THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND THEIR SPEAKING SKILL AT 8 TH GRADE IN MTS N RAMBAH

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ABSTRAK

Putri Marinda Yulis, 2016. The correlation between students' motivation and their speaking skill at 8th grade in MTSN Rambah.

Tujuan dari penelitian ini adalah untuk mencari hubungan antara motivasi dan kemampuan berbicara siswa di kelas 8 MTSN Rambah, populasi penelitian ini berjumlah 20 siswa dan seluruh populasi nya di jadikan sampel penelitian karena populasi nya kurang dari 100 siswa.

Dalam mengumpulkan data penelitian, peneliti menggunakan angket untuk mengumpulkan data tentang motivasi siswa sedangkan untuk mengumpulkan data kemampuan berbicara siswa, peneliti menggunakan tes lisan. Menganalisa data yang sudah terkumpul, peneliti mengunakan rumus r product moment dan juga aplikasi SPSS. Penelitian ini menggunakan hipotesis untuk pembuktian hasil penelitian.

Setelah di analisa, di temukan r hitung nya adalah 0,506 dengan taraf signifikan 0.05% dengan degree of freedom (df= n-2) adalah 18. Itu artinya r hitung lebih tinggi dari pada r tabel (0.515 > 0.404), yang berarti ada hubungan positif antara dua variabel tersebut dengan kata lain hipotesis alternatif di terima.

Kata Kunci : Hubungan, Motivasi, Kemampuan Berbicara

ABSTRACT

Putri Marinda Yulis, 2016. The correlation between students' motivation and their speaking skill at 8th grade in MTSN Rambah.

The pupose of this research was to find out the correlation between students' motivation and speaking skill at 8th grade in MTSN Rambah. The population of this research consist of 20 students. However, all population were going to be taken as the sample of the research.

Collecting the data of the research, the reseacher used two technique, they were quistioner and also test. For motivation case, the researcher used quistioner as the instrumentation of the research and speaking performance, the researcher used performance test. To analyze the data that has been collected, the researcher used r product moment and also SPSS aplication.

After analyzing and calculating the data, it was found that r calculated was 0,506 with level significance 0.05, and the degree of freedom (df= n-2) was 18. It means that r calculated was higher than r-table (0.515 > 0.404). So, there is correlation between two variables above. Therefore, the research hypothesis is accepted, that said "There is correlation between students' motivation and speaking skill at 8th grade in MTSN Rambah".

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INTRODUCTION

At this chapter the researcher was describes the introduction of this research. However, in the introduction the researcher will give some reason of the problem that is happened in one of school. In the introduction there are many things will be explained by the researcher, such as beckground of the problem, setting of the problem, the limitation of the problem, the formulation of the problem, the purpose of the research, the need of the research, and also the definition of the key term.

A. Background of the problem.

English is one of the international languages used by many people in the world.As an international language, English has an important role in the world. It can be used to communicate with people of other countries and it is also used as an instrument in utilizing modern sciences and technology. People who want to be acquainted with technological and scientific advances have to master this language well.

Most of source of information including book, science, and technology are written in English. As an international language, English has an important role in used. It can be used to communicate with people of other countries and it is also used as an instrument in utilizing modern sciences and technology. People who want to be acquainted with technological and scientific advances have to master this language well.

In the process of learning, motivation can be said as an inner drive to achieve learning activity so the purpose of the subject learning can be maintained in educational environment; motivation is one of the very important factors to encourage a learner to learn more rapidly and effectively. The motivation may come from the learners themselves that is the intrinsic, or outside of the learners, that is, the extrinsic. For those who have intrinsic motivation, they will have strong responsibility to learn. On the contrary, for those who have extrinsic motivation, their enthusiasm to study depends on the conditions outside themselves.

However, learning English as foreign language in many countries especially in Indonesia, students are taught four language skills namely listening, reading, speaking and writing, all of them support each other. From thus skill above, there are many defferences among that skill.

Basically, speaking is one of the most important skill in learning foreign language, including in learning English. The aimes of speaking are to make the people can communicate to others. It means learner are expected to be able to produce some language they learn. In the other hand, the learner need to be able in expressing their idea, opionio and felling orally. So, speaking is needed to be practiced, there is no way to the learner to learn English without practice.

