The Relationship between English Learning Motivation and Junior High School Student's Speaking Ability

Madina Lailisabila,
UIN KH Ahmad Shiddiq, Jember
e-mail: madinalailis@gmail.com

Aminullah'
UIN KH Ahmad Shiddiq, Jember
E-mail: amin77lucky@gmail.com

ARTICLE INFO

ABSTRACT

This study aims to determine whether there is a correlation between English learning motivation and students speaking ability. The research used a quantitative method in correlational research design and statistical tests of IBM SPSS 20 with the Spearman-rank Correlation test formula. After testing both variables, the data shows no relationship between English learning motivation and students speaking ability. The inferential statistical analysis results show that the result of the Spearman-rank Correlation test is valued as much as $Sig = 0.224 < 0.05$ (there is no correlation) with a correlation coefficient of 0.167. Eventually, the correlation test results between learning motivation and students' speaking ability show that students' speaking ability is not thoroughly influenced by motivation in learning English.

INTRODUCTION

People use speaking almost every time to complete their needs as a tool to interact orally. It is also used to share information and maintain good social relations. Many people learn these skills to communicate with the world community because it is considered necessary in communication. In addition, according to J.B. Heaton,

speakers must have good aspects of the language, such as pronunciation, grammar, vocabulary, and fluency. The process of producing, receiving, and accessing information will be done well through good language aspects.

In speaking English, being able to talk to friends or foreigners in their language is undoubtedly the goal of many English learners. However, speaking in it is the biggest problem that students need help with. Many students cannot use English in the classroom and communicate honestly. For some students, speaking skill is challenging to be mastered. Such as Nguyen said in his study, many English learners struggle to express themselves through speaking in English because each student has problems during the learning process as a non-native speaker. Besides, students also should have the strength from the inside to speak up. In other words, some factors affect students speaking ability.

In Brown's book *Principles of Language Learning and Teaching*, learning motivation is an internal force or a personal decision that a person makes about the experience or goals they want to achieve in the learning process. Hightivation to learn can affect students in doing various things, including their ability in language classes. It is assumed that students with high motivation in learning English will be more successful, brave, and confident than those with low or no motivation. That is why motivation is essential in English learning.

Likewise, with students' speaking ability in language classes, speaking is undoubtedly an essential skill that needs to be taught and learned by students in learning English. Learning motivation must be one of the factors that influence it. For example, in a study conducted by Degang, he found that highly motivated students also have excellent speaking skills. It means a positive relationship exists between English learning motivation and students' speaking ability.

Students' motivation makes learning in language classes much easier and more enjoyable. Gardner also speculates that motivation is closely related to language learning achievement. Sabri added that motivation is an essential factor for a student. Because the success

achieved by students cannot be separated from the factors that support it, he divides motivation into two kinds; there is intrinsic and extrinsic motivation.

The study results by Aidil Syah Putra (2017) indicate an increase in students' speaking ability through motivation. The results of this study indicate that students' speaking ability increases due to increased motivation. This motivation can be seen from the speaking scores of students who have reached the Minimum Completeness Criteria (KKM) that the school has provided.

According to Nerfi Istianti (2013), in her research, motivation is closely related to students' speaking abilities because motivation can make learning more accessible and more enjoyable. This statement is evident from the results he got in his research, and he found a significant relationship between the two. So it is necessary to have motivation in students to learn to speak. Moreover, motivated students often get the best results on their tests.

As well as these previous studies, Sebastianus Menggo (2017) found the same thing. From the hypothesis testing, it was found that there was a significant correlation between English learning motivation and students' speaking ability. This research finding is in line with relevant concepts and previous relevant research, which both highlighted that motivation is psychology factor that significantly contributes to students' speaking performance. It is imperative to make students succeed in speaking English.

