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

(A Script)

By

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ABSTRACT

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

ANGGA SYAPUTRA

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-value is (0.649) > r-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.

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

A Script

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree of Education
In English Education Study Program,
Linguistics and Arts Education Department**

By

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

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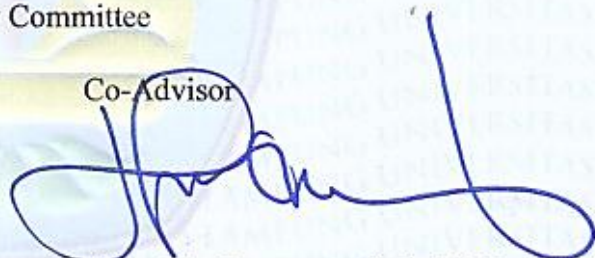Faculty : **Teacher Training and Education**

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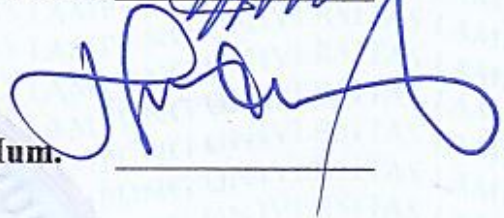
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CURRICULUM VITAE

The writer's name is Angga Syaputra. He was born in Pringgondani II, Kotabumi Utara, on May 17th, 1996 as the first son of a happy Muslim family Mr. Rizal and Mrs. Anita.

He enrolled Elementary School in SDN 2 Madukoro in 2002 and graduated in 2008. He continued his study at MTs Nurul Huda Madukoro and graduated in 2011. Three years later (2014), he graduated from Senior High School of SMAN 2 Kotabumi.

He enrolled the S1 program at English Education of the Teacher Training and Education Faculty (FKIP) of Lampung University through SNMPTN in 2014.

He also has some achievements and experiences when he was a student in Lampung University, such as: The First Winner of Love Comp English Speech Contest in 2014, The Second Runner Up of Speech Contest Sumatran Level EIA in Action 2015, The Second Winner of Essay Competition in Lampung University 2014, The Second Winner of National Speech Competition SEC Agriculture 2015, The Second Winner of National Speech Competition in Fasilkom University of Sriwijaya 2015, The First Winner of Debate Competition in UIN Raden Intan Lampung in 2015, The First Winner of Speech Contest in Comvaganza in 2016, The Second Winner of National Speech Competition SEC Agriculture 2016.

In addition, he was a liaison officer for fifteen students from University of Adelaide, Australia for completing their field trip and completing their research. In 2016, he was selected as the best student of Bidikmisi in Lampung University and became the representative to participate in National Conference attended by President of Indonesia Joko Widodo and Mr Habibie in Solo, Central Java.

Furthermore, he became the adjudicator of speech in several competitions. In January 2018, he became an Interpreter in the conference of Blue Swimming Crab Sustainable Fisheries Initiative (IPPRB) in Lampung. In February 2018, he also became an Interpreter for Sustainable Fisheries in Kaimana, Papua.

In July - September 2014 he did his Field Teaching Practice (PPL) at SMA Ar-Rahman, West Lampung. Since March 2016, he has been working at Education Bridge and Indonesia Hotel School as an English Teacher.

DEDICATION

With love and appreciation, this script is proudly dedicated to:

My beloved mother and father, Mrs. Anita and Mr. Rizal. Thank you so much for your love, supports, attention, and prayers for me. Without your love I wouldn't be like the way I am now.

My beloved sister and brother, Riani Andalesia and Vicky Farel. Both your support and love make me stronger. Thank you so much and I love you.

My beloved Fraternity English Department '14. Thanks for the best moments I've experienced.

Motto

"My success is only by Allah."

(Q.S Huud: 88)

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Hopefully, this script will give a positive contribution to the educational development or those who want to carry out further research.

Bandarlampung,   May 2018

The Writer

Angga Syaputra

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I. INTRODUCTION

In order to introduce this research, this chapter discusses background, problems, objectives, uses, scope, and definition of terms that used in this study.

