THE CORRELATION BETWEEN MOTIVATION AND SPEAKING ABILITY

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Abstract

The aim of the research is to know the correlation between motivation and speaking ability at eighth grade students of SMPN 17 Tangerang. To collect and analyze the data, the researcher used the simple speaking test and questionnaire in order to support the data collected. The result of this research showed that there was improvement on the students' speaking ability through motivation. It can be seen on the students' speaking score which had reached the score of Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal* (KKM). In addition, the students' score of motivation in learning speaking showed significant improvement. The average of the students' score in learning speaking was 74.75 and the average of the students' score of motivation was 77.62. It means that the students have high motivation in learning speaking. From the evidence above, the researcher conclude that there was positive correlation through motivation way in teaching speaking ability. The students more active in the class and the students more interested in developing speaking ability through motivation. As suggestion, the researcher hopes that the teachers have to be able to choose appropriate way or technique in teaching English.

Key words: *Students' Motivation, Speaking Ability.*

INTRODUCTION

Teaching English in any level of education always involves four skills. Speaking is one of the four basic skills in learning foreign language among listening, reading, and writing. It has been taught since the students enter elementary school. Since speech is power, act, manner of speaking. Speaking ability has an important used by people to communicate with other, to convey an idea, opinion, message, feeling to other people, to express their thought and wishes, and to socialize themselves to communicate or to interact.

Based on *the Regulation of the Minister of Education*(PERMENDIKNAS) the Republic of Indonesia No. 22 of 2006 on the Content Standards;"Language has a central role in the development of intellectual, social, and emotional support learners and is a success in studying all fields of study". Moreover, *Competency Standard and Basic Competency* (2006), the second year students are expected to be able to express meaningful ideas in term of transactional and interpersonal simple short conversation and it term of functional and monologue short simple spoken text in the form of descriptive and recount text using variant of spoken language accurately. So, the students have to practice variant conversation or speaking activities which is useful for them to interact in their daily life and it is clear that the ability to communicate orally is a must for the eight grade students of Junior High School.

In line with the above explanation, according to Hymes in Brown (1994: 227) "The communicative competence is the aspect that enables students to convey and interpret message and to negotiate meanings interpersonally within spesific contexts". This competence includes ability to produce both oral and written text implemented in the four skills. One of the skills needed to support the communicative competence, especially speaking.

But, the result of teaching English in some of the Junior and Senior High Schools, is still considered unsatisfactory. The students still have very poor ability to use English for oral communication. Many students have problem when they speak especially in front of the audience. The reasons are because they are not confidence and they are shy when the audience listen to their speaking. Moreover, the students have less motivation, so the learning strategy in teaching and learning process is still ineffective.

The researcher took SMPN 17 Tangerang as the place of research because the students still have low motivation in learning speaking. The writer found the problem after observing the teaching and learning process in eight class, 65% (percents) most of the students unmotivated to speak English. It was proved by the result of the interview to English that the students are lack of motivation because of the method which is used in teaching learning process did not encourage students to take part actively in the class.

Motivation is the important factor in learning process. In other word, the successful learning is influenced by the students motivation in the classroom, especially in language classroom. Dornyei (2001: 5) said that "In my view correct belief that during the lengthy and often tedious process of mastering a foreign/ second language, the learners enthusiasm, commitment and persistence are the key determinants of success and failure". It is assumed that the students with high motivation in learning English will be more successful, brave and confident rather then the students who have low motivation or not at all.

Motivation becomes a way which exists when someone has some desires to reach some goals in his/her life. The goal will motivate him/her to reach it. Motivation exists in our mind and influences our body to move and act in order to reach our goals. In addition, motivation to learn is adoption of learning goals and related strategies, it is not linked directly to either extrinsic motivation or intrinsic motivation. Motivation can give positive influence and effect for the students to make them feel enjoy to improve their speaking ability.

Based on explanation above, the researcher is interested in conducting a research entitled "The Correlation Between Motivation and Speaking Ability Of The Eighth Grade Students Of SMPN 17 Tangerang In The Academic Years 2013-2014.

On the basis the problem of the study, the writer draws the hypothesis of the research. It can be state as follows:

 Ho: There is no correlation between students' motivation and speaking ability of the eighth grade students of SMP N 17 Kota Tangarang in Academic Year 2013/2014.

Ha: There is any correlation between students' motivation and speaking ability of the eighth grade students of SMP N 17 Kota Tangerang in Academic Year 2013/2014.

CONCEPTUAL FRAMEWORK
The Definition of Speaking Ability

Harmer (1993) defines communication happens when the listener can give the response to the speaker after the listener understands the message given. As we know, there are four basic skills in english which should be mastered. One of them is speaking. However, in using English communicate speaking is widely considered to be a principal skills among others.

