INCREASING STUDENTS' MOTIVATION

IN SPEAKING SKILL

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I. INTRODUCTION

1.1. Background of Research

Communication orally comes out through speaking. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking is very important in order to enable students to communicate effectively through oral language because the disability of the students to speak may lead them to be unable to express their ideas even in a simple form of conversation. Learning a language means using the language in communication in oral or written form, and be able to express feeling, thoughts and experiences in various content.

There are several elements that should be fulfilled so that speaking can be performed optimally; speaker, information, and listener. Speakers have an active role in delivering and expressing the information. Processing the information is done by speakers when they deliver the ideas or information. Besides, the speakers have to have good language aspects, such as pronunciation, grammar, vocabulary, and fluently. By having good language aspects, the process of producing, receiving and accessing information will be done well. In studying, the students have the goals which have to be achieved by them. When students can get those goals that means they have good achievement.

Some problems in speaking are still encountered by the students of college. The majority of the students are difficult to express their ideas in English orally. According to the result of research carried out by Susilawati (2007), in an oral discussion, shyness, nervousness, feeling afraid of making mistakes, not knowing the way how to pronounce certain words, is the potential problems that can hinder the students to speak.

Students often get difficulties in using English when they try to interact with others. They still look hesitated to interact with their friends and their coach by using English. Even though they have enough time to speak English at school, they lack of motivation to speak. The students will brave to practice English orally in front of class if only they want to join English competition.

Regarding the factors of learning language, motivation is one of the factors that can cause the learning process and give impact to the students' achievement. As proposed by Gardner (1985), the motivated individual is one who wants to achieve a particular goal, devotes considerable efforts to achieve this goal, and experience satisfaction in the activities associated with achieving this goal. That is, motivation is defined by three components: desire to achieve a goal, effort extended in this direction and satisfaction with the task. From those statements, it can be said that motivation is one of the factors that influence people in successfully learning language.

Therefore, students who have high motivation are expected to have good achievement. Tremblay and Gardner (1995) state motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language. Gardner wants to show that describing motivation as effort is not enough, but that has to include desire to get something by doing favorable attitudes. After that, Tremblay and Gardner (1995) put attitudes as factor that can cause motivational antecedent. Motivational antecedent has function as mediator for building motivational behavior that will become factor that gives impact directly towards success in learning.

Motivation has important role in learning language by considering that the process of learning depends on effort or energy and time that is used to study. Tremblay and Garner (1995) state that motivational behavior refers to individual characteristic that someone who wants to observe can feel it. If we refer at the concept of motivation that is described as effort, persistence and attention, we can conclude motivational behavior is individual characteristic that belong to the form of intensity, persistence and attention that are implemented by the learners.

According to the result of research carried out by Devianti (2010), it is found that motivation influenced English speaking ability of the students with 60,8 %; that is, motivation as a psychological factor that had a positive correlation with students' English speaking ability. Furthermore, Hasan (1999) also investigated the impact of motivation to students' English achievement and she found that motivational behavior that refers to the effort, attention, and persistence gives positive impact to the students' achievement in learning English.

1.2. Problems of Research

Based on the background, the research problems which are formulated by the researcher are:

1. Is there any increasing of students'motivation in speaking skill?
2. What kind of motivational behavior gives the most influence to the students' speaking skill?

1.3. Objectives of Research

In relation to the research problems already formulated, the objectives of this research are:

1. To find out the relationship between the students' motivational behavior and their achievement in English speaking.
2. To find out the kind of motivational behavior that gives most influence to the students' speaking proficiency.

1.4. Uses

The uses of this research are:

1. Theoretical Benefit

This research will complete the lack of previous research relates to students' motivational behavior in learning process of English Speaking. Besides, this research will become a reference for the next researcher if they want to do the same research.

