

**THE RELATION BETWEEN STUDENTS' MOTIVATION AND THEIR
SPEAKING PERFORMANCE IN LEARNING ENGLISH OF 10th GRADE
STUDENTS AT YP UNILA HIGH SCHOOL
BANDAR LAMPUNG**

(An Undergraduate Thesis)

By

Putri Novia



**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG**

2021

ABSTRACT

THE RELATION BETWEEN STUDENTS' MOTIVATION AND THEIR SPEAKING PERFORMANCE IN LEARNING ENGLISH OF 10TH GRADE STUDENTS AT YP UNILA HIGH SCHOOL BANDAR LAMPUNG

By

Putri Novia

The purpose of this study is to find out the relation between students' motivation and speaking performance of 10th grade students, also to find out who perform better in speaking, whether students with intrinsic motivation or extrinsic motivation. The method of this research was quantitative. The population of the research was 10th grade students at YP Unila High School Bandar Lampung. The samples were 36 students. A set of questionnaires of Motivated Strategies of Learning Questionnaire (MSLQ) was used to measure students' motivation and a speaking test was used to measure students' speaking performance. Pearson correlation was applied in this research. The result indicated that there was a correlation between students' motivation and their speaking performance since the significant value was 0,455 resided between 0,400 – 0,600, which means that the interpretation correlation between the two variables was average. This showed that the higher students' motivation, also the higher students' speaking score that they got. Thus, it is suggested that English teachers should give students many practices and interesting material. So, the students are brave to speak English inside and outside the class.

Keywords: *relation, motivation, speaking.*

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By:

Putri Novia

A Script

Submitted in a Partial Fulfillment

of The Requirement for S-1 Degree

In

The Language and Arts Department

of Teacher Training and Education Faculty



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
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Research Title : **THE RELATION BETWEEN STUDENTS' MOTIVATION AND THEIR SPEAKING PERFORMANCE IN LEARNING ENGLISH OF 10TH GRADE STUDENTS AT YP UNILA HIGH SCHOOL BANDAR LAMPUNG**

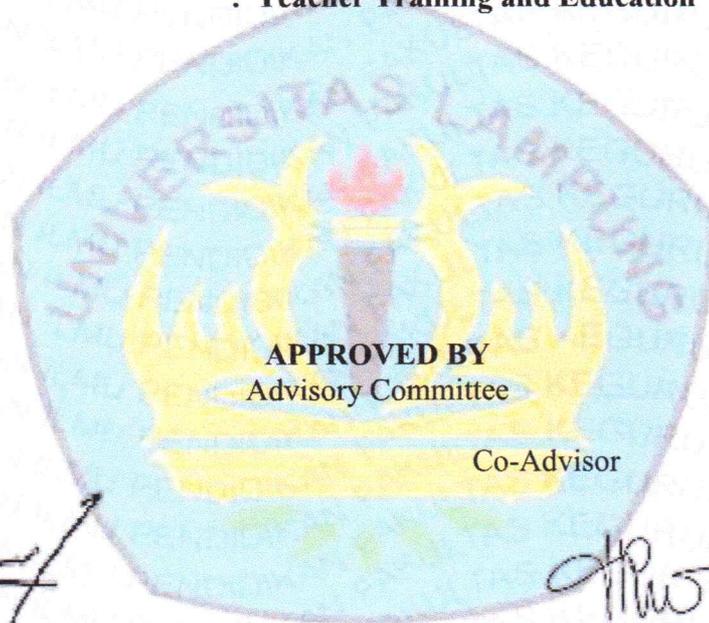
Student's Name : **Putri Novia**

Student's Number : **1713042051**

Study Program : **English Education**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**



Advisor

Handwritten signature of Dr. Dedy Supriyadi in black ink.

Drs. Dedy Supriyadi, M.Pd.
NIP 19580505 198502 1 006

Co-Advisor

Handwritten signature of Rafista Deviyanti in black ink.

Rafista Deviyanti, S.Pd., M.Pd.
NIK 231407871208201

The Chairperson of
The Department of Language and Arts Education

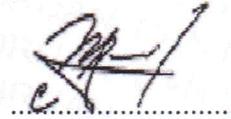
Handwritten signature of Dr. Nurlaksana Eko Rusmlnto in black ink.

Dr. Nurlaksana Eko Rusmlnto, M.Pd.
NIP 19640106 198803 1 001

ADMITTED BY

1. Examination Committee

Chairperson : **Drs. Dedy Supriyadi, M.Pd.**



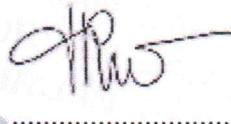
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Examiner : **Prof. Ag. Bambang S., Ph.D.**



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Secretary : **Rafista Deviyanti, S.Pd., M.Pd.**

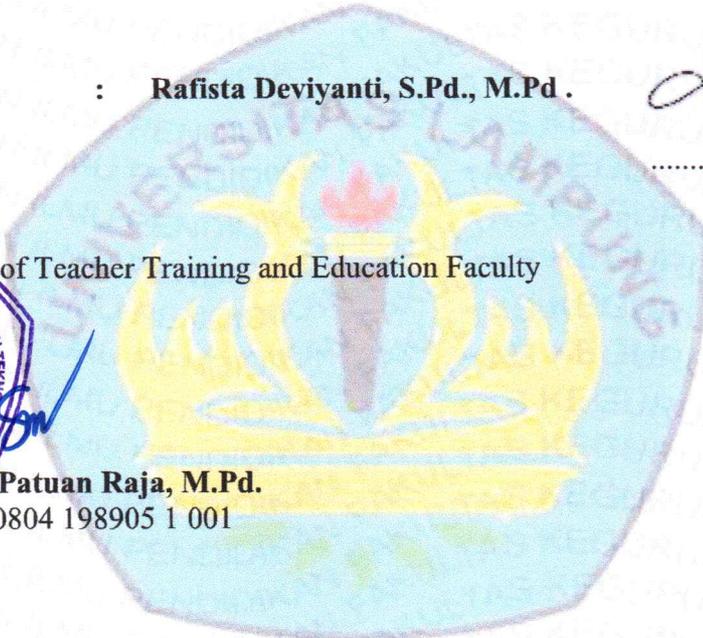


.....



