

**THE CORRELATION BETWEEN INTRINSIC  
MOTIVATION AND SPEAKING PERFORMANCE  
ON TBI STUDENTS AT SIXTH SEMESTER  
OF UIN SYAHADA PADANGSIDIMPUAN IN YEAR  
2022/2023**



**A THESIS**

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad  
Addary Padangsidimpuan as a Partial Fulfillment of the requirement  
for the Graduate Degree of Education ( S.Pd ) in English*

Written by

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STATE ISLAMIC UNIVERSITY OF SYEKH ALI  
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2023**

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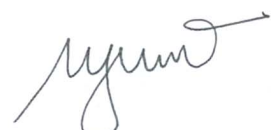
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*Assalamu'alaikum Warahmatullahi Wabarakatuh*

After reading, studying and giving advice for necessary revision on the thesis belongs to **Radia Anggina**, entitled "**The Correlation Between Intrinsic Motivation and Speaking Performance on TBI Students at Sixth Semester of UIN SYAHADA Padangsidempuan in Year 2022/2023**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.


Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

*Wassalamu'alaikum Warahmatullahi Wabarakatuh*

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## ABSTRACT

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This research focused on the correlation between intrinsic motivation and speaking performance on TBI students at sixth semester of UIN Syekh Ali Hasan Ahmad Addarry Padangsidimpuan. The problems faced by students in speaking skill were : 1) several students can not express their ideas or opinions well their vocabulary is limited. 2) students do not have confidence to speak English in front of the class. 3) students are difficult to produce words clearly therefore they can not speak fluently. Having limited of the problem, this researcher formulates the problem by the following question: is there any correlation between intrinsic motivation and speaking performance on TBI students at sixth semester of UIN Syekh Ali Hasan Ahmad Addarry Padangsidimpuan? The researcher conducted this study into quantitative method. Quantitative method of the research are based on the collecting and analysis of numerical data using questionnaire and test. The population were all students of TBI at sixth semester of UIN Syekh Ali Hasan Ahmad Addarry Padangsidimpuan. The sample were TBI-1 consisted of 36 students. The researcher found that the higher score of intrinsic motivation questionnaire 88 and the lowest score of intrinsic motivation questionnaire was 49. The highest score of speaking test of the sample class was 90 and 75 score for the lowest. The researcher found that the r-counted of intrinsic motivation and speaking performance (0.102), so the category was very low correlation the researcher pointed the conclusion that here were positive correlation between intrinsic motivation and speaking performance on TBI students at sixth semester of UIN Syekh Ali Hasan Ahmad Addarry Padangsidimpuan. It was proved by the value r-counted was 0.102. The researcher found that the coefficient correlation or t-counted (0.597) and t table (0.364). In conclusion, there is correlation between intrinsic motivation and speaking performance on TBI students at sixth semester of UIN Syekh Ali Hasan Ahmad Addarry Padangsidimpuan.

**Keywords: Speaking performance; Intrinsic Motivation; Speaking Skill**



## ABSTRAK

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Penelitian ini terfokus pada korelasi antara motivasi intrinsik dan pertunjukan berbicara pada mahasiswa TBI semester enam UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Beberapa masalah yang dihadapi siswa pada keterampilan berbicara diantaranya: 1) Beberapa mahasiswa tidak bisa mengekspresikan atau berpendapat baik karena kosa kata yang terbatas. 2) Mahasiswa tidak percaya diri berbicara bahasa Inggris di depan kelas. 3) Mahasiswa kesulitan mengucapkan kata-kata dengan jelas karena itu mereka tidak bisa berbicara bahasa Inggris dengan lancar. Berdasarkan dengan batasan masalah tersebut, peneliti ini merumuskan masalah dengan pertanyaan berikut: Apakah ada korelasi positif antara motivasi intrinsik dengan prestasi berbicara mahasiswa TBI di semester enam UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan? Peneliti melakukan penelitian ini dengan metode kuantitatif. Metode penelitian kuantitatif didasarkan pada pengumpulan dan analisis tanggal numerik menggunakan angket dan tes. Populasinya adalah seluruh mahasiswa TBI semester enam UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Sampel penelitian adalah TBI-1 yang terdiri dari 36 siswa. Peneliti menemukan skor angket motivasi intrinsik tertinggi 88 dan skor angket motivasi intrinsik terendah adalah 49. Skor tertinggi tes speaking kelas sampel adalah 90 dan skor terendah 75. Peneliti menemukan bahwa r-hitung motivasi intrinsik dan pertunjukan berbicara (0,102), sehingga kategori korelasinya sangat rendah. Peneliti menunjukkan kesimpulan bahwa ada korelasi positif antara motivasi intrinsik dan pertunjukan berbicara mahasiswa TBI di semester enam UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Diberikan oleh nilai r-hitung adalah 0,102. Peneliti menemukan koefisien korelasi atau t-hitung (0,597) dan t-tabel (0,364). Kesimpulannya, ada hubungan antara motivasi intrinsik dengan pertunjukan berbicara mahasiswa TBI di semester enam di UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

**Kata kunci** : Pertunjukan Berbicara, Motivasi Intrinsik; Kemampuan Berbicara

## ملخص البحث

الإسم : راضية أنجينا  
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الموضوع : العلاقة بين الدافع الجوهري وأداء التحدث على طلاب تعليم اللغة الإنجليزية في الفصل الدراسي السادس من جامعة الإسلامية شيخ علي حسن أحمد أداري بادانج سيدمبوان

ركز هذا البحث على العلاقة بين الدافع الجوهري وأداء التحدث لدى طلاب تعليم اللغة الإنجليزية في الفصل الدراسي السادس من جامعة الإسلامية شيخ علي حسن أحمد عداري بادانج سيدمبوان. كانت المشكلات التي تواجه الطلاب في مهارة التحدث هي: (1) لا يستطيع العديد من الطلاب التعبير عن أفكارهم أو آرائهم بشكل جيد مفرداتهم محدودة. (2) الطلاب ليس لديهم ثقة في التحدث باللغة الإنجليزية أمام الفصل. (3) يصعب على الطلاب إنتاج كلمات واضحة وبالتالي لا يمكنهم التحدث بطلاقة. بعد أن حصر المشكلة، يصوغ هذا الباحث المشكلة من خلال السؤال التالي: هل هناك علاقة إيجابية بين الدافع الجوهري وأداء التحدث لدى طلاب تعليم اللغة الإنجليزية في الفصل السادس من جامعة الإسلامية شيخ علي حسن أحمد أداري بادانج سيدمبوان؟ أجرى الباحث هذه الدراسة في المنهج الكمي. تعتمد الطريقة الكمية للبحث على جمع وتحليل البيانات العددية المستخدمة في الاستبيان والاختبار. كان جميع السكان من طلاب تعليم اللغة الإنجليزية في الفصل الدراسي السادس من جامعة الإسلامية شيخ علي حسن أحمد أداري بادانج سيدمبوان. كانت العينة من تعليم اللغة الإنجليزية -1 تألفت من 36 طالبا. وجد الباحث أن أعلى درجة في استبيان الدافع الداخلي 88 وأدنى درجة في استبيان الدافع الداخلي كانت 49. كانت أعلى درجة في اختبار المحادثة لفئة العينة هي 90 و 75 درجة لأدنى درجة. ووجد الباحث أن الدافع الجوهري وأداء التحدث (0.102)، لذلك كانت الفئة منخفضة جدا وأشار الباحث إلى استنتاج أن هنا كانت هناك علاقة إيجابية بين الدافع الجوهري وأداء التحدث على طلاب تعليم اللغة الإنجليزية في الفصل السادس من جامعة الإسلامية شيخ علي حسن أحمد عداري بادانج سيدمبوان. تم توفيره من خلال القيمة المحسوبة كانت 0.102. وجد الباحث ارتباط المعامل أو t المحسوب (0.597) وجدول ت (0.364) في الختام ، هناك علاقة بين الدافع الجوهري وأداء التحدث على طلاب تعليم اللغة الإنجليزية في الفصل الدراسي السادس من جامعة الإسلامية شيخ علي حسن أحمد أداري بادانج سيدمبوان .

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Padangsidimpun, March 2023

Researcher

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## CHAPTER I

### INTRODUCTION

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

Speaking English is one of important skills in English department students. That should be mastered by students. Speaking used to show ideas, opinions, arguments that must be studied by the students. Students communicate with their friends. Moreover, they can add their knowledge by getting information from learning materials studied in the class. Because of this, the primare goal of learning English in TBI expects the students to be able to speak English well.

There are many problems related to learning English in speaking, first, several students can not express their ideas or opinions well because their vocabulary is limited. They do not have enough vocabulary to express everything orally. Second, students do not have confidence to speak English in front of the class, because they are often nervous when teacher asks them to stand up in front of the class. Finally, They are difficult to produce words clearly therefore they can not speak fluently. They do not have motivation to speak up.

Speaking is a complex skill among the other three skills in English. To learn speaking skill is not only learning about the language itself, but also learning how to speak in real communication. However, many students can not use English in the classroom and in real communication, because English is not their mother tongue, it is rarely used in daily activities to interact with

others. They are not accustomed to use English neither in the classroom or outside the classroom. On the other hand, actually to get successful in learning speaking, students should be at the situation in which they are willing to speak in English. Besides, student also should have strength from inside to speak up.<sup>1</sup>

However, in speaking activities there are many factors to make it well, such as motivation. In the process of the learning motivation, it can be said that an inner drives to achieve learning activity, so the purpose of the subject learning can be maintained in educational environment. speaking is a skill used in daily life communication whether at school or outside. The skill is acquired by much repetition. It consists of competence in sending and receiving messages.<sup>2</sup>

Students motivation is one's direction to behavior or what causes students to want to repeat a behavior and vice versa and it is a desire in a student that causes the students' acts, usually the students' acting for a reason to achieve the goal.<sup>3</sup> Motivation is one of important factors to encourage an learner to learn more rapidly and effectively. The motivation may come from the learners themselves that is the intrinsic, and outside of the learner that is the extrinsic. By intrinsic motivation they will have strong responsibility to learn. Extrinsic motivation that is to make students enthusiasm to study

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<sup>1</sup>Penny Ur, *A Course in Language Teaching Practice and Theory*, 1996.

<sup>2</sup>Fitri Rayani Siregar, 'How to Enhance Lecturers' Speaking Skill?', *English Education : English Journal for Teaching and Learning*, 7.01 (2019).

<sup>3</sup>Fitri Rayai Siregar and Rahmadiny Siregar, 'ENGLISH EDUCATION English Journal for Teaching and Learning Students' Motivation in Learning English', *English Journal for Teaching and Learning*, 08.02 (2020), 177–88.

depends on the conditions outside themselves. Based on the explanations above, there are several factors to improve students' speaking performance and one of them is intrinsic motivation. Intrinsic motivation is an energy who come from someone to do something and that motivation has an influence for the students. Intrinsic motivation refers to motivation concerned in activities for its own sake.<sup>4</sup>

In fact, students will do everything with supports their performance. They will do the best way to get the best result. Then intrinsic motivation in speaking is needed by students. In this case, the researcher observed that the sixth semester at English department in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan were still hesitant in speaking English both to their friends and during lectures. However, some students have good ability to speak in other languages, such as Indonesia and Arabic. Therefore, the researcher felt that there were irregularities in the students so they less able and even unable to speak English in front of the class, even though they had studied English for almost 8 years.

Those problems above invite the researcher to look for their motivation to improve their speaking to be better. For this problem researcher is interested to conduct a research of the correlation between intrinsic motivation and speaking performance.

