THE RELATIONSHIP BETWEEN STUDENTS' MOTIVATION IN LEARNING SPEAKING AND SPEAKING ABILITY OF ENGLISH DEPARTMENT STUDENTS OF UNIVERSITAS NEGERI PADANG ACADEMIC YEAR 2017

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Abstract

This research is a quantitative-correlational research that measures the stage of the motivation of the students in learning speaking subject and their speaking ability in English. In addition the population of this research is the under-graduate students of English for education department, Faculty Language and Arts academic year 2017, Universitas Negeri Padang and the sample is chosen by using cluster sampling. Furthermore, the problem backgrounded this research is how the relationship between students' motivation in learning speaking and the speaking ability. For this research, motivation is treated as the x variable and speaking ability as y variable. The instruments used in this research are questionnaire and test. The questionnaire is used to measure the motivation and test for the speaking ability. The questionnaire used is adapted from the *The Attitude/Motivation Test Battery (AMTB)* by Gardner. The questionnaire was analyzed by using likert scale and speaking test by using speaking rubrics by Brown. The result of this researchshows that there is a relationship between the motivation and speaking ability of tye students. It is shown by the correlational coefficient (r_{xy}) with number 0,002. However, the relationship is not significant because when it is compared with r_{table} with (α) 5%, the number is 0,3494. It means that $r_{table} > r_{xy}$. Thus, it can be concluded that the relationship between x variable and y variable is not significant,

Keywords: *speaking ability, motivasion, correlational research*

A. INTRODUCTION

Speaking is one of the ability needed to be mastered by students. They need this ability in order to express or to share their ideas or thoughts with others. It is an effective way to communicate with others particularly among the college students who are majoring English.

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The importance of this ability could be seen from the speaking subjects which focus in handling speaking matter called speaking ability subject. The speaking ability subject consists of three classes namely *speaking for informal interaction, speaking for formal interaction* and *public speaking*.

However, the existence of those speaking ability classes are still not enough to handle speaking matter faced by the English department students of UNP. Furthermore, the students' speaking ability normally influenced by many factors such as linguistic, cognitive, affective and psychological factors. These factors sometimes interfere the students to speak for example *the vocabulary*. The second factor is *the grammatical factor.* The second commonest answer from the students is the grammatical problem. The third point from the interview is about the pronunciation. From the interview, it could be concluded that the students also tend not to participate with the speaking class deal with the pronunciation.

Indeed, from the interview, the researcher found that there are three main condition that make the students not participating in the speaking classes. Those factors are vocabulary, grammar and pronunciation. In fact, those factors occurs because of the feeling of anxiety from the students. This feeling is caused by the motivation of the students in learning speaking itself. Motivation is really crucial in learning language because it will bring impact to the learners. Istianti (2013) says that "motivation will give strength to students in learning speaking in order to speak up". Besides, Dalu, Setyawati, Arianto, and Azizaturrohmah (2017: 8) Also says that "another factor which is frequently cited to explain why some learners are more successful than others is individual motivation."

From the explanation above there is a clear understanding that there is a relationship between motivation and speaking ability. Therefore, to prove the the statements of the explanation—whether it is correct or not—the researcher will conduct a research about the relationship between motivation and speaking ability of Englisg department students of UNP in academic year 2017.

In relationship with the identification above, the research problem was limited to the correlation between the speaking skill of English department students of UNP and their motivation.

Based on the limitation mentioned earlier, the problem can be formulated into: "Is there any relationship between students' speaking skill of English department students of UNP and their motivation."

Based on the limitation of the problem above, this research is trying to answer the research questions as follows:

1. How is the degree of the motivation of English department students in UNP?
2. How is the speaking ability of English department students in UNP?
3. Is there any correlation between the speaking skill of English department students of UNP and their motivation?

According to the research quetions above the purpose of this study are:

1. to find out the degree of motivation of English department students in UNP;
2. to find out the speaking ability of English department students in UNP;

to find out whether there is any correlation between the speaking skill of English department students of UNP and their motivation.

This result of this research is aimed for the lecturers of English department in UNP. This research is hoped to help the lecturers to see whether the students' motivation affect the speaking skill of students or not.

There are some terms that will be used in this research. The definitions for each term will the readers to understand about the research. The terms are as follows:

1. Speaking ability is the the willingness of people in order to express ideas, opinions and feelings to others
2. Motivation is the willingness that could encourage the students and is coming from themselves in doing something
3. Correlational research is a kind of research that investigate the relationship between two or more quantifiable variables.

The assumptions for this study are as follow:

1. The students who have low motivational degree will have low ability in speaking.
2. The students who have high motivational degree will have high ability in speaking.
3. The relationship that occurs between motivation and speaking ability is a positive relationship.

The defnition of speaking has been discussed by many experts over time. Until now there are many definitions of speaking. According to Torky (2006), speaking is an ability of people to express a message in a given meaningful context orally, coherently, fluently and appropriately. Mart (2012) similarly says that speaking as the ability to use language in order to do speech, and express or exchange thoughts. Nunan in Mart (2003) states that speaking as the production of verbal utterances in conveying meaning. Chastain (1988) in Amineh and Araghi, defines speaking as the mixture of general knowledge of the world with linguistic knowledge in order to produce a message. From those explanations, there is a clear understanding that speaking is an activity that is done in order to deliver an idea or thought in our mind, and in delivering this idea, the speaker should be concerned with the listener's understanding.