According to Bygate (1987: 6) "Speaking is the vehicle of social solidarity, of social making of professional achievement and of business". It is through their way of speaking that people are most frequently judged. Speaking is also a medium through which much language is learn, including English. To speak is not merely uttering a sequences of words in their correct pronunciation .One is said to be a good speaker provided he manages to deliver what is in his mind well and to make his audience understand him/ her.

In addition, McDonough and Shaw (2003: 134) defined that "Speaking is desire and purpose driven, in other words we genuinely want to communicate something to achieve a particular end". This may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationship and friendship. Meanwhile, Nowicka and Wilczynska (2011: 24) states "Speaking is an observable, phsycal and more specifically, acoustic phenomenon, describing one of human activities".

From the explanation above, of course there will be a desire to communicate on the part of the students and they will also have a communicative purpose. Where the students are involved, they will be motivated the need to reach the objective of accuracy. The emphasis is on the form of the language. A teacher should be in creating ways or procedures of teaching in order that the objective is reached.

Harris (1969) states the ability to speech a foreign language is the most pressed skill, because someone who can speech a language will also be able to understand it. On the other hand, Nunan (1991: 39) states: "To most people, mastering the art of speaking is the single most important factor of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language"**.** Speaking ability as the ability to use in essentially normal communication, stress, grammatical structure and vocabulary of the foreign language at normal rate delivery for native speakers of the language. Speaking ability is very important in our life because we, as a human being, have a need to use it to communicate each others.

Based on the explanation all experts above, it is concluded that speaking ability is the ability to useful activity in which one person need to use and to communicate each other. Speaking is one of the components of a language. The existence of speaking is

important and cannot be separated by the existence of a language. It means that there is no interaction exist without speaking. Speaking is the most important element for students when their learning english language.

a. Elements of Speaking

Jeremy Harmer (2007: 343) says that:

If students want be able to speak fluently in English, they need to be able pronounce phonems correctly, use appropriate stress and intonation patterns and speak in connected speech. But there is more to it than that. Speakers of English especially where it is language will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational and conversational repair strategies. They will need to be able to survive in typical function exchanges, too.

Meanwhile, "The ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language 'on the spot'" (Harmer, 2001: 269). There are six important things considered to be useful that someone can be more fluent and brave in speaking. They are confidence, fluency and accuracy, finding the right words, showing where we are going, keeping the listeners interested and sounding natural.

Therefore, the mastery of speaking in English as a priority for many second language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basic how much they feel they have improved in their spoken language proficiency especially in improvement speaking ability it can make someone can be more fluent, confidence, brave, be able pronounce phonems correctly, use appropriate stress and intonation patterns and speak in connected speech.

b. Types of Speaking

There are two types of speaking how learners can be helped in informal speaking before looking in more detail at formal speaking.

a) Informal Speaking

Nation and Newton (2009: 120) state "Informal speaking typically involves tasks where conveying information is not as important as maintaining friendly relationship". Holmes and Brown (1976) argue that learners can be taught conversational strategies that can help keep the conversation going. According to Nation (1980)

The information can provide an opportunity for the person asking the question to continue the conversation. This very useful strategy deserves quite a lot of practice in everywhere, particularly in guiding learners in the kinds of extra information that they can provide. It is also a good way for the person being

questioned to take control of an interview or conversation by using the extra information to guide the directions of the conversation (cited in Nation and Newton, 2009: 120).

From explanation above, having a supportive partner in a conversation can make speaking much easier. Learners can be trained to provide support for other speakers. This support can involve supplying unknown words, completing sentences that the speaker has begun, and asking helpful questions to provide language and content support. Furthermore, repeated tasks can also be a good way of providing support. Initially the speaking may be difficult, but with repetition it can become easier. Informal speaking also can be prepared for as people typically speak about their lives.

b)   Formal Speaking

"Formal speaking requires control of content, awareness of a largely passive audience, and being the focus of attention" (Nation, Newton, 2009: 121). It thus requires learners to use language under difficult and demanding circumstances, which will stretch the boundaries of skill development. Biber (1989) added formal speaking helps language learning in the following ways. It represents a new use of English for most learners and thus requires them to focus on language items that are not as well represented in other uses of the language.

Speaking as a part of work or academic study may involve presenting reports or presenting a viewpoint on a particular topic. Furthermore, the transactional nature of formal speaking means that effectiveness of the learner performance should focus on the successful communication of information. Formal speaking opportunities in the classroom should therefore be done with an obvious audience who are interested in the speaker message.

In conclusion, formal speaking is usually a planned activities, it is possible to take a process approach to it. This means dividing the task into parts such as taking account of the goals and the audience, gathering ideas, organising ideas, making a set speaking notes, and presenting and monitoring the talk. As important part of the formal speaking process os taking account of the audience and the suitability of the information that is to be conveyed to them.

c. Goals of Speaking

The goal of a speaking component in language class is to encourage the acquisition of communication and to foster real communication in and out of the classroom. Nation and Newton (2009) suggest that, to help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output. It follows then that the objectives for developing oral fluency will address this goal by setting for specific content and activities which foster communication.

