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 an essential skill to be learned by a 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 to 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.

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

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

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

3. Knowledge/ignorance, ability, permission;

4. Suaision, 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

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 hesitation and
without any self-correction. And comprehension is the understanding
among two speakers then their conversation is responded 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. nonetheless, 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.\textsuperscript{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.\textsuperscript{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.

\textsuperscript{6} Paul Eggen and Don Kauchak, \textit{Educational Psychology Windows on Classroom 6\textsuperscript{th} ed.},(New Jersey: Pearson Merril Prentice Hall, 2004), 349

\textsuperscript{7} Eggen, \textit{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. 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.

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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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.\textsuperscript{10} Motivation is caused by external incentives such as rewards and punishments.

Extrinsic 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.\textsuperscript{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.”\textsuperscript{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.\textsuperscript{13}

\textsuperscript{11} Oemar Hamalik, \textit{Kurikulum dan Pembelajaran}, (Jakarta: Bumi Aksara, 1995), 113.
\textsuperscript{13} R. C. Gardner and Lambert, \textit{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 form 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.” 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.

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.
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.\textsuperscript{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.\textsuperscript{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

\textsuperscript{16} Harmer, \textit{How to Teach English}, 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 ($H_0$)

   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.
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. 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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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

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>Quality</th>
<th>Score</th>
<th>Score</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pronunciation</td>
<td>20%</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pengucapan tiap kata tepat</td>
<td>Pengucapan tiap kata kurang tepat</td>
<td>Pengucapan tiap kata tidak tepat</td>
</tr>
<tr>
<td>2</td>
<td>Grammar</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Struktur kalimat yang digunakan benar</td>
<td>Struktur kalimat yang digunakan kurang benar</td>
<td>Struktur kalimat yang tidak benar</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pemilihan kosa kata yang dipakai tepat</td>
<td>Pemilihan kosa kata yang kurang tepat</td>
<td>Pemilihan kosa kata yang tidak tepat</td>
</tr>
<tr>
<td>4</td>
<td>Fluency</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Pengucapan dialog</td>
<td>Pengucapan dialog</td>
<td>Pengucapan dialog</td>
</tr>
</tbody>
</table>
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). 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.

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

\[ \bar{X} = \frac{\sum Fx}{\sum F} \]

- Standard of Deviation by using formula:

\[ SD = \sqrt{\frac{\sum Fx^2}{\sum F}} \]

- To look for Z score by using formula:

\[ Z = \frac{X_i - \bar{X}}{SD} \]

- 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

\[ \bar{Y} = \frac{\sum F_Y}{\sum F} \]

- Standard of Deviation by using formula:

\[ SD = \sqrt{\frac{\sum F Y^2}{\sum F}} \]

- To look for Z score by using formula:

\[ Z = \frac{Y_i - \bar{Y}}{SD} \]

- Determine \( Y^2_{\text{table}} \) 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 technique commonly used to seek the correlation between two variables.