Nunan in Brown (1991) states that there are two main types of speaking namely *monologue* and *dialogue*. Monologue is divided into two subclasses. According to Nunan (1991), monologue are divided into *planned* and *unplanned monologue*. The second one is dialogue. According to Nunan (2000), dialogues are kinds of spoken language that involve two or more speakers where there are sender(s) and receiver(s). Furthermore, dialogues are divided into two types called *the interpersonal* and *transactional dialogue.*

There are three kinds of speaking activities classified based on their forms and the functions namely *speaking as interaction, speaking as transaction* and *speaking as performance* (Brown and Yule in Richards, 2008).

Speaking as Interaction

This first type of speaking activity is aimed the speaker(s) for being able to communicate with other speaker(s). Speaking as interaction allows the speakers to be able to do "conversation" one another.

Speaking as transaction

Speaking as transaction is an activity which is "...focus on what is said or done..." (Richards, 2008). This activity is usually applied in the setting of discussion.

Speaking as performance

Speaking as performance is an activity which is purposed to speak in the public—in front of the audience—such as classroom presentations, public announcements and speeches (Richards, 2008).

There are so many components of speaking that have been explored by experts, but there are four main components that all of the experts agree with.

The first component is *fluency*. Fluency is the paramount component in speaking needed to be achieved by the students. Hughes in Mazouzi (2013) says that fluency is the ability of the students to speak reasonably, intelligebly and accurately where it is purposed to make the listeners not losing their interest with the conversation. The second component is *grammatical features*. Thornburry in Ahmadi and Leong (2017) states the correctness of grammatical features in spoken language is related with the length and complexity of the utterances and the well-structured clauses. The third component is *vocabulary*. Vocabulary is related with the grammatical structures. Mazouzi (2013) says that the use of vocabulary in speaking deals with the appropriateness of the words used with the context. The fourth component is *pronunciation*. Mazouzi (2013) says that pronunciation deals with the knowledge of phonological rules.

Speaking is still needed to be assessed. In assessing speaking there are some ways that can be used. The first thing which is needed to be concerned about in assessing speaking is the understanding of its micro- and macro-skills. There are 16 points of micro- and macro-skills of speaking skill as follow.

Microskills: 1) Produce differences among English phonemes and allophones; 2) Produce chunks of language of different lengths; 3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonaton contours; 4) Produce reduced forms of words and phrases; 5) Use an adequate number of lexical units (words) to accomplishg pragmatic purposes; 6) Produce fluent speech at different rates of delivery; 7) Monitor one's own oral production and use various strategic devices—pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message; 8) Monitor one's own oral production and use various strategic devices—pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message; 9) Produce speech in natural constituents: in appropriate phrases, pause groups, breateh groups, and sentence constituents; 10) Express a particular meaning in different grammatical forms; 11) Use cohesive devices in spoken discourse.

Macroskills: 12) Appropriately accomplish communicative functions according to situations, participants and goals; 13) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules,

floor keeping, and –yielding, interrupting, and other sociolinguistic features in face-to-face conversations; 14) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification; 15) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language; 16) Develop and use battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

In addition, there are so many ways to assess speaking skill. The way that can be used depends on the speaking task given. According to Brown & Abeywickrama (2010), there are five types of task for speaking skill. Those tasks are *imitative, intensive, responsive, interactive* and *extensive speaking*.

Table 1. The Oral Proficiency Scoring Categories By Brown

Speaking score	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can undrrstand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	(No specific description. Refer to other four language areas for implied level of fluency)	Errors in pronunciatiom are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).	Can handle with some confidence but not with facility most social situations, including introductions, and casual conversations about current events, as well as work, family, and autobiographical information.	Accent is intelligible though often quite faulty.
3	Control grammar is good. Able to speak the language	Able to speak the language with sufficient vocabulary to participate	Comprehension is quite complete at a normal rate of speech.	Can discuss particular interests of competence with	Errors never interfere with understanding and rarely disturb the native speaker.

Level					
	with sufficient structiral accuracy to participate effectively in most formal and informal conversations on practical, social and proffesional topics.	effectively in most formal and informal conversations on practical, social, and proffesional topics. Vocabulary is broad enough that he rarely goes to grope of precision for a word.		reasonable ease. Rarely has to grope for words.	Accent may be obviously foreign.
4	Able to use the language accurately on all levels normally pertiment to proffesional needs. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Can understand any conversation within the range of his experience.	Able to use the language fluently on all levels normally pertinent to proffesional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Errors in pronunciation are quite rare.
5	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and isioms, colloquialisms, and pertinent cultural references.	Equivalent to that of an educated native speaker.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.

Table 2. The Subcategories of Brown's Rubrics

Level	Description
0	Unable to function in spoken language
0+	Able to satisfy immediate needs using rehearsed utterances
1	Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics
1+	Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands
2	Able to satisfy routine social demands and limited work requirements
2+	Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective

3	Able to speak the language with suficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and proffesional topics
3+	Often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks
4	Able to use the language fluently and accurately on all levels normally pertinent to professional needs
4+	Speaking proficiency is regularly superior in all aspects, usually equivalent to that of a well-educated, highly articulate native speaker
5	Speaking proficiency is functionally equivalent to that a hughly articulate, well-educated native speaker and reflects the cultural standards of the country where th language is spoken

Furthermore, beside the rubrics, one other thing that should be taken into consideration is the syllabus. The syllabus for this research is the syllabus for speaking for informal situation for Englisg department Students of Universitas Negeri Padang.