People do communication for some reasons. Harmer (2007) states the reasons as follows: 'They want to say something', what is used here is general way to suggest that the speakers make definite decisions to address other people. 'They have some communicative purpose', speakers say things because they want something to happen as a result of what they say. They may want to charm their listeners; to give some information, to express pleasure; they may decide to be rude or flatter. To agree or complain.

The authors of *Look Ahead* added "Learners need to develop at the same time a knowledge of grammar, vocabulary, functional language and communicative skills. Attention to the system of language is crucial, but the developmentof fluency and contextual appropriacy are equally important goals" (Hedge, 2000: 261).

In conclusion, the goal of speaking ability is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

d. Activities to Promote Speaking

Harmer (2007) says, there are some activities which are used in the classroom to promote the development of speaking in the learner, they are: Communication game; speaking activities based on games are often a useful way of giving students valuable practice. Game based activities can involve practice oral strategies such as describing, predicting, simplifying, and asking for feedback. Then, Role play/simulation; is the activity where the students play the role to stimulate a particular situation in the real world. This is one way of getting students to speak in different social context and to assume varied social roles.

Next, Storry Telling; students can briefly summarize, story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending. And the last is Discussion;students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. So that students do not spend their time chatting with each other about irrelevant things.

In summary, teacher should have choice of two basic approaches are direct and indirect. The indirect approach simply involves students in conversation through communication game, role play, story telling, discussion and problem solving tasks, and given opportunities to practice these things in classroom activities. Meanwhile, the direct approach applies a systematic analysis to the elements of speaking competence and takes students through a programme of awareness raising and practice. From both approach it can help the teacher choose the good strategies to do activity or practice when teaching in classroom.

e. Assessing Speaking Ability

Teacher needs some criteria to get the score, so the writer will explain about speaking assessment and criteria included in that scoring.For scoring the test of speaking ability any important aspect must we know, from accent, grammar, vocabulary, fluency, and comprehension. They will help the teacher to know how to improve students' error in spelling and punctuation, grammar, choosing word in vocabulary, fluency then accurately and the important is comprehension how the students can understand what they mean.

Here, Arthur Hughes explain about scoring assessing speaking (1989: 111):

Profiency Description

Accent

1. Pronounciation frequently unintelligible.
2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
3. "Foreign accent" requires concentrated listening, and mispronounciations lead to occasional misunderstanding.
4. Marked "foreign accent" and occasional mispronounciations which do not interfere with understanding.
5. No conspicuous mispronounciations, but would not be taken for a native speaker.
6. Native pronounciation, with no trace of "foreign accent".

Grammar

1. Grammar almost entirely inaccurate phrases.
2. Constant errors showing control of very few major patterns and frequently preventing communication.
3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5. Few errors, with no patterns of failure.
6. No more than two errors during the interview.

Vocabulary

1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited top basic personal and survival areas (time, food, transportation, family, etc.).
3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common preffesional and social topics.
4. Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non- technical subject with some circumlocutions.
5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and variated social situations.

6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

Fluency

1. Speech is so halting and fragmentary that conversation is virtually impossible.
2. Speech is very slow and univen except for short or routine sentences.
3. Speech isfrequently hesitant and jerky; sentences may be left uncomplited.
4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
5. Speech is effortless and smooth, but perceptibly non native in speech and evenness.
6. Speech on all professional and general topics as effortless and smooth as a native speaker's.

Comprehension

1. Understands too little for the simplest type of conversation.
2. Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing.
3. Understands careful, somewhat simplified speech when engaged in a dialogue, but many requires considerable repetition or rephrasing.
4. Understands quite well normal educated speech when engaged in a dialogue, but requires occasionalrepetition or rephrasing.
5. Understands everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.
6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

Meanwhile, according to Brown (2004: 172) state that oral proficiency scoring categories consist six points include; grammar, vocabulary, comprehension, fluency, pronounciation, and the last important point is task.

Table. 1
Oral proficiency scoring categories

	Grammar	Vocabulary	Comprehension
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with a foreigners attempting to speak his language.	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.	Has speaking vocabulary sufficient to express him self simply with some circumlocutions.	Can get the gist of most conversation of non technical subjects.

	Grammar	Vocabulary	Comprehension
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	Comprehensions are quite complete at a normal rate of speech.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Can understand any conversation within the range of his experience.
5	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism, and pertinent cultural refrences.	Equivalent to that of an educated native speaker.

1	(No spesific fluency description. Refer to other four language areas for implied level of fluency)	Errors in pronounciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements.
2	Can handle with confidence but not with facility most social situations, including introductions and causal conversations about current events, as well as work, family, and autobio-graphical information.	Accent is intelligible though often quite faulty.	Able to satisfy routine social demands and work requirements; needs help in handling any complication or dificulties.
3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously	Can participate effectively in most formal and informal conversations on practical, social, and professional topics.

		foreign.	
4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Errors in pronounciation are quite rare.	Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.	Speaking proficiency equivalent to that of an educated native speaker.