2. Practical Benefit

This research might help someone who read this script to understand more about the students' motivational behavior and the influence of that for the students' English speaking proficiency. Besides, the result can be used for English teachers to analyze the kind of motivational behavior most influence the students' proficiency in speaking. Furthermore, the teachers can arrange new strategies to build students' motivational behavior and increase their proficiency in speaking.

1.5. Scope

      This research is quantitative research which was conducted to students of AMIK (*Akademi Manajemen Informatika dan Komputer*) who followed General English at DLC (*DCC Language Center*). The students' motivational behavior would beclassified as; motivational intensity, attention and persistence. This research focused on the students' speaking proficiency, such as pronunciation, grammar, vocabulary, and fluency by giving transactional English speaking test. The data were taken throughquestionnaire which was given to the students to find out the students' motivational behavior in studying English. Then, the data about kind of motivational behavior which most influence the students' speaking proficiency was taken from the analyzing of the questionnaire and the test.

II. LITERATURE REVIEW

This chapter discusses the theories used in the research, such as: concept of speaking, types of speaking, proficiency in speaking, concept of motivation, concept of motivational behavior, and the kinds of motivational behavior.

2.1. Concept of Motivation

Many theorists investigate the term of motivation. One of them is Beck (1990: 17) who states that the most difficult task for motivation theorist is to define motivation, particularly because there are two fundamentally different approaches to motivation. The regulatory approach emphasizes to the body's responses to such disruptive forces as hunger and pain, while the purposive approach emphasizes the goal of directed nature behavior. Becks concludes that the definition of motivation emphasizes choices of goals or behaviors, but it does not hinge on the issue of conscious versus unconscious determinants, for surely there are mixture of both in many choices.

The other theorist is Robbins (1993: 205) who mentions that motivation is the willingness to exert high level of effort toward organizational goals, conditioned by the effort's ability to satisfy some individual need. That means when someone is motivated, he or she tries hard. But high levels of effort are unlikely to lead favorable job performance outcomes unless the effort is channeled in a direction that benefits the organizations. Owens (1991) says that motivation is made up of all those inner striving conditions described as wishes, desires, drives and etc. It is an inner state that activates or moves individuals, without motivations, there would be no purposive, organized behavior by the individual – either at work or elsewhere.

Motivation is normally considered to be rooted in human needs: the individuals respond to needs by doing something about them. Motivation is an inner power reinforcing someone to do something, all inner power that determines successful learning activity. Motivation is considered by many to be the one of determining factors in developing a second language or foreign language. Motivation determines the extent of active and personal involvement. On the contrary, Gardner (1985) explained that motivation differs from orientation but not be highly motivated to achieve that goal. Motivation, in this case is a

positive power, which stems from desire to attain the goal reflected in the orientation, for instance, learning English seriously in order to get a better job in the future.

Motivation in learning English is also divided into intrinsic and extrinsic motivation. Intrinsic motivation is a motivation as incentives, which originates within the behaviour itself rather than externally as in playing musical instrument for enjoyment (Setiyadi, 1999). If the reasons of studying English are for his enjoyment himself and his knowledge himself, it is called intrinsic motivation.Extrinsic motivation stems from positive or negative reinforcement which areexternal to the behaviour itself rather than inherent in it, for instance, studying to get good scores not because of studying is enjoyable.

In learning language, Tremblay and Gardner (1995) say motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language. Gardner wants to show that describe motivation as effort is not enough, but that has to include desire to get something by doing favorable attitudes.

2.2. Motivational Behavior

Concept of motivational behavior and kinds of motivational behavior is delivered below:

2.2.1. Concept of Motivational Behavior

The research about motivation in learning language can be divided into three groups. The first group is the research that uses instrumental and integrative and focuses on the impact of those aspects to the learning language. The second group is the research that uses meditational model. The meditational model is proposed by Gardner and Lambert (1972) who state attitude gives influence to the motivation and motivation influences the second language acquisition. The last group is the research that uses socio-educational model (Gardner, 1985). Gardner focuses on attitude and motivation that give impact to the second language acquisition.