**Table 3. The Syllabus of Speaking for Informal Interaction
In Universtas Negeri Padang Academic Year 2017/2018**

Week	Lesson Learning Outcome	Topics	Sub-Topics	Methods	Media	Method of Assessment
1	Identify expressions used to greet friends and strangers, practice the provided conversation about the topic, create short dialogs and perform them	Classroom regulation, introduction to the course, greeting people you know, greeting people you don't know	greeting friends greeting strangers things not to ask on a first meeting	Classroom discussion Role plays	Hands out CD Laptop	Conversation script Group performance
2	Identify expressions used to introduce oneself and others, practice the provided conversation about the topic, create short dialogs and perform them	Introducing oneself Introducing others	Information given to someone new, name spelling, information given to introduce a friend to another friend	Classroom discussion Role plays	Hands out CD Laptop	Conversation script Group performance Mid-Test
3	Identify expressions used to ask and give help practice the provided conversation about the topic, create short dialogs and perform them	Asking help Offering help	Various ways used to ask help from a friend,various ways to refuse help, offering an alternative, offering help, giving help	Classroom discussion Role plays	Hands out CD Laptop	Conversation script Group performance Mid-Test
4	Identify expressions used to talk about likes and dislikes practice the provided conversation about the topic, create short dialogs and perform them	Likes and Dislikes	Various expressions used to show what one likes, dislikes.	Classroom discussion Role plays	Hands out CD Laptop	Conversation script Group performance Mid-Test
5	Identify expressions used to talk about direction, practice the provided conversation about the topic, create short dialogs and perform them	Asking and giving direction	Signs and directions, preposition of place, map reading, asking for direction, giving direction	Classroom discussion Role plays	Hands out CD Laptop	Conversation script Group performance Mid-Test

6	Identify expressions used to make invitation practice the provided conversation about the topic, create short dialogs and perform them	Invitation	Students' daily schedule, inviting a friend for an event, refusing friend's invitation, reasoning, accepting friend's invitation	Classroom discussion Role plays	Hands out CD Laptop	Conversation script Group performance Mid-Test
7	Identify expressions used to keep conversation going, practice the provided conversation about the topic, create short dialogs and perform them	Keep conversation going		Classroom discussion Role plays	Hands out CD Laptop	Conversation script Group performance Mid-Test
8	Identify expressions used to complain, practice the provided conversation about the topic, create short dialogs and perform them	complaints	Complaining to friends about homework, schedule, neighbourhood, ways to complain, complaining different situations	Classroom discussion Role plays	Hands out CD Laptop	Conversation script Group performance Mid-Test
9	Identify expressions used to make indirect requests, practice the provided conversation about the topic, create short dialogs and perform them	Making indirect request	Different ways to make indirect request using *that,infinitive, yes/no question, wh-question*	Classroom discussion Role plays	Hands out CD Laptop	Conversation script Group performance Mid-Test
10	Identify expressions used to show emotions, practice the provided conversation about the topic, create short dialogs and perform them	Showing feelings	Various adjectives to show feelings, questions used to ask someone's feelings, class survey	Classroom discussion Role plays	Hands out CD Laptop	Conversation script Group performance Final-Test
11	Identify expressions used to talk about problems, practice the provided conversation about the topic, create short dialogs and perform them	Describing problems	Sharing problems and worries with a friend, sharing problems in different situations	Classroom discussion Role plays	Hands out CD Laptop	Conversation script Group performance Final-Test
12	Identify expressions used to talk about preferences, practice the provided conversation about the topic, create short dialogs and perform them	preferences	Asking for friend's preference, making suggestion, agreeing, disagreeing	Classroom discussion Role plays	Hands out CD Laptop	Conversation script Group performance Final-Test
13	Identify expressions used to talk about future, practice the provided conversation about the topic, create short dialogs and perform them	Future	Planning, making prediction, linking words list	Classroom discussion Role plays	Hands out CD Laptop	Conversation script Group performance Final-Test
14	Identify expressions used to	Hypothetical	Hypothetical words,	Classroom	Hands out	Conversation

	make hypothesis, practice the provided conversation about the topic, create short dialogs and perform them		ensuring, making deduction	discussion Role plays	CD Laptop	script Group performance Final-Test

There are many experts who tried to define motivation. Horwitz in Mulalic and Obidic (1990) says that motivation is the aspects which are affected the learners to learn the target language where those aspects are the culture and the individual pragmatics reasons. Keller in Mulalic and Obidic (1983) states "motivation refers to the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will excerp in this report". Furthermore, Guay et al in Lai (2012) defines motivation as "the attribute that moves us to do or not to do something". Brown (2000) explains that the definition of motivation can be viewed in two ways namely *behavioristic* and *cognitive definition.*

A behavioristic definition. This theory states that anything about motivation is related to "reward" or "punishment" (Brown, 2000). The "rewards" here means that—in the learning context—whenever the students "do" something they will be given rewards.

Cognitive definition. This theory actually is almost similar with behavioristic theory, but there are some points that make it different. The points that make it different are the sources of motivation and the power of self-reward.

Furthermore, Ng and Ng (2015) in their journal entitled *'A Review of Instrinsic and Extrinsic Motivations of ESL Learners'*, said that any kind of stimulant that can help the learners to achieve something is called as motivation. In addition, Gardner in Ng and Ng (2015), says that motivation has three parts (effort, want or will/cognition, and task-enjoyment/affect) where those three parts are the core of mental. Anggouni (2015) explains the word motivation has its core from Latin 'moveo-movere' where it means is 'move'. The word move here has a relationship with movement. This statement is supported by Walker. Walker (2011, in Anggouni) stated that motivation is something that elevate people to make choice or to make that person move.

