Correlation Between English Learning Motivation And Public Speaking Ability

Taufiq Sholihin
English Education Study Program, Language Department, FTIK, IAIN Palangka Raya

Sabarun Sabarun
English Education Study Program, Language Department, FTIK, IAIN Palangka Raya

Sri Normuliati
English Education Study Program, Language Department, FTIK, IAIN Palangka Raya

Korespondensi penulis: sholihintaufiq134@gmail.com

Abstract. This study is intended to determine the extent of correlation between English learning motivation and public speaking ability. The design used is Correlation analysis by using Simple Linear Regression. The participants of the study were 30 students of English Education Study program of IAIN Palangka Raya who joined Speaking class and who used the questionnaire. The data were collected from 4 April to 8 May September 2023. The result of the study shows that the data above is stated to be correlated. Variable X to Variable Y has a correlation. With the degree of relationship, namely 0.70 and the form of the relationship is positive.

Keywords: Motivation, Speaking, and Correlation analysis.

Abstrak. Penelitian ini bertujuan untuk mengetahui sejauh mana korelasi antara motivasi belajar bahasa Inggris dengan kemampuan public speaking. Rancangan yang digunakan adalah analisis Korelasi dengan menggunakan Regresi Linier Sederhana. Partisipan penelitian ini adalah 30 mahasiswa program Studi Pendidikan Bahasa Inggris IAIN Palangka Raya yang mengikuti kelas Speaking dan menggunakan kuesioner. Pengambilan data dilakukan pada tanggal 4 April hingga 8 Mei September 2023. Hasil penelitian menunjukkan bahwa data di atas dinyatakan berkorelasi. Variabel X terhadap Variabel Y mempunyai korelasi. Dengan derajat hubungan yaitu 0,70 dan bentuk hubungan positif.

Kata kunci: Motivasi, Berbicara, dan Analisis Korelasi..

INTRODUCTION

Motivation is an aspect that affects the appearance of speaking. It has the ability to generate power, motivate others to achieve something, and provide a sense of fulfillment or purpose. This requires encouragement from the students themselves to build a conducive environment for good teaching and learning (Ritonga, Nasmilah, & Rahman, 2020:198-213). Students' motivation to learn can be a forcein helping them achieve their goals. If the lecturer applies the right teaching strategy to increase student motivation, student learning achievement will be very good. It is said that high student learning motivation produces a conducive learning environment that has an impact on the acquisition of grades (achievements). Evidenced by the Grade Point Average (GPA) of students reaching 3.50;

however,internal and external variables undoubtedly support it. Students' personal motivation is an internal aspect that results in increased learning outcomes.

Meanwhile, the surrounding environment, such as accessibility to the road, the convenience of classrooms, availability of Wi-Fi, computer rental services, and internet cafes, are external aspects. (Asvio, Arpinus, & Suharmon, 2017:16-31). Drawing on the aforementioned discourse, scholars contend that motivation plays a crucial part in the educational process, enabling learners to accomplish learning objectives and impacting their communicative proficiency. Furthermore, a number of earlier investigations clarify that there is a favorable correlation between them. In order to directly see this occurrence, the researcher is conducting research to determine whether speaking skill and motivation for learning English in the fourth semester of IAIN Palangka Raya are positively correlated. The researcher also sought to determine the extent to which students' speaking abilities are influenced by their motivation to learn English.

This research is expected to add readers knowledge and further researchers, especially regarding students' learning motivation. Practically, this research can provide inspiration or ideas to teachers in teaching speaking through e-learning. This research is expected to add insight for readers and further researchers, especially regarding students' learning motivation and the value of public speaking. In this study, researchers focused on the correlation between English learning motivation and public speaking ability. The research subjects were taken from the fourth semester English Tadris study program at IAIN Palangka Raya. Discussed variables of study are learning motivation and speaking.

While some research has examined learners' motivation in EFL classrooms, there remains a dearth of studies examining learners' motivation and interest in L2 writing. The study makes an effort to close the gap. It paints an accurate picture of the importance of interest and motivation in L2 writing classes in Kalimantan. It reaffirmed how important motivation is to students' education. It is intended that the results would provide L2 teachers with fresh ideas for inspiring students. The results are to be presented along with some instructional suggestions for L2 writing classes.(Sabarun, 2020:61). There are several aspects shaping learners' motivation to write, for example, attitudes, beliefs, desires and willingness, and attitude. Learners who cannot complete those aspects of motivation are known as reluctant writers or unsuccessful writers. (Sabarun, 2021:151).