Tremblay and Gardner (1995) divide motivation becomes motivational antecedent and motivational behavior. Tremblay and Gardner (1995) put attitudes as factor that cause motivational antecedent. Motivational antecedent has function as mediator for building motivational behavior that will become factor that gives impact directly towards success in

learning. As proposed by Gardner (1985), the motivated individual is one who wants to achieve a particular goal, devotes considerable efforts to achieve this goal, and experience satisfaction in the activities associated with achieving this goal.

Motivation has important role in learning language by considering that the process of learning depends on effort or energy and time that is used to study. Tremblay and Gardner (1995) state that motivational behavior refers to individual characteristics and someone who wants to observe can feel it. If we refer at the concept of motivation that is described as effort, persistence and attention, motivational behavior is individual characteristics that belong to the form of effort, persistence and attention that are implemented by the learners. Besides, according to Hasan (1999), motivational behavior that refers to the intensity, attention, and persistence gives positive impact to the students' achievement in learning English.

2.2.2. Kinds of Motivational Behavior

The researcher focuses on the concept of motivation that is described as effort, persistence and attention (Tremblay and Garder, 1995). The researcher concludes that motivational behavior is individual characteristic that belong to the form of effort, persistence, and attention that are implemented by the learners.

Motivational behavior differs with motivation. Motivation is the form of desire or want of people about something. When people show their wants or desire inform of action, it is called as motivational behavior. Effort is still inside the learners. So, I order to show learners' effort informs of action, intensity is used.

Motivational Behavior will be measured by looking at the learners' motivational intensity, attention, and persistence. The concept of intensity based on Dunkel (1948) is behavior that approaching-the-goal. With the same goal, two learners may have different effort to achieve the goal.

Intensity can be described as learners' effort in learning English, and the average time of doing their work. Arthur S. and Emily S. Reber (2000) state that intensity is the diligence of someone's behavior that is coming out. Cholas and Sadily (2000) state that intensity comes out from intention means the rank of power, strength, or can be said as intensity. Besides, P.Chalpin (2009) states intensity can also be defined with a force that supports an opinion or action.

Someone who learned with high spirits and spend many times in learning, it will show good results , as opinion Sadirman A.M . (1996), stating that the intensity of student learning will certainly determine the level of achievement namely the purpose of learning raise outstanding achievements. Relates to the learning, intensity can be said as excitement and sincerity, energetic in learning in physics and psychological aspect.

Crookes and Schmidt (1991) say there is any the correlation between motivation and attention. Kanfer and Ackerman (1989) state motivation refers to the effort of attention, proportion of effort with full of attention and refers to the intensity, also effort in giving attention to the task. Attention can be described as learners' sacrifice and interest to gain the purpose. Suparyoto (2011) states attention is a genera reaction from organism and awareness that can cause the increasing of activities, concentration, and the limitation of awareness to an object.

According to Bimo (1989: 43) attention is the convergence or concentration of all the activity of individuals who demonstrated to something or set of objects. Besides, Walgito (2004) says attention is the concentration of all the individual's activities to an object or many objects. Kartini kartono (1996) explained attention is common reaction from an organism and awareness that causes increasing activity, the concentration of resources and restrictions awareness against one object.

According to Dakir (2008) attention is liveliness an increase in mental function is directed in concentration on the or individuals .Something that exists within all of individual and outside individual .Attention in following an activity very important, this will impact on students in learning.

Furthermore, Maehr and Braskamp (1986) differ between effort and persistence in doing the task with the time that is spent to do that task. Persistence refers to the learners' ability to solve the problems.Persistence is violence and earnestness (Poerwadarminta, 1982). It means work, learning, and trying to do their best, so with earnestness heart and a strong willingness can be used as an example for other people and give the results.

Persistence is one of the factors that can support the students' achievement in learning. The level of students' persistence gives different result in learning between each student. The students who have high persistence will get higher score who other who have low persistence (Puspitasari, 2014).