Speaking is probably the language skill that most language learners wish to perfect as soon as possible. It used to be the only language skill that was difficult to practice online. This is no longer the case. English learners can practice speaking online using voice or video chat. They can also record and upload their voice for other people to listen.

However in learning speaking at school, the students generally study in the same class, including the students in the MTSN Rambah because there is no special consideraration, as speaking English is a foreign language, speaking is difficult for students to learn. This happens because speaking English is not used in daily conversation among them, in the other reason that speaking skill, the learner ask to

understand many aspects of speaking. As Heaton in Irianti (2011:7) stated that there are five aspects of speaking including pronunciation, grammar, vocabulary, fluency and comprehension. Teacher and the students should make some efforts to develop the five aspect of the speaking skill it self, sometime the students have different value in speaking skill, as we know that speaking have a lot of component that is need to be tested.

However, in speaking activities there are many factor to make it well, such as motivation. In the process of learning, motivation can be said as an inner drive to achieve learning activity so the purpose of the subject learning can be maintained in educational environment; motivation is one of the very important factors to encourage a learner to learn more rapidly and effectively. The motivation may come from the learners themselves that is the intrinsic, or outside of the learners, that is, the extrinsic. For those who have intrinsic motivation, they will have strong responsibility to learn. On the contrary, for those who have extrinsic motivation, their enthusiasm to study depends on the conditions outside themselves.

Therefore, motivation provides the impetus for showing what we have learned. In general, motivation becomes one of the factors- like intelligence or previous learning that determine.

A. Review of Related Theories.
1. The nature of motivation.
According to Pakdel (2013:240) Motivation is an intrinsic phenomenon that is affected by four factors: Situation, Temperament, Goal and Tool. However, tools to reach the target. People are motivated for achieving to the goals, necessities and instincts. Academic achievement has a special importance for seekers of science and students. With this motivation, people are motivated enough for successful completion of a task, gaining

to a goal or access to a certain degree from competence in their job until they gain enough success in learning and academic achievement. Students' thoughts guide their motivation.

According to scholl (2002) motivation are energies behavior. It attempts to explain the amount of effort or energy and individual puts into a task. First, Directs behavior, It deals directly with the direction of one's effort. Second, Sustains behavior, It deals with the persistence and consistency of behavior.Anybody who's interested in understanding, predicting, or influencing individual behavior must start with a basic understanding of human motivation.

Motivation initiates or directs behavior. If someone shifts from the absence of an activity to the performance of that activity, it can be said that motivation must be involved. Hunger initiates food seeking; fatigue leads to sleep, and so on.

According to Elliot (2000:332) states motivation as an internal state that arouses us to action, pushes us in particular direction, and keeps engaged in certainactivities.

According to Dornyei and Otto(1998:65),motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor process whereby initial wishes and desires are selected, prioritized, operational zed, and (successfully or unsuccessfully) acted out.

Motivation directs behavior and also initiates it. When we are sleepy we seek rest, not doing something else. When we are motivated by a desire for thrills or excitement, we may well try to do something fun for example fishing, swimming, diving, etc. So, motivation gets us up and doing, it energizes us, and it defines the directions or nature of the resulting behavior.
2. Kinds of motivation.
According to schunk (2008:236)

classified that motivation devided into two part, they are intrinsic and extrinsic motivation.

1. Intrinsic motivation.

According to schunk (2008: 236) 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 theyhave own desire and reward from themselves and do not depend on the external rewards. Harmer in Istianti (2013 : 11) states that intrinsic motivation takes a vital role in the result ofstudents' language learning.Many students bring no extrinsic motivation to theclassroom. They may perceive no interest about language learning in the classroom.Therefore, it becomes teacher' role to create intrinsic motivation in the classroom inorder to maintain students' learning.

According to Emily in her research, intrinsic motivation is appeared personal such as their comfort, happiness, interest.Researchers oftencontrast intrinsic motivation with extrinsic motivation, which is motivationgoverned by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable to result in better learning outcomes than extrinsic motivation. Intrinsic motivation is better for students because if the students have intrinsic motivation, they was 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.