This study is helpful in determining the degree to which students in the English study program, particularly the Tadris 4th semester students at IAIN Palangka Raya, are motivated to learn English and have public speaking abilities. Based on the research background, there

are many effects of correlation between English learning motivation and public speaking ability. Based on the background of the study, the researcher is interested in the correlation between English learning motivation and public speaking ability for students of the Tadris English study program at IAINPalangka Raya.

REVIEW OF LITERATURE

1. The Description of the Theory

A. Motivation

A person's learning motivation can be seen from several indicators such as the level of inspiration, duration of activity, frequency of activities, persistence, devotion and sacrifice, fortitude, tenacity and ability, the level of qualification of results, and the direction of attitude towards the activity targets play a significant impact in how well students learn. Teachers play an important role in motivating students. So it can be concluded that the teacher's ability to motivate students greatly determines student learning outcomes (Andriani & Rasto, 2019). Motivation is what helps us want to learn and stay focused on our goals. It helps us stay connected to our learning, keep learning new things, and make progress towards our goals (Husamah et al., 2016). Motivation can determine learning, meaning that by providing motivation through giving praise, students will feel appreciated in their learning and result in students being addicted to learning to get better praise, with that students' perseverance in learning will increase.

B. Public Speaking

According to Byrne, as quoted in Wahidin (2019:28), speaking is a two-way process. When speaking, one considers not only the informative substance of what they are saying, but also how to properlyand effectively project their own thoughts, and how to present themselves to the listener's environment in a way that catches their attention. From the explanation above, it can be concluded that speaking is an act of communication in which a person relates to other people in order to establish an active relationship. Moreover, it is a way for people to communicate with each other. The most common language skill thatmost language learners want to achieve as quickly as possible is speaking. It used to be the only language skill that was difficult to practice in an internet environment. Online voice or video calls, as well as platforms like Zoom, can be used to practice speaking English. According to (Megawati, 2019)

Speaking is the performance skills in English. When students learn English, they have to practice and also produce words, sentences by speech. Speaking is a skill that can be seen, when students learn English, they can practice it and produce words, sentences with speech. Speaking is a visible ability, which means the ability that can be seen by others when speaking. One of the most difficult English language skills to teach and develop is speaking. For instructors and students from Indonesia, English is a foreign language. instruct in a language. Teachers of all levels, from primary to university, need to be proficient in a variety of teaching techniques because students may speak different native tongues in the classroom. The speaking procedure is in line with the learner's present proficiency and level of awarding. Consequently, the independent phase highlights the learners' own development process.

2. Related study

The study by (Yuliana, 2018), explores the relationship between students' motivation to learn English and their speaking ability. The study sought to determine whether the motivation of students to learn English and their speaking ability were related. The study was quantitative and focused on the relationship between two factors that could be measured. 20 students made up the research sample, and questionnaires and a speaking test were used to collect data. The similarity with my study is the both studies about the correlation between students' speaking skill and their motivation to learn English. The difference both studies is that my study focuses on the correlation between English learning motivation and public speaking ability. The research subjects were taken from the fourth semester English Tadris study program at IAIN Palangka Raya.

The study by (Wiranggi Wahadin, 2019), about correlation between motivation and speaking skill at the fifth semester of English. The purpose of this thesis is to ascertain the relationship between student speaking ability and motivation in the fifth semester of the English department at UNISMUH Makassar. 35 students make up the research team, which is responsible for gathering the study's population.

In previous studies, researchers focused on the correlation between motivation and speaking anxiety, but in this study the researchers focused on the correlation between motivation and public speaking ability.

From several studies above, researchers agree that the correlation between motivation and speaking ability really helps students in speaking in public. Therefore, knowing how big the correlation is between motivation and speaking ability is very effective in helping

students overcome anxiety when speaking in public.

RESEARCH METHOD

This study employs correlation analysis with straight forward linear regression. Because quantitative data is derived from numerical data utilizing statistical data, it employs a quantitative methodology. This research covers quantitative descriptive research that gets data in the form of numbers or numbered quantitative data in accordance with its aims (Sugiyono, 2017).

In order to ascertain whether there is a relationship (correlation) between motivation and academic success, descriptive causal correlation is the quantitative descriptive that is utilized. In this instance, the researcher is attempting to determine the learning motivation and public speaking skills of English Tadris students in semester IV of IAIN Palangka Raya.

