



**THE INFLUENCE OF TEACHER'S MOTIVATION TO  
STUDENTS' SPEAKING ABILITY AT SMP NEGERI 5  
BATANG ANGKOLA**

**A THESIS**

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

**WRITTEN BY:**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2015**



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PADANGSIDIMPUAN**

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Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to IMAM YAZID DHUHARI, entitled "*The Influence of Teacher's Motivation to Students' Speaking Ability at SMP Negeri 5 BatangAngkola*", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Islamic Education (S.Pd.I) in English.

Therefore, we hope that the thesis will soon be examined in front of me Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

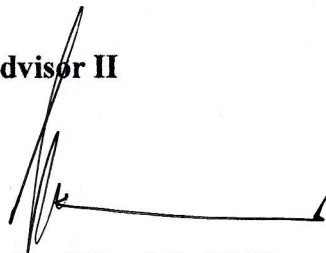
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adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Influence of Teacher's Motivation to Students' Speaking Ability at SMP Negeri 5 Batang Angkola"**. Sehubungan dengan itu, dimohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul di atas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

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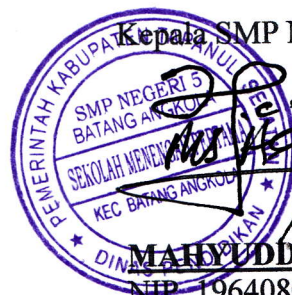
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TO STUDENTS' SPEAKING ABILITY AT SMP  
NEGERI 5 BATANG ANGKOLA

### **ABSTRACT**

This research discussed about the influence of teacher's motivation to students' speaking ability. This research intended to know whether there was the influence of teacher's motivation to students' speaking ability at eighth grade students of SMP Negeri 5 Batang Angkola.

The research was conducted by quantitative method. The population of the research in this occasion was eighth grade students of SMP Negeri 5 Batang Angkola, the total of population is 31 students. Then, the sample of this research was all of population as sample being the subject was less than 100. Next, this research used test as instrument, test was divided to students' speaking ability. To analysis the data, the writer used formulation of analysis product moment.

After calculating the data, there was an influence of teacher's motivation to students' speaking ability. It could be seen from  $r_{\text{count}} > r_{\text{table}}$  ( $0.30 > 0.20$ ). So, the hypothesis was received. It meant there was influence of teacher's motivation to students' speaking ability. The last, the result regression of research was  $Y = a + b X$ ,  $Y = a + b X = 70.85 + 0.117 X$ . It meant there was influence of teacher's motivation to students' speaking ability.

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May Allah, The almighty bless them all, Amin.

Padangsidimpuan, 24 February 2015

Declaration maker,

**Imam Yazid Duhari**  
**Reg. No: 09 340 0043**

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

English is admitted as international language, it is very important to be mastered. As the most important language in the world, is applied in learning in many countries, all over the world including Indonesia. But the time changes, what is useful for long time ago will not have its full function nowadays. Recently, by the free trade area, everybody is encouraged to be able to speak English very well. Why, because this is the era where everybody from every country is free to enter every to other countries not only to be visitors but also to be the workers.

But the time changes, what is useful for long time ago will not have its full functions nowadays. Recently, by the free trade area, everybody is encouraged to be able to speak in English very well. Why, because this is the era where everybody from every countries is free to enter every other country not only a visitors but also to be a workers.

Further, English as one of the subjects should be learned in many schools in Indonesia begins from primary schools up to the university. Each of these institutions has particular curriculum. In this thesis, the writer wants to see the Junior High School curriculum. Based on this curriculum, English has four skills in it. They are speaking, listening, reading and writing skills.

English an international language should be mastered not only the perceive skills but also the productive skills.

The curriculums of English Junior High School, there are many subjects or materials are during in this level. The material such as: vocabulary, reading, writing, and speaking, etc. further, English is taught in Junior High School in which the purpose is to enable student to use English in daily communication.

In additions, they are many factors that influence the successfulness of speaking itself. They are internal and external factors. Again here, the writer will elaborate it. Such as one of them is the motivation as the external factors. It means that how far the student's capability in mastering English especially speaking under the teacher's motivations.

It means, learners should know many aspects of the English language. Many aspects of this language such as, speaking, vocabulary, punctuations, culture, situational, adverbial, and may be between the four skills itself. It means that speaking affect to listening affects to reading, speaking affect to writing, or may be listening affects to speaking, listening affects to reading, grammar affects to translations. The teacher has to teach grammar for it can help the students to translate. Ideally the more speaking the students mastered, the less difficulty the will face in translation. Besides, to get the most effective way to achieve student's capability, the teacher's motivation is really needed. The fact, based on the pre-investigation conducted by English teacher for

SMP Negeri 5 Batang Angkola's students, the writer interprets on the case of development of students speaking runs too slow is caused by lack of teachers' motivation.

That is why the writer intentionally conducts a research entitled "The influence of teacher's motivation to students' speaking ability at SMP Negeri 5 Batang Angkola".

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

English has four aspects of language skill; they are listening, speaking, reading and writing. Those language skills divided into two categories they are perceive skill and productive skill. Based on the point of view in the background of this research, the speaking skill becomes the problem for Junior high school students. It means that the students of junior high school level get some difficulties in mastering it. In additions, the motivations of teacher in learning English especially speaking skill is supposed to be a factor of students' speaking skill problem during learning.

So that, the writer focuses on conducting a research toward the influence of teacher's motivation to students' speaking ability.

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

The problem of this research can be a very large discussion. In this writing, the writer limits the problem to make it smaller. This research would focus on doing investigation to the teachers' motivation in teaching speaking ability and the extent to which students' speaking ability is influenced by the

teachers' motivation at eighth grade of students SMP Negeri 5 Batang Angkola.

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

In order to get clear description about the problem, so the writer here formulated it as follows:

1. What is the extent of the teacher's motivation to eighth grade students of SMP Negeri 5 Batang Angkola?
2. What is the extent of students' ability in speaking of eighth grade students of SMP Negeri 5 Batang Angkola?
3. Is there any significant influence of teacher's motivation to students' speaking ability of eighth grade students of SMP Negeri 5 Batang Angkola?

#### **E. Aims of the Research**

The aims of this research are as follows:

1. To know the teacher's motivation in learn English in SMP Negeri 5 Batang Angkola
2. To know the students' speaking ability in SMP Negeri 5 Batang Angkola.
3. To know the influence of teacher's motivation to students' speaking ability at SMP Negeri 5 Batang Angkola.



## **F. Significances of the Research**

The research has significances for :

1. Students

The students know their ability in speaking

2. Teacher

The teacher more creative to give motivation to student

3. Another Researcher

It hoped will be useful as a reference and as an information to do further researcher.

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

To avoid ambiguity, the writer clarified the term used in this research as follows:

1. Teacher's motivation is a person who has a high desires in learning or studying. It is a variable of "X" or independent variable.
2. Students' speaking ability is the ability of students' to speak English fluently. It is a variable of "Y" or dependent variable

## **H. Outline of Thesis**

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

In the chapter one, it is consist of background of the problem, identification of problem (identify the research problem), limitation of the problem (because of the research problem is large so that the writer made limitation of the problem that researched), formulation of the problem (the

writer formulate the research problem in question form), aims of problem (the writer writes the aims of research in three points), significances of research (the research has significances for students, teacher or lecturers and another writer), definition of operational variables (in definition of operational variables the writer clarified the term used in this research to avoid ambiguity) and the last outline the thesis.

In the chapter two, it consists of theoretical description (it tells about description of teacher's motivation and speaking ability more detail), review of related findings (it consists of some finding that related to this research), conceptual framework, and the last hypothesis (hypothesis is a provisional answer to the research problem).

In chapter three, it consists of research methodology (discuss about the method of the research that used to answer the problem of the research). And in the research methodology consists of time and place of the research, research design (this research designed by using correlation research, that is quantitative research and observes two variables), population and sample, instrument of collecting the data (a tool of facility is used by writer to collect the data), testing of instrument (to know whether the test has been ready to be tested), result of validity and the last technique of data analysis (the writer analyzed the data by using techniques as follows: editing the data, reduction of the data, and tabulation of the data).

In chapter four, it is consists of the result findings, the result of the research consist of data description (describe the two variables), testing of hypothesis, discussion and threats of the research.

And the finally, in chapter five consists of conclusion and suggestion.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Teacher's Motivation

##### 1. Defenition of Motivation

Based on Oxford Dictionary, motivation is a reason or reasons for acting or behaving in particular ways.<sup>1</sup>

Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge.<sup>2</sup>

It involves the biological, emotional, social, and cognitive forces that activate behavior. In everyday usage, the term motivation is frequently used to describe why a person does something. For example, you might say that a student is so motivated to get into a clinical psychology program that she spends every night studying.

"The term motivation refers to factors that activate, direct, and sustain goal-directed behavior. Motives are the "whys" of behavior - the needs or wants that drive behavior and explain what we do. We don't actually observe a motive; rather, we infer that one exists based on the behavior we

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<sup>1</sup>A.S. Hornby, *Oxford Advantage Learner's Dictionary*, (New York : Oxford University Press, 1995). p.758.

<sup>2</sup>Abaraham H Maslow. *Motivation and personality*,\_\_\_\_1970. p 35.

observe." Psychologists have proposed a number of different theories of motivation, including drive theory, instinct theory, and humanistic theory.