Another researcher Aidil Syah Putra (2017), had a similar result; his research showed an improvement in the students' speaking ability through motivation. It can be seen in the students' speaking scores which had reached the score of Minimum Mastery Criterion (KKM). In addition, the student's motivation scores in learning to speak showed significant improvement. The average student's score in learning to speak was 74.75, and the average student's motivation score was 77.62. It means that the students have high motivation to learn to speak. From the evidence above, the researcher concluded that there was a positive correlation between motivation way in teaching speaking ability. The students are more

active in class and more interested in developing speaking ability through motivation.

All the previous studies above found a significant positive correlation between students' English learning motivation and speaking ability. In the book *Interaksi dan Motivasi Belajar Mengajar* by Sardiman, motivation can become very complex if it has caused a movement of energy in a person so that it is attached to psychology, emotions, and feelings to do something. That is an impulse because of the desire that grows within a person.

While the research by Wa Ode Fatimah (2019) showed a moderate correlation, the finding shows that students speaking achievement were primarily categorized as moderate category and students are moderately motivated in speaking English. Since the findings show that motivation affects students' speaking achievement, but it is not too significant, categorized as moderately significant. Even Wiranggi Wahidin (2019)claimed no correlation between both variables. In this case, the student's motivation factors and speaking skills are unrelated.

In the previous research above, all studies discuss the same object about the correlation between motivation in learning English and speaking ability, even have different research results. Some of them showed a significant correlation. Then moderately significant, even one did not have a significant correlation. From some of the theories presented, a research question arises, "Is there any significant relationship between motivation in learning English of junior high school learners and their speaking ability?" this will be studied further by researchers with the methods that have been prepared.

Therefore, this study aims to determine whether there is a relationship between English learning motivation and students speaking ability in the hope that it can provide theoretical and practical significance. For the theoretical, the researcher hopes that the results of this study confirm the theory related to the relationship between learning motivation and students' speaking ability. As for the practical, the researcher hopes that 1) For the teacher, the result

of this research will be helpful for the teacher to find out what the current students' motivation is like and to know the speaking condition of SMPN 1 Ajung students. 2) For another researcher, it is also hoped that the results of this study can be an additional reference for other researchers who will discuss similar topics.

This study conducted to know whether there is or not a significant relationship between the motivation in learning English of the second-grade students SMPN 1 Ajung and their speaking ability. This research is expected to be useful and provide information about English learning in SMPN 1 Ajung, especially on the speaking ability of second-grade on the relationship between their English learning motivation. The researcher also hopes to provide significance both theoretically and practically and researchers hopes that the results of this study can confirm the theory related to the relationship between learning motivation and students' speaking ability.

Practically, the result of this research hopefully useful for the teacher to find out what the current students' motivation is like and to know the speaking condition of SMPN 1 Ajung students and can be an additional reference for other researchers who will discuss similar topics.

There have been many studies that have examined the relationship between learning motivation and speaking, but the novelty of the research is very important as a benchmark for scientific work. The logic, new things usually attract people's attention to be studied more deeply. In this current study, the researcher will be researching in different contexts, to get separate results related to the theme. Thus, it can invite people to always want to know the latest developments in the field of education, especially in language.

Therefore, the novelty of this study is the research object used. Several previous studies conducted tests on objects with a higher level, such as senior high school students and university students, while the object of this research was junior high school students in the rural area of East Java, Ajung Jember. Hence, the researcher

hopes that this current research is expected to contribute the new theories in the field of education, especially English language learning.

METHODS

This research is a quantitative method in correlational research design. Quantitative research is a process of testing hypotheses using research instruments and analyzing statistical data from a sample to be studied. At the same time, from the data obtained and collected, the correlational design analyzes whether there is a relationship between two or more quantifiable variables.