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<sup>4</sup> H. Schunk Dale, *Motivation In Education: Theory, Research, and Application*(New York : pearson, 2008), p.23

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

Students speaking performance is influenced by the students intrinsic motivation. Related to background of problem above, it can be also concluded that there are some problems that happened in teaching and learning process. First, the students have low of motivation to speak in front of the class. Second, the students can not express their ideas or opinion well because their vocabulary is limited, so the student afraid of being laughed of their friend. Next, they are difficult to produce words clearly therefore they can not speak fluently. They do not have self confidence. They are afraid, shy, and nervous to speak up in speaking performance because they had lack of vocabulary. Some of the students did not practice continuously because they had not partner to develop their English.

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

Based on the above identification, researcher limited the discussion into motivation in learning English. There are intrinsic and extrinsic motivations in learning English that indicate speaking performance. The problems factor is to show correlation between intrinsic motivation and speaking performance on TBI students at sixth semester of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan in year 2022/2023.

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

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



1. How is the students' intrinsic motivation on TBI students at sixth semester of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan in year 2022/2023?
2. How is the students' speaking performance on TBI students at sixth semester of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan in year 2022/2023?
3. Is there any significant correlation between intrinsic motivation and speaking performance on TBI students at sixth semester of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan in year 2022/2023?

#### **E. Purpose of the Research**

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

1. To examine the students' intrinsic motivation on TBI students at sixth semester of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan in year 2022/2023.
2. To examine the students' speaking performance on TBI students at sixth semester of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan in year 2022/2023.
3. To examine the correlation between intrinsic motivation and speaking performance on TBI students at sixth semester of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan in year 2022/2023.

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

This research study is expected to give valuable contribution presented as follow :

### 1. Students

To build students' confidence in speaking English in front of the class, both friends and other people. Students can also train and improve their speaking performance in English and increase their speaking skills. With the motivation of the lecturers, students are expected to be more active in responding.

### 2. Lectures

It might help lectures in developing in learning way to study about the speaking. To make the class more active and make it easier for lecturers to deliver learning materials.

### 3. Reader

The researcher expects that this research gives information to the readers about how to give intrinsic motivation to the students in speaking performance.

### 4. Other researchers

For the next future researchers, this research will be one of the supporting references for students who will conduct research as a starting point to complete a theses with the same topic.

## **G. Definitions of Key Terms**

### **1. Speaking performance**

Speaking is an activity to communicate something. The purpose of speaking is to transfer information. However, performance is actions that students do in front of the class. Speaking performance is student ability to develop their knowledge, and produce something and show this in front of the class. In speaking performance, students not only use competence or use grammatical with appropriate word, but also with the expression to make the other students understand about what is talked. Therefore, that speaking performance is how a speaker explores their ideas from brain into sound of words and sentences, where how they performance in speaking skill show their competence and understand directly.

From the above explanation, researcher concludes that the purpose of this research is to know the correlation between intrinsic motivation and speaking performance on TBI students at sixth semester of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

### **2. Intrinsic Motivation**

Motivation is supporting to someone to do something. Intrinsic motivation is inner powers that makes someone want to do the activities. In this case, the students are those sit on TBI at sixth semester of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan in year 2022/2023. Therefore, Students' motivation is power or supporting that given to the

students at sixth semester of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan to do their activities in learning.

#### **H. Outline of the Thesis**

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow: Chapter one, it consists of background of the problem, identification of the problem, formulation of the problem, focus of the problems, purpose of the research, the aims of research, and definition of operational variables. Chapter two, it consists of the theoretical description, review of related finding, conceptual framework, and hypothesis. Chapter three, it consists of research methodology and in research methodology consist of research methodology, time and place of the research, population and sample, instrument of research, the techniques of data collection and the last the techniques of data analysis and outline of the thesis. Chapter four, it is the result of the research talking about the analysis of data. This chapter consists of description of data, hypothesis testing, discussion and the threats of research. Finally, Chapter five consists of conclusion, implication and suggestion.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Description

##### 1. The Nature of Speaking

###### a. Definitions of Speaking

Speaking is quite important for people in a communication process. It can be used to convey ideas or others purposes in having relation in the world. There are some definitions of speaking according to experts. Speaking is a mental concept that is processed by someone in such a way to form a meaning when it is uttered. It can be assumed that speaking as the activity of a person to express ideas, feeling or something in mind to get response from others by spoken language.<sup>5</sup>

Speaking is learned in two broad contexts: foreign language and second language situations, the challenges you face a teacher are determined partly by the target language context. Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. Diversity in interaction involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress and intonation.<sup>6</sup>

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<sup>5</sup>Beiley, *Practical English Language Teaching* (singapore: McGraw-Hill,2003),p.809.

<sup>6</sup>C. & Willy Jack, *Methodology In Language Teaching* (America: Can Bridge Univercity Press, 2002), .

Speaking is the productive skill in the oral mode as a fundamental factor of human communication to verbalize their thoughts and ideas. Speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill is learned.<sup>7</sup> Moreover, speaking is oral interaction where the participants need to negotiate the meaning contained in ideas, feeling and manage in terms of who is to say that, to whom and about what. It can be said that oral is the process of listening about someone talking and oral is the process of giving response to what is someone talking. By speaking, the speaker can deliver the message about a topic to the listener orally and the listener gives feedback. In other words, speaking is interaction which happens in real life.

Based on theories above, the researcher concluded that speaking is a process of giving information or ideas to others, so the listener can understand and give response to what the speaker is saying, and speaking is a central element and tool for communication. Speaking is an activity of someone to express their ideas in spoken language by using words or sounds of articulation. On the other hand, speaking is an ability to interact with others to understand what someone says and to create utterances that can be understood.

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<sup>7</sup>Eka Sustris Harida, 'Interactive Drama Technique To Improve Students' Speaking Skill', *English Education*, 3.02 (2015), 1–15.



## **b. Component of Speaking**

There are several components of speaking that should be noted on when someone speaks or when teachers assess students speaking performance. There are five components of speaking. Those are grammar, vocabulary, comprehension, fluency, and pronunciation. Students who have much vocabularies, she/he can produce the words arrange them to be correct sentence in conversation, but when she/he is constructing the words, she/he should consider about grammar, it is needed to make listener get the point of the speaker message, and then when speaking, the speaker should know and articulate good pronunciation in order to keep interaction successfully. Thus, the component of the speaking should be taught to the students in order will be easier to talk about themselves and interact with their friends.

Components of speaking are social unit, participants and interactions. This theory explains that when people are going to do speaking interaction, and an interaction that has been done by them will be included in communication process. Beside, speaking is not only an activity but also a complex unit human interactions.<sup>8</sup>

Related to the explanation of some theories above, it can be concluded that, there are five components of speaking. Those are : pronunciation, grammar, vocabulary, fluency and comprehension.

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<sup>8</sup> Masmuto, M.Si. *metode penelitian kualitative*(Bandung : PT. remaja Rosda Jakarta,2011),hal. 34

The students who will speak in front of the class or speak with the other students, they should consider about the five components itself.

To be clearly, the components are described as follows:

1) Accent

- a) Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition
- b) Pronunciation frequently unintelligible
- c) Foreign accent requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabularies
- d) Marked foreign accent and occasional mispronunciations which do not interfere with understanding
- e) No conspicuous mispronunciation, but would not be taken for a native speaker
- f) Native pronunciation, with no trace of foreign accent

2) Grammar

- a) Grammar almost entirely inaccurate phrases
- b) Constant errors showing control of very few major patterns and frequently preventing communication
- c) Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding
- d) Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding

- e) Few errors, with no pattern of failure
- f) No more than two errors during the interview.

### 3) Vocabulary

- a) Vocabulary inadequate for even the simplest conversation
- b) Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
- c) Choice of word sometimes inaccurate, limitations of vocabulary permits discussion of some common professional and social topics
- d) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non- technical subject with some circumlocutions
- e) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situation
- f) Vocabulary apparently as accurate and extensive as that of a native speaker.

### 4) Fluency

- a) Speech is so halting and fragmentary that conversation is virtually, and Impossible
- b) Speech is very slow and uneven expect for short or routine sentences

- c) Speech is frequently hesitant and jerky; sentences may be left uncompleted
  - d) Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words
  - e) Speech is effortless and smooth, but perceptibly non – native in speech and evenness
  - f) Speech on all professional and general topics as effortless and smooth as a native speaker's.
- 5) Comprehension
- a) Understand to title for the simple type of conversation
  - b) Understand only slow, very simple speech on common social and touristic topic; requires constant repetition and rephrasing
  - c) Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable and rephrasing
  - d) Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing
  - e) Understanding everything in normal educated conversation expect for very colloquial or low frequency items, or exceptionally rapid or slurred speech
  - f) Understand everything in both formal and colloquial speech to be expected of an educated native speaker.<sup>9</sup>

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<sup>9</sup> Arthur Huges, Testing For Language Teacher (Cambridge University Press: Australia, 1941), p. 112.

### c. Definitions of Speaking Performance

Speaking performance is actions that students do in front of the class. Speaking performance is student ability to develop their knowledge, and produce something and show this in front of the class. In speaking performance, students not only use competence or use grammatical with appropriate word, but also with the expression to make the other students understand about what is talked.

Performance is the overtly observable and create manifestation or realization of competence. It means, performance is one of activity or action by the person to do something which can be observed and assessed. Good or bad of someone competence is depend on how their performance.<sup>10</sup>

In summary, researcher concludes that speaking performance is how a speaker explores their ideas from brain into sound of words and sentences, where how they performance in speaking skill show their competence and understand directly. The students should perform based on component of speaking. Then, before students perform their ideas they should have good prepared.

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<sup>10</sup> Brown, J.M. *Principles of Language and teaching*(San Francisco State University:Longman), hal.30

#### **d. Types of Speaking Performance**

Speaking performance is performance whenever people speak, it is tend to monologue. There are some types of speaking performance.

##### 1) Imitative

Imitative is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. (e.g. learners practicing an intonation pattern a certain vowel sound). Drills offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty.

##### 2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated, or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

##### 3) Responsive

A good ideal of students speech in the classroom is responsive: short replies to teacher or student-initiated questions or comments.

4) Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form or responsive language.

5) Interpersonal(dialogue)

It carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.

6) Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches, here the register is more formal and deliberative. Those monologues can be planned or impromptu.<sup>11</sup>

From the explanation above, the researcher concludes that speaking performance is how the student can deliver their idea with their knowledge in speaking class. The idea of the students can be conveyed with good interaction, students deliver their ideas with good communication, and the listener accepts the message of the speaking.

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<sup>11</sup> Kim, H. (2009) ESL Types of Speaking performance. Retrieved from:  
<http://kimhyunju35.blogspot.com/2009/11/types-ofclassroom-speakingperformance.html>

## 2. The Nature of Motivation

### a. Definitions of the Motivation

Motivation is an energy who come from person, its important to our life. That someone has motivation, the will figth to do something. And if someone has the motivation, they will enjoy to do something. Motivation may come from the learners themselves that is intrinsic motivation or outside the learners that is extrinsi motivation.

Motivation is an internal state that arouses use to action, and keeps engaged in certain activities. It means that motivation is impulse that is feel or happened by someone who becomes the driving force to do something so that what desire an be achieved. Motivation is the impetus for someone. For example, a student who does not have the motivation to learn will not achieve satisfactory achievement.<sup>12</sup>

Thus, the researcher concludes that motivation is something that is needed to perform the activity. Motivation is the overall driving force both form within and outside by creating a series of eforts to provide certain conditions that ensure contiouity and give direction to the activities so that the desired goal by the subject can be achieved. Motivation is energy of students come from inside or

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<sup>12</sup> Ellito,education pyschology. Third education(USA:Mgraw-Hill Companies,2000), p. 332)



outside which push themselves to do something. Motivation is considered as an essential part in learning speaking. Motivated students will speak up eagerly without feeling shy.

