CHAPTER I

INTRODUCTION

A. Background of the Research

English has been considered to be the foreign language in Indonesia. It functions to help the development of the state and nation, to build relation with other nations, and to run foreign policy including as a language used for wider communication in international forum. In relation to that Indonesia has been carrying out teaching EFL in almost level of schools, starting to be taught in basic primary school until secondary school. However, since it is only a foreign language, there are a lot of problem found in the English language learning.

To begin with, lack of learner motivation is believed as one of the primary problems of English language learning. It may be because of students' perceptions toward English. Due to the nature of the language that is hardly found in *Bahasa Indonesia*, many of them take it as a difficult lesson to learn. As a result, they skip class, and when they attend the class, it is not because they want to learn English but likely because they fear of failure. Moreover, lots of them may lack of attention during the class, chatting with classmate, doodling in their note books or gasp in their textbooks.

There are various skills in learning English such as reading, writing, listening and speaking. According to Indonesian students, it isn't easy to master every skill in English as foreign language.

Speaking is a tool to communicate with other people. it is an activity conducted by a person to communicate by others in order to express ideas, feeling, opinion, etc. it is also used to share information among people, to negotiate, to solve problems, to maintain social relationship and friendship. Speaking is used by people almost every time to interact with others. therefore it is and essential skill to be learned y student in learning English.

Speaking is a complex skill among the other three skills in English. no doubt that many students get difficulties in learning speaking, moreover to practice it. Contrary, most students in SMP 2 Daar el-Qolam think that speaking is the most difficult skill when they learn English as a foreign language. there are potential problems that can hinder the students to speak which, i.e shyness, nervousness, feeling afraid of making mistakes, and do not know how to pronounce in certain words. Those factors above become the reason why the students of junior high school often get problems in speaking skill. Motivation is one of psychological factors that affect language learning. it is claimed that learner will be successful with the proper motivation.

Motivation is a basic encouragement that drives behavior and gives strength to achieve goals, learning motivation is something fundamental in student's self to have the encouragement and goal in learning and achieving

goals. Teachers as educators are not only delivering material but also must have the ability to teach in order the learning process run well and the goal of education is achieved.

Motivation also called as an energy of students come from inside or .essential part in learning speaking skill. It affects students' skill to speak up. Motivated students will speak up bravely and eagerly without feeling shy while unmotivated students will speak fearly and feel doubt in each word they talk. The essential thing in speaking is practicing the language, because practices make us perfect. This skill is used by everyone to communicate in their whole daily activity.

B. The Identification of The Problem

Based on the background above, there is problem that can be identified. It is about correlation between students' motivation in speaking and speaking achievement.

According t the background, the writer identified problems as follows:

1. How is the students' motivation at the third grade of SMP 2 Daar el-Qolam Tangerang?

2. How is students' speaking ability of the second grade of SMP 2 Daar el-Qolam Tangerang?

3. How is the correlation between students' motivation in speaking English and speaking achievement at the second grade of SMP 2 Daar el-Qolam Tangerang?

C. Limitation of The Research

Focusing on the topic of this study, the writer limits the problem as follow:

1. the research: it is to know the students' motivation in speaking English and speaking achievement.

2. The subject of this research is the second grade of SMP 2 Daar el-Qolam Tangerang?

3. To limits the scope of this research, the research will focus more with:

   a. The explanation of the students' motivation

   b. The explanation of the students' achievement in speaking

D. The Objectives of The Research

Back to background of the problem above, the objective of this research is to make description that can give the clear explanation about:

1. To know the students' motivation at the second grade of SMP 2 Daar el-Qolam Tangerang

2. To know students speaking achievement at the second grade of SMP 2 Daar el-Qolam Tangerang

3. To know the correlation between students' motivation in speaking English and speaking achievement at the second grade of SMP 2 Daar el-Qolam Tangerang

E. The Important of The Research

This research is expected to provide useful information about the teaching and learning English at the second grade of SMP 2 Daar el-Qolam Tangerang, especially in students' achievement related to their motivation. this research is also useful for students, teachers, and further researchers which described in the followings points:

1. For Students

It is useful for students' at the second grade of SMP 2 Daar el-Qolam Tangerang because this research is conducted to know the students' motivation in learning speaking and their speaking achievement. moreover, students are expected to improve their motivation and their speaking achievement.

2. For Teacher

It is useful for teachers at the second grade of SMP 2 Daar el-Qolam Tangerang to improve students' motivation in learning speaking.

3. For Further Researcher

  The result of this research can be used as a reference for other researcher who are interested in conducting similar research.

CHAPTER II

THEORICAL FOUNDATION

A. Definition of Speaking

Speaking is the essential skill among other language skill that must be learned by English students. it is major criterion to consider that the English students' competence is good or lack. There are many definitions of speaking from English experts. However, the writer only chooses several definitions which are important to talk about.

According to Jo McDonough and Christopher Shaw, "speaking is a desire and purpose-driven that may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiation and friendship".[1] Besides Lyne Cameron's definition. "speaking is the active use of language to express meanings so that peoples can make senses of them".[2]

From the definitions above, the writer conclude that speaking is a desire or a wish of person to express ideas, opinions and feelings to others, to negotiate, to solve problems in order to make and to maintain interaction, social relationship, and friendship.

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[1] Jo McDonough and Christopher Shaw, *Materials and Method in ELT: A Teacher's Guide,* (Cambridge: Blackwell Publisher, 1993), 152.

[2] Lyne Cameron, *Teaching Language to Young Learners,* (Cambridge: Cambridge University Press, 2001), 40.

The essential thing in speaking is practicing the language, because practices make us perfect. This skill is used by everyone to communicate in daily life whether at school or outside school. It is can be done by two or more people to communicate, to share information and to achieve a particular goals.

Speaking is the productive skill in the oral mode, the sub of speaking skill which can be pronunciation, stress, correct sentence, intonation, etc. many important element in learning speaking such as grammatical and vocabulary knowledge. The based statement it can get a conclusion. Speaking is the productive skill in the oral mode. It is very important to learn, because speaking is process to produce statement in oral.

The major speech types are Interactions, Transactions, and Performance.

1. Interaction

    Teaching talk as interactions, Dialogs to model small talk, Open dialogs to practice feedback responses, Practice conversation starters, Practice topic fluency with question sheets.

2. Transaction

    Teaching talks as transaction Examples: Information-gap activities, Role plays, Group Discussions.

