THE CORRELATION BETWEEN STUDENTS' INTEREST IN SPEAKING AND THEIR SPEAKING ACHIEVEMENT

AN ARTICLE

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F1022131053

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PONTIANAK
2018

THE CORRELATION BETWEEN STUDENTS' INTEREST IN SPEAKING AND THEIR SPEAKING ACHIEVEMENT

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Abstract
This study was aimed to find out the correlation between students' interest in speaking and their speaking achievement at MAN 2 Filial Pontianak. There was two problems that need to be discussed in this research, first was how strong the correlation between students' interest in speaking and their speaking achievement. Second, how much was the contribution of students' interest through their speaking achievement. The researcher used purposive sampling technique to choose the sample. There were 21 students of the eleventh grade. Class B was chosen as the sample of this research. The instruments of this research were questionnaire and speaking score rubric. The researcher used Pearson product moment to calculate the data of students' interest and speaking achievement. The result showed that there was significant or positive correlation and indicating a medium correlation. The contribution of students' interest through their speaking achievement was in the amount of 35.6%. Therefore, this data was answered the research question of this research.

Keyword: Correlation, Students' Interest, Speaking Achievement

INTRODUCTION

English is a language used in all aspects of communication, science, and technology. English has two ways of communicates, there are oral and written communication. English has four essential skills that should be improved by the learners. There are; reading, writing, listening and speaking. As the other skills, speaking is an important skill that has to be mastered by student in learning English. According to Bahadorfar and Omidvar (2014), speaking is a crucial part of second language learning and teaching, it is an art of communications and one of four productive skills that must be mastered in learning foreign language. Speaking has to be developed by someone who wants to acquire a language well. It is the way for people and especially students to share what their ideas, opinions, feelings and thoughts. As a way to communicates, speaking has an important role for student to learn English well. It

showed how much the learners comprehend and master in learning English. Speaking included all other skills of knowing that language it's an art of communications and one of four productive skills, that must mastered in learning foreign language. Good speaking skills are the act of generating words that can be understood by listeners.

Student ability to speak is an essential skill since it is the basic for communication. Zyoud (2016) stated that Speaking is one of the productive skills, which is the evidence of a student that how much he or she is competent in a language. As an oral communication, speaking is a significant skill that student should improve. Student always expected to speak to their friends, parents, the teacher and their environments to share what they feel and thoughts. And in oral communication like speaking, they not just can asking and answering the question but they also can transfer what they knowing

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about knowledge, what they learn, what they do and anything else. The students are expected to speak better, freely and even they will enjoy the activity when they speak with their friend or someone else.

In learning English especially speaking, there are some factors that affect the student speaking achievement. Slameto (as cited in Wahyuni, 2015) said the factors in speaking achievement are intelligent, attention, aptitude and interest. As the others aspect, interest is one of the factors that have main role to influence the students' speaking achievement itself. Interest is a sense of attachment to thing or activity, without being told. Interest is a willingness to do something. Slameto (as cited in Wahyuni, 2015) said interest is persisting tendency to pay attention and enjoy some activity and content. It means student who have interest will pay attention and feel enjoy to something and get satisfaction from the activity.

Moreover, Zhao (2014) define interest is a kind of emotion arousal status, and it is a tendency that the people know things or love some activities. If a person focuses on a thing for a long time under a certain orientation, it means that this person becomes interested in such thing. Interest can be a motivation to guide student act to the direction. Interest is one of the factors that can affect student's achievement in learning. Interest can be stimulation in successful learning. Students' interest is important thing to increase students' motivation in learning English well. Shiefele (as cited in Ekpenyong, 2015) define interest is a content-specific motivation of characteristics composed of intrinsic feeling-related and value-related initiatives with an organized force.

As a motivation, interest play an important role in learning English. It can help the student to gain the knowledge with pleasure and give a better achievement in their lesson. According to Krapp (as cited in Ubale, 2015) Students' interest is assumed as a mental stand of commitment, skillful in the moment, and a tendency to involve constantly in specific notions, proceedings, or things over time. Various studies have revealed that student's interest in learning leads to a greater degree level of learning. Beside that Hilgard (as cited in Katili, 2013) said interest is persisting tendency to pay attention enjoy some activities or contents. In general, interest is approached predominantly from individualist cognitive perspectives, as entities or processes said to be embodied in the individual mental structure. Susanto (2013) stated interest is a willingness of person about an object, usually follow with fell pleasure cause it have an importance to something. It is can be a power to change an energy inside of person for real activity to reach the goal. Interest are important aspect that every student should to have to involved what they learn or do in their daily life. It also can more motivated the student to do something with enthusism and enjoyable.