The research populations are all the second-grade students of SMPN 1 Ajung in the academic year 2022/2023. Where the subjects of this research were two classes, there were; VIII B and VIII C, with a total of 64 students of second grade SMPN 1 Ajung. A sample is the main object taken from the overall target of the research population. While sampling is a data collection method that takes part of the population and is used to determine the characteristics of the desired population. The sampling technique in this study used a purposive sampling technique which uses specific considerations in the decision, where the sampling technique in this study used a purposive sampling technique which uses specific considerations in the decision of purpose. The first consideration is for students with the same intelligence level in English. The second is the suggestion from the English teacher at SMPN 1 Ajung.

Researchers used several techniques in this study to obtain data, including questionnaires and oral tests. The questionnaire was distributed to identify how motivated students were to learn English. On the other hand, the oral test conducted by the researcher on students aims to find out how far the students' speaking ability is.

Questionnaire was used to collect data about how far the students have been motivated in their English learning. The questionnaire consists of several questions about the intrinsic and extrinsic motivation that respondents must answer according to their actions, reactions, and beliefs by calculating 5 Likert scales.

There are: Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree.

The questionnaire used was adapted from the Motivation for Reading in English Questionnaire (MREQ) by Komiyama, which has been changed to Indonesian to make it easier for students. It consists of 10 intrinsic motivation questions and ten extrinsic questions. However, the researcher wants to change some question items to suit the situation and conditions around students and change them to Indonesian. It is also distributed to the two classes using Google Forms to make it easier for researchers to identify how motivated students are in learning English. The questionnaire format is shown in Table 1 and Table 2.

Table 1. The Blue Print of Students' Intrinsic Motivation in Learning English

Intrinsic Motivation	
Indicator	**Question**
Self-actualization	*Saya suka belajar banyak hal menarik dalam bahasa Inggris.*
	Saya senang belajar ketika saya mempelajari hal baru dari materi bahasa Inggris.
	Saya menyukai pembelajaran bahasa Inggris yang sulit dan menantang.
	Saya suka ketika topik materi bahasa Inggris membuat saya berpikir lebih banyak.
	Saya suka mempelajari bacaan-bacaan yang bagus dalam bahasa Inggris.
Needs	*Saya menikmati belajar dalam bahasa Inggris untuk mempelajari apa yang sedang terjadi di Indonesia dan di dunia.*
	Sulit bagi saya untuk berhenti belajar bahasa Inggris ketika topik materinya menarik.
	Saya belajar bahasa Inggris karena saya mengetahui bahwa saya perlu melatih bahasa Inggris saya.
Future goals	*Saya belajar bahasa Inggris karena saya perlu melakukannya dengan baik untuk memasuki SMA nanti.*
	Saya suka belajar bahasa Inggris tentang materi yang akan saya dapatkan di SMA nanti.

Table 2. The Blue Print of Students' Extrinsic Motivation
in Learning English

Extrinsic Motivation	
Indicator	**Question**
Test	*Saya mencoba untuk belajar dalam bahasa Inggris karena saya membutuhkan nilai yang baik dalam ujian.*
	Saya belajar bahasa Inggris karena saya ingin nilai belajar yang lebih tinggi daripada teman dan teman sekelas saya dalam ujian.
	Saya ingin belajar bahasa Inggris untuk meningkatkan nilai mata pelajaran bahasa inggris saya.
Commendation	*Saya suka belajar bahasa inggris karena guru saya pernah mengatakan bahwa saya pandai dalampelajaran bahasa Inggris.*
	Saya suka pelajaran bahasa inggris karena teman-teman saya pernah mengatakan bahwa saya pandai dalam pelajaran bahasa Inggris.
	Saya suka ketika mendapatkan pujian tentang kemampuan pembelajaran bahasa Inggris saya.
	Saya belajar bahasa Inggris karena saya merasa senang ketika menjawab pertanyaan guru dengan benar di kelas.
Success and its rewards	*Saya belajar bahasa inggris agar bisa memiliki nilai yang lebih baik dari teman-teman saya sehingga bisa mendapatkan hadiah.*
	Guru saya selalu memberikan hadiah kepada murid yang memiliki nilai tinggi.
Failure and its penalties	*Saya belajar bahasa inggris karena takut mendapatkan nilai yang kecil dan mendapatkan sebuah hukuman.*

RESULTS AND DISCUSSION

In this study, the researcher took several steps to find data analysis results that showed the relationship between the motivation to learn English and students' speaking abilities of the second-grade SMPN 1 Ajung. As defined within the research method, the researcher allotted questionnaires to decide the motivation in

learning English of the second-grade SMPN 1 Ajung students. Then an oral test was held to determine the students' speaking skills.