3. Performance

Features of performances are in class, Speaker creates a "product", a single speaker, produces longer stretches of discourse, Recognizable "scripts" (e.g welcome speech, business presentation, class talk).[3]

B. Types of Speaking

There are many types of speaking skill, they are:

1. Imitative

At one end of a continuum types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

2. Intensive

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements, intonation, stress, Rhythm, juncture).

3. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard

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[3] Jack C. Richard, *English Language Teaching: Teaching Speaking Theories Methodologies,* (Cambridge: Cambridge University Press, 2008), 13.

greeting and small talk, simple request and comments, and the like.

4. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.

5. Extensive (Monologue)

Extensive oral production tasks include speeches, oral presentations, and story telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.[4]

C. Limitation of Speaking

Type of speaking that was used in this research was the interactive speaking. Interactive speaking situation include face-to-face conversation between two people, in which each person is alternately listening and speaking and have clarification, repetition or slower speech from conversation partner.

D. The Purpose of Speaking

Speaking as meaningful interaction between people, the purposes of speaki

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[4] Brown, H. Douglas, *Language Assessment Principles and Classroom Practice,* (San Fransisco: Pearson Education, 2004), 142.

1. Giving and asking fro factual information, e.g. describing, reporting etc.

2. Asking expressing, and asking about attitudes, e.g. agreement/disagreement,

3. Knowledge/ignorance, ability, permission;

4. Suasion, e.g. suggesting, requesting, warning;

5. Sosializing, e.g. attracting attention, addressing, greeting, introducing;

6. Structuring discourse, e.g. opening, summarizing, changing the theme, closing;

7. Communication repair, e.g. signaling non-understanding. appealing for assistance, paraphrasing.[5]

So, it is obvious that speaking is the most important skill in communications. That is to achieve oral communication in order to be able to convey the messages to the others.

On the other hand, some conversation are interactional with the purpose of establishing or maintaining a relationship. This latter kind is sometimes called the interpersonal use of language. It plays an important social role in oiling the wheels of social interview (Yule, 1989: 169).

However, in spite of the distinctions between the two types, in most circumstances, interactional language is combined with transactional language. This helps to ease the transactional task to be done by keeping good social relations with others. In the other words, we can say that

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[5] Sari Louma, *Assesing Speaking,* (New York: Cambridge University Press, 2004), 33-34.

speakers do one thing by doing another. So both purposes can be viewed as two dimensions of spoken interaction.

E. Assessment of Speaking

Evaluating is important to know students' speaking achievement. However, speaking is a complex skill among the other skills in English to be assessed because many criteria should be evaluated in speaking such as pronunciation, vocabulary, grammar, fluency, comprehension. Moreover, the administration of speaking test is quite difficult because it will be not effective and sufficient to test speaking skill in large number of students at limited time.

The other skills can be assessed by paper and pencil test, whereas speaking cannot be assessed by it. Students' speaking skill should be measured by oral test. The kinds of oral test commonly used by teachers and practitioners to know the students; speaking is face to face speaking test (interview), conversations, role plays, story-telling, oral presentations, etc. Actually all of them only the most popular choices of oral test in teaching and learning English to assess students' speaking skill.

It is important that whatever techniques of oral tests used to evaluates students' ability and know their achievement in speaking, the most essential in this test is scale rating scores. Teachers and researchers

should have reference of scale rating score of speaking to assess students' speaking ability.

Therefore, this research used conversational exchange to assess students' speaking ability since it is simple and good to know information about students' skill in depth. The test is evaluated into five criterias; they are pronunciation, grammar, vocabulary, fluency and comprehension. The five criterias are the components of speaking skill.

Pronunciation is the ability to use intonation (i.e. rise and fall of the voice while speaking) and the way to pronounce any word. Grammar is the formation of sentences or structure of sentence that must be accurately and appropriately. Vocabulary is the words or diction that talked must be appropriate word to have good conversation. fluency, this will examine how fluently students can talk at length without any pause or hestitation and without any self-correction. And comprehension is the understanding among two speakers then their conversation is responsed directly.

F. Definition of Motivation

Many psychologies have given various definition of motivation because motivation is an abstract concept that is not easy to define. it is internal to person. northeless, experienced teachers know the important of motivation as one of the important forces that guides students' action. Paul Eggen and Don Kauchak say that motivation is a force the energizes,

sustains and directs behaviour toward a goal and researchers have found a high correlation between motivation and achievement.[6]

in general, motivated students:

a. Have positive attitudes toward school and describe school as satisfying

b. Persist on difficult tasks and cause few management problems

c. Process information in depth and excel in classroom. Learning experiences.[7]

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

Motivation has a significant role in teaching and learning process. The students who have a higher motivation will get a better opportunity to achieve the goal in their learning activities than the lower one. Harmer states that motivation is an energy of students which come from inside encouraging themselves to do activity. It assumed that motivation is an essential of learning to achieve something. It is a process which directs students to activity to get goals.

[6] Paul Eggen and Don Kauchak, *Educational Psychology Windows on Classroom 6th ed.,*(New Jersey: Pearson Merril Prentice Hall, 2004), 349

[7] Eggen, *Educational Psychology*, 350

James says that the idea of someone to conduct activity and control the frequency of the action is called motivation. It is use to see whether the students are interested in the classroom activities.[8] So students' motivation become a vital part in teaching and learning process. It gives a great influence to students to push themselves in learning to get their needs, goals and interests.

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

G. Kinds of Motivation

Schunk classifies that motivation is devided into two parts, extrinsic motivation and intrinsic motivation.[9]

a. Extrinsic Motivation

Extrinsic motivation which engages in an activity as a means to an end. Motivated students extrinsically work on activities because they believe that participation will result in desirable outcomes such as

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[8] James P. Bynes, *Cognitive Development and Learning in Instructional Context*, (New Jersey: Pearson Education, Third Edition, Inc, 2009), 99.

[9] Dale H. Schunk, Paul R. Pintrich, judith L. Meec. *Motivation in Education Theory, Research, and Applications.* 2008, 58.

reward, teacher praise, or punishment. According to Santrock, extrinsic motivation causes someone to conduct something in order to get something else. In other words, it is a means to get something.[10] Motivation is caused by external incentives such as a rewards and punishments.

Extrinsci motivation is motivation which come from not from inside of ourselves but from outsides. As Oemar Hamalik explains that extrinsic motivation is motivation that caused by outside factors of situation.[11] In Marsh book, he informs that extrinsic motivation is "Experienced by students when they receive a reward, or avoid punishment, or in some other way unconnected with the task earn approval for particular behavior."[12] From the statement above, it is assumed that extrinsic motivation is caused by factors from outside of students. It can be from teachers, Parents, friends, environment, etc.

