



**A CORRELATION BETWEEN STUDENTS' MOTIVATION  
AND SPEAKING ABILITY AT THE SECOND GRADE  
STUDENTS IN MAN SIBUHUN**

**A THESIS**

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

*Written by:*

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STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

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Assalamu'alaikumWr.Wb.

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Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E. Dept of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

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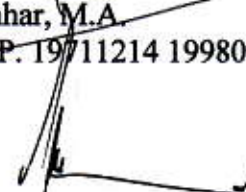
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### **ABSTRACT**

This research discussed about a correlation between students' motivation and speaking ability. The formulation of the problem: this research intended to know whether there was a significant correlation of students' motivation and speaking ability at the second grade students in MAN Sibuhuan.

The research was conducted by quantitative method. The population that was going to be researched in this occasion was the second grade students in MAN Sibuhuan, the total of population was 164 students in 5 class. Then, because number of the population was more than 100 students, so, the researcher take one class as a sample where was 37 students from the sample would get data which was needed. Next, this research used test as instrument, for students' motivation given the questionnaire and made a dialogue about the coming holiday for speaking ability then performance. To analysis the data, the researcher used formulation of analysis product moment.

After calculating the data, there was a correlation between students' motivation and speaking ability. It could be seen from  $r_{count} > r_{table}$  ( $0.752 > 0.325$ ). So, the hypothesis was received. It meant there was significant correlation between students' motivation and speaking ability. The last, the result regression of research was  $Y = a + b X$ ,  $Y = a + b X = 19.45 + 0.648 X$ .

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May Allah, The almighty bless them all, Amin.

Padangsidimpuan, 07April 2015

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# TABLE OF CONTENTS

	PAGE
PAGE OF TITLE .....	i
LEGALIZATION ADVISOR SHEET .....	ii
AGREEMENT ADVISOR SHEET .....	iii
DECLARATION LETTER OF WRITING OWN THESIS .....	iv
AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY .....	v
SCHOOLAR MUNAQOSYAH .....	vi
LEGALIZATION OF DEAN TARBIYAH AND TEACHER TRAINING FACULTY .....	vii
ABSTRACT .....	viii
ACKNOWLEDGEMENT .....	ix
TABLE OF CONTENTS .....	x
LIST OF TABLES .....	xi
LIST OF FIGURES .....	xii
LIST OF APPENDIXS .....	xiii

## CHAPTER I: INTRODUCTION

A. The Background of The Problem .....	1
B. The Identification of The Problem .....	4
C. The Limitation of The Problem .....	4
D. The Formulation of The Problem .....	5
E. The Objectives of The Research .....	6
F. The Significances of The Research .....	6
G. The Definition of The Operational Variables .....	7

## CHAPTER II: THEORETICAL DESCRIPTION

A. Speaking Ability .....	8
1. Aspects of Speaking .....	11
2. Assessing of Speaking .....	12
B. Students' Motivation .....	16
1. The essential of Motivation .....	19

2. Kinds of Motivation.....	20
a. Intrinsic Motivation .....	20
b. Extrinsic Motivation .....	20
3. Theories Motivation .....	29
4. Factors Motivation.....	31
C. Review of Related Finding .....	32
D. Conceptual Framework.....	33
E. Hypothesis .....	34

### **CHAPTER III: RESEARCH METHODOLOGY**

A. Time and place of Research.....	35
B. Research Design .....	35
C. Population and Sample .....	36
1. Population .....	36
2. Sample .....	37
D. Techniques of Data Collection .....	38
E. Research Variables .....	39
F. Instrument of The Research.....	40
G. Technique of Data Analysis .....	44
H. Outline Script.....	48

### **CHAPTER IV: RESULT OF RESEARCH**

A. The Description of Data .....	49
1. Students' Motivation.....	50
2. Speaking Ability .....	53
B. The Hypotheses Testing .....	56
C. The Discussion of Result.....	61
D. The Limitation of The Research.....	61

### **CHAPTER V:THE CONCLUSION AND SUGGESTION**

A. The Conclusion.....	62
B. The Suggestion .....	63

### **REFERENCES**

### **APPENDIXS**

### **CURRICULUM VITAE**

## LIST OF TABLES

1. Table 1. The Population the Second Grade Students in MAN Sibuhuan.....	37
2. Table 2. The indicators of students' motivation (Variable X) .....	39
3. Table 3. Indicator of Speaking Ability (Variable Y).....	40
4. Table 4. The classification of Scale Likert.....	42
5. Table 5. Score of the Result Test .....	42
6. Table 6. Interpretation koefisionNilai "r" .....	47
7. Table 7. The Resume of variable score of student' motivation.....	49
8. Table 8. The frequency distribution of students' motivation .....	50
9. Table 9. The resume of the variable score of speaking ability .....	53
10. Table 10. The frequency distribution of speaking ability score .....	53
11. Table 11. Score X and Y variables for product moment.....	56

## LIST OF FIGURES

Figure 1: The Histogram of students' motivation score .....	51
Figure 2: The Histogram of speaking ability score.....	54



## **LIST OF APPENDIXS**

Appendix 1 :Instrumenpenelitianangketmotivasisiswa (variable X)

Appendix 2 :Instrumenpenelitian test of speaking ability (variable Y)

Appendix 3 :The answer of speaking ability test

Appendix 4 : The data of result students' motivation

Appendix 5 : The data of result speaking ability

Appendix 6 :The calculte statistic data questionnaire variable students' motivation

Appendix 7 :The calculte statistic score of speaking ability

Appendix 8 :Score X and Y variables for product moment

Appendix 9 :Perhitunganinterpolasinilai "r" Tabel

Appendix 10 : Linear Regression

Appendix 11 :Valid of test

## CHAPTER I

### INTRODUCTION

#### A. The Background of The Problem

Language is regarded as the most perfect instrument for communication. It can be used for establishing social relationship and conveying information. Everyone know what is supposed to happen if no instrument for communication. One language that has taken a great role now days is English. It is used in a vast area and attract most of the people all of the world learn it. It is used as medium to transfer the sophisticated sciences, economic, agriculture and various technologies from the developed countries. This real facts, directly or not, has forced us to use and to learn it seriously. In Indonesia, there are some ways made by government to guide the education to reach the aim of National Education.

In Indonesia, English is used as a foreign language. It has been one of the compulsory subject which must be learnt by students from junior high school up to university levels. It means that beside another subjects, English should be studied by every student in their level education. It has been studied for several years in school, and the students should be able to use in their daily life.

In learning English, there are four basic skill that must be mastered. The four basic skills are: listening, speaking, reading and writing. To support four factors basic skills needed vocabulary, structure and grammar, especially in making sentences well and support to other factors such as intelligence, attitude and motivation. This fact has been formed the students motivation that learning English is very difficult, then the students trapped in the circle of difficulties and makes their achievement very low.

From the alternative above, the writer chooses factor motivation. But some ways had been done to the students by giving explanation that speaking ability is the most important thing later on if they want to interact with foreigners and try to grow up student's motivation learn it.

Motivation is one of the most important factors in the success of English learning, when someone wants to be a success one in life, he/she goals need motivation. Motivation is needed everyone, especially to reach his/her goals in the future. It means that someone needs motivation to make his/her planning become true. Motivation is having desire and willingness to do something which is needed by everyone to make his/her goals becomes success in the future. But it will be better if motivation in learning sources from himself.

For language learning needs motivation. Students' motivation will be formed by two factors, namely students' personal internal factors and external

factors. Internal factors relate to the ability and potential that exists on students to be to master and understand the subjects. While students are external factors that relate to that stimulate students to learn from outside the students for example the ability of teachers in teaching encouragement, parents, or friends.

Based on illustration above motivation can be stimulated by factors from outside but the motivation is growing inside a person. Motivation meant to encourage, cause, and then became origin motivation means an inner power, encouragement motivation. However, the data found in MAN Sibuhuan reveals the average of the value or DKN and dialogue with English teacher. “in the DKN shows the value or 6,5 or 4. From that values will know the result of learning English low.

In addition, it was also found that students have lack of learning motivation. Based on the writer found information pass test and questionnaires. Accordingly, the problems above need to be solved motivation for students. Because not all students are successful in learning English especially in lacking of motivating.

The concept of motivation is difficult, when there is a term in the discussion of psychological motives in the use sometimes different in terms of motivation and sometimes the motives and motivation that are used

simultaneously and in the same sense, this is because understanding the motives and motivations of both difficult to distinguish unequivocally. So, motivation is very important for speaking ability because not motivation possible speaking ability not attain.

In view of above discussion the writer is interested in conducting a research about motivation and speaking ability. The writer gives the title “ **A correlation between students’ motivation in learning English and speaking ability at the second grade students in MAN Sibuhuan**”.

#### **B. The Identification of the Problem**

Based on the explanation in the background above, there are some factors which can influence the speaking ability such as: internal factors that sources from personal self examples: attitude, talent, motivation, willing, vocabulary, purpose, ideas, structure, economy of parents, and health. External factors that sources from outside individual as follows: condition of job, instruments or literature, media, school, library, teacher, that include personality of teacher, disciplines of teacher, evaluation, strategy used by the teacher in teaching, neigh bourse, and friends.

#### **C. The Limitation of the Problem**

It is necessary to limit the problem of this research for efficiency and focused in order to be easy to discuss. In speaking ability especially, most of students find difficult. There are many factors that influence it such as,

motivation, vocabulary, structure, and teacher. In this research the writer only chooses one factor that is motivation, because motivation is the biggest factor to support speaking ability of the students. The motivation is a lead of courage in speaking ability, the higher the students' motivation in learning is the more success them in speaking ability.

Based on the case the writer limits of the problem only at correlation students' motivation and speaking ability.

#### **D. The Formulation of the Problem**

Based on the background of the problem above, the formulation of the problem can be formulated as follows:

1. To what extent is the motivation of the students in learning English in MAN Sibuhuan?
2. To what extent is the speaking ability of the students in learning English in MAN Sibuhuan?
3. Is there a significant correlation between students' motivation and speaking ability in MAN Sibuhuan?

### **E. The Objectives of the Research**

According of the formulation of the problem that is discussed on the above. So that this research has some objectives as follows:

1. To know the students motivation in learning English in MAN Sibuhuan.
2. To know the speaking ability of the students in learning English in MAN Sibuhuan
3. To find out the classroom of the students motivation and speaking ability in MAN Sibuhuan.

### **F. The Significances of The research**

This research is arranged by writer and used:

1. For the headmaster, to give motivation to English teachers to become professional teachers.
2. For the English teachers of MAN Sibuhuan, as input about a correlation between students motivation in learning English and speaking ability at the second grade in MAN Sibuhuan.
3. For the writer, as information in teaching learning process.
4. This research can be used by the future researchers as reference and studying point for studying the other subject in the field of language teaching.

## **G. The Definition of the Operational Variables**

The writer states some important terms as follows:

- a. Students' motivation ( Variable X )
  1. Students is a person who is enrolled for study at a school and college.
  2. Motivation is a word which derives from the latin verb "meaning" to move, motivation is one of the most important factors in the sources of English learning. Motivation is needed everyone, especially to reach his/her goals in the future. It means that someone needs motivation to make his/her planning become true. Everyone to make his/her goals becomes success in future.
- b. Speaking ability ( Variable Y )
  1. Speaking is an interaction in communication process between a speaker and listener.
  2. Ability is potential capacity or power to do this physical or mental
  3. The second grade students in MAN Sibuhuan. They are students' who study in 2014-2015 academic year.



## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Speaking ability

Commonly, speaking ability is one capability of doing something and making a certain response physical or mental and will give clear explanation about what she/he says. According to the Webster New World College Dictionary, speaking is the act or art of the person who speaks that which is spoken; utterance; discourse.<sup>1</sup>

Based on the quotation, it can be concluded, speaking ability is the ability to express ideas, feeling or and to pronounce sound. It is admitted as a tool of communication, tool in teaching communication, family communication and all of human life.

David Nunan states that speaking ability is the productive aural/oral skill, it consists of producing systematic verbal utterances to convey meaning.<sup>2</sup> Speaking is fundamentally an instrumental act.<sup>3</sup> Speaking is intended for two-way communication. The speaker and listener negotiate the meaning of what they say. Speaking in the classroom

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<sup>1</sup> Victoria N. *Webster New World College Dictionary-3<sup>rd</sup>* ( New York: Simon & Schuster Inc, 1995 ) p. 1217.

<sup>2</sup> David Nunan, *Practical English Language Teaching*, (New York: Mc. Grown-Hill Companies Inc, 2003), p.48.

<sup>3</sup> Clark and Clark, *Psychology and Language*, (New York: Harcourt Brace Jovanovich Inc, 1997), p. 233.

entails an how teacher and peers, depending an how classroom activities are organized.<sup>4</sup>

Allah stated in Holy Qur'an Surah Thaha verse 44

خَشِيَ أَوْ تَذَكَّرَ لَعَلَّهُ دَلَيْنَا قَوْلًا لَهُ، فَقُولَا ﴿٤٤﴾

*Means: And speak to him mildly, perhaps he may accept admonition of fear (Allah)*".<sup>5</sup> (Q.S. Thaha verse 44).

The goal of speaking ability is to make communication, it means to express a thought effectively. A speaker must be able to evaluate some effect in his communication, should have known situation in speaking and also a speaker must know the principles in talking situation, whether it is general or individual, whether if is a social tool, business or professional tool and schooling so speaking ability has three general aims namely: to entertain, to persuade, one discussion can be united from to inform, to entertain, to persuade.

Some English teacher at schools examine students speaking ability giving a test with some indicators namely: 1) be able to speak well, it means the students are able to speak words clearly, suitable with pronunciation, good grammar and suitable with meaning because in

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<sup>4</sup> Michael J. Omalley, *Authentic Assessment for English Language Learners* (New York: Mc. Grown Hill Companies Inc, 2003), p. 59.

<sup>5</sup> Muhammad Taqi-ud-Din al-Hilali and Muhammad Mushin Kahn, *Translation of the Noble Qur'an in the English Language*, (Madinah: King Fadh Complex for the printing of the Holy Qur'an), p. 417.

English we often meet words which has the same pronunciation but have different meaning. 2) be able to answer the question it means the students understand what she/he hear, know where is the target and aim of talking. 3) be able to application the speaking it means the students are able to practice speaking ability in daily communication for example: if teacher give them task to make a dialogue or conversation based on example, they will be able to do it and practice it based on the examples:

Teacher : If you have spare time, what is your idea for the next holiday?