The Dean of Teacher Training and Education Faculty

Prof. Dr. Patuan Raja, M.Pd.
NIP 19620804 198905 1 001



Graduated on: **August 27th, 2021**

LEMBAR PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Putri Novia
NPM : 1713042051
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Judul Skripsi : The Relation Between Students' Motivation and Their Speaking Performance in Learning English of 10th Grade Students at YP Unila High School Bandar Lampung

Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya akan menjadi tanggung jawab saya.

Bandar Lampung, 27 Agustus 2021

Yang membuat pernyataan,



Putri Novia
NPM. 1713042051

CURRICULUM VITAE

Putri Novia or can be called Putnov or Uti was born on March 27th, 1999 in Bandar Lampung, Lampung. With 7 older sisters and 1 older brother, she is the youngest child of alm. Nurhan and Asni Yanah.

She began her education from Pre-school until Junior High School at Xaverius I Teluk Betung, Bandar Lampung and finished it in 2014. She continued her study at YP Unila High School Bandar Lampung and finished her study at 2017. In the same year, she was accepted as a student of English Education Study Program of Lampung University.

During her study, she was actively involved in some organizations in order to experience something new and make a lot of friends. Besides getting a lot of new friends and a lot knowledge, joining organizations and extracurriculars has benefited her in enhancing leadership, public speaking skill, new skills, and networking. She joined Modern Dance, Ballet, Karate, and Scout when she was in elementary school. Moreover, she joined some extracurriculars and won some competitions, such as; Story Telling, Traditional Dance, Modern Dance, Cooking, Volley, also Marching Band in junior high school. In high school she also joined theater club and became General Treasure of the Students' Council. In the college, she joined international youth organization called AIESEC. While she was joining the organization she became a member, staff, committee program of Summer Project 2019, and also the alumnae. Besides that, she has completed her teaching practice program at YP Unila High School Bandar Lampung, from August to October 2020.

MOTTO

“Live Slow, Die whenever.

So, Chin Up Princess

Or

The Crown Slip”

DEDICATION

This script is dedicated to:

My beloved parents, Alm. Nurhan and Asni Yanah

My beloved Family, Nur Aini, Yuliyanto, Lilis, Edo, Lia, Jimmy, Riris, Ade,
Nanang, Tutut, Flavia, Donald, Jay, Marcel, Fahish

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In the end, the writer hopes that this paper can be used as one of the references which may provide a shade of light especially for those who are interested in carrying out an investigation about the relation between students' motivation and their speaking performance.

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Putri Novia

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CHAPTER I INTRODUCTION

1.1 Background of The Problems

Speaking is a point of communication which becomes a tool to get the knowledge of language itself. Speaking as the ability to use language in order to do speech, and express or exchange thoughts (Mart, 2012). Speaking facilitates people to maintain social relationship. There are some of the expressions that could be expressed through speaking, such as; curiosity, feelings, desire, and emotion. For those reasons, everyone needs to improve their speaking performance to make a good communication. Speaking is the most important skill among all the four language skills in order to communicate well in this global world, as English is widely used to acquire the communication skill of it to gets success in their respective fields (Rao, 2019, p. 1).

In language learning, speaking skill is an important part of the curriculum. Since speaking is a priority for the learners, they must understand that it is an essential skill to be mastered in learning English. Additionally, (Hossain, 2015) divided the language skills into productive and receptive. Receptive skills comprise reading and listening. They are important because they allow learners to understand contents, textbooks, works, or documents. Productive skills consist speaking and writing and they are significant because they let learners to perform in communicative aspects such as presentations, written studies, and reports. Therefore, speaking performance needs to be developed and learnt properly. In order to be successful in learning to speak English, students should be at the situation which they are willing to speak in English. In the other words, many factors that affect students in improving students' speaking performance. Students' speaking can be affected by the factors that come from affective factors, such as; motivation, confidence, and anxiety (Krashen, 1982).

Motivation is energy of students which come from inside or outside that can encourage themselves to do something (Harmer, 1991). From the statement before, it means that motivation is one of the biggest factors that helps students to improve their speaking performance. In the process of learning, motivation can come from the students themselves that is intrinsic, or outside themselves that is extrinsic. From these two differences, it can be seen that, those who have intrinsic motivation tend to have even bigger responsibility in learning. Instead, for those who have extrinsic motivation tend to wait or depends on the condition outside themselves in learning.

Some students feel that English is not important because they do not use English in daily life, just some occasion when they need it. For instance, they use English in English subject class, when they speak to the teacher, or when they communicate with foreigner. Outside from those situations, the students will keep silent and even be scared to talk in English. Students are afraid of making mistake (Ur, 1996). Students who have fear of making mistakes, and being laughed, have less confidence in their performance, also lack of motivation, then they will have less curiosity to learn or do the activity.

However, learning speaking is more effective if the learners are actively involved in the process of learning. "An action, we know, is normally influenced by an intention. Intention as commonly defined, is a determination to act in certain way or to do a certain thing." (Atkinson, 1964). From the statement before, as the students join and do their assignment, it means that they already have the intention to learn. It is already the basic thing of motivation that they have as students.

Since March 24th, 2020, (Makarim, 2020) stated, "In order to fulfill the rights of students to get services education during the emergency of the spread of corona virus disease through the implementation of learning from home implemented while observing protocol handling of COVID-19." Both teachers and the students also feel how hard it is to teach without seeing each other, also internet even become more important. Therefore, we have to learn all the applications or websites that can help us to communicate and send the materials.