There are two main groups of types of motivation which is explained by some theorists. Those two main types are *integrative and instrumental motivation* and *instrinsic and extrinsic motivation.*

Integrative and Instrumental Motivation

Integrative motivation. Gardner and Lambert in Mahadi and Jafari (1972) says that integrative motivation is the willingness of the students in learning language with the primary intention is to pour with the society at the place where the language learned is used.

Instrumental motivation. *Instrumental motivation* is the motivation with the primary intention of the advantage(s) which are given by the language learned for the further study or other usefullness.

Instrinsic and Extrinsic Motivation

Instrinsic motivation. Mahadi and Jafari (2012) states instrinsic motivation as a kind of willingness in learning that comes from the students themselves and extrinsic motivation deals with the willingness to learn that does not come purely from the students, but it comes from such reasons. In addition, Ng and Ng (2015) says that instrinsic motivation is something that can be found within the individual him-/herself.

Extrinsic motivation. Ng and Ng (2015) explains that extrinsic motivation are every single thing that can affect learners' motivation that come from the outside of the learners.

Beside the defnition, there is another part that should be understood about motivation. That part is all about the components of motivation. Understanding the components of motivation is a need. Harlen and Deakin-Crick in Muho & Kurani (2002) notices that there are eight components of motivation that should be understood namely *effort, goal orientation, locus of control, self-efficacy, sense of self as learner, self –esteem, self-regulation* and *interest*.

The first one is *the effort*. Muho & Kurani (2013) explains effort as the readiness of someone in order to face a task. *Goal orientation* is the second component of motivation. Meece, Blumenfeld and Hoyle, in Muho and Kurani(1988) say goal orientation is "the set of behavioral intentions, determining how students approach and engage in learning activities". The next component of motivation is *the locus of control*. Muho and Kurani (2013) explains locus of control as the situation of how students can control their way of learning when they are opposed by others, such as teachers, parents or social pressure. The next component is *the self-efficacy*. According to Bandura & Schunk in Muho & Kurani (1981), self-efficacy is "concerned with the judgements about how well a learner can organize and execute courses of action required to deal with situations containing many ambiguous, adn often stressful elements." The next components is *the sense of self as a learner*. To make the learners to be motivated, there should be the consciousness of the students themselves. This consciousness is emphasized on the word "learner" itself. *Self-esteem* is also one of the components of motivation. Cast & Burke in Muho & Kurani (2002) explain self-esteem as a positive evaluation which is done individually. The next component is *the self-regulation*. Self regulation is closely related with sense of a learner. Here, when learners are able to do such task by their own, they will be more motivated. The last component of motivation ia *interest*. There are two types of interest according to many scholars namely *personal/individual interest* and *situational interest* (Muho & Kurani, 2013). Accordingt to Schraw, Bruning & Svoboda in Muho & Kurani (1995) personal interest is "unique to the individual". On the other hand, according to Schraw et all. in Muho & Kurani (1995), situational interest is a kind of interest which is characterized by common among individuals, not long lasting, and elicited within a partcular context.

The next issues is all about assessing the motivation. There are so many ways to assess motivation. Usually, motivation is assessed by using self-report or rating scales (Broussard & Garrison, 2004; Deci et al., 1999; Gottfried, 1990; Lange & Adler, 1997; Miller & Meece, 1997 in Lai, 2012). One of the instrument that is commonly used is Gardner's (1985) AMTB questionnaire. Originally this

questionnaire is used for french students. However, it has broaden to be used to other languages such as English. The questionnairs has 130 items (Anggouni, 2015).

This questionnaire is used widely because it is easy to use it and the data whch is got from this questionnaire is reliable and valid. Although there are so many instruments to assess motivation, Gardner's AMTB is the one that is suggested by many experts.

There are some studies that have been done by some researcher about the relationship between motivation and speaking skill. First of all, Kivinen (2003), states that there is a difference between the successful and unsuccessful students in the stage of motivation. In his dissertation entitled *Assessing Motivation and the Use of Learning Strategies by Secondary School Students in Three International Schools* he found that the successful students tended to have high motivation and the unsuccessful ones were low.

Li and Pan (2009) also conducted a research about the relationship between students' motivation and achievement. They did the research to the English Majors Students in Qingdao Agricultural University. The findings also show that there is a positive relationship between students' motivation and their achievement.

Intharaksa and Choosri (2011) did a study about the relationship between motivation and speaking skill to the second-year vocational level Hatyai Technical College students. Fantastically, the prejudices about the relationship was wrong. Intharaksa and Choosri found that there is no any relationship between motivation and speaking. The next study which is is conducted by Irmawaty (2013) where the result of this research shows that there is, of course, a relationship between those two aspects.

Moreover, Istianti (2013) conducted a relationship study to the second grade of SMA Darussalam Ciputat. However, Istianti's finding is the opposite of Intharaksa and Choosri's findings.

Looking at the studies that have been done by some people about the relationship between motivation and speaking skill, at this time, the researcher also wants to do a research to the English Department Students of UNP, Padang, West Sumatera, Indonesia in order to see the relationship of motivation and speaking skill at that department too.

B. RESEARCH METHOD

This research belongs to the quantitative research. According to Ary, Jacobs & Sorenson (2010), a quantitative research is a kind of research which deals with statistical analysis of numeric data and usually used to study relationship, cause and effect. This type of research is divided into three subclasses namely *experimental, survey* and *correlational research*. This is a correlational research where it will analyze the relationship between two or more variables. According to Gay (2009), correlational relationship method is a way to collect data of two variables in order to figure out whether there is a relationship between those variables or not. In line with this, the variables that researcher has been conducted are the motivation of English Department students of UNP and

their speaking ability where motivation is treated as the independent variable, and the students' speaking ability as the dependent variable.

