

RELATIONSHIP BETWEEN STUDENTS' MOTIVATIONAL BEHAVIOR AND STUDENTS' SPEAKING PROFICIENCY

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Abstract

Penelitian ini bertujuan untuk menginvestigasi hubungan antara perilaku siswa dengan kemampuan berbicara bahasa Inggris serta menemukan jenis dari perilaku motivasi yang memberikan pengaruh terbesar terhadap kemampuan berbicara bahasa Inggris. Penelitian ini merupakan penelitian kuantitatif. Subyek dalam penelitian ini sebanyak 40 siswa pada tahun ke dua di SMAN 1 Pringsewu. Teknik pengumpulan data yang digunakan adalah kuesioner dan *transactional English speaking test*. Desain penelitian adalah *ex post facto design*. Hasil penelitian menunjukkan bahwa nilai korelasi antara kedua variabel adalah 0.65 dan nilai pengaruhnya adalah 0.421. Lebih jauh, ditemukan data bahwa intensitas berdampak 20.9%, perhatian berdampak 30.5%, dan intensitas berdampak 18.2% terhadap kemampuan berbicara siswa. Berdasarkan pada hasil, dapat disimpulkan bahwa ada hubungan antara perilaku motivasi siswa dan kemampuan berbicara bahasa Inggris mereka serta perhatian memberikan dampak terbesar.

The objectives of this research are to investigate the relationship between students' motivational behavior and their English speaking proficiency and to find the kinds of motivational behavior that gives most influence to the students' speaking proficiency. This is quantitative research. The subject consists of forty students of second grade at SMAN 1 Pringsewu. The data collecting technique used were questionnaire and transactional English speaking test. The design that was used was *ex post facto design*. The result of this research showed that the coefficient correlation was 0.650 and the coefficient influences value of X toward Y was 0.421. Furthermore, it was found that intensity gave 20.9%, attention gave 30.6%, and intensity gave 18.2% contribution to the students' speaking proficiency. Based on the result, it can be concluded that there is relationship between students' motivational behavior and their English speaking proficiency and attention gives most influence.

Keywords: motivational behavior, English speaking proficiency, relationship.

INTRODUCTION

As a foreign language in Indonesia, English is taught at senior high school as a compulsory subject. The students in senior high school are hoped to master English to have good English ability especially for communication. By having good communication, the students are expected to be able to access knowledge by using English (Depdiknas, 2006). Communication orally comes out through speaking. Speaking is very important in order to enable students to communicate effectively through oral language because the disability of the students to speak may lead them to be unable to express their ideas even in a simple form of conversation.

Some problems in speaking are still encountered by the students of senior high school. Most of students get the difficulties when they want to express their ideas in English orally. That condition is also supported by the researcher's own experience as the coach of English club at Senior High School. The students often have the difficulties in using English when they try to interact with others.

Regarding the factors of learning language, motivation is one of the factors that can cause the learning process and give impact to the students' achievement. As proposed by Tremblay and Gardner (1995), motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language. Tremblay and Gardner studied about motivation and they found motivational behavior. Tremblay and Garner (1995) state that motivational behavior refers to individual characteristic that someone

who wants to observe can feel it and that will become a factor that gives impact directly towards success in learning. According to the result of research carried out by Devianti (2010), it is found that motivation as a psychological factor that had a positive correlation with students' English speaking ability. Furthermore, according to Hasan (1999), motivational behavior that refers to the intensity, attention, and persistence gives positive impact to the students' achievement in learning English.

Based on the explanation above, the researcher conducted this research to describe the relationship between students' motivational behavior and students' speaking proficiency at SMA Negeri 1 Pringsewu. Besides, the researcher wanted to find the kind of motivational behavior which gave most influence to students' speaking proficiency.

METHOD

Descriptive quantitative is implemented in this research. The design which is used in this research is *ex post facto design*. Hatch and Farhady (1982) state that *ex post facto design* is often used when the researcher does not have control over the selection and manipulation of the independent variable. The subject of this research was the second year students of SMA Negeri 1 Pringsewu in even semester of 2014/2015 academic year. Those were 40 students selected by using simple random sampling.

