

# Correlation between Students' Learning Motivation and speaking Competence at SFL FKIP University HKBP Nommensen

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**Abstract**— *Motivation has big impact in learning English achievement as it can motivate the students to do hard effort to improve their speaking competence. To know the students motivation in speaking this research presents tending to find out the correlation between students' learning motivation and speaking competence. It conducted to thirty students of foreign language (SFL) at FKIP Univ. HKBP Nommensen. In collecting data, the researcher gave questioners to assess motivation and speaking test to see speaking competence. Then in analyzing data, quantitative design was applied to find out students' scores for both score of students' learning motivation and speaking competence. The analysis found that correlation between the students' learning motivation and speaking competence; variable "x" and "Y" is at the position of "0.315". It means that students' motivation in learning English correlate significantly to the students' speaking competence.*

**Keywords**— *learning motivation; speaking competence.*

## I. INTRODUCTION

In learning English as a foreign language there are found most of students to be reluctant. It can be seen at their performance such in speaking. To have speaking competence, the speakers have to know how to recognize and how to use sentence perform of what he or she rhetorical acts, e.g: defining, warning and classifying if the listener can classify the utterances of the speaker. To optimize the students' speaking competence, the teachers have essential roles by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable pronunciation. Language learners need to recognize areas of knowledge involves speaking, they are (1) Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation, (2) Functions (transaction and interaction): Knowing when clarity of message is essential(transaction/

information exchange) and when precise understanding is not required (interaction/ relationship building), (3) Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason ( He, 2009). Motivation has big impact for students' speaking achievement as learning English without expectation is same with doing without purpose. Students with limited ability have difficulty in developing expectations and it also makes them difficult to learn in such situations which sometimes lead them to focus only on performance goals but not learning objectives, thus influencing low achievement in academic ability due to motivation problems (Brophy, 2004). Motivation can influence for students' attitude and their doing in their learning in all aspects. (Zhou in Mei, 2013). Learners have pleasure to learn English learning when they receive internal motivation which predicted by perceived English language ability and independence. (Wu in Mei, 2013). Students will pleasure their language learning if they have strong motivation. (Sakiroglu in Mei, 2013). In line with this, the key concept in learning foreign language is motivation which is known as Integrative and instrumental (Klimova in Mei, 2013). Integrative and instrumental orientations were very high level motivation and indistinguishable that found in learning language like speaking. (Lamb,M, 2004:3). One focuses on individual interest is understand and know individual's motivation in learning and particular activities because it can increase knowledge, attention and effort. Knowing student's motivation is very important because we know what their reason to learn, or they have a goal so they want to learn something. Sometimes, students learn English language because they have a goal like to be a teacher, a tour guide and others or students learn English because they interest with someone who speak English. Means that the students learn based on motivation which has differently owned by every student. High motivation and prepared communicative tasks to the

students are importantly considered in developing communicative competence in speaking. They will be brought into situations of speaking atmosphere that really enable them to speak naturally. Interactional dialogue or face to face interaction, spontaneous improvised drama, and other communicative applied strategy and techniques become important parts for them in developing communicative competence. Absolutely, all can improve their speaking ability through the implementation of communicative competence in learning speaking on them. Hymes (in Brown 2000: 246) explains communicative competence as the aspect of our competence enables the students to convey meaning and interpret messages and to negotiate meanings interpersonally within specific context. When the students' speaking of English is natural, their communicative competence for that their performance is already developed. Developing communicative competence in learning speaking is faster and better if they are exposed to maximum natural communication. As informed at previous statement, during natural communication process, the meaning or understanding is primary.

## II. REVIEW OF LITERATURE

### Motivation

Motivation in the present context refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning language. Motivation in learning a second language is seen referring to the extent to which the individual works or strives to learn the language because desire to do so and the satisfaction experienced in the activity. Motivation is considered as an integral part in the achievement of any goal. It is an important factor that has a positive influence in any educational learning process especially in learning second language. Motivation is the importance component or factor to achieve new knowledge, skill in the learning process. In learning, motivation is classified into two types; they are integrative and instrumental motivation.

### 1. Integrative Motivation

Integrative motivated learners want to learn the target language so that they can better understand and get to know the people who speak the language and mix up in their culture. Integrative motivation refers to "an openness to identify at least in part with another language community" (Gardner and Masgoret in Nawaz 2014). Integrative orientation is second language group desire to interact and willingness becomes similar members of language community with positive disposition. (Gardner and Lambert in Ushiola, 2011). Integrative motive is motivation learns and speaks language toward the

community by positive feeling. (Gardner in Ushiola, 2011). Integrative motivation has similarities with intrinsic motivation. Integrative motivation is for better understanding and to know about the people who speak that language (Veronica, 2002). Referring to integrative motivation, learners are interested to learn and know the specific language, people and culture with involving affective, cognitive and behavioral components like motivation, integrativeness, attitude toward the learning situation and language anxiety (Gardner in Wimolmes 2009). The integrative motive is a composite construct made up of three main components, they are (1) Integrativeness is interest foreign language and reflecting the individual's willingness in social interaction towards second language community (Gardner and MacIntyre in Ushiola, 2011), (2) Attitudes towards the learning situation, which comprises attitudes towards the language teacher and the L2 course, (3) Motivation is effort, desire and attitude toward learning. Integrativeness is the powerful component of participants which determine language choice and general level of effort students in learning process (Dörnyei and Clément in Ushiola, 2011).