### **b. Functions of motivation in learning**

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

- 1) The people conductive to do, as activator or motor that detached energy.
- 2) Establish the purpose of deed, that is to purpose that be going to bird in hand.
- 3) Select of deed, that is establish the deeds what must worked that serration for achieve our purpose, with reject the deeds that not benefit mentioned of purpose.<sup>13</sup>

### **c. Kinds of Motivation**

Schunk classifies that motivation is divided into two parts, extrinsic motivation and intrinsic motivation.<sup>14</sup>

#### 1) Extrinsic Motivation

Extrinsic motivation is motivation which engages in an activity as a means to an end. Motivated students extrinsically

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<sup>13</sup> Sardiman A. M. *Interaksi & Motivasi Belajar Mengajar*, (Jakarta: PT. Raja Grafindo Persada, pers 2011), p.85

<sup>14</sup> Nerfi Istianti, "The Correlation Between...p10

work on activities because they believe that participation will result in desirable outcomes such as reward, teacher praise, or punishment. According to Santrock, extrinsic motivation causes someone to conduct something in order to get something else. In other words, it is a means to get something. Motivation is caused by external incentives such as rewards and punishments.

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

a) Teachers

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

in the classroom. So, teachers has responsibility to make teaching and learning process successfully.

b) Parents

The role of parents can influence upon students' extrinsic motivation in teaching and learning process. Parents give great influence to their children to achieve the good goals in schools. Jeremy Harmer stated that "if the parents are very much against the culture of the language this will probably affect his or her motivation in a negative way. If they are very much in favor of the language this might have the opposite effect".<sup>15</sup>This statement means that parents have an important role to motivate their children. They should have to support their children to create their motivation.

c) Environments

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

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<sup>15</sup> Jeremy Harmer, *The Practical of English...p4*

Tabrani environment is everything which exist around us, which has correlation and gives influence to ourselves.<sup>16</sup>

## 2) Intrinsic Motivation

Intrinsic motivation refers to motivation concerned in activities for its own sake. Internal motivation involves motivation to do something for its own desire. This motivation is appeared from ourselves. The students' who have intrinsic motivation will study hard and enjoy the teaching and learning process because they have desire to do everything from inside themselves. They do activities because they have own desire and reward from themselves and do not depend on the external rewards. Jeremy Harmer states that intrinsic motivation takes a vital role in the result of students' language learning.<sup>17</sup> Many students bring no extrinsic motivation to the classroom. They may perceive no interest about language learning in the classroom. Therefore, it becomes teacher' role to create intrinsic motivation in the classroom in order to maintain students' learning.<sup>18</sup>

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

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<sup>16</sup> Nerfi Istianti, The Correlation between... p.10

<sup>17</sup> Jeremy harmer, The Practical of English... p.4.

<sup>18</sup> Nerfi Istianti, The Correlation between... p.11.

intrinsic motivation to be more desirable to result in better learning outcomes than extrinsic motivation. Intrinsic motivation is better for students because if the students have intrinsic motivation, they will be easier and more enthusiasm in learning. Students who have intrinsic motivation also will be quicker and more simply to achieve their goals because they have motivation inside themselves. From the statement above, it is assumed that intrinsic motivation is caused by factors from outside of students. It can be from effort, desire, attitude, etc.<sup>19</sup>

Intrinsic motivation is a motivation coming from inner power that encourage someone to do something. Intrinsic motivation are inherent in the learning situations and meet pupil-needs and purpose. Intrinsically motivated activities are ones for which there is no apparent reward except the activity itselef. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and selfdetermination. Therefore intrinsic motivation is a motivation which come from own self like interest, curiosity, enjoyment. It is associated with activities that are their own reward.

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<sup>19</sup>Sardiman A. M. *Interaksi & Motivasi Belajar Mengajar*, (Jakarta: PT. Raja Grafindo Persada, pers 2011), p.95

#### d. Functions of Intrinsic Motivation

A successful learning depends on students learning motivation.

Motivation has important role to encourage students spirit in learning.

There are three functions of motivation:

- 1) As an activator to do something.
- 2) Deciding deed direction.
- 3) Select the activity.<sup>20</sup>

According to Mark Froiland, Intrinsic motivation has some functions:

- 1) Students can set goals far into the future.
- 2) Students find more satisfaction in their goal oriented behaviors.
- 3) Students are intrinsically motivated to learn more, exhibit better behavior, are happier and aspire to contribute the betterment of society.
- 4) The students have a greater sense of well being and are more engaged in the classroom because they understand the inherent benefit education.<sup>21</sup>

Based on Ormrod there are several functions of intrinsic motivation:

- 1) Giving direction for certain purpose.
- 2) Encourage the people to do.
- 3) To increase activity initiation.
- 4) To increase efforts and energy in learning.
- 5) To influence students cognitive process.
- 6) To increase students performace.<sup>22</sup>

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<sup>20</sup>Sardiman, A.M., *Interaksidan Motivasi Belajar Mengajar* ( Jakarta : RajawaliPers, 2011), p. 85.

<sup>21</sup>Jhon Mark Froiland, et. al, *Intrinsic Motivation to Learn: The Nexus between Psychological Health and Academic Succes* ( University of Northen Colorado: McKee Hall, 2012), p. 97.

<sup>22</sup>Jeanne Ellis Ormrod, *Psikologi Pendidikan* (Jakarta :Erlangga, 2009), p. 58.

From combining explanation above it can be concluded that there are three functions of intrinsic motivation: as an activator in doing something, deciding deed direction, select the activity, increasing efforts and energy in learning, to influence students cognitive process and to increase students performance.

On this discussion, researcher limits the purpose of intrinsic motivation into three points. The first as an activator in doing something, it means that motivation as an activator for everything that we will do, to increase effort and energy in learning and to increase activity initiation. The second deciding deed direction, it means that motivation can give a direction of what will we do base on the purpose, to decide whether motivation as support punishment. The third is select the activity. It means that students can select the activity that they will do and leave activity that useless.

#### **e. Principle of Intrinsic Motivation**

There is no one who study without motivation. Motivation means encouragement that comes from someone by conscious or un conscious to do something with the certain purposes. There are some principles of motivation:

- 1) Motivation is basic of learning activity.
- 2) Motivation creates learning achievement.
- 3) Motivation builds learning optimism.
- 4) Motivation such a reward is better than punishment.
- 5) Motivation has a big relation with learning needs.

- 6) Intrinsic motivation dominantly influenced than extrinsic motivation.<sup>23</sup>

Those are the principles of motivation. Besides there are some principle of intrinsic motivation, they are:

- 1) Reveals clear expectations.
- 2) To help students on determine their suggestion.
- 3) To help students to growing their curiosity.
- 4) To help students to maintain their wishes.
- 5) Using the varieties presenting in the class<sup>24</sup>

From explanation above, it can be conclude that intrinsic motivation has some principles: motivation is basic of learning activity, intrinsic motivation dominantly influenced than extrinsic motivation, motivation coming from own self is better because we don need incentives or punishment to make us work because the activity itself is rewarding. We enjoy the task or the sense of accomplishment that it brings.

#### **f. Factors that Influence Intrinsic Motivation**

There are three factors that influence intrinsic motivation, they are interest, curiosity, and enjoyment. The explanation can be seen as follow:

- 1) Interest

Interest is the feeling that you have when you want to know or learn more about something.<sup>25</sup>Interest is correlated to deeper

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<sup>23</sup>SyaifulBahriDjamarah, *PsikologiBelajar*, ( Jakarta : RinekaCipta, 2011), p. 152.

<sup>24</sup>Robert E. Slavin, *Educational Psychology : Theory and Practice* (Jakarta: Pearson Education, 2009), p. 122-124.



learning action, like memory of main idea and respond to more difficult questions if it is compared to beginning learning, like respond to simple questions and memory of word by word of a text. So, interest is a feeling or emotion that causes attention to focus on an object, event, or process.

## 2) Curiosity

Curiosity is another important aspect of motivation that teachers can stimulate and encourage. Curiosity is a strong desire to know about something. So, curiosity heavily associated with all aspects of human development, in which derives the process of learning and desire to acquire knowledge and skill.

## 3) Enjoyment

Enjoyment is the pleasure that you get from something or something that gives you pleasure. Enjoyment is thought of as engagement in a challenging experience that either includes or results in a positive affective state. The students who want motivated in learning process, they should enjoy the learning process. So, someone will pleasure by enjoying something.

So, interest, curiosity, and enjoyment intrinsically motivate someone to do something. Intrinsic motivation gives bigger influences for someone to get her or his ambition, so do in learning.

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<sup>25</sup>A S Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 2015), p. 783.

### g. Types of Intrinsic Motivations

There are four types of intrinsic motivations, they are self-determination, interest, optimal experience and full comprehension, and responsibility. The explanation can be seen as follows:

#### 1) Self-determination

In this case, the students believe that they do something because of their desire, it is not from external reward. When the students have a hard self-determination, their motivation will be improved and they have personal responsibilities in learning.<sup>26</sup> So, the students who have hard self-determination can be improved in learning.

#### 2) Interest

Interest is the feeling that you have when you want to know or learn more about something.<sup>27</sup> Interest is correlated to deeper learning action, like memory of main idea and respond to more difficult questions if it is compared to beginning learning, like respond to simple questions and memory of word by word of a text. So, interest is a feeling or emotion that causes attention to focus on an object, event, or process.

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<sup>26</sup>John W. Santrock, *Educational Psychology* (Jakarta: Salemba Humanika, 2009), p. 205.

<sup>27</sup>A S Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 2015), p. 783.

### 3) Optimal experience and full comprehension

To understand the intrinsic motivation, you need the right ideas.

Optimal experience and complete understanding include emotions and deep joy.

### 4) Responsibility

The learning environment supports students theoretically and independently. In order to maintain value and rank, it is advisable to motivate students more enthusiastically and understand many ideas than to complete tasks. This means that responsibility to students is very important. From the above explanation, we can conclude that there are four types of essential motivations: self-determination, interest, optimal experience, complete understanding, and responsibility.

## **h. Advantages and Disadvantages of Intrinsic Motivation**

Intrinsic motivation has advantages and disadvantages, below some advantages of intrinsic motivation:

- 1) To encourage the students to follow the lessons.
- 2) To minimize feeling bored when they have lack motivation in learning process.
- 3) Helps students to find their dreams.
- 4) To cultivate an attitude optimism in students self.
- 5) To teach students not to be easily discouraged.
- 6) To encourage the students to have positive and optimism in their education.<sup>28</sup>

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<sup>28</sup>Robert E. Slavin, *Educational Psychology : Theory and Practice* (Jakarta: Pearson Education, 2009), p.124.

Meanwhile disadvantages of intrinsic motivation can be seen as follow:

- 1) Students have lack motivation in school specially in learning process.
- 2) Rewards can decrease the quality of learning process.
- 3) Rewards maintain students action or spirit in short time. After getting the rewards students will back to unmotivated one.<sup>29</sup>
- 4) If teacher can not choose a suitable types of intrinsic motivation it will make students learn lazier and dont have optimism in education.
- 5) A bad types of intrinsic motivation make students can not wait the achievement and finally get bored.
- 6) Students will be easy get saturated.<sup>30</sup>

Therefore, intrinsic motivation not only has advatages, but also disadvantages.

