

**THE CORRELATION BETWEEN STUDENTS' SPEAKING
SKILL AND THEIR MOTIVATION TO LEARN ENGLISH**

(Descriptive Research at the Eighth Grade of SMP Aisyiyah Paccinongang)



THESIS

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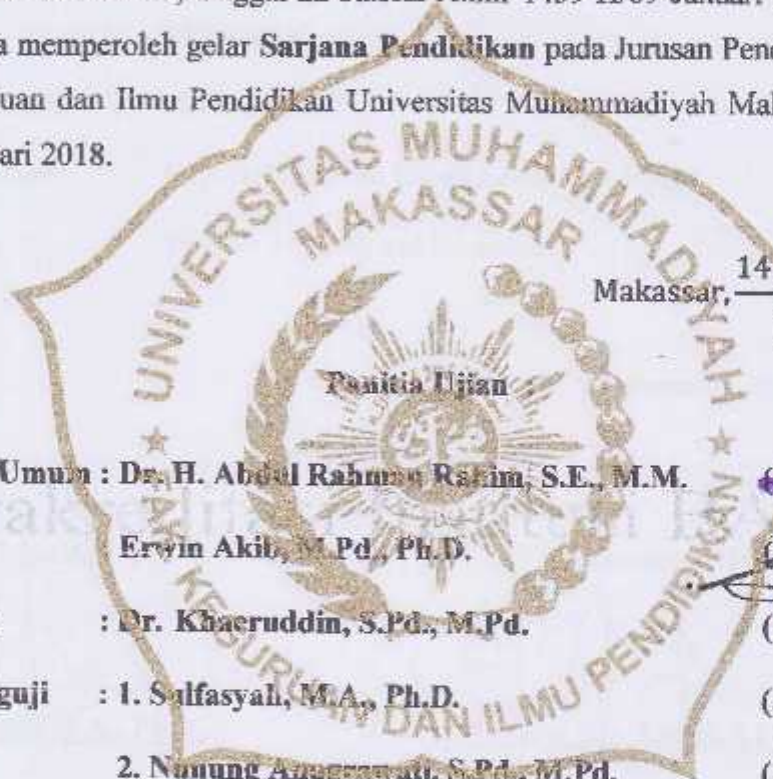


**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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MOTTO & DEDICATION

“Ku olah kata, kubaca makna, kuikat dalam alinea, kubingkai dalam bab sejumlah lima, jadilah mahakarya, gelar sarjana kuterima, orangtua, calon suami dan calon mertua pun bahagia”

“Sesungguhnya sesudah kesulitan ada kemudahan, Maka apabila engkau telah selesai (dari suatu urusan), tetaplah bekerja untuk urusan lain, Dan hanya kepada Tuhanmulah engkau berharap...” (QS. 94:6,7,8)

“When someone say your dream is too big, you can say to him that his think is too small”

“Do something different, something crazy, take the risks, and you will come different as you wish”

“Your duty as a child is lifting your family pride”

This ordinary creation is dedicated for my extraordinary parents and sisters who always pray the best for me, Sacrifice and give me their sincere endless love and care which lead me to success, And also all people who love and pray for me . . .

ABSTRACT

YULIANA. 2018. The Correlation between Students' Speaking Skill and Their Motivation to Learn English (Descriptive research at the Eighth Grade of SMP Aisyiyah Paccinongan). Guide by Sulfasyah as the first consultant and Nurdevi as the second consultant.

The research aimed at identifying whether there was a correlation students' speaking skill and their motivation to learn English. The researcher used a quantitative research which involved two quantifiable variables and how closely they were related. The research sample consisted of 20 students and the data was obtained by using speaking test and questionnaires.

The result of research about relationship between students' speaking skill and their motivation to learn English was determined by correlation coefficient in person product formula. The correlation coefficient was 0.74 in the interval of 0.70- 0.90, this means that the correlation belongs to "High correlation". In order words there was significant correlation between students' speaking skill and their motivation to learn English. Therefore, it was concluded that if the higher motivation belonged to students, the better ability in speaking English would be achieved by themselves.

Key words : Speaking Skill, Motivation

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May Allah Subanahu Wata'ala always be with us and give us power and guidance to keep ours believe till the end of our life. *Amen*

Makassar, Februari 2018

Yuliana

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CHAPTER I

INTRODUCTION

A. Background

The first international language is English, and in this globalization era, millions of people want to improve their English speaking. It is caused by English speaking is one of the ways to communicate. Communication is an essential need for human being. it means that the goal for students learning English speaking is that they are able to use language to communicate effectively and appropriately for all life's requirements, both social and academic. (Walter, 2004:16)

Communication with language is carried out through two basic human activities: speaking and listening. There are of particular importance to psychologist, for they are mental activities that hold clues to the very nature of human mind. In speaking people put ideas into words, talking about perception feelings, and intention they want other people to grasp. (Clark and Clark, 1977:3)

Oral communication is the process by which thoughts are transferred through spoken words from one person to another. to be successful, it requires an interaction between the two persons involved the speaker and the listener. oral communication deals with thoughts and words. (Gupit, 1986:3)

Speaking is fundamental to human communication. In our daily life most of us speak more than we write, yet many English teacher still spend the majority class time on reading and writing practice almost ignoring speaking and listening skills. This is not a good balance. If the goal of your language class is truly to

enable your students to communication in English, the speaking skills should be taught and practiced in language classroom. (Noval, 2012 : 76)

The study of speaking like the study of other uses of language is properly an interdisciplinary enterprise. It involves understanding the psycholinguistic and interpersonal factors of speech production, the form meanings, and process involved, and can be developed. (Kaplan, 2002:27)

In the process of learning, motivation can be said as an inner drive to achieve learning activity so the purpose of the subject learning can be maintained in educational environment; motivation is one of the very important factors to encourage a learner to learn more rapidly and effectively. The motivation may come from the learners themselves that is the intrinsic, or outside of the learners, that is, the extrinsic. For those who have intrinsic motivation, they will have strong responsibility to learn. On the contrary, for those who have extrinsic motivation, their enthusiasm to study depends on the conditions outside.

One of factors affects of students in learning speaking is motivation. Motivation seems having an important role developing students' speaking skill. Motivation is energy of students' which come from inside or outside encouraging themselves to do something. It will give strength to student learning speaking in order to speak up. In fact motivated students will do everything which supports their performance. They will do the best way to get the best result.

Highly motivated learners are more likely to synchronize their roles willingly with the teacher in the various processes in classroom learning. Elliot et all (2000:332) state that learning enables us to acquire new knowledge and skills,

and motivation provides the impetus for showing what we have learned. In general, more-motivated people achieve at higher. Furthermore, (Gage and Berliner 1984:374) state that as a means, motivation becomes one of the factors like intelligence or previous learning that determine whether students will achieve the knowledge, understanding, or skill that we want to have. In other words the higher motivation is, the higher the achievement will be.

From the Problem above, the researcher would like to find out whether or not there is a significant correlation between students's speaking skill and their motivation to learn English. Therefore, the researcher determines the title “ **The Correlation between Students' Speaking Skill and Their Motivatioan to Learn English**”.

B. Problem statement

Based on the background, the researcher formulation the problem statement of the research as follows:

Is there any significant correlation between students' speaking skill and their level of motivation to learn English?

C. Objective of the Research

Relevant to the research question above, this research has two objective, they are:

To find out whether or not there is a significant correlation between students's speaking skill and their motivation to learn English.