First of all, the researcher analyzes every piece of data that has been collected. Motivation to learn is assessed using a Likert scale, and speaking ability is assessed using three elements of J.B. Heaton's assessment criteria. Second, after all the data is collected, researchers analyze with the correlation formula to see the relationship between both variables.

The analysis prerequisite test is used to determine whether the data to be tested qualified for the calculation of the hypothesis test. It includes the normality test. This test is carried out to evaluate the data set against its distribution, whether the data is normally or abnormally distributed. This data can be seen using the Kolmogorov-Smirnov Test on SPSS 20, as shown in Table 4 below:

Table 4. Normality Test Score of the Learning Motivation and Speaking Ability

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		55
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	4.66189140
Most Extreme Differences	Absolute	.224
	Positive	.224
	Negative	-.170
Kolmogorov-Smirnov Z		1.664
Asymp. Sig. (2-tailed)		.008

Source: Processed data from SPSS 2020 results

The table above shows that the Sig generated is 0.008 < 0.5, thus, the results of this data are abnormally distributed. Thus, the hypothesis testing was carried out using non-parametric correlation tests using the Spearman Rank Correlation formula in the IBM SPSS Statistics 20 application.

Hypothesis Testing

Hypothesis testing was carried out using non-parametric tests. It is because the prerequisite tests did not require the criteria, including the results being abnormally distributed. Hence, Hypothesis testing was carried out using the Spearman Rank Correlation in the IBM SPSS Statistics 20 application. Spearman Rank testing to measure the relationship between two variables, learning motivation (X) and speaking ability (Y). This test is used because it can dictate the magnitude and direction of the contribution of the independent variables to the dependent variable in the form of categories or rankings.

Hypothesis testing is formulated with the criteria for rejecting or accepting the hypothesis under the results of calculations in the SPSS program. The table below will be explained the hypothesis testing that has been formulated. Criteria for rejection or acceptance of the hypothesis in the SPSS program are as follows:

a. Accept Ho and reject Ha if the value of Sig > 0.05. This value means there is no significant relationship between the two correlated variables.

b. Accept Ha and reject Ho if the value of Sig < 0.05. This value means that there is a significant relationship between the two correlated variables.

Instrument Validity Test

The instrument must also have validity and reliability standards. Therefore, researchers must ensure that the instrument is declared valid and reliable. It is necessary to test the validity and reliability of the instrument.

This test is used to measure the validity of the questions in the questionnaire. The item is declared valid if the questions can measure something to be measured well. In other words, the validity test aims to determine the suitability of the measuring instrument for the question item.

The validity test process used in this research is a construct validity test. The test is carried out by connecting each question item

to the total score of each variable using the Pearson correlation in the IBM SPSS Statistics 20 application. The validity level of the question items can be seen from the correlation value between each question item and the resulting total score.

a. If r count value > r table = valid

b. If r count value < r table = invalid

The r table value can be seen in the guidelines for the distribution of the r table value of 5% with the number of respondents (N) used. The following table is the distribution of r table value significance 5% and 1% to be used.