2.3. Speaking

These are some explanations regarding studying speaking like concept, aspects, types, and achievements in speaking:

2.3.1. Concept of Speaking

Speaking is not simply about talking what people want to say. Rather, speaking has to understand how to deliver the information so that the listener can give good response. Therefore, speaking is not an active activity only by talking the information, but a passive activity also with the understanding in giving response based on their own interpretation.

According to Lado (1961), speaking is described as an ability to express oneself in life situation, converse to report acts or situations in precise words or the ability to express a sequence of ideal fluently. Haris (1974) states speaking is encoding process where people can communicate the ideas, thought, and feeling orally. It means that someone produces spoken message to other. According to Rivers (1978), through speaking, someone can express the ideas, emotion, attention, and reaction to other person and situation and influence other people. So, it can be said that it is important for us to communicate with other people to share our ideas, feeling, and experience.

Meanwhile Brown (2001: 250) states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Based on that idea, there are three important points that have to be occurred to the participants of communication (speakers and listeners) to construct the meaning during the interaction among them.

In line with that, Byrne (1984) defines speaking as two ways process between speaker and listener and it involves productive and receptive skill of understanding. The definition infers that in speaking process, one tries to communicate with and send out his/her message to the others. In this case, the communication needs at least two people, a speaker who produces a message and a listener who receives the message.

In speaking process, one tries to communicate with and send out his/her message to the others. In this case, the communication needs a speaker and a listener. Therefore, in speaking process, especially in dialogue, needs at least two people because we cannot do it individually. Referring to this, transactional dialogue is suitable to measure students'

speaking achievements since transactional dialogue refers to situation where the focus is on what is said ordone. The message and making oneself understood clearly and accurately is thecentral focus, rather than the participants and how they interact socially witheach other.

2.3.2 Aspects of Speaking

Speaking is one of four basic skills of language and it has important role in daily life because it is the main skill in communication. Speaking must be fulfilled these following aspects, they are:

1. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Signs of fluency include a reasonably fast speed of speaking and only a small numbers of pauses. Fluency refers to the ease and speed of the flow of the speech (Harris, 1974: 81). Fluency is the smoothness or flow with which sounds, syllables, words, and phrases are joined together when someone speaks. When a person makes a dialogue with another person, the other person can give respond well without difficulty. For example, A asks B: *"How are you today?"* B answers: *"I am fine, thank you."* It is answered well and quickly.

2. Accuracy (grammar and pronunciation)

Accuracy focuses on issues of appropriateness and other formal factors. That relates tothe use of grammar and pronunciation. Heaton (1991: 5) defines grammar as the students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones is needed for students to arrange correct sentences in conversation, while pronunciation refers to the ability to produce easily comprehensible articulation (Syakur, 1987).

3. Comprehension

Syakur (1987) defines comprehension for oral communication that requires a subject to respond to speech as well as to initiate it.Comprehensibility denotes the ability of understanding the speakers' intension and general meaning (Heaton, 1991: 35). That means that if a person can answer or express well and correctly, it shows that he/she comprehends or understand well. For example, A asks B (in dialogue): *"Where are you going?"* Then B answers it well, quickly and correctly. He says: *"I am going to School."*

In brief, speaking is an ability to express ideas, feeling, and emotions to other person. People try to communicate with each other and use the language to make the listener understand; therefore the people can interact with others.

2.3.3. Types of Speaking

Speaking is the productive skill and cannot be separated from listening. When we speak we produce the meaningful text. In the nature of communication, we can find the speaker, the listener, the message, and the feedback.

Studying speaking is designed to improve students' speaking skill in English by activating and extending their linguistic competence, increasing their confidence in using spoken English, developing their ability to analyse and evaluate spoken performance, and sharpening their strategic competence in face-to-face interaction. Studying speaking has been influenced by finding of research into the relationship between classroom communication practice and overall progress in the foreign language (Krashen, 1981).