Besides, for the further explanation about extrinsic motivation, according to Gardner and Lambert's research, there are two main types of extrinsic motivation: they are integrative motivation and instrumental motivation:[13]

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[10] John W. Santrock, *Educational Psychology*, Second Edition, (New York: McGraw-Hill, 2004), 417.

[11] Oemar Hamalik, *Kurikulum dan Pembelajaran*, (Jakarta: Bumi Aksara, 1995), 113.

[12] Colin Marsh, *Becoming a Teacher Knowledge*, Skills and Issues. (New South Wales: Pearson Australia, 2010), Fifth Edition. 58.

[13] R. C. Gardner and lamberT, *Attitude and Motivation in Second Language Learning*, (Newbury House, 1972)

1) Integrative Motivation

In integrative motivation, students need to be attracted by the culture of the target language community. It involves students' reasons for learning the language. To strengthen this motivation, students wish to integrate themselves into that culture and learn hard to master the language. A weaker from of this motivation would be desire to know as much as possible about the culture of the target language community (English).

2) Instrumental Motivation

This motivation describes a situation in which students believe that mastery of the target language will be instrumental in getting them a better job , position, or status. The language is an instrument in their attainment of such a goal.

From those explanation above it is considered that integrative motivation is the reasons of students to learn the English Language, while instrumental motivation is students' view of English as a means to get a better job, position, and status in the future life.

Actually, many other factors that can influence upon students' extrinsic motivation in teaching and learning process as follow:

1) Teacher

Teacher is a person who has an important role in teaching and learning activity to socialize and shaping motivation among students.

Teacher is not only a person who transfer the knowledge to students, but also a motivator who always motivates and support the students in teaching and learning.

Teacher is the key instrument to handle and organize students in the classroom. The teacher has responsibility to make teaching and learning process successfully. Thus, teacher has an obligation to arise motivation to students to learn hard.

a) Success and Its Reward

This is the single most important feature in raising extrinsic motivation. Learners who have succeeded in the past task will be more willing to engage with the next one, more confident in their chances in succeeding, and more likely to persevere in their effort.

The teacher's most important function her is simply to make sure that learners are aware of their own success; the messages can be conveyed by a nod, a tick, even significant lack of response.

b) Failure and Penalties

Failure is not just a matter of wrong answer; learners should be aware that they are falling if they have done significantly less that they could have, if they are making unsatisfactory, or not taking care. Failure in any sense is generally regarded as something to be avoided, whereas is something to be sought.

c) Authoritative Demands

Learners are often motivated by teachers' pressure. They may be willing to invest efforts in task simply because you have told them to. recognizing your authority and right to make this demand, and trusting your judgement.

d) Test

The motivating power test appears clear: learners who know they are going to be tested on specific material next week will normally be more motivated to study it carefully than if they had simply been told to learn it. Again, this is a useful incentive, provided there is not too much stress attached, provided it is not used too often.

e) Competition

Learners will be more motivated to give their best not for the sake of the learning itself but in order to beat their opponents in a competition. Individual competition can be stressful for people who find losing humiliating, are not very good at the language and therefore likely consistently to lose in contest based on (linguistic) knowledge; and is over used, it eventually affects negatively learners' willingness to cooperate and help each other.

2) Parents

The role of parents can influences upon students' extrinsic motivation in teaching and learning process. Parents give great

influence to their children as students in school. Parents are expected to motivate their children to achieve the good goals in school. Jeremy Harmer stated that "if the parents are very much against the culture of the language this will probably affect his or her motivation in a negative way. If they are very much in favor of the language this might have the opposite effect.[14]" This statement mean that parents have an important role to motivate their children. They should have to support their children to create their motivation.

3) Environment

The teaching and learning activity in which conducted in good, clean, and health environment can give better satisfactory both of for teacher and students than conducted in bed environment. Environment also will cause students' motivation. Students will be more interesting, if the environment of the classroom is comfortable. According to Tabrani environment is everything which exist around us, which has correlation and gives influences to ourselves.[15]

We can conclude that good environment will be motivation to students then created motivated students in studying and developing themselves.

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[14] Harmer, *How to Teach English, 4.*
[15] A Tabrani Rusyan, *Pendekatan Dalam Proses Belajar Mengajar*, (Bandung: PT Remaja Rosydakarya,2003), 148.

b. Intrinsic Motivation

Intrinsic motivation refers to motivation concerned in activities for its own sake. Internal motivation involves motivation to do something for its own desire. This motivation is appeared from ourselves. The students who have intrinsic motivation will study hard and enjoy the teaching and learning process because they have desire to do everything from inside themselves. They do activities because they have own desire and reward from themselves and do not depend on the external rewards. Harmer states that intrinsic motivation takes a vital role in the result of students' language learning.[16] Many students bring no extrinsic motivation to the classroom. They may perceive no interest about language learning in the classroom.

Therefore, it becomes teacher role to create intrinsic motivation in the classroom in order to maintain students' learning.

According to Emily in her research, intrinsic motivation is appeared from students' personal such as their comfort, happiness, interest.[17] Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable to result in better learning outcomes than extrinsic

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[16] Harmer, *How to Teach English, 4.*
[17] Emily R. Lai, *A Researcher Report, Motivation: Literature Review,* (University Press Pearson, 2011), 4.

motivation. Intrinsic motivation is better for students because if the students have intrinsic motivation , they will be easier and more enthusiasm in learning. Students who have intrinsic motivation also will be quicker and more simply to achieve their goals because they have motivation inside themselves.

H. The Previous Study

Suci Lia Paramita conducted study by the title "The Relationship Between Students' Motivation and Their Achievement in Studying The English Language". This research study attempted to investigate students' motivation and the achievement toward The English Language of Student's at English education department at forth semester in UIN Ar-Raniry, Banda Aceh. The study was showed that there was a significant correlation between students' motivation and achievement in English Language. it means that the student with higher motivation get better achievement in English Language than the lower one. Her research was used correlation study in quantitative design. This research took 51 students of the English education department at forth semester as the sample. The data were collected by two techniques. The first technique was distributing questionnaires to measure the students' motivation. The second technique was collecting students' achievement in English education department at forth semester. Then, the data collected were analyzed by formula of

correlation technique by Pearson Product Moment. The result showed that the correlation between X variable (students' motivation) and Y variable (Students' speaking achievement) is 0,906. it means both variables have very high correlation and hypothesis of the research is accepted.

