

## **THE CORRELATION BETWEEN MOTIVATION AND STUDENTS' SPEAKING SKILLS AT INTERNATIONAL CLASS PROGRAM (ICP) OF IAIN SALATIGA**

**Irfan Rozi**

Institut Agama Islam Negeri Salatiga

Email: [irfanrozi150597@gmail.com](mailto:irfanrozi150597@gmail.com)

### **Abstract**

This study is to find a correlation between motivation and students' speaking skills in the English Education Department at the International Class Program of IAIN Salatiga. The methodology of the research was quantitative research, especially correlation studies. The techniques of collecting data are questionnaires to find out students' motivation and documentation techniques to find out the speaking skills of the students. The writer finds 1) The students' motivation of the English Education Department at International Class Program (ICP) IAIN Salatiga. It shows that *there are 5 students or about 17.2% have high motivation level, 20 students or 69.0% have a medium motivation level, and 4 students or 13.8% have a low motivation level. It shows that the subject as an educated group has stable motivation.* 2) The student's speaking skills of the English Education Department at International Class Program (ICP) IAIN Salatiga. It shows that all students in this research have a GPA of more than 3.50. They are 4 students who have a 3.75 speaking score and 25 students have a 4.00 speaking score, so all students have a "Cumlaude" predicate. It shows that *the students have high speaking skills in English.* 3) There is no significant correlation between motivation and students' speaking skills in the English Education Department at the International Class Program (ICP) of IAIN Salatiga. It is proved by *the Sig value that shows  $0.284 > 0.05$  and  $t$  count  $0.206 > t$  table  $0.00/0.20$  where  $t$  count is no correlation.*

Keywords: Correlation, Psychological factors, Students', Motivation, speaking skills.

### **Introduction**

A language is a tool for communicating, whether it is spoken or written. This is consistent with the explanation In the Oxford dictionary that "language is the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way". While (Unsiah & Yuliati, 2018, p. 5) explained that language is a system of sound symbolism that is arbitrary (at will) and conventional (by mutual agreement) which is used by a group of social communities to live together, communicate and identify themselves. (Kuiper & Allan, 2017) also explained that the meaning of language is something that is used to communicate and socialize in a social context. In good communication requires an acknowledgment in the language or a common understanding so that the context of communication is effective for everyone who uses it.

English is an international language because most people in the world use English as their language of communication. This is to data released by The Ethnologue which explains that in 2021 the largest language that is often used by international people to communicate in English. The total number of people who speak English both as their mother tongue and as their second language is 1.34 billion people. Therefore, many world educations require students to be able to speak English actively to make it easier to communicate and convey information to each other.

However, many Indonesian students still can't speak English. The majority of them have not been able to make simple sentences and also communicate by speaking using the language even though they have studied for several years in school. Based on the EF English Proficiency Index (EF EPI) or the 2021 edition of the English Proficiency Index, released by EF Education First, states that the level of English proficiency possessed by human resources in Indonesia is still at a low level. This assessment is seen from the ranking of Indonesia which is in the 80<sup>th</sup> position out of 112 world countries with a score of 466 points. This position also shows that Indonesia is left behind in comparison to neighboring countries in Southeast Asia which are ranked above Indonesia, such as Singapore, the Philippines and Malaysia, which are ranked 4<sup>th</sup>, 18<sup>th</sup>, and 28<sup>th</sup> respectively.

One of the factors cause the students' failure in learning English, especially in the speaking, is lack of motivation. This is evidenced by several findings from several studies such as the results of a study conducted by (Hermayawati, 2010, p. 6) states that one of the failures of most students in learning English, especially in speaking is the lack of motivation both from themselves and from others because they don't feel compelled to learn English and lack the confidence to speak English. This is same with the results of research performed by (Riyati, 2020, p. 60) which states that the difficulty of students in learning English is quite high. One of the causes is internal factors which include lack of interest and lack of motivation of students to learn English so that students are reluctant to pay attention and practice speaking in English.