1.1. Background

As a foreign language, English is taught at Senior High School as a compulsory subject. The students in senior high school are hoped to master and to have substantial English ability especially for communication. By having good communication skill, the students are expected to be able to access knowledge by using English (Depdiknas, 2006). The ability to communicate is the primary goal of foreign language instruction that speaking is put ahead over the other skills.

Oral communication comes out through speaking. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking is very important for our future and career success, but certainly not limited to one's professional aspiration because speaking can enhance one's personal life, thereby bringing about the well-rounded growth we should all seek (Gillis, 2013). Learning a language means using the language in communication in oral or written form, and being able to express feeling, thoughts and experiences in various contents.

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 possess a substantial command of language aspect, such as pronunciation, grammar, vocabulary, and fluency. By having good mastering of language aspects, the process of producing, receiving and accessing information will be done well. In studying, the students have goals which have to be achieved by them. When students can achieve the goals that means they have good achievement.

The condition was also experienced by the researcher as a coached of English club at SMA Negeri 2 Kotabumi. Students often got difficulties in using English when they tried to interact with others. They still looked reluctant to interact with their friends and their coach in English. Even though they had enough time to speak English at school, they still had a low motivation to speak. The students were only brave to practice English orally in front of class if only they wanted to participate English competition.

Regarding to 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 that 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 a 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.

Speaking in other languages in front of the people is not easy and language is a habit. That's why students have to practice their speaking in daily life. Therefore, students who have a good motivational behavior will have different ability regarding to their speaking proficiency. Meanwhile Brown (2001: 250) states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Someone should have a great desire to be brave in speaking English in public. Their braveness can be developed by improving their confidence, persistence, attention and intensity in speaking English. On the other hand, the way how to actualize it is by developing their desire which belongs to motivational behavior.

In addition, Haris (1974) states that speaking is encoding process where people can communicate the ideas, thought, and feeling orally. It means that someone produces spoken message to other. That is why speaking needs a motivational behavior, because it makes the result of their speaking proficiency improve better.

Motivation plays an important role in learning a 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 characteristic that someone who wants to observe can feel it. If we refer to the concept of motivation that is described as effort, persistence and attention, we can conclude motivational behavior is individual characteristics in terms of intensity, persistence and attention that are implemented by the learners.

According to the result of research carried out by Hasan (1999) which investigated the impact of motivation to students' English achievement, she found that motivational behavior that refers to the effort, attention, and persistence gives positive impact to the students' achievement in learning English. In this research, the researcher wants to find out the correlation between the students' motivational behavior and their achievement in English speaking and find out the kinds of motivational behavior that give most influence to the students' speaking proficiency by conducting research about correlation between students' motivational behavior and students' speaking proficiency.

1.2. Problems

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

1. Is there any correlation between students' motivational behavior and their speaking proficiency?

2. What kind of motivational behavior gives the most influence to the students' speaking proficiency?

1.3. Objectives

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

1. To find out the correlation 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 supported the previous research related 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 reads this work 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 kinds of motivational behavior that can 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 a quantitative research which was conducted to students of Grade XI. This research focused on motivational behavior and the students' speaking proficiency, in terms of pronunciation, grammar, comprehensibility, vocabulary, and fluency by giving extensive English speaking test. The data were taken through questionnaire to find out the students' motivational behavior in studying English. Then, the data about kind of motivational behavior which mostly influence the students' speaking proficiency were taken from the questionnaire and a speaking test. The students got some questions in the form of questionnaire regarding to their motivation in speaking skill.

The researcher asked the students to make and deliver a speech. All of the students in one class got five different topics and the students took it randomly. The students got the topics several days before presenting their speech in front of the class. It gave them a chance to prepare the text and practice to decrease their

nervousness and to increase their confident, fluency and all important aspects in speaking before delivering their speech.

1.6. Definition of Terms

In this research, the writer uses some definitions of key terms in order to avoid misunderstanding as stated below:

Motivation

In teaching learning process, the term motivation is concerned with the process that describes students' thoughts, beliefs and emotion which influence the students' behaviour in learning process. Motivation affects the reason of why and how the students' behaviour is activated and directed. (Robbins, 1993: 11; Owens, 1991: 11; Tremblay and Gardner, 1995: 12).

Motivational behavior

By looking at the concept of motivation, motivational behavior refers to the learners' effort, persistence and attention that are implemented in learning process and gives direct impact to the learner's achievement. (Tremblay and Gardner, 1995: 13).