D. Significant of the Research

The research gives some useful information about speaking skill and students' motivation. Hopefully, the result of this research will be useful for students, and researcher itself.

1. For Students

By knowing the correlation between speaking skills and their motivation, the students can enhance their knowledge about the relationship between speaking skill and motivation inside themselves to get new things.

2. For Researcher

By doing the research, the researcher hopes that he can learn and get more information to identify the problems both correlation between students' speaking skill and their motivation.

E. Scope of the Research

The typical problem of the topic must be limited and specify in order to be able to have a focus of attention on the research discussions. The scope of the research is speaking skill and their motivation.

1. Speaking skill is elements of speaking consists of grammar, pronunciation, vocabulary and fluency.

2. Motivation consists of Extrinsic motivation and intrinsic motivation.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Previous Related Research Findings

Yulis (2016) the pupose of this research was to find out the correlation between students' motivation and speaking skill at 8th grade in MTSN Rambah. The population of this research consist of 20 students. However, all population were going to be taken as the sample of the research. Collecting the data of the research, the reseacher used two technique, they were quistioner and also test. For motivation case, the researcher used quistioner as the instrumentation of the research and speaking performance, the researcher used performance test. To analyze the data that has been collected, the researcher used r product moment and also SPSS aplication. After analyzing and calculating the data, it was found that r calculated was 0,506 with level significance 0.05, and the degree of freedom ($df = n - 2$) was 18. It means that r calculated was higher than r-table ($0.515 > 0.404$). So, there is correlation between two variables above. Therefore, the research hypothesis is accepted, that said "There is correlation between students' motivation and speaking skill at 8th grade in MTSN Rambah".

Rosalina (2014) this study is purposed to find out the correlation between students' motivation and their English learning achievement at the second grade of SMAN 3 TANGSEL academic year 2013/2014. The sample of this study is the 31 students in the XI Science 4 class. The English learning achievement in this study refers to the students' English learning score. Based on the aim above, the researcher formulated the study correlational study. The result from the

calculation, the value of is 0.143. Then the researcher compared it with at the significant degree 5% (0.355), the correlation between students' motivation and their English learning achievement is negative ($r = 0.143 < 0.355$). So, the alternative hypothesis which states that “ means that there is correlation between X variable and Y variable” is rejected.

Istianti (2013) conducted a research the correlation students' motivation in learning speaking speaking and their speaking ability. The result of the research show that there is correlation between students' motivation in learning speaking and thier speaking ability. it is provide by the r_{xy} (0.555) is bigger than r table in the degree significance 5% (0.349) and 1% (0.449). It is considered the null hypothesis (H_0). In this research is rejected students' motivation in learning speaking and their speaking ability is accepted. In Conclusion there is positive correlation between students' motivation in learning speaking and thier speaking ability.

Based on the previous findings above the researcher explains the research findings are similarities from Yulis's findings, Rosliana' and Istianti's findings. Yulis's finding concern correlation between students' motivation and speaking skill at 8th grade in MTSN Rambah. Rosliana correlation between students' motivation and their English learning achievement at the second grade of SMAN 3 TANGSEL and Istianti's finding research the correlation students' motivation in learning speaking speaking and their speaking ability and my research The Correlation between Students' speaking skill and their motivation to learn English.

B. Speaking Skill

1. Elements of Speaking

a. Accuracy

Based on Webster Dictionary (1996:15), accuracy is the quality of being accurate, while in Oxford Dictionary (2005), accuracy is degree of being correct. Marcel (1996:15) states that accuracy is a manner of people in using appropriate word and pattern of sentences, while Hornby (1995: 130), states that accuracy is the state of being or exact and without errors, especially as result of careful effort.

According to Richards (1992:31), accuracy concerns “the ability to produce grammatically correct sentence.” In other words, accuracy in language means grammatical accuracy only.

According to Harmer in Budiarno, (2014:10) aspects of speaking accuracy can be divided as follow:

1) Pronunciation

Pronunciation is an act or result of producing the sound of speech, including articulation, vowel information, accent, and inflection, often with reference to some standard of correctness or acceptability (Webster’s : 1989)

Simon and Schuster, in Budiarno (2014: 10) defines pronunciation as:

(i) The act of pronouncing words with reference to the pronunciation of sound, the placing of stress, intonation, etc. (ii) The manner of uttering a discourse noticeably accent is not most priority matter to be native speaker like pronunciation, but having sure that the saying are understood more important. In

other hands, the language learners need to be able to say what he or she wants to say. This means that his/her pronunciation should be at least adequate for that purpose (being understood). It cannot be separated from intonation and stress.

2) Vocabulary

Vocabulary is very important in speaking English. It is impossible to speak without mastery of vocabulary. Therefore, this element is somewhat essential to learn before practicing speaking. The students sometimes get trouble in memorizing all vocabulary that they have known because they seldom practice and use them. Thus, it needs to keep them in their mind.

Good in Budiarno (2014:10) defines vocabulary as content and function words of language which are learned so thoroughly so that becomes part of Childs' understanding speaking, reading, and writing. Harmer (1991:135) divides vocabulary in two types that is active vocabulary and passive vocabulary. Active vocabulary is the words that students have learned and they expect to be able to use them. Passive vocabulary is the words they can recognize but cannot be produced.

3) Grammar

Grammar whose subject matter is the organization of words into various combinations, often representing many layers of structure, such as phrase sentences and complete utterances (Ba'dulu, 2001:15) as the basic of framework to find the sentences productively needed. The fact however shows that the students' mastery of English structure is skill less as found cut by some previous

researchers. Simon and Schuster in Budiarno (2014:12) defined grammar in the following:

- a) The study of language, which deals with the forms and the structure of words (morphology) and with the customary arrangement in phrases and sentences (syntax).
- b) The system of words structure and words arrangement of a given language at a given time.
- c) A system of rules for speaking and writing a given language.
- d) A book containing rules.
- e) One of speaking and writing, it has to be learned because the valuable transmission in speech through the understanding of structural patterns.

According to Thornbury (2005), the terms “accuracy” seems to cover more than that. Specifically, speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation, as well. He also sets the clear scale for assessment of accuracy:

- a) Grammar: Students use correct words order, tenses, tense agreement, etc.
Students do not leave out articles, prepositions or difficult tenses
- b) Vocabulary: Students have a range of vocabulary that corresponds to the syllabus year list and uses words you have taught.
- c) Pronunciation: Students speak and most people understand.

b. Fluency

Fluently means being able to communicate one's ideas without having to stop and think too much about what one is saying. Richards (1992:141) defines fluency as the features which gives speech the qualities of being natural and normal.

Brown, (1980:255) fluency is ready and expressive use of language. It is probably best achieved by allowing the "stream" of speech to "flow" then, assume of this speech spills over beyond comprehensibility to river bank of instruction or same details of phonology, grammar and discourse explained that fluency defined as the ability to across communicative intent without to much hesitation and to many pause or breakdown in communication. It refers to how well you communicate in a natural manner.

Hornby (1995:122) states that fluency is the quality or condition of being fluent. Fluency is highly complex notion relate mainly to smoothness of continuity in discourse. It includes a consideration of how sentence are connected, how sentence patterns vary in word- order and omit elements of structure and also certain aspects of the prosody of discourse.

Furthermore, she explains that from a foreign language teaching point of view, fluency is said to describe a level of proficiency in communication which include:

- 1) The ability to produce spoken language with ease.
- 2) The ability to speak with a good but not necessarily perfect common of intonation, vocabulary and grammar.