#### **i. Characteristic of Students who has Intrinsic Motivation**

Students are interested and motivated, so motivating them with interest is the first vision of learning progress. When that happened, the learning goal was achieved and succeeded. The characteristics of students motivated to study are:

- 1) There is willing and wanting of success.
- 2) There is drive and need in learning.
- 3) There is appreciated in the learning.
- 4) There is good learning environment that makes the students can learn well.<sup>31</sup>

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<sup>29</sup>FahmyAlaydroes, *MenumbuhkanMotivasibelajarsiswa*, <http://pendidikanumat.blogspot.co.id/2008/01/menumbuhkan-motivasi-belajar-siswa.html?m-1>, accessed on Thursday, 29th December 2016, at 3.50 p.m

<sup>30</sup>SyaifulBahriDjamarah, *PsikologiBelajar*, ( Jakarta : RinekaCipta, 2011), p. 152.

<sup>31</sup>AgusSuprijono. *Cooperative Learning: Teoridanaplikasipaikem*, (Yogyakarta: PustakaPelajar, 2012), p. 163.

From those are, we can conclude that an essentially motivated person has seven characteristics. They are interested in students, curiosity, joy, positivity and optimism, learning joy, sense of ability and student self-determination.

## **B. Review of Related Findings**

There are similar previous researches that related to the research's topic. Therefore, the researcher uses these researches as developing of ideas. After looking at some similar theses and journals, finally the researcher found 4 theses which are researched by using intrinsic motivation in developing speaking performance. Here are some previous researches that related to intrinsic motivation in speaking.

The first was conducted by Hasibuan<sup>32</sup>. The study discusses the relationship between students motivation and speaking skills in the fifth semester of TBI in IAIN Padangsidimpuan. The problem in this research is that students who lack of vocabulary, students often complain that they cannot think of anything to say, students feel that they are lacking confident because they feel embarrassed, students also lack of language practice English both in the classroom and in real communication, and students are afraid make mistakes and are laughed at by their classmates.

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<sup>32</sup> Safinah Hasibuan, "The Correlation Between Students' Speaking Motivation and Speaking Ability of FTIK Students at Ma'had Al-Jami'ah IAIN Padangsidimpuan" (2019), <http://etd.uinsyahada.ac.id/id/eprint/2883>

Moreover, second related finding is according to Mai<sup>33</sup>. This researcher has investigated the speaking problems of the student at le than thien high school and get some results: the first problem, the students often translate the information in the text book into Vietnam before they did they task. The second problem most of students speaking performance sounded unnatural because they did not remember the structure and vocabulary when speak. Beside of that, they are also investigates the factors affecting they speaking performance and get the result: most of the students thought that their speaking performance was affected by topical knowledge. The next factor was listening ability and the last their performance was also affected by feedback during speaking activities and the pressure to perform.

The next related finding is correlation between level of anxiety and public speaking performance through systematic learning approach in foreign language.<sup>34</sup> This study described the relationship between level of anxiety and public speaking performance. the result of the study showed that there was significant negative correlation between level of anxiety and public speaking performance. it provided a result that although the participant that had a good public speaking, and vice verse. Next, the rule of the systematic learning to influence the public speaking was contributing toward the score of the public speaking performance which the mean was 81 that was categorized good.

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<sup>33</sup> Ngoc Mai, "Factors Affecting Students' Speaking Performance At Le ThanthHien High School" (2018), [www.multidisciplinaryjournal.com](http://www.multidisciplinaryjournal.com)

<sup>34</sup> Kamridah,abdul hakim, "Correlation Between Level of Anxiety and Public speaking Performance Through Systematic Learning Approach In Foreign language" (2018) [www.ijsr.net](http://www.ijsr.net)

This proved that the systematic learning approach provided good result for the participants' public speaking performance.

In addition, the last related finding by Youssuf<sup>35</sup>. The aim of this study was to find out the psychological factor that affects most of the Indonesia' English speaking performance in order to propose some solutions to overcome the problem. This study used a descriptive qualitative research methodology to collect the data. Although most of the students think that they have a good level of vocabulary or grammar, they also keep on feeling insecure while speaking. Most of the barriers were: being worried of making mistakes, feeling shy, and feeling frustrated while performing in English speaking. Finally, the researcher has proposed some solution that are expected to be significant remedies to overcome the problems mentioned above.

### **C. Conceptual Framework**

This researcher is to find out the correlation between students motivation and speaking performance on TBI students at sixth semester of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan to explain the process of the research, the researcher makes the conceptual framework at follow:

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<sup>35</sup> Haidara Youssuf, "Psychological Factor Affecting English Speaking Performance the English Learning In Indonesia" (2018) <http://www.researchgate.net/publication/309713876>

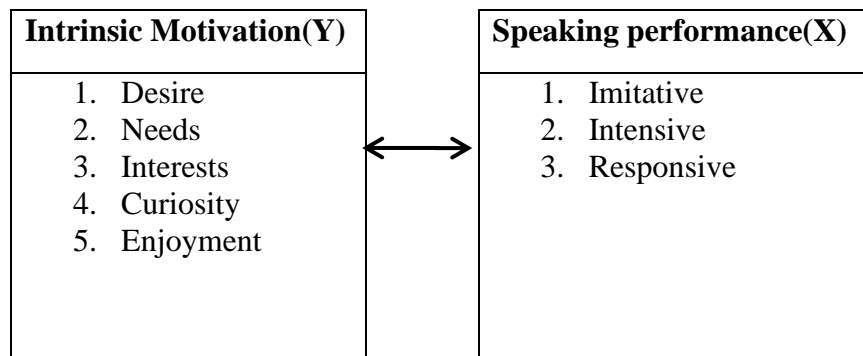


Figure I : Conceptual Framework

This study was a kind of correlation research. The researcher tried to find out the correlation between intrinsic motivation and speaking performance. They were variable X (Speaking performance) and variable Y (Intrinsic motivation).

Base on conceptual framework above, it could be explained that in speaking the students' need motivation. Intrinsic motivation have positive in students' speaking performance. Therefore, in this research, the researcher saw the correlation between intrinsic motivation and speaking performance.

#### **D. Hypothesis of the Research**

The researcher hypothesized that there is a significant correlation between intrinsic motivation and speaking performance on TBI students at sixth semester of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan in year 2022/2023.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Place and time of the research

This research was done in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. It is located at JL. T Rizal Nurdin No.Km 4, RW.5, Sihitang, Kec.Padangsidempuan Tenggara, Kota Padang Sidempuan, Sumatera Utara, 22733. This research started from January 2022 until finish.

#### B. Research Design

The research is correlation research. It is expected to know the correlation between intrinsic motivation and speaking performance. Correlation research describes an existing condition where it is distinctly from its correlation provide an estimate of just how relation of two variables. The researcher used it because she wants to analyze the correlation between intrinsic motivation and speaking performance. in this research there are two variables: intrinsic motivation and speaking performance. in this research, the researcher conducted this study into quantitative method. The quantitative methods of research are based on the collecting and analysis of numerical data, usually obtained from questionnaire, interview and test.<sup>36</sup>

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<sup>36</sup> Gay, K. R & Airasian, educational research: *Competences For Analysis And Application*(New Jersey: Mc. Grow Hill Book Company), p.32

The design of this research can be described by the following diagram:



Where X: Speaking performance

Y: Intrinsic Motivation

 : Correlation

### C. Population and Sample of The Research

#### a. Population of the research

The population of this research are the students of English department (TBI) at sixth semester of UIN SYAHADA Padangsidempuan in year 2022/2023. The population consist of three classes with 95 students. They are TBI-1 consist of 36 students, TBI-2 consist of 36 atudents, and TBI-3 consist of 23 students.

Based on explanation above, the population of the research can be seen on the following table below:

**Table I.**  
**Population of the research**

NO	CLASS	STUDENTS
1	TBI-1	36
2	TBI-2	36
3	TBI-3	23
TOTAL		95

(sources: Administration Affair of UIN SYAHADAPadangsidimpuan)

b. Sample of the research

The sample in this research took randomly from the population. The sample were the students of TBI at sixth semester of UIN SYAHADA Padangsidimpuan. The sample took randomly by using simple random sampling. The research was students as a sample in this research that divided into one class which is TBI-1 (consist of 36 students), for this class is not high or low class, this is same class. The researcher chooses the class because, his class is taught by the same lecturer. In this research, the researcher used random sampling.

#### **D. Instrument of the research**

In this research, the researcher used two kinds of instrumentation. They are questionnaire and speaking test. This instrument is used to analyze of intrinsic motivation and speaking performance at sixth semester of UIN SYAHADA Padangsidimpuan especially in TBI.

1) Questionnaire

Researcher has used the questionnaire form as instrument to collect data on student's intrinsic motivation. Questionnaires are consisted of number of questions should be answered by respondents asking about their action and beliefs.<sup>37</sup> The content of

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<sup>37</sup> Dale H. Schunk, et.all., *Motivation in education theory, research and applications*. 2008. P.14

questionnaire constructed based on the indicator as shown on the following table:

**Table II.**  
**Indicators of intrinsic motivation and the items of the intrinsic motivation**

Aspects	Indicators	Statements
Effort	Students attempt to learn English by : 1. Practice English every day	1. I always practice speaking English by practicing it almost every day 2. I always practice writing English anywhere
	2. Asking to when getting difficulties	1. I always ask the teacher when there is a vocabulary that I don't understand in English 2. I always ask the teacher when I have doubts about the correct pronunciation in English
	3. Doing English assignment	1. I immediately do the speaking task that given by the teacher 2. I do my task on time
Desire	4. Students like to speaking English	1. I am happy to be able to speak English 2. I want to be able to speak English well and correct pronunciation
	5. English is very important for students' career in the future	1. I want to be a master English because it will support my career in the future 2. I want to be a master English because it will help me in communicating with

Aspecks	Indicators	Statements
		outsiders when I work later
	6. Students exercise English by watching English program on television	<ol style="list-style-type: none"> <li>1. I prefer watching television programs in English than in Indonesian because it helps me increase my vocabulary</li> <li>2. I prefer watching television programs in English than in Indonesian because it helps me in practicing my pronunciation</li> </ol>
Attitude	7. Students like to speak English	<ol style="list-style-type: none"> <li>1. I like to speak English because it can facilitate me in speaking English</li> <li>2. I like to speak English because it's fun</li> </ol>
	8. Students considered English as an interesting lesson	<ol style="list-style-type: none"> <li>1. I am very happy if given the opportunity to express my opinion in English</li> <li>2. I am very excited to learn English</li> </ol>

The purpose of give a questionnaire to the students to know the student intrinsic motivation. The researcher have some steps to collect the data. First, the researcher prepares the form of questionnaire from theories about component of students intrinsic motivation. Then, it has been check by advisor and validator. Next, the researcher has gone to campus and comes into class to do the research.

The questionnaire is a form of the sentences serves in indicator statement questionnaire. There are 16 questions should be answer by

the students with five answer options or alternatives, the students free chose one of the alternative answers to suit the circumstance of themselves and their feelings. The researcher used likert scale to calculate the total score of the questionnaire of the questionnaire. Likert scale used to measure attitudes, opinion, and perception of the participant. According to Sullivan and Arikunto likert scale is imperative for those working in medical education and education research.<sup>38</sup>

**Table III.**  
**Description of likert scale**

No	Expression	Abbreviation	Positive	Negative
1.	Always(selalu)	SL	5	1
2.	Often(sering)	SR	4	2
3.	Sometime/kadang-kadang	KD	3	3
4.	Rarely(pernah)	P	2	4
5.	Never(tidakpernah)	TP	1	5

## 2) Speaking test

The second instrument is speaking test. In the speaking test the researcher want to see the speaking performance of the students by ask them to describe something that interest for students (Animals, Things, People, etc) and the students practice in front of the class.

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<sup>38</sup>Wage M. Vagias, “Likert-type scale response anchors”( <http://www.clemson.edu/centers-institutes/tourism/documents/sample-scales.pdf> accessed at November 29 th, 2014 retrieved on 09:25 pm)

Next the data is access by using rubrics by brown that consist of five criteria as grammar, vocabulary, comprehension, fluency and pronunciation.