### 2. Instrumental Motivation

Instrumental motivation is motivation that increase learner's careers or business opportunities, and give them a good prestige. It also is accessing scientific and technical information. Instrumental motivation is learners want to learn language because they want to get social and reward economic, like getting a good salary or getting into college. (Gardner and Lambert in Asma Nawaz, 2014). Instrumental motivation is learners learn English because they want to get job, salary and others (Wong, 2011). Students were classified as interactively or instrumentally oriented on the basis of the alternative they ranked as most important to them personally. They were classified as interactively oriented if they emphasized one of two reasons which stressed both meeting and conversing with more and varied people. Students are classified as instrumentally oriented if they emphasized that they were learning English because it would be useful in obtaining a job or if made them better educated. The focus in these instances appears to be away from any social – emotional contact with the other community, emphasizing instead pragmatic reasons for learning English. The important point here, however, is the integrative and instrumental orientations represent ultimate goal for achieving the more immediate goal of learning the second language recognition of this point eliminates much of confusion surrounding these concept. For example, equates an integrative orientation with an intrinsic interest in the language, and the instrumental orientation is more complex, in fact both the integrative

and instrumental orientations are extrinsic in that they indicate that language is being learned in order satisfy some goals not simply because of an intrinsic in the language itself (Soon, 2008). The definition of integrative motivation is concluded as students learn English because they interest with the foreign language, and they know the target language, and Instrumental motivation is students learn English because they have a future purpose like getting career and etc.

### III. RESEARCH METHODOLOGY

Performing “Students’ Learning Motivation and Speaking Competence at SFL Univ. HKBP Nommensen” in this research was investigated by quantitative approach which focuses on survey that take a sample from a population and use a questionnaires as a tool to collect basic data (Sugiono, 2011). The purpose of survey is to get imagine that represent a good region. The use of survey methods will allow researchers to obtain data to process with the aim of solving the problem that became the ultimate goal of a study. The researcher use some step to collecting the data. Firstly the researcher asked the subject to create dialogue then practice it in from of the class. While they are practicing dialogues, the researcher recorded the subjects’ performance. Secondly gave set of questionnaires to the subjects. The last collected the students’ works. In analyzing the data in order to answer the research question, the researcher did some steps. It was started by transcribing the subjects recorded dialogue. Then continue to assess speaking competence. To find out the learning speaking motivation, the researcher, identified the students motivation based on their answer in doing questionnaires. The last is to find out the factors that influence the students to learn speaking. Then the correlation between speaking competence and learning motivation is measured by correlation product moment as follows:

$$r_{xy} = \frac{n \sum xy - \sum x \sum y}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

Note:

$r_{xy}$  = coefisien correlation between variabel x and variabel y

N = number of sample

$\sum xy$  = total of variabel x and y

$\sum x^2$  = number quadrad of x value

$\sum y^2$  = number quadrad of y value

$(\sum x)^2$  = total of x value then quadrad

$(\sum y)^2$  = total of y value then quadrad

### IV. FINDING AND DISCUSSION

After getting the total of students’ score on motivation the researcher get the mean of the students’ score of motivation. The same way is done to the students’ speaking competence. The mean score is gotten after calculating the total score of students’ speaking competence. Referring to analyzing the data which is taken from the students’ score of measuring students’ competence and speaking competence, the total score of students’ in motivation is 2605 and the mean ( $M_x$ ) is 86.8, then the total of students’ speaking competence score is 2340 and mean ( $M_y$ ) is 78.0. Then to see the correlation between the students’ motivation and speaking competence, the researcher analyze it by using correlation formula which has been formulated in chapter III at the point of technique analyzing data. The result shows that correlation variable “x” and “Y” is at the position of “0.315”. It means that students’ motivation in learning English correlate to the students’ speaking competence. In other words says that from the data in the table can be described that there is correlation between the students’ motivation and speaking competence. It can be proved from the calculation of correlation between variable “X” and Variable “y”.

#### Discussion

Motivation is a term which often used with respect to second language learning as a simple explanation of achievement, as in the statement. “If the students are motivated to learn the language, they will”. Motivation has very distinct characteristics and a clear link with the language learning process. Motivation in the present context refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning language. That is, motivation to learn a second language is seen referring to the extent to which the individual works or strives to learn the language because desire to do so and the satisfaction experienced in the activity. They are motivated individual expending effort. Individual is studying the language because refers to the goal. Many reasons could be listed: to be able to speak with the members of the language community, to get a job, to improve one’s education, to be able to travel, to please one’s parents, to satisfy a language requirement, to gain social powers. Motivation is considered as an integral part in the achievement of any goal. It is an important factor that has a positive influence in any educational learning process especially in learning second language. Motivation is the importance component or factor to achieve new knowledge, skill in the learning process (Parsons, Hinson and Brown in Wimolwas, 2009). When the students have good

motivation in learning English it can be seen from the product produce by them. In this case the product is in speaking competence. The result of the data analyzing in this research is there is good correlation between students' motivation and students' speaking competence. It can be seen from the students' score. Most of the students who has high score in motivation, they also have high score in the point of speaking competence.

## V. CONCLUSION

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