In Indonesia, English is still thought as a foreign language (EFL). Some of students feel that English is not really important because they do not used English in their daily life but just for certain need. For instance, they used English in speaking class, when they speak to their teacher or when they communicate with foreigners. Because, the students just used English as foreign language it makes them keep silent or even scared to speak English. They cannot express their ideas orally. They fear of making mistakes, fear of being laughed at their friends, having less confidences of their own ability and they have less of curiosity for studied or doing their activity. However learning speaking is more effective if the learners are actively involved in the process of learning. For this situation, the researcher believe that Interest can support the student in learning and also it has a positive effect for the students.

Relating to that statement, the researcher intended to study more about the correlation between students' interest in speaking and their speaking achievement at MAN 2 Filial Pontianak in academic year of 2017/2018. Here, while teaching learning speaking process the researcher found out that most of the student always kept silent and scared of making a mistake in speaking performance.

They could not share their ideas or answer the questions that the teacher gave to them. They usually used their mother tongue to share their opinion or answered the question that the teacher asked about their lesson, less of curiousity, they did not enjoy the process and pay attention while the learning process. They were like to make a noise, disturbed their friends, skip the class many times and missed the subject. Therefore, the researcher assumed that students with higher interest in learning English speaking were supposed to be more active than those with lower interest. In the context with learning activities, interest becomes the activator to achieve the desired goal and the researcher believes without interest, learning objectives will not be achieved.

To proof this statement, there is a previous research which is tested by the previous researcher. For instance, Nurjannah (2011) did research on the relationship of student interest in speaking and their speaking score. She found there are significant correlation between student interest in speaking and their speaking score. The data proved by rxy 0.55 and df = 48, If it is compared with the rt at the degree of significance 5% (0.279) and 1% (0.361), the correlation between students' interest in speaking and students' speaking score is significant (rxy : rt = 0.55 > 0.279 ; rxy : rt = 0.55 > 0.361) from the calculated data it was found that the result is belongs to medium correlation or a positive correlation. It means there are significant correlation between student' interest in speaking and their speaking score.

As a result, the starting point in a successful learning is students' interest because it can be a stimulus for them. This stimulus, bring a pleasure to the students to learn the lesson and build their spirit.

METHOD

In this research, the researcher used a correlational study as the method of research. Correlational research is a study of the relationship among characteristic of their speaking achivement. Students' interest in speaking is the independent variable and student speaking achievement is the dependent variable.

Technique of data collection of this research are observation and measurement technique. Observation is the most appropriate method of data collection. Kumar (2011) stated that observation is one way to collect primary people or other entities. Observation is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place. Observation are divided in direct observation and indirect observation. Direct observation is when the researcher is participated, watching the interaction or get involved of the activities in group of being observed. Indirect observation is when the researcher did not get involved the activities or the result of interaction, processes, or behaviour of the group of being observed. In this research, the researcher used indirect observation. While measurement technique as a technique of collecting data. This technique was done by conducted an oral test that is story telling by the students in front of class to know the student speaking achivement.

The population of this research was the eleventh grade students. There were 2 classes, class A for science class, and class B for social class. Class A consists of 24 students and class B consists of 21 student. The sample of this research was taken by using purposive sampling technique. The eleventh grade class B students was selected as the sample because this class represented the students who have similar ability among the students and suitable to conducted the research.

The tools of this research are questionnaire and speaking scoring rubric. The questionnaire consist of 20 items and those were constructed in Bahasa Indonesia. The questionnaire were include of positive and negative statement with three aspects; there are enjoyment (6 statement), attention (8 statement), and curiousity (6 statement). The table of questionnaire spesification can be seen in table 1.

Table 1. Spesification of Questionnaire

Indicator	Positif	Negatif	Statement
Enjoyment	4	**2**	1,3,7,8,11,12
Attention	7	1	4, 5, 6, 10, 13, 14, 18, 20
Curiosity	4	2	2, 9, 15, 16, 17, 19
Total	15	5	

The table of likert scale can be seen in table 2.