Based on Irmawaty's research at eleventh grade of SMAN 1 Tibawa by the title "The Correlation Between Students' Motivation and Students' Speaking Skill", the study was used quantitative method and more specific to correlation research to know the correlation and the significance correlation between both of the variable. In collecting the data, the researcher distributed questionnaires to the respondent and students' speaking score. This research used systematic samplings to take respondents as the sample. Result of systematic samplings was 43 students of eleventh grade of SMAN 1 Tibawa. The data of the research were the students' motivation questionnaire and the students' speaking achievement score. After the data collected, the data were analyzed by formula of Pearson Product Moment Correlation. The result of this correlation indicate that correlation between students' motivation and students' speaking skill was strong enough or medium correlation. if the motivation is higher, the students' peaking skill will be better. it means that motivation in learning English affects students speaking skill.

I. Conceptual Framework

Speaking is the essential skill among other language skill that must be learned by English students. it is major criterion to consider that the English students' competence is good or lack.

One of the characteristics of good speaking activity is high motivation to speak. Students are brave to speak because they are interested to the topic and enjoy the teaching and learning process. Therefore, it is assumed motivation has correlation with speaking achievement. Motivation is the power which come from inside and outside of students and pushes themselves to do something.

Students who have motivation will try hard to join the learning process as well as possible. Beside, students will high motivation make some practice to speak with their friend and their teacher confidently and fluently then they get high score of English. It is assumed that motivation affects students' speaking achievement.

J. Hypothesis of Study

It is assumed that there is a correlation between students' motivation and their achievement in speaking at the second grade of SMP 2 Daar el-Qolam Tangerang.

The hypothesis which is formulated in this research as follow:

1. Null Hypothesis (H_o)

   There is not correlation between students' motivation and their achievement in speaking.

2. Alternative Hypothesis (H_a)

   There is a correlation between students' motivation and their achievement in speaking.

CHAPTER III

METHODOLOGY OF RESEARCH

A. The Method of Research

The method that will be applied in this research is a correlation method in a quantitative design. In correlation method, the researcher uses the correlation statistical test to describe and measure between two or more variables.[18] In other words, it is used to analyze whether there is any correlation between two or more variables. This research is conducted to know the correlation between two variables. They are students' motivation as the independent variable and Students' achievement in speaking as the dependent variable

In the process of writing the writer will do field research. To get data of students' motivation, she distributes questionnaires and conducted oral test to the students as the sample and also observes students classroom to confirm students' motivation in learning speaking. Then, after data completed, the data will be analyzed by the formula of correlation product moment.

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[18] John W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research,* Third Edition, (New Jersey: Pearson Prentice Hall, 2008), 356.

B. Population and Sample

a. Population

The population in this research is the third grade students of SMP 2 Daar el-Qolam. The number of population is 193 students consisted of 5 classes, Class 3 JHS A consisted of 40 student, 3 JHS B consisted of 40 students, 3 JHS C consisted of 39 students, 3 JHS D consisted of 38 students and 3 JHS E consisted of 36 students. The writer hopes that this number can help her make a valid result.

b. Sample

The sample of this research is students of class 3 JHS B in SMP 2 Daar el-Qolam Tangerang which consisted of 22 male students and 18 female students.

C. The Technique of Data Collecting

Furthermore in completing this data and to know The Students' Motivation and Their Achievement in Speaking, the writer will do the following techniques:

a. Test

The researcher conduct speaking test to know the students' achievement in speaking, The speaking test, students are given the theme then the students practice the conversation by group.

Rubric of Speaking Assessment

NO	Criterias	Quality	Score		
			5	**3**	**1**
1	Pronounciation	20%	Pengucapan tiap kata tepat	Pengucapan tiap kata kurang tepat	Pengucapan tiap kata tidak tepat
2	Grammar	20%	Struktur kalimat yang digunakan benar	Struktur kalimat yang digunakan kurang benar	Struktur kalimat yang digunakan tidak benar
3	Vocabulary	20%	Pemilihan kosa kata yang dipakai tepat	Pemilihan kosa kata yang dipakai kurang tepat	Pemilihan kosa kata yang dipakai tidak tepat
4	Fluency	20%	Pengucapan dialog	Pengucapan dialog	Pengucapan dialog

			lancar	kurang lancar	tidak lancar
5	Comprehensio n	20%	Isi dialog sesuai dengan materi	Isi dialog kurang sesuai dengan materi	Isi dialog tidak sesuai dengan materi
Total		100%			

b. Questionnaire

The research instrument which is used in collecting the data is a speaking motivation questionnaire. The questionnaires based on indicators of motivation in speaking and they consist of 40 items, and the item has five options according to Likert Scale from 1 to 5, with 1 (Strongly agree), 2 (Agree), 3 (Don't know), 4 (Disagree), 5 (Strongly Disagree).[19] Before the students fill the questionnaires, the writers give the explanation and direction about what the students should do with the questionnaires to conduct motivation test to know the students' motivation.

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[19] Juliansyah Noor, *Metodologi Penelitian (Skripsi, Tesis, Disertasi dan Karya Ilmiah),* Cet ke-1, (Jakarta : Kencana, 2011), 128.

To interpret the students' score, according to positive-negative, (A = 5) Extremely good and (E = 1) Extremely low/Fair, the levels to group the students' score are as follows:

A = 5

B = 4

C = 3

D = 2

E = 1

D. The Technique of Data Analysis

1. Assessing Students' Motivation

To measure motivation in this study the researcher count the score of questionnaire which consisted of 40 items and each item has and the item has five options from 1 to 5, with 1 (Strongly agree), 2 (Agree), 3 (Don't know), 4 (Disagree), 5 (Strongly Disagree.

