The Correlational Study Between Speaking Ability and English Learning Motivation

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ARTICLE INFO	ABSTRACT
	The aim of this research is to examine the relationship between motivation and speaking ability among students at Universitas Teknokrat Indonesia. This study employs a quantitative method, utilizing a Likert scale questionnaire comprising 20 questions to measure both instrumental and integrative motivation. Data were collected from a sample of 36 students. The data were analyzed using correlation analysis to determine the relationship between motivation and speaking ability. The findings indicate a significant positive correlation between motivation and speaking ability. Students with higher motivation tend to exhibit better speaking skills, which, in turn, fosters greater confidence in English communication. The study highlights the importance of motivation in enhancing communicative competence and suggests that integrating motivational strategies into teaching practices can improve students' English-speaking abilities. Overall, this research underscores the critical role of motivation in advancing language skills among English majors at Universitas Teknokrat Indonesia.

Introduction

English is a widely used language worldwide, with the majority of people utilizing it for international communication. English is taught in all schools around the world, particularly in Indonesia. In Indonesia, English is the third language, after the mother tongue of each culture and Indonesian. (Sadikin, 2016) reports that English is taught as a foreign language in Indonesian education from primary to university levels. English proficiency is essential for success in today's globalized world. Those who do not speak it will fall behind. English includes four skills: listening, speaking, reading, and writing. The four language abilities are then utilized. (Sadiku & Lorena Manaj, 2015), the highest level of language proficiency that can elevate your comprehension is the mastery of these four abilities, as this mastery not only facilitates better understanding of the language but also opens up opportunities for personal and professional growth in an increasingly interconnected world.

Speaking is the capacity to communicate ideas, thoughts, and feelings to others via the use of vocabulary (Setiyawan, 2020). Therefore, people can communicate with others via speaking. Since speaking is the primary means of communication, speaking is significant to many people. Additionally, speaking skills can boost students' confidence because speaking requires a lot of work in order for them to speak English well. If students practice speaking English with peers frequently, they will become proficient speakers of the language.

Speaking is the ability that allows individuals to articulate words in order to convey or express their intentions, ideas, thoughts, and feelings to others. As such, speaking serves as a vital means for people to communicate messages with one another. This skill is particularly important for many individuals, as it is a fundamental key to effective communication. Furthermore, the ability to speak can significantly enhance students' confidence, as it requires them to engage in extensive practice to improve their English proficiency. Students can achieve mastery in speaking English by frequently practicing conversations with their peers in English.

Meanwhile, (Haryudin & Jamilah, 2018) state that speaking English is extremely tough for students to learn since they must think and talk simultaneously in order to express knowledge orally. Speaking is a challenging skill for students to acquire because when people wish to communicate with one another, they must consider various factors such as their ideas, the language they use, how to utilize vocabulary and grammar, what to say, and how to respond to interlocutors. According to (Zuhriyah, 2017), speaking is a method by which people express themselves and communicate with others verbally. According to (Rosnija & Salam, 2018) speaking is the process of transmitting or sharing ideas orally. To summarize, speaking is a communication tool that verbally conveys a message or opinion to interlocutors. Leong & Ahmadi (2017) mention that speaking is more than just expressing words with your mouth; it also includes transmitting messages through your mouth. It means that by speaking, many people can convey ideas and information, express opinions and feelings, share experiences, and discuss social interactions with others.

Rao (2019) provided a clear explanation for this in his study, stating that speaking is a key activity in learning English. This study shows how speaking is the most crucial component of learning a second language. In today's global environment, effective communication is critical to success in a variety of industries. Language is also utilized to facilitate communication. Perfect communication cannot exist unless people have a strong mastery of the language. Another factor to consider is that individuals cannot understand the meaning and purpose of things unless they communicate effectively. As a result, practicing speaking skills in everyday situations is critical for achieving communication goals with others. The focus here is English is used as an international language, which is used as a means to communicate with people from various countries.