2.4. Hypothesis

Concerning with the concept and theoretical assumption above, the researcher formulates a hypothesis below:

1. There is relationship between students' motivational behavior and their achievement in speaking skill.
2. Attention is the kind of motivational behavior that gives the most influence to the students' speaking proficiency.

III.   METHODOLOGY

3.1. Design

Descriptive quantitative was implemented in this research. The design used in this research is *ex post facto design*. Hatch and Farhady (1982:26) state that ex post facto design is often used when the researcher does not have control over the selection and manipulation of the independent variable. This is why the researcher looks at the type and/or degree of relationship between two variables rather than at a cause-and-effect-relationship.

The aim of this study is to find out the correlation between two variables (motivational behavior and speaking proficiency) in English.The data of the research are students' motivational behavior and their English speaking proficiency. The data about motivational behavior is included in motivation's questioner that has motivational intensity, attention and persistence aspects. Students' motivation is in the form of perception based on Likert scale with the range $1 - 5$. English speaking proficiency is in the form of score based on the criteria proposed by Heaton (1991).

Motivational behavior is one of the language attitudes symbolized as 'X' and the result is motivational behavior data. English speaking ability is one of the language skills which are tested by transactional speaking test and the result is students' English speaking proficiency scores symbolized as 'Y'. The correlation design is illustrated as follows:

$$X \rightarrow Y$$

To find the coefficient of relationship between motivational behavior and speaking proficiency, the researcher used Pearson Product Moment Correlation, while for analyzing how far the motivational behavior contributes students' speaking ability, Simple Regression Technique was applied.

3.2. Subjects

The subject of this research was the first semester students of AMIK in academic year 2017/2018. The selection of the sample was done through probability sampling, by using simple random sampling, where every individual had probability to be chosen as sample. The

researcher took five students from four classes to be chosen as sample by using lottery so there were 20 students as the sample. The use of this method was to fulfill the external validity aspect and to gain normal distribution of the data.

3.3. Instruments

In collecting the data, the researcher usedquestionnaire and transactional English speaking tests as the instrument.

The researcher distributed motivational behavior questionnaire to the students in order to classify whether they had high motivational behavior or low motivational behavior, while for speaking test, the students were provided three issues to be discussed with their partner. After that, the students had to deliver the result of their discussion in oral dialogue.

1. Questionnaire

Questionnaire method was used to get the data about students' motivational behavior in learning English. This method is effective to measure the aspects or variables concerning with behavioral or psychological or sociological aspects (Setiyadi, 1999).

Close-ended questionnaire means the options are provided and there are no other alternatives. Close-ended questionnaire was used to help the researcher in selecting the data, so that the researcher did not waste the time for the data which were not relevant to the research problem. The respondentswere directed to give the data relevant to the research problems.

The score of students' motivational behavior in learning English wastaken after students answered the questionnaire. The questionnaire covers the learners' effort in learning English, the average time of doing English work, learners' sacrifice and interest to gain the purpose, also learners' ability to solve the problem, those are;intensity, attention, and persistence.

The researcher set the motivational behavior's questionnairein which the scores are based on the Likert Scale and the range of 1 to 5 for motivational intensity and attention, and persistence. The last scores were taken from the total answers given so that the high and the low score show the motivational behavior range. The questionnaire was made inBahasa Indonesia in order to make students answer the questionnaire easily.

Table 3.1. Table of Specification of Questionnaire

Indicator	Sub Indicator	Statements	Total Number
1. Intensity	Learners' effort in learning English, the average time of doing English's work	1,2,3,4,5	5
2. Attention	Learners' concentration and interest to gain the purpose	6.7.8.9.10	5
3. Persistence	Learners' ability to solve the problem	11,12,13,14,15	5
Total Number			15

The reason of giving score is to facilitate and to make the counting and giving score easily for each student's answer about their motivational behavior.