Researcher had experienced internship through PLP 2020 at YP Unila High School Bandar Lampung, researcher could not teach and learn face to face with the students because of the pandemic. But, there was so many new things and excuses that made by the students while they were studying or when they want to submit assignment, such as: the connection was bad, the credit run out, the battery run out, the electricity turned off, and some of the teachers or students still found it hard to run the applications. Therefore, students' motivation is important because motivation gives strong contribution to students' performance. If students have motivation in learning English, it helps them to give good speaking performance.

From all the situations above, in this research, researcher choose "The Relation Between Students' Motivation and Their Speaking Performance in Learning English of 10th Grade Students at YP Unila High School Bandar Lampung" as the title of this research because the researcher believes that there is connection between students' speaking performance and their motivation in learning English in the middle of the pandemic.

1.2 Research Questions

1. Is there any relation between students' motivation and their speaking performance?
2. Do the students who have higher intrinsic motivation perform better in speaking than students who have higher extrinsic motivation?

1.3 Objectives

Related to the research problems formulated above, the objectives of this research are:

1. To find out the relation between students' motivation and their speaking performance in learning speaking English at YP Unila High School.
2. To find out whether the students who had higher intrinsic motivation performed better in speaking or the students who had higher extrinsic motivation.

1.4 Uses

Theoretically, this research finding is expected to become a reference for the next researchers as this informs how motivation related positively with the students who learn to speak English.

Practically, this research contributes for a teacher to help students use their motivation to the fullest.

1.5 Scope

This research is aimed for the teachers to understand students' motivations and to know how much motivation help students to improve their speaking performance.

1.6 Definitions of terms

1. Relation

Relation is a factual test to decide the tendency or pattern for two or more variables of information to shift reliably. In this research, the writer wanted to find out the relation between students' motivation and their speaking performance.

2. Speaking

Speaking is an activity which includes two people or more interacting in order to deliver and receive information through the use of verbal or non-verbal languages.

3. Motivations

Motivations in learning is intrinsic and extrinsic strength of students who are learning in order to change behavior, generally with some indicators or supportive elements. In this research, motivation in learning English means the strength of students who had learning English as a factor that made students improved their speaking skill.

CHAPTER II LITERATURE REVIEW

2.1 Speaking

Language theorist proposed a lot of definitions about speaking since the ability to communicate and to use the language becomes important to be mastered. Due to the fact humans communicate to cooperate and to develop relationship with each other, humans can provide a lot of information and show their feeling or idea through speaking to the listener. By the importance of speaking, it is important for researcher to learn about speaking in detail.

2.1.1 Definition of Speaking

There are a lot of definition that proposed by English experts. Some experts give the definition of speaking generally. According to (Torky, 2006, p. 14), "Speaking is one of the four language skill. It is the means through which learners can communicate with others to achieve certain goals or to express their opinion, intentions, hopes, and viewpoints.". Therefore, speaking is an interactive process of constructing meaning that implicate producing, receiving, and processing information. Also, speaking defined as a productive skill which deals with the way of giving information from the speaker to the listener.

Besides, According to Jo Mc Dough and Christopher Shaw, "Speaking is a desire and purpose-driven that may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiation and or solving a particular problem or establishing and maintaining social relationship and friendship". To sum up from the definition above, the researcher conclude, speaking is a tool of communication to show desire or wish of person to express ideas, opinions, feelings to others for discussing, negotiate, or solving problem in order to make or maintain interaction, friendship, or social relationship.

2.1.2 Component of Speaking

According to (Harris D. , 1974), there are five components to recognize in analyzing speaking, they are:

1. Vocabulary

Vocabulary is important aspect in speaking. Without comprehend vocabulary people will find difficulties when speaker wants to speak his/her thoughts, ideas, opinions, or feelings to the listener.

2. Grammar

Grammar is a set of principles which specify how to form, pronounce, interpret, phrases and sentences. (Heaton, 1978, p. 5) defines grammar as students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones needed for students to arrange correct sentences in conversation. Grammar is needed to help the listener get the real meaning of what the speaker says. Although people do not focus too much on the grammar of their utterances, it becomes a need that the speaker has to convey a message in proper sentence.

3. Pronunciation

Pronunciation is another important component in speaking. Pronounce includes the segmental features of vowels, consonants, stress, and intonation patterns. In communication, speaker need to pronounce the words clearly and correctly to avoid miscommunication. Pronunciation is the way of certain sounds is produced. Pronunciation becomes the major intention because it helps speaker as well as listener to understand the sentences. Pronunciation refers to the ability to produces easily comprehensible articulation (Syakur, 1987).

4. Fluency

The fluency of someone when speaking might show that he/she is able to speak well. Fluency can be defined as the ability to speak fluently and accurately. Harris stated that fluency is an ability to speak quickly and automatically. (Louma, 2004, p. 88) stated, "Definition of fluency often include references to flow or smoothness, rate of speech, absence of excessive pausing, absence of disturbing hesitation markers, length of

utterances, and connectedness.”. Furthermore, Louma also stated that fluency is the ability to talk freely without too much stopping or hesitating. Fluent speech refers to a condition when words are connected in smooth way to develop understanding.

5. Comprehension

Comprehension is defined for oral communication that requires a subject to respond the speech as well as to initiate it (Syakur, 1987). Comprehension is related to students’ capability to make other people understand what the speaker is trying to convey a message in speaking performance. It means that if a person can answer to express well, and correctly, it shows that he/she comprehends well.

Based on the explanation above, speaking skill consist of many components or aspect, such as vocabulary, grammar, pronunciation, fluency, and comprehension and each of the components have important role and related to each other. By mastering all the factors, students can achieve the aim of speaking.

