

**THE CORRELATION BETWEEN THE SECOND GRADE STUDENTS'  
LEARNING MOTIVATION AND THEIR SPEAKING ABILITY AT SMA  
PERTIWI 1 PADANG**

**THESIS**



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PADANG**

**2025**

**UNIVERSITAS BUNG HATTA**

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*Submitted to Fulfill a Partial Requirement for Getting S-1 Degree at the English  
Department, Teacher Training and Education Faculty, Bung Hatta University*



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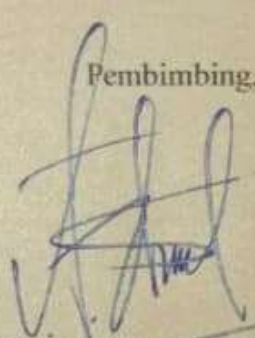
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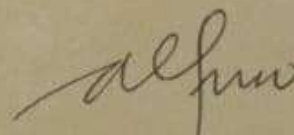
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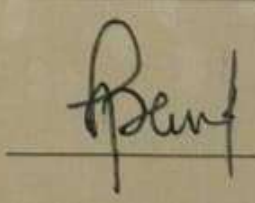
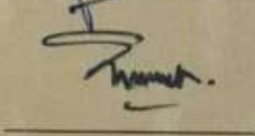

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## ACKNOWLEDGMENT



Alhamdulillahirabbil'alamin.....

First of all, the researcher would like to express her highest gratitude to Allah SWT for giving her opportunity, strength, health, inspiration, motivation, and patience to write this thesis entitled “**The Correlation Between the Second Grade Students’ Learning Motivation and Their Speaking Ability at SMA Pertiwi 1 Padang**”. Sholawat and Salam are also addressed to the Prophet Muhammad SAW who has brought us from the darkness to the lightness.

A lot of people have provided motivation, advice, support and even remarks that helped the researcher in writing this thesis. In this valuable chance, the researcher would like to express her gratitude and appreciation to all of them.

First, the researcher would like to express her special thanks to Drs. Adzanil Prima Septy, M.Pd, Ph.D. as her advisor who has guided and helped her in accomplishing this thesis. The researcher also thanks the examiner’s lecturers, Dra. Ernati, M.Pd. and Lailatul Husna S.Pd., M.Pd. who have given a lot of advices and correction in writing this thesis. The researcher also would like to express sincere appreciation to Dr. Yetty Morelent, M.Hum as the Dean and Dra. Zulfa Amrina, M.Pd. as the Vice Dean of the Faculty of Teacher Training and Education of Bung Hatta University, to Dr. Joni Alfino, M,Pd as the Head of English Department, and to all of the lecturers who have taught and guided her during the study at this department.

Then, especially this thesis is presented for the first love of the beloved parents of the researcher, Usman (alm), her father who did not have the opportunity to accompany the researcher's process during college, longing is always there in every second, thank you for being my greatest motivator even though your body is no longer visible. And for my beloved mother Ernawati, the expression of gratitude will not be enough for all the sacrifices that have been given. Thank you for trying anything in the researcher's college process, this thesis is written on the basis of love and affection that she always gives.

Next, to her beloved brothers Eldi Tanjung, Elmison, Afrizal Usman, Novermansyah and Alfitrayansyah for the love and care that cannot be paid with any material things in this world. The researcher would also like to thank profusely sisters in law Imelda, Defi Kurniati, S.Pd and Deswira, S.Pd, Gr) , and nephews also nieces ( Hafsha, Badar, Deza, Gerald, Gibran, Risky, Fathar and Hanum), aunts, cousins who have motivated and supported the writer to finish this thesis.

The researcher also would like to express her deepest gratitude to the member of English Department 2021, Restia Ningsih, Edrea Jihan F, Zuratun Naimah, Diska Ulandari, Rodiyah Joan A, Rangga Dwi Putra for their love, motivation, assistance, support, and endless prayers in completing this thesis. Specially the researcher would like to thank to Diska Ulandari, Zuratun Naimah and Aisah Mifti Jannah who always pleasure to help and support the researcher even in the worst situation. The researcher also would like to thank to the member of KKN Sumpur 2023 especially ( Mutia, Rania, Lovy, Zilfa) and member of PLP

SMA Pertiwi 1 Padang and the researcher also thanks all her friends who cannot be mentioned one by one, thank you for the laughter, support, and experiences.

This is for a little girl, Hidayatil Alya who is never giving up and pushing through everytime it felt easier to quit. Thank you for every tear, tiredness, and doubt that I have managed to get through. This thesis is proof that I am able to overcome challenges and achieve my dreams. Hopefully, this work will be a reminder to continue to believe in yourself and never stop growing.

Last but not least, I wanna thank me. I wanna thank me for believing in me. I wanna thank me for doing all this hard work. I wanna thank me for having no days off. I wanna thank me for never quitting.