Population and Sample

Population is ". . . the larger group that the researchers wish to learn about . . ." (Gall, Gall & Borg, 2007). The population for this study is the English Department, students of UNP, Padang, West Sumatera in academic years 2017 that are taking *Speaking for informal situation* subject because they will show the the passion in speaking since they are still freshmen. The students who are chosen as the population are the students of English department UNP in academic year 2017 where the total number of them is 257.

In this research, the sample are chosen by using cluster sampling. Cluster sampling is a way of choosing a sample of research just based on the groups within the place where we do the research (Gay, 2009). Then, since in UNP there are 7 classes in English Department, there is only one class participated in the research, and the class chosen is NK-1 2017 with number 35.

Research Instrumentation

There are two instruments used in this research. Those instruments are questionnaire and speaking test. The explanations for each instrument are as follows.

Questionnaire. The instrument used to collect the data in this research is adapted from Gardner (2004) namely *the Attitude/Motivation Test Battery* (AMTB). This questionnaire is chosen because it has been used by many researchers that want to see the stage of motivation of their students. In addition, because the researcher is only going to see the motivation of the students, there are 34 points for motivation (Gardner in Istianti, 2013). Also, the questionnaire has been translated into Indonesian in order to make the students easier to understand each point of the questionnaire. The questionnaires are based on the indicators related with extrinsic and intrrinsic motivation. According to Gardner in Istianti (2013).

Extrinsic Motivation. Gardner in Istianti (2013) says that there are some indicators related with extrinsic motivation namely *lecturers, parents* and *environment.*

Table 4. Indicators of Extrinsic Motivation and the Items of the Motivation Questionnaire

Aspects	Indicators	Statements
Lecturers	Lecturer encourages students to learn English, such as: a. Lecturer gives reward to students	1. Saya selalu diberikan penghargaan berupa pujian kepada apabila saya dapat menjawab pertanyaan dosen. 2. Saya selalu diberikan penghargaan berupa dukungan apabila saya hanya diam ketika diberi pertanyaan oleh dosen. 3. Saya selalu diberikan penghargaan berupa arahan apabila saya tidak

		bisa menjawab ketika diberi pertanyaan oleh dosen
	b. Lecturer becomes an inspiration	4. Saya selalu merasa senang belajar speaking karena dosen selalu bersemangat memberikan materi speaking. 5. Saya selalu merasa senang belajar speaking karena dosen aktif berinteraksi dengan saya. 6. Saya selalu merasa senang belajar speaking karena dosen selalu memberikan kesempatan kepada semua siswa untuk berbicara.
	c. Lecturer uses interesting method in teaching	7. Saya senang belajar speaking karena dosen selalu menggunakan media yang attraktif ketika mengajar speaking. 8. Saya senang belajar speaking karena dosen menggunakan media terbaru ketika mengajar speaking.
Parents	Parents encourage students to learn English by: a. Asking students to follow English private course.	9. Saya selalu dianjurkan dan diberi dukungan untuk berlatih berbicara dalam bahasa Inggris oleh orangtua saya. 10. Saya selalu senang berlatih berbicara dalam bahasa Inggris karena orangtua saya selalu memuji saya ketika berbicara.
	b. Helping students to overcome difficulties.	11. Saya selalu dibantu oleh orangtua saya dalam mengatasi kesulitan seputar pelajaran bahasa Inggris terutama speaking.
	c. Giving rewards to students	12. Saya selalu didorong oleh orangtua saya untuk berbicara bahasa Inggris dan diberikan penghargaan apabila nilai speaking saya bagus. 13. Saya selalu di didorong oleh orangtua saya untuk berbicara bahasa Inggris dan tetap diberikan penghargaan berupa dukungan walaupun nilai speaking saya tidak terlalu bagus.
Environment	Environment really influence the students'	14. Saya senang elajar speaking karena suasana di kelas sangat mendukung saya untuk berbicara

ability to speak, such as: a. The situation in the classroom is very interesting.		dalam bahasa Inggris karena teman-teman saya selalu berbahasa Inggris. 15. Saya senang elajar speaking karena suasana di kelas sangat mendukung saya untuk berbicara dalam bahasa Inggris karena suasana di dalam kelas tenang.
b. Students are easy to speak wherever they are		16. Saya merasa mudah berbicara dalam berbahasa Inggris dimanapun saya berada. 17. Saya sangat percaya diri ketika diminta untuk berbicara bahasa Inggris di dalam kelas. 18. Saya merasa sangat percaya diri ketika diminta untuk berbicara bahasa Inggris di luar kelas.

Instrinsic motivation. Gardner in Istianti (2013) says that instrinsic motivation also has several indicators namely *effort, desire* and *attitude*. The following table is the explanation for those indicators.

Table 5. The Indicators of Instrinsic Motivation and the Items of the Motivation Questionnaire

Aspects	Indicators	Statements
Effort	Students attempt to learn English by: d. Practice English every day.	19. Saya selalu melatih berbicara bahasa Inggris dengan mempraktikkannya hampir setiap hari. 20. Saya selalu berlatih berbicarabahasa Inggris dimanapun saya berada.
	e. Asking lecturer when getting difficulties.	21. Saya selalu bertanya kepada dosen ketika saya ragu dengan kosakata dalam bahasa Inggris. 22. Saya selalu bertanya kepada dosen apabila saya ragu tentang bagaimana pelafalan yang benar dalam bahasa Inggris.
	f. Doing English assignment	23. Saya langsung mengerjalkan tugas speaking yang diberikan oleh dosen. 24. Saya selalu senang mengerjakan tugas speaking karena saya merasa tertantang dengan tugas tersebut.