It can be understood that motivation is an urge to do something that people have. Those who have motivation make reasons to take action on something, including learning. If students have good motivation to learn and develop English speaking, they will try to achieve it. According to (Emda, 2017, p. 172) has explained that one of the factors that make students want to study is motivation. The success of students in learning is largely determined by the presence or absence of student motivation. The motivation can come from within the student or from outside the student. They are known as intrinsic and extrinsic motivation. (Purnomo, 2019, p. 79) has explained that intrinsic motivation is natural motivation that comes from within students who have feelings of pleasure towards the material and feel the need for learning so that it encourages them to take action to learn. While extrinsic motivation is motivation that comes from outside students such as from parents, teachers or the environment so that they are encouraged to learn.

On the basis of the explanation above, the researchers tried to find a correlation of student motivation at the international class program (ICP) IAIN Salatiga to their speaking achievement. The researcher tries to find out how the students' motivation, students' speaking skills, and describe whether there is a correlation between the two variables so that later it can be concluded that their speaking success has a correlation with their motivation. Researchers also look for whether their motivation is more influenced by intrinsic or extrinsic motivation. Thus, the results of this study are as a learning evaluation for lecturers to always motivate their students and for students to always maintain their enthusiasm for learning and develop their speaking skills.

## **Research Methodology**

The classify of the method research used in study is quantitative research because the data is in the form of numbers and analysis using statistics. From the point of view of its objectives, this research is correlation research. (Siyoto, Sandu, 2015) correlation research is research that aims to find out the relationship between two variables. This study aims to find out the correlation between motivation and students' speaking skills at the international class program (ICP) of IAIN Salatiga. The time of this research is on March-June 2022. The population in this study is ICP students of IAIN Salatiga. It was chosen for the reason that this program is the flagship program of IAIN Salatiga which has internship programs in international schools. The sample in this study was the fourth, sixth, and eighth-semester ICP English Education Department students with a total of twenty-nine students. The researcher took this sample because they had completed a speaking course last semester. The sample used in this study was taken with a sampling technique that is simple purposive sampling. According to (Danandjaja, 2012, p. 80) explained that purposive sampling is a technique in taking research samples based on certain considerations and certain objectives to obtain a sampling unit that has the desired characteristics. The characteristics of the sample referred to in this research are:

- a. Members of the samples in this study have experience taking speaking courses.
- b. The samples in this study are from the English Education Department at the International Class Program of IAIN Salatiga.

According to (Syahrums and Salim, 2014, p. 131), the data collection technique is the method taken by the researcher to collect data objectively. In a study sometimes researchers use more than one reliable data collection technique. It aims to make the research results useful or achieve the expected goals. Therefore, the researcher used two data collection techniques in this study. They are questionnaire and document.

To find out the validation of the contents of the questionnaire in this study, the researchers consulted with experts (judgment experts). The expert who validated this questionnaire was Mr. Miftachudin, M. A. as a lecturer and director of the international class program at IAIN Salatiga.

The reliability test in this study used the Alpha Cronbach technique. According to (Sarmanu, 2017, p. 9) reliability tests in quantitative research can use Cronbach's alpha with the calculation of the obtained value of at least 0.7 which means the data is reliable.

According to (Widhi, Agung Kurniawan, 2016, p. 102), data analysis can be interpreted as a researcher's effort to process data into information, so that the characteristics of the data can be easily understood and answer the problem formulation. Therefore, the data analysis technique in this study uses:

- a. Descriptive Analysis

According to (Widhi, Agung Kurniawan, 2016, p. 106) descriptive statistics is a statistical analysis by describing data that has been collected properly without intending to make general conclusions in analyzing it. This

analysis shows the number of subjects in the group, mean score, standard deviation of the score, maximum score, and minimum score. Furthermore, data categorization is made using the SPSS application.

The categorization guide is taken from the book (Azwar, 2012) for student motivation scores and the IAIN Salatiga academic guide book for student speaking scores.

a. Correlation Analysis

Correlation analysis is used to determine the relationship between motivation and students' speaking skills at the International Class Program (ICP) of IAIN Salatiga. The correlation analysis technique used in this research is Pearson's product-moment. According to (Syahrudin and Salim, 2014, pp. 154-155), Pearson's product-moment is a statistical analysis method used to determine the relationship between two variables (dependent and independent).