**Table IV.**  
**Students' Speaking Indicators**

Criteria	No	Indicators of Speaking
Grammar	1	Error in grammar are frequent, but speaker can be understood by a native speaker use to dealing with foreigners attempting to speak his language.
	2	An usually handle elementary contruction quite eccurately but does not have though or control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accurary to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	4	Able to use the language acurately on all levels normally pertinent to professional need. Error in grammar are quite rare.
	5	Equivalent to that of an educated native speaker.
Vocabulary	1	Speaking vocabulary to that of an educated native speaker
	2	Has speaking vocabulary inadequate to express anything but the most elementary needs
	3	Able to speak language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.

	4	Can understand and participate in any conversation within the range of his experience with high degree of precision of vocabulary.
	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Comprehension	1	Within the scope of his very limited language experiences can understand simple questions and statement if delivered with slowed speech, repetition, or paraphrase.
	2	Can get the gist of most conversation of non-technical subjects (topics that require no specialized knowledge)
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that of an educated native speaker.
Fluency	1	(no specific fluency description. Refer to other four language areas for implied level of fluency).
	2	Can handle with confidence but not with facility most social situation, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional need. Can participate in any conversation



		within the range of this experience with a high degree of fluently.
	5	Has complete fluently in the language such that his speech is fully accepted by educated native speakers
Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Accent in inteligible though often quite faulty.
	3	Errors never intervere with understanding and rarely distrub the native speaker. Accent may be obviously foreign.
	4	Errors in pronunciation are quite area.
	5	Equivalent to and fully accepted by educated native speakers.

### E. Validity and Reability

Validity and reability of instrument are integral parts in conducting a study since the instrument which used must be valid and reliable before using it to collect the data. An instrument is a tool for measuring, observing, or documentation quantitative data. The instrument may be in the form of a test , questionnaire, tally sheet, log, observational checklist, inventory, or assessment instrument.<sup>39</sup> In this study, the researcher ensured that the instrument (test) will valid and reliable by doing validity and reability testing as follows:

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<sup>39</sup> Creswell, *Educational Research Planning, conducting and Evaluating Quantitative and Qualitative Research*.

## 1. Validity

Arikunto stated validity was the chances which show the level of instrument about measurement something.<sup>40</sup> There were two validity of instrument:

- a) Logical validity was the instrument which done by analysis logically; it was comfort to the content.
- b) Empirical validity was the instrument had comfortable to aspect empirically. In this research, the researcher used the logical validity and empirical validity.

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

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

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<sup>40</sup> Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2007), p.167

## 2. Reliability

A reliability test is consistent and dependable. If you give the same test to the same student or matched students on two different occasions, the test should yield similar results. The issue of reliability of a test may best be addressed by considering a number of factors that may contribute to the unreliability of a test. Consider the following possibilities: fluctuations in the student, in scoring, in test administration, and in the test itself.<sup>41</sup> Reliability is the degree to which a test constantly measures whatever it is measuring.

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

Where :

$r_{xy}$  = the coefficient correlation between variable

$x$  = the score from first part students

$y$  = the score from second part students

$\sum xy$  = the mean score all of the students<sup>42</sup>

To find out the reliability of the test, it will analyze by using the Spearman-Brown formula, as follows:

$$r_{xy} = \frac{2r_{xy}}{(1 + r_{xy})}$$

Where:  $r_{xy}$  = the reliability coefficient for the total test<sup>43</sup>

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<sup>41</sup>H. Douglas Brown. P 22

<sup>42</sup>Suharsimi Arikunto, Manajemen Penelitian... p. 158

<sup>43</sup> Walker, David A, *A Comparison of the Spearman-Brown and Flanagan-Rulon Formulas for Split Half Reliability Under Various Variance Parameter Conditions*, (Journal of

The researcher used the degree of coefficient correlation based on Arikunto's idea

0.80-1.00 = Very high

0.40-0.70 = High

0.40-0.50 = Enough

0.20-0.30 = Low

0.20-0.10 = Very low<sup>44</sup>

The score of questionnaire calculate by using formula.

$$\text{Score} = \frac{\text{sum of students' response for each item}}{\text{sum of ideal score}} \times 100$$

## E. Technique of Data Collection

### 1) Data from questionnaire

In collecting data from observation, the researcher distributed the questionnaire for the students. After that, the researcher asked them to give response to the questionnaire and collect it. There are several steps collecting the data:

- a) The researcher gave students intrinsic motivation questionnaire to the students after give it to the validator.
- b) The researcher verified the students response.

- c) The researcher gave score based on the following criteria. Scaling of the questionnaire use the liker scale where 5 point of response. They were Always/selalu (SL), Often/sering (SR), Sometimes/kadang-kadang (S), Rarely/pernah (p), Never/tidakpernah (TP) with consecutive score 5,4,3,2,1.
- d) The researcher calculated the students response score.

## 2) Data from speaking test

The researcher gave speaking test for the students. To make the validation of speaking test, the researcher choosed test based on curriculum and has been studied by the students. It will be conduct by the researcher through for teacher. The researcher will give the criteria for giving score to the scorer (leturer) and (researcher). Thus, the researcher and the scorer will give score based on the criteria.

There are several steps for collecting the data on speaking test.

- a. The researcher used video camera to take the students speaking performance in front of the class
- b. The researcher showed the students speaking performance on video to the teacher as scorer
- c. The researcher took the speaking performance from the score.

## **F. Technique of Data Analysis**

After collecting the data, the researcher was analyze it. There are two kinds of instrument that had been analyzed; questionnaire and speaking score. First, the questionnaire should be answer by student. The questionnaire is

adopted by the liker scale method. It is five point score, the researcher use likert scale. The result of questionnaire is sum up of the total score from the questionnaire respondents.

Then, the strength of student's intrinsic motivation questionnaire could be seen from the criteria below:

**Table V.**  
**Interpretation of the Coefficient Correlation r Value**

No	Strength	Criterion
1.	0.80-1.000	Very strong
2.	0.60-0.799	Strong
3.	0.40-0.599	Moderate
4.	0.20-0.399	Weak
5.	0.00-0.199	Very weak <sup>45</sup>

The score of coefficient correlation is calculated as follows:<sup>46</sup>

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

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<sup>45</sup> Riduan, Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula (Bandung: Alfabeta, 2005), p.89.

<sup>46</sup> Ahmad Nizar, *statistik untuk penelitian pendidikan* (Medan: perdana publishing, 2015), p.100

Then to express the magnitude of the contribution of the variable x to y, it can be determined from the coefficient of determination formula as follows:

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

Where: KD= determination coefficient value

r = correlation coefficient value

To know student's speaking performance, researcher used speaking rubric. The student's assesses with oral test. The test evaluated into five criteria: they are pronunciation, grammar, vocabulary, fluency and comprehension.

Finally, in order to determine the strength of the correlation, the researcher used general coefficient correlation as follow:

**Table VI.**  
**The Strength of the Coefficient Correlation**

No	Coefficient interval (r)	Interpretation
1.	0.00	No correlation
2.	0.01-0.19	Very low correlation
3.	0.20-0.39	Low correlation
4.	0.40-0.59	Quite strong correlation
5.	0.60-0.79	Strong correlation
6.	0.81-1.00	Very strong correlation <sup>47</sup>

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<sup>47</sup> Riduan, Belajar Mudah Penelitian... p. 97

$$rho_{xy} = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

$Rho_{xy}$  = coefficient correlation tata jenjang

D = difference

N = the number of participants

### G. Hypothesis

The hypothesis of this research are:

- 1)  $H_a$ : There is correlation between intrinsic motivation and speaking performance on TBI students at sixth semester of UIN SYAHADA Padangsidempuan in year 2022/2023.
- 2)  $H_0$ : There is no correlation between intrinsic motivation and their speaking performance on TBI students at sixth semester of UIN SYAHADA Padangsidempuan in year 2022/2023.

Hypothesis testing was done by comparing the value of  $r$ -counted with the value of  $r$ -table, it mean there is correlation between students' intrinsic mlotivation and students speaking performance. So, the hypothesis is accepted. Moreover, that two variables are correlated, the result is correlation coeffiicient if near +1.00, it means the two variables have positive correlation. In other word, student whose high score on one variable would be similar on the other variable. So, the hypothesis ( $H_0$ ) is accepted and null hypothesis ( $H_0$ ) is rejected.



To sum up, if correlation is near 0.00, the variables have no correlation. It means that students' score on one variable do not indicate their score on the other variable. Meanwhile, if a correlation coefficient is near -1.00, means the variables have negative correlation. It can be said a student with high score on one variable. In other words, hypothesis ( $H_a$ ) is rejected and null hypothesis ( $H_0$ ) is accepted.

## CHAPTER IV

### THE RESULT OF THE RESEARCH

#### A. Description of the Data

In this part, the researcher wanted to know whether there are significant the correlation between intrinsic motivation and speaking performance on TBI students at sixth semester of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan in year 2022/2023. So, the researcher wanted to describe the data, the score of students' motivation that are calculated by applying statistical analysis. By seeing to the research, it's find out the mean score of the students to both variables namely students' speaking performance as X variable and intrinsic motivation as Y variable.

##### 1. General Description

The purpose of this research is to correlate between intrinsic motivation and speaking performance at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. The researcher conducted this research study toward at sixth semester of students at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuanin academic year 2022/2023. There were three class for the sixth semester. They are TBI-1 consist of 23 students, TBI-2 consist of 36 atudents, and TBI-3 consist of 36 students.

## 2. Specific description

### a. Students intrinsic motivation

The researcher used the questionnaire to collect the data about students intrinsic motivation. It consist of 3 aspects such as: effort, desire and attitude and 16 items construct from 8 indicators.

So that, the students score are drawn as table below:

**Table 7**

**The Score to Questionnaires of Students' Motivation**

No	Name	Score
1.	Student 1	49
2.	Student 2	64
3.	Student 3	68
4.	Student 4	49
5.	Student 5	63
6.	Student 6	61
7.	Student 7	59
8.	Student 8	46
9.	Student 9	56
10.	Student 10	58
11.	Student 11	65
12.	Student 12	51
13.	Student 13	48
14.	Student 14	55
15.	Student 15	53
16.	Student 16	56
17.	Student 17	56

18.	Student 18	70
19.	Student 19	42
20.	Student 20	47
21.	Student 21	70
22.	Student 22	59
23.	Student 23	56
24.	Student 24	62
25.	Student 25	68
26.	Student 26	39
27.	Student 27	69
28.	Student 28	69
29.	Student 29	60
30.	Student 30	53
31.	Student 31	58
32.	Student 32	54
33.	Student 33	53
34.	Student 34	57
35.	Student 35	56
36.	Student 36	57

After applying the instrument of the research, the researcher found the students' score had been applied into table frequency distribution as shown in appendix 3. After the researcher has conducted student intrinsic motivation questionnaire at sixth semester of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. The researcher has to enter the students questionnaire result into the formula. Then, the researcher has been distributed this intrinsic motivation to the students. After the researcher distributed the

questionnaire for the students. Each of statement with an appropriate based Liker Scale where 5 point of response. They were Selalu/always (SL), Sering/often (SR), Kadang-kadang/sometime (KD), Pernah/rarely (P), Tidak pernah/never (TP) with consecutive score 5,4,3,2,1, (see appendix 2) that was chosen by the respondents of the questionnaire.