The data collecting technique used were test and non-test technique. The researcher would collect the data regarding students' motivational behavior by giving questionnaire and doing a speaking test to assess students' speaking proficiency. Then, the researcher analyzed the correlation between two variables by using Pearson Product Moment Correlation. The instruments that were used in this research were questionnaire and transactional English speaking tests. After finding the coefficient relationship, the researcher finds out the criterion of the hypothesis acceptance. There were two hypothesis, H_0 ($r_{\text{value}} < r_{\text{table}}$) and H_1 ($r_{\text{value}} > r_{\text{table}}$).

RESULT

The result of this research shows that most of the students' had high motivational behavior. It was found that 23 students (57.5%) had high motivational behavior, 15 students (37.5%) had average motivational behavior, and 2 students (5%) had low motivational behavior. For speaking test, the data shows that most of the students had average speaking proficiency. There was no student (0 %) who reached 90 – 100 score. Meanwhile, there were 18 students (45 %) got 80 – 89, 19 students got 70 – 79 (47, 5 %), and 3 students (7.5%) got 60 – 69 score.

From the calculation of Pearson Product Moment Correlation, the researcher found that the coefficient correlation between students' motivational behavior and their English speaking proficiency was 0.65 at significance level of 0.01. Besides, the coefficient influences value of X toward Y was 0.421. For each kinds of motivational behavior, the result shows that intensity gave 20.9%, attention gave

30.6%, and persistence gave 18.2% contribution to the students' speaking proficiency. For the hypothesis, the coefficient correlation is higher than critical value of r -table ($0.650 > 0.312$). Therefore, for the first hypothesis, the null hypothesis is rejected and the research hypothesis is accepted.

DISCUSSION

From the result of students' motivational behavior questionnaire, it was obtained that 23 students (57.5%) were considered having high motivational behavior, 15 students (37.5%) were having average motivational behavior, and 3 students (5%) were having low motivational behavior. The average of motivational behavior score was 132.85, the lowest score was 109 and the highest score was 148. The result can be seen on the table below:

Table 4.1 Motivational Behavior Score

Interval Score	Category	Numbers of Students	Percentage
>130	High	23	57.5%
110 – 130	Average	15	37.5%
< 110	Low	2	5 %

Based on the result of motivational behavior questionnaire, most of the second year students were considered having good motivational behavior. Twenty-three students (57.5%) were considered having high motivation because they were having great intensity, persistence, and attention in learning English. They almost gave more attention, intensity and time in order to make their English good. Other fifteen students (37.5%) were considered having average motivation because they were not really done their best in solving the problem and spending time to learn English. There were two students (5%) who were considered having low

motivation. They were not giving great intensity, persistence, and attention in learning English.

The result from questionnaire of motivational behavior showed that the students who had high motivational behavior chose answer which had 4 and 5 point toward themselves. That can be seen in the question number 18 and 21. From 23 students who have high motivational behavior, 20 students chose the answer which had 5 point and 3 students chose answer with 4 point. These are the questions:

Question number 18; *Ketika saya mengikuti pelajaran bahasa Inggris, saya dapat berkonsentrasi selama*

- a. *setengah dari jam pelajaran; 4*
- b. *kurang dari setengah jam pelajaran; 3*
- c. *jam pelajaran berlangsung; 5*
- d. *hanya saat guru menjeaskan pelajaran diawal; 2*
- e. *tidak sama sekali. 1*

English Version: *When I join English learning process, I can concentrate for*

- a. *a half of times' learning 4*
- b. *less than a half of time's learning 3*
- c. *the hole of time's learning 5*
- d. *only when the teacher explains the material in the beginning of the class 2*
- e. *not at all 1*

Question number 21; *Jika ada bagian atau sesuatu mengenai Bahasa Inggris yang belum diketahui maka saya akan*

- a. *membiarkanannya saja 1*
- b. *mencari jawabannya disemua referensi 5*
- c. *berdiskusi dengan guru 4*
- d. *bertanya pada teman tanpa mendiskusikannya 2*
- e. *berdiskusi dengan teman 3*

English Version: *if there is something about English that I do not know so I will*

- a. *ignore it 1*
- b. *search the answer in all references 5*
- c. *discuss with the teacher 4*
- d. *ask friend without any discussion 3*
- e. *discuss with friend 3*

Those examples show that most students who have high motivational behavior have high attention in learning English. Twenty students can concentrate in the whole time of learning English even three students concentrate only in the half of the whole time. Besides high attention, they also have high ability in solve the problem. Most of them try to find the answer by looking at all the references than asking their friends. They have high persistence on how they try to solve the problem by themselves.