2. Extrinsic motivation.

According to wikipedia expalin that extrinsic motivation refers to the performance of an activity in order to attain a desired outcome and it is the opposite of intrinsic motivation. Extrinsic motivation is motivation which come from not from inside of ourselves but from outside, it means that extrinsic motivation is motivation that caused by outside factors of situation. According to Marsh (2010:58) 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."

Based on 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. Actually, that factor can influence upon students' extrinsic motivation in teaching and learning process as follow:

1. Teacher

That A teacher also called a school teacher is a person who provides [education](#) for students. 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 transfers the knowledge to students, but also as a motivator who always motivates and supports the students in teaching and learning. The teacher has responsibility to make teaching and learning process successfully. Thus, teacher has an obligation to arise motivation to the studentsto learn hard.The teacher action success and its reward, failure and its penalties,authoritative demands, test, and competition.

a. Success and its reward. This is

the single most important feature in raising extrinsic motivation. Learners who have succeeded in the past tasks will bemore 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 here is simply to make sure that learners are aware of their own success; the message can beconveyed by a nod, a tick, even significant lack of response.

b. Failure and its penalties. Failure is not just a matter of wrong answer; learners should beaware that they are failing if they have done significantly less thatthey could have, if they are making unsatisfactory, or not takingcare. Failure in any sense is generally regarded as something to beavoided, where success is something to be sought.

c. Authoritative demands.Learners are often motivated by teachers' pressure. They maybe willing to invest efforts in tasks simply because you have toldthem to, recognizing your authority and right to make this demand,and trusting your judgment.

d. Tests. The motivating power of tests appears clear: learners who knowthey are going to be tasted 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, and provided it is notused too often.

e. Competition.Learners will often be motivated to give their best not for thesake of the learning itself but in order to beat their opponents in acompetition.Individual competition can be stressful for people who findlosing humiliating, are not very good at the language and thereforelikely 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. Parent.
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 means 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 bad environment. Environment also will cause students' motivation. Students will be more interesting, if the environment of the classroom is comfortable.

3. The Nature of Speaking

There are some experts who give definition about speaking. Many expert give the definition about speaking generally. According to Gamidge (2004:7) defines that speaking is a highly challenging yet essensial skill for most learner to acquired. It is like the other skill, it is more complicated then is seem at the first and involves more than just pronuncing a word. It means that in

speaking orally and used the component of speaking it just like pronunciation, grammar, vocabulary and fluency.

According to Bygate as quated by Nunan adopted by Antoni (2005:9) "speaking is oral interaction where the participan need to negotiate the meaning contined in ideas, feelings, and manage in term of who is to say what, to whom and about what. However, speaking is an oral interaction of the people, it can be applied by two people or more that, that it negotiate the meaning contined in ideas what has been stated in their mind, with speaking people can share their feeling to the other people orally. And also about content, people are going to says what to whom and about what.

Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage (DepartmenPendidikanNasional, 2004). In carrying out speaking, students face some difficulties one of them is about language its self. However, Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

According to Christian in Hartuti (2007:8) states that speaking is productive skill, since it produced ideas, massege or suggestion. Speaking is a communication process which is a primary medium to express ideas. Many experts believe that speaking is a media to interact with the surrounding people in terms of sharing ideas and releasing problems In terms of its function, speaking can be distinguished into two categories; formal and informal.

Speaking in informal context could be performed simply and straightforwardly as it does not require certain utterances. The speakers absolutely are able to share ideas and much information to the others without hesitation. However, the speakers should pay more attention while speaking in formal circumstances since a group of people are the listeners with various background of understanding.

From statement above, it can be concluded that speaking is a language skill which is function as communication and speaking is an activities oraly as a communication by two or more than two person in face by face. and speaking is about some negotition of the ideas, feeling or menage in term.

4. The component of Speaking.

According to Bygate in Hartati (2007:11) states that speaking ability is a combination of structural aspects that concentrates on the gramatical system. Furthermore, Heaton in Irianti (201:7) sates that Speaking is the complex skill requiring the simulataneous use of a number in different abilities, which often develop at the defferent rates, there are five component are generally recognized in analyzing the speech process. First, Pronunciation is Included the segmental feature-vowel, consonant, the stress, and intonation pettern). As Harmer (2007:342) state that "if the student wants to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriete stress and intonation pettern and speak in connected speech". Meaning that pronounciation is the important aspect if we want to speak english clearly. We need to understand about phomenes, intonation, stress and that all is part of pronaunciation