2. English Speaking Test

Transactional dialogue was used to assess English speaking proficiency of the students. In this technique, researcher provided paper contains of hot issues happening in Indonesia. The students chose one of the issues given by the researcher. The researcher gave the students 10 minutes to prepare the test. The test covered asking and giving personal opinion of the issues discussed. The issues related to the condition of education, culture, and technology. The result of this test was considered as the data of students' English speaking proficiency.

The researcher used the oral ability scale proposed by Heaton (1991) as guidance for scoring the students' speaking test. In scoring the test, the researcher usedtwo ratters; the researcher and the teacher in the school, and implements holistic scoring which covered accuracy, fluency and comprehensibility. So the researcher scored the three aspects: accuracy, fluency, and comprehensibility separately.

The following table is the oral ability scale proposed by Heaton (1991). The table is used as the scoring standard for the students' speaking ability. As speaking is highly subjective measurement, the great weakness of oral ratings is their tendency to have rather low reliability. So, to see the consistency of rating of that subjective measurement, then the inter rater reliability was used as it relates to this study.

Table 3.2. The Scoring Standard for the Students' Speaking Ability

Range	Pronunciation	Fluency	Comprehensibility
90-100	Pronunciation only very slightly influenced by mother-tongue.	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.	Easy for listener to understand the speaker's intention and general meaning.
80-89	Pronunciation is slightly influenced by the mother tongue. Most utterances are correct.	Has to make an effort at times to search for words. Nevertheless smooth very delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by listener for the sake of clarification are necessary.
70-79	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors.	Although she/he has made an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly.	Most of the speakers say is easy to follow. His intention is always are clear but several interruptions are necessary to help him to convey the message or to see the clarification.
60-69	Pronunciation is influenced by the mother tongue but only a few serious phonological errors.	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
40-59	Pronunciation is influenced by the mother tongue with errors causing a breakdown in communication.	Long pauses while he searches for the desired meaning. Frequently halting delivery and fragmentary. Almost gives up for making the effort at times.	Only small bits (usually short sentences and phrases) can be understood – and then with considerable effort by someone who is used to listening to the speaker.
30-49	Serious pronunciation errors. No evidence of having mastered any of the language skills and areas practiced in course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort.	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

(Heaton: 1991)

For speaking test, to ensure the reliability of scores and to avoid the subjectivity of the research, the researcher used inter-rater reliability. Inter-rater reliability is used when scores of the test are independently estimated by two or more judges or raters. That means there is another person who gives score besides the researcher herself.

3.4. Validity and Reliability of the Instruments

1. The Validity of the questionnaire

Validity is a matter of relevance; it means that the test measures what is claimed to measure. To measure whether the test has a good validity, it has to be analyzed from content and construct validity. Content validity is concerned with whether or not the content of the test is sufficiently representative and comprehensive for the test to be valid measure it is supposed to measure. While construct validity focuses on the kind of test that is used to measure the ability.

Since the purpose of the test is to measure as well as to know students' motivational behavior, the researcher applied a questionnaire that dealt with students' intensity, attention, and persistence.

2. The Validity of the Speaking Test

A test is considered valid if the test measures the object to be measured and suitable with the criteria (Hatch and Farhady, 1982:250). According to Hatch and Farhady (1982:281) there are three basic types of validity; content, construct, and face validity.

a. Content Validity

It is extent to which the test measures a representative sample of the subject matter content and not simply on the appearance of the test (Hatch and Farhady, 1982:251). In content validity the materials given are suitable with the curriculum. In this case, the researcher gave the speaking material that supposed to be comprehended by the second year student of Senior High School.

b. Construct Validity

Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language that is being measured, it will be examined whether the test questions actually reflect what it means to know a language.