(Muncarno, 2017, p. 62) explained that Pearson's product-moment is denoted ( $r$ ) which can be used to determine whether two variables are related or not with the provisions of the correlation coefficient between -1 to +1. If the value of  $r = -1$  means that the correlation is perfectly negative;  $r = 0$  means there is no correlation; and  $r = +1$  means the correlation is very strong.

## **Result and Discussion**

### **A. The Description of Data**

This study has two variables, namely motivation as the dependent variable and speaking as an independent variable. To obtain data on the motivation variable ( $x$ ) the researcher used a research instrument in the form of a questionnaire from previous studies which were validated by experts. As for getting data on the speaking variable ( $y$ ), the researcher used document data for the final value of the speaking course last semester which was asked to the relevant lecturer.

To obtain motivational data, the researcher distributed a questionnaire through the chat application by WhatsApp in the form of a google form. After the respondents' answers were collected, the researcher changed them in the form of numbers with an assessment of strongly agree = 5, agree = 4, undecided = 3, disagree = 2, and strongly disagree = 1. Then the researcher managed it by using the SPSS for Windows version 20 application to find a correlation between motivation and speaking for ICP IAIN Salatiga students.

The focus of psychological factors in the form of motivation in this study is intrinsic motivation and extrinsic motivation. Intrinsic motivation is assumed to be an active motive without the need for external encouragement. Extrinsic motivation is a motive or urges to want to do something active because there are reasons for encouragement from outside such as parents, teachers, or the environment. While the focus of speaking factors in this study were accuracy, fluency, and comprehension.

The researcher took the score of students' motivation (variable X) using 20 items questionnaire and students' speaking (variable Y) by using the Grade Point Average of the 4<sup>th</sup>, 6<sup>th</sup>, and 8<sup>th</sup>-semester students with a total of 29 students. It can be seen in the table below;

Tabel 1  
The summary of Students' motivation and speaking skills

Number	Parameter	X	Y
1.	Minimum Score	55.00	3.75
2.	Maximum Score	84.00	4.00
3.	Range (R)	29.00	0.25
4.	Std. Deviation	7.43	0.08
5.	Mean	69.75	3.97
6.	Median	70.00	4.00
7.	Mode	68.00 <sup>a</sup>	4.00
8	Sum	2023	115

From the table, we know that the minimum score of students' motivation (variable X) is 55.00 and the maximum score is 84.00, the range score is 29.00, the standard deviation is 7.42, the mean score is 69.75, the median score is 70.00, mode score is 68.00, and for the sum is 2023. While the minimum student speaking score is 3.75 and the maximum score is 4.00, the range is 0.25. The standard deviation is 0.08, the mean is 3.96, the median is 4.00, the mode is 4.00, and for the sum is 115. The complete data on student motivation and speaking are as follows:

Tabel 2  
Students' motivation and speaking skill score

Respondents (N)	Students' motivation score	Students' speaking score
1	67	4.00
2	60	4.00
3	77	4.00
4	83	4.00
5	78	4.00
6	84	4.00
7	64	4.00
8	73	4.00
9	80	4.00
10	61	3.75
11	66	4.00
12	74	4.00

13	70	4.00
14	68	4.00
15	55	4.00
16	68	4.00
17	79	4.00
18	63	3.75
19	72	4.00
20	70	4.00
21	72	4.00
22	64	3.75
23	67	4.00
24	73	4.00
25	72	4.00
26	68	4.00
27	62	4.00
28	57	4.00
29	76	3.75
N=29	$\sum X=2023$	$\sum Y=115$

To give more detailed information about the class interval of students' motivation score and students' speaking skill, we can see the table below;

Tabel 3

Relative frequency distribution of students motivation

No	Interval	Frequency (f)	Percentage
1.	55-60	3	10%
2.	61-65	5	17%
3.	66-70	8	28%
4.	71-75	6	21%
5.	76-80	5	17%
6.	81-85	2	7%
$\sum f = 29$			

Tabel 4  
Category of Students' Motivation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	4	13.8	13.8
	Medium	20	69.0	82.8
	High	5	17.2	100.0
	Total	29	100.0	100.0

Based on the table above, the categories of students' motivation level is 3 (three), the first is low students' motivation (55-61) with the total is 4 students, the second is medium students' motivation (62-77) with the total is 20 students, and the third is high students' motivation (78-85) with the total is 5 students. Based on the result, the researcher can reveal that most students have medium motivation, it can be understood from the total number of students who have medium motivation are 20 students or 69.0% of 29 students.