5. Types of Speaking.

According to Douglas (2004: 141) There are five basic type of speaking they are :

First, Innative, It is someone interested only what is labeled by "pronunciation". She/he innactive a native speaker'spronunciation. Than, Intensive, It

is someones' ability to gain the meaning of the conversation based on the context. Third, Responsive, It refers to someone comprehension of the short conversation, standard greeting, small talk, simple request and comment. The next is Interactive, Interaction consists of two forms. They are transactional language, which has the purpose of exchanging specific information and interpersonal exchanges, which have the purpose of maintaining social relationship. It was more complex than responsive.

RESEARCH METHODOLOGY

This chapter describes the research methodology of this research. At this chapter consist of research design, setting of this research including population and sample, instrumentation, procedure of this research, technique of collecting the data and technique of analyzing the data.

A. Research Design.

The design of this research is a descriptive quatitative Research and applies a correlative research. According to Neuman (2000:331) states that "the purpose of the correlation is to show how much two variables go to geather or covary. Ideally the variable has ratio level of measurement". Meaning that correlation research is the research will focus on two variable and found the relation both of them. This research has two variable they are variable X and variable Y. Xvariable is students' motivation and Y variable is speaking skill.

B. Technique Collecting the Data.

In this research, to get the data about students' motivation and speaking skill, the researcher used three technique, they were quistionire, test and documentation.

1. Questionnaires were used by researchers to convert into data the information directly given by a person (subject).Further more, it states that questionnaires are a way of getting data about persons by asking them rather than watching them behaveior by sampling abet of their behavior.

However, this quistioner are adopted from Attitude/Motivation Test Batery (AMTB) by Gardner in Istianti (2013:28). It consists of many items of statements involving attitude and motivation but the researcher only took 30 items which are suitable with this.Therefore, the researcher only took motivation statements from AMTB and then translated into Bahasa. The questionnaires are "closed", it means the respondents are only choosing the best one on the items and making checklist on the given answers. In answering the questionnaires, the students are asked to choose one of the options by giving a mark or checklist. These are the components of indicators on students' motivation in this research:

Table 2. Indicator of Intrinsic motivation

Attitude/Motivation Tets Batery (AMTB) By Gardner (2013)

Aspect	Indicator	Statement	
		Positive	egative
Effort	Students attempt to learn English hard by: a. Practice English every day.	always training and practice English every day.	never practice English every day.
	b. Asking to teacher when gettingdifficulties.	When i have trouble in learning english, i alway ask	When i have trouble in learning english, i never

Aspect	Indicator	Positive	Negative
		to the teacher.	ask to the teacher.
	c. Doing English assignment.	m directly doing English excercise that had been given	am not dirrectly doing English excercise that had been given
Desire	a. Students have strong desire to be able to speak English.	vish, I can speak English fluently and accurately	do not want to speak English fluently and accuratly
	b. English is veryimportant forstudents' carrier inthe future.	ave to learn English to support my carrer for future.	glish is not something importent to learn for future.
	c. Students exercise English by watching English program on television.	ke to watch English movie more than Indonesia movie.	st like to watch indonesia movie more than English movie.
Attitude	a.Students like to speak English.	eak English is something fun.	eak English is not something fun.
	b. Students considered English as aninteresting lesson.	am very happy in learning English becouse i want to speak English fluently.	o not like learning English.
	c.Speaking in English is important	glish is one the best school program.	English just for wasting time.

	programin the school.		

Table 3. Indicator of Extrinsic motivation

Attitude/Motivation Tets Batery (AMTB) By Gardner (2013)

Aspect	Indicator	Statement	
		Positive	**Negative**
teacher	Teacher encourages students to learn English, such as: a. Teacher gives reward to students.	cher always give reward to the students who get high score in learning English	cher never give reward to the students who get high score in learning English
	b. Teacher becomes an inspiration.	Teacher in English lesson is my real inspiration.	Teacher in English lesson is not my real inspiration.
	c. Teacher uses interesting method in teaching.	The method that is used in learning English is very happy and fun.	The method that is used in learning English is boring and ugly.
Parent	Parents encourage students to learn English by: a. Asking students to follow English private course.	parents always support me to learn depper about English.	parents do not care and support me to learn depper about English.
	b. Helping students to overcome difficulties.	parents always help me to face the problem in learning English.	parents never help me to face the problem in learning English.
	c. Giving rewards	parents always push	parents never push