Intensity

By summarizing the definition of the experts, intensity is the learners' effort in learning and the average time that they spend in doing their work. (Tremblay and Gardner, 1995: 14).

Attention

The concept of attention gives the conclusion that attention is the learners'
concentration and interest in doing something to gain their purpose. (Tremblay
and Gardner, 1995: 14).

Persistence

By looking at the definition of persistence, persistence is the learners' action in
solving the problem when they do something to get their purpose. (Tremblay and
Gardner, 1995: 14).

Speaking

Generally, speaking refers to the means of communication used by people in daily
interaction. Speaking is an interactive process of constructing meaning that
involves producing, receiving and processing the ideas or information**. (**Brown,
2001; 18)

English Speaking Proficiency

English speaking proficiency is defined as an ability or skill that the learners have
to communicate, to convey meaning, and to have a meaningful conversation in
English. (Lado, 1961; Haris, 1974; Rivers, 1978; 17)

The introduction of the research such as: background, problems, objectives, uses,
scope, and definition of terms that used in this study already discussed in th
chapter.

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. Previous Studies

There have been many studies dealing with motivational behavior correlated to other skill or aspect in English, such as vocabulary, reading, listening and so on. The first is a research conducted by Bockova (2007) about the correlation between motivation and vocabulary mastery said that one of the factors that have a very strong effect on success or failure in learning is motivation. It is not easy at all to find the right and the most apposite characteristic for motivation. In other words it could simply be said that without motivation there would students produce no action, activity or doing and consequently there would be no effort developed to acquire any knowledge. Besides motivation, learning and acquiring vocabulary and grammar there is another crucial aspect of language teaching or learning.

Then, the second research was conducted by Knoll (April, 2000) states in his thesis about the correlation between motivation and reading comprehension that teachers cannot expect students to comprehend printed material if they have not read the material. After careful examination of the correlation between reading

comprehension and motivation, the direction of teachers' efforts is blatantly clear. A focus on improved motivation will lead to improved reading comprehension. This is an aspect of learning that cannot be ignored and may lead to even more correlation between learning and motivation. Since reading is a basic and vital part of the learning process at almost every level of education, improved comprehension of what students read must be a major goal of all educators. If the high correlation between reading comprehension and motivation of .718 is any indication, students' motivation towards learning has an important impact on academic success. Educators who are able to tap the wealth of motivation in their students, will therefore help those students to reap the rewards of improved comprehension and all that is entails.

Then, the previous research finding was the research conducted by Hasan in 1999. Hasan (1999) analyzed the impact of motivational behavior toward students' achievement in learning English. Hasan in her unpublished script with the title "*Pengaruh Motivasi Pada Keberhasilan Belajar Bahasa Inggris*" shows that there is a correlation between students' motivational behavior and students' achievement in learning English. She further states that motivational behavior that refers to the learners' intensity, attention, and persistence gives possitive impact to the students' achievement in learning English.

Based on the previous studies about motivational behaviour and the correlation with other aspects of English skills, the researcher conducted research about the correlation between students motivational behaviour and students speaking proficiency. Therefore, it is the same about the motivational behaviour of the

students, but the differences are from the skills or aspect of English, it is speaking proficiency.

2.2. Motivation

Many theorists investigate the term of motivation. One of them is Beck (1990) 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) 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 are external 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.

2.3. Motivational Behavior

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

2.3.1. 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 plays an 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 in terms 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.

2.3.2. 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, In order to show learners' effort informs of action, intensity is used.

Motivational Behavior has been 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 and Reber (2000) stated 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, 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 will show good results, as opinion Sadirman (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 et al (1991) say there is any correlation between motivation and attention. Kanfer and Ackerman (1989) state that 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 general 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. 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 and other who have low persistence.

2.4. Speaking

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

2.4.1. 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 (1985) 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, 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 or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. The researcher do believe that speaking needs motivation because someone who have motivation in learning English especially in speaking skill will have different desire and braveness in improving or in learning English in the form of speaking proficiency.

2.4.2. 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 (Heaton: 1991: Burns and Joyce: 1997), 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. 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 (Harris, 1974: 81). 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 to the 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.

3. Comprehension

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.