Tabel 5  
Relative frequency distribution of students' speaking skill

No	Interval	Frequency (f)	Percentage
1.	3.75	4	14%
2.	4.00	25	86%
		$\sum f = 29$	

Tabel 6  
Category of Students' Speaking

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid High	29	100.0	100.0	100.0

Based on the table above shows that all students have high academic achievement. This can be seen from 29 students (100.0%) who have academic achievements in the cum laude category. So based on these results the author can conclude that all students of the international class program (ICP) FTIK IAIN Salatiga or all samples in this research have high academic achievement scores in terms of speaking.

**B. Analysis of Correlation Between Students' Motivation and Speaking**

The researcher has many steps to find out the results of data analysis to show whether or not there is a correlation between psychological motivational factors of students and their speaking skills at ICP of IAIN Salatiga. The outline of this research has two variables between psychological factors and students' speaking skills.

The focus of the psychological factors of this study in terms of motivation there are two types, namely intrinsic and extrinsic motivation. First, intrinsic motivation can appear as a character since a person is born or motivation that arises naturally without being pushed from outside, so that the motive is part of traits driven by endogenous factors. The second is extrinsic motivation, it is assumed that extrinsic motivation is caused by factors from outside the student. It can happen from the teacher, parents, friends, and the environment. And for the variable y is speaking. This student's speaking focuses on accuracy and fluency.

To find out the correlation between the variables X and Y in this study. Researchers classify the results of intrinsic and speaking first then extrinsic and speaking to see the correlation between every two aspects. After getting all the results the researcher looks for a correlation between students' motivation and their speaking skills of ICP IAIN Salatiga. It can be seen in the results below;

Tabel 7  
The Correlation of Intrinsic Motivation and Speaking Skills

		Correlations	
		motivation intrinsik	Speaking
motivation intrinsik	Pearson Correlation	1	.050
	Sig. (2-tailed)		.799
	N	29	29
Speaking	Pearson Correlation	.050	1
	Sig. (2-tailed)	.799	
	N	29	29

Based on table above explained that in the correlation between Intrinsic Motivation and students' speaking skills there is no correlation between the two variables. Based on calculation by the SPSS application, the value for the significance obtained is (0.799) where the result is greater than the standard correlation value (0.05). And for the guidelines for human degrees is (0.050) and the standard of the value (0.00 / 0.20) which means there is no correlation because the value is smaller than the standard. So, the researcher can conclude there is no correlation between intrinsic motivation and students' speaking skills.



Tabel 8  
The Correlation of Extrinsic Motivation and Speaking Skills

		motivation extrinsik	speaking
motivation extrinsik	Pearson Correlation	1	.309
	Sig. (2-tailed)		.103
	N	29	29
speaking	Pearson Correlation	.309	1
	Sig. (2-tailed)	.103	
	N	29	29

Based on table above, it is explained that in the relationship between extrinsic motivation and speaking skills there is no relationship between the two variables. It can be seen from the value obtained is (0.103) where the result is greater than the standard correlation value (0.05). And for the human degree guideline is (0.309) and the standard value is (0.20 / 0.40) which means there is a low correlation, because the value is smaller than the standard. So, the researcher can conclude that there is no relationship between extrinsic motivation and students' speaking skills.