(Brown, 2001: 406)

Here, then adapted from ETS 2002; cited in Luoma (2004: 141), speaking scoring especially monologue consist grammar and vocabulary, monologue, speech intonation, and interactive communication.

Table 2
Speaking scoring (monologue)

No	Aspect	Score
1	**Grammar & Vocabulary (Leksikogramatika)**	
	▪ Using correct grammar and appropriate vocabulary.	4
	▪ Using the grammar and vocabulary are sometimes less precise, but it does not affect the meaning.	3
	▪ Using the grammar and vocabulary are less precise and affect meaning.	2
	▪ Using grammar and vocabulary are difficult/ not understandable.	1
	▪ It is difficult to produce the words/ silence.	
		0
2	**Monologue**	
	▪ Restructure the idea according to which the maximum in the structure of text chosen genre.	4
	▪ Organize ideas in accordance with the minimum of text structure in the chosen genre.	3
	▪ The idea laid out with a less clear structure and affect the clarity of meaning.	2
	▪ The idea and structure elusive.	1
	▪ The idea and the structure does not make sense.	0
3	**Speech and Intonation**	
	▪ Speech and intonation is very clear approach like a native speakers.	4
	▪ Speech and intonation clearly despite the accent first.	3
	▪ Speech and intonation are less obvious and affect meaning.	2
	▪ Speech and intonation is not clear and eliminate a number of meanings.	1
	▪ Speech and intonation are not able to express meaning.	0

4	**Interactive Communication**	
	▪ Confident and smooth in taking a turn to speak and be able to correct yourself if you make a mistake.	4
	▪ Confident though sometimes ask for repetition and expressed doubt.	3
	▪ More than respond to the initiative.	
	▪ It is hard to talk though was provoked.	2
	▪ Not able to respond to the initiative.	1
		0

In summary, authentic assessment needed to process of collecting the data that can give the description of student learning development. In the process of learning, not only the teacher that can be placed to provide accurate assessments of students performance, but also students can be extremely effective at monitoring and judging their own language production. They frequently have a very clear idea of how well they are doing or have done, and if we help them to develop this awareness, we can greatly enhance learning.

From explanation above, the researcher using scoring procedure oral test for authentic assessing speaking include four aspects; pronounciation, grammar, vocabulary and fluency.

Motivation
Definition of Motivation

Motivation is a part of important things in learning teaching process. The term motivation derived from the Latin verb movere (to move). It means that motivation is something that gets someone moving and keeps someone working. Maehr and Meyer (1997: 372) argued "Motivation is at the heart of teaching and learning". Moreover, Williams and Burden (1997: 120) define that "Motivation is a state of cognitive arousal which provokes a desicion to act; as a result of which there is 'sustained intellectual and/ or phsycal effort' so that the person can achieve some 'previous set goal'. They go on to point out that the strength of that motivation will depend on how much value the individual places on the outcome he/ she wishehes to achieve.

Richards & Schmidt (2002: 343) define motivation as "The driving force in any situation that leads to action." An important motivation theory is the expectancy value theory. He also report that this assumes people are motivated to do something they feel is worth doing and expect to succeed in doing. In discussion this theory, Dornyei (2001) says there are two key factors: first, individual expectations of success; and secondly the value individuals put on success (or their negative fear of failure). If individuals have high positive feelings on both factors, they will have a high degree of positive motivation. If one of these factors is missing, they will be less motivated.

In contrast, according to Dornyei (2001), a strong sense of self efficacy builds confidence and increases effort to avoid failure. This relates to self worth theory, because with high motivation individuals have a greater sense of personal value and worth. Littlejohn (2001) identifies several sources of motivation, based

on both intrinsic satisfaction and extrinsic rewards and success in performing tasks. He points out that perceptions of failure in the classroom may mean learners build a negative self image of themselves as learners of English that builds up as they progress through school. He also describes a downward spiral in which perceptions of low ability lead to low motivation, which leads to low effort and low achievement. This low achievement in turn leads to low motivation again.

Both point out, that self esteem and confidence are crucial factors influencing motivation and that the self esteem of learners is influenced by feedback from teachers. Teachers consider evaluative and strategic feedback carefully and try to communicate a sense of optimism so learners develop can do attitudes and various strategies for teachers to maintain motivation. First teachers should experiment and different classroom activities to see which activities individuals do best. They should also choose tasks that give learners the chance to make decisions about what to do. Furthermore, choosing open ended tasks with a range of possible responses and providing choice for learners to decide what to do.