2.4.3. Types of Speaking

Speaking is the productive skill which 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 correlation between classroom communication practice and overall progress in the foreign language (Krashen, 1981).

Brown (2001) also provides types of classroom speaking performance, they are:

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human tape-recorder" speech, where for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2. Intensive

Intensive speaking goes one-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of

some pair work activity, where learners are "going over" certain forms of language.

3. Responsive

A good dealt of student speech in the classroom is responsive short applies to teacher or students initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. The example is:

> *T: How are you today?*
> *S: Pretty good, thanks, and you?*
> *T: What is the main idea of this essay?*
> *S: Indonesia should have more authority.*
> *T: So, what did you write for question number one?*
> *S: Well, I was not sure, so I left it blank.*

4. Interpersonal (dialogue)

Interpersonal dialogue carried out more for maintaining social s than for the transmission of facts and information. The conversations are a little trickier for learners because they can involve some or all the following factors: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, a covert "agenda".

For example:

> *Mel   : Hi, Chris, how's it going?*
> *Chris : Oh, so-so.*
> *Mel   : Not a great weekend, huh?*
> *Chris : Well, far be it from me to criticize, but I'm pretty miffed about last week.*
> *Mel   : What are you talking about?*
> *Chris : I think you know perfectly well what I am talking about.*
> *Mel   : Oh, that…..how come you get so bent out of shape over something like that?*
> *Chris : Well, whose fault was it, huh?*
> *Mel   : Oh, wow, this is great, wonderful. Back to square one. For crying out loud, Chris, I thought we'd settled this before. Well, What more can I say?*

5. Transactional (dialogue)

Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language. Conversation, for example, may have more of a negotiate nature to them than does responsive speech, e.g. Transactional dialogue refers to situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

6. Extensive (monologue)

Extensive monologue is extended monologues in the form of speeches, oral reports, or perhaps short summaries. In this, the register is more formal and deliberative. This monologue can be planned or impromptu.

Speech is one of speaking aspects. Speech is the vocalized form of communication used by humans, which is based upon the syntactic combination of items drawn from the lexicon. Each spoken word is created out of the phonetic combination of a limited set of vowel and consonant speech sound units (phonemes). These vocabularies, the syntax that structures them and their sets of speech sound units differ, creating many thousands of different, and mutually unintelligible, human languages. The vocal abilities that enable humans to produce speech also enable them to sing. Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are

dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns &Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange.

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary *(linguistic competence)*, but also that they understand when, why, and in what ways to produce language *(sociolinguistic competence)*. Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

Types of speech based on the presence or absence of preparation in speech, Rachmat (1999) divides the types of speech into four kinds, namely impromptu speech, manuscript, memoriter and esktempore. This form can also be referred to as various - methods in the speech.

1. Impromptu Speech

Impromptu speech is a speech delivered without preparation from the person who will make a speech. For example, when you participate in a speech

contest, in the final round, participants are asked to deliver a speech from a given theme without any prior preparation that is called impromptu speech.

2.   Manuscript Speech

Speeches of this type of manuscript are also often called speeches with texts. This type of manuscript speech is usually required by national figures and scientists in reporting the results of his research. They should speak and the speech with caution, because misuse of the word or sentence can be wider and more negative.

3.   Memoriter Speech

Speeches of this type are also often referred to as speech with preparation. Speakers or people who make a speech will write all the messages that will be delivered in a script that is then memorized and delivered to the audience. This kind of speech is good for beginners who begin to learn to practice speaking skills in public. Speakers will look good when memorized and also understand the contents of his speech. It can set the gesture, eye contact, expression, and able to control his overall appearance in a speech.

4.   Ekstemporer Speech

This type of speech is kind of good speech and most widely used by an adept teacher of speech. In this type of speech, the speaker only prepares the outline. In the delivery, the speaker does not remember verbatim but the speaker is free to convey his ideas with the outline signs of the problems that have been prepared. The communication that occurs between the speaker and the

audience can go better. The speaker can directly respond to what is happening before him in accordance to the circumstances he faces.