After the data is collected, the data will be processed, analyzed, interpreted and finally concluded. To find the score the researcher applied following steps:

- To look for the range

    R   = H – L

- To look for number of class interval

    K   = 1 + 3,3 log n

- To look for the length of class interval

$$P = \frac{R}{K}$$

- Mean

$$\overline{X} = \frac{\Sigma Fx}{\Sigma F}$$

- Standard of Deviation by using formula:

$$SD = \sqrt{\frac{\Sigma FX^2}{\Sigma F}}$$

- To look for Z score by using formula:

$$Z = \frac{X_i - \overline{X}}{SD}$$

- Determine X^2_{table} with data of significant 0,05

2. Assessing Students' Achievement in Speaking

To measure the students' achievement in speaking the researcher applied the following steps:

- To look for the range

$$R = H - L$$

- To look for number of class interval

$$K = 1 + 3,3 \log n$$

- To look for the length of class interval

$$P = \frac{R}{K}$$

- Mean

$$\overline{Y} \quad = \frac{\sum Fy}{\sum F}$$

- Standard of Deviation by using formula:

$$SD \quad = \sqrt{\frac{\sum FY^2}{\sum F}}$$

- To look for Z score by using formula:

$$Z \quad = \frac{Y_i - \overline{Y}}{SD}$$

- Determine Y^2_{table} with data of significant 0,05

3. Assessing Two Variables (Students' Motivation and Students' Achievement in Speaking)

The students' motivation in learning speaking is X variable and Students' achievement in speaking is Y variable. To find the correlation between two variables the researcher applied the correlation product moment technique. This techniques commonly used to seek the correlation between two variables.

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

r_{xy} = coefficient of correlation between X variable and Y variable

N = Number of class

X = Distribution of students' motivation score

Y   = Distribution of students' speaking score

$\sum X$ = Sum of score in X distribution

$\sum Y$ = Sum of score in Y distribution

$\sum XY$ = Sum of multiplication of X and Y

X^2 = Sum of X quadrate

Y^2 = Sum of Y quadrate

Significant critical value = 0.05 and 0.01

CHAPTER IV

THE RESULT OF THE RESEARCH

A. The Description of Data

Data of the research is taken from the third grade of SMP 2 Daar el-Qolam Tangerang. It is located at Jl. Raya Serang KM. 35 Pangkat Jayanti Tangerang Banten 15610, with total population of 194 students. The sample was only one class and it consists of 40 students as the sample.

To analyze the data, the students are given 40 questionnaires and practice their speaking. Therefore the writer can write score into the statistic, the questionnair and the speaking test are made based on research variable in the students' motivation in speaking achievement and speaking skill.

a. Students' Motivation in Speaking

In this discussion, the writer will explain the result of the investigation using statistic analysis. Systematically at will be conducted in the following steps:

95	102	111	114	120	125	128	134
99	103	112	117	121	126	130	134
101	106	113	118	123	127	132	135
101	108	113	118	124	128	133	136