Finally, the researcher hopes this thesis is going to be useful and can add insight to the readers, especially to herself. The researcher realizes that this thesis is still not perfect yet. Therefore, she expects constructive suggestions and criticisms from the readers.

## ABSTRACT

Alya, H. (2025) *“The Correlation Between the Second Grade Students’ Learning Motivation and Their Speaking Ability at SMA Pertiwi 1 Padang”*

Advisor: Drs. Adzanil Prima Septy, M.Pd.,Ph.D.

The purpose of this research was to find the correlation between the Second Grade Students’ Learning Motivation and Their Speaking Ability at SMA Pertiwi 1 Padang.. The design of this research was correlational research. The population of this research is class XI students SMA Pertiwi 1 Padang. The cluster random sampling technique was used in this research to collect data and the sample was class XIF2 which consisted of 36 students. The data collection instruments in this research were questionnaire and speaking test.

Based on data analysis, there is a positive correlation between the Second Grade Students’ Learning Motivation and Their Speaking Ability at SMA Pertiwi 1 Padang. It can be shown from the result of the data analysis that the value of  $r_{calculated}$  of this research was 0,368, while the value of  $r_{table}$  with the level significance 0,05 and the degree of freedom ( $df = n - 2$ ) was 0,344. It means that the  $r_{calculated}$  was higher than  $r_{table}$  ( $0,368 > 0,344$ ). And the correlation between the students’ learning motivation and their speaking ability was categorized low correlation.

Finally based on the finding, it can be concluded that the alternative hypothesis of this research stating that there is a significant correlation between the Second Grade Students’ Learning Motivation and Their Speaking Ability at SMA Pertiwi 1 Padang was accepted. By having known that, Teachers should improve students’ learning motivation in English subject, this can impact to their speaking ability because learning motivation has a significant impact in students’ speaking ability. Students are advised to improve their learning motivation and practice more their speaking ability.

**Keywords:** *learning, motivation, speaking*



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## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, research hypotheses, the purpose of the problem, the significance of the problem.

#### **1.1. The Background of the Problem**

Language is among the most crucial aspects of human life. It can facilitate communication. Language is usually taught in schools and colleges. People undoubtedly learn their native language, which is most often their ethnic language, mother tongue, and national language, as well as other languages, particularly English. English is one of the languages that is commonly used worldwide, which is utilized by the majority of people as an international language. Every school in the globe, particularly in Indonesia teaches English. Since each culture's mother tongue is the first language and Indonesian is the second, English is the third language spoken in Indonesia (Maulana et al., 2018).

English has become a required subject in schools and English courses are offered throughout Indonesia to help individuals master it. When learning English, students should master four language skills: listening, speaking, reading, and writing. Speaking is the most challenging and important of the four language abilities to master. It is a way to communicate thoughts, feelings, or emotions to others orally. Speaking allows people to both produce and receive language holding information in order to interact (Zam Zam et

al., 2021). Students' success in learning a language can be evaluated by measuring their proficiency in spoken communication. It shows how big the role of speaking in learning the language is (Sayin, 2015).

Among the four English language skills, speaking is the most difficult. It's undeniable that a lot of pupils struggle to learn and practice speaking. Speaking proficiency involves both learning the language and how to communicate in everyday situations (Istanti, 2013). In our daily lives, most of us speak more than we write, yet many English teachers devote the majority of their class time to reading and writing practice, nearly completely ignoring speaking and listening abilities. According to Nofal (2012:76), that is not a good balance. If the purpose of your language program is actually to enable pupils to communicate in English, the speaking ability should be noticed.

Speaking is an activity that allows you to practice a language in everyday life. Speaking is a participatory process of construction meaning that involves producing, receiving, and processing information (Widayanti et al., 2020). Mastering speaking skill teaches not only about language but also how to talk in real-world situations. Many Indonesian students do not speak English in class or in real life. This could be because English is not their first language, thus they rarely utilize it when they connect with one another. To speak English successfully, students must be in a situation where they have to speak English. In addition students must have an innate desire to speak. From this it can be seen that in learning to speak, students are influenced by many

factors, including motivation. But some students are still unmotivated to speak and communicate in English. According to Kompasiana (2023) Many Indonesian students have lack of motivation to learn English. This is due to a variety of factors such as limited practice, ineffective learning methods, fear of failure, and lack of social support. These factors make many people uninterested or even afraid of learning English. In my experience, most children are afraid of learning English because they think English is difficult to learn, even though they just lack the motivation that supports them to learn English.

Motivation plays an important role in improving students' speaking abilities. Motivation is a psychological aspect that influences student accomplishment. Dynamic elements in learning include feelings, attention, willingness, and more. Learning motivation is a key internal aspect in the learning process (Asrifan & Dewi, 2023). Motivation might emerge from within the learners or from outside of them. Giving students the push to achieve their objectives and pursue their interests in learning depends in large part on their motivation. Students with greater motivation will have a better chance than those with lower drive to meet the learning objectives. Widayanti et al., (2020). Motivation can have a beneficial influence and effect on pupils, making them enjoy improving their speaking skill (Putra, 2017). It is assumed that students with high motivation in learning English will be more successful, brave, and confident than students with low motivation or none at all.