2.1.3 Problems in Speaking

According to (Ur, 1996, p. 121), there are some problems in getting students talk in the classroom. Those problems are:

1. Inhibition

Worried about making mistakes, fearful of criticism, or simply shy of the attention that their speech attracts.

2. Nothing to Say

They have no motive to express themselves beyond the guilty feeling that they should be speaking.

3. Low or Uneven Participation

This problem is compounded by tendency of some students to dominate, while others speak very little or not at all.

4. Mother-Tongue Use

In classes where all, or a number of the students share the same mother tongue, they may tend to use it; because it is easier, it feels unnatural to

Speak to one another in a foreign language, and they feel less 'exposed' if they are speaking their mother tongue.

From Ur's explanation above, the researcher concluded that to solve those problems, teacher must help the students. Furthermore, Ur also gave solutions that can be used by the teacher to help the students to solve those problems, they are: group work, base the activity on easy language, give some instruction and training in discussion skills, and keep students speaking in the target language.

2.2 Motivation

2.2.1 Definition of Motivation

Each person has their internal condition that give impact in daily activities to do something and one of those internal condition is motivation. According to (Harmer, 2007, p. 98), motivation is essential to success; people have what they want to do to succeed. Also, according to (Schunk D. H., 2012, p. 8), motivation is the process of students to conduct activities based on their goal. To sum up from Schunk's statement of motivation, motivation is a process rather than a result or a product. From many behaviors, motivation can be concluded, because motivation is a process, so we cannot immediately observe someone's behavior.

According to (Brown, 2000, p. 161), Brown defined motivation from three definition of motivation, they are:

1. From Behavior Perspective

Motivation is seen in very matter of facts term. It is quite simply the anticipation of reward. Driven acquire positive reinforcement, and driven by previous experiences of reward for behavior, we act accordingly to achieve further reinforcement. From this view, our acts are likely to be at the mercy of external forces.

2. From Cognitive Perspective

Motivation places much more emphasis on the individual decisions. (Keller, 1983) in (Brown, 2000, p. 160) stated, "The choices people make as to what experiences of goals they will approach or avoid, and the degree of effort they will exert in that respect."

3. From Constructivist Perspective

Motivation places even further, emphasis on social context as well as individual personal choices. Each person is motivated differently and there will be an act on his/her environment in their unique way. These unique acts are always carried out within cultural, social relation, and cannot be separated completely from that context.

From all definitions above, the researcher conclude that motivation is an energy or a desire to do something. It attempts the amount of energy or desire an individual put to achieve the goals. Motivation has a great influence to help someone to perform better, because when someone get motivated, they will do even better effort to achieve something.

2.2.2 Role of Motivation

Motivation gives main contribution in determining students' successful. Motivation is very crucial to the students to strength their performance. According to (Brown, 2000, p. 160), success in any task is known that someone is motivated. Also, Brown stated that a learner will be successful with the proper motivation. Students with motivation will try to study hard and gives better performance in learning process. Motivated behavior filled with energy, directed, and will be durable.

From the explanation above, it can be concluded that motivation is important because it gives a lot of impact, also big influence students' performance. It can help and maintain someone to act, show, or perform something. Also, motivation becomes one of main factor in giving spirit to every learner who wanted to do something whether it's a big thing or small thing.

2.2.3 Types of Motivation

Motivation can be divided into 2 types in students' learning, they are:

1. Intrinsic Motivation

According to (Moore, 2005, p. 372), intrinsic motivation is what the learners themselves bring into the learning environment, like attitudes, needs, personality factors, and values. Furthermore, according to (Schunk

D. H., 2008, p. 236), intrinsic motivation refers to motivation concerned in activities for its own sake. Internal motivation involves motivation to do something for its own sake, because this motivation appeared from ourselves.

From the statement above, researcher concluded that intrinsic motivation concern with individual behaviors when the students learned the learning activity and it appeared from themselves. Also, the students with intrinsic motivation usually study harder and enjoy the teaching process because they have desire to do everything from inside themselves and reward for themselves not depend on external reward.

2. Extrinsic Motivation

According to (Marsh, 1996, p. 27), extrinsic motivation is experienced by students when they receive a reward, or avoid punishment, or in some other way not connected with the task, earn the approval for particular behavior. Also, (Brown, 2001, p. 76) stated, extrinsic motivation refers to motivation that comes from outside an individual. Extrinsic motivation come from outside themselves, the opposite of intrinsic motivation. This motivation caused by outside factors of situation; the factor in supporting students' achievement such as reward, praise, reinforcement, and punishment.

In teaching and learning process, there are some factors that can influence students' extrinsic motivation, they are:

1. Teacher

Teacher is a person who provides education for students; a person who has an important role in teaching and learning activity to socialize and shaping motivation among students. Teacher is not only a person who transfer the knowledge to students, but also as a motivator who always supports and motivates the students in teaching and learning. According to (Dornyei, 2001), teacher's skill in motivating students should be seen as the central in teaching and learning process. As the key instrument to handle and organize students in the classroom,

teacher also has responsibility to make teaching and learning process successfully.

According to Penny Ur, other sources are certainly affected by the teacher actions, they are:

a. Success and its reward

This is important feature in raising extrinsic motivation. Students who have already succeeded in the past assignment will be more willing to engage with the next one, more confident, and more likely to persevere in their effort. The teacher's most important function here is to make sure that learners are aware of their own success.

b. Failure and its penalties

Failure in any sense is generally regarded as something to be avoided, whereas success is something to be sought. Failure is not just the matter of wrong answer; students should be aware that they are failing if they have done significantly less than they could have.

c. Authoritative demands

Learners are often motivated by teacher's pressure. They may be willing to invest efforts in tasks simply because the teacher told the students to, recognizing teacher's authority and right to make this demand, and trusting teacher's judgement.

d. Test

The motivating power of test appear clearly; students who know they are going to be tested on specific material next week will normally be motivated to study carefully than if they had simply been told to learn it. This is a useful incentive, provided there is not too much stress attached, and provided it is not used too often.

e. Competition

Students will often be motivated to give their best not for the sake of the learning itself but in order to beat their opponent. Individual competition can be stressful for people who find losing humiliating are not very good at the language and therefore likely constantly to

lose in contest based on (linguistic) knowledge; and over-used, it eventually affects negatively students' willingness to cooperate and help each other.