Based on definitions of motivation above, the writer get the conclusion motivation as something happens within an individual which makes he or she do an action to achieve his or her goal. So, the writer infers motivation in learning as the drive to pushthe teacher and the learner to do learning activities in order to achieve learning goals.

a. Kinds of Motivation

There are two kinds of motivation; intrinsic motivation (the urge to engage in the learning activity for its own sake) and extrinsic motivation (motivation thatis derived from external intensives).

a) Intrinsic Motivation

Intrinsic motivation involves the internal motivation to do something for its own sake. Instrinsic motivation refers primarily to affective experience enjoyment of the processes involved in engaging in an activity. *"Students may be motivated to learn from a lesson or activity wheter or not they find its content interesting or its processes enjoyable"*(Brophy, 2010: 12).

Hamalik (1995: 112) says, "Intrinsic motivation is a motivation included in learning situation that originally comes from the need and goals of the students itself". It means that someone who is motivated for doing something because of his/ her need or goals is called intrinsic motivation. Intrinsic motivation comes from within and operates without any external stimulus. It infers that intrinsic motivation derived from inside of the individual rather than from outside. Intrinsic motivation includes interest, need, desire, and goal.

Interest is important because learning process will go well if someone has an interest like engagement, has been linked to learner attention, comprehension, and achievement. Then, Need is a real or perceived lack of something necessary.

The need concept or motivationis for he fulfillment of need is rewarding and requires choices.

Furthermore, Desire students will be motivated to learn if they have desire to learn, but if they do not have, they will be lazy to learn. Thus, persons might be motivated by enjoyment of the learning process itself or by a desire to make them selves feel better. Last, Goal can lead someone to do or to avoid something related to goal itself. In teaching learning process, the goal should be understood by the students, because it will be an important motivation for them. If they have particular goal, they have to prepare everything that can help them to achieve their goals.

b) Extrinsic Motivation

Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own case or interest in task. That means extrinsic motivation is motivation which is influenced by any outside factors. For example, someone is motivated because of good teacher, good environment, etc. Extrinsic motivation is important in teaching and learning process to improve or to support the students in learning English.

Brophy (2010)state there are some factors that can increase the extrinsic motivation in teaching and learning as follows:

1) Teacher

Teacher is not only a person who facilitates the student to get knowledge, but also as a motivator who has to motivate students to do learning activities. There are responsibilities of the teacher in motivating students; create a good learning climate, give an appropriate material, vary the method, and the important one is the teachers characteristics, such as; personal teaching efficiency, modeling and enthusiasm, caring and positive expectation.

2) Parents

The factor which influences a lot in learning is parents, because students learn their language and attitude from their parents. Parents with high social economic status seem to instill high achievement motivation in their children, parents who encourage their children to try new things and who reward them for high performs, establish it. On other hand, parents who overly protect their children and punish them for failure tend to raise children with low motivation.

3) Environment

Sugai (2009: 115) suggested that:

> Schools are complex environments where the collective skills, knowledge, and practices of culture are taught, shaped, encouraged, and transmitted. Teachers are challenged to provide

affective and explicit instructions that maximizes students acquisition of concepts, skills, and information, and students are challenged to remain attentive, responsive, and engaged to benefit from these instructional opportunities.

An environment should be considered as an important factor that influences students motivation in learning, for instance, school environment, classroom environment and home environment. Such environment will motivate students to learn in high motivation or low motivation, depends on the quality of the environment itself. Good environment will probably motivate the students better than bad environment.

From the statements above, the writer conclude that motivation may come from the inner of the students which is called intrinsic motivation, and from the outer of the students which is called extrinsic motivation. Both intrinsic motivation and extrinsic motivation are important in teaching and learning process. So, in this case, the teachers, as the motivator, have to make the students are motivated internally and externally.

b. Dimension of Motivation

Printrich states "Motivation is an important quality that affects allclassroom activities because it can influence both learning behaviors and performance of previously learned skill, strategies, and behaviors which have important implications for schooling" (1996: 4). It means that students behavior andperformance will be influenced by motivation. If the students have high motivation, they will have good behavior and performance in the classroom.

Maslow (1962) suggested that needs function within a hierarchy of human arranged in the following order of priority: Physiological needs, it means students need sleep and thirst; safety needs, students needs psychological threat; love needs, students need love from parents, teachers and environment; esteem needs, students need confidence in one's ability; and needs for self-actualization, students will creative to explore self-expression (Bropy, 2010).

Meanwhile, Ur (1996) said that to comprehend the motivated learner than motivation itself. There are some characteristics of motivated learner: positive task orientation, ego involvement, need for achievement, high aspirations, goal orientation, perseverance and tolerance of ambiguity.

Positive task orientation; it means students is willing to do tasks and challenges,*Ego involvement*;students should seriously and trying superior better than everyone to succeed in learning in order to maintain/promote his/her own (positive) self-image, *Need for achievement*; students has a need to achieveand love challenge to overcome difficulties,*High aspirations*; students is ambitious and independence, *Goal orientation*;students aware of the goals of learning his/her efforts,*Perseverance*; students consistently invests a high level of effort in learning

and progress, and*Tolerance of ambiguity*; studentsinterest, enthusiastic and have spirit to learn.