Tabel 9  
The Correlation of Students' Motivation and their Speaking Skills

		motivatio n	Speaking
motivatio n	Pearson Correlation	1	.206
	Sig. (2-tailed)		.284
	N	29	29
speaking	Pearson Correlation	.206	1
	Sig. (2-tailed)	.284	
	N	29	29

Based on table 4.3 is the result of the calculation between variable X and variable Y which results in whether or not there is a correlation between the two variables. The value obtained is (0.284) where the result is greater than the correlation value (0.05). And for the human degree guideline is (0.206) and the standard value is (0.00 / 0.20) which indicates that there is no correlation because the value is smaller than the standard. So, it can be concluded that there is no correlation between motivation and students' speaking skills in international class program of the IAIN Salatiga.

## **C. Discussion**

### **1. Students' Motivation**

The first factor to be studied was student psychology (variable X), namely students' learning motivation. The sample in this study were students of ICP IAIN Salatiga semester 4th, 6th, and 8th in the English Education Department. The sample was taken using a purposive sampling technique because the students had taken the speaking course. To get data, the researcher conducts research by giving several questionnaires about motivation in speaking English to 29 students as a sample. Questionnaires are used by researcher to find out the correlation between psychological factors in students' motivation and their speaking skills. In variable X, intrinsic and extrinsic motivation are the two elements sought in this study. The two elements were investigated because the researcher wanted to find out which elements are larger correlated with students' speaking. After the data was collected, the researcher managed it using SPSS to reveal the results.

Before knowing the correlation between students' motivation and their speaking, the researcher first looked for the correlation between intrinsic motivation and speaking. And then look for the correlation between extrinsic motivation and speaking. It is intended to find out what motivation is more dominant that affects students' speaking and to strengthen the correlation results that will be obtained between motivation and their speaking. The results of each variable are 0.799 for the correlation between intrinsic motivation and speaking. And 0.103 for the results of the correlation between extrinsic motivation and speaking. Both show that there is no significant correlation between intrinsic or extrinsic motivation and speaking because the significant value is greater than 0.05.

### **2. Students' Speaking Skills**

The next variable is students' speaking skills. Students' speaking skills are the second variable that can be measured or called variable (Y). As mentioned in the previous chapter, the researcher obtained speaking data through the students' scores in the previous semester. The researcher believes that the final score of this student's speaking course can represent the student's achievement in speaking because they are assessed directly by the lecturer concerned. The number of student scores taken in this variable is 29 students in the 4th, 6th, and 8th semesters in the English education department at ICP IAIN Salatiga. From the results of the value obtained as raised in the previous data, it can be said that student achievement in speaking can be said to be very good. This proves that the ability students in speaking skills have high stability.

### **3. The Result of Correlation Between Motivation and Students's Speaking**

Student motivation and speaking are two variables that the researcher looks for a relationship in this study. Researchers used the SPSS application to reveal the correlation between the two variables. The results found from the

presentation of the data above show that there is no significant correlation between students' motivation and speaking. This means that there is no relationship between psychological factors of motivation based on extrinsic motivation or intrinsic motivation and speaking skills. From the results of calculations that have been carried out by researchers, separately in analyzing extrinsic and intrinsic motivation can be concluded that there was no relationship with students' speaking skills based on the accumulation of combined assessment of the aspects of fluency and accuracy.

From the research results obtained, the researcher can reveal that the results in the analysis process between students' intrinsic motivation do not have a correlation with speaking skills because the results obtained is (0.799). It shows that the result is a significant value greater than (0.05), and for a score of the human degree guideline is (0.050) indicating the standard value is  $0.00/0.20$  = no correlation, because the value obtained is smaller than the standard. It means that there is no relationship between intrinsic motivation and speaking skills. As and the results obtained in extrinsic motivation also do not have a significant correlation with students' speaking skills. Because the significant value obtained produces (0.103) which is greater than the standard rule is (0.05). For guidelines human degree is (0.309) and the standard value is  $(0.21 / 0.40)$  = low correlation. It can be decided that there is no correlation between extrinsic motivation and students' speaking skills.

Based on the regulation of significant correlation classification, the author can conclude that the results of the significant correlation between students' motivation and speaking is (0.284) which means this result is greater than (0.05). Whereas the results of the guideline for the degree of correlation between motivation and students' speaking produce value (0.206). This value indicates the achievement of the category (0.00 / 0.20) which can be concluded there is no correlation. Finally, the researcher can decide that there is no correlation between motivation and students' speaking skills at ICP IAIN Salatiga. The results obtained by the researcher based on some aspects of the assessment state that psychological factors in motivation does no correlate with speaking skills.