2. Parents

Parents are expected to motivate their children to achieve the good goals in school. According to Jeremy Harmer, “if the parents are very much against the culture of the language this will probably affect his or her motivation in a negative way. If they are very much in favor of the language this might have the opposite effect.”. From the statement before, it means that parents have an important role to motivate their children. They should have supported their children to create their motivation.

3. Environment

According to (Tabrani, 2003, p. 148), environment is everything which exist around us, which has correlation and gives influence to ourselves. The teaching and learning activity which conducted in clean, good, and healthy environment can give better satisfactory for both teacher and students.

According to (Brown, 2000, p. 164), intrinsic motivation is more powerful than extrinsic motivation, especially for long term retention. (Schunk D. H., 2008, p. 359) added, intrinsic and extrinsic motivations depend on time and context. Both characterize individuals at a given time in relation to a particular activity. The same activity can be intrinsically or extrinsically motivate different people.

From all the explanation above about intrinsic and extrinsic motivation, researcher concluded that intrinsic motivation is stronger and powerful than extrinsic motivation. Intrinsic motivation requires external simulation because it already exists within the individual itself, people who motivated intrinsically would have a strong desire to achieve the goal. On the other hand, extrinsic motivation needs other forms or factors from outside, it means the desire to perform or show something is controlled by an outside factor.

2.2.4 Characteristic of Motivated Students

According to (Ur, 2009, p. 274), motivated student is the one that willing or even eager to invest effort in learning activities and to progress. Some experts infer the

presence of motivation from the behavioral indicators. According to (Schunk D. H., 2008), the indicators are:

1. Choice of task or interest. When students have a choice, what they choose to do indicates where they put their motivation. This is one of the important indicator, students can demonstrate their interest by what they do (or say that they do) in and out of school when they have free time and can choose among activity.
2. Effort, students motivated to learn are likely to expend greater mental effort during instruction and employ cognitive strategies they believe will promote learning.
3. Persistence, or time spent on a task. Students motivated to learn are likely to persist, especially when they encounter obstacles. Persistence is important because much learning takes time and success may not readily occur.
4. Achievement, students who choose to engage in a task, expend effort and persist are likely to achieve at higher level.

Furthermore, according to (Ur, 1996, p. 275), there are some characteristics of motivated students, they are:

- a. Positive task orientation:
The student is willing to do tasks or challenges, and has confidence on his or her success.
- b. Ego-involvement:
The student finds the task important to succeed in learning in order to maintain and promote his or her own self-image.
- c. Need for achievement:
The student has need to achieve, to overcome difficulties and succeed in what he or she sets out to do.
- d. High aspirations:
The student is ambitious, goes for demanding challenges, high proficiency, and top grades.

e. Goal orientation:

The student is very aware of the goal of learning, or of specific learning activities, and directs his or her effort towards achieving them.

f. Perseverance:

The student consistently invests high level of effort in learning and is not discouraged by setbacks or apparent lack of progress.

g. Tolerance of ambiguity:

The student is not disturbed and frustrated by situations involving a temporary lack of understanding or confusion; he or she can live with these patiently in the confidence that understanding will come later.

2.3 Motivation in Learning English and Speaking Performance

Motivation is energy of students whether come from inside or outside which push themselves to do something. Motivation is considered as an essential part in learning English, also speaking performance. (Schunk D. H., 2008) stated, motivation has positive relationship with goal which emphasize on performance. Moreover, (Uno, 2013, p. 30) stated, motivation also gives strong contribution to someone's performance. Motivation in learning is very crucial in giving contribution to students' performance. If students have high motivation in learning English, it can help them to give good speaking performance.

Speaking is the essential skill among other language skills that must be learned by English students. It is as the major criterion to consider that the English students' competence is good or lack. The essential thing in speaking is practice the language because practice makes perfect. Speaking can be done by two or more people to communicate, to share information and to achieve a particular goal. However, based on the researcher's observation in English subject at school, many students feel shy to speak up when the students and the teacher only communicate by video call. Students also afraid of being laughed by their friends when he/she speak up. Moreover, many students who still lack of vocabulary.

The problem that stated above actually happened because students are low motivated. It is assumed that motivated students will not face those problems.

Students with high motivation will study hard and attempt to get the best in learning. One of the characteristics of motivated students is high persistence and effort in learning. Besides, (Ur, 1996, p. 120) stated, the following characteristics are common in successful speaking:

1. Maximum foreign talk
2. Even participation
3. High motivation
4. Right language level

From Ur's statement above, it can be seen that if the students have high motivation in learning English, it can influence their speaking performance. Also, proved from Irmawaty's research (2013), she concluded that motivation in learning English gives contribution to speaking skill. She also said if students have high motivation in learning English, they will interest to speak English, and finally they will show a good speaking performance, and students have less motivation in learning, they do not have interest to speak in English.

2.4 Review of Previous Research

There was some previous research that reviewed by the researcher. Reviewing previous researches that proposed by other researchers are expected to keep the originality of the previous research project. The following are some relevant researches in references of this mini-thesis project:

First, based on Lisa Kusumawati's research at Department of English Education UIN Syarif Hidayatullah Jakarta, by the title "The Correlations Between Students' Motivation in Learning English and Their Speaking Achievement", the research was used the correlational method. In collecting the data, the researcher distributed questionnaires to the respondents and took students' speaking score from English teacher. This research used random sampling to take respondents as the sample. After the data collected, the data were analyzed by formula of correlation product moment. The study stated that there is correlation between students' motivation in learning English and their speaking achievement and the students with high motivation in learning English will get better speaking

achievement than those with low motivation in learning English. It means that motivation affects students' speaking achievement.