101   109   114   119   125   128   133   137

Table 4.1

Quantification Data od The Students' Motivation in Speaking English

No	Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	Total
1	AA	2	2	3	3	4	2	3	4	4	4	4	3	2	2	2	4	3	1	4	2	3	4	4	1	1	4	4	4	4	3	1	4	1	2	3	3	1	2	2	4	113
2	DAW	4	3	4	4	3	2	3	2	4	2	4	2	3	4	2	4	4	4	3	4	4	3	2	1	2	4	4	3	4	3	4	4	3	4	2	3	3	3	3	4	128
3	DAF	2	2	4	4	3	2	2	4	2	3	1	3	3	2	3	2	3	1	1	2	2	4	1	1	3	4	4	2	3	2	2	2	2	4	4	3	3	2	2	2	101
4	FH	3	3	4	4	3	3	3	3	4	3	3	3	4	4	3	4	3	4	2	3	2	3	3	1	3	4	4	4	4	4	4	4	2	4	3	4	3	3	4	4	133
5	GKA	3	4	3	3	4	2	3	3	4	2	3	2	3	2	3	4	4	3	3	2	2	2	2	1	1	4	3	3	4	4	3	4	2	2	2	4	3	3	2	3	114
6	HA	3	3	3	3	4	2	3	2	2	4	3	2	3	4	4	4	3	3	4	2	4	2	1	2	4	4	4	4	4	3	4	3	4	3	3	3	3	2	1	4	124
7	HMH	2	2	3	3	2	2	2	2	3	4	3	3	3	2	3	4	4	4	3	2	3	4	3	2	3	4	3	4	3	3	3	4	2	3	2	3	3	3	3	4	118
8	IRA	4	3	3	4	4	2	4	4	4	4	3	4	3	3	3	4	4	2	3	3	3	3	2	2	3	4	3	4	4	4	3	3	3	3	2	3	2	3	2	4	128
9	IAP	4	4	4	4	2	1	2	2	3	3	1	1	2	3	2	4	4	2	2	3	2	2	1	2	3	4	4	4	4	4	3	2	2	3	2	2	2	4	3	2	108
10	KF	3	2	2	2	2	2	4	2	3	3	2	2	2	2	3	4	4	3	3	2	2	3	2	1	2	3	3	2	3	3	3	3	2	3	2	3	2	2	2	3	101
11	MDF	3	3	4	4	3	2	3	3	2	4	3	2	3	3	3	4	3	4	3	4	2	3	2	1	2	4	3	3	4	4	4	4	2	4	2	4	3	4	3	4	125
12	MMA	3	3	3	3	3	3	2	2	3	3	2	2	2	2	2	3	3	2	2	3	2	3	2	2	3	2	2	2	3	2	2	3	2	2	2	2	3	3	3	2	97
13	MYI	3	4	4	4	4	3	1	4	4	2	4	4	4	4	4	4	4	4	2	4	4	2	1	2	4	3	4	4	4	3	4	2	3	3	4	4	4	4	3	4	137
14	MP	3	4	3	4	2	3	4	3	4	3	2	3	4	3	4	4	3	3	2	3	4	3	2	3	4	3	2	3	3	4	3	4	3	3	4	4	3	3	3	3	133
15	MAM	3	3	3	3	4	4	4	2	2	4	3	3	3	3	3	3	3	2	3	2	2	3	2	3	3	4	3	3	4	4	4	4	3	4	3	3	2	3	4	4	125
16	NF	2	2	3	3	2	2	3	3	2	3	2	2	2	3	3	4	4	2	2	3	2	3	2	2	3	3	3	3	3	3	2	3	1	3	2	3	2	1	2	3	101
17	RFK	2	4	4	3	2	2	4	3	4	2	3	3	3	4	4	4	2	3	4	3	2	1	4	4	4	4	4	3	2	4	3	4	3	4	2	2	2	3	3	3	126
18	RM	4	3	3	4	3	2	4	3	3	3	4	3	4	3	3	3	3	2	2	1	3	3	3	3	3	4	3	3	2	3	4	3	2	3	2	2	3	4	3	4	121
19	SBR	4	4	3	4	4	2	3	2	4	4	4	2	4	4	4	4	4	2	4	4	4	4	2	1	4	4	4	4	4	4	2	3	3	4	2	4	3	4	1	4	135
20	SMF	4	3	3	3	2	2	3	3	4	3	2	2	3	3	3	4	4	3	3	3	3	3	3	1	3	3	3	3	4	4	3	3	3	4	3	3	3	3	4	4	123
21	TAR	4	3	3	4	3	2	4	3	4	3	2	3	2	3	3	4	4	3	2	2	3	3	2	1	4	4	3	4	3	4	3	2	3	2	2	2	4	2	3	3	119
22	YF	4	2	3	3	4	2	2	2	1	3	2	1	3	3	4	4	3	3	3	2	2	4	2	2	2	4	4	4	4	3	4	3	4	3	3	2	3	3	3	4	118
23	ARF	3	3	4	3	2	2	4	4	4	4	3	3	4	4	4	4	3	4	4	3	4	3	1	3	4	4	2	4	4	4	3	2	3	2	3	2	4	3	4	3	134
24	AH	3	3	3	3	2	3	4	4	4	4	3	3	4	3	3	4	4	3	2	3	4	4	4	3	2	3	4	4	4	4	3	3	2	3	2	3	4	3	2	3	134
25	AM	2	3	3	3	4	3	4	3	4	3	2	3	3	3	4	4	4	2	4	3	4	3	1	2	4	4	4	4	4	3	4	3	4	2	2	3	3	3	3	3	128
26	ANM	4	4	4	4	3	3	3	4	4	3	3	3	3	3	3	4	4	3	4	3	3	3	2	3	4	4	4	3	4	3	4	3	3	3	3	3	3	3	3	4	136
27	DKP	1	4	4	3	3	2	4	2	4	2	3	2	4	4	3	4	4	4	4	2	4	4	1	3	4	4	4	4	2	3	4	3	4	2	4	4	2	4	3	2	130
28	FSN	1	3	4	2	3	2	4	3	4	3	2	3	4	3	4	4	3	4	3	3	3	2	3	2	3	3	2	4	2	2	3	1	2	2	4	3	4	1	117	
29	FNN	2	4	3	4	4	3	4	3	4	2	3	4	3	4	4	4	3	4	4	2	2	1	2	3	4	3	4	4	4	3	4	3	2	3	3	3	3	4	1	127	
30	IF	4	3	4	4	2	2	2	2	4	3	3	2	3	4	3	4	3	2	2	4	1	3	4	4	4	4	3	2	3	2	3	2	3	3	3	3	3	3	3	120	
31	MAS	3	2	3	3	2	2	3	2	2	2	3	1	2	4	3	4	4	2	2	3	1	3	2	1	4	4	3	4	4	3	3	2	2	2	2	3	2	2	2	4	106
32	MA	3	3	4	3	2	2	2	2	3	3	3	2	2	3	2	4	4	2	3	3	2	4	1	1	3	4	3	4	2	3	2	4	2	4	2	4	2	4	2	4	113
33	NA	2	1	3	3	1	2	1	1	2	1	3	2	3	3	2	4	4	3	2	2	2	3	2	1	3	4	3	2	4	2	2	3	2	4	4	4	4	2	1	2	99
34	NL	3	2	3	3	2	2	3	2	3	2	2	2	2	3	3	3	3	2	3	3	3	2	3	2	2	3	3	2	3	3	3	3	3	3	2	3	2	2	3	4	102
35	NKA	2	3	3	3	2	2	2	2	2	4	3	3	4	3	3	4	3	4	3	2	4	3	2	2	3	3	3	3	3	3	4	2	3	2	2	2	2	2	3	112	
36	NNH	3	4	4	4	2	2	4	4	4	3	4	2	3	4	4	4	4	4	2	2	4	4	1	3	4	4	4	4	4	4	4	1	3	2	3	3	3	2	4	132	
37	SMR	3	2	3	3	2	3	3	3	3	3	2	3	3	3	2	3	4	4	3	3	3	2	3	1	3	4	3	3	3	3	3	3	3	2	3	2	3	3	3	3	114
38	SM	3	3	3	2	2	3	2	3	2	2	2	2	2	4	3	4	4	2	2	2	2	4	1	2	3	3	2	3	3	4	3	2	2	3	2	2	3	1	1	3	103
39	SPR	3	3	4	3	2	2	1	3	2	3	3	2	2	4	4	4	4	1	3	4	2	1	1	1	4	3	4	3	3	3	4	1	4	3	3	1	3	1	4	109	
40	ZL	3	2	4	3	2	3	4	3	3	3	2	2	2	3	3	4	3	2	2	3	2	3	2	2	3	4	4	3	4	3	3	2	3	2	2	2	3	2	3	111	

- To look for the range

  R   = H – L

       = 137 – 97

       = 40

- To look for number of class interval

  K   = 1 + 3,3 log n

       = 1 + 3,3 log 40

       = 1 + 3,3 (1,6)

       = 1 + 5,28

       = 6,28

       Number of class interval might be 6 or 7

- To look for the length of class interval

  $$P = \frac{R}{K}$$

  $$= \frac{40}{6}$$

  $$= 6,6$$

       Length of class interval might be 6 or 7

Table 4.2

Class Interval	F	Xi	FX	X=(Xi - $\overline{X}$)	X^2	FX^2
95 – 101	5	98	490	-20.65	426.4225	2132.11
102 – 108	4	105	420	-13.65	186.3225	745.29
109 – 115	7	112	784	-6.65	44.2225	309.558
116 – 122	6	119	714	0.35	0.1225	0.735
123 – 129	9	126	1134	7.35	54.0225	486.202
130 – 136	8	133	1064	14.35	205.9225	1647.38
137 - 143	1	140	140	21.35	455.8225	455.823
Σ	40		4746			5777.1