For another test, that was English speaking test, the researcher found that students had an average speaking proficiency. That can be seen on the table below:

Table 4.2 The Percentage of Students' Speaking Proficiency

No	Score Interval	Frequency	Percentage
1	90 – 100	0	0 %
2	80 – 89	18	45%
3	70 – 79	19	47.5 %
4	60 – 69	3	7.5%
Total		40	100 %

Referring to the table above, the results were none got 90-100 (0%), 18 students got 80-89 (45%), 19 students got 70-79 (47.5%), and 3 students got 60-69 (7.5%). The average score was 78.4 and it was included to average proficiency. It was indicated by most of the students had average score in pronunciation, fluency and comprehensibility.

Based on that explanation, there is no student who reaches 90-100 in the speaking test. The students would get the score if they were able to give their opinion about the issue discussed well in pronunciation, fluency, and comprehensibility.

Because the students cannot fulfill the requirements, none can get 90-100. Besides, there are 18 students who get 80 – 89. They got that score because their pronunciation was slightly influenced by the mother tongue and some utterances they said were correct. In speaking, they made an effort at times of searching for words, nevertheless, very smooth delivery on the whole and only a few unnatural pauses. Their comprehensibility was also good. From 18 students who reach 80-89, 15 students had high motivational behavior and the others had average motivational behavior.

Meanwhile 19 students (47.5%) got 70-79. Those students were able to give personal opinion related to the issue in the spoken form. Their pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. Although they made an effort and searched for words, there were not too many unnatural pauses. Their intentions were clear but several interruptions were necessary to help them to convey the message or to see the clarification. From 19 students, 11 students had average motivational behavior and the others had high motivational behavior.

Besides, three students (7.5%) had low speaking proficiency. Their pronunciation is influenced by the mother tongue but only a few serious phonological errors. They have to make an effort for much of the time. They often have to search for the desired meaning. The listener can understand a lot of what was said, but they must constantly seek clarification.

In this research, the writer found that there was correlation between students' motivational behavior and their English speaking proficiency of second year students of SMA Negeri 1 Pringsewu. Based on the information of motivational behavior and English speaking test result, it can be concluded that motivational behavior affects students' proficiency in speaking English. The same result was shown when the researcher counted the coefficient correlation for those variables. It is found that coefficient correlation is 0.65 which is categorized as weak positive correlation. The coefficient correlation can be seen on the table below:

Table 4.3 The Value of Pearson product Moment Correlation

		Correlations	
		motivation	speaking
motivation	Pearson Correlation	1	,649**
	Sig. (2-tailed)	.	,000
	N	40	40
speaking	Pearson Correlation	,649**	1
	Sig. (2-tailed)	,000	.
	N	40	40

** . Correlation is significant at the 0.01 level (2-tailed).

When the students lack of motivational behavior, it may open the possibility for the students to do not have the strong persistence in learning English. It made them did not give serious intensity to learn. That also means they were in a state of being forced to study. Some of those students usually lack of activity and direct interest when studying Speaking. Students feel uninterested in English from the very beginning but lose the interest as the difficulty in English learning increases because of lack of enough attention and intensity in learning.

That is also proved when the researcher calculated for the contribution value. The result shows students' motivational behavior contributes 42.1% to the students' English speaking proficiency. That can be seen on the table below:

Table 4.4 The Value of Regression

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,649 ^a	,421	,406	5,054

a. Predictors: (Constant), motivation

As proposed by Gardner (1985), the motivated individual is one who wants to achieve a particular goal, devotes considerable efforts to achieve this goal, and experience satisfaction in the activities associated with achieving this goal. Based on that statement, the researcher concluded that a good English speaking proficiency of the students was contributed 42.1% by motivational behavior and another 57.9% was influenced by other factors.

The contribution of students' motivational behavior to their English speaking ability was shown when the students got high score in motivational behavior's score. They also got high score for their ability in speaking English. For example student 13, the student' motivational behavior score was 144 categorized as high motivated student and for English speaking test the student got 89. It can be conclude that by having high motivational behavior students were able to join speaking activity better than those who were not having high motivational behavior.

On contrary, the students who were considered having low motivation, they also got low score for English speaking test. For example student number 40, the motivational behavior score was 109 categorized as low motivated student and for English speaking test the student got 70. It can be inferred that the students who had low motivational behavior did not have enough persistence, attention and intensity in learning language that made them were not able to join speaking activity because they had not enough positive behavior in learning English so that their speaking proficiency was not really good.