Second, Dina Maryana (2011) also conducted research with the title "The Correlation Between Student' Motivation in Learning English and Their Speaking Achievement", the research showed that there was a significant correlation between students' motivation in learning English and their speaking achievement. It means that the students with higher motivation will get better achievement in speaking than a lower one. Her research used survey method through correlational technique. The data were collected by two techniques. The first technique was distributing questionnaire to measure students' motivation. The second technique was collecting students' speaking score from English teacher. Then, the data collected were analyzed by formula of correlational product moment. The result showed that the correlation index between variable X (students' motivation) and Y (students' speaking achievement) is 0.406, it means both variables have medium correlation and the alternative hypothesis of the research was accepted.

Third relevant research is conducted by Irmawati (2013) with the title "The Correlation Between Students' Motivation and Students' Speaking Skill", in this research, she used questionnaire to measure students' motivation and oral test (dialogue) score to measure students' speaking skill. From this research, there is significance correlations between students' motivation and students' speaking skill, also students' motivation contributes to students' speaking skill. It was proved by statistical analysis in findings that Sig.

From all the explanation above, it can be seen that there is similarity to this research. However, has differences start from the title, the sample, the technique to get the sample, and the technique on collecting the data. In this research, the researcher just focused on students' motivation and their speaking performance in learning English. The sample will be 36 students from 10th grade of YP Unila High School Bandar Lampung.

2.5 Theoretical Assumption

Based on the explanation above, speaking is a process of sharing thoughts, feelings, ideas to get information by receiving or producing. Also, speaking is an essential skill which is should be mastered by the students. Besides, from research review that already explained above, motivation is one of the factors that affect speaking performance. Motivation helps students to pay more attention on something and help students to show how effective they processed it.

Furthermore, motivation is a power which come from inside or outside from students and pushes themselves to do something. Students with high motivation will learn the lesson which supports speaking ability even better not only in school but outside the school. Also, students with high motivation will enjoy the learning process, and they will look for the way that can help them mastering English, especially in speaking. They will be brave enough to make mistake and decide about what to say and express their ideas in English. So, the researcher assumed that the higher students' motivation in learning English, the better their speaking performance will be.

2.6 Hypothesis

Alternative Hypothesis (Ha):

There is relation between students' speaking performance their motivation in learning English.

CHAPTER III RESEARCH METHOD

3.1 Research Design

In conducting this research, the researcher used a quantitative design. Since this research discussed about correlation study, Ex post facto was the specific design. 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 the reason why the researcher looks at the type of relationship between two variables rather than at a cause and effect relationship (Hatch, 1982). Correlational design provides an opportunity for the researcher to predict scores and explain the relationship among variables.

Within the writing process, the researcher had field research to get the data of students' motivation. Due to covid-19 the researcher conducted the speaking test by asking the students to make a video for about 1 until 2 minutes as the sample to find out students' speaking performance, then the researcher gave questionnaires to find their motivation in learning English. After the researcher obtain the complete data, the researcher analyzed the data with the formula of correlation product moment.

3.2 Variable

The researcher used person-product moment correlation coefficient. This design was chosen by the researcher because it were the most suitable to measure the correlation between two variables. The data in this research were students' motivation and speaking performance. Motivation was symbolized as 'X' variable, it was scored by giving MSLQ questionnaire. While English speaking performance was symbolized as 'Y' variable, it was tested by giving topics to the

students and asked them to record a video while telling the story from the topic they chose to get the score. From (Hatch, 1982, p. 27), it can be illustrated as follows:

X – Y

Which:

X : Motivation (independent variable)

Y : Speaking (dependent variable)

3.3 Population and Sample

The population of this research was 10th grade in YP Unila High School Bandar Lampung, there were seven classes, the researcher took 3 students from each class, so in total, there were 36 students as the samples that were taken by the researcher. The samples were obtained by using purposive sampling. According to (Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*. Edisi II., 2018), purposive sampling is used with the aim that the individual or selected case can represent a case that can answer the research problem. It also known as judgmental, selective or subjective sampling. This is a type that of non-probability sampling, which focuses on sampling technique where the units which investigated are based on the judgement of the researcher. The aim of this purposive sampling is the data which have been get by the students will represent the cases that can solve the research questions.

3.4 Research Instrument

The instruments in this research were speaking test and questionnaire. The researcher conducted a speaking test to get the scores of students' speaking performance. The researcher and the English teacher asked the students to make a speaking video about their personal experience that concerned in five aspects of speaking test. They were pronunciation, grammar, vocabulary, fluency, comprehension. The researcher asked the students to submit the video the day after the instruction.

The second instrument of this research was questionnaire. The researcher used Motivated Strategies for Learning Questionnaire (MSLQ) to measure students' motivation in speaking performance. It was a close ended question where the subjects were only allowed to choose the answers that had been provided. There were 8 questions in total, but they were divided into two parts, Intrinsic Motivation (IM) and Extrinsic Motivation (EM), 4 questions for each part. The questionnaire was used to find out which students had higher motivation, also to prove the correlation between motivation and student' speaking performance.

3.5 Data Collecting Technique

In conducting this research, there are two ways to gain the data.

1. Speaking Test

For this research, speaking test was used as the instrument. In the test, teacher asked the students to tell their experience. Also, the teacher gave some explanation for the students before the test to arrange speaking material in the guideline of speaking that were provided by the teacher. In the test, the students chose one of the topics, they were past experiences, holiday experiences, sad experiences, and unforgettable experiences.