In this research, the researcher focuses on speaking ability in form of dialogue. The topics chosen are asking and giving personal opinion about the recent news or hot news happening in Indonesia.

c. Face Validity

According to Heaton (1991:159), face validity concerns with what teachers and students think of the test. If a test item looks right to other testers, teachers, and students, it can be described as having at least face validity.

In this research, the face validity of the speaking test has been previously examined by both advisors and colleagues, until the test which is in form of instruction looked right and understandable to others.

3. Reliability of Questionnaire

Reliability is a measure of accuracy, consistency, dependability or fairness of scores resulting from administration of particular examination. The researcher set the questionnaire. Every item in motivation questionnaire was analyzed to make sure that the items consist of good unity. Motivation score was made up of 30 items that refer to intensity, attention and persistence rated on a 5-point Likert-type scale. To find whether the question was reliable or not, the writer used Cronbach Alpha. The alpha ranges between 0 and 1. The higher the alpha, the more reliable the questionnare will be (Setiyadi, 2006:167).

$$r \ 11 = \left(\frac{n}{n-1}\right)\left(\frac{1-\sum \sigma_i^2}{\sigma_i^2}\right)$$

Explanation:r
11   = Reliability
n   = The number of items
$\sum \sigma_i^2$ = Total variance of all items
σ_i^2 = The total of variance

To find the variance, the researcher used the fo rmula as follow:

$$\sigma^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

Explanation:

σ^2 = Variants
$\sum X^2$ = The number of data quadrate
$(\sum X)^2$ = The number of data being quadrate
N   = The number of Data

And for knowing the classification of reliability are as follow:

    a.   Between 0,800 to 1,00 = very high reliability

    b.   Between 0,600 to 0,800 = high reliability

    c.   Between 0,400 to 0,600 = moderate reliability

d.   Between 0,200 to 0,400 = low reliability

e.   Between 0,00 to 0,200 = very low reliability

From the calculation of reliability analysis of the questionnaire, the alpha is 0.846. It means that the questionnaire has high reliability. It can be interpreted that the questionnaire is proper to be used for a research. The analysis of each item showed that if the item deleted, it will make alpha lower. For example, item 15 (see appendix 3), the alpha is 0.564. It means that, if item 1 is deleted, alpha of the whole items will be lower than 0.846. The higher the alpha is, the better the questionnaire is.

Another example, on item 3 the alpha is 0.337. Alpha of this item (0.337) did not make the alpha of coefficient reliability (0.846) increased if this item is deleted. With alpha 0.907, the researcher reported that the questionnaire has high reliability and is reliable to be administered.

4. The Reliability of Speaking Test

For speaking test, to ensure the reliability of scores and to avoid the subjectivity of the research, the researcher used inter-rater reliability. Inter-rater reliability is used when scores of the test are independently estimated by two or more judges or raters. It means that there is another person who gives the score besides the researcher herself.

The score from both of the researcher and English teacher was combined and divided by two to get the final score. In determining the reliability of the test, the researcher used Rank Order Correlation with the formula as follow:

$$r = 1 - \frac{6 \sum D^2}{N\,(N^2 - 1)}$$

Where:
r = coefficient rank of correlation
D = different of rank correlation
1 and 6 = constant number
N = numbers of students

After the coefficient between raters was found, the coefficient of reliability was analyzed based on the standard of reliability bellow:

0.80 – 1.00 = very high

0.60 – 0.79   = high

$$0.40 - 0.59 \quad = \text{average}$$

$$0.20 - 0.39 \quad = \text{low}$$

$$0 - 0.19 \quad = \text{very low}$$

(Slameto, 1998)

Statistical computation of SPSS 17 was used to measure the inter rater reliability in this research. The result gained was reported as below:

$$r = 1 - \frac{6 \sum D^2}{N\,(N^2 - 1)}$$

$$r = 1 - \frac{546}{40\,(40^2 - 1)}$$

$$r = 1 - \frac{546}{63.960}$$

$$r = 1 - 0.0085$$

$$r = 0.991$$

The result shows that the coefficient between raters is 0.991, and that was belonged to very high reliability.