And based on several previous research results that there are studies that state there is a correlation between motivation and speaking and some state that there is no correlation. The factors that distinguish the findings are the different conditions of the respondents. (Muamar et al., 2019, pp. 2131–2132) who found several factors that hindered the development of students' speaking skills explained that generally, two factors influence student's speaking, namely internal factors and external factors. The internal factors include motivation (intrinsic and extrinsic), interest, and self-confidence. While external factors are mother tongue and environment. Some students can speak fluently even though their motivation is weak because the environment forces them to speak English.

## Conclusion

Based on analysis above, the researcher can take the conclusion that many students have medium motivation, it can be seen from the total number of students who have medium motivation are 20 students or 69.0% of 29 students. For the students' speaking skills score category that all students have high academic achievement. This can be seen in 29 students (100.0%) who have academic achievement in the cum laude category. Finally, the value obtained for the significant correlation between students' motivation and speaking is 0.286. These results indicate that the significance is greater than the provision of 0.05, which means that there is no correlation between the two variables. As for the results of the guideline, the level of correlation between motivation and students' speaking ability resulted in a value of (0.206). This value indicates the achievement of the category (0.00/0.20) which can mean that there is no correlation between the two variables.

## References

- Azwar. (2012). *Metode Penelitian*. Pustaka pelajar.
- Danandjaja. (2012). *Metodologi Penelitian Sosial* (First Edition). Graha Ilmu.
- Emda, A. (2017). Kedudukan Motivasi Belajar Siswa Dalam Pembelajaran. *Lantanida Journal*, 5(2), 93–196.
- Hermayawati. (2010). Analisis Kesulitan Belajar Bahasa Inggris Mahasiswa. *Jurnal Sosio-Humaniora*, 1(1), 1–14.
- Irmawati, D. K. (2016). Faktor-Faktor yang Menghambat Peningkatan Kemampuan Berbicara Bahasa Inggris Mahasiswa Jurusan Bahasa Inggris di Kota Malang. *Journal Vokasindo*.
- Kuiper, K., & Allan, W. S. (2017). Introduction: What is a Language? *An Introduction to English Language*, 1–24. [https://doi.org/10.1057/978-1-137-49688-1\\_1](https://doi.org/10.1057/978-1-137-49688-1_1)
- Muamar, Hente, M. A., & Arid, M. (2019). Factors Affecting Speaking Ability of Semester Four Students of English Education Study Program at muhammadiyah University of Palu. *Journal Unismuh Palu*.
- Muncarno. (2017). *Cara Mudah Belajar Statistika Pendidikan* (First). Media Akademi.
- Purnomo, H. (2019). *Psikologi Pendidikan* (First). LP3M UMY.
- Riyati. (2020). *Tingkat Kesulitan Belajar Bahasa Inggris Pada Siswa Kelas XI SMA Xaverius I Jambi Tahun Ajaran 2019/2020*.
- Sarmanu. (2017). *Dasar metodologi Penelitian Kuantitatif, Kualitatif, dan Statistika*. Airlangga University Press.
- Sarwono, J. (2018). *Metode Penelitian Kuantitatif dan Kualitatif* (2nd ed.). Suluh Media.
- Siyoto, Sandu, A. S. (2015). *Dasar Metodologi Penelitian*. Literasi Media Publishing.
- Sugiyono. (2013). *Metode Penelitian Kuantitatif Kualitatif dan R & D* (19th ed.). Alfabeta, Bandung.

- Syahrum and Salim. (2014). *Metodologi Penelitian Kuantitatif* (R. Ananda, Ed.). Citapustaka Media.
- Unsiah, F., & Yuliati, R. (2018). *Pengantar Ilmu Linguistik*. Universitas Brawijaya Press (UB Press).
- Widhi, Agung Kurniawan, Z. P. (2016). *Metode Penelitian Kuantitatif* (1st ed.). Pandiva Buku.