Student : .....

( I am going to leave for Jakarta, Sir )

Teacher : What are you doing there?

Student : .....

( Shopping, and I really want to buy some interesting souvenirs there )

Teacher : That's only?

Student : .....

( No Sir, walking to the sea side, sunbathing etc).

By giving the test, it can be measured students intellectual skill in English, their behavior became better, they have more aggressive way of thinking and it can add their vocabulary.

### **1. Aspects of Speaking**

There are many aspects that should be involved in speaking ability. One of them is that speaking involves learning to use expressions that go with different situations well in order that the speaker produces them automatically at the appropriate situations.

In mastering the speaking ability, teacher must train and equip the learner with a certain degree of accuracy, and fluency in understanding, responding, and in expressing himself in the language in speech.<sup>6</sup> Sue C.Camp and Marilyn L.Satterwhite said: “Communication uses spoken words to exchange ideas and information; examples of oral communication include one on-one conversation, meeting, voice mail message and tele-conferencing. Spoken language can be sent instantaneously and they usually result in some immediate feedback. The disadvantages to oral communication are that there is little opportunity to reflect on what is said. There is also no written record”.<sup>7</sup>

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<sup>6</sup>AnasSyafei, *Pronunciation Theory and Practice* (Jakarta: Depdikbud, 1988), p. 1.

<sup>7</sup>SueC.Camp and MarilynL.Satterwhite, *College English and Communication* (New York: Mc. Grew- Hill, 2004), p. 5.

## 2. Assessing of Speaking

According to Arthur Hughes that there are six categories to measure speaking ability such as: <sup>8</sup>

### 1) Accent

The term accent is used to refer to the speech of someone who speaks a language non-natively.<sup>9</sup> For example a French person speaking English is described as having a French accent.

The Accent can be identified looks like this:<sup>10</sup>

- a) Pronunciation frequently unintelligible
- b) Frequent gross errors and a very heavy accent make understanding difficult
- c) “Foreign Accent” requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
- d) Marked “Foreign Accent” and occasional mispronunciations, which do not interfere with understanding.
- e) No conspicuous mispronunciations, but would not be taken for a native speaker.

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<sup>8</sup>Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 111.

<sup>9</sup>Nirmala Sari, *An Introduction to Linguistic*, (Jakarta: DepartemenPendidikandanKebudayaan, 1988), p. 138.

<sup>10</sup>Victoria Neufeldt, *Webster New World College Dictionary-3 rd*, (New York: Simon & Schuster Inc, 1995), p. 7.

So, accent is the emphasis by stress, pitch or both given to a particular syllable or word when it is spoken.

## 2) Grammar

Grammar is the part of the study of language which deals with the forms and structure of words (morphology), with their customary arrangement in phrase and sentence (syntax), and now often with language sounds (phonology) and word meanings (semantics). Grammar is necessary for communication; it gives us the format of structures of language themselves. In other words, grammar tells us how to construct a sentence.

Grammar can be identified looks like this:<sup>11</sup>

- a) Grammar almost entirely inaccurate phrases.
- b) Constant errors showing of very few major patterns and frequently preventing communication
- c) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
- d) Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.
- e) Few errors, with no pattern of failure.

So, grammar is the way how to construct English sentence in a good grammatical construction and be aware errors

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<sup>11</sup>*Ibid.*, p. 286.

of grammar while arrange sentence in speaking to avoid misunderstanding.

### 3) Vocabulary

Vocabulary is an interrelated group of nonverbal system, symbols, signs, gesture, etc.<sup>12</sup>It is used for communication or expression, in particular art, skill, etc.

Vocabulary can be identified looks like this:<sup>13</sup>

- a) Vocabulary inadequate for even the simplest conversation.
- b) Vocabulary limited to basic personal and survival areas (time, food, transportation, family).
- c) Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
- d) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution.
- e) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

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<sup>12</sup>*Ibid.*, p. 149

<sup>13</sup> David Nunan, *Op.Cit*, p.258.

Vocabulary is more than a list of target language of words. A spoken word is a sound or sequence of sounds, which communicate those “ideas” precisely, a speaker should express them with precise words rather than general words.

#### 4) Fluency

Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches.<sup>14</sup> Fluency is probably best achieved by following the stream of speech to flow then, as some of over beyond comprehensibility the rivers bank of instruction on some detail of phonology, grammar, or discourse will channel the speech on more purposeful course.

Fluency can be identified looks like this:<sup>15</sup>

- a) Speech is no halting and fragmentary that conversation is virtually impossible
- b) Speech is very slow and uneven except for short or routine sentences
- c) Speech is frequently hesitant and jerky: sentence may be left uncompleted

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<sup>14</sup>*Ibid.*, p. 55.

<sup>15</sup>H. Douglas Brown, *Teaching By Principle*, (United States of America: Prentice Hall Regards, Inc, 1994), p. 268-270.



- d) Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words
- e) Speech is effortless and smooth, but perceptibly non-native in speed and evenness.

So, definition of fluency is derived as the ability of an individual to speak without under hesitation.

#### 5) Performance

Performance indicates the process or manner performing when we speaking anything.

Based on the above statement, in the academic context, the teachers need to have clear understanding about what aspects are going to assess. There are many experts talking about aspects of speaking assessment.

### **B. Students' Motivation**

All of need drive in the form of motivation. According to Levine in james W. Vander Zandens' book, most of assume that behavior is functional, that people do certain things because the consequences somehow meet their needs. This premise underlies the concept of motivation.<sup>16</sup>

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<sup>16</sup> James W. Vander Zanden, Ann J. Pace, *Education Psychology in Theory and Practice*, (New York: Random House, 1984), p. 344.

From the above description it can be said that learning have changed, to call up, and need attention. All of need drive in the form of motivation. Motivation according to Mansur is: “Sesuatu yang menggerakkan seseorang individu untuk melakukan suatu tindakan atau tingkah laku”.<sup>17</sup>(Something that move an individual to do an act or behavior).Furthermore. L. Pasaribu and B. Simanjuntak stated: “Motivasi merupakan suatu dorongan atau tenaga, alasan kemauan dari dalam yang menyebabkan kita berbuat atau bertindak yang mana tindakan itu di arahkan kepada tujuan tertentu yang hendak dicapai.”<sup>18</sup> (Motivation if a push energy, the reason of willing from inside that cause us to do or act which the act moved for seeking certain goal). While Webster said: “Motivation lead to action.”<sup>19</sup> It means a motivation is a set of predisposes of the individual on certain activities and for seeking certain goal. One motive is a reason.

Motivation in learning to be a desire to learn from an individual. Students can learn more efficiently if students try to do maximal learning. It means students motivate themselves, try, learn to get something used.

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<sup>17</sup>Masnur, NurHasanah and BasennangSaliwangi, *Dasar-dasar Intraksi Belajar Mengajar Bahasa Indonesia*, (Malang: Jemmars, 1987), p. 41.

<sup>18</sup>I.L Pasaribu and B. Simanjuntak, *Proses Belajar Mengajar*, (Bandung: Tarsito, 1983), p. 50.

<sup>19</sup>Webster, *Op.Cit*, p. 635.

Suitable with Hilgard in I.L Pasaribu and Simanjuntak statement:  
“A motivation is a general term characterizing the need drives, aspiration, purpose of the organism as these initiate or regulated need satisfying or goal seeking behavior.”<sup>20</sup> In addition, Fredick J. Mc Donald stated:  
“Motivation is an energy change within the person characterized by effective arousal and anticipatory goal reaction.”<sup>21</sup>

Based on the both statements above motivation in learning is an energy from human self that drive, one direct process in personal self that is what we are doing whether it is important or not, dangerous or not have motivation. M Ngalimpurwanto also added motivation is:  
“Suatupendorongatausaha yang didasariuntukmempengaruhitingkahlakuseseorang agar iatergerakkanhatinyauntukbertindakmelakukansesuatausehinggamencapaihasilatautujuanertentu.”<sup>22</sup> (Motivation is a push or effort that conscious to influence the human behavior in order he want to act or do something for seeking certain goal). According to Dimiyati and Mudjiono motivation is:  
“Kekuatan mental yang berorientasipadapemenuhanharapanataupencapaiantujuan.”<sup>23</sup> (The mentality energy that orientation to full of expect or get the goal). So

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<sup>20</sup>Masnur, NurHasanah and BasennangSaliwangi, *OP.Cit*, p. 51.

<sup>21</sup><sup>21</sup>Fredick J. Mc. Donald, *Education Psychology*, (Tokyo: Ovearseas Publication Ltd, 1959), p. 77.

<sup>22</sup> M. NgalimPurwanto, *PsikologyPendidikan*, (Jakarta: RemajaRosdakarya, 1990), p. 71

<sup>23</sup>Dimiyanti, Mudjiono, *BelajardanPembelajaran*, (Jakarta: RinekaCipta, 1994), p. 81

motivation as a mental lead that drives attitude may be sourced from individual and outside individual.

From the all quotations above, the writer can take a conclusion that motivation is reason to act for seeking certain goals. Motivation as internal condition arouses direct and determined the intensity in learning effort, and also defines the set satisfying or unsatisfying consequences of goal. So that, if students want to learn efficiently, they must be in “ stand up” and pay attention to their surrounding. In this case possibly, if students have motivation in learning they will success.

### **1. The essential of motivation**

1. Assiduous do duty
2. Resilient face difficulty
3. Showing enthusiasm to all kinds of problem
4. More like to do self-supportingly
5. Quickly tire of routine duties<sup>24</sup>

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<sup>24</sup>Sardiman A.M, *IntraksidanMoivasiBelajarMengajar*, (Jakarta: PT Raja GrapindoPersada, 2011), p. 102.

## **2. Kinds of motivation**

According to Dimiyati and Mudjiono:<sup>25</sup> “motivation consist of two kinds, they are intrinsic motivation and extrinsic motivation”.

### **a. Intrinsic motivation**

Motivation in learning that sources from inside of the students is called intrinsic motivation. Students learn because it is pushed by mental energy. The students can learn efficiently if it means, student motivate them selves to learn. The student will learn efficiently if they have motivation in them selves. Intrinsic motivation is which to activate, to motivate, to drives and to go in the direction of attitude.

### **b. Extrinsic motivation**

Motivation on individual self can be grown up, higher, and taken care by some outside condition it is called extrinsic motivation. Extrinsic motivation like: teacher attitude, personality, promises, and teacher management, friends, parents and economy. It can influence student motivation highly, teacher who has pleasant personality, open attitude in teaching give attention will make students believe, comfortable to him/her so they will be interested in studying well, the use of teaching method which are various like: demonstrative, discussion, discovery, drill and practice method are

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<sup>25</sup>DimiyatidanMudjiono.*Op.Cit*, p. 91

in dynamism which enable communication between teacher and student. In reality both of motivation are difficult because they have a strong correlation, can influence between one another and extrinsic motivation.

Physic or mental needed, because of that if one teacher wants to give motivation to their students he/she must try to know what is the need of the students which will to motivate them. It is clear enough needs have correlated with motivation act. Maslow in M. Ngalimpurwanto said that: "There are five levels of human needs namely: psychological needs, safety and security, social needs, esteem need, and self actualization".

#### 1) Psychological needs

Need is basic means it is primary and vital quality which has biological functions from human such as primary needs include eat, drink, cloth, health. Secondary needs, entertain, learning needs, etc. that's why human or students need motivation to get psychological needs. Example the student cannot study well to fill his cognition or to make his prestige higher before his physical needs is complete like: eat, drink, clothes, the students who is ill, hungry, tired will not concentrate to their study. Whereas physical needs which they hope from learning is a mark.

## 2) Safety and security

In life human need security, hide from danger, and thread from disease, war, poverty, starved, injustice. To avoid danger human endeavor do something the students feel his physic threaten because he is often disturbed by his friends. Punishment from the teacher because his stationeries are not enough will be a trouble in learning concentration, even the student is unsafe to follow the lesson at school or study at home. If safety and security needs is completed in learning, so the students' motivation learning will grow up.

## 3) Social needs

Human are called as homological, it is difficult for them to live in isolation. They should interact with other person. In interaction they need social needs which overload love and belonging from another. Between two people who love each other will occurs a good communication. At schools, teachers who educated the students need to love his students, should educate whit love and feeling or belonging, honesty. So students fells comfortable and think that their teacher is not a stranger who should be avoided. Education with love and feeling of belonging will grow up and develop students' motivation in learning.

4) Esteem needs

Everybody has ago, always wants to prize, appreciate, maybe because of achievement, ability, status, successful. These aspect enable to influence all the people's activities in their environment. Esteem needs means is know by other people, useful, have influence and is admitted the success in the society. One student is smiling because he is given prize by his teacher when do something well, he will fell that he is esteemed.

5) Self actualization

One individual needs something is beautiful, self actualization and grow up his ability. Based on this theory in teaching learning process, the students' who are clever and finish the tasks given before the time is over, the teacher needs to give esteem or present to them. These needs can become basic in effort to drive learning motivation and act motivation of the students. If the student have something special in themselves they will be inclined to grade up their potency, creativities and self expression, so to grade up actualize themselves they need motivation.<sup>26</sup>

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<sup>26</sup>SumadiSuryabrata, *PsikologiPendidikan*, (Jakarta: PT. Raja GrapindoPersada, 1998), P.65.



By looking motivation theories above, 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. Some efforts that are used in reinforcement are: a) give question, b) give reward, c) give present, d) give punishment, but in reinforcement motivation the teacher must be carefully chooses words or action suitable with students' because there are some factors that influences the students; motivation.

Motivation variable X or dependent variable is a stimulus toward students' in teaching learning process. To measure the students' motivation level in learning is by looking from some indicator namely: a) attention, b) seriousness in learning, c) reward. Suitable with the indicator, we know the aim of motivation in learning is to move, to awake, to lead someone. So that willing and wish can be grow up. Surely to get result or certain goal in learning and each motivation act has goal or aim.