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Desire	d. Sudents like to speak English.	25. Saya ingin bisa berbicara bahasa Inggris dengan lancar. 26. Saya ingin bisa berbicara bahasa Inggris dengan pelafalan yang benar.
	e. English is very important for students' carreer in the future.	27. Saya ingin menguasai bahasa Inggris karena akan menunjang karir saya di kemudian hari. 28. Saya ingin menguasai bahasa Inggris karena akan membantu saya dalam berkomunikasi dengan orang luar ketika bekerja nanti.
	f. Students exercise English by watching English program on television.	29. Saya lebih suka menonton program televisi yang berbahasa Inggris daripada yang berbahasa Indonesia karena membantu saya dalam melatih pelafalan saya. 30. Saya lebih suka menonton program televisi yang berbahsa Inggris daripada yang berbahasa Indonesia karena membantu saya dalam menambah kosakata saya.
Attitude	c. Students like to speak English	31. Saya suka berbicara dalam bahasa Inggris karena ingin memperbaiki kefasihan saya dalam berbahasa Inggris. 32. Saya suka berbicara dalam bahasa Inggris karena menyenangkan.
	d. Students considered English as an interesting lesson.	33. Saya sangat menyukai pelajaran speaking karena ketika saya bisa berbicara bahasa Inggris saya merasa keren. 34. Saya sangat menyukai pelajaran speaking karena ketika saya berbicara dalam bahasa Inggris saya merasa menakjubkan.

Speaking test. The other instrument used in this research is the speaking test. Speaking test is used to examine the students' speaking ability. In order to test the speaking skill, the students are asked to do conversation about "*Showing sympathy*". Showing sympathy was chosen because the class that is chosen as the sample—NK-1 2017—was studying about that topic.

Validity of the Instrument

Validity is a term which is used in the research where it deals with the appropriateness of such instruments in collecting data (Gall, Gall & Borg, 2007). In this researcr, the validity of the instruments will be tested by using content-related validity. According to Gay (2009), content validity is ". . . the degree to which a test measures an intended content area". In order to make a valid test, the researcher asked one of the lecturer of English department of UNP as the validator named Fannil Kher, M. Pd. She is the lecturer of English department UNP that has been teaching speaking classes for a long time.

Reliability of the Instrument

Reliability means that the instruments measure what they have to measure(Gall, Gall & Borg 2007). It means that such instruments will be usable if they could measure what the researcher(s) wants to measure. In order to see such istruments are reliable or not, it will be investigated by using *scorer/rater reliability*. The researcher still cooperated with Fannil Kher, M. Pd. in order to score the speaking test as the instrument.

Technique of Data Collection

Questionnaire. To collect the data for students' motivation, the researcher gave questionnaire about motivation of the students. The questionnaire were given to the students after the speaking test had been conducted. The questionnaire were given later after the test conducted because the researcher wanted to know the speaking score first.

Speaking test. Then, for the speaking ability, the data was collected from the scores of the students speaking test. To collect the data, the sample that consists of 35 students were grouped and asked to do a conversation about showing sympathy. After all of the groups made the dialogue and were ready, they are called randomly to represent the dialogue in front of the classroom. In order to get trusted data, the researcher recorded the performance of each group by using smartphone. After that, the researcher scored each of the student's performance by using rubrics from Brown below. Finally, the score of the speaking test revealed the ability of the students.

Technique of Data Analysis

Questionnaire. First, the researcher checked the data for students' motivation. The author read the questionnairea and assessed the questionnaire. This questionnaire was analyzed by using likert scale where the scale contains five options as follows: a)strongly agree (sangat setuju); b)agree (setuju); c) undecided (ragu-ragu); d)disagree (tidak setuju); e)strongly disagree (sangat tidak setuju).

Table 7. The Score for Likert Scale

Option	Score
Strongly Agree	5
Agree	4
Undecided	3

Disagree	2
Strongly Disagree	1

Speaking test. Then, the researcher will analyze the data for the speaking ability. The data were assessed based on some criteria in speaking ability. The criteria that the researcher included in the research are Grammar, Vocabulary, Comprehension, Fluency and Pronunciation (Adapted from Brown and Abeywickrama, 2010). Each of the criterion was assesed based on the rubrics from Brown as stated on page 44.

The Correlation between the Motivation in Learning Speaking of English Department Students Academic Year2017 and Their Speaking ability

Furthermore, after gaining the data both motivation and speaking ability, the researcher checked the relationship between those two variables by using the formula of correlation product moment. Since motivation is the insdependent variable, it is signed as X and Y for speaking as the dependent variable. In addition, the formula is as follows:

Figure 2. The Formula of Correlation Product Moment by Pearson

$$r_{xy} = \frac{\sum Z_x Z_y}{N}$$

$$rxy = \frac{N \sum XY - \sum X \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

r_{xy}	=	coeficcient of correlation between X variable and Y variable.
N	=	number of class
X	=	students' motivation
Y	=	students' speaking skill
$\sum X$	=	sum of score X
$\sum Y$	=	sum of score Y
$\sum XY$	=	sum of multiplication of X and Y
X^2	=	sum of X quadrate
Y^2	=	sum of Y quadrate

The result of this formula revealed the coefficient of correlation between motivation and speaking ability. The coefficient is resulted betweem -1.00 - +1.00. The sign (-) and (+) shows the relationship between the variables. If the result has (-) value, it means that between those variables has a negative relationship and (+) means positive relationship. In addition, if the coefficient of the correlation results 0, it means that there is no correlation between those two variables.