In this statement, motivation is so very necessary in the human endeavor. It means that in every activity of the human life need motivation to support their successfulness to do or to learn everything. So, how does the motivation upgrade the students in learning English as a foreign language particularly? So, it needs further definitions about motivation. Because some theories of motivation provide a framework for understanding teacher's motivation, but understanding is only the beginning. Conducting the teaching-learning situation so that students will be eager to learn and will be well-behaved must come next.

The word motivation is used to describe a drive, need, or desire to do something. People can be motivated to eat if they haven't eaten in 16 hours, to go to the movies today, to get better grades in English this year, or to improve the world around them. In other words, the word motivation can be applied to behaviors in a wide variety of situation.<sup>3</sup>

Motivation is essential for learning and achievement in all fields of human endeavor. Motivation and educational achievement as reflected in

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<sup>3</sup> Robert, E. Salvin, *Educational Psychology*, (Needham: Heights, 1997), p. 350

grade point average are positively correlated at all levels of schooling, elementary through college.<sup>4</sup>

All need is desire. But how do the students acquire that desire? One way is through the inspiration of excellent teachers such as Escalante or the many others working quietly in most schools students on to learning.<sup>5</sup>

## 2. The Factors of Motivation

The concept of motivation is closely tied to the principle that behaviors that have been reinforced in the past are more likely to be represented than are behaviors that have not been reinforced or that have been punished. In fact, rather than using the concept of motivation, a behavioral theorist might focus on the degree to which the students have learned to do schoolwork to obtain desired outcomes.<sup>6</sup>

In addition, how can teachers enhance intrinsic motivation? Classroom instruction should enhance intrinsic motivation as much as possible.<sup>7</sup> It means that the teachers must try to make their students interested in the material given.

### a. Reward and Reinforcement

One reason that reinforcement is an adequate explanation for motivation is that human motivation is very complex and context

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<sup>4</sup> Ugurogh, M.E & H, Walberg, *Motivation and Achievement, A Quantitative Synthesis*, *American Educational Research Journal*, 16, (New York: Oxford University, 1979), p. 375

<sup>5</sup> Robert, E. Salvin, *Op. Cit* p. 370

<sup>6</sup> *Ibid.*, p. 346.

<sup>7</sup> *Ibid.*, p. 366.

bound. With very hungry animals can predict that food will be an effective reinforce. With human, even hungry ones, we can be sure what will be a reinforce and what will not, because reinforcing value of most potential reinforces is largely determined by personal or situational factors.

b. Determining the Value of An Incentive

These situations illustrate an important point; the motivational value of an incentive cannot assume, because it may depend on many factors. When the teacher say toward the student's grade. The teacher may be assuming that grades are effective incentives for most students. However, some students may not care about grades because their parents don't or because they have a history of failure in school and have decided that grades are unimportant.

c. Competition

Competition , whether individuals or groups , can be a means for improving learning motivation . Because sometimes if there is competition, the students would be more eager to achieve the best results..

d. Punishment

Punishment is a form of negative reinforcement , but if given correctly and wisely , can be a motivational tool kids. Therefore, teachers must understand the principles of the sentencing.

e. Generating encouragement for learners to learn

The strategy is to give maximum attention to the learners. In addition, teachers also can make students interested in the material presented by way of using the method attractive and easy to understand students.

f. Explaining the purpose of the lesson

clear objectives and benefits they actually perceived by the students will generate motivation to learn

Furthermore, there are two types of needs: deficiency needs and growth needs. People are motivated to satisfy need at the bottom of the hierarchy before seeking to satisfy those at the top.

Since people have many needs, which will they try to satisfy at any given moment? In Maslow's theory, needs that are lower in this hierarchy must be at least partially satisfied before a person will try to satisfy higher-level needs. Maslow introduced is the distinction between deficiency needs and growth needs.

Deficiency needs (physiological, safety, love, and esteem) are those that are critical to physical and physiological well-being; these needs must be satisfied, but once they are, a person's motivation to satisfy them diminishes.



In contrast, growth needs, such as the need to know understand things, to appreciate beauty, or to grow and develop in appreciation of others, can never be satisfied completely. In fact, the more people are able to meet their need to know and understand the world around them, the greater their motivation may become to still more.

There are many factors that influence the students in studying. The successful of the students is studying. They are internal and external factors. Such as; the student interest came from students internally. And environment, school, teacher's motivation, etc, from the students itself internally. So, both factors influence the students' achievement.

Furthermore, teaching and learning process in the school very important. It is to grow up the students' spirit or motivation to follow the lesson. Motivation is the process of motivating the students that given by the teachers. So, they want to study by themselves to reach the aim of study itself. The students' achievement is a quantitative value or skill, cognition strategy, attitude, that reached by the learner, which is given by the teachers in the school. In another word, the exchange of the students can be seen through their achievement.

### **3. The Teachers' Motivation**

After discussing the nature of motivation and some theories of motivation are connected now to the teacher's motivation. By repeating

the definition of motivation which is determined before, motivation is essential for learning and achievement in all fields of human endeavor. Motivation and educational achievement as reflected in grade point average are positively correlated at all levels of schooling, elementary through college.

By combining the definitions, it can be said “the teacher’s motivation” is a person who has a high desires in learning or studying. So, according to association theory, which focuses on stimulus-response, then, the student learns English, as a foreign language needs the motivation. It means that the students influenced by their internal and external from motivation itself.

Furthermore, that the external motivation is a kind of experiences comes after high self-regard, happiness and satisfaction to show the successfulness. While, the low self-regard, displeasure, and dissatisfaction is called the internal motivation it also comes after experiences. Since the internal and external experiences are able to show the successfulness, so that the teacher’s motivation can be called as one of the most important thing while doing the learning-teaching process. One of the goals a literary educator must assume is to find time each and every day to allow these children to make choices about their learning. It means that the students

are freely to determine their own experiences in order to obtain the suitable way in their own learning.<sup>8</sup>

Further, if somebody gave you something you wanted to read that you picked out, you know, I think everybody would want to read.<sup>9</sup> These statements show us that the functions of internal and external motivation are necessary in learning. In this case, learning English as a foreign language is necessary to motivate the students, reading skill in particular.

“I had agreed, months I advance to meet with a conference”, organized by Howard University on “Class room approaches to influencing human behaviors”.<sup>10</sup> This statement is also arguing everybody that in learning necessary to motivate the learners. To encourage the teacher’s ability in mastering the lesson need such motivation in order, the learners are able to develop their own selves in learning. It means that if the teachers want to respond their students, they ought to do appropriate responses such as, giving the child support by telling them things are going well, by assuring them that there are good idea. Giving them a direct answer that they ask. Giving them chance to elaborate their ideas by asking them more about it in a no threatening and non evaluated manner. And, giving them an

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<sup>8</sup> J, Sanacore, *Encouraging Children to Make Choice about Their Literacy Learning, Intervention in School & Clinic*, (New York: Longman, 1999), p. 40.

<sup>9</sup> Steward R, Paradise, *Journal of Adolescent and Adult Literacy*, (New York: Principles Buleti, 1996), p. 473.

<sup>10</sup> Rath James, Jhon R Pancela, *Studying Teaching* (Englewood: Presentice Hall Inc, 1971), p.17.

evaluation, either positive and negative that points up specifically what is correct or incorrect or giving them a chance to their own experiences.

Based on the above explanation, that teachers should excel in their teaching. It means that teachers should have a positive attitude in their teaching. The teacher who has a positive attitude can be categorized as a good teacher.

When speaking about a good teacher people are probably thinking of many things. The teacher as a person, what he/she does in the classroom, how he/she interacts with other members. People may also be thinking of him/her as a representative of the school in the community. People may be thinking of his/her background of experience and training, etc.

So, teachers should have very complex potentials, which include their own attitudes, beliefs and all their preparation for teaching. Realizing this condition is difficult to become a good teacher. So, that is why, the researchers are pessimistic about any attempt to list the positive knowledge derived from research on the behaviors of teachers.

The effect of style of teaching or teachers, characteristic on the teacher-student's relations or on the number of ideas absorbed by the students is uncertain. There have been a large number of studies on the effect of the "classroom atmosphere" or the form of teaching, dealing with such matters as the authoritarian or democratic, domineering or integrative approach of the teacher and the relative emphasis on the subject or

student. But apparently there are no clear conclusions. Here is a recent summary of the summaries. Even though there is a vast body of research on the relation between any characteristic, including intelligence, and such teaching effectiveness.<sup>11</sup>

It means that it is needed a positive behavior or attitude from both teachers and students in order to obtain an effectiveness of learning. To the purposes of the effectiveness learning need the warmth, by warmth the researcher mean the tendency of the teacher to be approving, to provide emotional support, to express a sympatric attitude, and to accept the feelings of the students. So it can be said that the teachers have the important roles in the teaching and learning process. The teachers who give the atmosphere to the students how to study hard, how to be success in learning so on.

Furthermore, “Warm” teachers would also be likely to have high score on the teacher attitude inventory, so, then it can be said that the aspect of the teaching include; warmth, cognitive organization, orderliness, indirectness, and the ability to solve instructional problems.

The researcher wants to see the needs of the students or what s the extent of the teacher’s or motivation toward their speaking skills. It still needs further discussion of motivation, in order to obtain a clear understanding of the innovation itself, in this research. Basically,

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<sup>11</sup>*Ibid.*, p. 20.

motivations are caused of two causes. They are internal causes and external causes. It will be discussed in the following sub-chapter.