- 3) The ability to communicate ideas effectively.
- 4) The ability to produce continuous speech without causing comprehension difficulties or a breakdown communication.

According to Thornbury (2005) points out the criteria for assessing fluency. They are as follows:

- a) Lack of hesitation: Students speak smoothly, at a natural speech. They do not hesitate long and it is easy to follow what they are saying.
 - b) Length: Students can put ideas together to form a message or an argument.
 - c) They can make not only the simplest of sentence pattern but also complex ones to complete the task.
 - d) Independence: Students are able to express their ideas in a number of ways, keep talking and ask questions, and many more to keep the conversation going.
- c. Complexity

Complexity means that speech where the message is communicated precisely. More advance gramatical form are used, such as subordination and clausal embeddings, which are appropreate for speech in the relation to the social and the cultural context, as well as the roles of, and relationship with, interlocutors, (Cristine and Anne, 2012:43)

Another form of complexity which relates to the learning of subtle differentations of meaning or acquiring knowledge of the contexts in which specific language form are appropriate and acceptable would be a matter of futher

learned linguistic knowledge. The mechanism by which this knowledge is acquired are general processes.

Gardner (1998) in Kaplan (2002:40) Analyzed the functional complexity of such signal in English, which can present problems of interpretation for nonnative speaker. At the higher level, research into sociopragmatics has revealed the extent to which listener's experience of own culture can hinder understanding in another.

From definition above, it is concluded complexity which is acquiring knowledge of the contexts in which specific language form are appropriate and acceptable would be a matter of further learned linguistic knowledge or speech relation to the social and cultural contexts.

C. Motivation

1. Definition of Motivation

Motivation is very important in everything we will do. It is powerful for us to get the best in doing something. Moreover, in teaching and learning process, motivation is very needed. Motivation makes teaching and learning easier and interesting. It is very good if both of teacher and students motivate each other in teaching and learning process.

Motivation involves the process that energize, direct, and sustain behavior. It means that motivation is the process in which pushes and shows students something and keep on the activity continuously (Santrock, 2006:414)

Kakkar (2011:15) states that motivation is an internal state that activates guides and sustains behavior. Educational psychological research on

motivation is concerned with the volition or will that students bring to a task, their level of interest and intrinsic motivation, the personally held goals that guide their behavior, and their belief about the causes of their success or failure.

James says that the idea of someone to conduct activity and control frequency of the action is called motivation. It is used to see whether the students are interested in classroom activities. So, students' motivation is a vital part in teaching and learning process. It gives a great influence to students to push themselves in learning to get their needs, goals and interests.

Motivation is a very important determinant in human behavior. The understanding of these determinants is very essential so that it is possible to evaluate behavior in an objective manner. Enquiry into the role of motivation is essential in order to understand the invigorating mechanism in human beings. Motivation theory cannot be without utility. It has to reinforce and provide some fundamental interpretation about basic nature of human energies. (Kundu and Tutoo, 2008:134)

From definition above, it is concluded that motivation is an energy and direction to do something. Motivation is a process to get success and has a great influence to the future achievement, in teaching and learning process, giving motivation to the students is a process to push and to support them to learn. Therefore, it can help the students to achieve their goals.

2. Kind of Motivation

Schunk classifies that motivation is divided into two parts Extrinsic motivation and Intrinsic motivation.

a. Extrinsic motivation

Extrinsic motivation involves doing something to obtain something else. Extrinsic motivation is often influenced by external incentives such as reward and punishment. For example, a student may study hard for a test in order to obtain a good grade in the course.

Learning will be far more long-standing when it is sustained by intrinsic motivation than when it is driven by the more transitory push of external reinforcement. However, that extrinsic motivation may be necessary to get a learner to initiate certain action or get the learning process started and off dead end. Intrinsic motivation may require an external reinforcement to get it under way, but once it comes to function autonomously. (Sprinthall, 1990:523) Therefore, Extrinsic motivation is motivation which comes not from inside of ourselves but from outside.

Many other factors that influence upon students' extrinsic motivation in teaching and learning process as follows:

1) Teacher

Teacher is a person who has an important role in teaching and learning activities to socialize and shape motivation and among others. 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.

2) Parents

The role of parents can influence upon students' extrinsic motivation in teaching and learning process. Parents give great influence to their children

as student in the school. Parents are expected to motivate their children to achieve the good goal in school.

3) Environment

The teaching and learning activity in which conducted in good, clean, and health environment can give better satisfactory both of for teacher and students that conducted in bad environment.

b. Intrinsic motivation

Intrinsic motivation refers to motivation concerned activities for its own sake. Internal motivation involves motivation to do something for its own desire. This is appeared from ourselves. The students who have intrinsic motivation will study hard enjoy the teaching and the learning procesess because they have desire to do everything from inside themselves. They do activies because they have own desire and reward from themselves and do not depend on the external rewards.

Intrinsic motivation involves the internal motivation to do something for its own sake. For example, a student may study hard for a test because her or she enjoys the content of the course (Santrock, 2006:418)

According to Seifert and sutton (2009:27), intrinsic motivation means a desire or tedency to direct attention and energy in a particular way that originates from the child himself or herself. Instrinsic motivation is sometimes constricted to extrinsic motivation, a tedency to direct attention and energy that originates from outside of the child.

Harmer state that intrinsic motivation takes a vital role in the result of the students' language learning. Many students bring no entrinsic motivation to the classroom. They may preceive no interest about language learning in the classroom.

According to Dornyei in budyharsih (2005:18) intrinsic motivation deals with behavior performed for its own sake in order to experience pleasure and satisfaction. When intrinsic motivation occupies a student, extrinsic motivation becomes null. This student will now be motivated to do things for his or herself without the presence of a tangible reward. This child will have much hope for success in the future.

According Emily in Istianti research, instrinsic motivation is appeared from stdents' personal such as their comfort, happiness and interest. Therefore, instrinsic motivation is motivatio we are get of inside ourselves.

3. Motivation in Learning English

There are two types of motivation in learning English, they are integrative motivation and instrumental motivation.

a. Integrative Motivation

Gardner and Lambert (1975:271) as quoted by Dornyei (2001:50) state that integrative motivation concerns a positive disposition toward the second language group and the desire to interact with and even become similar to valued members of that community. They also define integrative motivation as a motivation to learn a second language of positive feelings toward the community that speak that language. Some learners may choose to learn a second language

because they are interested in the people and culture represented by the target language group (Ellis 1997:75)

The integrative motive is made up of three main components (Gardner 1985:8283);

- a) Integrativeness, which subsumes integrative orientation interest in foreign languages, and attitudes towards the second language community, reflecting the individual's willingness and interest in social interaction with members of other groups.
 - b) Attitudes towards the learning situation, which comprises attitudes towards the language teacher and the second language course.
 - c) Motivation, that is effort, desire, and attitude
- b. Instrumental Motivation

Instrumental motivation is the utilitarian counterpart of integrative orientation in Gardner's theory, pertaining to the potential pragmatic gains of second language proficiency, such as getting a better job, or higher salary. Learners may make efforts to learn second language for some functional reason pass an examination, to get a better job, or to get a place at university (Ellis 1997:75).

In some learning contexts, an instrument a motivation seems to be the major force determining success in second language learning. For example, in a setting when learners are motivated to learn a second language because it opens up educational and economic opportunities for them.

