The correlation between students' motivation and their speaking achievement

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ABSTRACT

This study aims to know the level of motivation in speaking class and to investigate the significant relationship between students' motivation and speaking achievement. The subject of this study was thirty-four students in the third semester of English Foreign Language (EFL) learners. Twenty-five statements of questionnaires inquiring about motivation levels and speaking achievement were used as the primary data sources. Motivation type was divided into 2, instrumental and integrative motivation, and the data were analyzed using descriptive quantitative. Speaking achievements from the lecturer were divided into excellent, good, average, low, and very low. Pearson Correlation was used to describe the relationship between students' motivation and achievement. The result showed that students' motivation level was high and had no significant relationship between students' motivation and their achievement in speaking class, so motivation is not the only factor that can increase students' speaking achievement. This study illustrates that speaking lecturers need to find another factor to boost students' speaking achievement.

1. Introduction

Speaking in English must be mastered fluently and accurately, but many English as Foreign Language (EFL) learners have problems speaking. Several cognitive and affective factors can cause this phenomenon. According to Bowen (1985) as cited in Fatimah et al., (2019), speaking must have several mental aspects, such as pronunciation, vocabulary, and grammar. So to avoid misunderstandings in speaking, we must master pronunciation, language, and grammar. In term of affective factors, according to Oxford (1990), they are

factors that have a relationship with values and attitudes where it greatly influences students' speaking abilities (Illyin et al.). Characteristics that include affective factors are feelings, interests, attitudes, emotions, values, and others. Affective factors can influence success and failure in language learning. The affective factors include motivation, anxiety, and self-confidence (Krashen, 1982; Illyin et al., 2021). Motivation becomes part of the affective factors that encourage and guide the behavior of students' speaking abilities that come from themselves, other people, or the environment.

Learning motivation is essential in language pedagogy because it is considered one of the critical factors that participate in the success of mastering a second language (Kormos & Csizér, 2010; Choosri & Intharaksa, 2011). Motivation can increase students' productivity and encourage them to succeed in language learning (Kiruthiga and Christopher). The higher the motivation to learn English, the higher the probability of students' success in learning English. Learning motivation is an essential factor in influencing the success of learning English (Illyin et al.). Learning motivation can affect students' English language achievement (Yanuarti and Rosmayanti). According to Gardner and Lambert (1972), motivation is divided into two types; (1) instrumental motivation, where the desire to learn the language because it will be useful for specific instrumental purposes, such as pursuing a job, passing exams, and so on; (2) integrative motivation, where the desire to learn a language is due to the desire to have communication with people from other cultures who use the language (Yanuarti and Rosmayanti). Students' speaking ability, which is influenced by motivation, will influence students to pursue their goals in speaking ability.

Several previous studies have described students' motivation and ability to speak English. Khoiriyah, (2016) researched the relationship between attitude and motivation, which was recognized as influential in speaking achievement across all personality factors. They found a significant correlation between attitudes, motivation, and speaking proficiency of extroverted and introverted students in their study. Furthermore, Rahman & Deviyanti, (2012) found that their research aims to determine the relationship between students' motivation and English speaking ability. Menggo, (2018) researched to find out and describe the motivation to learn English that affected the students' speaking ability of 48 grade XI students of the Catholic senior science program Saint Ignasius Loyola Labuan Bajo, West Flores, Indonesia. His research found that motivation significantly influenced students' speaking ability. The update in this study is the concept of motivation to learn English which is very influential on students' speaking ability and is highly supported. In subsequent research, Dilshad et al., (2019) found that their research aims to determine students' motivation in learning English in high school and identify factors that reduce student motivation. In this study, the researcher found that students' motivation to learn English was moderate. Finally, Fatimah et al., (2019) investigated Halu Oleo University students about the relationship between student motivation and, speaking achievement. These results show that speaking level and student motivation are significantly correlated in Halu Oleo University's English Department.

Research findings from previous studies found a significant relationship between motivation, speaking ability, and achievement. The results show a significant relationship. In these previous studies, only one study discussed the level of motivation. Other studies only discuss motivation in general, not explicitly discussing instrumental and integrative motivation. Therefore, further investigation is needed in this regard. However, several

studies have only wanted to know the significant relationship between motivation and speaking ability or speaking achievement. This can provide new results from previous research. Therefore, this research was conducted to answer the following research questions:

1. What is the level of students' motivation in speaking courses?

2. Is there any significant relationship between students' motivation and speaking achievement?

2. Method An introduction

Research Design

This study used a quantitative design. The first purpose of this research is to describe students' motivation levels in the speaking course using a descriptive quantitative design. Moreover, the Pearson correlation used for the second purpose to analyze whether there is a relationship between students' motivation and speaking achievement.