C. RESULT AND DISCUSSION

1. Research Finding (tentative)

The data for this research were taken from the questionnaire and the speaking test which were addressed to the English department students of Universitas Negeri Padang academic year 2017. The questionnaire was used to collect the data for the students' motivation stage while learning speaking. Furthermore, the speaking test was done for collecting the data of students' ability in speaking.

Each data were analyzed once they were collected. Motivation was analyzed by using likert scale rating. Moreover, the speaking ability was ameasured by using rubrics for oral proficiency by Brown where the rubrics has five criteria: grammar, vocabulary, comprehension, fluency and pronunciation. Furthermore, after each data was analyzed, the formula of Correlational Product Moment by Pearson will be applied in order to see the correlation between students' motivation in learning speaking and their speaking ability.

Students' Motivation Score

In this research, the score of students' motivation was collected by distributiong the questionnaire adapted from Gardner. The questionnaires have 34 items where they measure the instrinsic and extrinsic motivation of the students. Before distributing the questionnaires, they have been validated by an expert named Dinovia Fannil Kher, M. Pd. The instrument was validated by using content validity. This is purposed to ensure that the questionnaires measure what should be measured.

The questionnaires have five options: *Strongly Agree (Sangat Setuju). Agree (Setuju), Undecided (Ragu-ragu), Diasgree (Tidak Setuju)* and *Strongly Disagree (Sangat Tidak Setuju)*. Therefore, the data from this questionnaires were assessed by likert scale rating.

Table 8. Score of Students' Motivation in Learning Speaking (X Variable)

Students (N)	Score of Students' Motivation (X)
1	81
2	80
3	79
4	88

5	89
6	76
7	76
8	83
9	79
10	79
11	79
12	80
13	82
14	80
15	73
16	89
17	83
18	72
19	80
20	80
21	88
22	93
23	86
24	69
25	86
27	66
28	75
29	88
30	82
31	81
32	86
33	76
34	74
35	82
N=35	∑X = 2821

From the data above, it can be concluded that the total score of 35 respondents is 2821. The data then was analyzed by using Microsoft Excel program (see table 9 below). It shows that the mean of the motivation of the students is 81, the median is 80, the mode is 80, the range is 27, the minimum score is 66 and maximum one is 93.

Table 9. Descriptive Statistics of Motivation

N	35
Mean	81
Median	80
Mode	80
Standard Deviation	5,2
Range	27
Minimum	66

Maximum	93

Furthermore, from the analysis of the data above, there are two categories of the students' motivation. The first category is the students with low motivation. Since the median is 80, the students with low motivation are the ones that have score under 80. The second category is the students with high motivation where they are the ones that have score above 80.

Students' Speaking Score

In this research, the students' speaking ability is treated as the dependent variable, so it is given (Y) code. The researcher collected the data for speaking skill by conducting oral test to the students. Furthermore, the data is assessed by using rubrics by brown that consists of five criteria as grammar, vocabulary, comprehension, fluency and pronunciation.

Table 10. Score of Students' Speaking Test (Y Variable)

Students (N)	Speaking Ability (Y)
1	92
2	92
3	76
4	88
5	84
6	88
7	92
8	92
9	96
10	84
11	68
12	80
13	92
14	92
15	84
16	84
17	92
18	68
19	80
20	100
21	84
22	92
23	84
24	100
25	84
26	96
27	88
28	100
29	92

30	84
31	76
32	72
33	88
34	72
35	92
N=35	∑Y = 3028

From the data above, it could be seen that the total score of 35 respondents of the speaking score of the students is 3028. In calculating the data with Microsoft Excel program, the mean is 86, the median is 88, the mode is 92, the standard deviation is 5,4, the range is 22, the minimum score is 68 and the maximum score is 100 (see table 11 below).

Table 11. Descriptive Statistics of Speaking Ability

N	35
Mean	86
Median	88
Mode	92
Standard Deviation	5,4
Range	32
Minimum	68
Maximum	100

The Correlation between Students' Motivation in Learning Speaking and Their Speaking Ability

In this research, the score of students' motivation and their speaking ability are correlated by Pearson's Product Moment formula. The data for both variables are described as follow:

Table 12. The Correlational Data between Students' Motivation and Their Speaking Ability

Students (N)	Motivation (X)	Speaking Ability (Y)	XY	X^2	Y^2
1	81	92	7452	6561	8464
2	80St	92	7360	6400	8464
3	79	76	6004	6241	5776
4	88	88	7744	7744	7744
5	89	84	7476	7921	7056
6	76	88	6688	5776	7744
7	76	92	6992	5776	8464
8	83	92	7636	6889	8464

9	79	96	7584	6241	9216
10	79	84	6636	6241	7056
11	79	68	5372	6241	4624
12	80	80	6400	6400	6400
13	82	92	7544	6724	8464
14	80	92	7360	6400	4624
15	73	84	6132	5329	6400
16	89	84	7476	7921	10000
17	83	92	7636	6889	7056
18	72	68	4896	5184	4624
19	80	80	6400	6400	6400
20	80	100	8000	6400	10000
21	88	84	7392	7744	7056
22	93	92	8556	8649	8464
23	86	84	7224	7396	7056
24	69	100	6900	4761	10000
25	86	84	7224	7396	7056
26	81	96	7776	6561	9216
27	66	88	5808	4356	7744
28	75	100	7500	5625	100000
29	88	92	8096	7744	8464
30	82	84	6888	6724	7056
31	81	76	6156	6561	5776
32	86	72	6192	7396	5184
33	76	88	6688	5776	7744
34	74	72	5328	5476	5184
35	82	92	7544	6724	8464
N=35	$\sum X$ = 2821	$\sum Y$ = 3028	$\sum XY$ = 244060	$\sum X^2$ = 228567	$\sum Y^2$ = 228567

After that, the data that have been arranged as in the table 12 above, wasformulated as the figure below in order to get the correlational coefficient.