D. Conceptual Framework

The conceptual framework covers the research variables and indicators. It is put a scheme to show interrelation among other variables.

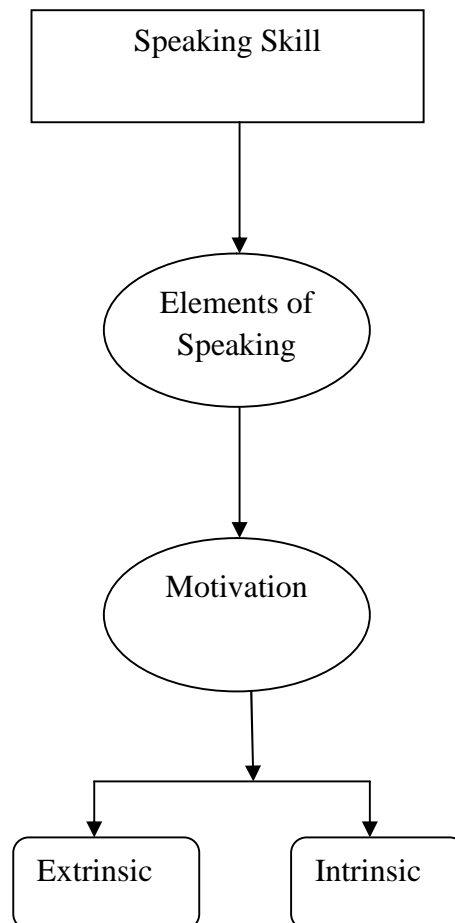


Figure. 2.1: Conceptual Framework

The conceptual framework above shows the correlation between students' speaking skill and their motivation. There were two variables in this conceptual framework, speaking skill and their motivation. Speaking skill consists of elements of speaking and motivation, extrinsic and intrinsic motivation.

CHAPTER III

RESEARCH METHOD

A. Research design

This was a quantitative research, it involved collecting data to determine whether, and degree a relationship exist between two or more quantivable variables. Quantitative research provides a numerical estimate of how relate two variables are.

B. Research variables and indicators

There two variables which had been observed in this research they were speaking skill and their motivation to learn English. the researcher determine the correlation between students' speaking skill and their motivation to learn English, whether there was a significant correlation or no correlation. Indicators of motivation as the correlation to the student's speaking skill.

C. Population and Sample

In this research, the researcher took the whole students at the eighth grade of SMP Aisyiyah Paccinongan for 2017- 2018 academic year.

a. Population

Total population at the eighth grade students was 40 Students. They were consisted two classes. VIII. A class until VIII. B class. Total numbers for each class were 20 students above.

b. Sample

He researcher used a purposive sampling technique. So that in this case the sample researcher took class VIII.B and the number of sample was 20 students.

D. Research Instrument

The instruments used in this research were questionnaire and test. Specifically, there were two instruments in this research, they were :

1. Speaking Test

Scores of students speaking skill were to determine through to the speaking test. Assessment of students of students speaking test was conducted through describing things, grammar, pronunciation, vocabulary and fluency had important role to assess and measure to students' speaking skill.

2. Questionnaire

The researcher used questionnaire to assess students' motivation in learning English. There were some statements which of contain motivational matter in several sheet. Score of student's motivation were determined through questionnaire.

E. Data collecting

In collecting data, researcher examined students' speaking skill in English and took the first data from the result of their speaking skill. The implementation of speaking test the researcher explain about how to describing things and gave students some example in front of the class before asking them to the practice it.

In this case, researcher demonstrated her speaking in describing clock and elephant as the example.

The researcher also gave students several sheets about questionnaires of motivation to do. It means that second and third data was obtained from those several sheets. Score criteria of motivation was point from low motivation (2- 6) and high motivation (6.1-10) and several members in questionnaires of motivation contained negative statments an others were positive. All students' scores which were from questionnaires motivation was calculated in likert scale formula.

F. Data Analysis

1. Speaking test

The first table was used to assess the students' speaking skill. It consisted of four aspects: grammar, pronunciation, vocabulary and fluency. all aspects were sum up to get the score.

Table. 3.1: Scoring students' speaking skill

Aspects				Total
Grammar	Pronunciation	Vocabuary	Fluency	Score
(0-2.5)	(0-2.5)	(0-2.5)	(0-2.5)	(0-10)

(Heaton in Trianto2012: 28)

Table. 3. 2: The assessment of Grammar

Classification	Score	Criteria
Excellent	2.1 – 2.5	A few minor grammatical and lexical errors but most utterances are correct.
Very Good	1.7 - 2.0	Make few noticeable errors of grammar and word order.
Good	1.3 – 1.6	Occasionally makes grammatical of word order errors which do not, however obscure meaning.
Average	0.9 – 1.2	Makes frequent errors of grammar and word order which occasionally obscure meaning.
Poor	0.5 – 0.8	Grammar and word order errors make comprehension difficult. Must often rephrase sentence or restrict him to basic pattern.
Very Poor	0.0 – 0.4	Errors in grammar and word order as severe as to make speech virtually unintelligible.

(Heaton in Trianto, 2012: 31)

Table. 3.3 : The assesment of pronunciation

Classification	Score	Criteria
Excellent	2.1 – 2.5	Pronunciation is only very slightly influenced by mother tongue. Two or three grammatical and lexical errors.
Very Good	1.7 - 2.0	Pronunciation is lightly influenced by mother

		tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	1.3 – 1.6	Pronunciation is still moderately influenced by mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major error causing confusion.
Average	0.9 – 1.2	Pronunciation influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	0.5 – 0.8	Pronunciation seriously influenced by mother tongue with errors causing a breakdown. Many “basic” grammatical and lexical errors.
Very Poor	0.0 – 0.4	Serious pronunciation errors as well as many “basic” grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

(Heaton in Trianto, 2012: 32)

Table. 3.4 : The assesment of Vocabulary

Classification	Score	Criteria
Excellent	2.1 – 2.5	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very Good	1.7 - 2.0	Has to make an effort at time to search fro words. Nevertheless, smooth delivery on the whole and only a few unnatural.
Good	1.3 – 1.6	Although he has to make an effort and search for words, there re not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	0.9 – 1.2	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
Poor	0.5 – 0.8	Long pauses while he searched for the desired meaning. Frequently and halting delivery. Almost gives up making the effort at times limited range of expression.

Very Poor	0.0 – 0.4	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.
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(Heaton in Trianto, 2012:28)

Table. 3. 5: The assesment of Fluency

Classification	Score	Criteria
Excellent	2.1 – 2.5	Easy to the listener to understand the speaker's intention and general meaning. Very few interruption or clarification required.
Very Good	1.7 - 2.0	The speaker's intention and general meaning are fair clear. A few interruption by the listener for the sake of clarification are necessary
Good	1.3 – 1.6	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey the message or seek clarification
Average	0.9 – 1.2	The listener can understand a lot of what is said, but he must constantly seek clarification. He cannot understand and then with considerable effort by someone who is used to listening to the speaker.

Poor	0.5 – 0.8	Only small bits (usually short sentence and phrase) can be understood and then with considerable effort by someone who is used to listening to the speaker hardly anything of what is said can be understood
Very Poor	0.0 – 0.4	Even the listener make a great effort interrupts, the speaker is unable to clarify anything he seems to have said.

The sixth table was used to determine degree of the score. The scores consisted of four degrees. High and satisfactory include good speaking. And low and fail include bad or poor speaking.