The statements above indicate that the important role of motivation in learning process is that motivation can determine whether the learning process issuccessful or failed. It means that the motivated learner will get a better opportunity to succeed in their learning activities than who have low motivation. Because,motivation is very important part/ factor in teaching and learning process which can influences and make the student do activities in learning process successfuly.

It means that based on Ur, he has a useful reminder that in order can help to motivate students successfully and effectively motivation in every condition. And motivate behavior is important give in the classroom and learning process, especially in speaking learning process in every meet in the classroom, include some dimension; positif task orientation, ego involvement, need for achievement, high aspirations, goal orientation, perseverance and tolerance of ambiguity.

METHODOLOGY OF RESEARCH
Place and Time of the Research
The research conducted in SMPN 17 Tangerang in the academic year of 2013/ 2014, it is on JL. Kisamaun Babakan Ledeng No.26, Tangerang- Banten.

Research Method
Research method used a quantitative approach. Data obtained from the questionnaire using inferential statistics. This research used correlation and simple regression. Correlation analysis is used to determine whether there is a relationship between variables X (motivation) as the dependent variable and the variable Y (speaking ability) as the independent variable. And, regression analysis used in this study, which is based on a simple regression analysis of the functional or causal relationship an independent variable in the dependent variable (Sugiyono, 2005: 243).

Population and Sample

The population of the research are all the eighth grade students of SMPN 17 Tangerang in the academic year 2013/ 2014.

Technique of Data Collecting

To find answers to the research questions, the researcher used several procedures will be used in order to get the empirical data required. The research conducted in two ways are as follows:

1) Questionnaires

The Questionnare has consist of 30 items and have 7 dimenssion indicators; Affective/Integrative, Instrumental, Self-Concept-Related, Goal-Oriented, Educational-Context-Related, Significant-Other-Related, and Host-Environment-Related Dimension. The researcher also used the *Likert Scale*.

2) Test

The test is used to compare students achievements before conducting the research and after conducting the research. The writer conducted an oral test, type of speaking tests in the form of monologue text. The test carried out to measure how far students can improve their speaking ability through motivation. And to know the validity of the test, the researcher used content validity.

Instrument Dependent Variable (Y)

An important step in designing quantitative research projects is defining or identifying the variables that will be manipulated, measured, described, or controlled. The researcher concludes that variable is measurable characteristic that varies.

1. Conceptual Definition

Speaking ability is the ability to useful activity in which one person need to use and to communicate each others. Speaking is one of the components of a language. The existence of speaking is important and cannot be separated by the existence of a language. It means that there is no interaction exist without speaking. Speaking is the most important element for students when their learning english language

2. Operational Definition

Based on statement from the experts, the writer conclude for this case students will give the test teacher needs to get the score appropriate of assessing speaking. The improving of student speaking ability can be seen from the improvement score of pronounciation, grammar, vocabulary, fluency, comprehension, and task in test after giving motivation.

3. Rubric Scoring of Instrument Speaking

In order to get validity of the test result, the researcher used scoring procedure oral test.

Table 3
Rubric Of Scoring Speaking

Aspects	Score	Description
Pronounciattion	5	Has few traces of foreign language.
	4	Always intelligible though one is conscious of a definite accent.
	3	Pronunciation problem necessitate concentrated listening andoccasionally lead to mis-understanding.
	2	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
	1	Pronunciation problem so severe as to make speech virtually unintelligible.
Grammer	5	Makes few (if any) noticeable error of grammar or word order.
	4	Occasionally makes grammatical and/or word order errors which, do not, however obscure meaning.
	3	Makes frequent errors of grammar and word order which occasional-ly obscure meaning.
	2	
	1	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/ or restrict himself to basic pattern. Errors in grammar and word order so sever as to make speech virtually intelligible

Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
	4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacy.
	3	Frequently uses the wrong words; conversa-tion somewhat limited because of
	2	inadequate vocabulary.
		Misuse of word and very limited vocabulary make comprehension quite
	1	difficult.
		Vocabulary limitation so extreme as to make conversa-tion virtually impossible.
Fluency	5	Speech as fluent and effortless as that of a native speaker.
	4	Speed of speech seems to be slightly affected by language problem.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often force into silence by language limitation.
	1	Speech is so halting and fragmentary as to make conversation virtually im-possible.

- The Way Of Marking

The maximum total numbers of marking for all sections are 25, and the minimum score is 0. The total score is the total numbers multiply by 4.

For example: Total numbers of marking = 20

$$\frac{GAINED\ SCORE}{MAX\ SCORE} x\ WEIGH\ (10) \rightarrow Total\ score = \frac{20}{20}x\ 10 = 10$$

Instrument Independent Variable (X)

1. Conceptual Definition

Motivation is a way to teaching of second and foreign language to give stimulating to the students that emphasizes interaction as both the means and ultimate goal of learning a language. Motivation as something happens within an individual which makes he or she do an action to achieve his or her goal.