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

\( r_{xy} \) = 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
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
```
## Table 4.1

### Quantification Data of The Students’ Motivation in Speaking English

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<tr>
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</tbody>
</table>
- 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

<table>
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<tr>
<th>Class Interval</th>
<th>F</th>
<th>Xi</th>
<th>FX</th>
<th>(\bar{X} = (Xi - \bar{X}))</th>
<th>(X^2)</th>
<th>FX^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>95 – 101</td>
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<td>98</td>
<td>490</td>
<td>-20.65</td>
<td>426.4225</td>
<td>2132.11</td>
</tr>
<tr>
<td>102 – 108</td>
<td>4</td>
<td>105</td>
<td>420</td>
<td>-13.65</td>
<td>186.3225</td>
<td>745.29</td>
</tr>
<tr>
<td>109 – 115</td>
<td>7</td>
<td>112</td>
<td>784</td>
<td>-6.65</td>
<td>44.2225</td>
<td>309.558</td>
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<tr>
<td>116 – 122</td>
<td>6</td>
<td>119</td>
<td>714</td>
<td>0.35</td>
<td>0.1225</td>
<td>0.735</td>
</tr>
<tr>
<td>123 – 129</td>
<td>9</td>
<td>126</td>
<td>1134</td>
<td>7.35</td>
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<td>486.202</td>
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<td>130 – 136</td>
<td>8</td>
<td>133</td>
<td>1064</td>
<td>14.35</td>
<td>205.9225</td>
<td>1647.38</td>
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**Frequency Distribution for Finding the Mean in The variable \(X\)**

- **Mean**

\[
\bar{X} = \frac{\sum FX}{\sum F}
\]

\[
\bar{X} = \frac{4746}{40} = 118.65
\]
- 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:

\[
Z = \frac{X_i - \bar{X}}{SD}
\]

\[
Z_1 = \frac{94.5 - 118.65}{12.0178} = -2.01
\]

\[
Z_2 = \frac{101.5 - 118.65}{12.0178} = -1.43
\]

\[
Z_3 = \frac{108.5 - 118.65}{12.0178} = -0.84
\]

\[
Z_4 = \frac{115.5 - 118.65}{12.0178} = -0.26
\]

\[
Z_5 = \frac{122.5 - 118.65}{12.0178} = 0.32
\]

\[
Z_6 = \frac{129.5 - 118.65}{12.0178} = 0.90
\]

\[
Z_7 = \frac{136.5 - 118.65}{12.0178} = 1.49
\]

\[
Z_8 = \frac{143.5 - 118.65}{12.0178} = 2.07
\]

Table 4.3

The Distribution of Observation Frequently for Variable X
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:

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>Xi</th>
<th>Zi</th>
<th>F(z)</th>
<th>L</th>
<th>fe</th>
<th>fo</th>
<th>Xscore</th>
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<td>4</td>
<td>0.16</td>
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<td>115.5</td>
<td>-0.26</td>
<td>0.40</td>
<td>0.20</td>
<td>7.90</td>
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<td>6</td>
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<td>0.90</td>
<td>0.82</td>
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<td>7.64</td>
<td>9</td>
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<td>76</td>
</tr>
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<td>79</td>
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</table>

- To look for the range

\[
R = H - L
\]

\[
= 91 - 76
\]

\[
= 15
\]

- To look for number of class interval

\[
K = 1 + 3.3 \log n
\]

\[
= 1 + 3.3 \log 40
\]

\[
= 1 + 3.3 \times 1.6
\]

\[
= 1 + 5.28
\]

\[
= 6.28
\]

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

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

- Mean

\[ \overline{Y} = \frac{\sum FY}{\sum F} \]

\[ = \frac{1150.74}{40} = 83.2 \]
- Standard of Deviation by using formula:

\[
SD = \sqrt{\frac{\sum F Y^2}{\sum F}}
\]

\[
= \sqrt{\frac{1150.74}{40}}
\]

\[
= 5.3636
\]

- To look for Z score by using formula:

\[
Z = \frac{Y_i - \bar{Y}}{SD}
\]

\[
Z_1 = \frac{74.5-83.2}{5.3636} = -1.622
\]

\[
Z_2 = \frac{77.5-83.2}{5.3636} = -1.0627
\]

\[
Z_3 = \frac{80.5-83.2}{5.3636} = -0.5034
\]

\[
Z_4 = \frac{83.5-83.2}{5.3636} = 0.0559
\]

\[
Z_5 = \frac{86.5-83.2}{5.3636} = 0.61526
\]

\[
Z_6 = \frac{89.5-83.2}{5.3636} = 1.17458
\]

\[
Z_7 = \frac{92.5-83.2}{5.3636} = 1.7339
\]

Table 4.6

Frequency Distribution for Finding The Mean in The Variable Y

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>Yi</th>
<th>Zi</th>
<th>F(z)</th>
<th>L</th>
<th>fe</th>
<th>fo</th>
<th>Yscore</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
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

---

### Frequency Distribution for Finding Correlation Between Variable X and Variable Y

<table>
<thead>
<tr>
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Score of Correlation

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

\[ = \frac{40 \times 397964 - (4755)(3328)}{\sqrt{40(570757 - (4755)^2)(277928 - (3328)^2)}} \]

\[ = \frac{93920}{\sqrt{220255 \times 41536}} \]

\[ = 0.98 \]

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”)

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<td>but the correlation is very low until ignored</td>
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<tr>
<td>0,20 – 0,40</td>
<td>Between variable X and Y there are low correlation</td>
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<td>0,40 – 0,70</td>
<td>Between variable X and Y there are fair correlation</td>
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<tr>
<td>0,70 – 0,90</td>
<td>Between variable X and Y there are high correlation</td>
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<tr>
<td>0,90 – 100</td>
<td>Between variable X and Y there are very high correlation</td>
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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:

\[
t_{\text{score}} = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}}
\]

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

\[
= \frac{6,04}{\sqrt{0,04}}
\]
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:

\[ CD = r^2 \times 100\% \]

\[ = (0.98)^2 \times 100\% \]

\[ = 96.04\% \]

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 questionnaires 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 career in future too. Therefore, they force themselves to speak English with foreigners 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 $X^2_{\text{score}} = 8.27$ and $X^2_{\text{table}} = 9.49$ so $X^2_{\text{score}} < X^2_{\text{table}}$ 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 $Y^2_{\text{score}} = 18.49$ and $Y^2_{\text{table}} = 7.81$ so $Y^2_{\text{score}} < Y^2_{\text{table}}$ 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.
BIBLIOGRAPHY