Table. 3.6 : Degree of Students' Speaking Skill

Scores	Categories
8.0 -10	High
6.0 -7.9	Satisfactory
4.0 - 5.9	Low
0.0 – 3.9	Fail

(Heaton in Supiartir, 2014: 57)

2. Likert Scale

Likert scale was used to assess and calculate data which had been obtained from questionnaire (Motivation). In the third table, the likert scale was used as the following:

Table. 3. 7 : Degree of likert Scale

Alternative Answer	Degree	
	Positive	Negative
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

To calculate the questionnaire data, the formulate was

$$s = \frac{\text{total Score}}{\text{total question}} \times 10$$

S = Score

(Djaali and Pudji)

3. Mean Score

The average score of each variable was required to assess the correlation coefficient in the research. Calculating the mean score of the students' speaking test and students' motivation was conducted by using the follow formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = The mean score

$\sum X$ = The total raw score

N = The number of students

(Gay in Trianto, 2012: 31)

4. The Pearson r

The Pearson product moment was used in the analysis of data between students' speaking skill and their motivation to learn English. The correlational technique to evaluate hypothesis concerning correlation between two variables that were examined statistically.

The correlational technique in this research concerned the variables which were analyzed to know whether the correlation was very significant, considered no relationship, or it only happens by chance. The formula of product moment correlation.

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

r = correlation coefficient

N = number of respondents

X = distributions of students speaking skill

Y = distribution of their motivation

X = total score of students

$\sum X^2$ = the sum of the square from variables X

$\sum Y^2$ = the sum of the square from variables Y

$\sum XY$ = total number of X multiplied by Y

Significant critical value : 0.05 and 0.01

Criteria : if $r_o > \bar{\pi}$ means there was correlation accept, and H_a was accept , H_o was reject

if $r_o < \bar{\pi}$ means there was no correlation accept, and H_a was accept, H_o was reject

H_a : There was correlation between students' speaking skill and their motivation to learn English

H_o : There was no correlation between students' speaking skill and their motivation to learn English

(Gay, in Istianti 2013: 35)

The result of correlation coefficient was determine by degree of pearson product moment and its interpretation.

Table. 3. 8 : Degree of pearson product moment

“r” value of product moment	Interpretation
0.00 - 0.20	Consider as no correlation
0.20 - 0.40	Low correlation
0.40 - 0.70	Medium correlation
0.70 - 0.90	High correlation
0.90 - 1.00	Very high / perfect correlation

(Sudijono, in Istianti 2013:36)

G. Hypothesis

To find the answer the problem, the research propose alternative Hypothesis (Ha) and Null Hypothesis (Ho). The hypothesis of the research was formulate as follows:

Ha : There was correlation between student’s speaking skill and their motivation to learn English at the eighth grade of SMP aisyiyah Paccinongan.

Ho : There was no correlation between student’s speaking skill and their motivation to learn English at the eighth grade of SMP aisyiyah Paccinongan.

According to Gay, et, al. (2006:192), the existence of high correlation does permit prediction. There are some predictions of correlation between speaking skill and their psychological factors, they are:

- a. High speaking skill, and high motivation = Positive correlation
- b. High speaking skill, and low motivation = negative correlation
- c. Low speaking skill, and high motivation = Negative correlation
- d. Low speaking skill, and low motivation = Possitive correlation

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of the findings of the research and its discussion. The findings of the research present the result of level in students' speaking skill which was correlated by the degree of their motivation to learn English. The discussion of the research covers further explanation of the findings. All the data was presented based on the action that has been conducted.

A. Findings

In this section, the researcher describes the result of data analysis based on the problem statement. The result of data analysis indicates there was the correlation students' speaking skill and their motivation to learn English at the eighth grade of SMP Aisyiyah Paccinongan. The outline of variables can be seen clearly in the following explanation :

1. Students' speaking skill and students' motivation to learn English

In this explanation the researcher collected all scores from quantivable variables (speaking skill and their motivation) related the data of 20 students which had been collected in the research.

Therefore, students speaking skill as the first quantivable variable (X) was related to their motivation as the second variable (Y).

a. Students' speaking skill

In this case, students' speaking skill was the first quantivable variable (X). As it had been mentioned was the previous chapter.

Table 4.1 : Students' speaking skill

Variable	Students' Mean Score
Students' Speaking skill	8.68

The researcher obtained data from 20 students by giving the students speaking test to describing things. After being calculated, types of data have been obtained, total mean scores of students' speaking skill (\bar{X}) were 8.68.

b. Students' motivation

In this case students' motivation are the second quantivable variables (Y).

Table 4.2 : Students' motivation

Variable	Students' Mean Score
Students' Motivation	8.64

To get the data the researcher conducted by giving questionnaire about students' motivation to learn English to 20 students' as a sample. Total mean score of students' motivation to learn English (\bar{X}) were 8.56.

2. The correalation between students' speaking skill and their motivation to learn English.

In this case, both the students' speaking skill and students motivation related by using r formula. It means that score within a certain range on variable are associated with score within a certain range on the other variables. Person r formula to find out whether or not there was significant correlation between

students speaking skill and their motivation to learn English through the data which have been obtained.

Table. 4.3 : The correlation between students' speaking skill and their motivation to learn English

Variable	Students' Mean Score	r_o	Classification
Students' speaking	8.68	0.74	High correlation
Students' motivation	8.64		

After being calculated, the total mean score of Students' speaking skill were (\bar{X}) 8.64 and students' motivation were (\bar{X}) 8.64. The correlation coefficient (r_o) was 0.74 in the interval of 0.70 - 0.90, this means that the correlation belong to " High correlation". In other words there was significant correlation between students' speaking skill and their motivation to learn English.

To attest prove the result of calculation, degree of freedom and its significant critical value used.

$$df = N - nr = 20 - 2 = 18$$

To know the correlation of them in 5% and 1% significance. the researcher used r table with df formula: $df = N - nr$

df = degree of freedom

N = Number of respondent

nr = Number of variable (X and Y)

$$df = N - nr = 20 - 2 = 18 \text{ (“}r\text{” value consultation table)}$$

df was 18, so it used nearest df was 18

At the degree of significance 5% = 0.4438

At the degree of significance 1% = 0.5613

From the data calculation, it was known that $r_o = 0.74$ and $df = 18$, if we compare with “ r ” table values at the degree significance of 5% and 1%, then the correlation between students speaking skill ant their motivation to learn English score was significant : ($r_o = 0.74 \pi = 0.74 > 0.5613$)

To summarize the resultt the correlation was listed bellow :

“r” of product moment	Interpretation
0.00 – 0.20	Considered as No Correlation
0.20 – 0.40	Low Correlation
0.40 – 0.70	High Correlation
0.90 – 1.00	Very High / Perfect Correlation

Based on the table above, it can seen that correlation index ($r_o = 0.74$) was the interval of 0.70 – 0.90, this means that the correlation belongs to “ High correlation”. In other words, there was positive correlation between variable X and Y.

As mentioned before, from the result of calculation, the value of r_o was 0.74: df was 18, if it was compared with the rt at the degree of the significance 5% (0.4438) and 1% (0.5613), the correlation students’ speaking skill and their

motivation to learn English was significant ($r_o : r_t = 0.74 > 0.4438$ $r_o : r_t = 0.74 > 0.5613$). So the null hypothesis (H_0) of the research the rejected and alternative hypothesis (H_a) was accepted. The meaning of the statement was the students' speaking skill has significant correlation with their motivation to learn English.