2. Operational Definition

In summary that Penny ur has a useful reminder that, in order can help to motivate students successfully and effectivelymotivation in every condition. And motivate behavior is important give in the classroom and learning process, especially in speaking learning process in every meet in the classroom, include some dimension; positif task orientation, ego involvement, need for achievement, high aspirations, goal orientation, perseverance and tolerance of ambiguity.

3. Instrument

Table 4
Test Spesification of Motivation

Dimension	Indicator	Item		Total
		Posi	**Nega**	
1. Positif Task Orie	a. Responsible for completing the task.	6	25	2
1. responsibility	b. Seriously doing the task.	8	19	2
2. Ego involvement	a. Trying superior and better than everyone else.	11	20	2
2. Berusaha unggul	a. Seriously and trying be the best to get good achievement.	4	22	2

3.Need for achievement	a. Love a challenge and trying to solve trouble in speaking English	24	32	2
3. Menyukai tantangan	b. Challenged the difficulty of speaking English task.	28	31	2
4. High aspirations	a. Independence and does not rely to other people.	9	15	2
5. Goal orientation	a. Study diligently and practice to talk English at home.	2	13	2
5. Ketekunan	b. Diligently read the English book.	17	27	2
5. Ketekunan	c. Concentration learning to speak English well.	16,	26	2
6. Perseverance	a. Not easily to give up in learning speaking English.	5	14	2
	b. Do not easily to get satisfied with achievement be attained.	18		1
7. Tolerance of ambiguity	a. Shows interest, happy and feel need to learnspeaking English.	1, 3	29	3
7. Menunjukkan minat	b. Have spirit to learn speak English.	7,	21	2
7. Menunjukkan minat	c. Enthusiastic &interest in learning English methods.	12	10	2
7. Menunjukkan minat	d. Interested in the task.	23	30	2
Jumlah		17	15	32

Callibration of Instrument

The quality of the instruments used in research is very important. If the interpretation of data want to be valuable, the measuring instruments used to collect data must be both valid and reliable.

Hence, to calculate the validity of the data the researcher used Pearson Product. The researcher had done the validity test for 35 students in another class who have selected randomly. The result of validity is rxy > r_{table}, 0.698>0.312. It means that the validity is valid. Meanwhile, the validity test for questionnare r_{table} for 40 students is 0.312, from 32 questions become 30 questions. It means 2 questions invalid and 30 questions is valid.

Moreover, to know the reliability of the questionnaire instrument, the researcher used the formulation of alpha cronbach.In summary, the researcher had done the research of reliability for speaking test from 35 students. And the result is alpha value > r table, 0.576 > 0.312, it means that the items of instrument were reliable. Then, realibility for questionnare of motivation from 40 students the result is 0.89 > 0.312, it means that the items of instrument were reliable too.

RESULT AND DISCUSSION

Data

This research conducted in SMPN 17 Tangerang at VIII grade in the academic year of 2013- 2014. SMPN 17 Tangerang is one of junior high schools in Tangerang. It

place at Kisamaun Babakan Ledeng Street Kota Tangerang. SMPN 17 Tangerang has the rules of school was the same as the state of school, the students must enter the school at 07.00 o'clock, and if the students didn't obey the rules, so they got punishment? Because of that, the students were discipline and the teacher start the lesson on time.

When the researcher did the identification at VIII grade students of SMPN 17 Tangerang, the condition of the class was crowded but they were enthusiast to the English lesson. Based on the observation and identification which conducted by the writer in September 2 [nd] until 12th 2013, it is known that in teaching speaking at VIII grade of SMPN 17 Tangerang, the teacher teaches speaking by giving a dialogue and translate itword by word. Then, students memorize the dialogue and practice it with their friend. So, most of students do not know how to use the expression, pronounciation, grammar, vocabulary, and fluency taught by theteacher in real communication.

This strategy made the students feel bored and sometimes didn't do their task to speak English because they didn't understand what the dialogue they have studied, especially when they found a new dialogue. The students also didn't pay attention to the materials given to them in the classroom, because the teacher did not give them interesting activity.

Test of Analysis Assumption

1. Normality of Data

Hence, calculation of normality test students speaking and student motivation result is shown in the following Table 5.

Table 5

Normality Test of Variable Yand Variable X

(Students' Speaking Ability and Students' Motivation)

Data	χ^2_{hitung}	χ^2_{tabel}	Ket
Students' speaking	7,365	12,592	Normal
Students' motivation	5,633	12,592	Normal

2. Homogeneity Test

Homogeneity test was done to know whether the research data has homogeneous variance or not. In this research, the homogeneity test was measured by using *Fisher* test with 5% of significance level. If obtained score (F_{score}) $< F_{table}$, means that the data was homogeneous.

The result of F count is (0.587) and F table used 5% significant level is (1.6928). Based on the result above we can know that F score (0.587) $<$ F table (1.6928), thus Ho is accepted, it means the two sample variances is homogeneous.