During this test, the researcher chose to use scoring guide proposed by (Harris D. P., 1987) which provides rating scale for five criteria of the aspect of speaking skill. The criteria were pronunciation, grammar, vocabulary, fluency, and comprehensibility.

Table 3. 1. Five Components of Grading Speaking Scale by Harris

No	Criteria	Rating Scores		Description
1	Pronunciation	5	(95-100)	Has few traces of foreign language?
		4	(85-94)	Always intelligible, though one is conscious of a definite accent.
		3	(75-84)	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	(65-74)	Very hard to understand because of pronunciation problem, most

No	Criteria	Rating Scores		Description
				frequently be asked to repeat.
		1	Below 65	Pronunciation problem to serve as to make speech virtually unintelligible.
2	Grammar	5	(95-100)	Make few (if any) noticeable errors of grammar and word order.
		4	(85-94)	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
		3	(75-84)	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	(65-74)	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Below 65	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3	Vocabulary	5	(95-100)	Use of vocabulary and idioms is virtually that of native speaker.
		4	(85-94)	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	(75-84)	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	(65-74)	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Below 65	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Fluency	5	(95-100)	Speech as fluent and efforts less as that of native speaker.
		4	(85-94)	Speed of speech seems to be slightly affected by language problem.

No	Criteria	Rating Scores		Description
		3	(75-84)	Speed and fluency are rather strongly affected by language problem.
		2	(65-74)	Usually hesitant, often forced into silence by language limitation.
		1	Below 65	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	(95-100)	Appears to understand everything without difficulty
		4	(85-94)	Understand nearly everything at normal speed although occasionally repetition may be necessary
		3	(75-84)	Understand most of what is said at slower than normal speed without repetition
		2	(65-74)	Has great difficulty comprehend. social conversation spoken slowly and with frequent repetition
		1	Below 65	Cannot be said to understand even simple conversation.

2. Questionnaire

To find out the relation of students' motivation and their speaking performance, the researcher distributed a questionnaire using *google form* through *whatsapp* group. The question items were adopted by (Nielsen, 2018). It was used to measure students' speaking motivation. The question items were designed to survey the intrinsic and extrinsic motivation of the students' speaking. The items no. 1 to 4 were included to the intrinsic motivation question. Items 5 to 8 were belong to extrinsic motivation question. Also, in the questionnaire, there was a translation from each question and answer. The researcher gave the translation because the researcher needed all of the students to really understand the meaning of each question and they can answer it with honesty and carefully.

3.5 Research Procedure

In administering the research, the researcher uses the steps as follows:

1. Speaking Test

The researcher asked the students to make a video as the research subject to know their speaking performance. The students were asked to tell their experience for 1 until 2 minutes by sending a video through e-mail or *whatsapp*.

2. Observing

The researcher observed the students to know their motivation in learning English on the pandemic of COVID 19.

3. Distributing questionnaire

After getting the data of students' speaking performance, the researcher distributed the questionnaire using *google form* to the students through *whatsapp* group.

4. Analyzing the data

After getting all the data, the researcher analyzed the data using SPSS to find out the results and relation between students' motivation and their speaking performance.

3.6 Validity

According to (Nurweni, 2018) validity means suitable with what has to be measured. It is used to ensure the research questionnaire whether it is a good assessment or not. In this research, the researcher focused on content validity and construct validity.

3.6.1 Validity of Speaking Test

a. Content validity

content validity is intended to know whether the instruments could represent the material that will be measured. According to (Setiyadi, 2018) content validity refers to every item in the test that must be appropriate and represent the material that will be measured. Thus, the test should be based on the basic competence in the syllabus of the first grade of Senior High School. Then, the

researcher used the basic competence of *understanding the use and the content of a recount text*. The researcher will conducted the test and lesson plan based on these basic competencies.

b. Construct validity

In construct validity, the instruments are measured based on some indicators. It is concerned whether the test is actually in line with the theories of what it means to know the language is being measured (Nurweni, 2018). In speaking test, the researcher made some items of speaking that can be used to measure students' speaking ability based on some criteria of speaking aspects. According to Harris (1969: 84), there are five components of speaking should be assessed. They are pronunciation, grammar, vocabulary, fluency, and comprehension.

Furthermore, the speaking test was composed based on indicators and the objectives in the lesson plan of the school using syllabus 2013. Other than that, to check the validity of the research instruments, the instruction of speaking test was previously examined by Mr. Syauqi Wafa, S.Pd. as an English teacher of SMA YP Unila Bandar Lampung and Mr. Jonidam, S.Pd. as an English teacher in Youngster English Course. For the questionnaire, the researcher adopted from (Nielsen, 2018). It was used to measure and assess the students' motivation (intrinsic and extrinsic).

3.6.2 Validity of Questionnaire

a. Content validity

Content validity is the extent to which a test measures a representative sample of the subject matter content, the focus of content is adequacy of the sample and simply on the on the appearance of the test (Hatch, 1982). The question items were adopted by (Nielsen, 2018). It was used to measure students' speaking motivation. The questionnaire was designed to survey the intrinsic and extrinsic motivation of the students' speaking. The items no. 1 to 4 were included to the intrinsic motivation question. Items 5 to 8 were included to extrinsic motivation question.

b. Construct validity

Construct validity is the appropriateness of inference made on the basis of observations or measurements. Construct validity plays an important role to measure what should be measured related to the theory. The construction of the test refers to the theory in line with Nielsen (2018) about aspects of motivation.

3.7 Reliability

3.7.1 Reliability of Speaking Test

Reliability means the consistency of a research instrument. The results of the assessment should be consistent in a different time. The researcher used inter-rater reliability, where there were three raters to assess students' speaking performance. The first rater was the English teacher of SMA YP Unila Bandar Lampung, the second rater was English teacher at Youngster English Course, and the researcher. To measure the reliability of the students' score, the researcher used Cronbach Alpha Coefficient.

