771	2.106	2.650	3.012
14	0.691	1.345	1.761	2.145	2.024	2.977
15	0.690	1.341	1.753	2.132	2.623	2.947
16	0.689	1.337	1.746	2.120	2.583	2.921
17	0.688	0.133	1.743	2.110	2.567	2.898
18	0.688	1.330	1.740	2.101	2.552	2.878
19	0.687	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.323	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.508	2.819
23	0.685	1.319	1.714	2.069	2.500	2.807
24	0.685	1.318	1.711	2.661	2.492	2.297
25	0.684	1.316	1.708	2.064	2.485	2.787
26	0.684	1.315	1.706	2.060	2.479	2.779
27	0.684	1.314	1.703	2.056	2.473	2.771
28	0.683	1.313	1.701	2.052	2.467	2.763
29	0.683	1.311	1.699	2.048	2.462	2.756
30	0.683	1.310	1.697	2.045	2.457	2.750
40	0.681	1.303	1.684	2.042	2.423	2.704
60	0.679	1.296	1.671	2.021	2.390	2.660
120	0.677	1.289	1.658	2.000	2.358	2.617