From the explanation above, there are many types of speaking mentioned. In this case, the researcher used extensive (monologue), specifically speech. The researcher applied the memoriter speech and mixes it with ekstemporer speech. The students got five different motions and they should prepare the text and practice at home before delivering their speech in front of the class. They have been scored in several important aspects of speaking. They are fluency and intonation, language focus, pronunciation and articulation, appearance and performance and comprehension. The student who stands in front got some questions related to their speech, the purpose is to make sure that the speaker understand or not with the speech he made and to build communication in the class by asking and answering questions.

2.5. Theoretical Assumption

On basis of the previous paragraphs, the researcher assumes that motivational behavior influences students' achievement as Tremblay and Gardner found that motivational behavior is a factor that gives direct influence to the successful of English learning.

Motivation is a complex phenomenon and includes many components and success, curiosity, desire for simulation and new experience (Littlewood, 1984: 530). 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. According to the result of research carried out by Devianti (2010), it is found that motivation as a psychological factor that has a positive correlation with students' English speaking ability.

Furthermore, According to Hasan (1999), motivational behavior that refers to the intensity, attention, and persistence gives positive impact to the students' achievement in learning English. Conversely, learners with little interest in the way of life of native speakers of L2 or with low motivational behavior can be expected to learn slowly and to stop learning some way short of native speaker competence.

In this study, the researcher assumes that if learners have high motivational behavior, they will speak English fluently because they will have strong willingness and effort to learn and to develop their competence in speaking and be active in English speaking class. Students who have high interest and concentration in learning English will understand more because they play more attention to the learning process.

Thus, the researcher is interested in finding on students' motivational behavior and their English speaking proficiency of the second year students and to find out that attention is the kind of motivational behavior that gives most influence to students' speaking proficiency.

2.6. Hypothesis

Concerning with the concept and theoretical assumption above, the researcher formulates hypothesis as follows:

$H_0=$ There is no correlation between students' motivational behavior and their achievement in speaking of second year students.

$H_1=$ There is correlation between students' motivational behavior and their achievement in speaking of second year students.

III. METHOD

This chapter discusses the methods of research that used in this study, such as: design, subject, instruments, procedures, data analysis, and hypothesis testing.

3.1. Design

Descriptive quantitative is 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 questionnaire 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 Burns and Joyce (1997) and 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 extensive speaking test and the result is students' English speaking proficiency scores symbolized as 'Y'. The correlation design is illustrated as follows:

$$X \quad Y$$

To find the coefficient of correlation 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 is applied.

3.2. Subjects

The subject of this research is the second year students of SMA Al Kautsar in second grade semester of 2017/2018 academic year. There are nine classes with the total number of the students are about 288. The selections of the sample had done through probability sampling by using simple random sampling, where every individual chosen as sample. The researcher took four students from five classes and five students from four classes chosen as sample by using lottery so there were 40 students as the sample. The use of this method is to fulfill the external validity aspect and to gain normal distribution of the data.

3.3. Instruments

In collecting the data, the researcher used questionnaire and extensive English speaking tests as the instrument.

The researcher distributed motivational behavior questionnaire to the students in order to classify whether they have high motivational behavior or low motivational behavior, while for speaking test, the researcher provided paper contains of hot issues happening in Indonesia or around the world. The test covered delivering their idea in form of speech in front of the class.

1. Questionnaire

Questionnaire method 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 is used to help the researcher in selecting the data, so that the researcher do not iste the time for the data which are not relevant to the research problem. The respondents are directed to give the data relevant to the research problems.

The score of students' motivational behavior in learning English have been taken after students answer 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 sets the motivational behavior's questionnaire in 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 have been taken from the total answers given so that the high and the low score show the motivational behavior range. The questionnaire is made in Bahasa 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	1,2,3,4,5,6,7,8,9,10	10
2. Attention	Learners' concentration and interest to gain the purpose	11,12 13,14,15,16,17,18,19 20	10
3. Persistence	Learners' ability to solve the problem	21,22,23,24,25,26,27 28,29,30	10
Total Number			30

The questionnaire was adopted from Hasan (1999) in her unpublished script. The reason for 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

Extensive monologue have been used to assess English speaking proficiency of the students. In this technique, researcher has provided paper contains of hot issues happening in Indonesia or around the world. The students chose one of the topics of speech given by the researcher. The researcher gives the students five days to prepare the test. The test covered delivering their idea in form of speech in front of the class. The issues related to the condition of environment, education, culture and technology. The result of this test is considered as the data of students' English speaking proficiency.