Based on the hypotheses presented above, the researcher concluded that speaking ability is a communication tool for conveying messages or opinions vocally to interlocutors. Speaking is also an action or method of expressing thoughts, opinions, and facts orally, either directly or indirectly.

In the realm of learning, the process can be understood through the application of various learning theories. Additionally, this process can be further explained by considering a crucial factor: motivation. Motivation refers to the driving force that compels an individual to pursue specific goals. It represents the internal power within a person that inspires them to take action or engage in particular activities. According to Sardiman and Arief (2019),

motivation refers to a person's energy to pursue goals through certain activities. According to Manan (2017), motivation can also help people change their conduct, particularly when speaking. This means that students will try to speak up as much as possible. Motivation is an intentional effort to move, control, and maintain someone's behavior such that he feels driven to behave in order to attain outcomes or a certain goal (Kesumawati et al., 2018). In other words, motivation is essential for achieving the best possible results when performing something. Motivation is essential in the learning process, for both teachers and pupils. Motivation is what allows pupils to perform at their best during the learning process.

Some psychology specialists, such as Rheinberg (2018) defined motivation as an innate component that originates within us and directs our action. It appears to imply that motivation is a tremendous force that originates from within and enables us to achieve something properly. Motivation is also the desire to maximize one's own abilities so that they may do something better, achieve more, and be more creative (Lin et al., 2017). It indicates that having motivation to do something allows people to do it to their full potential and achieve the best results. Motivation in learning is a psychological condition that encourages students to learn seriously and with pleasure (Usman et al., 2020). In other words, motivations an internal quality that encourages pupils to appreciate and take the learning process seriously. According to Ushioda and Ema (2020), motivation refers to a person's intention to conduct and control an activity. It is often used to determine whether or not pupils are actively engaged in the learning process. Thus, motivation is critical for students during the teaching and learning process. Motivation can help students fulfill their goals, needs, and interests in the teaching and learning process.

Additionally, Gardner and Lambert, as described in Bear et al., (2017), explained that extrinsic motivation was separated into two types: integrative and instrumental motivation. Integrative motivation requires the teacher to capture the students' attention while teaching and learning. It includes students' reasoning in studying a material. To boost this drive, students aspire to assimilate into the culture and work hard to grasp the content, in this case the English language. While instrumental motivation means that students believe that studying English will help them get a better job, position, or status in the future. To summarize the preceding information, integrative motivation is the reason that pupils want to learn a language. Instrumental motivation refers to students' belief that learning English would lead to a better profession, career, and status in their future.

Based on the theory above the researcher concluded that motivation is a key factor in achieving success, especially in the learning process. It drives students to take learning seriously, perform at their best, and achieve their goals. Whether intrinsic or extrinsic, motivation helps students stay engaged, work hard, and realize their potential in education and beyond.

The researcher conducted an exploration of previously published articles relevant to the ongoing research initiative. The first article in this review is titled "The Correlation between Motivation Behaviour and Speaking Ability" (Maulana et al., 2019). The study employs a

correlational and qualitative research design. The instruments utilized include a motivation assessment through questionnaires and a speaking test involving storytelling. The research population consists of members of the English IKIP Siliwangi Student Association, with a sample of 30 students. Data analysis was conducted using the Pearson product-moment correlation coefficient. Findings indicate a low degree of correlation between the two variables, with a correlation coefficient of 0.045. This suggests a weak relationship between motivational behavior and speaking ability among members of the English Student Association.

The second article titled "The Correlation between Student's Speaking Ability and English Learning Motivation at EE Course Samarinda"(Sinaga & Kartanegara, 2023). The study adopted a quantitative research design to analyze the relationship between two measurable variables. The sample consisted of 20 students, and data collection was carried out using a speaking test and questionnaires. The research results show the relationship between students' speaking ability and their motivation to learn English, measured using the Pearson correlation coefficient. The correlation coefficient was 0.74, which falls within the range of 0.70-0.90, indicating a "high correlation." In other words, there is a significant connection between students' speaking abilities and their motivation to learn English.