1. **DATA COLLECTION PROCEDURE**

   In this study will employing five procedure of instrument:

   a. The first step is to collect the data about level of motivation. Researcher uses research questionnaires to collect data from respondents relatively quickly. The instrument is about motivation.

   b. This covers 10 Statements. The construct of the statements is an follow by questionnaire. This questionnaire contains 10 statement items about learning motivation. The participants are assigned to answer by marking check ($\sqrt{}$)on one of the most correct answer choices according to the level of approval you, with the following answer choices, SD (Strong Disagree),D (Disagree), A (Agree), SA (Strong Agree).

   c. Second step is to get the data about speaking ability. Researcher uses test to collect the data from respondents to describe the topic. In the test, learning are given opportunity to speak about topics. The topic of the test is speaking. After that, they are scored using speaking scoring rubric.

   d. Third step is to get the score about motivation and speaking ability. Researcher compare from the data about motivation and speaking ability. Then, Researcher analyzes using simple linear regression.

   e. Fifth step is making a discussion the data about motivation and speaking ability. Researcher make a conclusion the data between motivation and speaking ability.

2. DATA ANALYSIS TECHNIQUE

To respond the single question, the study uses simple linear regression. Before analyze data, the test assumption is done, test normality, linearity, heteroscedasticity, autocorrelation, and multi collinearity. Then the data are analyzed using simple linear regression as follow:

First, finding the r square is determined. Second, coefficient correlation is decided. Third, the effective contribution is measured. The interpretation of the result is made to clarify the finding.

1) Finding the r square

R-squared, also known as R2 or coefficients of determination, is the percentage of data point variation that the regression line or model is able to account for. It can be calculated as a ratio between the total variance of data points explained by the regression line and the total variance of data points from the mean using a sum of squared regression (also termed as sum of squares total or total sum of squares). The ratio is represented by the following formula.

2) Coefficient correlation

The linear correlation coefficient is used to measure the size and direction of the association between two variables:

$$r = \frac{\sum \frac{(x_i - \bar{x})}{s_x} \frac{(y_i - \bar{y})}{s_y}}{n - 1}$$

where the sample means and standard deviations of the x's are x and sx, respectively, and the y's are y and sy, respectively. The number of samples is n.

3) Effective Contribution

There are 3 main metrics for model evaluation in regression:

a. R Square/Adjusted R Square

b. Mean Square Error (MSE)/ Root Mean Square Error (RMSE)

c. Mean Absolute Error (MAE)

3. RESEARCH FINDINGS

Data presentation used questionnaire and test to respond the research question the study. The students were given the questionnaire motivation at April 8, 2023. The questionnaire of the students was 30.

The correlation test aims to determine the level of closeness of the relationship between variables which is expressed by the correlation coefficient r. the type of relationship between variables X and Y can be positive and negative.

Basis for Decision Making:

a) If the significance value is <0.05, then it is correlated.

b) If the significance value is > 0.05, then it is not correlated.

Correlation

MOTIVATION	Pearson Correlation		.70
	Sig. (2-tailed)		.00
	N	30	30
SPEAKING TEST	Pearson Correlation	.70**	
	Sig. (2-tailed)	.00	
	N	30	30

Correlation is significant at the 0.01 level (2-tailed).

Based on the variable data above, the correlation is 0.00 <0.05, so the data above is stated to be correlated. Variable X to Variable Y has a correlation. With the degree of relationship, namely the strong correlation, namely 0.70 and the form of the relationship is positive. Therefore, it can be said that there is a strong positive correlation between English learning motivation and public speaking ability. It meant that learning motivation can be predicted to be one of the factors for successful learning in speaking class.

The current study found a substantial relationship between the fourth semester of IAIN Palangka Raya students' enthusiasm to learn English and their public speaking skills. According to Wiranggi Wahidin's evaluation of earlier studies, the results corroborate the hypothesis that motivation for learning English does not have a complete impact on speaking skill. Students who have greater learning motivation will certainly encourage students to behave actively in getting achievements, but too strong motivation can also have a negative effect on the effectiveness of student learning efforts (Fauziah et al., 2017:26). Student motivation affects both strengths and weaknesses, which is interesting. Student motivation is the internal and external energy that drives them to achieve something. This will give students the confidence to study. In fact, motivated students will go to great lengths to help them succeed. They will give everything to get the best result (Wahidin, 2019:18).