Environment			
	to students.	me up to learn english and they give a reward if i get good score.	me up to learn english and they do not give a reward if i get a good score.
Environment	Environment really influence students' ability to speak, such as: a. The situation in the classroom is very interesting.	rning English is very fun becouse the situation at that class is very comportable for th students	hesly, I do not like learning English.
	b. Students are easy to speak wherever they are.	ak English is easy for me, wherever and whenever.	ak English is very hard for me, wherever and whenever i speak.
	c. Students have high confidence to speak.	am very convidance when i speak English	o not have a self convidance when i speak English

However, the quistioneire assessed by Likert scale rating as suggested by Sugiyono (2010:135), This scale rating has five options. They are: *Strongly Agree* (Sangat setuju), *Agree* (Setuju), *Undecided (*Ragu-ragu), *Disagree* (Tidak Setuju), and *StronglyDisagree* (Sangat Tidak Setuju). Each option also has score based on the Likert Scale Rating below:

Table 4. The Likert Scale Rating
Sugiyono (2010:135)

Option	Score	
	Positive Statement	Negative Statement
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

2. Test.

To test the students speaking skill the researcher was used performance test, the test was to measure the students skill in speaking , than the test was distributed to the students by giving them a topic and ask them to speak in front of class about everything they know based on the topic. The topic that was distributed to them as follows :

Tabel 5. The Topic Speaking Test

No	Topic	Duration speaking	Note
1	Myfavorite food	minutes	
2	Mydaily activities	minutes	

The researcher give them 3 minutes for each students. The researcher was recorded and write down the manuscrip of the students' speaking skill.However in measuring their ability in speaking, the reseracher used Hughes (2003:131) the indicator of the speaking. In addition Hughes (2003:131), also presented the sample of an oral proficiency scoring categories rating that is used 1-5 points.

3. Documentation.

This instrument was used by the researcher collecting the data and to provides the researcher with the information that was used to support the available data. Documentation is a way of getting information of data through notes, transcipts, books, photo and agenda. In other word, it can be stated that documentation is used to collect the data through printed material. In this research , documentation will be used to find out the data of 8th Grade students in MTSN Rambah.

C. Technique Analyzing the Data.

The data analysis was to procces the data (syofyan 2011:120). In this research, the resesarcher was used some tehniques in analyzed the data, they were:

1. Find out the students scoring of motivation.

In finding the students scoring of motivation in learning english, the researcher will use quistionire.

That quistionaires are consist of several quistion, than every quistion will have a score. To make it measurable, the researcher was used aplication SPSS to analyzed the data.

2. Find out the students scoring in speaking.

In finding out the students scoring in speaking, the researcher was used, the formula as follows :

$$\text{Score of speaking skill} = \frac{rater\ 1 + rater\ 2 + rater\ 3}{the\ number\ of\ raters} \times 100$$

After getting the scoring of students' in speaking skill, the researcher was clasifyed them in the level where they standed. The rater found this other values 20 maximum score for

each aspect. However in clasifyed them in many level of the students speaking skill, the researcher was used the table of the students rank or level in speaking. As suggested by Pandiya (2013:46) as follows :

Table 7. The Scale of Students Skill in Speaking

The score of ability level	Category
10-39	Very Poor
40-59	Poor
60-74	Average
75- 84	Good
85-100	Very Good

3. Find out the scoring of the correlation between X and Y variable.

In finding out the score of correlation between X and Y variabels, the researcher used SPSS aplication, the researcher followed some steps, they are :

1) To found out the score of the correlation (rxy) by using SPSS aplication.

2) After get the score of rxy, the researcher gave interpretation to the rxy score, as suggested by Sudijono (2012:193) as followed :

$$R_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{(N\Sigma X^2 - (\Sigma X)^2)(N\Sigma Y^2 - (\Sigma Y)^2}}$$

Table 8. Interpretation score correlation

The score of r Product Moment	Interpretation
0,00 – 0,20	Very Low Correlation
0.20 - 0.40	Low Correlation
0.40 - 0.70	Fair Correlation
0.70 - 0.90	Suffiecent Correlation
0.90 – 1,00	High Correlation

a) To determined the significant standard 5% and 1% and testing the hypotesis.