Figure 3. The Formulation for Correlational Coefficient of Students' Motivation and Their Speaking Ability

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

$$r_{xy} = \frac{35 \times 244060 - (2821)(3028)}{\sqrt{[35 \times 228567 - (2821)^2][35 \times 264464 - (3028)^2]}}$$

$$= \frac{8542100 - 8541988}{\sqrt{[7999845 - 7958041][9256240 - 9168764]}}$$

$$= \frac{112}{\sqrt{3656846704}}$$

$$= \frac{112}{\sqrt{60472}}$$

$$= 0,002$$

The result above shows that there is a correlation between students' motivation in learning speaking and their speaking ability. The correlation is valued as much as 0,002. However, the correlation is very low. It could be seen from the table of the product moment interpretation below.

Table 13. The Interpretation of Correlational Coefficient

Product Moment (r)	Interpretation
0,00 – 0,20	Very low
0,20 – 040	Low
0,40 – 0,70	Enough
0,70 – 0,90	High
0,90 – 2,00	Very High

According the table above, it can be concluded that the correlation between students' motivation in learning speaking and their speaking ability is very low. Because the position of the product moment is in the range 0,00 – 0,20.

The Hypothesis Testing

The researcher in conducting the research follows six steps to test the research hypothesis as follow:

Determining the statistic hypothesis. There are two hypothesis which were stated by the researcher before conducting the researcg as follow: 1)Null Hypothesis (H_0). There is no significant correlation between students' speaking skill and motivation. and; 2)Alternative Hypothesis (H_a). There is a significant correlation between students' speaking skill and motivation.

Determining the level of significance. The level of significance which is chosen by the researcher is five percent ($\alpha = 5\%$) because there is still some error in this research.

Determining the r_{xy} value and degree of freedom. The r_{xy} critical value and degree of freedom is formulated as follow

$$Df = N - 2$$
$$= 35 - 2$$
$$= 33$$

The r table on $\alpha = 5\%$ and df = 33 is 0,3494.

Comparing the r tavle and r test. Based on the data above, it could be concluded that the r test is 0,002 and r table is 0,3494. The data shows that r table is bigger than r test. Finally it can be concluded that Ha is rejected and Ho is accepted. It is based on the formula as follow:

$r_{test} > r_{table}$, it means Ha is accepted and Ho is rejected

$r_{test} < r_{table}$, it means Ha is rejected and Ho is accepted

Making conclusion. Based on the data above, the finding shows that r test is smaller than r table (0,002 < 0,3494). Thus the researcher concludes that there is no significant correlation between students' motivation in learning speaking and their speaking abilty.

2. Discussion

Motivation in learning is important to be taken into account by the educators, especially lecturers, because it will bring impact for the result of such lessons including speaking. This background is the reason why the researcher conducted a research about the relationship between students' motivation in learning speaking and speaking ability of English Department students of Universitas Negeri padang academic year 2017.

After cconducting a research and analyzing the data between the x and y variable, the researcher found that there is a correlation between the motivation of the students in learning speaking and their speaking ability. However, the correlation betweem these two variable is very low where the idex is only 0,002 where it is in range 0,00 – 0,20. Finally, after the r test is done, it is cmpared with t table then. The t table is 0,3494. Inded, t test is smaller than t table. It maked the Ha is rejected and Ho is accepted. Therefore, the research comes to a conclusion that there is no significant correlation between students' motivation in learning speaking and their speaking ability.

D. CONCLUSION AND SUGGESTIONS

The research has been conducted and resulted the data. The data between students' motivation in learning speaking and speaking ability have been analyzed shows the the result. Therefore, the researcher will conclude some primary findings about the research. Since it is a correlational research, the correlational coefficient (r) has been counted where the nukmber is 0,002. This finding shows that there is a correlation between the motivation of the students in learning speaking and their speaking ability. However, the correlation is very low since it is located in range 0,00 – 0,20.

Furthermore, after analyzing the r-test, the next step was comparing the r-test with r-table. Since the sample is 35, so the degree of freedom (Df) is 33. Thus, the r-table for this number is 0,3494. Then the it is compared with t-test and resulted that the r-test is smaller than r-table. Therefore, Ha is rejected and Ho is accepted. It means that there is no significant correlation between the students' motivation in learning speaking and their speaking ability.

In conclusion, there is a correlation between students' motivation in learning speaking and their speaking ability. However, this correlation is very low, and tjere is no significant correlation between the motivation of Englisg department students of Universitas Negeri Padang in academic year 2017 and thir speaking ability.

Based on the findings of the research about the correlation between the motivation of English department students of Universitas Negeri Padang academic year 2017 in learning speaking and their speaking ability, the researcher would like to give some suggestions as follow: 1) For the lecturers of English speaking skill subject in the university, they have to consider that motivation plays an important role in learning speaking althogh the correlation is very low; 2) For the students, they have to aware that motivation is important in their improvement in learning. Thus, they have to improve their own motivation in learning speaking; 3) This research is the beginninh for the further research, so the findings are still needed support from others findings.

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