Positive effect, such as high self-regard, happiness and satisfaction, are experienced after success, while displeasure, dissatisfaction, and low self-regard are experienced after failure. These affects are experienced regardless of whether the cause of the success or failure is perceived as internal or external.

In addition to these feelings that are uniformly associated with success failure, attributions of success to particular internal and external causes are associated with specific feelings. Contentment is experienced when the cause of success is attributed to effort (internal). Gratefulness and thankfulness are experienced when success is linked with other people as the cause of the success (external). Surprise, relief, and quite are associated with luck as causing the success (external).

The internal and external cause can be categorized into controllable and uncontrollable causes. The controllability of the causes of success and failure has been studied only very recently, and knowledge concerning it is incomplete. However, an individual, perceptions of their ability to control or not control the achievement of tasks determines their motivation to perform or not to perform the tasks. Person chooses tasks if they perceive that they can achieve success by their own effort or by receiving help from others (controllable). They avoid tasks where successful

performance uncontrollable by their own effort or by receiving help, related to whether or not help is given? For example, how is a teacher's reaction to falling students related to the controllable-uncontrollable cause of their failure?

In addition, the teacher's motivation can be measured through the teacher's environmental support, the teacher's attitude and the teacher's enthusiastic on the students.

As the conclusion, it can be said that the teacher's motivation takes an important role in determining their successfulness or their failure in teaching English as a foreign language. Because based on some theories have been mentioned shows that motivation takes an important role in determining their successfulness or their failure in learning.

According to Sukamadinata;<sup>12</sup>

*“Motivasi mendasari semua perilaku individu, bedanya pada sesuatu perilaku mungkin dirasakan dan disadari pada perilaku lain tidak, pada sesuatu perilaku sangat kuat dan pada perilaku lain kurang. Bagi seorang guru atau pendidik peranan motivasi ini penting sekali. Mendidik atau mengajar merupakan pekerjaan yang rumit dan kompleks. Kompleks karena banyak hal yang harus difahami, dipersiapkan dan dilakukan. Rumit karena subjek didik adalah manusia yang serba misterius. Mendidik dan mengajar membutuhkan kesabaran, ketekunan, ketelitian, tetapi juga kelincahan dan kreativitas. Semua itu membutuhkan adanya motivasi mendidik dan mengajar yang cukup tinggi dari guru atau pendidik, agar ia tidak lekas bosan dan putus asa.*

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<sup>12</sup> Nana Syaodih Sukmadinata, *landasan psikologi proses pendidikan*, Bandung : Remaja Rosdakarya 2004, p. 68.

*Demikian juga halnya dengan proses belajar yang dijalani siswa. Belajar merupakan proses yang panjang, ditempuh selama bertahun-tahun. Belajar membutuhkan motivasi yang secara konstan tetap tinggi dari para siswanya. Agar para siswa memiliki motivasi yang tinggi, beberapa usaha perlu dilakukan oleh guru untuk membangkitkan motivasi ini. Beberapa usaha yang dapat dilakukan oleh guru, di antaranya adalah :*

- a. Berikanlah pujian, ganjaran atau hadiah. Untuk membangkitkan motivasi belajar secara sederhana guru dapat melakukannya melalui pemberian pujian. Pujian akan membangkitkan semangat, tetapi sebaliknya kritik, cacian dan kemarahan akan membunuh motivasi belajar. Apabila keadaan memungkinkan untuk sukses sukses tertentu, seperti siswa yang mengerjakan tugas dengan baik, mendapatkan nilai terbaik dan sebagainya, dapat diberi ganjaran atau hadiah.*
- b. Membangkitkan dorongan kepada peserta didik untuk belajar. Strateginya adalah dengan memberikan perhatian maksimal ke peserta didik. Selain itu, guru juga dapat membuat siswa tertarik dengan materi yang disampaikan dengan cara menggunakan metode yang menarik dan mudah dimengerti siswa.*
- c. Menjelaskan tujuan dari pelajaran. Tujuan yang jelas dan manfaat yang betul betul dirasakan oleh siswa akan membangkitkan motivasi belajar.*

## **B. Speaking**

### **1. The Definition of Speaking**

Lexically, speaking is the use of language to talk and exchange something to somebody in conversations orally.<sup>13</sup>Speaking is fundamentally an instrumental act.<sup>14</sup>Speaking skill is described as the

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<sup>13</sup>EriKurniawan, et al, *English in Vocational Context*, (Bandung: Grafindo Media Pratama, 2008), p. xi-xii.

<sup>14</sup>Clark and Clark, *Psychology and Language*, (New York: Harcourt Brace Jovanovich Inc, 1977), p. 223.



ability to express oneself in life situations or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently. The ability is used in essentially normal communication situations the signaling systems of pronunciation, stress, intonation, grammatical structure, and vocabulary of the foreign language at a normal rate of delivery for native speakers of the language.<sup>15</sup>

Furthermore, speaking is one of important aspects in communication besides listening. Byrne says “Speaking is an activity involving two or more participants as hearers and speakers.”<sup>16</sup> Speaking does not only have to convey idea, feeling and message, but also speaking have many aspects. According to Hymes, “The word SPEAKING is an acronym for which (S) is for setting, (P) is for participant, (E) is for ends, (A) is for act sequence, (K) is for key, (I) is for instrumentalities, (N) is for norm, (G) is for genre.”<sup>17</sup>

Houghton Mifflin Company Says, “Speaking is the utterance of intelligible speech, speech production is the utterance, vocalization, the uses of uttered sound for auditory commutation, speech is also the

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<sup>15</sup>RobertLado. *Language Testing The Construction and Use of Foreign Language Tests*, (USA: McGraw Hill Book Company, 1961), p. 240-241.

<sup>16</sup>Byrne. D, *Teaching Oral English*, (London: Longman, 2000), p.8.

<sup>17</sup>Ronald Wardhaugh, *Introduction to Sociolinguistic* (Brazil: Blackwell, 1986), p. 272.

exchange words they were perfectly comfortable together without speech”<sup>18</sup>.

Moreover, speaking should be taught as it is used in real life where people use it for communication to express feeling, ideas and emotion. Speaking also serves as the natural means of communication between member of community both for expression of thought and as a form of social behavior.

## **2. The Aspects of Speaking**

Speaking consists of conversation and dialogues. Conversation is the examples of the dialogues for certain are prepared. Explanation of the dialogue will be given, and simulation of situation will be presented, too. Students are asked either individual or group to involve in their conversations. But something that must be stressed is that dialogues are those have been familiar with or to be mastered before.

Speaking therefore, appears to be divided into two types of activity planning and execution. Speakers first plan what they want to say based on how they to change the mental state of their listeners. Then they put their plan into execution, uttering the segments, words, phrases, and sentence the make up the plan. This opinion can be implied by saying that

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<sup>18</sup>Houghton Mifflin. Dictionary of the English Language, (American: The American Heritage, 2003), ([http:// www. Dic. Die. Net/ speaking](http://www.Dic.Die.Net/speaking)). Accessed at 12 February, 2013 at 08.00 PM.

speakers, before producing utterances, have planned something in their mind. This process is called for what to say.

As proverb says ‘practice makes perfect’. Therefore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately. A part of that, to speak English, we have to know some important component. The component is what aspect influencing how well people speak English. Here is the component of speaking skill. Speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.

The aspects that the learners have to be mastered in learning speaking are implies the correct pronunciation, grammar, and vocabulary. Moreover, speaking ability also involves being able to use the language appropriate to a given social context.

- a. First, they develop the rating scale into pronunciation. Fluency/integrative; fully accepted by English native speaker, rarely mispronounce, often faulty, but intelligible. Example; how to pronounce-ed; guide /gaid/ gaidid Pronunciation is the way for students’ to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A

speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

- b. Second, they develop the rating scale into correct grammar or tenses. Fluency/integrative; fully accepted by English native speaker, and sometimes makes wrong sentences or grammar, often faulty, but intelligible. Example; I want go tomorrow- [I'll go tomorrow], I go to the movie yesterday- [I went to the movie yesterday]. It is needed for students to arrange a correct sentence in conversation. That student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.
- c. Third, one of the most characteristics in learning speaking is that to pay attention to vocabulary speaks. In addition, the speaking ability can be measured though the students' ability in expressing words, dialogues, and vocabularies. Example: the opposite of high is [tall], brave [risky], best [good], etc. Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners

from learning a language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

- d. Fourth, Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

### 3. The Indicators of Assessing Speaking Skill

According to Arthur Hughes that there are five categories to measure speaking skill such as: accent, grammar, vocabulary, fluency, and comprehension.<sup>19</sup>

#### 1) Accent

The term accent is used to refer to the speech of someone who speaks a language non-natively.<sup>20</sup> For example a French person speaking English is described as having a French accent.

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<sup>19</sup>Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 111.

<sup>20</sup>Nirmala Sari, *An Introduction to Linguistic*, (Jakarta: Departemen Pendidikan dan Kebudayaan, 1988), p. 138.

The Accent can be identified looks like this:<sup>21</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.

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

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<sup>21</sup>VictoriaNeufeldt, *WebsterNew WorldCollege Dictionary-3 rd*, (New York: Simon & Schuster Inc, 1995), p. 7.

structures of language themselves. In other words, grammar tells us how to construct a sentence.

Grammar can be identified looks like this:<sup>22</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 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>23</sup>It is used for communication or expression, in particular art, skill and others.

Vocabulary can be identified looks like this:<sup>24</sup>

- a) Vocabulary inadequate for even the simplest conversation.