Table 5. Distribution of r-table value Significance 5% and 1%

N	The level of Significance			The level of Significance	
	5%	1%		5%	1%
1	0,997	0,999	0	0,632	0,765
2	0,950	0,990	0	0,444	0,561
3	0,878	0,959	0	0,361	0,463
4	0,811	0,917	0	0,312	0,403
5	0,754	0,874	0	0,279	0,361
6	0,707	0,834	5	0,266	0,345
7	0,666	0,798	0	0,254	0,330

Instrument Reliability Test

Reliability testing is a process that must be taken in a quantitative study to determine whether the answers to question items can be consistent and stable over time. Measurement of the reliability test in this study used the IBM SPSS Statistics 20 application. Question items will be declared reliable if the Cronbach Alpha value that appears is greater than 0.6, which means that the questions on the questionnaire can be accepted and declared stable, trusted, and consistent.

Spearman Rank Correlation

Hypothesis testing has formulated the criteria for rejection or acceptance of the hypothesis following the results of calculations in the SPSS program. The table below will be explained the hypothesis testing that has been formulated. Criteria for rejecting or accepting the hypothesis in the SPSS program are as follows:

a. Accept Ho and reject Ha if the value of Sig > 0.05. This means that there is no significant relationship between the two correlated variables.

b. Accept Ha and reject Ho if the value of Sig < 0.05. This means that there is a significant relationship between the two correlated variables.

The results of hypothesis testing are in the following Table 5:

Table 6. Spearman Rank Correlation Test of the Learning Motivation and Speaking Ability

Correlations

			Rank motivation	Rank Speaking
Spearman's rho	Rank motivation	Correlation Coefficient	1,000	,167
		Sig. (2-tailed)		,224
		N	55	55
	Rank Speaking	Correlation Coefficient	,167	1,000
		Sig. (2-tailed)	,224	
		N	55	55

Source: Processed data from SPSS 2020 results

The results were obtained at the Sig value of 0.224 with a correlation coefficient of 0.167; thus, there is no significant relationship between the two variables. Therefore, Ho, with the statement, "there is no significant relationship between motivation in learning English and students' speaking ability," is accepted. Meanwhile, Ha, with the statement, "there is a significant relationship between motivation in learning English and students' speaking ability," is rejected. In addition, it has a fragile correlation category seen from the correlation coefficient value obtained.

In general, this research result in line with previous research reviewed by Wiranggi Wahidin, this finding supports the theory that speaking ability is not entirely influenced by motivation in learning English. It is also supported by Sarwan's explanation in his book, entitled Belajar dan Pembelajaran. The success or failure of achieving

educational goals depends significantly on how students experience the learning process as a learner and how to grow their motivation. Therefore, errors can occur in the learning process when students succeed in growing their learning motivation but not with good results. There is a possibility of errors in the learning process itself. As stated by Nia Juniarti, explained about students' learning motivation was not following their abilities. She said this could be due to the influence of the student's learning process, like their attitude, laziness, lack of time, underestimating the task, and environment.

Besides, the object and the research location are new things in this current study. Research conducted in big cities will get different results when conducted in the suburbs. An article by Reza Amarta Prayoga stated that cities make English flow to the current that grows together with the urge to migrate, which is the cultural identity of the urban environment. Supported by complete learning facilities, it will enable students to be more proficient in developing their abilities. Therefore it became a factor in the absence of a relationship between English learning motivation and the speaking ability of second-grade students SMPN 1 Ajung.

Under the data calculations that have been discussed previously, these results indicate that there is no relationship between both variables. As well known that Sig = 0.224, with the correlation coefficient value between the two variables showing a very weak correlation; of 0.167. It states that the magnitude of the correlation coefficient is in the direction of 0.000 - 0.199, which means it is very weak or uncorrelated. Thus, from the presented hypothesis, Ha is rejected while Ho is accepted (0.224 > 0.05).