b. Speaking performance

The researcher used speaking test to see the speaking performance of the students. The researcher gave test for the sample TBI member (randomly) the test about describe something that interest for students (animals, things, people, etc) and the students' pratice in front of the class. Furthermore, the data is access by using rubrics by brown that consists of five criteria as grammar, vocabulary, comprehension, fluency and grammar. The researcher recorded students performance in speaking test. After that the researcher collected the student score from the two score (see appendix 6). The researcher used table to help the researcher in ciunting  $r$  (see appendix 8). Then, the researcher used student speaking score to find out reliability of the test (see appendix 8). So that, the students' score has in the table below:

**Table 8****The Rubric Of Speaking Test From Second Scorer**

No	Name	G	V	C	F	P	Raw score	Speaking score
1.	Student 1	3	3	3	3	4	15	75
2.	Student 2	4	4	3	3	3	17	85
3.	Student 3	2	3	3	4	3	15	75
4.	Student 4	2	4	3	4	4	17	85
5.	Student 5	3	3	3	3	3	15	75
6	Student 6	3	3	4	3	2	15	75
7	Student 7	4	3	3	3	4	17	85
8	Student 8	3	3	3	3	3	15	75
9	Student 9	3	3	3	3	2	14	70
10	Student 10	3	3	4	3	4	17	85
11	Student 11	4	3	4	3	3	17	85
12	Student 12	3	3	3	2	4	15	75
13	Student 13	3	4	3	3	4	17	85
14	Student 14	3	3	3	3	4	16	80
15	Student 15	4	3	2	4	3	16	80
16	Student 16	3	3	3	4	4	17	85
17	Student 17	3	4	3	2	4	16	80
18	Student 18	4	3	3	4	2	16	80
19	Student 19	3	4	2	3	3	15	75
20	Student 20	2	3	3	3	4	15	75
21	Student 21	3	2	4	3	3	15	75
22	Student 22	3	4	3	3	3	16	85
23	Student 23	3	4	3	3	4	17	85
24	Student 24	4	3	3	3	4	17	85

25	Student 25	4	3	3	4	4	18	90
26	Student 26	3	4	3	2	4	16	80
27	Student 27	4	3	3	3	4	17	85
28	Student 28	3	3	3	3	4	16	80
29	Student 29	3	4	3	3	3	16	80
30	Student 30	3	3	3	4	4	17	85
31	Student 31	4	3	3	3	4	17	85
32	Student 32	3	4	3	3	3	16	80
33	Student 33	3	3	3	4	4	27	85
34	Student 34	3	3	3	3	4	16	80
35	Student 35	3	3	4	3	3	16	80
36	Student 36	3	3	3	4	4	17	85

## B. Data Analysis

Data analysis of this research was the result of students intrinsic motivation and speaking performance score at sixth semester of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan in academic year 2022/2023. In selecting the sample, the researcher also does the homogeneity test. It is taken from the score of the speaking test of the students (see appendix 6).after the researcher do the homogeneity test, the researcher found the homogeneity by take sample randomly.

After the researcher got the sample, the researcher gave speaking test and questionnaire. Speaking test was given on Wednesday, March 2<sup>nd</sup> 2023 the test about describe something that interest for students (animals, things, people, etc) and the students' practice in front of the class. The result of

speaking test was found by counting the total score of each student. Then, the research analyzed it by Pearson product moment ( $r_{xy}$ ) formula to see correlation. Then questionnaire was given on Wednesday, March 2<sup>nd</sup> 2023 with 16 items (see appendix 2).

After collecting the data, the researcher analyzed it. There were two instruments that were analyzed: intrinsic motivation questionnaire and speaking test. First, the data was analyzed by scoring intrinsic motivation questionnaire. The result of the questionnaire found by sum up the total respondent's score from the questionnaire. Besides, the result of speaking performance was found by counting the total score of each student. Then, the researcher analyzed with formula to see the correlation.

The researcher found out the score of questionnaires of intrinsic motivation ( $y$ ) was 2572 and the score of speaking test of speaking performance ( $x$ ) 2931.5 of the sample class. The researcher found the total score of intrinsic motivation questionnaire and speaking score was 6927. After getting the result of each variable, the researcher used Spearman ( $\rho_{xy}$ ) formula to find out the correlation between intrinsic motivation and speaking performance and  $r$ -counted was 0.102 (see appendix 10). After the researcher calculated the data by using Spearman ( $\rho_{xy}$ ) formula,  $r$ -counted was low than  $r$ -table there is correlation between intrinsic motivation and speaking performance. The strength of it is correlation (intrinsic motivation and speaking performance) resides in very low correlation.



After the researcher calculated the data by using r-counted, then the researcher used t-counted to see the significant correlation by using r-counted. It found that t-counted higher than t-table in the degree of the freedom (df) n-2, t-count of intrinsic motivation and speaking performance was (0.597), t-table (0.364) (see appendix 11). thus, hypothesis was accepted. It was proven by scatter.

### C. Findings

Based on the data analysis above, the researcher found several findings. They are as follow: first, the researcher found the higher score of intrinsic motivation questionnaire 88 and the lowest score of intrinsic motivation questionnaire was 49. Thus, the highest score of speakig test of the sample class was 90 and 75 score for the lowest. The researcher found that the r-counted of intrinsic motivation and speaking performance (0.102), so the category was very low correlation. To know the strength of the correlation coefficient, the researcher looked to the table of interval coefficiet.

<b>Coefficient interval (r)</b>	<b>Interpretation</b>
0.00	No correlation
0.01-0.19	Very low correlation
0.20-0.39	Low correlation
0.40-0.59	Quite strong correlation
0.60-0.79	Strong correlation
0.80-1.00	Very strong correlation

The last, the researcher founds the  $t_{count}$  (0.597) and  $t_{table}$  (0.364) i degree of the freedom (df)  $n-2$  where the level of significance was  $(\alpha)$  0.05. it means that, students intrinsic motivatio and speaking performance have correlation. And the streghth of the correlation is the low correlation.

#### D. Hypothesis Testing

To provide the result of hypothesis in this research study, the researcher was calculated the data by spearman. The result of the correlation was  $(rho_{xy})=$  (0.102) in the degree of the freedom  $n-2$  where the level of significace 0.05. it could be concluded as follows:

The significance  $(\alpha)$  0.05 =  $t_{count} : t_{table} = (0.597 \geq 0.364)$ , it means that, the significance  $(\alpha)$  0.05  $t_{count}$  was bigger than  $t_{table}$  thus, the alterative hypothesis ( $H_1$ ) stated that there was correlation between intrinsic motivation and speaking performance were accepted. It considered that null hypothesis ( $H_0$ ) stated that was no correlation between intrinsic motivation and speaking performance were rejected. Based on the explanation above, the researcher had some assumtion as follows:

1. If the result of calculation  $rho_{xy}$  and  $t_{count} \geq t_{table}$ , the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted.  
There was positive correlation.
2. The result of the calculatio  $rho_{xy}$  and  $t_{count} \leq t_{table}$ , the null hypothesis ( $H_0$ ) was accepted and the alternative hypothesis ( $H_1$ ) was rejected.  
There was no correlation.

It means that, there was significant correlation between intrinsic motivation and speaking performance at sixth semester of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan because significance score of  $r_{ho_{xy}} = 0.102$  and  $t_{count} : t_{table} = 0.597 \geq 0.364$  in degree of the freedom (df)  $n-2$  where the level of the significance ( $\alpha$ ) was 0.05. it means that,  $t_{count}$  was bigger than  $t_{table}$ . Then, the result of this research, there was positive and significant correlation between intrinsic motivation and speaking performance at sixth semester of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan in academic year 2022/2023.

## E. Discussion

The result of this study supports the hypothesis of research, in which the correlation between intrinsic motivation and speaking performance at sixth semester of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan is positive correlation. It means that there is strong correlation between intrinsic motivation and speaking performance. Related to the index coefficient correlation between intrinsic motivation and speaking performance has been found 0.102, which is interpreted that student intrinsic motivation has improved the students' speaking performance.

There are some studies and discussions about the correlation between intrinsic motivation and speaking performance as conducted by Hasibuan<sup>48</sup>.

The study discusses the relationship between students motivation and

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<sup>48</sup> Safinah Hasibuan, "The Correlation Between Students' Speaking Motivation and Speaking Ability of FTIK Students at Ma'had Al-Jami'ah IAIN Padangsidempuan" (2019), <http://etd.uinsyahada.ac.id/id/eprint/2883>

speaking skills in the fifth semester of TBI in IAIN Padangsidempuan. This study has found the result of r table was 0.388 that showed there was correlation between two variables in very high category.

The second related is according to Mai<sup>49</sup>. This study has found the speaking problems of the student at le than thien high school and get some results: the first, the students often translate the information in the text book into Vietnam before they did they task. The second, most of students speaking performance sounded unnatural because they did not remember the structure and vocabulary when speak. Beside of that, they are also investigates the factors affecting they speaking performance and get the result: most of the students thought that their speaking performance was affected by topical knowledge. The next factor was listening ability and the last their performance was also affected by feedback during speaking activities and the pressure to perform. from those results, this study had similarities with this research about the factors that improved the speaking performance, but this study did not discuss about the intrinsic motivation.

The third research is correlation between level of anxiety and public speaking performance through systematic learning approach in foreign language.<sup>50</sup> The result of the study showed that there is significant negative correlation between level of anxiety and public speaking performance. it provided a result that although the participant that had a good public

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<sup>49</sup> Ngoc Mai, "Factors Affecting Students' Speaking Performance At Le ThanthHien High School" (2018), [www.multidisciplinaryjournal.com](http://www.multidisciplinaryjournal.com)

<sup>50</sup> Kamridah,abdul hakim, "Correlation Between Level of Anxiety and Public speaking Performance Through Systematic Learning Approach In Foreign language" (2018) [www.ijsr.net](http://www.ijsr.net)

speaking, and vice versa. Next, the rule of the systematic learning to influence the public speaking was contributing toward the score of the public speaking performance which the mean was 81 that was categorized good. This proved that the systematic learning approach provided good result for the participants' public speaking performance. The results of this study are not very relevant with this research, so the researcher did not found any similarities with the research.

The last related based on Youssuf<sup>51</sup>. The aim of this study was to find out the psychological factor that affects most of the Indonesia' English speaking performance in order to propose some solutions to overcome the problem. This study used a descriptive qualitative research methodology to collect the data. Although most of the students think that they have a good level of vocabulary or grammar, they also keep on feeling insecure while speaking. Most of the barriers were: being worried of making mistakes, feeling shy, and feeling frustrated while performing in English speaking. From this study, the researcher found the similarities about the barriers that students have in speaking, but this study did not explain more about intrinsic motivation.

#### **F. Threats of The Research**

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

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<sup>51</sup> Haidara Youssuf, "Psychological Factor Affecting English Speaking Performance the English Learning In Indonesia" (2018) <http://www.researchgate.net/publication/309713876>

some students did not serious because it was not important for them. So,  
some students did not want to enter the class to do the test.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The purpose of this research is to find out whether there was correlation between intrinsic motivation and speaking performance at sixth semester of UIN SYAHADA Padangsidempuan in year 2022/2023. This research was the correlation research. In this research, the researcher used quantitative data. In getting the data, the researcher gave intrinsic motivation questionnaire and speaking test to the students. There were 16 items for intrinsic motivation questionnaire and give the speaking test for students.

1. The students' score in the questionnaire of intrinsic motivation on TBI students of UIN SYAHADA Padangsidempuan was 2572 it was categorized into high category.
2. The students' score in speaking performance on TBI students at UIN SYAHADA Padangsidempuan was 2931.5 it was categorized into enough category from ideal score.
3. The researcher found the total score of intrinsic motivation questionnaire and speaking score was 6927. There was significant correlation between intrinsic motivation and speaking performance at sixth semester of UIN SYAHADA Padangsidempuan because significance score of  $\rho_{xy} = 0.102$  and  $t_{count} : t_{table} = 0.597 \geq 0.364$  in degree of the freedom (df)  $n-2$  where the level of the significance ( $\alpha$ ) was 0.05.