There was no association found between the fourth semester English learning motivation and public speaking skill of IAIN Palangka Raya students. This is because the

program, which is supported by comprehensive learning facilities, will help students become more proficient in developing their abilities.

In the context of the previously described data calculations. These findings suggest that the two factors do not correlate. As well known that Sig. simple linear regression test is $0.00 < 0.05$, meaning that variable X affects variable Y. From the output, the coefficient of determination (R Square) is 0.49, which implies that the influence of the independent variable (Motivation) on the dependent variable (Speaking test) is 49.4%. Width the degree of relationship, namely the strong correlation, namely 0.70 and the form of the relationship is positive.

RESULT AND DISSCUSION

1. Approach and Type of the Study

This study employs correlation analysis with straight forward linear regression. Because quantitative data is derived from numerical data utilizing statistical data, it employs a quantitative methodology. (Sugiyono, 2017) defines quantitative research methods as positivist-based research techniques that are used to explore particular populations or samples, gather data using research instruments, and then analyze that data quantitatively or statistically in order to evaluate the proposed hypothesis. The goal of this research is to ascertain the extent of the influence between the variables examined, hence this research approach employs quantitative methods because the data to be processed is ratio data.

This research covers quantitative descriptive research that gets data in the form of numbers or numbered quantitative data in accordance with its aims (Sugiyono, 2017). In order to ascertain whether there is a relationship (correlation) between motivation and academic success, descriptive causal correlation is the quantitative descriptive that is utilized. In this instance, the researcher is attempting to determine the learning motivation and public speaking skills of English Tadris students in semester IV of IAIN Palangka Raya.

2. Time and Place of the Study

The place of this study will be directed in the second semester in the English Education study program of IAIN Palangka Raya, which is placed on Menteng Street, district of Jekan Raya, Palangka Raya City of Central Borneo. the time of the research during April-Mey 2023.

It was chosen at Fourth-semester students of the Study program of English education for the research because this course is very helpful to train each student's speaking skills in speaking class.

a. **Population and Sample**

The population in this study were all students of the fourth semester of the English language study program at IAIN Palangka Raya. The number of students we gave questionnaires was 30 students, for purposive sampling.

Sugiyono (2017:81) asserts that the sample reflects the size and features of the population. due to the population's less than 100 members. Consequently, the entire population is used as the study's sample. So that the research is called research population.

b. **Data collection procedure**

The first step is to collect the data about level of motivation. Researcher uses research questionnaires to collect data from respondents relatively quickly. The instrument is about motivation. This covers 10 Statements. The construct of the statements is an follow by questionnaire.

This questionnaire contains 10 statement items about learning motivation. The participants are assigned to answer by marking check (√) on one of the most correct answer choices according to the level of approval you, with the following answer choices, SD (Strong Disagree),D (Disagree), A (Agree), SA (Strong Agree)

No	Statements	SD	D	A	SA
1	I enjoy picking up English very much.				
2	For me, learning English is essential since it will let me meet new people from around the globe.				
3	I value learning English because I want to be able to speak as many different languages as possible.				
4	For me, studying English is noteworthy since it is expected that an educated person can speak English.				
5	I prioritize learning English so that I can become a more literate person.				
6	I think it's important to study English so I may have a wider perspective.				
7	I have to study English since I could need it in the future (for job, studies).				
8	For me, learning English is important so that I can comprehend media in the English language, such as films, videos, TV, and radio.				
9	I need to learn English so that I may read books, newspapers, and periodicals in that language.				
10	I'm interested in learning English since I want to travel for a while.				

Second step is to get the data about speaking ability. Researcher uses test to collect the data from respondents to describe the topic. In the test, learning are given opportunity to speak about topics. The topic of the test is speaking. After that, they are scored using speaking scoring rubric. The result from the test of speaking ability in learning English using rubric scoring

SCORING RUBRIC FOR SPEAKING		
ASPECT	SCORE	DESCRIPTION
Pronunciation	4	Excellent pronunciation; decent accenteffort
	3	excellent pronunciation; excellent accentattempt
	2	Good pronunciation; some attempt ataccent, but unmistakably not native
	1	Good pronunciation; no need to try tosound like a native accent
	0	The pronunciation is poor and difficult to comprehend; Neither an attempt nor a native accent