Successful in learning are in students' hands, because the motivation in learning keeps an important role to create effectiveness in teaching learning process. There are some

factors influence motivation in learning namely; willing, attention, wishes, class management, evaluation etc. The influence factors are as follows (1) students' aspiration, students' aspiration can be seen on child's wish before, like wants to walk, eat, read, sing etc. To reach success they will grow up their willing in the future that become an aspiration for them. (2) Students' ability, students' try to get success from their action by using their ability that carries out satisfaction and pleasant successfully in heart. The willing will strengthen motivation. (3) Students' condition, students conditions are physical and mental conditions that influence motivation in learning. If one students' is ill, hungry or angry will disturb his learning attention, on the contrary, if a student is healthy, happy, full, he will be easily focused his attention on learning. (4) Environment conditions, student environment is nature condition, condition of the place, association and community live. As a human community students' can be influenced by their surroundings. Thereat from naughty adolescent, quarrel between students' will disturb their seriousness in learning, on the contrary, great school, harmony, will strengthen motivation.<sup>27</sup>

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<sup>27</sup>Slameto, *BelajardanFaktor-Faktor yang Mempengaruhinya*, (Jakarta: PT, RinekaCipta.

From all those factors, some can be tried to increase motivation in learning. Exactly, learning will success if students' realize that learning is the most important and it is useful for the future. Students' motivation can be low or high, the motivation is low can be increased by optimal the principles of learning is mastering all of materials and give the material that is suitable to level of intelligence so that the students' can get knowledge which will be transferred by teacher.

Learning has correlation with some principles of learning. Some of the principles of learning namely; learning is useful if the students' understand the aim of learning, learning is useful if the students' are faced to problem and need to be solved seriously, learning is useful if the teacher are able to focus all of the students' mental in program or another activity, and learning is useful if the students' know the use of learning for the future.

Optimal of dynamism element in teaching learning process in students' selves and their surrounding namely: (1. Giving opportunity to the students' who get the difficulties in learning. 2). Take care the interest, wishes of the students so

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1995), P. 45.

they get the learning action. 3). To advantage the environment elements such as newspaper and radio. 4). Give stimulus to the students' by giving them self confidence that they (students') must be success).

Optimal goal, experience and ability of student. Some efforts are used to optimal students experience by giving a task, giving opportunity to solve the problem, and courage. To encourage the students ability in mastery the lesson need such motivation in order that the learner are able to develop their own selves in learning. It means that if the teacher wants to build their students' motivation they ought to do an appropriate responses such as, giving the student supports by telling them things are going well, by asking them that there are good ideas, giving them a direct answer that they ask, giving them a chance to elaborate their ideas by asking them more about it.

To be clear the teacher needs to think how the way to motivate their students so they are active in learning and have participation in teaching learning process. First, give the students' satisfaction to their successful for future. If student is satisfied, usually is successful to follow it, on the contrary if student is dissatisfied, usually is failure to follow it. So that the teacher should adjust activity which suitable to the level of

intelligence, ability, etc. So they can get successful in learning. Second, make happiness condition. To make the class condition is in happiness, the teacher need not to be clown in the class so the little funny can bring fresh. In this case which is needed to give attention to make class condition is in happiness namely; attitude and pleasant personality, friendly, and do not make furious face. Third, arrange students' position variously, to arrange students' position will be give grown up suitable condition of learning, so the teachers and students' are not bored to use that class room. Fourth, give comments to their task, for example, in form of a task or test teacher will give comments about mistakes made by students' and the way to solve it, like," Your task is very good, for next time will be better, actually you are able do it, but disaccurate yet". Fifth, give a positive example something which the teachers hope from their students should be seen and that hope is driven in to the grown in the teacher self. If teacher order students' to do better so the teacher should be better too, not to leave the class when they are doing, in giving examination, the result of exam must be returned to the students, so the students can value their

teacher work better and will grown up motivation in students' selves.<sup>28</sup>

So the writer can take conclusion that students' motivation drives in students' selves that is hoped to enable the students' learning actively. Motivation is a good aid to engage the students' in learning. Motivation up grade the students' in learning. It is an obligatory if the students' something.

### **3. Theories of Motivation**

According to WastySoemanto : A 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:<sup>29</sup>

First, instinct 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.

Second, hedonism theory. Hedone is 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.

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<sup>28</sup>*Ibid.* P. 46-47.

<sup>29</sup>WastySoemanto, *Psikologi Pendidikan* (Jakarta: RinekaCipta, 2003), P. 8.

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 is the need of the students which will to motivate them.

By looking motivation theories above, 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:<sup>30</sup> Some efforts that are used in reinforcement are: a) give question, b) give reward, c) give present, d) give punishment, but in reinforcement motivation the teacher must be carefully chooses words or action suitable with students' because there are some factors that influences the students motivation.

According to SyaifulBahriDjamarah:<sup>31</sup> Motivation variable X or dependent variable is a stimulus toward students' in teaching learning process. To measure the students' motivation level in learning is by looking from some indicator namely: a) attention, b)

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<sup>30</sup>Sardiman. A. M, *Intraksidan Motivasi Belajar Mengajar* (Jakarta: PT Raja Grafindo Persada, 1996), p. 15.

<sup>31</sup>SyaifulBahriDjamarah dan aswan Zain, *Strategi Belajar Mengajar* (Jakarta: PT Rineka Cipta, 2006), p. 148.

seriousness in learning, c) reward. Suitable with the indicator, we know the aim of motivation in learning is to move, to awake, to lead someone. So that willing and wish can be grow up. Surely to get result or certain goal in learning and each motivation act has goal or aim.

Successful in learning are in students' hands, because the motivation in learning keeps an important role to create effectiveness in teaching learning process.

#### **4. Factors of Motivation**

According to Slameto: There are some factors of motivation in learning namely; willing, attention, wishes, class management, evaluation. The factors are:<sup>32</sup>

- 1) Students' aspiration, students' aspiration can be seen on child's wish before, like wants to walk, eat, read, sing . To reach success they will grow up their willing in the future that become an aspiration for them.
- 2) Students' ability, students' try to get success from their action by using their ability that carries out satisfaction and pleasant successfully in heart. The willing will strengthen motivation.
- 3) Students' condition, students conditions are physical and mental conditions that influence motivation in learning. If one students' is ill, hungry or angry will disturb his learning attention, on the contrary, if a student is healthy, happy, full, he will be easily focused his attention on learning.
- 4) Environment conditions, student environment is nature condition, condition of the place, association and community live. As a human community students' can be influenced by their surroundings. Thereat from naughty adolescent, quarrel

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<sup>32</sup>Slameto, *Op.Cit*, P. 45.



between students' will disturb their seriousness in learning, on the contrary, great school, harmony, will strengthen motivation.

### C. Review of Related Finding

There were some finding related to this research . The first is Alfianramadhanritonga<sup>33</sup> "*improving students' speaking skill through debate at SMA N 1 Padangsidimpuan*". He found that debate can improve the speaking skill, based on the techniques of data analysis, the researcher used interview, observation. To make the identification problem is the problems might come from students and teachers.

The first prombelm was about students, most of students could not speak english well, this is caused by internal and external factors, internal factor come from the students themselves, External faktor come out from the students themselves, parents and teaching learning technique.

The second problems was the teachers themselves it was difficult for the teachers to find and choose an interested technique for speaking, as a result the students were not interested in learning speaking. Based on identification problem above as follow is there: *improving students' speaking skill through debate at SMA N 1 Padangsidimpuan?* Is perfect and correct understanding because the mean score of there is 80 it mean that they categorizid into very good.

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<sup>33</sup>AlfianRamadhanRitonga, "*Improving students speaking skill through debate at SMA N 1 Padangsidimpuan 2010/2011 Academic Year*"(A Thesis, STAIN Padangsidimpuan, 2011), p. 4-6.

The other researchers who had done the same research. The research was done in MTsNSialagundiKecamatanSipirok. The researcher's name is Laila Sari Matondang with her research's title: **“Teacher’s Problems in Teaching Speaking at Grade VIII in MTsNSialagundiKecamatanSipirok.**” She found that communicative language teaching could improve students' speaking skill. She found some problems the teachers had in teaching speaking at grade VIII in MTsNSialagundikecamatanSipirok, they were; Providing subject matter and media study, defining learning objectives, lack of student discipline, lack of student interest in learning speaking.<sup>34</sup>

#### **D. Conceptual Framework**

Motivation is a general term characterizing the need drives, aspiration, purpose of the organism as these initiate or regulated need satisfying or goal seeking behavior. It means a motivation is a set predisposes of the individual on certain activities and for seeking certain goal.

The successful of speaking ability depend on many factors. One of them is how the teacher teaches English to the students. The suitable method is very important to teach speaking. Speaking ability is the ability in expressing idea, thought, opinion, and argumentation. The speaking can

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<sup>34</sup>Matondang, Laila Sari, *Teacher's Problem in Teaching Speaking at Grade VIII in MTsNSialagundiKecamatanSipirok.* (Thesis: STAIN Padangsidempuan, 2012), p. 57.

build up their knowledge and to expressing of someone to others directly. So motivation in learning has an important role in successfulness of students to get knowledge, information and good quality, in speaking ability.

Based on the explanation above the writer can make one statement that the student' motivation has the correlation to speaking ability.

#### **E. Hypothesis**

Hypothesis is the idea that is suggested as a possible explanation of facts.<sup>35</sup> So that, the hypothesis of the research namely: there is a correlation between students' motivation and speaking ability at the second grade students in MAN Sibuhuan.

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<sup>35</sup> Tp. *Oxford Learners Pocket Dictionary*, (Oxford: University Press, 2008), p. 211.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses about the method and the procedure of the research that would be used to answer the problem of the research in the previous chapter. The procedures consist of the time and place of research, research design, population and sample, instrument of data collecting, procedure of research, testing of instrument, data collecting and data analysis.

#### **A. Time and Place of Research**

By looking up the topic of the research that is correlation between students' motivation and speaking ability. The writer in this research chooses MAN SIBUHUAN as the place the location of the research. The writer reason for choosing this school conduction the study because the writer has never study in this school.

#### **B. Research Design**

This research used correlation research. L.R. Gay says that correlation research attempted to determine whether, and to what degree, a relationship exists between two or more variables. A correlation was a quantitative measure of the degree of correspondence between two or more variables.<sup>1</sup>

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<sup>1</sup>L. R. Gay and Peter Airasian. *Educational Research* (New Jersey: Prentice Hall, 2000),p. 12.

From the above quotation, researcher concluded that the correlation quantitative was a kind of descriptive method in this research which had the aim to know the correlation of two or more variables. The correlation research required information about at least two variables obtained from a single group of people. The researcher wanted to know the correlation between students' motivation and speaking ability at the second grade students in MAN Sibuhuan.

### **C. Population and Sample**

#### **1. Population**

Population is group of individuals that have one or more characteristic in common in the research. According to MasriSingarimbun and SofianEfendi the population is the total of all analysis unit that criteria will guest.<sup>2</sup> The population of the research is all of the second grade students on MAN Sibuhuan in 2014/2015 academic year, which consist of 164 students in 5 classes. They are XI IPS-1, XI IPS-2, XI IPA-1, XI IPA-2, XI IPA-3 class. Then, because number of the population is more than 100 students, so sample can be taken about 10-15% or 20-25%.

Based on the explanation above the second grade students of MAN Sibuhuan is seen in the following table:

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<sup>2</sup>MasriSingarimbun and SofianEfendi, *Metode Penelitian Survey*, (Jakarta: LP3 Es, 1989), p. 152.

**Table 1**

**The Population the Second grade Students in MAN Sibuhuan**

No	Class	Male	Female	Total
1	XI IPS-1	7	30	37
2	XI IPS-2	10	22	32
3	XI IPA-1	6	22	28
4	XI IPA-2	7	25	32
5	XI IPA-3	10	25	35
Total of all students				164

2. Sample

According to Gay and Airasian, "Sample is a number of individuals for a study in such a way that they represent the larger group from they were selected."<sup>3</sup> Sample is presentative whole of population. According to Suharsimi: Maka apabilasubjeknyakurangdari 100, lebihbaikdiambilsemuasehinggapenelitiannyamerupakanpenelitianpopulasi. Selanjutnyajikasubjeknyabesardapatdiambilantara 10-15% atau 20-25% ataulebihtergantungkemampuanpenelitidariberbagaimacamsegi.<sup>4</sup>

By looking up the population all of second grade students in MAN Sibuhuan is the same because has the parallel classes. It means when

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<sup>3</sup> L.R Gay and Peter Airasian, *Educational Reseach*( New Jersey: Prentice Hall, 2000 ), p. 12.

<sup>4</sup>SuharsimiArikunto, *ProsedurPenelitianSuatuPendekatanPraktek*, ( Jakarta: RinekaCipta, 2002 ), p. 72.

subject more than 100, it is better to take all of the subject, and if the subject is more than 100, the sample can be for about 10%-15% or 20%-25% or more appropriate with the researcher's ability.<sup>5</sup> Because population all of second grade students in MAN Sibuhuan consist 164 students. So, the researcher take one class as a sample where is XI IPS-1 consist of 37 students from the sample will get data which is needed.

#### **D. Techniques of Data Collection**

In this research the writer will give the test to the students. The material of speaking ability will be given test (question) that question is answer by speaking, for motivation the writer gives the questionnaire that consist of 20 items.

#### **E. Research Variables**

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<sup>5</sup>*Ibid*, p. 134.

This study has two variables are independent variables and the dependent variable. The independent variable (X) is students' motivation while the dependent variable (Y) is the speaking ability. This variable will be described indicators of those two variables, namely:

**Table 2**  
**The indicators of Students' Motivation (Variable X)**

No	Indicator	Number of Questionnaires	Total Questionnaires
1.	Intrinsic Motivation	1,2,3,4,5,6,7,8,9,10	10
2.	Extrinsic Motivation	11,12,13,14,15,16,17,18,19,20	10
	<b>Total</b>	<b>20</b>	<b>20</b>

This explanations helps the writer to take the indicators of the test for speaking ability as follows:

1. Accent
2. Grammar
3. Vocabulary
4. Fluency
5. performance

**Table 3**



**Indicator of Speaking Ability (Variable Y)<sup>6</sup>**

<b>No</b>	<b>Accent</b>	<b>Score</b>
1.	a. Student is able to pronounce each word b. Student is able to mark the foreign accent c. Student is able to comprehend what he/she pronounced.	<b>0 – 20</b>
2.	<b>Grammar</b>	
	a. Grammar almost entirely in accurate phrases. b. Constant errors showing control of very few major patterns and frequently preventing communication. c. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. d. Occasional errors showing imperfect control of some pattern but not weakness that causes misunderstanding e. Few errors, with no pattern of failure. f. No more than two during the interview.	<b>0-20</b>
<b>Vocabulary</b>		
3.	a. Student is able to complete the missing text given b. Student is able to limit his/her vocabulary to simplest the phrases and certain topic c. Student is able to Choice of words accurately d. Student is able to make the phrases coherent by completing the suitable words to the missing text	<b>0 – 20</b>
<b>Fluency</b>		
4.	a. Student's speech is very fluent and in routine sentences b. Student is not halting in speech c. Student's speech is not hesitant: sentence is not left uncompleted d. Student's speech is not occasionally hesitant, with some unevenness caused by rephrasing and grouping for words e. Student's speech is not effortless and smooth	<b>0 – 20</b>

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<sup>6</sup>Arthur Hughes, *Testing for Language Teachers* (USA: Cambridge University Press, 1990), p.111.

