

ABSTRACT

THE CORRELATION BETWEEN STUDENTS' MOTIVATIONAL BEHAVIOR AND STUDENTS' SPEAKING PROFICIENCY AT SECOND GRADE STUDENTS OF SMA AL KAUTSAR BANDARLAMPUNG

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The aims of this research were to analyze the correlation between students' motivational behavior and students' speaking proficiency and to find the kind of motivational behavior that gives the most influence to students' speaking proficiency. Forty students at second year of SMA Al Kautsar Bandarlampung were chosen randomly by using lottery. The data were collected through questionnaire and speaking test. The scores of students' motivational behavior were measured by using Likert scale in the range of 1-5, and their English speaking proficiency was tested through extensive monologue English speaking test based on criteria adapted by Heaton (1991), Burns and Joyce (1997).

Based on the data of motivational behavior gained from questionnaire, it was obtained that the highest score was 148, and the lowest score was 109 and average was 132.85. For the detail, 57.5% students had high motivational behavior, 37.5 % students had average motivational behavior and 5% students had low motivational behavior. It means that most of the students had high motivational behavior. Based on the data of English speaking score, it showed that the average of students' English speaking proficiency was 78.4. The highest score was 89 and the lowest score was 60. It can be claimed that the students have average proficiency in speaking English.

The results showed that the coefficient correlation was 0.649 and it was significant where $r\text{-value} (0.649) > r\text{-table} (0.312)$ and it was found that motivational behavior influenced English speaking proficiency of the students with 42.1 %. Furthermore, it was found that intensity gave 20.9%, attention gave 30.6%, and intensity gave 18.2% contribution to the students' speaking proficiency. Based on the result, it can be concluded that there is a correlation between students' motivational behavior and their English speaking proficiency and attention gave the most influence to the students' speaking proficiency.