Hypothesis Test

1. Simple Regresion Equation

After colculating the data distribution was normal and the data population was homogeny. Linierity of data research can be interpreted using regresion equation. The equation of regresion is Y = a + bX, and the regresion equation is Y= 24.71 + 0.62 X. It mean that the equation was positive value of constanta (a) and coefficient of regression (b).

Based on the equation, it can be interpreted that Y variable is affected by variable X. The interpretation is increasing of each variable (motivation), it can affect of increasing variable Y (speaking) by 0.62 (62%) at constanta 24.71.

2. **Analysis of Varians and Degree of Freedom**

Based on analysis data of varians and Degree Fredoom, it can be seen value of varians and degree of freedoms each some of squares. RJK value was found by some of square devided degree of freedom. There are two kinds of F_{count} value, 76.21 and 0.24. F_{count} 76.21 was calculated by formula from value of some square regression (a), regression (b/a), and some square of residual. While F_{count} 0.24 was calculated by formula from value of some of square galat and some of square error.

3. **Significant of Regression Test**

Significancy on this research used Fisher test (Fh). The data of varians analysis Table, can be explained as follows:

Value Fh = 76.21

Value F_{table} with error 5% (0.05 , 1.66) = 4.10

Value F_{table} with error 1% (0.01 , 1.66) = 7.35

Criteria : $F_{count} > F_{table}$, data is significant

$F_{count} < F_{table}$, data is not significant

Because of Fh (76.21) > F_{table} error 5% (4.10). The equation of regresion is very significant (F_{count} overhigh than F_{table})

4. **Linearity of Equation Regression Test**

To get linierity of equation regression test, the researcher calculated data of varians analysis some of square residual (SSR). Reffering of data on varians analysis table, it can be explained as follows :

Value of F_{count} = 0.24

Value of F_{table} with error 5% (0.05 , 15 , 51) = 2.15

Value of F_{table} with error 1% (0.01 , 15 , 51) = 3.00

Criteria : $F_{count} < F_{table}$, data is linear

$F_{count} > F_{table}$, data is not linier

Because of F_{count} (0.24) < F_{table} with error 5% (2.15). So, this data is linear. *(for data calculation, it can be seen at the appendix 16).*

5. **Significant of Correlation Research**

Knowing significancy of correlation research, the researcher found value of coeficient correlation using product moment. The researcher will find **r value** and **t_{count} value**. Known that $\sum X = 3116$, $\sum Y = 2910$, $\sum X^2 = 246484$, $\sum Y^2 = 213850$, $\sum XY = 229000$ with N=40 and error 5% . The researcher got value of $r_{xycount} = 0.815$. Based on the table of interval coefficient, value $r_{xy} = 0.815$ there are between interval 0.800-1.000. The category is very strong. It means that correlation between vocabulary and reading comprehension at very strong relation. To know significancy of coefficient correlation, the researcher calculated the data to get value of t_{count} 8.676 > t_{table} 1.681. It means that cofficient correlation is very significant.

Discussion of Research Result

The objectives of this research was to determine correlation in learning speaking ability through given motivation way. The data were obtained from students' achievement scores of the data test of speaking. They were students speaking and students' motivation. The average score for students speaking was 74.75 and the average score for students motivation was 96.37. The following was the simple tables of students' average score speaking students' average score of motivation.

Table 6
The Average score of Variable Yand Variable X
(Students' Speaking Ability and Students' Motivation)

No	Data	Value
1	*The average of students speaking score*	74.75
2	*The average of students motivation*	77.62

Motivation one of the best way for the eighth grade students of SMPN 17 Tangerang. Teaching speaking through motivation could improve students' speaking ability. It could be seen from the result of the test where the students who are taught speaking through motivation got high score.

CONCLUSION

Based on the theoritical, the data analysis, and hypothesis of data, the researcher concludes that motivation has correlation with speaking ability. The correlation between motivation and speaking ability very significant.

The statement above can be shown by result of the statistical hypothesis. The result of normality test on speaking ability ($7.365 < 12.592$) , while on motivation($5.633 < 12.592$). Homogenity test result is homogeny with value($0.587 < 1.6928$). Thesimple equation shown positif value is $Y = 24.71 + 0.62 X$. Significance test of equation regression at error 5% ($\alpha = 0.05$) got value F_{count} (76.21) $> F_{table}$(4.10) is very significant. The linearity of equation regression is linear with value of F_{count} (0.240) $< F_{table}$(2.15).

Value of coefficient correlation (r_{xy})0.815 means that correlation between variable X (motivation) and variable Y (speaking ability) has strong rellation. The significance of coefficient correlation research gets result with t_{count} 8.676 and t_{table} (0.05 ; 40) 1,68. Because of $t_{count} > t_{table,}$ correlation between variable X and variable Y is very significant. Hypothesis of data are Ho = 0 is rijected and Ha $\neq 0$(0.815 $\neq$ 0) is accepted.

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