The researcher used the oral ability scale proposed by Burns and Joyce (1997) and Heaton (1991) as guidance for scoring the students' speaking test. In scoring the test, the researcher uses two ratters; the researcher and the teacher in the school, and implements holistic scoring which covered comprehensibility performance, fluency, pronunciation and language focus. So the researcher scored the three aspects: comprehensibility performance, fluency, pronunciation and language focus separately.

The following table is the oral ability scale proposed by Burns and Joyce (1997) and 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 is used as it relates to this study.

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

No	Criteria	Points Allowed	Points Earned
1	**Comprehensibility**	**30**	
	Easy for listener to understand the speaker's intention and general meaning (introduction, content and conclusion).	25 – 30	
	The speaker's intention and general meaning are fairly clear. A few interruptions by listener for the sake of clarification are necessary.	19 – 24	
	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.	13 – 18	
	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.	7 – 12	
	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.	1 - 6	
2	**Pronunciation**	**25**	
	Pronunciation is only very slightly influenced by mother - tongue.	21– 25	
	Pronunciation is slightly influenced by the mother tongue. Most utterances are correct.	16 – 20	
	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors.	11 - 15	
	Pronunciation is influenced by the mother tongue but only a few serious phonological errors.	6 - 10	
	Pronunciation is influenced by the mother tongue with errors causing a breakdown in communication.	1 - 5	
3	**Fluency**	**25**	
	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.	21– 25	
	Has to make an effort at times to search for words. Nevertheless smooth very delivery on the whole and only a few unnatural pauses.	16 – 20	
	Although she/he has made an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly.	11 - 15	
	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary.	6 - 10	

	Long pauses while he searches for the desired meaning. Frequently halting delivery and fragmentary. Almost gives up for making the effort at times.	1 - 5	
4	**Language focus**	**10**	
	There is no or little mistake in grammar.	9 – 10	
	A few mistakes occur, but the mistakes do not influence the overall meaning.	7 - 8	
	Several mistakes occur, and it influences the meaning.	5 – 6	
	There are many mistakes in grammar which make hinder in meaning and should re-arrange the sentence.	3 - 4	
	It is not understandable at all.	1-2	
5	**Performance**	**10**	
	Speakers have an appropriate gestures, eye contact, expression and substantial emotional, confident and neatly dressed.	9 – 10	
	Speakers have a substantial gesture, eye contact, expression, emotional, confident and quite neatly dressed.	7 - 8	
	Speakers have quite substantial gesture, eye contact, substantial gesture, eye contact, and expression, emotional and lacking confidence.	5 – 6	
	Speakers have several inappropriate gestures, eye contact, expression, also quite nervous and lack of confidence.	3 - 4	
	Speakers have many inappropriate gestures, eye contact, expression, also not substantial emotional and lack of confidence.	1-2	

(Heaton: 1991, Burns and Joyce: 1997)

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 itself.

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 monologue. The topics chosen are asking and giving personal opinion in form of speech 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 is analyzed to make sure that the items consist of good unity. Motivation score is 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 is reliable or not, the writer used Cronbach Alpha. The alpha ranges between 0 and 1. The higher the alpha, the more reliable the questionnaire 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 formula 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

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 himself. The inter-rater measured their confidence and product moment.

3.5. Procedures

To conduct the research, the researcher used several procedures. It started from determining the research problem to make a report and discussion of findings. The procedures of the research are as follows:

1. **Determining Research Problem**

   The research determines the problem of this research. There are two research problems, whether is there any correlation between students' motivational behavior and students' speaking proficiency and what kind of motivational behavior gives the most influence to the students' speaking proficiency.

2. **Determining Subjects**

   The subject of this research is the second year students at SMA Al Kautsar in second grade semester of 2017/2018 academic year. There are nine classes with the total number of the students are about 288. The researcher took four students from five classes and five students from four classes

have been chosen as sample by using lottery so there were 40 students as the sample.

3. **Preparing the Instruments**

In collecting the data, the researcher used questionnaire and extensive English speaking tests as the instrument.

4. **Administering the Questionnaire**

The researcher distributed motivational behavior questionnaire to the students in order to classify whether they have high motivational behavior or low motivational behavior.