<b>Performance</b>		
5.	<ul style="list-style-type: none"> <li>a. student does not only understands too little for the simplest types of conversation</li> <li>b. Student has no repetition and rephrasing in presenting his/her ideas</li> <li>c. Student does not only understand quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing.</li> <li>d. Student understands everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.</li> </ul>	<b>0-20</b>
<b>Maximal Score</b>		<b>100</b>

#### **F. The Instrument of the Research**

The research instrument plays as important role to collect data. The research must have an instrument because a good instrument can guarantee for taking the valid data. Arikunto says, "Instrumen adalah alat yang digunakan untuk mengumpulkan data."<sup>7</sup> (Instrument of research is a tool of facility used by the researcher in collecting data). So that, the process is easier and better with more careful, complete and systematic.

For students' motivation the instrument uses questionnaire. The questionnaire to know a correlation between students' motivation and speaking ability. Questionnaire used was a questionnaire that covered already

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<sup>7</sup>*Ibid*, p. 137

provided the answer questionnaires so that respondents choose to live. In this case used Likert scale with four alternative answers in multiple-choice form, namely a, b, c, and d by using the positive form of the question is to use the types of questions that build the classification;

**Table 4**  
**The Classification of Scale Likert**

Option	Score
Always	5
Often	4
Sometimes	3
Almost never	2
Never	1

Based on above indicator, for speaking ability the writer given test with the scales are shown as follows:

**Table 5**  
**Score of the Result Test<sup>8</sup>**

Range of Real Score	Frequency
81-100	Excellent
61-80	Good
41-60	Average
21-40	Poor

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<sup>8</sup>Riduwan, *BelajarMudahpenelitianUntukGuru-KaryawanPenelitiPemula*, (Bandung: Alfabeta, cet.1, 2005), p.89.

## G. The technique of Data Analysis

After collecting the data, it needed to be clarified the data by using technique, the technique of data analysis is done by statistic process because this research is a kind of quantitative research. Therefore the use of after collecting the students score. It mean score is used to know the criteria of the score.

In this research data processing stage, answering the question of who has been the formulation using certain stages are:

### a. Descriptive Statistic Analysis

Descriptive statistics is a static function to describe or give a picture of the object being investigated through the data sample and the population as it is without doing analysis and making conclusions or generalizations apply to the public<sup>9</sup>. Descriptive statistics are the ways of presenting the data analyzed by the following data:

#### 1. Mean (average)

The formula used is:  $M_x = \frac{\sum fx}{N}$

Description:

$M_x$  = Mean (average)

$\sum fx$  = the sum of the multiplication of each score with a frequency

N = number of students.

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<sup>9</sup>Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D* (Bandung: Alfabeta, 2008), p. 80

## 2. Median

The formula used is:

$$\text{Median} = \ell + \left( \frac{1/2N - fk_b}{f_i} \right) xi$$

Description:

$\ell$  = Lower limit of the real-containing median score

$fk_b$  = Cumulative frequency lies below the median score containing

$f_i$  = Original frequency (frequency of scores containing median)

## 3. Modus

The formula used is:  $M_o = \ell + \left( \frac{f_a}{f_a + f_b} \right) xi$

Description:

$M_o$  = mode

$\ell$  = lower limit of the interval containing the real-mode

$f_a$  = frequency located at the interval that contains the mode

$f_b$  = frequency located below the interval containing mode

$i$  = class interval

## 4. Standard Deviation

The formula used is:  $SD = \sqrt{\frac{\sum fx^2}{N}}$

Description:

SD = Standard Deviation

$Fx^2$  = Number by multiplying the frequency of each score with  
the squared deviation scores

N = Number of students.

#### 5. Frequency distribution table

Frequency distribution table is a tool of statistical data presentation in the form of columns and lines, in which the published numbers can describe or depict scatter or frequency distribution of the variable is the object of study. In this case the distribution used is the relative frequency distribution. The formula used is:

$$P = \frac{f}{N} \times 100 \%$$

Description:

f = frequency being sought percentage

P = The percentage

N = Number of frequency / number of individuals (samples).

#### 6. Histogram (bar chart)

The results of measurements in the form of figures from the mean results are then analyzed to give the interpretation of the distribution of the data obtained on population, to seek the categorization is done by formula:

1). Strong : M (mean) + 1 SD to rank up

2). Medium: M (mean) + 1 elementary to middle ranking

3). Weak: lower rank.

Furthermore, to determine whether there is correlation between students' 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:

N = Number of samples

$r_{xy}$  = Product moment correlation coefficient

$\sum X$  = Number of variable X

$\sum Y$  = Number of variable Y

$\sum X^2$  = Total variable  $X^2$

$\sum Y^2$  = Total variable  $Y^2$

$\sum XY$  = Number of product variables X and Y

Further tested by t-test, with the formula  $t_{hitung} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$

Description:

t =  $t_{hitung}$

r = Coefficient of correlation of results  $r_{hitung}$

n = Number of respondents

**Tabel 6**  
**Interpretasi Koefisien**  
**Nilai “r”**

<b>No</b>	<b>The Value</b>	<b>Degree</b>
1	0,800-1,000	Very high correlation
2	0,600-0,799	High correlation
3	0,400-0,599	Significant correlation
4	0,200-0,399	Low correlation
5	0,00-0,199	Very low correlation

## **H. Outline script**

The systematic of this research is divided into five chapters each chapter consists of many sub chapters, and they are drawn as follow:

In chapter one consists of Background of the Problem, Identification of the Problem, Limitation of the Problem, Formulation of the Problem, The Aims of the Research, The Significant of the Research, Defenition of Operational Variables, and Hypothesis.

In chapter two consists of Theoretical Descriptions, Review of Related Finding, Conceptual Framework and hyphothesis.

In chapter three consists of Research Design, Time and Place of Research, Population and Sample, Instrument, Techniques of Data Collecting, and Techniques of Data Analysis.



In chapter four, consists of Data Description, Hypothesis test and explanation of the research result.

The last chapter consists of Conclusion and Suggestion

## CHAPTER IV

### RESULT OF RESEARCH

In this chapter the author discussed the results of testing the research instrument in the form of a questionnaire and a test the results of research on the correlation between students' motivation and speaking ability at the second grade students in MAN Sibuhuan.

#### A. The 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' motivation for variable "X", and speaking ability for variable "Y" and also continued to the testing of hypothesis.

##### 1. Students' Motivation

Based on the result of analyzing the respondents' answer by using questionnaire, the computation of result of variable for students' motivation, is described on the table below:

**Table 7**

**The Resume of Variable Score of students' Motivation**

High score	83
Low score	51
Range	29
Many class (k)	6
Interval (i)	5

Mean	65,86
Median	64,03
Modus	62,5
Standard Deviation	7,02

Based on the above table the result of questionnaires of 37 samples students, the calculation of how to get it can be seen in the appendix. The highest score was the students' motivation variable was the highest score 83 and the lowest score of 51, the mean of 65,86, the median of 64,03, and the modus of 62,5 and the standard deviation of 7,02. Then, the computed of the frequency distribution of the students score can be applied into table frequency distribution as follows:

**Table 8**

**The Frequency Distribution of Students' Motivation**

No.	Interval	X	Frequency
1.	79-83	81	3
2.	74-78	76	2
3.	69-73	71	7
4.	64-68	66	8
5.	59-63	61	14
6.	54-58	56	2
7	49-53	51	1
Total			37

The spread of data Students' Motivation on the next could be described with a histogram as contained in the following figure 1:

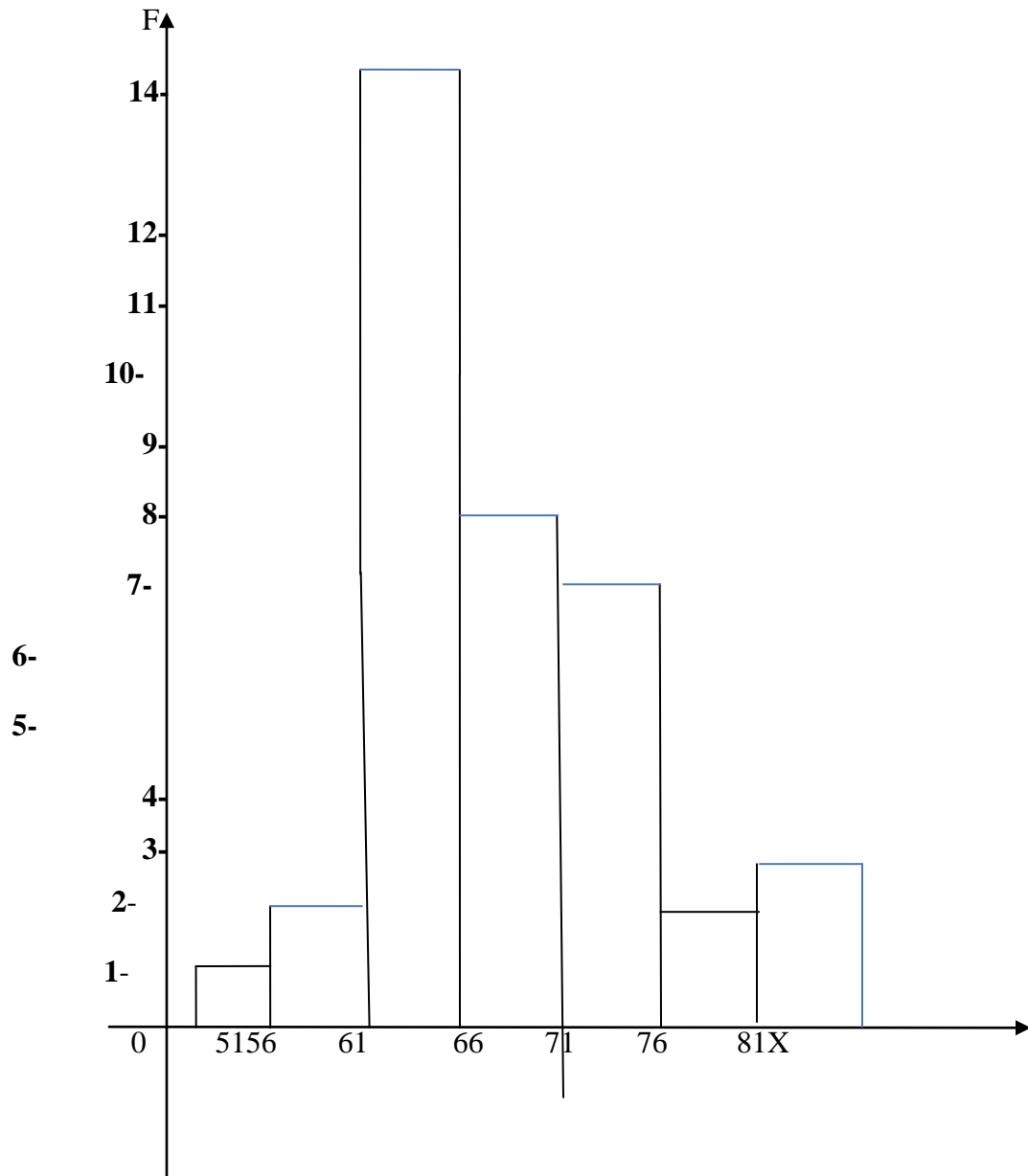


Figure 1. Histogram of students' motivationScore.

Untuk memperoleh variabel X

secara komulatif digunakan rumus skor diperoleh dibagi skor maksimal dikalikan dengan 100% lebih jelasnya adalah sebagai berikut:

using :

$$\begin{aligned} &= \frac{\sum \text{skor variabel } X}{\sum \text{item} \times \sum \text{responden} \times \sum \text{nilai item tertinggi}} \times 100\% \\ &= \frac{2431}{20 \times 37 \times 5} \times 100\% \\ &= 65.70\% \end{aligned}$$

Based on the results of such categorization could be known that the mean students' motivation of 65.70%. Building on criteria interpretation score, score 65,70% in level 61%-0,80% was "strong".

## 2. Speaking Ability

The resume score variable for speaking ability has been gotten as table below:

**Table 9**

**The Resume of the Variable Scores of Speaking Ability**

High score	82
Low score	50
Range	32
Many class (k)	6
Interval (i)	5
Mean	61,75
Median	60,76
Modus	60
Standard Deviation	6,99

Based on the above table the result of test of 37 samples students, the calculation of how to get it can be seen in the appendix. The highest score was the students' motivation variable was the highest score 82 and the lowest score of 50, the mean of 61,75, the median of 60,76, and the modus of 60 and the standard deviation of 6,99. Then, the computed of the frequency distribution of the students' score can be applied into table frequency distribution as follows:

**Table 10**

**The Frequency Distribution of Speaking Ability Score**

No.	Interval	X	Frequency
1.	78-82	80	2
2.	73-77	75	1
3.	68-72	70	3

4.	63-67	65	8
5.	58-62	60	13
6.	53-57	55	8
7	48-52	50	2
	Total		37

Further, the explanation of the description of speaking ability was shown in the figure 2.