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<sup>22</sup>*Ibid.*, p. 286.

<sup>23</sup>*Ibid.*, p. 1494.

<sup>24</sup>David Nunan, *Op.,Cit*, p.258.

- 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.

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>25</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

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<sup>25</sup>*Ibid.*,p. 55.



phonology, grammar, or discourse will channel the speech on more purposeful course.

Fluency can be identified looks like this:<sup>26</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
- 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) Comprehension

Hornby states that: “Comprehension is the mind’s act or power of understanding”.<sup>27</sup> Comprehension is the capacity for understanding ideas, fact, etc. A longer definition of comprehension will be as the act of understanding the meaning.

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<sup>26</sup>H. Douglas Brown, *Op., Cit*, p. 268-270.

<sup>27</sup>A.S.Hornby, *AdvancedLearners Dictionary Current English*, (London: Oxford University, 2000), p. 234.

Comprehension can be identified looks like this:<sup>28</sup>

- a) Understands too little for the simplest types of conversation
- b) Understand only slow, very simple speech or common social and tourist topics; requires constant repetition and rephrasing.
- c) Understand careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing
- d) Understand quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing.
- e) Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.

Based on the above statement, in the academic context, the teachers needed to have clear understanding about what aspects were going to assess. There were many experts talking about aspects of speaking assessment. To know students' skill in speaking there were some aspects that needed to measure whether their speaking skill had been categorized good.

Lecturers should be aware about those aspects in assessing students' speaking skill in order that students' performance in speaking may get developed. Further, students ought to concern about those aspects and provide themselves in order to get good assessment in

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<sup>28</sup>VictoriaNeufeltd, *Op.,Cit*, p. 286.

speaking. The followings were some components and rubrics of speaking test from some experts.

O'Malley explains that there are three components of scoring in speaking test, they are structure, fluency and vocabulary.<sup>29</sup> Furthermore, Brown explains that the teacher should prepare certain form when evaluate students' speaking performance. The form includes: type of speech required, grammatical correctness, appropriate vocabulary, fluency and pronunciation, and information transfer.<sup>30</sup>

Since there were many opinions about method and how to assess the students' speaking abilities, it was necessary for the researcher to choose the components that would be used to students' speaking ability. In the research, the aspects that were chosen to be assessed based on Harris' theory, those were: pronunciation, fluency, accuracy and comprehension. Harris in Ramdhiani says that:

The indicator pronunciation refers to how well the students can pronounce English word; the indicator of accuracy how correct the students in using grammar/structure; the indicator of fluency refers to how fluent the students speak and the indicator of comprehension refers to how well the students can deliver the content clearly or give the information of the topic in details. The reasons to choose

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<sup>29</sup>O'Malley, J.M. & Pierce L.V, *Authentic Assessment for English Language Learners*, (New York: Addison Wesley, 1996), p.68.

<sup>30</sup>H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New Jersey: Prentice Hall, 1994), p.21.

those aspects are to help the teachers explain the level of students' speaking skill easily and objectively.<sup>31</sup>

According to AnasSyafei, in mastering the speaking skill, for example, 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>32</sup> While, speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and affectivities of a test take listening skill, which necessarily compromises the reliability and validity of an oral production.

Relevant to above description, the researcher concluded the indicator of speaking are: Fluency and accuracy indicate while fluency in many communicative language course is an initial goals in language teaching, accuracy is achieved to some extent by allowing students to focus on the element of phonology, grammar, and discourse in their spoken output. This criterion is identified highly by uttering patterns of spoken language accurately.

Grammar indicates a concerned with the pattern and arrangement of unit established and organized on criteria other than those referable to phonetic feature alone. Pronunciation indicates the way of

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<sup>31</sup>Ramdhiani, Developing Speaking Skill to Advance Level. *Under Graduate Paper of UPI Bandung*, (Bandung: UPI Bandung, 2004), p. 26.

<sup>32</sup>AnasSyafei. *Op., Cit*, p. 1.

articulation a language or word which spoken. Vocabulary is an interrelated group of nonverbal system, symbols, signs, gesture, etc. It is used for communication or expression, in particular art, skill. Performance indicates the process or manner performing when we are speaking anything.

### C. Review of Related Finding

There were some finding related to this research . The first is Alfian ramadhan ritonga<sup>33</sup> “*improving students’ speaking skill through debate at SMA N 1 Padangsidempuan*”. He found that debate can improve the speaking skill, based on the techniques of data analysis, the research 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*

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<sup>33</sup>Alfian Ramadhan Ritonga, “Improving students speaking skill through debate at SMA N 1 Padangsidempuan 2010/2011 Academic Year” (A Thesis, STAIN Padangsidempuan, 2011), p. 4-6.

*skill through debate at SMA N 1 Padangsidempuan?* Is perfect and correct understanding because the mean score of there is 80 it mean that they categorizized into very good.

The Second is Rezki Juli Hartati “*Improving Students’ Speaking ability by using Role Play at Grade XI SMA Negeri I Angkola Timur*”. she found that role play can improve the speaking ability, based on the techniques of data analysis, the researcher used interview, observation. To make the identification problem is The problems may come from students and teachers.

The first, problem is 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, These concern with personality factor such as: they have a low value in speaking and ironically, they lost their motivation in study, they are not able to give opinion because they lack of vocabulary, grammar, part of speech, and afraid to express their ideas. External factor come out from the students themselves. These concern with their environments, parents and teaching learning technique such as: they are not able to give opinion because they lack of vocabulary, grammar, pronunciation, part of speech.

*The second*, problem is the teachers themselves. It is difficult for the teachers to find and choose an interesting technique for speaking. As a result, the students are not interested in learning speaking. Based on identification above as follow is there: *improving students’ speaking Ability by using Role*

*Play at Grade XI SMA Negeri 1 Angkola Timur?* Is perfect and correct understanding because the mean score of there is 75,25 it mean that they categorizied into very good.

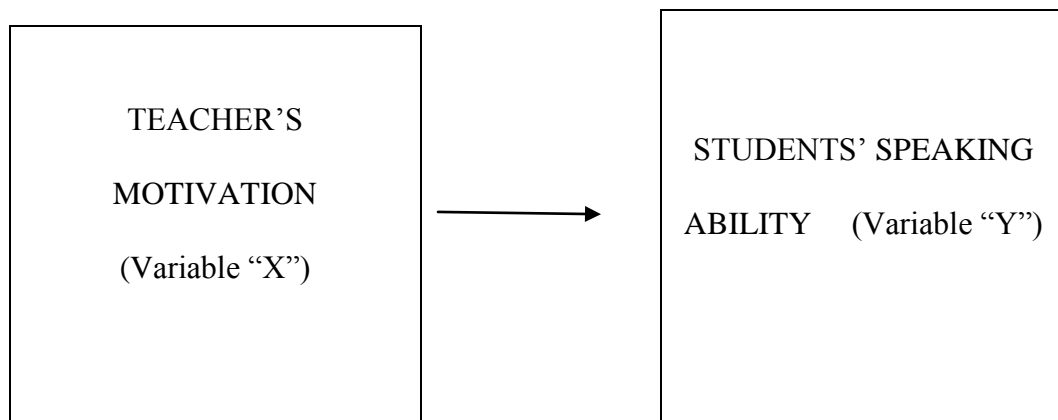
So that, from the above description the writer wanted to look for other information deeply.

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

The succesful of teaching English depends by many factors, there are about the subjects in reading, writing, listening and speaking. The students hoped that they can communicate through orally and written.

In speaking ability is the ability in expressing idea, through opinion and argumentation by speak, it consists of vocabulary and grammar and fluently.

In the other hand, teacher's motivation is important also to make student interest to study English. So, the relation between teacher's motivation and students' speaking ability can be seen as picture below :



From the above picture , teacher gives the motivation to the students. In learning speaking ability, the students must comprehend and receive the motivation from teacher about speaking ability to improve the students speaking ability of students. So that, teacher's motivation has an influence to students' speaking ability.

### **E. Hypothesis**

The hypothesis is an idea suggestion answer to the problem or a case which is its fact would be proved by getting the result of a study. The hypothesis is an important component in the research problems. As Suharsimi said that "Hypothesis can be meant as a provisional answer to the research problem, until the valid data is collected."<sup>34</sup>

Correlating to this above concept, so the writer comes to her hypothesis in this research. The hypothesis can be stated as "There was an influence of teacher's motivation to students' speaking ability at eighth grade students of SMP Negeri 5 Batang Angkola.

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<sup>34</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2005), p. 71.



## **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 the Research**

This research did at SMP Negeri 5 Batang angkola. It is located at Jl. Mandailing KM 11. This subject of research is at the eighth grade students at SMP Negeri 5 Batang Angkola 2014/2015 academic years. This research did from July 2014 until January 2015.

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

In this research, the method used is quantitative research. The quantitative research is the research which used statistic data as technique of collecting data and analysis of data. Next, this research was designed by correlation research that observes two variables. Additionally, correlation research is the research to detect, how far the variation at one or more another factory base on correlation coefficient.<sup>1</sup>Then, by looking of the depth of analysis, this research is done by using statistic inferential, where statistic inferential is a kind of method that is used in quantitative research to analyze data of the

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<sup>1</sup>Sumardi Suryabrata, *Metodologi Penelitian* (Jakarta: PT. Raja Grafindo Persada, 1994), p. 24.

sample which the result will be analyzed.<sup>2</sup> So that in this research, the writer would influential teacher's motivation and students' speaking ability.