CONCLUSION

The English learning motivation and students speaking ability of the second grade SMPN 1 Ajung are categorized as a poor, very weak, and insignificant relationship. Most of them could have answered the questions better. There were severe pronunciation and grammatical errors, full of unnaturally long pauses with intermittent

and interrupted delivery, and some of them gave up on the researcher's oral test. While for the student learning motivation result, most students are motivated to learn English, have a desire for the future, understand the importance of a lesson, and have a desire to get high scores but irrelevant to the speaking test results obtained. It shows no significant relationship between motivation in learning English and the speaking ability of the second-grade students SMPN 1 Ajung because the results data found are higher than 0.05. The correlation coefficient has a fragile relationship between the two variables.

As the data presented above, the researcher concludes from the results that there is no significant relationship between motivation in learning English and the speaking ability of the second-grade students of SMPN 1 Ajung. Because the results data found are higher than 0.05. The correlation coefficient has a very weak relationship between the two variables.

Finally, the researcher suggests that 1) English teachers can guide students in learning English better, especially in their speaking skills, because motivation is insufficient, and a more specific learning environment is needed. 2) Researchers hope this research is helpful for other researchers and education experts in discussing similar topics and can be used as a reference wisely and correctly.

REFERENCES

Brown, H. D. (2006). *Principle of Language Learning and teaching*. New York: Pearson Education.

Degang, M. (2010). *Motivation toward English language learning of the second year undergraduate Thai students majoring in business English at an English-medium university*. Unpublsihed Graduate Thesis., Srinakharinwirot University.

Desiana, D. (2020). Hubungan antara Motivasi Siswa terhadap Kemampuan Berbicara Bahasa Inggris. *Prosiding Seminar*

Nasional Pendidikan STKIP Kusuma Negara II, (November 2020): 54-59.

Fatimah, W. O. (2019). The Correlation between Students' Motivation and Their Speaking Achievement at English Department of Halu Oleo University. *Journal of English Education and Teaching*, 4 no.2 : 249-259.

Gay, L. R. (2012). *Educational Research: Competencies for Analysis and Applications*. New York: Pearson Education.

Heaton, J. B. (1988). *Writing English Language Test*. London: Longman.

Mega, I. R. (2020). Speaking Skills in Correlation with English Speaking Learning Habit and Self Confidence of Vocational High School Students. *Journal of Language Teaching & Learning*, 6 no. 2: 173-180.

Istianti, N. (2013). *The Correlation between Students' Motivation in Learning Speaking and Their Speaking Ability*. Unpublished Undergraduate Thesis, UIN Syarif Hidayatullah Jakarta.

Juniarti, N. (2015). Faktor Penyebab Menurunnya Hasil Belajar Siswa Pada Pembelajaran Sosiologi di SMA. *Jurnal Pendidikan*. 6 no. 2: 1-11.

Menggo, S. (2016). English Learning Motivation and Speaking Ability. *Journal of Psychology and Intruction*, 7 no. 2: 70- 76.

Nguyen, T. (2015). Factors Affecting Students' Speaking Performance at Le ThanhHien High School. *Asian Journal of Educational Research*, 8 no. 2: 8-23.

Prayoga, A. (2019). Pola Pikir Penggunaan Bahasa Inggris pada Masyarakat Perkotaan di Jabodetabek, *Jurnal Bahasa*. no. 1 (Juni 2019): 39-52.

JLIC
Journal of Language Intelligence and Culture

Putra, A. S. (2017). The Correlation between Motivation and Speaking Ability. *Journal of English Language Education and Literature*, 9 no. 1: 36-57.

Sarwan. (2013). *Belajar & Pembelajaran*. Jember: STAIN Jember Press

Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: PT Alfabet.

Sardiman, A. M. (2012). *Interaksi dan Motivasi Belajar Mengajar*. Depok: PT Rajagrafindo.

Ur, P. A. (1996). *Course in Language Teaching*. Cambridge: Cambridge University Press.

Wahidin, W. (2019). *Correlation between Motivation and Speaking Skill at The Fifth Semester of English Department at UNISMUH Makassar*. Unpublished Thesis, Universitas Muhammadiyah Makassar.