Table 3. 2. The Criteria of Alpha Cornbach (Setiyadi, 2016)

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0,9$	Excellent
$0,9 > \alpha \geq 0,8$	Good
$0,8 > \alpha \geq 0,7$	Acceptable
$0,7 > \alpha \geq 0,6$	Questionable
$0,6 > \alpha \geq 0,5$	Poor
$0,5 > \alpha$	Unacceptable

3.7.2 Reliability of Questionnaire

The researcher also used Cronbach Alpha Coefficient to measure the consistency of items in the questionnaire. There were 8 items in which it was scored based on Likert scale with range of score 1 to 5. According to (Setiyadi, 2018, p. 16) the minimum Alpha for Likert scale is 0.70.

3.8 Data Analysis

The researcher used a speaking test and questionnaire in collecting the data to find out the relation between students' motivation and their speaking performance. The researcher correlated the result of students' speaking test and the result of students' response in order to determine whether there was any relation between students' motivation and their speaking performance. Correlational Analysis Technique is a statistical analysis technique regarding the relationship between two or more variables. The researcher analyzed the data by using Pearson Product Moment Correlation in SPSS (Statistical Package for Social Science). The result of the test was in form of score or interval data. After getting the result, the researcher analyzed the correlation between students' motivation and their speaking performance.

Table 3. 3. Interpretation correlation by (Setiyadi, 2018, p. 145)

Correlation Value (r)	Interpretation
0,000 – 0,200	Very low correlation
0,200 – 0,400	Low
0,400 – 0,600	Average
0,600 – 0,800	High
0,800 – 1,00	Very high correlation

3.9 Hypothesis Testing

This analysis is used to test the correctness of the proposed hypothesis. This analysis uses processing that will look for the data relationship between variable X and variable Y.

Ha: There is relation between students' motivation and their speaking performance.

The hypothesis was used to prove whether the proposed hypothesis in this research was accepted or not. The hypothesis was tested by using a Pearson Product Moment of Statistical Package for Social Science (SPSS).

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the data analysis of the previous chapter, researcher concluded that:

The research that the researcher conducted obtained that there was a relation between students' motivation and their speaking performance. Therefore, the hypothesis alternative (Ha) that has been already mentioned in chapter 3 is accepted. There was positive average relation from students' motivation with their speaking performance. The researcher used SPSS hypothesis testing based on the N.Sig (number of significance). As the result of correlation, the researcher get $r = (0,455)$, $N.Sig = 0,005$. It also means that students' motivation had a contribution to their score of speaking performance.

Even though the result had average correlation, the results still showed if the subjects had low motivation scores, they also had low rating in speaking performance. Conversely, if they had high motivation score, they also had high rating in speaking performance. Not like some other research about this issue, the researcher found that this research was already different to begin with, because the material, communication, and interaction were distracted by the pandemic of Covid-19. From the statements which has been mentioned before, they have answered the first research question. For the second research question, the answer is no, the result of the Independent Group T-Test showed that the sig (2tailed) value is 0,97. It can be concluded that Sig(2tailed) more than 0,05. It means, there was no significant difference between intrinsic motivation and extrinsic motivation. So, both intrinsic and extrinsic motivation helped students' speaking performance.

In distinction to the statement above, even though there were not so much of the difference, still, students with high motivation while learning were able to achieve better speaking performance. Motivated students try to enhance their knowledge about speaking English in order to help them practice their speaking performance. In the competency goals of the official program description, the learning objectives, in classes and in the actual examination assignments, students were readily expected to be motivated, and thus attending and studying in independent, self-regulated ways due to interest and inner drive to learn to be an academic. Motivated students made effort by paying more attention in the learning process. More than that, they were willing to learn the lesson not only in school but also out of school. Again, motivated students enjoyed their learning process and it made them confidently speak up wherever they are. Additionally, motivated students like to challenge things from the lessons and they will overcome the obstacles by showing even more interest to the lesson. To sum up, motivated students even had better result because motivation help them to improved the performance to get more achievements.

5.2 Suggestion

Based on the findings of this research about relation between students' motivation and their speaking performance of 10th grade students at YP Unila High School Bandar Lampung, the research would like to give suggestions in the following points:

1. To the teacher, they need to know psychological factor from students itself, like motivation. Teachers are expected to improve students' motivation in learning speaking English. They should help to stimulate students' interest in concrete action, such as giving them motivation and for that they should be able to use every single chance to do speaking practice in the class. Let the students feel enjoyable while in the class even when it's just through online learning. Try to give the students some cool and new trend to deliver the material that make them curious, interest, and motivate them even more to learn speaking English. Moreover, by giving the students motivation to be relaxed in speaking and tell them that it is

just the process of learning. Thus, they don't have to be afraid of making mistakes, but also tell them that they have to learn from their mistakes.

2. To the students, all of them must be aware and improve more knowledge about the importance of English especially for their carrier in the future. They need to realize and understand that the success in English learning reckon on each of them. It means that they should build and improve their own motivation in learning especially speaking. Motivation is one of the important factors which determine the success in learning and the students have to gain, also develop their own interest and maintain their curiosity. So, they will get better result from learning.
3. To the future researcher who want to conduct more in depth the research on students' motivation and their speaking performance. This research gives the information that there is a significant relation between students' motivation and their speaking performance. Hopefully, this research can help the future researcher who interested to search about the relation between motivation and speaking performance and it is also expected to motivate the future researcher. However, the future researcher expected to take a larger sample on their research, as in this research only 36 respondents. Also, the future researcher have to conduct the research longer in time to get more valid and reliable data, as in this research less than a month because online learning made it hard to reach the students. Furthermore, this research is the beginning for the future researcher. Nonetheless, the findings are still need support from other findings.

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