Frequency Distribution for Finding the Mean in The variable X

- Mean

$$\overline{X} \quad = \frac{\sum Fx}{\sum F}$$

$$= \frac{4746}{40} = 118.65$$

- Standard of Deviation by using formula:

$$SD = \sqrt{\frac{\sum FX^2}{\sum F}}$$

$$= \sqrt{\frac{5777,1}{40}}$$

$$= 12.0178$$

- To look for Z score by using formula:

$$Z = \frac{X_i - \overline{X}}{SD}$$

$$Z_1 = \frac{94,5 - 118,65}{12.0178} = -2,01$$

$$Z_2 = \frac{101,5 - 118,65}{12.0178} = -1,43$$

$$Z_3 = \frac{108,5 - 118,65}{12.0178} = -0,84$$

$$Z_4 = \frac{115,5 - 118,65}{12.0178} = -0,26$$

$$Z_5 = \frac{122,5 - 118,65}{12.0178} = 0,32$$

$$Z_6 = \frac{129,5 - 118,65}{12.0178} = 0,90$$

$$Z_7 = \frac{136,5 - 118,65}{12.0178} = 1,49$$

$$Z_8 = \frac{143,5 - 118,65}{12.0178} = 2,07$$

Table 4.3

The Distribution of Observation Frequently for Variable X

Class Interval	Xi	Zi	F(z)	L	fe	fo	Xscore
	94.5	-2.01	0.02				
95 – 101	101.5	-1.43	0.08	0.05	2.18	5	3.64
102 – 108	108.5	-0.84	0.20	0.12	4.90	4	0.16
109 – 115	115.5	-0.26	0.40	0.20	7.90	7	0.10
116 – 122	122.5	0.32	0.63	0.23	9.16	6	1.09
123 – 129	129.5	0.90	0.82	0.19	7.64	9	0.24
130 – 136	136.5	1.49	0.93	0.11	4.58	8	2.55
137 - 143	143.5	2.07	0.98	0.05	1.98	1	0.48
						40	8.27

Determine X^2_{table} with data of significant 0,05

df   = K-3[20]

        = 7-3 = 4

$(X^2)_{table} = 9,49$

Based on the data above we know that $X^2_{Score} = 8,27$ and $X^2_{table} = 9,49$, so

X^2_{Score} < X^2_{table} it means that sample is normal.

b. Students' Achievement in Speaking

In order to measure the score easily, the writer arrange the data

qualification   of making the

following   76   77   79   80   83   87   88   90   table:

[1] "Uji Normalitas Data," 2008/01/http://muhammad-win-afgani.blogspot.com.

76	77	79	81	83	87	88	90
76	77	79	83	83	88	88	90
76	78	79	83	85	88	90	90
76	79	80	83	87	88	90	91

Table 4.4

Quantification Data Test of Speaking (Variable Y)

No	Name	Score
1	ADAM AKMAL	79
2	DAMAR AGUNG WIBOWO	88
3	DICKY AHMAD FATURRAHMAN	76
4	FAUZAN HIDAYAT	90
5	GHOZY KHALIL ARRAHMAN	80
6	HAFIDZ ALFADLI	85
7	HUDISA MAULA HAMDI	83
8	IHZA RANGGA ARITO	88
9	IRAWAN ARYA PUTRA	78
10	KANZUL FIKRI	76
11	M. DAFFA FADLI RAMADHAN	87
12	M. MUTHAHARI AMARA	76
13	M. YUSUF IRFAN	91

14	MAHESA PUTRA	90
15	MUHAMAD AFLAH MARZUQ	87
16	NANDANA FIRJATULLAH	76
17	RAUHAN FIKRI KUSUMAH	87
18	RISKY MULIDAN	83
19	SALBINUS BIMA RAJA	90
20	SULTAN MUHAMMAD FASYA	83
21	TAHARA ABIZAR RAMADHAN GURNING	83
22	YAFI FIRDAUS	83
23	AJENG REGINA FORTUNATA	90
24	ALLIZA HAMID	90
25	ANDINY MARYAM	88
26	ANISATUL MAULIDIAH	90
27	DINDA PUTRI KHAERANI	88
28	FAZILA SAUMA NINGTYAS	81
29	FINKA NAZWA NURADISTY	88
30	ISYTI FISYAUQI	83
31	MAR ATUN SHOLIHAH	77
32	MAZIAH ATIKAH RISJAD	79
33	NAZHWA AULYA DAUD RHEVADA	76

34	NEYRA LAILA KIRANA	77
35	NIDYA KAYLA ADHANA	79
36	NISRINA NASYIA HANIFA	88
37	SALMA MARITZA RIAD	80
38	SHERLY MEITHASYA	77
39	SYIFA PUTRI RAHMAWATI	79
40	ZACHRASARI LAKSONO	79

- To look for the range

$$R = H - L$$
$$= 91 - 76$$
$$= 15$$

- To look for number of class interval

$$K = 1 + 3,3 \log n$$
$$= 1 + 3,3 \log 40$$
$$= 1 + 3,3 \, (1,6)$$
$$= 1 + 5,28$$
$$= 6,28$$

Number of class interval might be 6 or 7

- To look for the length of class interval

$$P = \frac{R}{K}$$

$$\frac{15}{6}$$

=

= 2,5

Length of class interval might be 2 or 3

Table 4.5

Frequency Distribution for Finding the Mean in The variable X

Class Interval	F	Yi	FY	Y = (Yi-$\overline{Y}$)	Y^2	FY^2
75 - 77	8	76	608	-7.2	51.84	414.7
78 - 80	8	79	632	-4.725	22.33	178.6
81 - 83	7	82	574	-1.725	2.976	20.83
84 - 86	1	85	85	1.275	1.626	1.626
87 - 89	9	88	792	4.275	18.28	164.5
90 - 92	7	91	637	7.275	52.93	370.5
Σ	40		3328			1151

- Mean

$$\overline{Y} = \frac{\sum Fy}{\sum F}$$

$$= \frac{1150{,}74}{40} \qquad = 83{,}2$$

- Standard of Deviation by using formula:

$$SD = \sqrt{\frac{\sum FY^2}{\sum F}}$$

$$= \sqrt{\frac{1150{,}74}{40}}$$

$$= 5{,}3636$$

- To look for Z score by using formula:

$$Z = \frac{Y_i - \overline{Y}}{SD}$$

$$Z_1 = \frac{74{,}5 - 83{,}2}{5{,}3636} = -1{,}622$$

$$Z_2 = \frac{77{,}5 - 83{,}2}{5{,}3636} = -1{,}0627$$

$$Z_3 = \frac{80{,}5 - 83{,}2}{5{,}3636} = -0{,}5034$$

$$Z_4 = \frac{83{,}5 - 83{,}2}{5{,}3636} = 0{,}0559$$

$$Z_5 = \frac{86{,}5 - 83{,}2}{5{,}3636} = 0{,}61526$$

$$Z_6 = \frac{89{,}5 - 83{,}2}{5{,}3636} = 1{,}17458$$

$$Z_7 = \frac{92{,}5 - 83{,}2}{5{,}3636} = 1{,}7339$$

Table 4.6

Frequency Distribution for Finding The Mean in The Variable Y

Class Interval	Yi	Zi	F(z)	L	fe	fo	Yscore

	74.50	-1.62	0.05				
75 – 77	77.50	-1.06	0.14	0.09	3.66	8	5.14
78 – 80	80.50	-0.50	0.31	0.16	6.54	8	0.33
81 - 83	83.50	0.06	0.52	0.21	8.60	7	0.30
84 - 86	86.50	0.62	0.73	0.21	8.34	1	6.46
87 - 89	89.50	1.17	0.88	0.15	5.96	9	1.54
90 - 92	92.50	1.73	0.96	0.08	3.14	7	4.73
						40.00	18.49