5. **Administering Speaking Test**

For speaking test, the researcher provided paper contains of hot topics happening in Indonesia or around the world. The researcher gives the students five days to prepare the test. The test covered delivering their idea in form of speech in front of the class. The issues related to the condition of environment, education, culture and technology. The result of this test is considered as the data of students' English speaking proficiency.

6. **Analyzing the Data**

The researcher analyzed the result of the motivational behavior and their speaking proficiency using Correlation in SPSS (Statistical Program for Social Science). The researcher found that there is correlation between students' motivational behavior and students speaking proficiency.

7. **Making a Report and Discussion of Findings**

   After having all of the data, the researcher made a report and discussion on finding the correlation between students' motivational behavior and students' speaking proficiency.

3.6. 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 are 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 is 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 are 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

x   : the sum of scores in X-distribution

y   : the sum of scores in Y-distribution

xy   : the sum of products of paired X and Y distribution

x^2 : the sum of the squared scores in X distribution

y^2 : the sum of the squared scores in X distribution

N   : the number of paired X and Y scores

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

$$R \quad = \quad r^2$$

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

H = The distribution of the data is normal

The criterion for the hypothesis is:

The hypothesis is accepted if Sign > α. Level of significant that used in this research is 0.05.

2. Homogeneity Test of Variance

To find out whether the data from the two tests are met the criteria of the equality of variance, the researcher used homogeneity test.

In this research, the hypothesis for homogeneity test is:

H = the data is homogenous

Criterion for the hypothesis is:

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

3.7. 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 have to find out the criterion of the hypothesis acceptance. To determine whether the first hypothesis is accepted or rejected, the following criterion acceptance is used:

$$H0 = r_{value} < r_{table}$$
$$H1 = r_{value} > r_{table}$$

a. H0. There is no correlation 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 correlation 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 is finding attention as the kinds of motivational behavior give 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 is bigger than persistence and intensity.

V. CONCLUSION AND SUGGESTIONS

5.1. Conclusion

Based on the data analysis and discussions, the researcher gets some conclusions:

1. There is a correlation between motivational behavior and English speaking proficiency. That was shown by the result of r-value (0.649) > r-table (0.312). Based on the result it can be concluded that the null hypothesis (H_0) is rejected and research hypothesis (H_1) is accepted. It means that there is a correlation between students' motivational behavior and their English speaking proficiency. Thus, prediction can be inferred that when the students have high motivation to speak in English, their speaking proficiency in English tends to be better. For the contribution value, it was found that the coefficient influences value is 0.421 at the significant level 0.01. It means that the students' motivational behavior contributes 42.1 % to their English speaking proficiency of the second year students of SMA Al - Kautsar Bandarlampung.

2. The kinds of motivational behavior are intensity, attention, and persistence. Each kinds give different portion of impact to the students' proficiency in speaking English. It can be concluded that intensity gives 20.9% to the score of students' speaking proficiency. The other kind is attention which gives 30.6%. The last is persistence which gives 18.2% to

the students' speaking proficiency score. So, the kind of motivational behavior that gives the biggest influence to the students' speaking proficiency is attention.

5.2. Suggestions

Based on the conclusions above, the writer proposes some suggestions concerning the research findings as follow:

1. For teachers, they should not only give attention to the students' speaking material, they also should be aware with students' positive behavior in learning. The good teachers are they who can give positive motivation to the students so they will have positive motivational behavior.

2. The teachers should be able to provide every single chance to their students in practicing English speaking to improve students' pronunciation, fluency, comprehensibility, language focus, and etc. For example, the teachers may use English when they teach or even just give the instructions in the class.

3. For teachers should be able to make English becomes interesting for the students, so it makes them interested in learning English itself, because it was found that motivational behavior influenced to their speaking proficiency, so teacher should be able to make their students being motivated to learn English.

4. For future researchers, they can use another instrument and include the predictive power because the questionnaire and the speaking test can be improved to find the most appropriate instrument when they want to do the similar research in order to make the research much better. Although this study has been done but because of limited time it still has many weaknesses. Therefore, any writers interested in the same field are suggested to do deep analysis and focus on academic motivation in order to give a big contribution in academic life.

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