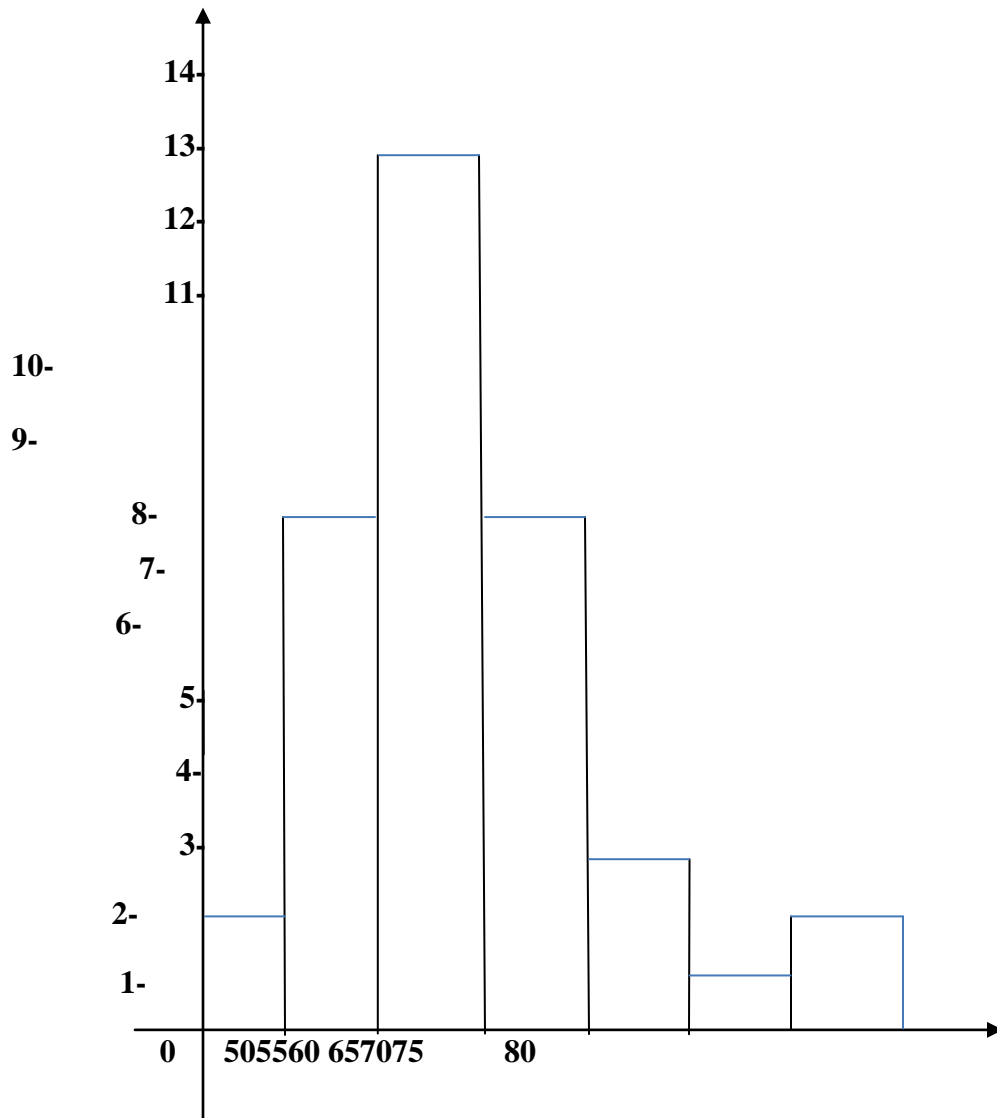


Figure 2. The Histogram of speaking ability score.

Untuk memperoleh variabel Y secara kumulatif digunakan rumus skor perolehan dibagi skor maksimal dikali dengan 100% lebih jelasnya adalah sebagai berikut:

$$\begin{aligned} & \frac{\sum skor \text{ variabel } X}{\sum item \times \sum responden \times \sum nilai \text{ item tertinggi}} \times 100\% \\ &= \frac{2295}{5 \times 37 \times 20} \times 100\% \\ &= 62.02\% \end{aligned}$$

Based on the results of such categorization could be known that the mean speaking ability of 62.02%. Building on criteria interpretation score, score 62.02% in level 61%-80% was "strong".

Based on the data above the researcher can concluded that speaking ability at the second grade students in MAN Sibuhuan is strong. That can we see by hypotheses test.

## **B. The Hypotheses Testing**

Hypothesis testing aims to determine the correlation between students' motivation and speaking ability at the second grade students in MAN Sibuhuan by using the product moment formula. Before testing the hypothesis, first performed the calculation of the scores obtained by the respondents as the table below:



**Table 11****Score X and Y Variables for Product Moment**

No	Initial Name	X	X2	Y	Y2	XY
1	AD	71	5041	70	4900	4970
2	AF	55	3025	52	2704	2860
3	AP	74	5476	63	3969	4662
4	AH	71	5041	62	3844	4402
5	APR	69	4761	67	4489	4623
6	AY	67	4489	65	4225	4355
7	AR	64	4096	57	3249	3648
8	DS	59	3481	57	3249	3363
9	HJ	64	4096	62	3844	3968
10	IY	55	3025	53	2809	2915
11	IS	71	5041	69	4761	4899
12	KA	61	3721	60	3600	3660
13	KH	64	4096	63	3969	4032
14	MAR	60	3600	59	3481	3540
15	MAS	83	6889	82	6724	6806
16	MAU	51	2601	50	2500	2550
17	FIN	67	4489	55	3025	3685
18	MK	62	3844	62	3844	3844
19	MS	80	6400	63	3969	5040
20	NUR	62	3844	61	3721	3782
21	SAN	83	6889	81	6561	6723
22	NHS	73	5329	59	3481	4307
23	NAD	71	5041	57	3249	4047
24	ROS	61	3721	60	3600	3660
25	ROM	59	3481	57	3249	3363
26	RYS	63	3969	62	3844	3906
27	RD	67	4489	65	4225	4355
28	SAK	59	3481	58	3364	3422
29	SH	60	3600	55	3025	3300
30	SE	60	3600	56	3136	3360
31	SW	66	4356	64	4096	4224

32	SR	67	4489	65	4225	4355
33	SU	76	5776	74	5476	5624
34	TA	71	5041	70	4900	4970
35	UR	62	3844	60	3600	3720
36	WS	60	3600	59	3481	3540
37	WDA	63	3969	61	3721	3843
		2431	162091	2295	144109	152323

Based on the data listed in the table with a correlation coefficient calculation formula product moment as follows:

$$\sum X = 2431$$

$$\sum Y = 2295$$

$$\sum X^2 = 162091$$

$$\sum Y^2 = 144109$$

$$\sum XY = 152323$$

$$N = 37$$

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

$$r_{xy} = \frac{37.(152323) - (2431)(2295)}{\sqrt{(37.162091 - (2431)^2)(37. 144109 - (2295)^2)}}$$

$$r_{xy} = \frac{5635951 - 5579145}{\sqrt{(5997367 - 5909761)(5332033 - 5267025)}}$$

$$r_{xy} = \frac{56806}{\sqrt{(87606)(65008)}}$$

$$r_{xy} = \frac{56806}{\sqrt{5695090848}}$$

$$r_{xy} = \frac{56806}{75465.8257}$$

$$r_{xy} = 0,752$$

To see or prove the correlation coefficient between students' motivation with speaking ability at the second grade students in MAN Sibuhuan, the authors described the following terms:

1. If  $r_{xy}$  greater ( $>$ ) than  $r_{tabel}$  then there was a correlation between students' motivation with speaking ability.
2. If  $r_{xy}$  smaller ( $<$ ) than  $r_{tabel}$  then there was no a correlation between students' motivation with speaking ability.

Based on the calculation of correlation between students' motivation variables to speaking ability at the second grade students in MAN Sibuhuan correlation obtained by  $r_{hitung} = 0,752$ . Then to see  $r_{tabel}$  by degrees of freedom  $dk = N - 2 = 37 - 2 = 35$  at significance level of 5 % was found  $r_{tabel}$  of 0.334. So  $r_{hitung} = 0.752 > r_{tabel} = 0.325$ , thus it can be concluded that there was a relationship between students' motivation and speaking ability at the second grade students in MAN Sibuhuan.

In other hand, for test of significant with the formula  $t_{hitung}$ :

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

$$t_{hitung} = \frac{0,752 \sqrt{37 - 2}}{\sqrt{1 - 0,752^2}}$$

$$t_{hitung} = \frac{0,752 \sqrt{35}}{\sqrt{1 - 0,565504}}$$

$$t_{hitung} = \frac{0,752 \cdot 5,916}{\sqrt{0,434496}}$$

$$t_{hitung} = \frac{4,448832}{0,659163}$$

$$t_{hitung} = 6,749$$

Test of the rule:

If  $t_{hitung} > t_{tabel}$ , so push away  $H_0$  there is significant and

If  $t_{hitung} < t_{tabel}$ , so received  $H_0$  there is no significant

Based on the calculated above,  $\alpha : 0,05$  and  $n : 37$ , one tail test;  $dk = N - 2 = 37 - 2 = 35$  so the founded  $t_{tabel}$ , or 1,689. So that,  $t_{hitung}$  greater than  $t_{tabel}$ , or  $6,749 > 1,689$ , so  $H_0$  push away of the meaning there was correlation of significant between students' motivation and speaking ability.

From explanation above the found conclusion than  $H_0$  rejected and  $H_a$  received mean there was significant correlation between variable both and within valid. So, students' motivation and speaking ability at the second grade

students in MAN Sibuhuan was “medium”, this case can be looked in interpretation table correlation product moment on standard 61-80% the within strong.

### C. The Discussion of results

Based on the frequency of students' motivationscore, it was found that the lowest score was 51 and the highest was 83. It can also be known that the **mean** was 65,86. The **median** of distribution was 64,03, while the **modus** was 62,5. From the described distribution of data, it indicated that score of students' motivation was category “strong”. It was indicated by the average of the score.

The score of speaking ability was distributed on 50-82. Dealing with the frequency distribution, it was indicated that the highest was 82 and the lowest was 50. The **mean** score was 61,75. The **median** was 60,76 and the **modus** was 60. The average of the score indicates that the constructing speaking ability was “strong”. Compared with the criteria of the value that was stated before.

Further, the result of the above calculation was compared and with the value of table on the degree of freedom  $dk = N-2$ , it shows that  $37-2 = 35$ . It was be compared with nearest value on the table in 5% significant. This phenomenon showed that the value of  $r_{xy}$  in 0,752 was higher than the value  $r_{tabel}$  0,334, means that  $(r_{xy}) = 0,752 > 0,334 = (r_{tabel})$ . After having analyzed and calculation the data, it found that the hypothesis of this research was accepted,

means that “there was significant correlation of students’ motivation and speaking ability at the second grade students in MAN Sibuhuan.

#### **D. The Limitation of the Research**

As it was the first time for the writer to conduct a research, the writer realizes that there were some mistakes and weaknesses that can be seen in this research. These weaknesses were caused by lacking of the references books, fund, and the ability of the writer in analyzing the data, writer time, also the writer knowledge. For those mentions above, the writer realized and asking apologies.

In spite of those weaknesses, however, the writer can make it as the first experience to do further research. Hopefully, this research might be as a reference for other researches in carrying out other research.

## CHAPTER V

### THE CONCLUSION AND SUGGESTION

#### A. The Conclusion

After having analyzed the data, the writer concludes as follows:

1. The result of students' motivation based on criteria of the value at the second grade students in MAN Sibuhuan could be categorized as "strong" it could be seen from the means score of students' motivation was 65,86.
2. The result of speaking ability could be categorized as "strong" it was indicated by 61,75 means score.
3. There is getting of the calculation result from the value correlation product moment, so can be explain than the value "r" recount getting 0.752 when consultation with the value "r" table product moment, on standard significant  $N-2=37-2=35$  on standard believe 95% or with level error 5% getting 0.334 than  $(0.752 > 0.334)$ . and standard believe 99% or with level error 1% getting 0.430 than  $(0.752 > 0.430)$ . Thus to know than value  $r_{xy}$  greater than "r" table means then significant correlation between students' motivation and speaking ability at the second grade students in MAN Sibuhuan.

## **B. The Suggestion**

Based on the conclusion and implication of the research that have been mention previously, the writer would like to give some suggestions to people who get benefits from this research. The writer hopes that these suggestions will be useful for anyone who in the teaching and learning process :

1. The headmaster of MAN Sibuhuan should consider it carefully to make it work more effective and more efficient so the students will have better ability in Speaking.
2. To the teachers should motivate and give more chance to the students to practice their speaking rather than to give them the theory about speaking itself.
3. Suggested to the next researchers of this study should be taken into consideration if you want to research about students' motivation and speaking ability.



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## Appendix 1

### INSTRUMEN PENELITIAN ANGKET MOTIVASISISWA( VARIABEL X)

**Name :**

**Class :**

**School :**

#### A. Pengantar

1. Angket ini diberikan kepada siswa yang bertujuan untuk mendapatkan informasi dari siswa sesuai penelitian tentang ( **A Correlation Between Students' Motivation And Speaking Ability At The Second Grade Students In MAN Sibuhuan** )
2. Informasi yang diperoleh dari ini sangat berguna bagi peneliti untuk menganalisis tentang motivasi siswa.
3. Partisipasi anda dalam memberikan informasi sangat kami harapkan.