In today's globalized world, the ability to communicate effectively in English has become increasingly important. As a foreign language, English is widely taught and learned in various educational institutions, including Universitas Teknokrat Indonesia. Speaking, as a fundamental skill in language acquisition, plays a crucial role in enabling students to express their ideas, thoughts, and feelings. However, many students face challenges in developing their speaking abilities, which can be influenced by various factors, including their motivation to learn the language. In this study, the researcher will focus on speaking ability and motivation to learn English. The primary aim is to investigate the relationship between speaking ability and motivation to learn English among students at Universitas Teknokrat Indonesia. Understanding this relationship is essential for identifying effective strategies to enhance students' speaking skills and overall language proficiency.

Research Methods

The method of research employed in this study is quantitative research since the data is presented in the form of numbers and analyzed using statistics. According to (Sugiyono, 2017) the definition of quantitative research methods is research methods that are based on positivism philosophy, which is used to research certain populations or samples, data collection using research instruments, data analysis quantitative/statistical, with the aim of testing predetermined hypotheses. According to its objectives, this research is correlational in nature. According to Sandu et al., (2015) correlation research is the study of the relationship between two variables. This data was obtained by researchers using the method surveys where researchers distribute questionnaires to respondents directly and through online questionnaires.

This research involved 36 participants who were students of the English Department at Universitas Teknokrat Indonesia. Analysis was used to gather evidence of students' academic achievements, specifically their speaking scores from the second semester. Prior to administering the questionnaire, the researcher conducted a reliability test using SPSS for Windows version 21.

Table 1 Reliability Statistic of Questionnaire

Cronchbach's	N of Item
.961	20

Reliability is a crucial psychometric attribute for all types of measurements The split-half method assesses reliability by dividing question items into odd and even numbers or by pairing the first and last numbered questions (Steinke et al., 2020). As noted by Ursavaş and Bayrak (2021), a reliability score greater than 0.90 indicates excellent reliability. Table 1 presents the reliability statistics of the questionnaire, indicating a high level of reliability with a Cronbach's alpha of 0.961. The questionnaire consists of 20 questions, and it utilizes a Likert scale ranging from Strongly Agree (SA), Agree (A), Moderate Agree (MD), to Disagree (D). Each item in the questionnaire is assigned a value ranging from 4 to 1 based on the respondent's level of agreement.

Table 2 Likert Scale Ranges

Statement	Point
Strongly Agree	4
Agree	3
Moderately Agree	2
Disagree	1

A higher score on this scale indicates that the subject exhibits a stronger correlation between students' speaking ability and English learning motivation. Conversely, a lower score suggests a weaker relationship between students' speaking ability and English learning motivation.

Table 3 Aspect of English Learning Motivation

Aspect of English Learning Motivation	Number of Item
Instrumental Motivation	1, 2, 3, 5, 8, 10, 11, 13, 14, 15, 16, 18, 20
Integrative Motivation	4, 6, 7, 8, 9, 12, 17, 19

The researchers employed the scale method to analyze data on speaking ability and English learning motivation. This method was chosen because it allowed students to respond to statements indirectly reflecting their speaking ability and English learning motivation.

Each question item was assigned a score based on the chosen response using the summative assessment method. The total sum of the response scores represented the subject's score on the scale. The objective of this study was to examine the relationship between speaking ability and English learning motivation, as indicated by the speaking ability scores in the second semester. To achieve this, Pearson's correlation analysis was conducted to measure the degree of correlation between these two variables. SPSS version 21 was utilized as the statistical software for performing the analysis.

Findings

In this section, the researchers distributed questionnaires via WhatsApp in the format of a Google Form to gather data on motivation. Once the responses were collected, the researchers assigned numerical values to the answers: strongly agree = 4, agree = 3, moderately agree = 2, and disagree = 1. To analyze the correlation between speaking skills and motivation to learn English, the researchers utilized SPSS for Windows version 21. The participants of this research were university-level students from the Department of English Education, who were enrolled at least in 2021. The data table reveals that there were a total of 36 student respondents. The study focused on assessing student achievement, which was reflected by their speaking scores during the second semester. The results of the speaking scores can be observed in the subsequent table.