Even so, there was a student number 37 who had average motivational behavior (117), but the student's speaking proficiency had same score with the student number 40 who had low motivational behavior. The score was 70. This could happen because of other factors, maybe the student had average motivational behavior but for other factors such as self-esteem, level of anxiety and level of self confidence, the student was not really good. Furthermore, the researcher analyzed the contribution of each kind of motivational behavior to students' speaking proficiency. The result can be seen on the tables below:

Table 4.5 The contribution of intensity

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,457 ^a	,209	,188	5,910

a. Predictors: (Constant), ISUM

Table 4.6 The contribution of attention

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,553 ^a	,306	,287	5,537

a. Predictors: (Constant), ASUM

Table 4.7 The contribution of persistence

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,426 ^a	,182	,160	6,010

a. Predictors: (Constant), PSUM

Referring to tables number 4.5, 4.6, and 4.7, it can be conclude that every kind of motivational behavior gives different portion of impact to the students' speaking proficiency. The result of the data shows that intensity gives 20.9% to the score of students' speaking proficiency. Attention is the kind of motivational behavior which gives 30.6%. The last is persistence which gives 18.2% to the students' speaking proficiency.

Based on that explanation above, the kind of motivational behavior that gives most influence to the students' English speaking proficiency is attention. It can be seen on when most of the students chose the answer with high score (4 and 5) in all items of attention's questionnaire. For example question number 11 that consists of attention;

Ketika saya belajar bahasa Inggris

- a. *saya biasanya masih memikirkan hal lain diluar materi pembelajaran 4*
- b. *tidak ada hal yang dapat mengganggu konsentrasi saya 5*
- c. *tidak bisa berkonsentrasi samasekali 1*
- d. *saya sering memikirkan hal lain diluar materi pembelajaran 3*

e. sangat sulit untuk berkonsentrasi pada materi pembelajaran 2

English Version:

When I learn English

a. I usually think about others besides the learning's material 4

b. nothing can disturb my concentration 5

c. I cannot concentrate at all 1

d. I often think about others besides the leaning's material 3

e. that is so hard to concentrate on the leaning's material 2

From 40 students, two students chose d which had low score and the others chose a and b which had high score (4 and 5). So, if the students had high attention in learning English, they will give full of their concentration during the teaching learning process and nothing can disturb them. They also chose English as their priority when they learned English.

As proposed by Gardner (1985), the motivated individual is one who wants to achieve a particular goal, devotes considerable efforts to achieve this goal, and experience satisfaction in the activities associated with achieving this goal. According to the result of research carried out by Devianti (2010), it is found that motivation as a psychological factor that had a positive correlation with students' English speaking ability. Furthermore, Hasan (1999) found motivational behavior that refers to the intensity, attention, and persistence gives positive impact to the students' achievement in learning English. Besides, Olivia (2007) states in learning process, attention is very important. Attention is the concentration or main attention to the information that is reached by someone in the learning period.

It can be concluded that motivational behavior plays role in developing competences in students' self that make them devote positive behavior in learning language especially English. They would learn more when they have high concentration so that their English becomes better and they were able to express their opinion in the target language, especially in speaking.

CONCLUSION

Based on the data analysis and discussions, the researcher gets some conclusion that there is a correlation between students' motivational behavior and their English speaking proficiency. That was shown by the result of r-value (0.650) > r-table (0.312). For the contribution value, it was found that the coefficient influences value is 0.421 at the significant level 0.01. That means that the students' motivational behavior contributes 42.1 % to their English speaking proficiency. Each kinds of motivational behavior; intensity, attention, and persistence give different portion of impact to the students' proficiency in speaking English. The result shows the kind of motivational behavior that gives the most influence to the students' speaking proficiency is attention.

The researcher also asks the teacher to be aware with students' positive motivational behavior in learning and they should be able to provide every single chance to their students in practicing English speaking to improve students' pronunciation, fluency, comprehensibility, vocabulary, and etc. The researcher also suggests the students apply some tips that can be tried; do every single chance that you have, use your English whenever you can, do not be afraid in

making mistake, do your best and remember English can be useful in the future. The last but not the least, the researcher gives suggestion to future researchers, they can use another instrument when they want to do the similar research in order to make the research much better.

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