#### B. Petunjuk Pengisian

1. Setiap pertanyaan pilihlah satu jawaban yang paling sesuai dengan keadaan anda, lalu berikantanda "Cek" (√) pada kolom yang tersedia..
2. Waktu 20 Menit

#### C. Questionnaires of students' motivation

1. Apakah anda selalu bicarabahasainggris dengankeinginansendiri?  
A. Selalu      B. Sering      C. Kadang-kadang      D. Tidak Pernah
2. Apakah anda senang bicarabahasaInggris?  
A. Selalu      B. Sering      C. Kdang-kadang      D. Tidak Pernah
3. Apakah anda sukabicarabahasainggris?  
A. Selalu      B. Sering      C. Kadang-kadang      D. Tidak Pernah

4. Ketikagurumutidakdatang,  
apakahandapernahmemanfaatkanwaktuuntukbelajarkarenakeinginansendir  
i?  
A. Selalu            B. Sering            C. Kadang-kadang            D. TidakPernah
5. Apakahandarajinmengerjakantugaskarenainginmemperolehhasil yang  
lebihbaik?  
A. Selalu            B. Sering            C. Kadang-kadang            D. TidakPernah
6. Apabilaandamendapatkankesulitandalambelajarbahasainggris,  
apakahandaberkeinginanuntukbelajarlebihgiatlagi?  
A. Selalu            B. Sering            C. Kadang-kadang            D. TidakPernah
7. Apakahandamengerjakantugas-tugas yang sulitkarenakeinginansendiri?  
A. Selalu            B. Sering            C. Kadang-kadang            D. TidakPernah
8. Apakahandaseringbelajarbahasainggriskarenakeinginansendiri?  
A. Selalu            B. Sering            C. Kadang-kadang            D. TidakPernah
9. Apakahandasenangmengerjakansendiritugas-tugas yang diberikangurumu?  
A. Selalu            B. Sering            C. Kadang-kadang            D. TidakPernah
10. Apakahandabelajarsungguh-  
sungguhkarenainginmenguasaiobjektersebutkarenakeinginansendiri?  
A. Selalu            B. Sering            C. Kadang-kadang            D. TidakPernah
11. Apakahandamengerjakantugaskarenadisuruhorangtua?  
A. Selalu            B. Sering            C. Kadang-kadang            D. TidakPernah
12. Apakahandamengerjakantugaskarenatakut di marahiorangtua?  
A. Selalu            B. Sering            C. Kadang-kadang            D. TidakPernah
13. Apakahandamengerjakantugaskarenatakutpada guru?  
A. Selalu            B. Sering            C. Kadang-kadang            D. TidakPernah
14. Apakahandamengerjakantugassupayamendapatkanpujiandariorangtua?  
A. Selalu            B. Sering            C. Kadang-kadang            D. TidakPernah
15. Apakahandamengerjakantugaskarenatakut di hukumoleh guru?  
A. Selalu            B. Sering            C. Kadang-kadang            D. TidakPernah

16. Apakah anda mengerjakan tugas karena terpaksa?  
A. Selalu      B. Sering      C. Kadang-kadang      D. Tidak Pernah
17. Apakah anda mengerjakan tugas karena orang lain?  
A. Selalu      B. Sering      C. Kadang-kadang      D. Tidak Pernah
18. Apakah anda mengerjakan tugas karena takut malu di kelas?  
A. Selalu      B. Sering      C. Kadang-kadang      D. Tidak Pernah
19. Apakah anda mengerjakan tugas karena khawatir orang tua akan dikurangi?  
A. Selalu      B. Sering      C. Kadang-kadang      D. Tidak Pernah
20. Apakah anda mengerjakan tugas karena ada ancaman dari guru?  
A. Selalu      B. Sering      C. Kadang-kadang      D. Tidak Pernah

## Appendix 2

### TEST OF SPEAKING ABILITY

Speaking Ability is the ability to express ideas, feeling or sense and to pronounce sound or integrated personality that based on the background of the speaker. This explanations helps the writer to take the indicators of the test for this variables as follows:

1. Accent
2. Grammar
3. Vocabulary
4. Fluency
5. Performance

For example : Dialogue or conversation between A and B are talking about the coming holiday.

A : Hi! what are you going to do this holiday?

B : Hi! well, My family is planning to visit My grandparents.

A : Where do they live?

B : They live in Sibolga.

A : Sibolga, it's Sumatera right?

B : Yes, it's a small city in the south of north sumatera.

A : Is it far from Medan?

B : It's south of Medan and it's about 205 KM south of Medan

A : How long are you going to stay there?

B : We are going to stay there for two weeks

A : Wow that's very long, what are you going to do?

B : We are going to visit PematangSiantar and Balige. PematangSiantar is in the north of north sumatera, it's about 82 KM south east of Medan, do you know Balige? It's a small city near Lake Toba, it is north east of Sibolga.

A : Are you going to Lake Toba?

B : Yes, My uncle has promised to take us to sail across Lake Toba to samosir, you know? It's a small island in the middle of the Lake Toba.

A : OK , have a nice holiday.

B : Hey. Why don't you come with us?

A : Thanks, but I am going to stay at home this holiday, My uncle and his family from Lombok are going to visit us.



**INSTRUMEN PENELITIAN**  
**TEST OF SPEAKING ABILITY( VARIABEL X)**

**Name :**

**Class :**

**School :**

- **Make a dialogue or conversation between A and B are talking about the coming holiday , then perform it in front of the class.**

### **Appendix 3**

#### **The answer of speaking ability test**

##### **1. Conversation between Masitoh and Saniah about talking the coming holiday:**

Masitoh : hello Saniah

Saniah : hey there Masitoh

Masitoh : I've heard you went to Yogyakarta again, is it true?

Saniah : yes that's right!

Masitoh : oh my God. I really want to go to Yogyakarta. It's a great place to shopping especially batik. Anyway, I know you had visited Yogyakarta for many times, did you still enjoy it?

Saniah : yeah, I still enjoy it. Especially when shopping in Malioboro, so many thing I bought in there.

Masitoh :wow, I'm envy with you!

Saniah : hahaha,,yop, Malioboro is a great place for shopping. There are many cheap things in there. I love Yogyakarta and their culinary. It's total delicious and cheap more than foods in other city.

Masitoh : yeah, I know it, I've just missed Yogyakarta. It's been 2 years ago didn't visit that wonderful city.

Saniah : you've must visited again to Yogyakarta. So when will you go there?

Masitoh : I don't know, I am still busy with my project in office.

Saniah : I do hope we will to see you in Yogyakarta next vocation.

Masitoh : I do hope so.

**2. Conversation between Tamara and Efriza about talking the coming holiday:**

Tamara : Would you like to join us tomorrow  
Efriza : What will you do?  
Tamara : We'll go holiday  
Efriza : Where?  
Tamara : We'll go to siraisan  
Efriza : How will we go there  
Tamara : We'll go by Rudi's car  
Efriza : OK. I'll be ready tomorrow morning

**3. Conversation between Rahma and Wiwid about talking the coming holiday:**

Rahma : Assalamu'alaikumWrWbWiwid  
Wiwid : Wa'alaikumsalamWrWbRahma  
Rahma : Hey Wiwid, do you have aplan for the next holiday?  
Wiwid : Hmmmm....! Gues! I don't have any plan how about you Rahma  
Rahma : Yes, I am, how about we go to the beach?  
Wiwid : Sounds good to me, but where  
Rahma : I think beach in kota, ball is a we some  
Wiwid : OK.... See you later Rahma  
Rahma : OK see you later Wiwid

**4. Conversation between Ade and Indah about talking the coming holiday:**

Ade : Hay indah, have you any plan for this holiday?  
Indah : No I haven't and you?  
Ade : My plan, I will go to bali  
Indah : Yes, I think this is very good  
Ade : Of course, because the scenery, is very beautiful and wonderful. Are there many other beautiful place and of course will make it happy every day holiday

Indah : Yes, I know bali is beautiful and how long are going to stay there?  
Ade : I will stay in bali for a week and you what your plan for this holiday?  
Indah : I think, I will go to medan, and stay for two week and I will stay with my uncle  
Ade : Very good

**5. Conversation between Agus and Sofyan about talking the coming holiday:**

Agus : Hi, guys  
Sofyan : Hi, guys  
Agus : How are you?  
Sofyan : I am fine, and you?  
Agus : I am fine too, bay the way where you holiday?  
Sofyan : May be to bali  
Agus : Together your family  
Sofyan : Yes, and you where you holiday?  
Agus : Plan to Danau Toba, with my family  
Sofyan : When you going  
Agus : May be weekend, and you when your gone?  
Sofyan : May be weekend too  
Agus : May happy holiday  
Sofyan : Okey  
Agus : See you next month  
Sofyan : Yes, good by!!!

**6. Conversation between Armiah and Nadila about talking the coming holiday:**

Armiah : Assalamu'alaikumWrWbNadila  
Nadila : Wa'alaikumsalamWrWbArmiah  
Armiah : Hey Nadila, do you have aplant for the next holiday?

Nadila : Hmmmmm....! Gues! I don't have any plan how about you Armiah  
Armiah : Yes, I am, how about we go to the beach?  
Nadila : Sounds good to me, but where  
Armiah : I think beach in kota, ball is a we some  
Nadila : OK.... See you later Armiah  
Armiah : OK see you later Nadila.....

### **7. Conversation between Afni and Roma about talking the coming holiday:**

Afni : Let's go to Borobudur temple for this holiday what do you thinks friend?  
Roma : Hmm, I think that's not a good idea. Besides it costs expensive. Our teacher constructed us to tell about our holiday. So we need to visit different place, right?  
Afni : Not like that Roma, our teacher just told us to retell about our story, she didn't tell individual story  
Roma : Is that so?  
Afni : Yes, all right, now let's dead where we want to go  
Roma : Hmm, visiting how about going to kiluan by? We can stay there for a day and see the dolpins in the see at down  
Afni : It sounds great idea? How about you Roma  
Roma : Yup, I'm with you Afni, I never visited there so it makes me curious  
Afni : OK!!! We're going to kiluan by on Saturday morning

### **8. Conversation between Pinta and Uba about talking the coming holiday**

Uba : What will you do on your holiday?  
Pinta : I'll visit grand parents in the village  
Uba : Where is it?  
Pinta : It's on central java  
Uba : Oh... it's very interesting

Pinta : Yes, may be I will you can join me it you don't have something to do in your holiday

Uba : That's a good idea

### **9. Conversation between Sri and Sakinah about talking the coming holiday:**

Sri : Hay Sakinah, have you any plan for this holiday?

Sakinah : No I haven't and you?

Sri : My plan, I will go to bali

Sakinah : Yes, I think this is very good

Sri : Of course, because the scenery, is very beautiful and wonderful. Are there many other beautiful place and of course will make it happy every day holiday

Sakinah : Yes, I know bali is beautiful and how long are going to stay there?

Sri : I will stay in bali for a week and you what your plan for this holiday?

Sakinah : I think, I will go to medan, and stay for two week and I will stay with my uncle

Sri : Very good

### **10. Conversation between Kholidah and Saniah about talking the coming holiday:**

Kholidah : Hi Saniah

Saniah : Hi

Kholidah : For a moment again holiday semester, where you plan wish holiday?

Saniah : I don't know, but my family plan wish holiday to the Sosa

Kholidah : Wow the Sosa is place agree to holiday family

Saniah : oh yes, if you where holiday?

Kholidah : I and my sister plan holiday to the sosa

Saniah : Oh my god..thesosa is the city whether very beautiful

Kholidah : Yes, may your holiday nice

Saniah : Your welcome

**11. Conversation between Khoiron and Maulid about talking the coming holiday:**

Maulid : Hi, Khoiron..what are you doing for holiday?

Khoiron : I wanna go to the bioscop

Maulid : What is the film on Surabaya theatre to night

Khoiron : It's daun di atasbantal

Maulid : Who is the main character

Khoiron : Christine hakim, by the way do you like Indonesia film?

Maulid : Yes, I do especially drama film

Khoiron : Who is the actor and actress do you like?

Maulid : Ranokarno, SophanSephion, Christian Hakim and Widyawati

Khoiron : Actually, I also like them, but I prefer west film because the actors and the actresses played wen

**12. Conversation between Ahmadi and Arifin about talking the coming holiday:**

Ahmadi : Assalamu'alaikumWrWb guys

Arifin : Wa'alaikumsalamWrWb bro

Ahmadi : Hey guys, do you have aplan for the next holiday?

Arifin : Hmmmmm....! Gues! I don't have any plan how about you bro?

Ahmadi : Yes, I am, how about we go to the sibolga?

Arifin : Sounds good to me, but where?

Ahmadi : I thinksibolganortsumatera, ball is a we some

Arifin : OK.... See you later guys

Ahmadi : OK see you later bro

**13. Conversation between Mardiana and Zuhrina about talking the coming holiday:**

Mardiana : hello Zuhrina!

Zuhrina : hey there Mardiana!

Mardiana : I've heard you went to Yogyakarta again, is it true?

Zuhrina : yes that's right!

Mardiana : oh my God. I really want to go to Yogyakarta. It's a great place to shopping especially batik. Anyway, I know you had visited Yogyakarta for many times, did you still enjoy it?

Zuhrina : yeah, I still enjoy it. Especially when shopping in Malioboro, so many thing I bought in there.

Mardiana :wow, I'm envy with you!

Zuhrina : hahaha,, yup, Malioboro is a great place for shopping. There are many cheap things in there. I love Yogyakarta and their culinary. It's total delicious and cheap more than foods in other city.

Mardiana : yeah, I know it, I've just missed Yogyakarta. It's been 2 years ago didn't visit that wonderful city.

Zuhrina : you've must visited again to Yogyakarta. So when will you go there?

Mardiana : I don't know, I am still busy with my project in office.

Zuhrina : I do hope we will to see you in Yogyakarta next vocation.

Mardiana : I do hope so.

**14. Conversation between Wardiah and Ayunda about talking the coming holiday:**

Wardiah : Hi, Ayunda

Ayunda : Hi, Wardiyah

Wariyah : How are you?

Ayunda : I am fine, and you?



Wardiyah : I am fine too, bay the way where you holiday?  
Ayunda : May be to bali  
Wardiyah : Together your family  
Ayunda : Yes, and you where you holiday?  
Wardiyah : Plan to Danau Toba, with my family  
Ayunda : When you going  
Wardiyah : May be weekend, and you when your gone?  
Ayunda : May be weekend too  
Wardiyah : May happy holiday  
Ayunda : Okey  
Wardiyah : See you next month  
Ayunda : Yes, good by!!!

**15. Conversation between Ida and Yuni about talking the coming holiday:**

Ida : Hi Yuni!  
Yuni : Hi  
Ida : For a moment again holiday semester, where you plan wish holiday?  
Yuni : I don't know, but my family plan wish holiday to the Sosa  
Ida : Wow the Sosa is place agree to holiday family  
Yuni : oh yes, if you where holiday?  
Ida : I and my sister plan holiday to the sosa  
Yuni : Oh my god..thesosa is the city whether very beautiful  
Ida : Yes, may your holiday nice  
Yuni : Your welcome

**16. Conversation between Dona and Susi about talking the coming holiday:**

Susi : Hi, dona what are you doing?  
Dona : I am making a plan for the next month holiday

Susi : What you make a plan for the holiday. So you always have activities on holiday?

Dona : of course, my family always makes a plan for our holidays

Susi : Really? That is very enjoyable. By the way, what did you do on the last holiday?

Dona : We went to every beautiful islam, it's located on the northempart of our country there we saw every wonderful view how about you?

Susi : I don't do anything, every holiday. usually go to my grand mother in the village. That's all I do because my parents are very busy

Dona : Why are they busy?

Susi Day never have time for me, they are always busy doing them job

Dona : How if you came with my family to spend your holiday?

Susi I am afraid, my parents will not allow me .they must send me to my grand mother house

Dona : I think, they do that because they love you and there will be your grand mother how will take care of you

Susi : May be lake that, it's go to canteen. Iam very starving

Dona : Let's go to, I am also starving.