B. Discussion

In this part, discussion deals with the interpretation of findings derived from the result of findings about the significant correlation between students' speaking skill and their motivation to learn English. The correlation students' speaking skill and their motivation to learn English had been proved at the eighth grade of SMP Aisyiyah Paccinongan.

To conduct a correlation research, it was required data of two quantifiable variables. Before taking the correlational research, the researcher collected all data from students. All data collected through speaking test and questionnaires. After collecting the overall data, those data were classified into two several divisions they were: data of students' speaking skill and data of students' motivation. Then data of students' speaking skill were separated into first quantifiable variable, and second quantifiable data of students' motivation to learn English. Finally, data both quantifiable variables were being analyzed and calculated to see the significant correlation between students' speaking skill and their motivation to learn English. Analyzing and calculating needed formulation. By applying the formula of pearson r (pearson product moment), the data could be measured significantly, appropriately, and statistically, that how closely they were correlated.

The result of research about the correlation between students' speaking skill and their motivation to learn English was determined by correlation coefficient in Pearson product formula. Correlation coefficient shows how closely they were correlated through scores of numbers. After calculating data of those variable appropriately, obtained correlation coefficient was 0.74 in the interval of 0.70 – 0.90, this means that the correlation belong to “ High correlation”. In other words, there was significant correlation between students' speaking skill and their motivation to learn English.

The researcher findings were similar with Yulis's finding (2016) Istianti's finding (2013) and Rosalina's finding (2014). Yulis finding was After analyzing and calculating the data, it was found that r calculated was 0,506 with level significance 0.05, and the degree of freedom ($df = n - 2$) was 18. It means that r calculated was higher than r -table ($0.515 > 0.404$). So, there was correlation between two variables above. Istianti's finding, the result of the research is show that there was correlation between students' motivation in learning speaking and thier speaking ability. It was provided by the r_{xy} (0.555) was bigger than r table in the degree significance 5% (0.349) and 1% (0.449). It was considered the null hypothesis (H_0). In this research was rejected students' motivation in learning speaking and their speaking ability was accepted. In Conclusion there was positive correlation between students' motivation in learning speaking and thier speaking ability. And the Rosalina's finding was the result from the calculation, the value of was 0.143. Then the compared it with at the significant degree 5% (0.355), the correlation between students' motivation and their English learning

achievement was negative ($r = 0.143 < 0.355$). So, the alternative hypothesis which states that “ means that there was correlation between X variable and Y variable” was rejected

Therefore, intrinsic motivation and extrinsic motivation have important role to enhance students' ability in speaking, it means that those kinds of motivation give impact to students' will. Students' who studies hard to speak can master to in speaking English gradually. They get power from their efforts, either they are motivated instrinsically and or motivated extrinsically.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter consists of two sections. The first section deals with conclusion of the findings, and the second one deals with suggestion that cover recommendation concerning the implication of the findings and for further related researcher.

A. Conclusion

Based on the research findings and discussion in the previous chapter, the researcher comes to following conclusions:

There was significant correlation between students' speaking skill and their motivation to learn English at the eighth grade of SMP Aisyiyah Paccinongang where correlation coefficient is (0.74) in the interval value of 0.70 – 0.90, this means that belongs to ("High correlation"). So the null hypothesis (H_0) of the research the rejected and alternative hypothesis (H_a) is accepted. The meaning of the statement is the students' speaking skill has significant correlation with their motivation to learn English. Motivation to make students feel have a responsibility in learning process, therefore, the higher motivation in each student, they will do the best way to get the best result.

B. Suggestion

Based on the conclusion above, the researcher would like to offer suggestions as follows:

1. The researcher should pay attention more about students' motivation because motivation have significant roles for improving students speaking skill.
2. The teacher should also give higher motivation for students' to practice speaking skill and to know how important English speaking is.
3. The students of SMP Aisyiyah Paccinongang should have an English club when they can practice their speaking skill.
4. Further researcher need to be conducted and explored more about the correlation between students' speaking skill and their motivation to learn English.

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Data of the correlation between students' speaking skill and their motivation to learn English

No.	X	Y	X ²	Y ²	XY
1.	7.2	7.8	51.84	60.84	56.16
2.	9.5	9.3	90.25	86.49	88.35
3.	9.5	8.6	90.25	73.96	81.7
4.	9.0	8.5	81.0	72.25	76.5
5.	7.3	7.5	53.29	65.25	54.75
6.	9.3	9.2	86.49	84.64	85.56
7.	7.5	7.7	56.25	59.29	57.75
8.	9.4	9.3	88.36	86.49	87.42
9.	9.2	9.0	84.64	81.00	82.8
10.	9.5	9.5	90.25	90.25	90.25
11.	7.8	8.3	60.84	68.89	64.74
12.	9.0	9.5	81.00	90.25	85.5
13.	9.2	9.0	84.64	81.00	82.8
14.	8.5	8.3	72.25	68.89	70.55
15.	9.5	9.5	90.25	90.25	90.25
16.	9.5	9.5	90.25	90.25	90.25
17.	9.5	9.5	90.25	90.25	90.25
18.	8.8	8.3	77.44	68.89	73.04
19.	7.0	7.0	49.00	49.00	49.00
20.	7.5	7.5	56.25	56.25	56.25
N=	$\Sigma X =$	$\Sigma Y =$	$\Sigma X^2 =$	$\Sigma Y^2 =$	$\Sigma XY =$

20	173.7	172.8	1524.79	1514.38	1513.87
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$$\begin{aligned}
 r_o &= \frac{\sum XY - \frac{\sum X (\sum Y)}{N}}{\sqrt{\left[\sum X^2 - \frac{(\sum X)^2}{N} \right] \left[\sum Y^2 - \frac{(\sum Y)^2}{N} \right]}} \\
 &= \frac{1513.87 - \frac{1737 (1728)}{20}}{\sqrt{\left[1524.79 - \frac{(1737)^2}{20} \right] \left[1514.38 - \frac{(1728)^2}{20} \right]}} \\
 &= \frac{1513.87 - \frac{3001536}{20}}{\sqrt{\left[1524.79 - \frac{3017169}{20} \right] \left[1514.38 - \frac{2985984}{20} \right]}} \\
 &= \frac{1513.87 - 1500.78}{\sqrt{1524.79 - 1508.58 \quad 1514.38 - 1495.29}} \\
 &= \frac{13.09}{\sqrt{16.21 \quad 19.09}} \\
 &= \frac{13.09}{\sqrt{309.44}} \\
 &= \frac{13.09}{17.59}
 \end{aligned}$$