Table 2. Likert Score Scale

Positive Statement	Score	Negatif Statement	Score
Strongly agree	5	Strongly agree	1
Agree	4	Agree	2
In Doubt	3	In Doubt	3
Disagree	2	Disagree	4
Strongly disagree	1	Strongly disagree	5

The results of the questionnaire were analyzed to know correlation between students' interest in speaking and their speaking score. And the scoring rubric was a guide to measured the student speaking achivement while they performed the oral test that is story telling in front of the class. The aspect of this scoring rubric included of (fluency, accuracy/grammar, pronunciation and vocabulary). The research instrument for the research was questionnaire and an oral test about daily activity that will be perform by the student. Data from the oral test and questionnaire was analyzed by Pearson product moment with following formula:

$$r = \frac{n(\sum xy) - (\sum x \cdot \sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}} \quad (1)$$

(Siregar, 2015)

Note:
r : Correlation coefficient between student's interest and their speaking score
n : Number of Respondents
X : Distribution of student's interest score
Y : Distribution of student's speaking score

$\sum x$: Total score of student's interest distribution
$\sum y$: Total score of student's speaking score distribution
$\sum xy$: Total numbers of X multiplied by Y
x^2 : Guarded from X
y^2 : Guarded from Y

To measure how much contribution of students' interest in speaking toward student speaking achievement were analyzed with following formula:

$$KP = r^2 \times 100\% \quad (2)$$

(Siregar, 2015)

Note:
KP : Contribution of student interest
r : Correlation coefficient

Based on the result from the data, it will be interpreted into provided categorize, the table of correlation coefficient can be seen in table 3 below.

Table 3. Table of Correlation Coefficient

Coefficient interval	Qualification
00 – 0.199	Very weak
0.20 – 0.399	Weak
0.40 – 0.599	Moderate
0.60 – 0.799	Strong
0.80 – 1.000	Very strong

(Sugiyono, 2011)

To see whether t-value was statistically significant, it must been known the value of t-table. Then, the researcher determined signification level (α) and Df (degree of freedom). Df was number of participant minus two (n-2). If t-value > t-table means there is significant correlation and Hα was accepted, Ho is rejected. If t-value < t-table means there is no significant correlation and Hα is rejected, Ho is accepted.

FINDINGS AND DISCUSSION
Research Finding

The purpose of this research is to know the correlation between students' interest in speaking and their speaking achievement. The student interest in speaking was showed in the table below.

Table 4. Students questionnaire score

No	Student	Questionnaire score		Total score
		Positif	Negative	
1	AY	49	16	65
2	AAP	48	18	64
3	ATA	61	21	82
4	CI	47	16	63
5	DC	44	17	61
6	DO	58	15	73
7	FS	54	14	68
8	FJ	52	17	69
9	HL	50	15	65
10	HL	46	16	61
11	HS	47	14	61
12	MH	50	10	60
13	MR	53	18	71
14	MI	61	18	80
15	MS	44	14	58
16	NF	39	17	56
17	ND	56	8	64
18	RI	57	19	78
19	RL	49	13	62
20	SH	53	14	67
21	WG	66	24	90

Student speaking achievement was taken from the student speaking performance in front of class. The kind of this activity is story telling that performed by the student. While performing in front of class, the student have to tell their daily activity from they wake up into they go to bed. There was no clue to help the student in this performance because that all their own activities and experience so the students just needed to tell what they had done and shared with their friends. For this activity the student have 1-3 minute to finished their performance and then the teacher, the

volunteer and also the researcher scored them with the performance. To measure the score of the student performance, the data were obtained from speaking rubric. The speaking rubric has four criteria, such as pronunciation, vocabulary, fluency and accuracy/grammar. Each aspects has score, range from one to five. To make sure the data of speaking performance were collected more valid, every student has three rubric that scored by the teacher, the researcher and a volunteer of English students in university of Tanjungpura. After collected the data, the researcher calculated the data of student speaking performance. The student speaking achivement is summarized in the table below:

Table 5. Student speaking achievement

No	Student	Total score
1	AY	60
2	AAP	60
3	ATA	70
4	CI	65
5	DC	60
6	DO	70
7	FS	70
8	FJ	65
9	HL	60
10	HL	70
11	HS	65
12	MH	60
13	MR	60
14	MI	75
15	MS	60
16	NF	75
17	ND	60
18	RI	70
19	RL	65
20	SH	65
21	WG	80

To calculate students' interest data and student speaking achievement data, the researcher used pearson product moment formula (r) to found out the correlation. From the calculation of the correlation coefficient, it found that is r = 0,597. According to the fixed result of t- test, the t-table of df 19 with t (0,05%) is 2,093. From this data is knowing that t-test > t-table or 3,242 > 2,093. The data of correlation showed that the correlation coefficient between students' interest in speaking and their speaking achievement can be interpreted a moderate correlation or low positive correlation with the contribution is about 35,6 %. In the hypothesis testing, It was found that the r-obtained is higher than r-table. It showed the correlation coefficient is significant, therefore the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted.

Discussion

Related to research finding, to collect the data from this research, the researcher gave an oral test with daily activity as the theme of the test. The kind of this activity was story telling that had performed by the student in front of class. All of this performance was depend on the student itself because through their own experienced. They had to share to their friend and there was no clue given by the researcher to help them in performance. The purpose of this oral test was to take the data of students speaking achivement. The researcher used speaking scoring rubric to score the students speaking performance in front of class. Every student has three speaking scoring rubric that scored by the teacher, the researcher, and also a volunteer to make the data of student speaking performance more valid. This speaking scoring rubric can be seen on page 49. During the performance the researcher was record the students performance one by one to make sure the score were given to them and it proof by the transcript of the record. Then, after the reseacher got the speaking achievement data, the researcher gave a questionnaire to the student to know about students' interest in speaking. This questionnaire consist of 20 statement with positive and negative statement and include of three aspect of interest itself, there are enjoyment, attention and curiousity. All the aspects of the questionnaire were showed on table. Based on the questionnaire that given by the researcher, it known that most of them

dominate on attention as one of the aspects of interest. Student who chose agree and strongly agree in statement for instance; in statement number 2 that stated "*speaking adalah skill yang sangat ingin saya pelajari*". For students who chose agree and strongly agree for this number, they had higher score in speaking achievement. From this questionnaire data, can be concluded the student more focus on attention in learning speaking than the other aspects.

CONCLUSION AND SUGGESTION
Conclusion

The study that the researcher conducted obtains as follows; First, the null hypothesis (Ho) said that there was no positive correlation between students' interest in speaking and their speaking achievement is rejected and therefore the alternative hypothesis (Ha) is accepted; there was positive moderate correlation between student interest in speaking and their speaking achievement of the eleventh grade students class B of MAN 2 Filial Pontianak. This means, the high of students' interest in speaking would be followed by student speaking achievement. It also means that student interest in speaking had contribution to their speaking achievement. Second, based on the research finding, it can be concluded that students' interest in speaking had strong correlation through their speaking achievement. This statement answered of the first question of the research problem and for the second question, the researcher found that students' interest had moderate correlation or low positive correlation. From the data above can be concluded that students' interest in speaking had contribution in student speaking achievement. In other word, there is positive correlation between students' interest in speaking and their speaking achievement.

Suggestion

In relation to the implication above, the researcher proposes some suggestions as follows: For the teacher, in order to increase students' interest in speaking and their speaking achievement, the teacher should stimulate the students interest through concrete actions such as give them motivation to be relaxed in speaking and not to be afraid to make mistake because it is a process, also make the atmosfer class more condusif so they will feel enjoyable, interested and also enrich their ability in learning English. For the future researcher, this research gives the information about there are significant correlation between students' interest in speaking and their speaking achievement. Hopefully, this research can help the future researcher who interested to search about students' interest in speaking and it is also expected to motivate the future researcher who wants to conduct more in depth research on students' interest in speaking. For the student, the student had to realize that the success in English learning depend on each individual. It means that they should build and improve their own interest in learning especially speaking because speaking is an oral communication which is used to communicates with each other to inform or delivery our message, ideas, feeling and thought. Interest is one of important factor which determine the success in learning so the student have to gain and developed their own interest and maintain their curiousity with study seriously both at home and school, so that they will get a better achievement in learning.

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