Making Conclusion with comparing the score of correlation r Product Moment with the *r* Table.

THE PRESENTATION OF RESEARCH FINDINGS

A. Description and Analysis

1. Description of students' score in motivation.

This data is to determine about how is the students' score in motivation, the researcher applied as in the previous chapter. As Gadner stated adopted by Istianti (2013) motivation consist of many aspect, there were intrinsic and also extrinsic motivation, however Gadner the also divided the intrinsic motivation into efford, desired and attituded than for extrinsic motivation devided into teacher, parents and environment.

However, the quistionaire consist of 30 test item. moreover, the quistionaires were tried out to 20 students of MTSN Rambah in the different class. Than results of the test were from the 30 test item, there were 5 test item need to be revised because the test were not valid and reliable. To found out the validity and reliability the researcher use the Computer aplication SPSS 1.8. and after getting the score it compared with the r table, the Number of sample at this research 20 so the significant standard is **0,444.** The result of validity and the relibility the test.

B. Discussions

The researcher found that there is fair correlation between motivation and students' speaking skill. It can be said that there are another factors affect of students' speaking skill. However, there are some experts supportid this findings. According to Huang (2006), students tended to use well-known words or simple expressions to communicate, rather than give up when they have difficulties conveying meaning in authentic discourse. In addition, the students often utilized gestures to help get meaning across and aye contact to attract the attention of their listeners.

According to Stefanson, (2012:41), another factor affecting speaking is tiple factors have been identified that adversely affect English language learners' ability to thrive in schools. These factors are: 1) lack of training for general education teachers on how to best work with English language learners; 2) lack of communication between general education teachers and English as a second language teachers; 3) confusion over what literacy is and how teachers can best utilize different aspects of students' English abilities; 4) avoiding more advanced, subject-specific content until mastery of the English language has been reached; 5) the overuse of remedial subject coursework with English language learners; and 6) confusion over at 35 which level English language learners are able to perform.

According to Ramesh (2012), lack of proper official data regarding how many people speak English, the proficiency levels of Indian teachers and learners lead to the difficulties in

planning and implementing development in English language and its teaching and learning process.

Furthermore According to Hamad (2013), the factors that negatively affect English language speaking skill are: instructors,students,curiculum and textbook, English language teaching methods and exercises, and teaching and learning environment to come out with recommendations for ameliorating the gab of speaking skills.

Last, linguistic competence is not sufficient for someone who wants to communicate competently in another language. According to Nunan (1999), students' speaking can be affected by the factors that come from performance conditions (time presure, planning,standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety).

C. Limitation of the Research

The research is conducted by the researcher in the correlation between students' motivation and their speaking skill. In this research motivation is generally limited to students in MTS N Rambah .then, motivation is not given the values. But, motivation also can be see energies behaviour. However, the researcher speaking generally is limited have two topics there are : my favorite food, my daily activities in this researcher thing familiar with the students at MTS N Rambah.

CONCLUSIONS AND SUGGESTIONS

This chapter discusses about conclusion, and suggestion.in conclusion, the researcher writes the result of the research. And in suggestion researcher would like to give some suggestion especially to give some suggestion especially for the teacher, students and for the next researcher.

A. Conclusions.

As the data presentented in the chapter four, the researcher concludes this research as follows :

1. The students' motivation and speaking skill at 8th grade students in MTSN Rambah was in the level of category High , most of students in the 8th grade students can answer all quistion well. It can be concluded that the motivation at 8th grade students was enough.
2. The students' speaking skill at 8th grade students in MTSN Rambah was in the level of category poor. They spoke in front of class as well as they can. It can be concluded that the speaking at 8th grade students was poor.
3. There is a fair correlation between students' motivation and speaking skill at 8th grade students in MTSN Rambah.

B. Suggestion

Based on the finding about the correlation between students' motivation and speaking skill at 8th grade in MTSN Rambah, there is some suggestion can be presented to :

1. English Teacher

The teacher of speaking subject need to give more explanation and attantion about this subject.

2. Students

The students at 8th grade in MTSN Rambah need to learn more about all subject that are being disscused.

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