**17. Conversation between Hapsah and Nur about talking the coming holiday:**

Hapsah : Hallo! Nur

Nur : Hallo! Hapsah have you any program for this holiday?

Hapsah: No, I haven't

Nur : How about talking a walk to tamanremaja?

Hapsah: That'sgood idea, but a haven't got any money

Nur : Shall I tend yout it?

Hapsah : Yes please

Nur : How much do you went?

Hapsah: only two thousand

Nur : When can you pay me back?

Hapsah: I'll pay you back as soon as possible

Nur : Don't till after tomorrow

Hapsah : don't worry about money. Here you are Rp 2000

Nur : thanks. Lets go ....

### **18. Conversation between Nury and Diana about talking the coming holiday:**

Nury :Assalamu'alaikum, Diana

Diana : Wa'alaikumsalam, nury

Nury : How are you to day?

Diana : Alhamdulillah, I am fine. And you?

Nury : Alhamdulillah, Iam fine too. You look very happy

Diana : Ah usually

Nury : I shall ask a question about

Diana : What question?

Nury : Two month age, we semester vacation, by the way, you where firush  
Off vacation presently semester

Diana : Oh .... I no where, only in the house

Nury : Oh .....

Diana : Where you self?

Nury : Schedule, Iand my family go on vacation to house grand mother in  
medan

Diana : Why you select holiday there?

Nury : Because, I very yearn for grand mother, we already long time no  
Were

Diana : I hope you get go where

Nury : Amen, thank you gay

Diana : You are welcome.

**19. Conversation between Roslaini and Khoddi about talking the coming holiday:**

Roslaini : Hi Khoddi

Khoddi : Hi

Roslaini : For a moment again holiday semester, where you plan wish holiday?

Khoddi : I don't know, but my family plan wish holiday to the Bali

Roslaini : Wow the Bali is place agree to holiday family

Khoddi : oh yes, if you where holiday?

Roslaini : I and my sister plan holiday to the Bali

Khoddi : Oh my god..the Bali is the city whether very beautiful

Roslaini : Yes, may your holiday nice!

Khoddi : Your welcome



## Appendix 5

The data of result Speaking Ability

No Students	The score of Speaking Ability					Total
	Ac	Gr	Vc	Fl	Pr	
1	15	10	15	15	15	70
2	10	10	12	10	10	52
3	10	16	15	12	10	63
4	10	12	15	15	10	62
5	12	10	16	14	15	67
6	15	10	10	15	15	65
7	10	15	12	10	10	57
8	10	10	15	13	10	57
9	10	12	15	10	15	62
10	12	10	11	10	10	53
11	15	10	15	14	15	69
12	14	10	14	10	14	60
13	12	12	12	12	15	63
14	10	10	14	10	15	59
15	18	15	15	15	20	82
16	10	10	10	10	10	50
17	10	15	10	10	10	55
18	10	12	15	15	10	62
19	10	16	15	12	10	63
20	10	15	15	15	10	61
21	15	18	15	18	20	81
22	12	10	15	12	10	59
23	10	15	12	10	10	57
24	10	15	10	10	15	60
25	15	10	12	10	15	57
26	14	13	14	14	15	61
27	15	10	12	13	15	65
28	10	12	14	12	10	58
29	15	10	10	10	10	55
30	10	12	12	10	12	56
31	12	10	14	12	15	64
32	15	10	15	10	15	65
33	15	10	16	15	18	74
34	10	10	16	14	20	70
35	15	10	14	12	15	60
36	10	10	14	10	15	59
37	12	10	12	12	15	61
	<b>Total</b>					2295

## Appendix 6

### The calculate statistic data questionnaire Variable Students' Motivation

Nilai Angket Variabel:

**51 55 55 59 59 59 60 60 60 60**  
**61 61 62 62 62 63 63 64 64 64**  
**66 67 67 67 67 69 71 71 71 71**  
**71 73 74 76 80 83 83**

1. Range = highest score-lowest score  
= **83-51**

= 32

2. Many class =  $1 + 3,3 \cdot \log (n)$   
=  $1 + 3,3 \cdot \log (37)$   
=  $1 + 3,3 \times 1.568201724$   
=  $1 + 5.175065 = 6.175065 = 6$

3. Interval =  $\frac{\text{range}}{\text{many class}} = \frac{32}{6} = 5.33333 = 5$

Mean :

Interval	X	F	FX
79-83	81	3	243
74-78	76	2	152
69-73	71	7	497
64-68	66	8	528
59-63	61	14	854
54-58	56	2	112
49-53	51	1	51
<b>I = 5</b>	<b>N = 37</b>		<b>Fx = 2437</b>

4.  $MX = \frac{\sum FX}{N} = \frac{2437}{37} = 65.86$

## 5. Median

Interval	F	Fkb	Fka
79-83	3	37	3
74-78	2	34	5
69-73	7	32	12
64-68	8	25	20
59-63	14	17	34
54-58	2	3	36
49-53	1	1	37
<b>I = 5</b>	<b>N = 37</b>		<b>Fx = 2437</b>

Keterangan:

$$i = 5$$

$$\frac{1}{2} N = 18.5$$

$$fkb = 3$$

$$fd = 14$$

$$I = 58.5$$

$$U = 63.5$$

$$\frac{1}{2} N = 18.5$$

$$fka = 20$$

$$fd = 14$$

$$i = 5$$

Rumus:

$$\begin{aligned}
 \text{Mdn} &= Bb + \left( \frac{\frac{1}{2} N - Fkb}{fd} \right) \cdot i \\
 &= 58.5 + \frac{18.5 - 3}{14} \cdot 5 \\
 &= 58.5 + \frac{15.5}{14} \cdot 5 \\
 &= 58.5 + (1.107) \cdot 5 \\
 &= 58.5 + (5.535) \\
 &= 64.035
 \end{aligned}$$



$$\begin{aligned}
\text{Mdn} &= \text{Ba} - \left( \frac{1/2 N - Fka}{fd} \right) \cdot i \\
&= 63.5 - \frac{18.5 - 20}{14} \cdot 5 \\
&= 63.5 - \frac{-1.5}{14} \cdot 5 \\
&= 63.5 - (-0.107) \cdot 5 \\
&= 63.5 - -0.5357 \\
&= 64.035
\end{aligned}$$

## 6. Modus

$$\text{Mo} = \text{u} - \frac{(\text{fb}) \cdot i}{\text{Fa} - \text{fb}}$$

$$\text{Fa} = \text{fb}$$

$$= 63.5 - \frac{(2) \cdot 5}{\text{Fa} - \text{fb}}$$

$$\begin{aligned}
&= 63.5 - \frac{10}{8+2} \\
&= 63.5 - 1 \\
&= 62.5
\end{aligned}$$

$$\text{Mo} = \text{b} + \frac{(\text{fa}) \cdot i}{\text{Fa} - \text{fb}}$$

$$\text{Fa} = \text{fb}$$

$$= 58.5 + \frac{(8) \cdot 5}{\text{Fa} - \text{fb}}$$

$$\begin{aligned}
&= 58.5 + \frac{40}{8+2} \\
&= 58.5 + 4 \\
&= 62.5
\end{aligned}$$

7. Standar deviasi

$$\begin{aligned}SD &= \sqrt{\frac{\sum FX^2}{N} - \left(\frac{\sum FX}{N}\right)^2} \\&= \sqrt{\frac{162337}{37} - \left(\frac{2437}{37}\right)^2} \\&= \sqrt{4387.48649 - 4338.18043} \\&= \sqrt{49.30606} \\&= 7.02\end{aligned}$$

$$\begin{aligned}\text{Score Interpretation} &= \frac{2437}{100 \times 37} \times 100\% \\&= \frac{2437}{3700} \times 100\% \\&= 65.86\%\end{aligned}$$

## Appendix 7

### The Calculate statistic Score of Speaking Ability

The score of speaking ability from low score to high score:

**50 52 53 55 55 56 57 57 57 57**  
**58 59 59 59 60 60 60 61 61 61**  
**62 62 62 63 63 63 64 65 65 65**  
**67 69 70 70 74 81 82**

1. Range = highest score-lowest score  
= **82-50**

= 32

2. Many class =  $1 + 3,3 \cdot \log(n)$   
=  $1 + 3,3 \cdot \log(37)$   
=  $1 + 3,3 \times 1.568201724$   
=  $1 + 5.175065 = 6.175065 = 6$

3. Interval =  $\frac{\text{range}}{\text{many class}} = \frac{32}{6} = 5.33333 = 5$

Mean :

Interval	X	F	FX
78-82	80	2	160
73-77	75	1	75
68-72	70	3	210
63-67	65	8	520
58-62	60	13	780
53-57	55	8	440
48-52	50	2	100
<b>I = 5</b>	<b>N = 37</b>		<b>Fx = 2285</b>

$$4. MX = \frac{\sum FX}{N} = \frac{2285}{37} = \mathbf{61.75}$$

5. Median

Interval	F	Fkb	Fka
78-82	2	37	2
73-77	1	35	3
68-72	3	34	6
63-67	8	31	14
58-62	13	23	27
53-57	8	10	35
48-52	2	2	37
<b>I = 5</b>	<b>N = 37</b>		<b>Fx = 2285</b>

Keterangan:

$$i = 5$$

$$\frac{1}{2} N = 18.5$$

$$fkb = 10$$

$$fd = 13$$

$$I = 57.5$$

$$U = 62.5$$

$$\frac{1}{2} N = 18.5$$

$$fka = 14$$

$$fd = 13$$

$$i = 5$$

Rumus:

$$\begin{aligned} \text{Mdn} &= Bb + \left( \frac{\frac{1}{2} N - Fkb}{fd} \right) \cdot i \\ &= 57.5 + \frac{18.5 - 10}{13} \cdot 5 \\ &= 57.5 + \frac{8.5}{13} \cdot 5 \\ &= 57.5 + (0.65) \cdot 5 \\ &= 57.5 + (3.26) \\ &= 60.76 \end{aligned}$$

$$\begin{aligned}
\text{Mdn} &= \text{Ba} - \left( \frac{1/2 N - Fka}{fd} \right) \cdot i \\
&= 62.5 - \frac{18.5 - 14}{13} \cdot 5 \\
&= 62.5 - \frac{4.5}{13} \cdot 5 \\
&= 62.5 - (0.34615385) \cdot 5 \\
&= 62.5 - 1.73076925 \\
&= 60.76
\end{aligned}$$

## 6. Modus

$$\text{Mo} = \text{u} - \frac{(\text{fb})}{i}$$

$$\text{Fa} = \text{fb}$$

$$= 62.5 - \frac{(8) \times 5}{16}$$

$$\begin{aligned}
&= 62.5 - \frac{40}{16} \\
&= 62.5 - 2.5 \\
&= 60
\end{aligned}$$

$$\text{Mo} = \text{b} + \frac{(\text{fa})}{i}$$

$$\text{Fa} = \text{fb}$$

$$= 57.5 + \frac{(8) \times 5}{16}$$

$$\begin{aligned}
&= 57.5 + \frac{40}{16} \\
&= 57.5 + 2.5 \\
&= 60
\end{aligned}$$

7. Standar deviasi

$$\begin{aligned}SD &= \sqrt{\frac{\sum FX^2}{N} - \left(\frac{\sum FX}{N}\right)^2} \\&= \sqrt{\frac{142925}{37} - \left(\frac{2285}{37}\right)^2} \\&= \sqrt{3862.83784 - 61.7567568^2} \\&= \sqrt{3862.83784 - 3813.89701} \\&= 6.99\end{aligned}$$

$$\begin{aligned}\text{Score Interpretation} &= \frac{2285}{100 \times 37} \times 100\% \\&= \frac{2285}{3700} \times 100\% \\&= 61.75\%\end{aligned}$$

## Appendix 8

### Score X and Y Variables for Product Moment

No	Initial Name	X	X2	Y	Y2	XY
1	AD	71	5041	70	4900	4970
2	AF	55	3025	52	2704	2860
3	AP	74	5476	63	3969	4662
4	AH	71	5041	62	3844	4402
5	APR	69	4761	67	4489	4623
6	AY	67	4489	65	4225	4355
7	AR	64	4096	57	3249	3648
8	DS	59	3481	57	3249	3363
9	HJ	64	4096	62	3844	3968
10	IY	55	3025	53	2809	2915
11	IS	71	5041	69	4761	4899
12	KA	61	3721	60	3600	3660
13	KH	64	4096	63	3969	4032
14	MAR	60	3600	59	3481	3540
15	MAS	83	6889	82	6724	6806
16	MAU	51	2601	50	2500	2550
17	FIN	67	4489	55	3025	3685
18	MK	62	3844	62	3844	3844
19	MS	80	6400	63	3969	5040
20	NUR	62	3844	61	3721	3782
21	SAN	83	6889	81	6561	6723
22	NHS	73	5329	59	3481	4307
23	NAD	71	5041	57	3249	4047
24	ROS	61	3721	60	3600	3660
25	ROM	59	3481	57	3249	3363

26	RYS	63	3969	62	3844	3906
27	RD	67	4489	65	4225	4355
28	SAK	59	3481	58	3364	3422
29	SH	60	3600	55	3025	3300
30	SE	60	3600	56	3136	3360
31	SW	66	4356	64	4096	4224
32	SR	67	4489	65	4225	4355
33	SU	76	5776	74	5476	5624
34	TA	71	5041	70	4900	4970
35	UR	62	3844	60	3600	3720
36	WS	60	3600	59	3481	3540
37	WDA	63	3969	61	3721	3843
		2431	162091	2295	144109	152323



$$\Sigma X = 2431$$

$$\Sigma Y = 2295$$

$$\Sigma X^2 = 162091$$

$$\Sigma Y^2 = 144109$$

$$\Sigma XY = 152323$$

$$\begin{aligned} r_{xy} &= \frac{n \Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{n \Sigma x^2 - (\Sigma x)^2\} \{n \Sigma y^2 - (\Sigma y)^2\}}} \\ &= \frac{37(152323) - (2431)(2295)}{\sqrt{\{37.162091 - (2431)^2\} \{37.144109 - (2295)^2\}}} \\ &= \frac{5635951 - 5579145}{\sqrt{\{5997367 - 5909761\} \{5332033 - (5267025)\}}} \\ &= \frac{56806}{\sqrt{\{87606\} \{65008\}}} \\ &= \frac{56806}{75465.8257} \\ &= 0.752 \end{aligned}$$