### C. Population and Sample

#### 1. Population

The writer needs the population to conduct the research, because it is an important aspect in a research. Based on Suharsimi Arikunto said that "Population is all subjects of the research."<sup>3</sup> Then, Ari in Sukardi said that "Population is all members of well defined class of people, event, or objects."<sup>4</sup> And the last, Burhan Bungin said that " Population is all of the research object that can be a human, animals, plants, air, phenomenon, value." So that, the population of the research is eighth grade students of SMP Negeri5 Batang Angkola. The students are limited. The calculation is seen below :

Table 1.

Population of eighth grade students of SMP Negeri 5 Batang Angkola

No	Class	Male	Female
1	VIII	14	17
Total Students		31	

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<sup>2</sup>Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2006), p. 14.

<sup>3</sup>*Ibid.*,p.102.

<sup>4</sup> Sukardi, *Metodologi Penelitian Pendidikan* (Jakarta: Bumi Aksara, 2003),p.53.

Table 2.

Total classes of SMP Negeri Batang Angkola 5 Batang Angkola

NO	Class	Male	Female	Total
1	VII	21	11	34
2	VIII	14	19	31
3	IX-1	10	16	26
4	IX-2	15	11	26
	Total			117

## 2. Sample

According to Gay and Airasian stated “sample is a number of individuals for a study in such a way that they represent the larger group from they were selected.”<sup>5</sup> Arikunto said “ Sample is a part of population which will be researched.”<sup>6</sup> In this research, the writer took all of population as sample, because the subject is less than 100 that are 31 students. The writer guided to the opinion of Suharsimi Arikunto, who said : “ When the subject less than 100, taken better all together and if its amount more amount is have taken by 10% - 15% or 20% - 25% or more appropriate with the researchers ability.”<sup>7</sup>

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<sup>5</sup>L. R. Gay & Peter Airasian, *Educational Research* (USA: Prentice Hall, Inc.,2000),p.121.

<sup>6</sup>Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta, 2002),p.109.

<sup>7</sup>*Ibid.*,p.134.

#### D. Instrument of Collecting Data

In carrying out the research, it is very important to prepare the instruments to collect some suitable data. The instruments are used concerning the teacher's is questionnaire and test use for speaking ability.

A questionnaire is a set of systematically structured questions used by a writer to get needed information from respondents. Questionnaires have been termed differently, including surveys, schedules, indexes/indicators, profiles, studies, opinionnaires, batteries, tests, checklists, scales, inventories, forms, inter alia.

Then, questionnaire have been conducted to students of SMP Negeri 5 Batang Angkola regarding their speaking ability influenced by their English teacher's motivation during the time they learn English especially Speaking Subject.

Table 3.

To measure teacher's motivation, the writer used the indicators are:

No	Indicators	Items Number	Total
1	The teacher's reward and reinforcement	1,2,3,4,5	5
2	The teacher's determining the value of an incentive	6,7,8,9,10	5
3	Teacher gives competition	11,12,13,14,15	5
4	Teacher gives punishment	16,17,18,19,20	5
5	The teacher's Generating encouragement for learners to learn	21,22,23,24,25	5
6	The teacher's explaining the purpose of the lesson	26,27,28,29,30	5

<b>Total</b>	30
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For X variable (teacher's motivation) use questionnaire. The score given 4 for answer *selalu*, 3 for *pernah*, 2 for *jarang*, 1 *tidak pernah*, if the question is positive question (declaration), but for negative question (declaration) given 4 for answer *tidak pernah*, 3 for *jarang*, 2 for *pernah*, 1 for *selalu*. And given score 120 for all items correctly answer.

Table 4.

To measure the assessing speaking, the writer used indicators are:

No	Indicators	Items Number	Total
1	Accent	1,2,3,4,5,6,7,8,9,10	10
2	Vocabulary	11,12,13,14,15,16,17,18,19,20	10
3	Grammar	21,22,23,24,25,26,27,28,30,	10
4	Fluency	31,32,33,34,35,36,37,38,39,40,	10
5	Comprehension	Use test performance of dialogue through record	-
<b>Total</b>			40

For Y variables use test, the score is given 3 for each correctly answer and 120 for all items correctly answer.

### E. Testing of Instrument

Before getting the test to the samples of research, the writer will apply the test first to students of SMP Negeri 5 Batang Angkola. The purpose of the testing instrument is to know whether the test has been ready to be tested. There are two ways in testing the instruments, they are:

## 1. Test Validity

Suharsimi Arikunto stated validity is the chances which show the level of instrument about measurement something.<sup>8</sup>

There are two ways of testing validity of instruments:

- a. Logical validity is the instrument which done by analysis logically; it was comfort to the content.
- b. Empirical validity is the instrument had comfortable to aspect empirically.

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

There are 50 items of instrument first and then the writer analyzed 50 items by product moment become 40 items. To know whether the items of instrument are valid, the writer guided to Suharsimis' opinion, who said that the instruments must be analyzed by Product Moment formula. Then, the result of Product Moment is compared with *r count* and *r table* to know the items of instrument too.

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<sup>8</sup>*Ibid.*, p. 167.

If  $r_{count} > r_{table}$ , so the items were valid. But if  $r_{count} < r_{table}$ , so the items are invalid.

From the table of the instrument validity about teacher's motivation, it could be gotten concluding that some items were invalid. So, the writer changed the items were invalid by other items. Next, from the instrument about students' speaking ability, those item do not use valid or invalid.

In this research, the writer uses content validity to establish the validity of the instrument. Suharsimi Arikunto says that product moment is the formula to test validity<sup>9</sup>. So, the writer uses product moment as follow:

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

Where:

- $r_{xy}$  : correlation
- X : score question
- Y : total of score question
- N : Total of student

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<sup>9</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010), p. 213.

## **F. Result of Validity Test**

Validity is to show how far the test can be tested to get the data. In this research, test validity was done using formulation of product moment. The test is valid if  $r_{\text{count}} > r_{\text{table}}$ .

The calculations of test validity (Appendix 8) showed that 30 numbers is valid from 50 numbers of tests.

## **G. Technique of Data Analysis**

After the data have been collected, the writer analyzed the data, by using the techniques as follows:

1. Editing the data, its mean that arrange the redaction of the data become a systematic sentences unity.
2. Reduction of the data, its mean that recheck of the completed data to look for the less data and take down un relevant data
3. Tabulation of the data, its mean that formulating the data and scoring on the respondents' answer through test.

After collecting the data, the writer analyzed the data, the technique of data analysis will be used by quantitative data; it has been presented in statistic formula. The static formula which used by writer is product moment.



$$r_{xy} = \frac{N \sum XY - \sum X \sum Y}{\sqrt{(\sum X^2 - \frac{(\sum X)^2}{N})(\sum Y^2 - \frac{(\sum Y)^2}{N})}} \quad 10$$

This formula can be read as follows:

$r_{xy}$  = Pearson- r product moment

$N$  = Number of sample

$\sum X$  = Total score distribution of X

$\sum Y$  = Total score distribution of Y

$\sum XY$  = Number of approximate score of X and Y

$\sum X^2$  = Sum of the squared score distribution of X

$\sum Y^2$  = Total square distribution Y.

Next the calculation of product moment include to table of interpretation of product moment as below:

Table 5.

Table of interpretation of product moment<sup>11</sup>

No	Score	Interpretation Of The Product Moment
1	0.00-0.20	Lowest
2	0.20-0.40	Low

<sup>10</sup>Sugiyono, *Statistika untuk Penelitian* (Bandung :Alfabet, 2007),p. 229.

<sup>11</sup>Sujiono, Anas, *Belajar,Penganta Statistik Pendidikan* (Jakarta: Raja Grafindo Persada,1987), p. 193.

3	0.40-0.70	Enough
4	0.70-0.90	High
5	0.90-1.00	Very High

To examine the truth of whether there is influence of the variable X to variable Y, then used a linear regression calculation using the formula:

$$a = \frac{\sum y - b \sum x}{n}$$

To find 'a'

Meanwhile, to find 'b', the formula is:

$$b = \frac{n \sum xy - \sum x \sum y}{n \sum x^2 - (\sum x)^2}$$

Description:

$\sum x$  = teacher's motivation

$\sum y$  = speaking ability

$a$  = Estimators for inters

$b$  = Estimators for the regression coefficients

$n$  = Number of samples

Looking for Simple Regression equation is  $Y = a + bX$

## CHAPTER IV

### RESULT FINDINGS

#### A. Description of Data

To understand this research easily, it is described based on variables. There are two variables in this research and started from teacher's motivation for variable "X", and the students' speaking ability for variable "Y" and also continued to the testing of hypothesis.

##### 1. Teacher's Motivation

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

Table 6.