Determine Y^2_{table} with data of significant 0,05

df $= K-3$[21]

       $= 6-3 = 3$

$(Y^2)_{table} = 7.81$

Based on the data above we know that $Y^2_{Score} = 18.49$ and $Y^2_{table} = 7.81$, so

$Y^2_{Score} < Y^2_{table}$ it means that sample is normal.

Table 4.7

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[2] "Uji Normalitas Data," 2008/01/http://muhammad-win-afgani.blogspot.com.

Frequency Distribution for Finding Correlation Beteween Variable X and Variable Y

No	X	Y	X2	Y2	XY
1	113	79	12769	6241	8927
2	128	88	16384	7744	11264
3	101	76	10201	5776	7676
4	133	90	17689	8100	11970
5	114	80	12996	6400	9120
6	124	85	15376	7225	10540
7	118	83	13924	6889	9794
8	128	88	16384	7744	11264
9	108	78	11664	6084	8424
10	101	76	10201	5776	7676
11	125	87	15625	7569	10875
12	97	76	9409	5776	7372
13	137	91	18769	8281	12467
14	133	90	17689	8100	11970
15	125	87	15625	7569	10875
16	101	76	10201	5776	7676
17	126	87	15876	7569	10962
18	121	83	14641	6889	10043

19	135	90	18225	8100	12150
20	123	83	15129	6889	10209
21	119	83	14161	6889	9877
22	118	83	13924	6889	9794
23	134	90	17956	8100	12060
24	134	90	17956	8100	12060
25	128	88	16384	7744	11264
26	136	90	18496	8100	12240
27	130	88	16900	7744	11440
28	117	81	13689	6561	9477
29	127	88	16129	7744	11176
30	120	83	14400	6889	9960
31	106	77	11236	5929	8162
32	113	79	12769	6241	8927
33	99	76	9801	5776	7524
34	102	77	10404	5929	7854
35	112	79	12544	6241	8848
36	132	88	17424	7744	11616
37	114	80	12996	6400	9120
38	103	77	10609	5929	7931
39	109	79	11881	6241	8611

40	111	79	12321	6241	8769
	4755	3328	570757	277928	397964

- Score of Correlation

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

$$= \frac{40 \; x \; 397964 - (4755)(3328)}{\sqrt{40\{570757 - (4755)2\}\{277928 - (3328)2\}}}$$

$$= \frac{93920}{\sqrt{220255 \; x \; 41536}}$$

$$= 0,98$$

If we consult to critic table of product moment with data significance 0,05

r_{table} = 0,2638

r_{score} = 0,98

$r_{score} > r_{table}$

0,98 > 0,2638 means that there is positive correlation between students'

motivation in speaking and their achievement in speaking.

B. Interpretation of The Data

Table 4.8

Interpretation of The Product Moment ("r")

Product Moment ("r")	Interpretation
0,00 – 0,20	Between variable X and Y there are correlation, but the correlation is very low until ignored
0,20 – 0,40	Between variable X and Y there are low correlation
0,40 – 0,70	Between variable X and Y there are fair correlation
0,70 – 0,90	Between variable X and Y there are high correlation
0,90 – 100	Between variable X and Y there are very high correlation

Correlation coefficient is 0,98 if we used product moment table, 0,98 is between 0,90 - 100, so there is very high correlation between students' motivation in speaking and their achievement in speaking.

- To examine hypothesis by using formula:

$$t_{score} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$= \frac{0,98\sqrt{40-2}}{\sqrt{1-0,98^2}}$$

$$= \frac{6,04}{\sqrt{0,04}}$$

$$= 30,36$$

$$t_{able} = n\text{-}2$$

$$= 40 - 2$$

$$= 38$$

$$t_{score} > t_{table}$$

To know the degree of correlation between students' motivation in speaking and their achievement in speaking at the third grade of SMP 2 Daar el-Qolam Tangerang, the writer using determination coefficient:

$$CD = r^2 \text{ x } 100\%$$

$$= (0,98)^2 \text{ x } 100\%$$

$$= 96,04 \%$$

It can be identified that the correlation between students' motivation in speaking and their achievement in speaking is very high correlation. As for contribution of variable X to variable Y is 96,04% by using determination coefficient (CD).

According to the result of questionnairs and speaking test in the third grade students of SMP 2 Daar el-Qolam, it has high correlation between students' motivation and their achievement in speaking because the students who have high motivation inside themselves they like to be corrected by the teacher if did some mistakes in speaking. The students' desire in mastering

speaking is related to their carrier in future too. Therefore, they force themselves to speak English with foreigner bravely.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the description of the data which described in the previous chapter, it can be concluded as follows:

1. The result of data analysis of X variable (Students' Motivation in Speaking) is $X^2_{score} = 8,27$ and $X^2_{table} = 9,49$ so $X^2_{score} < X^2_{table}$ it means that sample is normal, or students' motivation in speaking English is good.

2. The result of data analysis of Y variable (Students' Achievement in Speaking) is $Y^2_{score} = 18,49$ and $Y^2_{table} = 7,81$ so $Y^2_{score} < Y^2_{table}$ it means that sample is normal, or students' achievement in speaking is good.

3. The result of correlation is 0,98 if we used product moment table, it is between 0,90 – 100. It means that the correlation between variable variable X and variable Y is very high correlation. As for contribution of variable X to variable Y is 96,04% by using determination coefficient (CD).

B. Suggestion

After doing the research and looking at the conclusion above the researcher would like to give suggestion as follows:

1. **For The Teacher**

   They are expected to improve their students' motivation in learning English, especially in speaking. Furthermore, the researcher also hope that the English teacher take more attention to care about students' potential in speaking.

2. **For The Students**

   The researcher suggests them to aware that English is important and practice more in speaking to make their speaking improved. The further researchers also suggests them to speak up what they want to speak when the teacher asked them.

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