## Appendix 9

### Perhitungan Interpolasi Nilai "r" Tabel

Karena nilai  $R_{tabel}$  pada taraf signifikan 0,05 dan  $N= 68$  tidak ditemukan pada "Tabel nilai-nilai dalam distribusi r", maka untuk memperoleh  $R_{tabel}$  digunakan rumus interpolasi sebagai berikut:



Keterangan untuk taraf 5% pada  $R_{tabel}$  yaitu:

$B$  = Nilai dk yang dicari

$B_0$  = Nilai dk pada awal nilai yang sudah ada

$B_1$  = Nilai dk pada ahir nilai yang sudah ada

$C$  = Nilai  $R_{tabel}$  yang dicari

$C_0$  = Nilai  $R_{tabel}$  pada awal nilai yang sudah ada

$C_1$  = Nilai  $R_{tabel}$  pada nilai ahir yang sudah ada

Maka, dari tabel "r" diperoleh:

$B$  = 37

$B_0$  = 30

$B_1$  = 40

$C$  = Nilai  $R_{tabel}$  yang dicari

$C_0$  = 1.697

$C_1$  = 1.684

$$\text{Maka, } C = c_0 - \frac{c_1 - c_0}{(B_1 - B_0)} \cdot (B - B_0)$$

$$= 1.697 - \frac{1.684 - 1.697}{40 - 30} (35 - 30)$$

$$= 1.697 - \frac{-0,013}{10} \times 5$$

$$= 1.697 - (-0,0013) \times 5$$

$$= 1.697 - 0.009$$

$$= 1.688$$

## Appendix 10

### Linear Regression

The regression formula:

$$\hat{Y} = a + bX$$

$$\begin{aligned} b &= \frac{N \sum XY - (\sum X)(\sum Y)}{N \sum X^2 - (\sum X)^2} \\ &= \frac{37(152323) - (2431)(2295)}{37(162091) - (2431)^2} \\ &= \frac{5635951 - 5579145}{5997367 - 5909761} \\ &= \frac{56806}{87606} \\ &= 0.648 \end{aligned}$$

$$\begin{aligned} a &= \frac{\sum Y - b \sum X}{N} \\ &= \frac{2295 - 0.648 \times 2431}{37} \\ &= \frac{2295 - 1575.288}{37} \\ &= \frac{719.712}{37} \\ &= 19.45 \end{aligned}$$

## Appendix 11

### VALID OF TEST

FOR ITEM 1

$$\begin{aligned}\sum x &= 71 & \sum y &= 70 \\ (\sum x)^2 &= 5041 & (\sum y)^2 &= 4900 \\ (\sum y)^2 &= 4900 & \sum xy &= 4970\end{aligned}$$

**N = 37**

By using the formula of Pearson r, so :

$$\begin{aligned}r_{xy} &= \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}} \\ r_{xy} &= \frac{(37.4970) - (71.70)}{\sqrt{\{37.5041 - (71)\} \{37.4900 - (70)\}}} \\ r_{xy} &= \frac{183890 - 4970}{\sqrt{\{(186517) - (5041)\} \{(181300) - (4900)\}}} \\ r_{xy} &= \frac{178920}{\sqrt{(181476)(176400)}} \\ r_{xy} &= \frac{178920}{178920} \\ r_{xy} &= 1.000\end{aligned}$$

So that,  $r_{\text{count}} = 1.000n = 37r_{\text{tabel}} = 0,325$ .

The test is valid if  $r_{\text{count}} > r_{\text{tabel}}$ . Based on calculation above, the item one is valid.

## CURRICULUM VITAE



### A. Identify

Name : ZAHRONA HARAHAAP  
Reg. Number : 09 340 0101  
Place and birthday : SimanuldangJulu,20Agustus 1990  
Sex : Female  
Religion : Moslem  
Address : SimanuldangJulu, Kec. UluBarumun, Kab. Padang  
Lawas

### B. Parents

Father : IKHWAN HARAHAAP  
Mother : MAYURIDA HASIBUAN

### C. Brother/Sister

Brothers name : NUR JAMIAH HARAHAAP  
: MHD. MUNIR SAJALI HARAHAAP  
: SALAMATUL MAKRUPA HARAHAAP  
: AHMAD MUJAHID HARAHAAP

### D. Background of Educations

Elementary School : SDN 142942 Paringgonan  
Junior High School : MTs S NU Paringgonan  
Senior High School : MAN Sibuhuan  
Institute : IAIN Padangsidimpuan

## Offerings

"He gives wisdom (useful knowledge) to whom He will. He who gets wisdom that Indeed he has got many virtues. There is not that receive warnings but people who have sense ". (Q.S. Al-Baqarah: 269)

"... Feet that will go further, hand that will do more, eyes will stare longer, neck which will more often see upwards, layer determination that a thousand times harder than steel, and heart will work harder, and mouth that will always pray ... "

### Expression of the heart as a sense Thank Kasihku

*Alhamdulillah rabbil' alamin .... Alhamdulillah rabbil' alamin ....*

*Alhamdulillah rabbil' alamin ....*

*Finally I got to this full stop,*

*a glimmer of success that you present for me ya Rabb*

*Unceasingly I thank to you ya Rabb*

*As well as the prayers and greetings to my idol Prophet Muhammad and the noble companions*

*Hopefully a little work righteous deeds have become a source of pride for me and*

*for the beloved family*

*I dedicate this little work...*

*for my soul mate my heaven angel that without you I am not anyone in this world dear mother mine (MAYURIDA HASIBUAN)*

*as well as people who inject all the ideals, principles, education and compassion abound with flat faces keep anxiety or struggle that never I know, yet quiet darkened with patience*

*and incredible sense Ayahanda ku beloved (IKHWAN HARAHAP) which has given me everything*

*The brother-sister (Nur Jami'ah Harahap), (MHD. Munir Sajali Harahap), (Salamatul Makrupa Harahap), (Ahmad Mujahid Harahap)*

*thanks incomparable for all the support given so far and*

*My brothers and sisters beloved may be able to extend the success also in the future.*

*To friends in arms, especially peers TBI can not say name one by one to thank my incomparable  
To my loyal best friend forever (Biah, Novi, Desi, Titi, Meri, Azan, Citra, Sari, Arfah, Olfah) thanks buildup on the support both morally and materially to Kids Darwis Hutasuhut Asrama Kodim Sihitang together in the residence who have felt the ups and downs we've been through  
(Dek Lita, Eda Helama, Eda Evi, Ete Sarinah, Ete Mawan, Ummi Eri alias MamaKu di kos).  
Lastly, for someone who is still in the mystery of the divine promise that whoever it is, thank you has to be good and stay there.  
Finally, I hope this paper brings usefulness. If life could tell on paper, who knows how much is needed only for I thank you ... :)*

*by: Zahrona Harahap S.Pd.I*

## Persembahan

*"Dia memberikan hikmah (ilmu yang berguna)  
kepada siapa yang dikehendaki-Nya.  
Barang siapa yang mendapat hikmah itu  
Sesungguhnya ia telah mendapat kebajikan yang banyak,  
Dan tiadalah yang menerima peringatan  
melainkan orang-orang yang berakal".  
(Q.S. Al-Baqarah: 269)*

*"...kaki yang akan berjalan lebih jauh, tangan yang akan berbuat lebih banyak,  
mata yang akan menatap lebih lama, leher yang akan lebih sering melihat ke atas,  
lapisan tekad yang seribu kali lebih keras dari baja, dan hati yang  
akan bekerja lebih keras, serta mulut yang akan selalu berdoa..."*

## **Ungkapan hati sebagai rasa Terima Kasihku**

*Alhamdulillahirabbil' alamin.... Alhamdulillahirabbil' alamin....  
Alhamdulillahirabbil' alamin....  
Akhirnya aku sampai ke titik ini,  
sepercik keberhasilan yang Engkau hadiahkan padaku ya Rabb*



*Tak henti-hentinya aku mengucap syukur pada\_Mu ya Rabb  
Serta shalawat dan salam kepada idola ku Rasulullah SAW dan para sahabat yang  
mulia*

*Semoga sebuah karya mungil ini menjadi amal shaleh bagiku dan menjadi  
kebanggaan  
bagi keluargaku tercinta*

*Ku persembahkan karya mungil ini...  
untuk belahan jiwa ku bidadari surgaku yang tanpamu aku bukanlah siapa-siapa  
di dunia fana ini Ibundaku tersayang (MAYURIDA HASIBUAN)  
serta orang yang menginjeksikan segala idealisme, prinsip, edukasi dan kasih sayang  
berlimpah dengan wajah datar menyimpan kegelisahan ataukah perjuangan yang  
tidak pernah ku ketahui,*

*namun tenang temaram dengan penuh kesabaran  
dan pengertian luar biasa Ayahandaku tercinta (IKHWAN HARAHAP)  
yang telah memberikan segalanya untukku*

*Kepada Adik-Adikku (Nur Jami'ah Harahap), (MHD. Munir Sajali Harahap),  
(Salamatul Makrupa Harahap), (Ahmad Mujahid Harahap)  
terima kasih tiada tara atas segala support yang telah diberikan selama ini dan  
semoga Adik-adikku tercinta dapat menggapai keberhasilan juga di kemudian  
hari.*

*Kepada teman-teman seperjuangan khususnya rekan-rekan TBI yang tak bisa  
tersebutkan namanya satu persatu terima kasih yang tiada tara ku ucapkan  
Kepada Sahabat setia ku forever (Biah, Novi, Desi, Titi, Meri, Azan, Citra,  
Sari, Arpah, Olfah) syukuran banget atas supportnya baik itu moril & materil  
kepada Anak-Anak kos Darwis Hutasuhut Asrama Kodim Sihitang yang bersama-  
sama dalam tempat tinggal  
yang telah dirasa suka duka kita lalui  
(DeK Lita, Eda Helma, Eda Evi, Ete Sarinah, Ete Mawan, Ummi Eri alias  
mamaku di kos).*

*Terakhir, untuk seseorang yang masih dalam misteri yang dijanjikan Ilahi  
yang siapapun itu, terimakasih telah menjadi baik dan bertahan di sana.*

*Akhir kata, semoga skripsi ini membawa kebermanfaatan. Jika hidup bisa  
kuceritakan di atas kertas, entah berapa banyak yang dibutuhkan hanya untuk  
kuucapkan terima kasih... :)*

*by: Zahrona Harahap S.Pd.I*

## Puisi Persembahan

*Puisi ini adalah puisi yang aku bacakan dihadapan kedua orang tuaku,  
dosen, bapak rektor serta tamu dalam acara wisuda IAIN Padangsidempuan tahun  
2015*

*Dia yang berpeluh, bersimbah darah bertaruh nyawa  
Untuk membawaku melihat alam fana  
Jemari lembutnya menuntunku dalam semua bentuk kehidupan  
Semenjak ku di buaian  
Sampai hari ini ku tegak berdiri tanpa bantuan  
Dia kiriman Tuhan yang menjadi sayapku  
Membantuku terbang mencapai impianku  
Dia sederhana, namun luar biasa,  
dia kusebut BUNDA.*

*Dia yang berpeluh, memeras keringat memutar otak  
Mencari semua arah untuk memenuhi kebutuhanku  
Menyesal diam-diam saat tak mampu penuhi mauku  
Semenjak ku tak mengerti jaman  
Sampai hari ini ku mampu mengenali mana kebutuhan mana keinginan  
Tangannya yang kokoh menggendongku, melindungiku  
Dia yang Tuhan kirim untuk melengkapi sayapku  
Membantuku terbang mencapai masa depanku  
Dia apa adanya, namun begitu bijaksana  
dia kusebut AYAH.*

*Dia yg berpeluh, meregang kesabaran  
Yg rela dititipkan seorang aku  
Benda kosong melompong yg tak tahu apaapa  
Semenjak hari ini aku berdiri disini  
Dia yg dikirim tuhan yg mengajariku  
Bagaimana cara untuk terbang  
Membantuku mencapai masa depanku  
Menjadi seorang guru yang profesional  
Dia begitu tegas, namun begitu baik hati*

*Dia kusebut GURU*

*Guruku...*

*Terimakasih saya ucapkan  
Serangkaian wejangan dan harapanmu  
Diserentang detik waktu  
Tuk menjadi guru yang profesional  
Akan kuukir di dalam kalbuku  
Menjadi dayung petahu citaku*

*AYAH...*

*pernahkah kau tidak memikirkanku barang sejenak?  
Tidak!  
Karena tanya tak pernah lupa, "Nak, hari ini makan apa?"  
"Nak, uang masih ada?"  
"Nak, sehat kan di sana?"  
dan pesan telah mengakar, "Rajin ibadah dan belajar"  
atau mungkin hanya diam dalam makna "Semangat, kamu pasti bisa!"  
Ya, meski berat beban, letih tak kau tampakkan  
Demi aku, semua sempurna, semua baik-baik saja*

*BUNDA...*

*maafkan aku yang terkadang melawan  
maafkan aku yang jarang pulang  
maafkan rinduku yang kadang semu  
maafkan aku yang setengah hati menjawab teleponmu  
maafkan aku yang mungkin pernah berbohong padamu  
lupa menyebut namamu dalam doaku  
namun percayalah  
di tiap langkahku, aku mengingatmu  
Menyebut mereka dengan Orang Tua*

*Begitu banyak arti mereka*

*Semua bilangan di dunia tidak cukup menimbanginya  
Pengorbanan mereka dibawa sepanjang usia  
Pengorbanan ku untuk mereka dibawa sepanjang aku belum bersuami,  
"Ya Tuhanku, ampunilah aku dan kedua orang tuaku, dan sayangilah kedua orang*

*tuaku sebagaimana mereka telah memelihara/mendidikku sewaktu aku kecil"  
Merekalah orang yang sangat aku hargai dan hormati, aku cintai dan aku  
sayangiya mereka Bunda, Ayah dan Guruku*

*Dengan disertai senyuman  
aku sampaikan sebagai tanda cinta  
Untuk kedua sosok yang terduduk haru di sana  
dengan senyum tulus dan mata berkaca  
untuk kedua sosok yang tak pernah putus kasih dan sayangnya  
izinkan aku mengantarmu pada bangga dan bahagia  
lewat acara wisuda ini,  
bukan hanya di sini,  
tak berakhir hari ini janjiku  
akan selalu ada cerita dan kenangan baru  
dari restumu, melalui doa harapmu*

*By: Zahrona Harahap, S.Pd.I*