The Resume of Variable Score of Teacher's Motivation

Mean	86.33
Median	77.32
Range	39
The lowest score	70
The highest score	102

Based on the above table the mean was 86.33, range was 39, and median was 70.32. The writer got 102 for the highest score, and the lowest score was 70. Next, the calculation of how to get it can be seen in the appendix 1. Then, the computed of the frequency distribution of the students' score can be applied into table frequency distribution as follows:

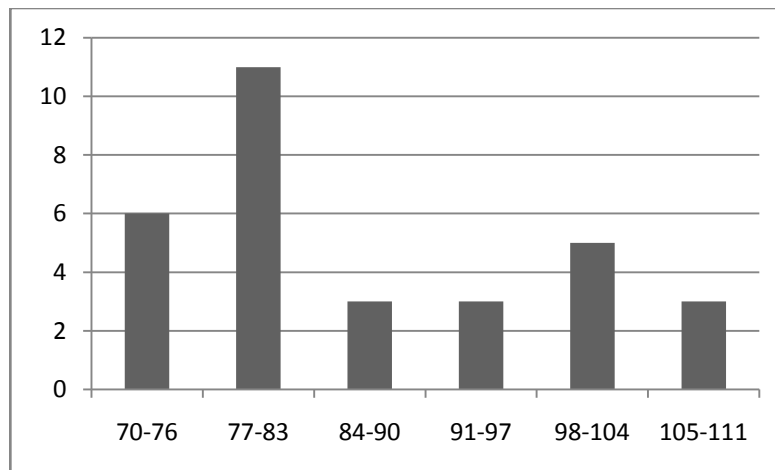
Table 7.

## The Frequency Distribution of Teacher's Motivation

No.	Interval	Median	Frequency
1.	70-76	73	6
2.	77-83	80	11
3.	84-90	87	3
4.	91-97	94	5
5.	98-104	101	3
6.	105-111	108	3
Total			31

Based on the above table, it can be drawn at histogram as below:

Frequency



## 2. Students' Speaking Ability

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

Table 8.

The Resume of the Variable Scores of Students' Speaking Ability

Mean	80.74
Median	76.50
Range	37
The lowest score	63
The highest score	107

Based on the above table the mean was 80.74, range was 37, and median was 76.50. The writer got 107 for the highest score, and the lowest score was 63. Next, the calculation of how to get it can be seen in the appendix 2. Then, the computed of the frequency distribution of the student's score of class can be applied into table frequency distribution as follows:

Table 9.

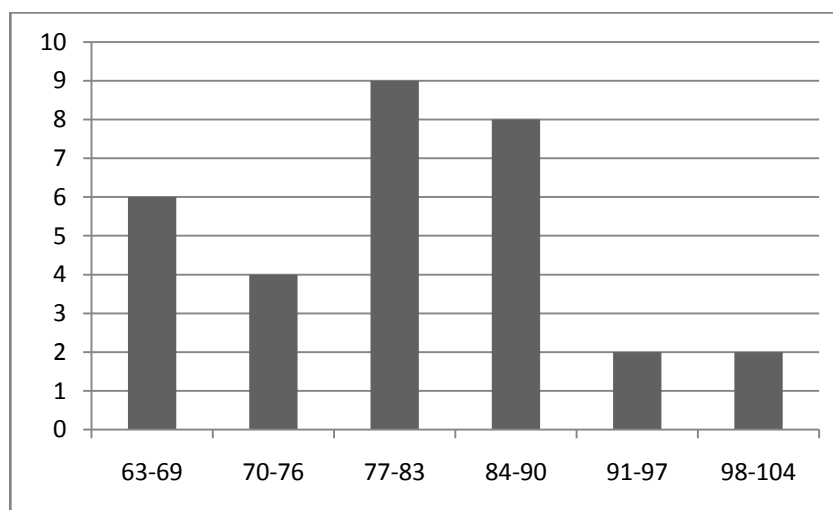
The Frequency Distribution of Students' Speaking Ability Score

No.	Interval	Median	Frequency
1.	63-69	66	6
2.	70-76	73	4
3.	77-83	80	9
4.	84-90	87	8

5.	91-97	94	2
6.	98-104	101	2
	Total		31

Based on the above table, it can be drawn at histogram as below:

Frequency



## B. Testing of Hypothesis

The hypothesis of this research is an influence of teacher's motivation to students' speaking ability at SMP Negeri 5 Batang Angkola. It was tested by using product moment correlation.

The hypothesis which said that was an influence of teacher's motivation to students' speaking ability at eighth grade students of SMP Negeri 5 Batang Angkola could be received. It could be seen from the calculating of product moment by getting correlation coefficients  $r_{xy} = 0.308$  was more than

$r_{table} = 0.20$ , and on level low  $r_{table} = 0.30$ . From the result of calculation of product moment that  $H_0$  was rejected and  $H_a$  was accepted. So, there is an influence of teacher's motivation to students' speaking ability at students of SMP Negeri 5 Batang Angkola. Next, the calculation of how to get it can be seen in the appendix 3.

Table 5.

Table of interpretation of product moment<sup>1</sup>

No	Score	Interpretation Of The Product Moment
1	0.00-0.20	Very Low
2	<b>0.20-0.40</b>	<b>Low</b>
3	0.40-0.70	Enough
4	0.70-0.90	High
5	0.90-1.00	Very High

The writer did the analysis simple regression linear to know significance influence of teacher's motivation to students' speaking ability.

The regression of teacher's motivation and students' speaking ability in identifying discussion paragraph were  $Y = a + b X = 70.85 + 0.117 X$ . So, it could be concluded that teacher's motivation had influence to students'

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<sup>1</sup>Sujiono, Anas, *Belajar, Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 1987), p. 193.

speaking ability. It is shown the hypothesis was received, there was an influence between teacher's motivation to students' speaking ability at eighth grade students of SMP Negeri 5 Batang Angkola. Next calculation of how to can get it can be seen in appendix 4.

### **C. Discussion**

In this research, the writer searched teacher's motivation and students' speaking ability. The writer wanted to know teacher's motivation and students' speaking ability at eighth grade of students SMP Negeri 5 Batang Angkola. Teacher's motivation would make the students were better to interest and motivated to study English. While speaking ability would make the students were better to speak English fluently. The writer had hypothesis that the teacher's motivation and students' speaking ability had significant correlation. The hypothesis proved by calculation by using product moment which the writer had done. The result calculation were  $r_{count}$  was more than  $r_{table}$ .

So far, this research was not so different with the theory of related findings. There were accepted there is a correlation of teacher's motivation to student's speaking ability.

Than it was proved by hypothesis of this research, teacher's motivation had the significant to students' speaking ability at eighth grade students of SMP Negeri 5 Batang Angkola.



#### **D. Threats of the Research**

The steps of the research had been done appropriate with the steps which were on the methodology of research. The steps were done to get the result of the research objectively and systematically, but to get the excellence results from this research were more difficult because there were the weakness of this research.

On doing the test, there were so many problems, for example the weakness of time, because the students had activities such as doing examination, when they answered the test; they have less concentrate test, increase of many task to fulfill for examination a head. Even thought, the writer attempted to do the best, some weaknesses and decreases the meaning of this research were finished by consultation with the advisors.

## CHAPTER V

### CONCLUSIONS & SUGGESTIONS

#### A. Conclusions

After getting the result of the research works, the research came to conclusions as follows:

1. The teacher's motivation to eighth grade students of SMP Negeri 5 Batang Angkola was "high" by getting mean score were 86.33.
2. The students' speaking ability at eighth grade students of SMP Negeri 5 was "high" by getting mean score were 80.74
3. There was an influence of teacher's motivation to students' speaking ability at eighth grade of SMP Negeri 5 Batang Angkola.

#### B. Suggestions

On this occasion, 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 SMP Negeri 5 Batang Angkola 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. In improving students' ability especially in speaking ability in the future, the writer suggests that the students have to practice English any time and any where.
4. The writer on this occasion hopes that other writers will conduct a research related to the topic of this study, further, especially to find out other correlation on teacher's motivation and speaking ability.

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## Appendix 1

### Calculation Score of Teacher's Motivation

1. Maximal and minimum score were gotten by setting the variable score from low score to high score. Minimum score = 30. Maximum score = 120

89	81	89	70	107	88
105	82	81	98	73	
93	70	76	93	83	
93	72	78	78	85	
87	100	105	79	75	
79	70	80	93	104	

2. High score = 107
3. Low score = 70
4. Range = high score – low score = 107 – 70 = 37
5. The total of classes (BK) =  $1 + 3,3 \log n$   
=  $1 + 3,3 \log (31)$   
=  $1 + 3,3 (1,4913)$   
=  $1 + 4,9214$   
=  $5.9214$   
= 6

6. Interval (i)

$$i = \frac{R}{BK} = \frac{37}{6} = 6.16$$

$$i = 6$$

$$7. \text{ Mean Score } (\bar{x}) = \frac{\sum fixi}{fi}$$

No.	Interval	Xi	Fi	Fixi
1.	70-76	73	6	438
2.	77-83	80	11	880
3.	84-90	87	3	261
4.	91-97	94	5	470
5.	98-104	101	3	303
6.	105-111	108	3	324
Total			31	2676

$$\bar{X} = \frac{2676}{31}$$

$$= 86.32$$

8. Median =

$$\begin{aligned} & l + \left( \frac{\frac{1}{2}n - fkb}{fi} \right) i \\ & = 76.50 + \left( \frac{15.5 - 14}{11} \right) 6 \\ & = 76.50 + (0.136) 6 \\ & = 77.328 \end{aligned}$$

$$\text{Score Interpretation} = \frac{2676}{100 \times 31} \times 100\%$$

$$= \frac{2676}{3100} \times 100\%$$

$$= 86.32\%$$

## Appendix 2

### Calculation Score of Students' Speaking Ability

1. Maximal and minimum score were gotten by setting the variable score from low score to high score. Minimum score = 0. Maximum score = 120

84	75	78	78	102	87
90	72	63	87	87	
69	69	66	90	87	
81	63	69	81	81	
75	87	96	81	78	
81	72	78	99	102	