Participants

The participants were third-semester students of the English education department at Universitas Islam Malang who were taking the speaking class. They were asked and agreed to participate in this study and were willing to complete the online form. The total for the third semester in speaking class is 86 students, while the total students who responded were only 34 students. This study used non-probabilistic sampling, namely conventional sampling. The participants consisted of 22 (64.7%) females and 12 (35.3%) males with an age range between 19-23 years old. There are 3 levels of speaking proficiency based on speaking course scores. According to the speaking lecturers, the scores range from students' achievement between excellent, good, average, low, and very low. A total of 2 students were categorized as excellent on a score of 86-100, 13 with good achievement on a score of 76-85, 13 with average achievement on a score of 61-75, 5 with low achievement on a score of 41-60, and 1 with very low achievement on score 0-40. Third-semester students were selected for this study because they had studied speaking for more than one and a half years at the time of data collection. This is because speaking is taught formally as a compulsory subject for students in the third semester of the English education department.

Instruments

The data in the questionnaire was adopted from Yanuarti & Rosmayanti, (2019). The closed-ended questionnaires were on a Likert scale of 5 from (1) strongly disagree; (2) disagree; (3) less agree; (4) agree; and (5) totally agree. There were 25 statements in the questionnaire consisting of 16 statements on the type of instrumental motivation and 9 on the type of integrative motivation. The questionnaires were translated into Indonesian and have been validated by an expert in English language teaching to avoid misunderstandings. The researcher also needed students' scores to determine the significant relationship between motivation and speaking achievement of the third-semester students in the speaking class. Third-semester students got public speaking material during the semester, such as storytelling, role play, and news anchors. The score used in this study specifically

from the participants' midterm examination scores with the topic tested was the performance of news anchors.

Data Collections

The data collection began by asking students to fill out a consent form. The researcher distributed the Google form online via WhatsApp. Participants were asked to complete a questionnaire about students' motivation, and they chose one answer for each statement. It took about 10 minutes to fill out the questionnaire. Researchers asked the speaking lecturers to collect the students' speaking achievements since the participants had just passed the midterm exam. Finally, all the participant data needed for the study were collected within two weeks.

Data Analysis

The hypothesis in this study is that third-semester of English Foreign Language (EFL) students at Universitas Islam Malang have a high level of motivation. Moreover, their motivation level significantly relates to their speaking achievement. To determine the level of motivation used as a whole and the level of motivation based on the type of motivation, we use descriptive quantitative statistics to analyze the data mean and standard deviation. To interpret the mean scores for the above student motivation levels, the researcher adopted the interpretation made by Best (1981) as cited in Kitjaroonchai & Kitjaroonchai, (2012) as follows: 1.00-1.49 (very low), 1.50-2.49 (low), 2.50-3.49 (average), 3.50-4.49 (high), 4.50-5.00 (very high). Analysis using Pearson Correlation was used to determine any significant relationship between students' motivation and speaking achievement. This analysis is to examine whether there is any significant correlation or not between the two variables.

3. Findings and discussion

Research Question 1: What is the level of students' motivation in the speaking course?

The first research question is to determine the overall level of student motivation. It is disclosed in Table 1. Descriptive quantitative statistics were used to analyze the data mean and standard deviation. The table shows that the third-semester students in the speaking class are at a high level and have more instrumental motivation. The detailed results of the motivation level are shown in table 1 below.

Table 1: Levels of Motivation in Speaking

Type of Motivation	Mean	Std. Deviation	Interpretation
Instrumental	3.99	.254	High
Integrative	3.87	.242	High
Overall	**3.94**	**.248**	**High**

The 25 statements in the questionnaire were distributed to third-semester students, 16 were instrumental motivational statements, and 9 were integrative motivational statements. Thirty-four third-semester students were involved in this study, and the type of motivation widely used was instrumental motivation. The results of the analysis of motivation levels by third-semester students in the speaking class, which are divided into two categories, are summarized in table 1. It is explained that the average value of instrumental motivation is (3.99), while integrative motivation shows a number of 3.87. Then the level of instrumental and integrative motivation does not have much difference. The two types of motivation only have a mean difference of (0.12).

Research Question 2: Is there any significant relationship between motivation and speaking achievement?

In this study, third-semester students' motivation and speaking achievement were statistically analyzed using Pearson Correlation. The detailed results of the statistical analysis of student motivation and student achievement are shown in table 2 below:

Table 2: The Correlation between Student Motivation and Speaking Achievement

		Motivation	**Achievement**
Motivation	Pearson Correlation	1	.322
	Sig. (2-tailed)		.063
	N	34	34
Achievement	Pearson Correlation	.322	1
	Sig. (2-tailed)	.063	
	N	34	34

The table above shows that students' motivation and speaking achievement of third-semester students were not significant. The results in table 2 show that the significance of (.063) is higher than the level of significance 0.05. It means that there is no significant correlation between students' motivation and speaking achievement in the third semester of the speaking class.