$$r_o = 0.74$$

No	Name	Descriptive data in speaking English	Score
1	Siska RahayuNingsih	Teddy Bear. My favorite toy is a teddy bear. It name is teddy my parents gave it on my birthday. Teddy is braw and white color. It can walk and sit down. I like to play with Teddy. I keep my teddy in my cupboard I love my little teddy very much.	9.5
2	Ira Nadira	Penguin. My favorite animal is the penguin, because when penguin walk is very funny and cure and seems to have tux us, they've go yellow and black peak, their bodies are black, white and in teck of the penguin there yellow.	9.5
3	Nur Fazia	Sparrow. Sparrow is flying animal. Sparrow have long ear and their face is round. They can produce decide movement when they are flying. Sparrow is usually consumes fruits, such as mango, and apple.	9.5
4	Siti Nurhalimah	Book. I have many books. Math book, biology book, history book and English book. Biology book is very useful. My hobby is reading biology book because I want to be doctor.	9.5
5	Hamsinar	Marker. Marker is very useful to write. Marker need ink to write. Marker in my classroom can be erased. The color of maker in classroom is black. My teacher always use it.	9.5
6	Seriana	Clock is very useful in our life. Clock function to see the time. And we use the clock every time and there are many kinds of clock round and rectangular clock.	9.5
7	Muh. Habsi	Bag is very useful in our life. When we are going to school we use bag for bring the book. There many kinds of bag such as duffle bag and side bag.	9.4
8	Muh firman	Rabbit. I have a rabbit my rabbit is funny and fat my rabbit like eat carrot and life in the stable. My rabbit is placed conform	9.3
9	Risky Saputra	Skirt. My new skirt is beautiful. It's color is grey and white. My skirt is short I never use my skirt go to school	9.2
10	Noval	Pen is very useful. Pen is shark and there ink in the pen. There many kinds of pen red pen, black pen and blue pen, I have black pen.	9.2
11	Mila Malia	Sky is very beautiful. In the morning there are so many clouds in the sky. In the nigh there are so many star in the sky	9.0
12	Risnawati	Orange is my favorite fruit. I always eat orange every morning. Orange is very nice and sweet and orange has many vitamins.	9.0
13	Sri Wulandari	Chocolate is very sweet. It tasted sweet, but it can break teeth, I like chocolate mmm because chocolate is my favorite food.	8.8
14	Salman	Motorcycle. I have motorcycle mmm I use motorcycle	8.5

		every day. When I go to school by motorcycle. The color of motorcycle is red.	
15	Nurjannah Husain	Shoes. Shoes is very useful in our life. When we are going to school we use the shoes. mmmmThe price of shoes is quite cheap	7.8
16	Udin	Music. My music is K-pop I listen k- pop every day in may home	7.5
17	Muh. Irsyad	Enrekang is my vilangge. Enrekang is very cool and live in Enrekang together with my family sudah mi bu tidak ku tahu lagi.	7.5
18	Muh. Adam Danil	Television. I watch television many program in my television TV	7.3
19	Ade Candra	Handfhone. I have new handfhone mmmm apalagi yach because mmmm I lost my handfhone.	7.2
20	Suardiansyah	Soccer. Foot ball I like play soccer. I have soccer sudah	7.0

Questionnaire Score of student motivation

No.	Name	Item																				Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	Ade Chandra	3	3	4	3	3	4	4	4	3	2	3	3	1	4	4	3	4	2	3	3	7.8
2	Hamsinar	4	4	4	4	4	4	3	3	4	4	3	4	4	4	4	3	4	4	4	3	9.3
3	Ira Nadita	4	2	3	4	4	4	3	4	4	3	4	4	4	3	4	4	3	2	3	3	8.6
4	Mila Maila	3	4	3	4	4	4	3	4	3	4	3	4	3	4	2	3	4	4	4	3	8.5
5	Muh. Adam Danil	2	2	3	4	4	3	2	3	3	3	3	3	4	3	2	4	2	3	4	3	7.5
6	Muh. Firman Amran	4	4	3	4	4	4	4	4	4	3	4	3	3	4	4	4	4	3	4	3	9.2
7	Muh. Irsyad	2	2	4	4	4	4	2	4	4	4	2	4	4	3	2	2	3	2	3	3	7.7
8	Muhammad Habsi	4	3	4	4	4	4	3	4	4	4	4	4	4	4	3	4	3	4	3	4	9.3
9	Noval	4	4	3	4	4	4	4	4	4	3	4	3	3	4	4	4	4	3	2	3	9.0
10	Nur Fazia	4	4	4	4	4	4	2	4	4	4	4	4	3	3	4	4	4	4	4	4	9.5
11	Nurjannah Husain	4	2	4	3	4	4	3	3	4	4	4	3	3	3	3	4	4	2	3	3	8.3
12	Risnawati	4	4	4	4	4	4	1	4	4	4	4	4	4	3	4	4	4	4	4	4	9.5
13	Rizky Saputra	4	4	3	4	4	4	4	4	4	4	4	3	2	4	4	4	4	4	1	3	9.0
14	Salman	4	2	4	3	4	4	3	3	4	4	4	3	3	4	3	2	4	2	4	3	8.3
15	Serliana	4	4	4	4	4	4	3	4	3	4	4	4	4	3	4	4	4	4	4	3	9.5
16	Siska Rahayu Ningsih	4	2	4	3	4	4	3	3	4	4	4	3	3	3	3	4	4	2	3	3	9.5
17	Siti Nur Halimah Umar	4	4	4	4	4	4	3	4	3	4	4	4	4	3	4	4	3	4	4	4	9.5
18	Sri wulandari	4	2	4	3	4	4	3	3	4	4	4	3	3	3	3	4	4	2	3	3	8.3

19	Suardiansyah	1	1	2	3	4	2	4	2	2	4	3	3	3	4	2	3	3	4	3	3	7
20	Udin	2	1	3	4	4	3	3	3	3	4	3	4	2	4	2	4	3	2	3	4	7.5

Appendix B

Questionnaire about Motivation

Kelas VIII SMP Aisyiyah Paccinongan

Nama :

Kelas :

Petunjuk (Direction) :

1. Tulis nama anda disudut kiri atas (Write your name in the upper left corner)
2. Beri tanda (**X**) Pada pilihan yang sesuai dengan keadaan anda. (Put a mark (**X**) On the option that suits your situation)
3. Jawaban anda tidak akan mempengaruhi nilai anda. (Your answer will not affect your score)
4. Terimakasih kesediaannya mengisi angket.(Thank you willingness to fill in the questionnaire)

Keterangan

- a. SS : Sangat Setuju
- b. S : Setuju
- c. TS : Tidak Setuju
- d. STS : Sangat Tidak Setuju

NO	Pertanyaan	SS	S	TS	STS
1	Saya tahu bahwa berbicara bahasa Inggris itu mudah (I know that speaking English is easy)				
2	Berbicara bahasa Inggris susah dipraktikkan (Speaking English is difficult to practice)				
3	Berbicara bahasa Inggris sangat penting bagi saya (Speaking English is very important for me)				
4	Saya tidak pernah mempraktikkan bahasa Inggris (I never practicing speaking English)				
5	Saya sungguh tidak tahu berbicara bahasa Inggris. Oleh karena itu, saya menjadi malas berbicara dalam bahasa Inggris (I truly don't know speaking English, Therefore, I am lazy in speaking English)				
6	Saya ingin berbicara bahasa Inggris dengan lancar (I want to speak English fluently)				
7	Saya lebih suka menonton televisi yang berbahasa Inggris dari pada yang berbahasa Indonesia (I prefer to watch English-speaking television than bahasa)				
8	Saya berbicara bahasa Inggris sesuai				

	minat saya Speaking English suitable for my interest)				
9	Saya sungguh senang berbicara dalam bahasa Inggris dan itu sangat menggembirakan (I am truly happy to speak English and it is very enjoyable)				
10	Setelah saya berlatih saya akan berhasil bahasa Inggris dengan baik. (After practicing, I believe I will succeed in speaking English well.)				
11	Metode yang digunakan guru dalam bahasa Inggris sangat membosankan. (The method used by teachers in English is very boring.)				
12	Menurut saya guru bahasa Inggris saya tidak menyenangkan (I think my teacher is not				
13	Saya tidak pernah bertanya kepada guru bahasa Inggris, walaupun saya menemukan kesulitan (I never asked an English teacher, although I found it difficult)				
14	Orang tua saya selalu menganjurkan dan memberi dukungan untuk mendalami pelajaran bahasa Inggris dengan les privat (My parents always advocate and support to study English with private lessons)				