## **B. Implications of The Result**

Based on the results of this study, it can be found the implications was if the students have good in speaking performance, they have good intrinsic motivation, but if the students have weak in speaking performance, they have good intrinsic motivation.

## **C. Suggestion**

Based on the finding of the research, the researcher proposed several suggestion for teacher, students and reader.

1. After reading this research result, the English teacher would get information about the correlation between intrinsic motivation and speaking performance. Therefore, english teacher are expected to support the students to improve their intrinsic motivation. Moreover, the teacher can also understand that student intrinsic motivation must be considered as a supporting thing for their speaking performance. For that reason, after reading the thesis, the teacher is suggested to be more pay attantion to the student intrinsic motivation ot only focus on speaking performance.
2. for the students. Student are suggest to improve their intrinsic motivation in order to have good speaking performance. By improving their intrinsic motivation, their speaking performance will be improve too. It will be give positive impact each other.



3. Then, in this research, the researcher used questionnaire and speaking test. So, the researcher suggest to the next researcher who has interested to this research to conduct related research in the large scope.

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## CURRICULUM VITAE



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## Appendix 1

### Schedules of Collecting the Data

No	Day/Data/year	Sample	Activity
1.	Wednesday, March 1 <sup>st</sup> 2023	TBI-1	Giving questionnaire for students
2.	Thursday, March 2 <sup>nd</sup> 2023	TBI-1	Giving speaking test
3.	Thursday, March 2 <sup>nd</sup> 2023	TBI-1	Giving speaking test

## Appendix 2. Questionnaire of Intrinsic Motivation

### Questionnaire of students' Intrinsic Motivation

Name :

NIM :

Class :

Day/data :

Instruction :

1. Read the questions below and choose the response that best on your opinion
2. Put a check mark on the opinion that is considered appropriate
3. Students are given up to 15 minutes to answer
4. Choose answer "SL" for Always/selalu , "SR" for Often/sering, "S" for Sometimes/kadang-kadang , "P" for Rarely/pernah,"TP" for Never/tidakpernah.

No	Statements	Alternative answer				
		SL	SR	KD	P	TP
1.	I always practice speaking English by practicing it almost every day					
2.	I always practice writing English anywhere					
3.	I always ask the lecturer when there is a vocabulary that I don't understand in English					

4.	I always ask the lecturer when I have doubts about the correct pronunciation in English					
5.	I immediately do the speaking task that given by the teacher					
6.	I do my task on time					
7.	I am happy to be able to speak English					
8.	I want to be able to speak English well and correct pronunciation					
9.	I want to be a master English because it will support my career in the future					
10.	I want to be a master English because it will help me in communicating with outsiders when I work later					
11.	I prefer watching television programs in English than in Indonesian because it helps me increase my vocabulary					
12.	I prefer watching television programs in English than in Indonesian because it helps me in practicing my pronunciation					
13.	I like to speak English because it can facilitate me in speaking English					

14.	I like to speak English because it's fun					
15.	I am very happy if given the opportunity to express my opinion in English					
16.	I am very excited to learn English					



## Questionnaire of students' Intrinsic Motivation

### (Angkettentang Intrinsic Motivation)

Nama :

NIM :

Kelas :

Hari/Tanggal :

Petunjuk :

1. Bacalah pernyataan dibawah ini dan pilihlah respon yang sesuai dengan pendapat anda
2. Berilah tanda checklist pada pilihan pada pilihan yang dianggap sesuai
3. Siswa diberi waktu menjawab sekitar 15 menit
4. Pilihlah jawaban "SL" untuk selalu , "SR" untuk sering, "S" untuk kadang-kadang , "P" untuk pernah,"TP" untuk tidak pernah.

No	Statements	Alternative jawaban				
		SL	SR	KD	P	TP
1.	Saya selalu melatih berbicara bahasa inggris dengan mempraktikkannya hampir setiap hari					
2.	Saya selalu berlatih menulis dengan menggunakan bahasa inggris dimanapun saya berada					

3.	Saya selalu bertanya kepada dosen ketika ada kosa kata yang saya tidak faham artinya dalam bahasa inggris					
4.	Saya selalu bertanya kepada dosen apabila saya ragu tentang bagaimana pelafalan kosa kata dalam bahasa inggris					
5.	Saya langsung mengerjakan tugas speaking yang diberikan oleh dosen					
6.	Saya mengerjakan tugas tepat waktu					
7.	Saya senang berbicara bahasa inggris dengan lancar					
8.	Saya berbicara bahasa inggris dengan pelafalan yang baik dan benar					
9.	Saya ingin menguasai bahasa inggris karena akan menunjang karir saya dikemudian hari					
10.	Saya ingin menguasai bahasa inggris karena akan membantu saya dalam berkomunikasi dengan orang luar ketika bekerja nanti					
11.	Saya lebih suka menonton televisi yang berbahasa inggris daripada yang berbahasa Indonesia karena membantu untuk menambah kosakata saya					

12.	Saya lebih suka menonton televisi yang berbahasa inggris daripada yang berbahasa Indonesia karena membantu saya melatih pelafalan saya					
13.	Saya suka berbicara dalam bahasa inggris karena dapat memperlancar saya dalam berbicara bahasa inggris					
14.	Saya suka berbicara bahasa inggris karenamenyenangkan					
15.	Saya sangat senang ketika diberi kesempatan untuk menyampaikan pendapat saya dalam bahasa inggris					
16.	Saya sangat bersemangat belajar bahasa inggris					

Padangsidimpun, 03-08-2022

Validator

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**Appendix 3. The Distribution of Intrinsic Motivation Score Class**

No	Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Score	Grade	Criteria
1	Student 1	2	2	3	4	4	4	4	3	4	4	3	3	2	2	2	3	49	61	Strong
2	Student 2	3	3	3	3	5	5	5	5	5	5	3	3	4	3	4	5	64	80	Strong
3	Student 3	3	3	4	4	4	4	2	4	5	5	4	5	5	5	4	5	68	85	Very Strong
4	Student 4	3	3	2	3	3	4	4	3	5	5	3	3	2	2	3	3	49	61	Strong
5	Student 5	4	3	5	4	3	3	5	3	4	5	3	5	4	3	5	5	63	79	Strong
6	Student 6	3	3	5	5	5	3	5	3	5	5	3	3	3	4	2	4	61	76	Strong
7	Student 7	4	3	2	2	4	4	2	3	5	5	3	3	4	4	3	5	59	74	Strong
8	Student 8	3	3	3	3	4	3	3	3	3	3	3	2	2	2	3	4	46	58	Moderate
9	Student 9	3	2	3	2	5	5	5	3	5	5	3	3	4	3	3	4	56	70	Strong
10	Student 10	3	3	5	5	3	3	4	3	5	5	3	3	3	3	3	3	58	73	Strong
11	Student 11	3	3	4	4	4	5	3	4	5	5	4	4	4	4	4	4	65	81	Very Strong
12	Student 12	3	1	5	5	5	2	3	3	2	3	2	2	3	5	3	4	51	64	Strong
13	Student 13	3	1	2	2	4	4	4	3	4	3	3	3	4	3	3	3	48	60	Moderate
14	Student 14	4	3	2	3	5	4	2	3	4	3	3	3	3	4	3	4	55	69	Strong

15	Student 15	2	3	4	4	4	4	4	3	4	3	3	3	4	3	2	4	53	66	Strong
16	Student 16	5	4	3	4	5	2	3	4	3	4	4	3	3	3	4	3	56	70	Strong
17	Student 17	2	3	4	3	5	5	4	3	5	2	4	3	3	4	1	3	56	70	Strong
18	Student 18	5	5	5	3	3	5	3	5	4	5	5	4	4	5	5	5	70	88	Very Strong
19	Student 19	2	3	3	2	5	3	3	3	2	3	2	2	1	1	2	3	42	53	Moderate
20	Student 20	3	1	3	3	5	4	5	3	3	5	3	3	3	3	3	3	47	59	Moderate
21	Student 21	3	4	3	3	5	5	5	5	5	1	4	4	4	5	5	5	70	88	Very Strong
22	Student 22	3	2	2	2	4	5	3	3	5	5	4	2	4	5	3	5	59	74	Strong
23	Student 23	3	2	4	4	4	4	3	3	4	4	3	4	4	3	3	4	56	70	Strong
24	Student 24	3	2	4	4	3	3	5	3	5	5	5	4	5	5	3	5	62	78	Strong
25	Student 25	3	3	5	5	4	4	3	4	5	5	4	4	3	4	5	5	68	85	Very Strong
26	Student 26	3	3	3	3	3	3	5	2	2	2	3	1	2	2	2	2	39	49	Moderate
27	Student 27	3	3	5	5	5	5	5	4	5	5	3	4	4	5	3	5	69	86	Very Strong
28	Student 28	5	5	4	4	4	4	5	5	4	3	5	4	4	5	4	4	69	86	Very Strong
29	Student 29	4	3	5	5	3	3	5	3	5	5	2	2	4	4	2	5	60	75	Strong
30	Student 30	3	3	2	2	3	5	5	3	5	2	5	5	2	2	3	3	53	66	Strong



**Appendix 4. Analysis of the strength of student' intrinsic motivation**

No		No	
<b>1</b>	$\frac{49}{80} = 0,61$ $0,61 \times 100 = 61$	<b>19</b>	$\frac{42}{80} = 0,53$ $0,53 \times 100 = 53$
<b>2</b>	$\frac{64}{80} = 0,8$ $0,8 \times 100 = 80$	<b>20</b>	$\frac{47}{80} = 0,59$ $0,59 \times 100 = 59$
<b>3</b>	$\frac{68}{80} = 0,85$ $0,85 \times 100 = 85$	<b>21</b>	$\frac{70}{80} = 0,88$ $0,88 \times 100 = 88$
<b>4</b>	$\frac{49}{80} = 0,61$ $0,61 \times 100 = 61$	<b>22</b>	$\frac{59}{80} = 0,74$ $0,74 \times 100 = 74$
<b>5</b>	$\frac{63}{80} = 0,79$ $0,79 \times 100 = 79$	<b>23</b>	$\frac{56}{80} = 0,7$ $0,7 \times 100 = 70$
<b>6</b>	$\frac{61}{80} = 0,76$ $0,76 \times 100 = 76$	<b>24</b>	$\frac{62}{80} = 0,78$ $0,78 \times 100 = 78$
<b>7</b>	$\frac{59}{80} = 0,74$ $0,74 \times 100 = 74$	<b>25</b>	$\frac{68}{80} = 0,85$ $0,85 \times 100 = 85$
<b>8</b>	$\frac{46}{80} = 0,58$ $0,58 \times 100 = 58$	<b>26</b>	$\frac{39}{80} = 0,49$ $0,49 \times 100 = 49$
<b>9</b>	$\frac{56}{80} = 0,7$ $0,7 \times 100 = 70$	<b>27</b>	$\frac{69}{80} = 0,86$ $0,86 \times 100 = 86$
<b>10</b>	$\frac{58}{80} = 0,73$ $0,73 \times 100 = 73$	<b>28</b>	$\frac{69}{80} = 0,86$ $0,86 \times 100 = 86$