Table 4 Descriptive Statistic of Students Speaking Grade

	N	Minimum	Maximum	Mean	Std. Deviation
Speaking Grade	36	70	90	88.67	5.345
Valid N (listwise)	36				

Kurniawan and ZP (2016) explain that descriptive statistics involves analyzing data by providing a detailed description of the collected information without aiming to draw general conclusions. This type of analysis includes the number of subjects in the group, the mean score, the standard deviation, as well as the maximum and minimum scores. Additionally, data categorization is performed using the SPSS application.

Based on the table, it can be deduced that the highest speaking score obtained by a student was 90, while the lowest speaking score was 70. The average speaking score was calculated to be 86.67. As mentioned earlier, the main objective of this study was to examine the association between speaking ability and English learning motivation, which was assessed using the speaking scores obtained in the second semester. In line with this aim, the table provides information on the average scores and number of respondents for each aspect of English Learning Motivation, as presented below.

Table 5 Aspect of Instrumental Motivation

No	Statement	N	Mean
Q1.1	English will be helpful for my future career	36	3,75

Q1.2	I may need English to be admitted to colleges or universities	36	3,58
Q1.3	I want to understand English film/videos, pop music or books/magazines	36	3,64
Q1.5	I want to understand English film/videos, pop music or books/magazines	36	3,56
Q1.8	Knowledge of English helps me to perform well in other	36	3,36
Q1.10	I can get pleasure from learning English	36	3,47
Q1.11	I gain recognitions when I have good command of English	36	3,50
Q1.13	Knowledge of English helps me to become a better person	36	3,61
Q1.14	Skills in the use of English help me to improve my life in the future	36	3,61
Q1.15	It pays to learn and master English because of the many benefits that come along learning it	36	3,61
Q1.16	English helps me to accomplish school requirements	36	3,53
Q1.18	I need English to get the best job	36	3,64
Q1.20	English will be useful when I transact businesses in government, economics, and school	36	3,69
	Mean		3,58

According to the student questionnaire, which included a total of 13 statements, the students demonstrated a moderately high level of agreement with the statements related to instrumental motivation. This was reflected in the mean score of 3.58, indicating their positive attitudes towards the instrumental aspects of learning English. Among the statements, the strongest level of consensus was observed for Q1.1: "English will be helpful for my future career" as much as 3,75. The students strongly recognized the potential career benefits that come with learning English. This finding suggests that they demonstrate a comprehensive grasp of the significance of English proficiency in relation to their future professional endeavors. The students' high level of agreement with this statement indicates their motivation to acquire their career opportunities through the development of English language abilities and create better opportunities for themselves. It suggests that they are aware of the competitive advantage that English proficiency can provide in today's globalized job market.

Table 6 Aspect of Integrative Motivation

No	Statement	N	Mean
Q2.4	English helps me to understand English speaking people and their way of life	36	3,67
Q2.6	I am interested in English culture, history and literature	36	3,31
Q2.7	I feel English is an important language in the world	36	3,77
Q2.8	Knowledge of English helps me to perform well in other	36	3,36
Q2.9	I feel English is mentally challenging	36	3,42
Q2.12	I am interested in increasing my English vocabulary	36	3,64
Q2.17	I gain confidence when I know I use the English language well	36	3,64
Q2.19	Learning and mastering the English language is very fulfilling	36	3,50
	Mean		3,53

According to the student questionnaire, the students demonstrated a moderate level of agreement with the statements related to integrative motivation, as indicated by the mean score of 3.53. Among these statements, the highest mean score was observed for Q2.7: "I feel English is an important language in the world" with an average score of 3.77. This suggests that a significant number of students strongly agreed with the statement, emphasizing their recognition of the global significance of the English language. The students' high level of

agreement with this statement suggests that they perceive English as a language of great importance on a global scale. They recognize the widespread use and influence of English in various domains such as business, communication, education, and culture. This finding highlights the students' drive to acquire English language proficiency with the purpose of actively participating in English-speaking communities and accessing its opportunities.