3.1 Discussion

According to Jeremy Harmer, motivation is an internal provocation that encourages someone to do something to achieve what they want. In the field of motivation in learning it is very important to achieve success, therefore we have to do something to achieve it. Without motivation, we will fail in doing something we want (Harmer). Pratiwi (2022) also said learning motivation is a way of learning to achieve learning goals (Hidayati et al.).

Our first finding shows that students of English education at Universitas Islam Malang are at a high level of motivation. It shows the level of overall motivation (3.94) with a difference of 0.12 between instrumental motivation (3.99) and integrative motivation (3.87). Instrumental motivation focuses on the needs of work, exams, and others. It has the same meaning as intrinsic motivation. Intrinsic motivation aims to perform an activity for its own sake and personal reward. Meanwhile, integrative motivation is a motivation related to the purpose of communication between people, this motivation is the same as extrinsic motivation. It aims to perform an activity to earn a reward or to avoid punishment (Ryan and Deci). The higher motivation implemented by students was instrumental motivation because college students have more desire to learn a language for a specific purpose, their own goal, or future career than secondary school students. The previous study by Dilshad et al., (2019), stated that there was a moderate level (3.14) of students' motivation for learning English at secondary school. Their finding was different from this study due to our results showed that motivation level was high, in contrast to the participants' educational level. Another previous study relate to our find by Qohar et al., (2021), stated that proportion of 53.31% of the sample falls into the "high" category for state high school students in Banyuwangi Regency's independent zones in terms of their motivation to participate in their studies. The desire for participation in the learning of State Senior High School pupils in Banyuwangi Regency, however, is also included in the "high" category in the advanced regions, with a percentage of 59.21% of the sample.

The second finding of this study stated that there is a low significant relationship between students' motivation and achievement. This study found that the result of the correlation between students' motivation and learning achievement is not significantly correlated with each other because the significant value (0.063) was greater than Sig. (0.05), so this hypothesis was not true. This finding is not in line with the findings of previous studies conducted by Fatimah et al., (2019), which had the same research problem as ours. This study has a significant relationship between student motivation and achievement. Menggo, (2018) research findings stated that motivation significantly affects students' speaking ability. This difference might happen because the students' motivation is at a high level, but their achievement is at a moderate level. The overall motivation is 3.94, and their achievement is 72.76, this level of achievement is at a moderate level of 60-80. We found that motivation and speaking achievements are not significantly correlated. The high motivation and moderate achievement levels are quite imbalanced in one way and another.

Our findings proved that motivation is not a factor that influences students' achievement. Previous research by Hartwig & Dunlosky, (2012). Student study strategy: Is self-assessment and scheduling related to achievement? Has shown that beliefs about learning and student-supported learning strategies are related to academic achievement: students who achieve higher tend to choose more effective learning strategies and are more aware of the benefits of self-testing. Al-Khotaba, (2019) investigate how speaking interest among Saudi EFL students is impacted by speaking anxiety as a psycholinguistic barrier. According to these findings, EFL students with high levels of language anxiety are less interested in speaking assessments, whereas students with low levels of language anxiety are more motivated to take speaking exams. Another previous research by Sutarsyah, (2017), An Analysis of Student's Speaking Anxiety and its Effect on Speaking Performance has shown that anxiety affects speaking performance, stated that there is a significant difference in speaking performance between the higher level of anxiety and the lower level of anxiety, with the significant value (0.002) is less than a (0.05). This is one of the factors that affect English achievements, because of the previous study by Nasution et al., (2020). How anxiety affect English achievement?: a correlational study of Indonesian EFL learners showed that the correlation between the students' anxiety in learning English and their English achievement, with a significant value (0.000) is less than a (0.05). The researcher found that the students' anxiety has a significant correlation with their English academic achievement.

4. Conclusion

This study identified the level of students' motivation across their speaking achievement and examined the significant relationship between students' motivation and speaking achievement. The results showed that the level of students' motivation is at a high level. But, the high students' motivation still does not guarantee their speaking achievement either. This research revealed that even though their motivation is at a high level, their speaking achievement measured from the result of the speaking course that has been taken for one semester is moderate. It can be concluded that the variable of students' motivation did not contribute significantly to students' speaking achievement. With a minimum of 34 participants in this study this result is not guaranteed, we suggest that the next study range of participants can be larger than this study. Other factors can be examined in the next study such as anxiety, learning strategies, etc. we also suggest the next study examine other samples other than college students for this motivation and speaking achievement.

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