2. High score = 102
3. Low score = 63
4. Range = high score – low score = 102 – 63 = 39
5. The total of classes (BK) =  $1 + 3,3 \log n$   
 $= 1 + 3,3 \log (31)$   
 $= 1 + 3,3 (1,4913)$   
 $= 1 + 4,9214$   
 $= 5.9214$   
 $= 6$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{39}{6} = 6.5$$



$$i = 6$$

$$7. \text{ Mean Score } (\bar{x}) = \frac{\sum f_i x_i}{f_i}$$

No.	Interval	Xi	Fi	Fixi
1.	63-69	66	6	396
2.	70-76	73	4	292
3.	77-83	80	9	729
4.	84-90	87	8	696
5.	91-97	94	2	188
6.	98-104	101	2	202
Total			31	2503

$$\bar{X} = \frac{2503}{31}$$

$$= 80.74$$

8. Median =

$$l + \left( \frac{\frac{1}{2}n - f_{kb}}{f_i} \right) i$$

$$= 76.50 + \left( \frac{15.5 - 12}{9} \right) 6$$

$$= 76.50 + (0.338) 6$$

$$= 78.8$$

$$\text{Score Interpretation} = \frac{2503}{100 \times 31} \times 100\%$$

$$= \frac{2503}{3100} \times 100\%$$

$$= 80.74\%$$

### Appendix 3

#### Score of X and Y Variables for Product Moment

No	Initial Name	X	X2	Y	Y2	XY
1	AR	89	7921	84	7056	7475
2	ASB	105	11025	90	8100	9450
3	AS	93	8649	69	4763	6417
4	ACS	93	8649	81	6561	7535
5	AA	87	7569	75	5625	6562
6	AC	79	6241	81	6561	6399
7	BSR	81	6561	75	5625	6075
8	DA	82	6724	72	5184	5904
9	DS	70	4900	69	4761	4830
10	FF	71	5041	63	3969	4473
11	HS	100	10000	87	7569	8700
12	HA	70	4900	72	5184	5040
13	IM	89	7921	78	6084	6942
14	ZD	81	6561	63	3969	5103
15	LS	76	5776	66	4356	5016
16	WA	78	6084	69	4761	5382
17	MS	105	11025	96	9216	10080
18	MAR	80	6400	78	6084	6240
19	MP	77	5929	78	6084	6006
20	NSS	98	9604	87	7569	8526
21	N	93	8649	90	8100	8370
22	NAN	78	6084	81	6561	6318
23	RP	79	6241	81	6561	6399

24	RM	93	8649	99	9801	9207
25	RE	107	11449	102	10404	10914
26	RA	73	5329	87	7569	6561
27	RE	83	6889	87	7569	7211
28	SA	85	7225	81	6561	6885
29	SD	75	5625	78	6084	5880
30	YR	104	10816	102	10404	10608
31	ZI	88	7744	87	7569	7565
		2662	251643	2508	206262	218081

$$\sum X = 2662$$

$$\sum Y = 2508$$

$$\sum X^2 = 251643$$

$$\sum Y^2 = 206262$$

$$\sum XY = 218081$$

$$\begin{aligned}
 r_{xy} &= \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}} \\
 &= \frac{31(218081) - (2662)(2508)}{\sqrt{[31(251643) - (2662)^2][31(206262) - (2508)^2]}} \\
 &= \frac{6760511 - 6676292}{\sqrt{[7800933 - 7086244][394122 - 6290064]}} \\
 &= \frac{84215}{\sqrt{714689 \cdot 394058}} \\
 &= \frac{84215}{272707.0002} \\
 &= 0.308
 \end{aligned}$$

## Appendix 4

### Linear Regression

The regression formula:

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

$$\begin{aligned} b &= \frac{N\sum XY - (\sum X)(\sum Y)}{N\sum X^2 - (\sum X)^2} \\ &= \frac{31(218081) - (2662)(2508)}{31(251643) - (2662)^2} \\ &= \frac{6760511 - 6676296}{7800933 - 7086244} \\ &= \frac{84215}{714689} \\ &= 0.117 \end{aligned}$$

$$\begin{aligned} a &= \frac{\sum Y - b\sum X}{N} \\ &= \frac{2508 - 0.117 \times 2662}{31} \\ &= \frac{2508 - 311.454}{31} \\ &= \frac{2196.645}{31} \\ &= 70.856 \end{aligned}$$

## Appendix 5

### Questionnaire for Teacher's Motivation

1. Apakah dalam pelajaran bahasa inggris anda semakin giat belajar apabila ada hadiah dari guru?
  - a. Selalu
  - b. Pernah
  - c. Jarang
  - d. Tidak pernah
2. Apakah anda merasa senang jika guru mengajukan jempol kalau nilai ulangan anda tinggi dalam pelajaran bahasa inggris?
  - a. Selalu
  - b. Pernah
  - c. Jarang
  - d. Tidak pernah
3. Jika dalam pelajaran bahasa inggris guru memberi pujian terhadap hasil tugas anda,apakah semangat belajar anda meningkat?
  - a. Selalu
  - b. Pernah
  - c. Jarang
  - d. Tidak pernah
4. Apakah guru bahasa inggrismu sering memberi pujian bagi siswa yang berbahasa inggris di kelas?
  - a. Selalu
  - b. Pernah
  - c. Jarang
  - d. Tidak pernah
5. Apakah dalam pelajaran bahasa inggris anda semakin giat belajar apabila ada pujian dari guru?
  - a. Selalu
  - b. Pernah
  - c. Jarang
  - d. Tidak pernah
6. Apakah nilai bahasa inggris yang diberikan kepada anda sudah sesuai dengan proses belajar anda?
  - a. Selalu
  - b. Pernah
  - c. Jarang
  - d. Tidak pernah
7. Apakah nilai bahasa inggris yang anda terima memuaskan hati anda?
  - a. Selalu
  - b. Pernah
  - c. Jarang
  - d. Tidak selalu

8. Apakah nilai bahasa inggris yang anda terima membuat anda lebih semangat belajar?
- a. Selalu
  - b. Pernah
  - c. Jarang
  - d. Tidak selalu
9. Apakah nilai bahasa inggris yg anda terima membuat anda ingin mengulangi /mendapatkan nilai yang lebih bagus?
- a. Selalu
  - b. Pernah
  - c. Jarang
  - d. Tidak selalu
10. Apakah nilai tugas bahasa inggris yang diberikan kepada anda sudah sesuai dengan proses belajar anda?
- a. Selalu
  - b. Pernah
  - b. Jarang
  - d. Tidak pernah
11. Apakah anda merasa senang dan makin semangat belajar apabila anda bisa menyelesaikan contoh soal bahasa inggris yg diberikan oleh guru sementara teman teman anda tidak bisa menyelesaikannya?
- a. Selalu
  - b. Pernah
  - c. Jarang
  - d. Tidak pernah
12. Apakah anda merasa senang jika sering dipanggil untuk mengerjakan soal bahasa inggris di depan kelas?
- a. Selalu
  - b. Pernah
  - c. Jarang
  - d. Tidak pernah
13. Apakah dalam menyelesaikan tugas bahasa inggris yang kompetitif, anda berusaha melebihi teman teman?
- a. Selalu
  - b. Pernah
  - c. Jarang
  - d. Tidak pernah
14. Apakah anda senang apabila anda menyelesaikan pekerjaan rumah dalam pelajaran bahasa inggris sementara teman teman anda tidak bisa menyelesaikannya?
- a. Selalu
  - b. Pernah
  - c. Jarang
  - d. Tidak pernah
15. Apakah anda merasa senang jika nilai ujian bahasa inggris anda lebih tinggi dari pada teman teman anda?
- a. Selalu
  - b. Pernah

- c. Jarang  
d. Tidak pernah
16. Apakah anda belajar dan selalu mengerjakan tugas bahasa inggris karena takut mendapat hukuman dari guru?
- a. Selalu  
b. Pernah  
c. Jarang  
d. Tidak pernah
17. Apakah anda belajar dan selalu mengerjakan tugas bahasa inggris karena takut mendapat sanksi dari guru?
- a. Selalu  
b. Pernah  
c. Jarang  
d. Tidak pernah
18. Apakah guru bahasa inggris anda memberikan hukuman kepada siswa yang tidak ikut ujian?
- a. Selalu  
b. Pernah  
b. Jarang  
d. Tidak pernah
19. Apakah guru bahasa inggris anda memberikan hukuman kepada siswa yang tidak mengerjakan pekerjaan rumah?
- a. Selalu  
c. Pernah  
c. Jarang  
d. Tidak pernah
20. Apakah guru anda memberikan hukuman kepada siswa yang tidak dapat menjawab soal latihan bahasa inggris?
- a. Selalu  
b. Pernah  
c. Jarang  
d. Tidak pernah
21. Apakah guru anda memberikan semangat kepada siswa yang malas dalam pelajaran bahasa inggris?
- a. Selalu  
b. Pernah  
c. Jarang  
d. Tidak pernah
22. Apakah anda akan semakin semangat belajar apabila guru bahasa inggris anda memberikan kata semangat sebelum belajar?
- a. Selalu  
b. Pernah  
c. Jarang  
d. Tidak pernah
23. Apakah guru bahasa inggris anda memberikan semangat kepada seluruh siswa di kelas?
- a. Selalu  
b. Pernah