Table 7 Correlation between Speaking Ability and English Learning Motivation

		Speaking Grade	English Learning Motivation
Speaking Grade	Pearson Correlation Sig. (2-tailed) N	1 36	.495** .002 36
English Learning Motivation	Pearson Correlation Sig. (2-tailed) N	.495** .002 36	1 36

Pearson's product-moment correlation analysis was performed in this study. According to (Syahrum & Salim, 2014)Pearson's product-moment is a statistical analytic approach for determining the relationship between two variables (dependent and independent).

Based on the provided data, the research findings indicate a noteworthy and favorable association between speaking proficiency and the motivation to acquire English language skills. This correlation is substantiated by a strong Pearson Correlation coefficient of 0.495, indicating a notable moderate positive correlation between these two variables. Consequently, it can be inferred that individuals who exhibit high scores in both speaking ability and English learning motivation are more likely to possess a heightened level of confidence in their communication skills. This increased confidence stems from their comfort and assurance in effectively utilizing the English language to engage and interact with others. Thus, the combination of high speaking proficiency and motivation serves as a catalyst for developing greater confidence in communicating in English.

Discussion

The purpose of this study was to look into the relationship between university students' speaking skill and their enthusiasm to learn English. The results show a substantial positive association between these variables, indicating that desire is critical in improving students' speaking proficiency. This study gives a detailed view of how different motivational components influence language performance by examining both instrumental and integrative motivations.

The findings are consistent with the study's primary purpose. The strong association (Pearson value of 0.495) between speaking ability and English learning motivation shows that these two factors work well together to help with language learning according to (Jabnabillah & Margina, 2022) said that the Pearson Correlation of 0.40 – 0.599 is moderately correlated and the positive correlation between these variables suggests that the higher the motivation to learn, the higher the speaking ability. Speaking is one of the hardest language

abilities to master, as it requires not only good language knowledge but also confidence and active participation (Srinivas Parupalli, 2019). Motivation, particularly when directed toward important goals, seems to play a key role in improving speaking ability. For instance, students who set specific language-related goals, such as passing a proficiency test or participating in public speaking, are more likely to demonstrate improved performance due to sustained effort and engagement.

The findings lend support to Gardner and Lambert, as described in (Bear et al., 2017), which highlights the importance of both instrumental and integrative motivation. The reasonably high level of instrumental motivation (mean = 3.58) demonstrates students' pragmatic recognition of English as a significant tool for professional and academic progress. Statements like "English will be useful in my future career" illustrate this pragmatic perspective. This is consistent with the globalized context, in which English is frequently viewed as a lingua franca for professional and educational achievement Instrumental motivation often drives students to focus on measurable outcomes, such as grades, certifications, or job opportunities, which can directly enhance their language performance by aligning their efforts with practical benefits.

On the other side, integrative motivation (mean = 3.53) indicates students' appreciation for English as a means of cultural and interpersonal interaction. The high score for "I feel English is an important language in the world" shows that students recognize English not only as a tool for communication but also as a bridge to understanding different cultures. Integrative motivation encourages learners to immerse themselves in language-learning contexts, such as joining English-speaking communities or engaging in cultural exchanges, which significantly contribute to their speaking ability by providing real-life practice opportunities.

Conclusion

According to the findings obtained from the data analysis, it is evident that students pursuing a major in English and English literature exhibit elevated proficiency in speaking as well as a strong inclination towards acquiring proficiency in the English language. This association is reinforced by a Pearson Correlation coefficient of 0.495, signifying a positive correlation. Consequently, it can be inferred that these students possess a heightened sense of confidence when engaging in communication. Individuals who demonstrate commendable speaking aptitude and a pronounced drive to learn English are more likely to display an enhanced level of self-assurance when conversing in the language. Their ease and conviction in utilizing English as a means of interaction contribute to their overall communicative prowess.

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