<b>11</b>	$\frac{65}{80} = 0,81$ $0,81 \times 100 = 81$	<b>29</b>	$\frac{60}{80} = 0,75$ $0,75 \times 100 = 75$
<b>12</b>	$\frac{51}{80} = 0,64$ $0,64 \times 100 = 64$	<b>30</b>	$\frac{53}{80} = 0,66$ $0,66 \times 100 = 66$
<b>13</b>	$\frac{48}{80} = 0,6$ $0,6 \times 100 = 60$	<b>31</b>	$\frac{58}{80} = 0,72$ $0,72 \times 100 = 72$
<b>14</b>	$\frac{55}{80} = 0,69$ $0,69 \times 100 = 69$	<b>32</b>	$\frac{54}{80} = 0,68$ $0,86 \times 100 = 68$
<b>15</b>	$\frac{53}{80} = 0,66$ $0,66 \times 100 = 66$	<b>33</b>	$\frac{53}{80} = 0,66$ $0,66 \times 100 = 66$
<b>16</b>	$\frac{56}{80} = 0,7$ $0,7 \times 100 = 70$	<b>34</b>	$\frac{57}{80} = 0,71$ $0,71 \times 100 = 71$
<b>17</b>	$\frac{56}{80} = 0,7$ $0,7 \times 100 = 70$	<b>35</b>	$\frac{56}{80} = 0,7$ $0,7 \times 100 = 70$
<b>18</b>	$\frac{70}{80} = 0,88$ $0,88 \times 100 = 88$	<b>36</b>	$\frac{57}{80} = 0,71$ $0,71 \times 100 = 71$



**Appendix 5. criterion of the strength of questionnaire**

Strength	Criterion	Sum of studets
0%-20%	Very weak	-
21%-40%	Weak	-
41%-60%	Moderate	5
61%-80%	Strong	24
81%-100%	Very strong	7

**Appendix 6.****The Rubric Of Speaking Test From Second Scorer**

No	Name	G	V	C	F	P	Raw score	Speaking score
1.	Student 1	3	3	3	3	4	15	75
2.	Student 2	4	4	3	3	3	17	85
3.	Student 3	2	3	3	4	3	15	75
4.	Student 4	2	4	3	4	4	17	85
5.	Student 5	3	3	3	3	3	15	75
6	Student 6	3	3	4	3	2	15	75
7	Student 7	4	3	3	3	4	17	85
8	Student 8	3	3	3	3	3	15	75
9	Student 9	3	3	3	3	2	14	70
10	Student 10	3	3	4	3	4	17	85
11	Student 11	4	3	4	3	3	17	85
12	Student 12	3	3	3	2	4	15	75
13	Student 13	3	4	3	3	4	17	85
14	Student 14	3	3	3	3	4	16	80
15	Student 15	4	3	2	4	3	16	80

16	Student 16	3	3	3	4	4	17	85
17	Student 17	3	4	3	2	4	16	80
18	Student 18	4	3	3	4	2	16	80
19	Student 19	3	4	2	3	3	15	75
20	Student 20	2	3	3	3	4	15	75
21	Student 21	3	2	4	3	3	15	75
22	Student 22	3	4	3	3	3	16	85
23	Student 23	3	4	3	3	4	17	85
24	Student 24	4	3	3	3	4	17	85
25	Student 25	4	3	3	4	4	18	90
26	Student 26	3	4	3	2	4	16	80
27	Student 27	4	3	3	3	4	17	85
28	Student 28	3	3	3	3	4	16	80
29	Student 29	3	4	3	3	3	16	80
30	Student 30	3	3	3	4	4	17	85
31	Student 31	4	3	3	3	4	17	85
32	Student 32	3	4	3	3	3	16	80
33	Student 33	3	3	3	4	4	27	85
34	Student 34	3	3	3	3	4	16	80
35	Student 35	3	3	4	3	3	16	80
36	Student 36	3	3	3	4	4	17	85

**Appendix 6. Data of speaking test from second scorer.**

No	Name	Score 1(x)	Score 2(y)	Avarage
1.	Student 1	88	75	81.5
2.	Student 2	87	85	86
3.	Student 3	80	75	77.5
4.	Student 4	82	85	83.5
5.	Student 5	82	75	78.5
6	Student 6	75	75	75
7	Student 7	85	85	85
8	Student 8	78	75	76.5
9	Student 9	82	70	76
10	Student 10	85	85	85
11	Student 11	85	85	85
12	Student 12	82	75	78.5
13	Student 13	83	85	84
14	Student 14	82	80	81
15	Student 15	75	80	77.5
16	Student 16	78	85	81.5
17	Student 17	83	80	81.5
18	Student 18	80	80	80
19	Student 19	80	75	77.5
20	Student 20	78	75	76.5
21	Student 21	80	75	80
22	Student 22	82	85	83.5
23	Student 23	83	85	84
24	Student 24	80	85	82.5
25	Student 25	90	90	90

26	Student 26	83	80	81.5
27	Student 27	87	85	86
28	Student 28	78	80	79
29	Student 29	80	80	80
30	Student 30	82	85	83.5
31	Student 31	83	85	84
32	Student 32	85	80	82.5
33	Student 33	83	85	84
34	Student 34	80	80	80
35	Student 35	75	80	77.5
36	Student 36	87	85	86

The average score of two scores by using the formula :

$$\frac{\text{score 1} + \text{score 2}}{2}$$

**Appendix 7. Calculation of coefficient correlation data between first scorer and second scorer of speaking test.**

No	X	Y	X	Y	$x^2$	$y^2$	Xy
1.	88	75	6.12	-5.9	37.45	35.64	-36,53
2.	87	85	5.12	4.03	26.21	16.24	20.63
3.	80	75	-1.88	-5.97	3.53	35.64	11.22
4.	82	85	0.12	4.03	0.01	16.24	0.48
5.	82	75	0.12	-5.97	0.01	35.64	-0.71
6	75	75	-6.88	-5.97	47.33	35.64	41.07
7	85	85	3.12	4.03	9.73	16.24	12.57
8	78	75	-3.88	-5.97	15.05	35.64	23.16
9	82	70	0.12	-10.97	0.01	120.34	-1.31
10	85	85	3.12	4.03	9.73	16.24	12.57
11	85	85	3.12	4.03	9.73	16.24	12.57
12	82	75	0.12	-5.97	0.01	35.64	-0.71
13	83	85	1.12	4.03	1.25	16.24	4.52
14	82	80	0.12	-0.97	0.01	0.94	-0.11
15	75	80	-6.88	-5.97	47.33	0.94	6.67
16	78	85	-3.88	4.03	15.05	16.24	15.63
17	83	80	1.12	0.97	1.25	0.94	-1.08
18	80	80	-1.88	-0.97	3.52	0.94	1.82
19	80	75	-1.88	-5.97	3.52	35.64	11.22
20	78	75	-3.88	-5.97	15.05	35.64	23.16
21	80	75	-1.88	-0.97	3.52	0.94	1.82
22	82	85	0.12	4.03	0.01	16.24	0.48
23	83	85	1.12	4.03	1.25	16.24	4.52
24	80	85	-1.88	4.03	3.52	16.24	-7.57

25	90	90	8.12	9.03	65.93	81.54	73.32
26	83	80	1.12	-0.97	1.25	0.94	-1.08
27	87	85	5.12	4.03	26.21	16.24	20.63
28	78	80	-3.88	-0.97	15.05	0.94	3.76
29	80	80	-1.88	-0.97	3.52	0.94	1.82
30	82	85	0.12	4.03	0.01	16.24	0.48
31	83	85	1.12	4.03	1.25	16.24	4.51
32	85	80	3.12	-0.97	9.73	0.94	-3.02
33	83	85	1.12	4.03	1.25	16.24	4.51
34	80	80	-1.88	-0.97	3.52	0.94	1.82
35	75	80	-6.88	-0.97	47.33	0.94	6.67
36	87	85	5.12	4.03	26.21	16.24	20.63
$\Sigma$	2948	2915	0.32	0.08	455.34	740.94	258.86
	81.88	80.97					

## Appendix 8.

### Reliability of test.

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

$$r_{xy} = \frac{258.86}{\sqrt{(455.34)(740.94)}}$$

$$r_{xy} = \frac{258.86}{\sqrt{337379.61}}$$

$$r_{xy} = \frac{258.86}{580.84}$$

$$r_{xy} = 0,44$$

### Total degree of correlation:

$$r_{xy} = \frac{2r_{xy}}{(1 + r_{xy})}$$

$$r_{xy} = \frac{2(0.44)}{(1 + 0.44)}$$

$$r_{xy} = \frac{0.88}{1,44}$$

$$r_{xy} = 0.61 = \text{high}$$

## Appendix 9

### The description of students intrinsic motivation and speaking performance

No	Student intrinsic motivation	Speaking performance	D	D <sup>2</sup>
	61	81.5	-20.5	420.25
	80	86	-6	36
	85	77.5	7.5	56.25
	61	83.5	-22.5	506.25
	79	78.5	0.5	0.25
	76	75	1	1
	74	85	-11	121
	58	76.5	-18.5	342.25
	70	76	-6	36
	73	85	-12	144
	81	85	-4	16
	64	78.5	-14.5	210.25
	60	84	-24	576
	69	81	-12	144
	66	77.5	-15	255
	70	81.5	-11.5	132.25
	70	81.5	-11.5	132.25
	88	80	8	64
	53	77.5	-24.5	600.25
	59	76.5	-17.5	306.25
	88	80	8	64
	74	83.5	-9.5	90.25
	70	84	-14	196
	78	82.5	-4.5	20.25



	85	90	-5	25
	49	81.5	-32.5	1056.25
	86	86	0	0
	86	79	7	49
	75	80	-5	25
	66	83.5	-17.5	306.25
	72	84	-12	144
	68	82.5	-14.5	210.25
	66	84	-18	324
	71	80	-9	81
	70	77.5	-7.5	56.25
	71	86	-15	225
				6972

## Appendix 10

### The calculation of correlation spearman of student's intrinsic motivation and speaking performance

#### a. Pearson coefficient

$$\begin{aligned}rho_{xy} &= 1 - \frac{6 \sum D^2}{N(N^2 - 1)} \\rho_{xy} &= 1 - \frac{6 \times 6972}{36(36^2 - 1)} \\rho_{xy} &= 1 - \frac{6 \times 6972}{36(1296 - 1)} \\rho_{xy} &= 1 - \frac{41832}{46620} \\rho_{xy} &= 1 - 0.8972 \\rho_{xy} &= 0.102\end{aligned}$$

#### b. $t_{count}$

$$\begin{aligned}t_{count} &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\t_{count} &= \frac{0.102\sqrt{36-2}}{\sqrt{1-0.102^2}} \\t_{count} &= \frac{0.102\sqrt{34}}{\sqrt{1-0.01}} \\t_{count} &= \frac{0.102 \times 5.83}{\sqrt{0.99}} \\t_{count} &= \frac{0.594}{0.994} = 0.597\end{aligned}$$

#### c. degree of freedom

$$df = n - 2$$

$$df = 36 - 2$$

$$df = 34$$

It showed that  $t_{count}$  (0.586) is higher than  $t_{table}$  (0.364) in degree of the freedom (df) n-2 where the level of significance ( $\alpha$ ) 0.05. thus, the null hypothesis ( $H_0$ ) is rejected and the alternative ( $H_1$ ) is accepted



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**Yth. Rektor UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan**

Dengan hormat, bersama ini kami sampaikan bahwa :

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Alamat : Desa Silayang, Kec. Ranah Batahan, Kab. Pasaman Barat

adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan judul **“The Correlation Between Intrinsic Motivation and Speaking Reformance at Sixth Semester of UIN Syahada”**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

a.n Dekan

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**12** Juni 2023

Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan menerangkan bahwa:

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adalah benar telah melakukan penelitian di Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan dari tanggal 1 s/d 20 Maret 2023 dengan judul "The Correlation between Intrinsic Motivation and Speaking Performance on TBI Students at Sixth Semester of UIN Syahada Padangsidempuan".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

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