- c. Jarang  
d. Tidak pernah
24. Apakah guru anda memberikan semangat kepada siswa yang malas dalam pelajaran bahasa inggris?  
a. Selalu  
b. Pernah  
c. Jarang  
d. Tidak pernah
25. Apakah guru anda pernah mengulangi penjelasan ketika anda kurang paham terhadap pelajaran bahasa inggris?  
a. Selalu  
b. Pernah  
c. Jarang  
d. Tidak pernah
26. Apakah guru bahasa inggris anda pernah memberikan contoh seseorang yang belajar dengan tekun akan meningkat prestasinya?  
a. Selalu  
b. Pernah  
c. Jarang  
d. Tidak pernah
27. Apakah guru anda menjelaskan tentang tujuan dari pelajaran bahasa inggris anda?  
a. Selalu  
b. Pernah  
c. Jarang  
d. Tidak pernah
28. Apakah anda akan memperhatikan penjelasan guru dengan baik apabila guru memberikan dorongan sebelum proses belajar mengajar bahasa inggris berlangsung?  
a. Selalu  
b. Pernah  
c. Jarang  
d. Tidak pernah
29. Apakah guru anda pernah bertanya kepahaman anda terhadap pelajaran bahasa inggris yang diterangkan?  
a. Selalu  
b. Pernah  
c. Jarang  
d. Tidak pernah
30. Apakah guru anda memberikan dorongan kepada siswa yang berprestasi dalam pelajaran bahasa inggris?  
a. Selalu  
b. Pernah  
c. Jarang  
d. Tidak pernah



## Appendix 6

### Test of Speaking Ability

#### A. Test Accent (Pronunciation)

1. Are *son* and *sun* pronounced the same way?
  - a. Yes
  - b. No
2. Does *basic* have an *s* or *z* sound?
  - a. *s*
  - b. *z*
3. Does *rule* and *fool* pronounced the same way?
  - a. Yes
  - b. No
4. Are *where* and *were* pronounced the same way?
  - a. Yes
  - b. No
5. Does *low* and *throw* pronounced the same way?
  - a. Yes
  - b. No
6. Does *of* have an *f* sound or a *v* sound?
  - a. *f*
  - b. *v*
7. Are *roll* and *role* pronounced the same way?
  - a. Yes
  - b. No
8. Does *road* and *broad* pronounced the same way?
  - a. Yes
  - b. No
9. Does *food* pronounced like *good*?
  - a. Yes
  - b. No

10. Is *any* pronounced like *penny* or *nanny*?

a. *penny*

b. *nanny*

## B. Test Vocabulary

11. How many legs do you have?

a. Five

c. one

b. Two

d. Ten

12. Vera ... to school

a. go

c. goes

b. went

d. gone

13. Don't ... the rubbish on the river.

a. close

c. put

b. throw

d. Take

14. Someone who drives a bus is called a ...

a. driver

c. player

b. writer

d. Bartender

15. "Penulis" in English.

a. driver

c. player

b. writer

d. Bartender

16. "Bandara" in English.

a. airport

c. station

b. terminal

d. harbor

17. "Umbrella" in Indonesia

a. Jas

c. kursi

b. payung

d. tenun

18. "Kaleng" in English

a. can

c. key

b. loop

d. door

19. "Continental" in Indonesia.

- a. pulau
- b. selat
- c. dunia
- d. benua

20. "Flag" in Indonesia.

- a. tanah
- b. lobang
- c. bendera
- d. penggemar

### C. Test Grammar

21. My laptop is the \_\_\_\_\_ among others.

- a. Good
- b. Better
- c. Bestest
- d. Best

22. This book is too \_\_\_\_\_.

- a. Big
- b. Biggest
- c. Bigger
- d. Biggers

23. Randy has \_\_\_\_\_ old.

- a. Grown
- b. Grow
- c. Growed
- d. Grows

24. She is falling in \_\_\_\_\_ with me

- a. Love
- b. Loving
- c. Lover
- d. Loves

25. Cat \_\_\_\_\_ fast

- a. Run
- b. Runs
- c. Running
- d. Ran

26. I \_\_\_\_\_ to your house.

- a. Went
- b. Goes
- c. Gone
- d. Going

27. She will \_\_\_\_\_ us
- a. Follow
  - b. Follows
  - c. Following
  - d. Followed
28. I have \_\_\_\_\_ a beautiful rose for her.
- a. Bring
  - b. Bringing
  - c. Brought
  - d. Brings
29. Do you \_\_\_\_\_ me to go?
- a. Wants
  - b. Want
  - c. Wanted
  - d. Wanting
30. She is the best \_\_\_\_\_.
- a. Singing
  - b. Sings
  - c. Singer
  - d. Singers

#### **D. Test Fluency**

31. My Father is \_\_\_\_\_ doctor.
- a. a
  - b. an
  - c. the
  - d. one
32. I \_\_\_\_\_ two sisters and one brother.
- a. have got
  - b. Has got
  - c. has
  - d. going to
33. Luisa has got the same car \_\_\_\_\_ my parents.
- a. that
  - b. as
  - c. like
  - d. than
34. She arrived \_\_\_\_\_ Malta one week ago.
- a. in
  - b. at
  - c. to
  - d. out
35. I went to the supermarket \_\_\_\_\_ some food.
- a. for buy
  - b. To buy

c. to buying                      d. For to buy

36. Last summer it \_\_\_\_\_ very hot.

a. was                                  b. Has been  
c. had been                          d. were

37. I \_\_\_\_\_ Joanna for 3 years.

a. am knowing                      b. Have been known  
c. have knwon                      d. know

38. Yesterday I played tennis \_\_\_\_\_ three hours.

a. during                              b. for  
c. since                                d. while

39. Christopher's Italian is very good. He speaks Italian very \_\_\_\_\_

a. good                                b. badly  
c. well                                 d. Not bad

40. \_\_\_\_\_ pen is that ? Is it yours ?

a. who                                 b. whose  
c. which                              d. who's

## Appendix 7

### A. The key answer of speaking ability test

1. a. yes
2. b. z
3. a. yes
4. a. yes
5. a. yes
6. a. f
7. b. no
8. b. no
9. a. yes
10. b. nanny
11. b.two
12. c. goes
13. b. throw
14. a. driver
15. b. writer
16. a. airport
17. b. payung
18. a.can
19. d.benua
20. c. bendera
21. d. best
22. a. big
23. d. go
24. a. follow
25. a. bring
26. a.went
27. a. follow
28. c. brought
29. b. want
30. c. singer
31. a. a
32. a. have got
33. c. like
34. c. to
35. b. to byu
36. a. was
37. c. have known

- 38. a. during
- 39. c. well
- 40. b. whose

## Appendix 8

### VALID OF TEST

FOR ITEM 1

$$\begin{aligned}\sum x &= 89 & \sum y &= 120 \\ \sum x^2 &= 7921 & \sum y^2 &= 14400 \\ \sum y^2 &= 14400 & \sum xy &= 10680\end{aligned}$$

$$N = 31$$

By using the formula of Pearson r, so :

$$\begin{aligned}r_{xy} &= \frac{N \sum xy - \sum x \sum y}{\sqrt{(N \sum x^2 - (\sum x)^2)(N \sum y^2 - (\sum y)^2)}} \\ r_{xy} &= \frac{(1 \cdot 7921) - (9 \cdot 120)}{\sqrt{(31 \cdot 89 - (921)) (1 \cdot 14400 - (4400))}} \\ r_{xy} &= \frac{320400 - 1780}{\sqrt{(4551) - (921) (46400) - (4400)}} \\ r_{xy} &= \frac{318620}{\sqrt{(37630) (3200)}} \\ r_{xy} &= \frac{318200}{320400} \\ r_{xy} &= 0.944\end{aligned}$$

So that,  $r_{\text{count}} = 0.944$   $n = 30$   $r_{\text{tabel}} = 0,444$ .

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



## TEXT OF DIALOGUE PERFORMANCE TEST

A : Excuse me, can you help me?

B : Sure.

A : I don't bring my pencil. May I borrow your pencil, please?

B : OK. Here you are.

A : Thanks.

B : You're welcome.

## ANALISYS OF STUDENTS DIALOGUE

1. ASB : Ek'skyuws mie, ken yuw help mie?

MS :Syur

ASB : Ai don't bring may pensil. Mei ai borrow yur pensil plis

MS : Oke hier yu ar

ASB : Tenks

ASB : Yu ar welkam

2. HS : Ekskus mi. ken yu help mi?

RM : Sur

HS : Ai don't bring mai pencil. May ai borrow yur pensil plis

RM : Oke. Har yu ar

HS : Tenks

Yu ar welkam.

3. NAN : Ekskyus me, ken yu help mi?

RE : Sur

NAN : I don bring mai pencil. May ai boro yur pensil pliss

RE : Oke. Har yu ar

NAN : Tenks

RE : Yu ar welkam

### RESULT OF STUDENTS DIALOGUE TEST

No	Name	Indicators					Total Scores
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	ASB	60	60	70	60	60	74
2	MS	50	60	50	50	50	52
3	HS	50	50	50	40	50	48
4	RM	40	50	50	40	40	44
5	NAN	40	50	40	40	40	42
6	RE	40	40	40	30	40	38
Total							298

$$\bar{X} = \frac{298}{6}$$

$$= 49.66$$

### SCORE INTERPRETATION OF DIALOGUE TEST

The Students' Score Classification

Score	Category
80 – 100	Very high
70 - 79	High
60 - 69	Enough
50 - 59	Low
<b>0 - 49</b>	<b>Very low</b>