15	Orang tua saya selalu membantu mengatasi kesulitan seputar pelajaran bahasa Inggris (My parents always help overcome difficulties surrounding English lessons)				
16	Orang tua saya tidak mendukung belajar bahasa Inggris (My parents do not support learning English)				
17	Belajar bahasa Inggris itu sangat menyenangkan karena suasana di kelas sangat mendukung saya untuk berbahasa Inggris (Learning English was great fun because the atmosphere in the classroom really supported me to speak English)				
18	Berbicara bahasa Inggris itu mudah bagi saya di manapun saya berada. (Speaking English is easy for me wherever I am)				
19	Saya sangat percaya diri ketika diminta untuk berbicara di dalam kelas. (I am very confident when asked to speak in the classroom.)				
20	Saya dapat menghubungkan berbicara dalam bahasa Inggris dengan apa yang saya lihat dan lakukan dengan kehidupan sehari-hari (I can relate speaking English with what I have seen and done in daily life)				

Note :

1. Question 1-10 = Questionnaire about Intrinsic motivation
2. Question 11-20 = Questionnaire about Extrinsic Motivation
3. Question 1, 3,6,7, 8,9,10,14,15,17,18,19,20 = Positive statements
4. Question 2, 4,5,11,12,13,16. = Negative statements

No	Name	Aspect				
		Grammar	Pronunciation	Vocabulary	Fluency	Total score
1	Ade Chandra	1.1	2.1	2.1	1.8	7.2
2	Hamsinar	2.5	2.4	2.3	2.3	9.5
3	Ira Nadita	2.5	2.2	2.5	2.3	9.5
4	Mila Maila	2.4	2.1	2.3	2.2	9.0
5	Muh. Adam Danil	1.2	2.1	2.1	1.8	7.3
6	Muh. Firman Amran	2.4	2.2	2.5	2.2	9.3
7	Muh. Irsyad	2.2	2.1	1.4	1.8	7.5
8	Muhammad Habsi	2.5	2.4	2.2	2.3	9.4
9	Noval	2.4	2.2	2.5	2.1	9.2
10	Nur Fazia	2.5	2.4	2.3	2.3	9.5
11	Nurjannah Husain	1.5	2.2	1.9	2.2	7.8
12	Risnawati	2.4	2.1	2.4	2.1	9.0
13	Rizky Saputra	2.4	2.2	2.4	2.2	9.2
14	Salman	2.2	2.2	2.3	1.8	8.5
15	Serliana	2.5	2.4	2.3	2.3	9.5
16	Siska Rahayu Ningsih	2.5	2.4	2.2	2.4	9.5
17	Siti Nur Halimah Umar	2.5	2.4	2.4	2.2	9.5
18	Sri wulandari	2.3	1.9	2.4	2.2	8.8
19	Suardiansyah	1.1	1.9	2.1	1.8	7.0
20	Udin	2.2	2.1	1.4	1.8	7.5

Appendix A

Kelas VIII SMP Aisyiyah Paccinongan

Nama :

Kelas :

Speaking Test

Describing things

Describing things is an activity that says what somebody or something is like and gives detail account in words, both explanation of shape and explanation of function. The tenses are present.

Example 1

Elephant

Elephants are the biggest land animals in the world. The African elephant is found on the continent of Africa and the Indian elephant is found in Asia. Elephants are mammals as well as herbivores, meaning they only eat plants rather than meat. I know that there are two main types of elephants; the African elephant and the Indian elephant. The African elephant is bigger than the Indian elephant. It has larger ears too. Both the males and females have tusks. The African elephant has wrinkly gray skin, a swayed back, and two tips at the end of its trunk that it can use like fingers to pick stuff up. The tusk make elephant look really cool.

Example 2

Clock

Clock is very useful of our life. Almost everyone needs clocks in their lives, because Without a clock someone will not be able to know the time clearly. There are many kinds of clocks such as rectangular and round.

Istrument : Oral Test

Please describe a thing based on what is in your a mind

Values of the correlation coefficient for different level of significance

<i>Df</i>	0.10	0.5	0.01	0.001
1	0.89769	0.99692	0.99988	0.99999
2	0.90000	0.95000	0.99000	0.99900
3	0.8054	0.8783	0.95873	0.99116
4	0.7293	0.8114	0.91720	0.97406
5	0.6694	0.754	0.8745	0.95074
6	0.6215	0.7069	0.8343	0.92493
7	0.5822	0.6664	0.7977	0.8982
8	0.5494	0.6319	0.7646	0.8271
9	0.5214	0.6021	0.7248	0.8471
10	0.4973	0.5760	0.7079	0.8233
11	0.4762	0.5529	0.6838	0.8010
12	0.4575	0.5324	0.6614	0.7800
13	0.4409	0.5139	0.6411	0.7603
14	0.4259	0.4973	0.6229	0.7420
15	0.4124	0.4821	0.6055	0.7246
16	0.4000	0.4683	0.5897	0.7084
17	0.3887	0.4555	0.5751	0.6932
18	0.3783	0.4438	0.5613	0.6787
19	0.3687	0.4329	0.5487	0.6652
20	0.3598	0.4227	0.5368	0.6524

Scores of students' speaking skill and their motivation after being Simplified

No	Students' Speaking skill (X)	Students Motivation (Y)
1	7.2	7.8
2	9.5	9.3
3	9.5	8.6
4	9.0	8.5
5	7.3	7.5
6	9.3	9.0
7	7.5	7.7
8	9.4	9.0
9	9.2	8.7
10	9.5	9.5
11	7.8	8.3
12	9.0	9.5
13	9.2	9.0
14	8.5	7.5
15	9.5	9.5
16	9.5	9.5
17	9.5	9.5
18	8.8	8.3
19	7.0	7.0
20	7.5	7.5

a. Scores of means variables X

$$\bar{X} = \frac{\sum X}{N} = \frac{173.7}{20} = 8.68$$

b. Scores of means variable Y

$$\bar{X} = \frac{\sum Y}{N} = \frac{172.8}{20} = 8.64$$

Documentasion





Round Clock,

price

Bag → Rectangular Clock

Bag is very useful in our life when we are going to school, we use bag for books. There are many kinds of bag, such as duffle bag, etc.



Descri

- I = Saya
- You = Kamu
- We = Kita
- They = Mereka
- Dia Laki-laki
- Dia Perempuan

CURRICULUM VITAE



Yuliana, was born on February 03rd, 1994 Bima. She is the sixth child from six sisters from the marriage of her parents Alatif and Maryam. In 2002, the writer registered as student elementary school SDN Inpres 02 Rato and she graduated in 2007.

The next in the same year the writer registered as a student in SMP Negeri 1 Lambu and graduated in 2010. Then, the writer registered in senior high school, SMA Negeri 1 Lambu and graduated in 2013. In 2013, the writer registered to study of English department in Makassar Muhammadiyah University.

At the end of her study, she could finish her thesis with title **The Correlation between Students' Speaking Skill and Their Motivation to Learn English (Descriptive Research at the Eighth Grade of SMP Aisyiyah Paccinongang)**