SCORING RUBRIC FOR SPEAKING		
ASPECT	SCORE	DESCRIPTION
Pronunciation	4	Excellent pronunciation; decent accenteffort
	3	excellent pronunciation; excellent accentattempt
	2	Good pronunciation; some attempt ataccent, but unmistakably not native
	1	Good pronunciation; no need to try tosound like a native accent
	0	The pronunciation is poor and difficult to comprehend; Neither an attempt nor anative accent

ASPECT	SCORE	DESCRIPTION
Vocabulary	4	Excellent command of linguistic aspects; a large vocabulary with carefully chosen words
	3	good range of pretty well-chosen vocabulary and decent language control
	2	adequate verbal control; inadequate vocabulary range
	1	Poor verbal control; limited vocabularywith certain words that are obviously missing
	0	Poor language control; vocabulary employed does not correspond to the goal

ASPECT	SCORE	DESCREPTION
Fluency	4	No pauses, hesitations, or word-searchingare there, and the volume is good.
	3	Smooth, flowing speech with little pauses, a slight word search, and one or two audiblewords
	2	Speech is generally fluid, with occasional pause and unevenness brought on by rephrasing and word-finding; volume varies.
	1	Speech is usually hesitant, leaving some words unfinished, and the loudness is quitelow.
	0	Speech is inaudible, halting, and strained,with the exception of brief words that have been memorized.

ASPECT	SCORE	DESCRIPTION
Organization	4	Excellent amount of description; extra information not strictly necessary
	3	Good degree of description; all necessarydetails are present.
	2	adequate explanation, however more information should be given
	1	Critical information is missing from the description, making it challenging for the listener to understand.
	0	The listener cannot grasp since the description is so inadequate.

Third step is to get the score about motivation and speaking ability. Researcher compare from the data about motivation and speaking ability. Then, Researcher analyzes using simple linear regression.

Fifth step is making a discussion the data about motivation andspeaking ability. Researcher make a conclusion the data between motivation andspeaking ability.

c. **Research Instruments**

a) **Questionnaire**

The questionnaire is a set of inquiries that are either directly or indirectly addressed to respondents. A key component of research is the use of questionnaires, which are lists of questions used to gather data from respondents. Research questionnaires are typically used byresearchers to swiftly get data from respondents. The best method for gauging respondents' behavior, attitudes, preferences, opinions, and intentions is through research questionnaires. The study questionnairejust requires respondents to select or respond to a list of questions. As a result, the research questionnaire can already be thought of as a written interview that is based on the responses of the respondents. The tool is all about inspiration. This has 10 statements.

b) Test

The test technique is a data collection technique that is carried out by giving a series of questions or assignments and other tools to the subject whose data is needed. Researcher uses test to collect the data from respondents to describe the topic.

d. Data Analysis

To respond the single question, the study uses simple linear regression. Before analyze data, the test assumption is done, test normality, linearity, heteroscedasticity, autocorrelation, and multi collinearity. Then the data are analyzed using simple linear regression as follow. First, finding the r square is determined. Second, coefficient correlation is decided. Third, the effective contribution is measured. The interpretation of the result is made to clarify the finding.

CONCLUTION

Based on the findings of the research it can be concluded that there is a correlation between English learning motivation and public speaking ability. The correlation is 0.00 <0.05, so the data above is stated to be correlated. Variable X to Variable Y has a correlation. With the degree of relationship, namely the strong correlation, namely 0.70 and the form of the relationship is positive. Therefore, it can be said that there is a strong positive correlation between English learning motivation and public speaking ability. It meant that learning motivation can be predicted to be one of the factors for successful learning in speaking class.

SUGGESTION

The study proposes the following suggestions that instructors, researchers, and students could find beneficial and important.

1. For students

   It is advised that all students consistently increase their desire to learn English, particularly in terms of speaking abilities.

2. For the Lecturer

   The researcher recommended that lecturers had important role to motivate learning during the learning process. Therefore, it is recommended the teacher motivate learning both in language instrumental motivation. They can be done by giving appreciated to student' work, giving verbal language in class.

3. For Other Researchers

The study has same limitations. The sample of the study is too small it was about 30 students. It cannot be generalized to whole population. Therefore, other researchers are suggested to give more sample size. The study is analyzed using simple linear regression. Therefore, other researchers are suggested to use multiple linear regression, with more variables with such as self-efficacy, anxiety, and so on.

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