3.5 Data Analysis

The researcher used two variables, dependent and independent. This research consisted of correlation study. In collecting the data the researcher only used test and questionnaire for those variables. They were speaking proficiency test and questionnaire of motivational behavior. The researcher classified the motivational behavior as independent variable because theoretically, motivational behavior has influence to the language proficiency. The data from speaking performance test was classified as dependent variable because speaking proficiency is influenced by motivational behavior.

After analyzing the result of the students' motivational behavior, the researcher correlated it with the result of their speaking proficiency in order to determine whether there is a relationship or not by using Pearson Product Moment Correlation. The data were analyzed by using SPSS 17 or manual as follow:

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

(Hatch & Farhady, 1982: 198)

Note:

r	: the coefficient correlation
x	: motivational behavior score
y	: speaking ability score
$\sum x$	: the sum of scores in X-distribution
$\sum y$	: the sum of scores in Y-distribution
$\sum xy$	: the sum of products of paired X and Y distribution
$\sum x^2$	: the sum of the squared scores in X distribution
$\sum y^2$	: the sum of the squared scores in X distribution
N	: the number of paired X and Y scores

After that, simple regression was implemented to find how far the contribution of motivation to their English speaking achievement, with the following formula:

$$R = r^2$$

Where:

R is regression, and

r is coefficient correlation

The researcher also analyzed the data statistically by normal distribution test and homogeneity test of variance.

1. Normal Distribution Test

This test was administered in order to find out whether the data from both tests were normally distributed. The hypothesis of the normal distribution test was:

H = The distribution of the data is normal

The criterion for the hypothesis was:

The hypothesis was accepted if Sign $> \alpha$. Level of significant that used in this research is 0.05.

The result of normality test of students' motivation showed the value of 0.126 (see appendix 7). In this case, the hypothesis was accepted if sign higher than α. The result was 0.126 > 0.05. This meant that the data distribution of the test was normal. Result of normality

in speaking test showed the value 0.302 (see appendix 8). Since Sign >α, 0.302 > 0.05, it could be stated that the data of the speaking test was normal.

Seeing the result above, it could be stated that the hypothesis proposed in both tests were accepted. This meant that the data in both tests were normally distributed.

2. Homogeneity Test of Variance

To find out whether the data from the two tests were met the criteria of the equality of variance, the researcher used homogeneity test. In this research, the hypothesis for homogeneity test was:

H = the data is homogenous

Criterion for the hypothesis was:

The hypothesis was accepted if Sign >α. In this case, researcher used level of significant of 0.05.

From the result of homogeneity test for the students' motivation scores in all class was 0.098 (see appendix 10). It showed that Sign >α (0.098 > 0.05). Therefore the hypothesis was accepted.

The same result was showed for the speaking test. The value of homogeneity test from all classes was 0.106 (see appendix 9). It showed that Sign >α (0.106 > 0.05). Therefore the hypothesis was accepted.

3.6. Hypothesis Testing

After finding the coefficient relationship between students' motivational behavior and their English speaking proficiency and the coefficient influence value of students' motivational behavior and their English speaking proficiency, the researcher should find out the criterion of the hypothesis acceptance. To determine whether the first hypothesis was accepted or rejected, the following criterion acceptance was used:

H0= r value< r table

H1= r value> r table

a. H0. There is no relationship between students' motivational behavior and their speaking proficiency. We can accept this hypothesis if r value is lower than r table.

b. H1. There is relationship between students' motivational behavior and their proficiency in speaking. We can accept this hypothesis if r value is higher than r table.

The second aim of this research was finding attention as the kind of motivational behavior gave the biggest influence to the students speaking proficiency. The researcher used the result of speaking proficiency test and the result of motivational behavior questionnaire. It means that the second hypothesis could be accepted if the percentage of the impact of attention was bigger than persistence and intensity.

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