However, each pupil has a different sense of speaking. Not all students perceive speech in the same way. Many students believe that speaking is a tough topic to learn. Many variables contribute to pupils' difficulty in learning to speak. Many kids lack vocabulary and don't know what to say in English. Students frequently remark that they can't think of anything to say. Furthermore, students believe they have lack of confidence, which causes them to feel shy. Students also do not practice English in class or in real-world situations. They prefer to use their mother tongue rather than English because they believe it is more natural and simpler to communicate in Indonesia. It happened because they are not accustomed to using English in and out of the classroom. Moreover, students are afraid of making mistakes and being laughed at by their classmates. So, they consider that speaking is a difficult skill to practice.

Based on the description above about students' perceptions of speaking, it is considered that many Indonesian students lack motivation to speak English. Actually, the students have various motivations for speaking in the English language. Some are extremely motivated students. Students that are really motivated to study speaking skills will push themselves to speak up. They will overcome problems by drawing on their inner strength. Furthermore, enthusiastic students frequently achieve the best results since motivation boosts their performance. They will be the most successful students. According to Ormrod (2009: 59), low-motivated pupils have little interest in the subject and struggle to study. In truth, the majority of students



lack motivation to speak English. Low motivation students in learning to speak are caused by many factors.

Here are some things that influence students' learning motivation. The teacher's technique of teaching and learning is not engaging for students. It reduces students' learning motivation to learn to speak. Second, the setting is not conducive to speaking up, both within and outside the classroom. Students in the classroom have limited time for speaking practice, making it difficult to improve their English skills. Students may struggle to communicate in English outside of the classroom setting. They prefer to communicate in their own language, Indonesian, as most people around them speak it. Third, kids may feel bashful and lack courage to speak up due to fear of making mistakes and being mocked by peers. Then, students' view about speaking that it is a difficult subject to learn causes them difficulty to practice it. They think that many components of language should be mastered to speak English well such as pronunciation, vocabulary, grammar (Noviana, 2019).

Based on the previous research by Istianti (2013) entitled "The Correlation Between Students' learning motivation in Learning Speaking and Their Speaking Ability in the Second Grade of SMA Darussalam Ciputat". The result of this study is that there is a positive correlation between students' learning motivation and their speaking ability.

The second previous research is done by Maulana, Wahyuni, Siregar. (2018) entitled "The Correlation Between Motivation Behaviour and Speaking Ability at English Students Association of IKIP Siliwangi", this

research has similarities with previous research by Maulana et al, namely the same using the same 2 variables, but the result of this study indicate that there is no correlation between students' behaviour motivation and their speaking ability.

The third previous research is done by Raflis. & Gustari (2019) entitled "The Correlation between Students' Learning Motivation and Their Speaking Skill at MAN 2 Padang". The result of this study shows that there is a low correlation between students' learning motivation and their speaking ability.

Based on some previous research above, there are some pros and cons through the research. On the other hand, highly motivated students do not always have good speaking ability. Therefore, the researcher needed further research because the researcher wanted to correlate both in senior high school, especially in SMA Pertiwi 1 Padang and intended to do research entitled **"The Correlation Between the Second Grade Students' Learning Motivation and Their Speaking Ability at SMA Pertiwi 1 Padang"**.

## **1.2. The Identification of the Problem**

Speaking is a communication skill that allows individuals to express their thoughts, opinions, and feelings to others for discussion, negotiation, or problem-solving. It is used to establish or sustain social relationships (Novia, 2021). It is through their way of speaking that people are most frequently judged. Speaking is also a medium through which much language is learned, including English. To speak is not merely uttering a sequence of words in their correct pronunciation. One is said to be a good speaker provided he

manages to deliver what is in his mind well and to make his audience understand him/ her.

Speaking ability is the ability to use, in essentially normal communication, the accent, grammatical structure and vocabulary of the foreign language to a degree normal for native speakers of the language. The ability to speak is very important in our lives because we as human beings need to use it to communicate with others. To speak English, students need motivation. Motivation plays a crucial role in speaking. Speaking and motivation cannot be separated. But to speak English students also need other factors such as vocabulary, self confidence, and also they need interesting learning methods.

Motivation, the driving force behind human action, plays a pivotal role in language learning, particularly in developing speaking proficiency. When students are intrinsically motivated, they are more likely to actively engage in language learning activities, practice regularly, and strive for improvement. This positive correlation between motivation and speaking ability has been extensively studied and confirmed by various research findings.

In addition to intrinsic motivation, extrinsic factors can also influence students' learning motivation to learn a language. Positive reinforcement, such as praise and encouragement from teachers and peers, can significantly boost students' learning motivation. Setting clear and achievable goals, providing opportunities for meaningful language use, and creating a

supportive and inclusive learning environment can also contribute to increased motivation.

The identification of this problem stems from the observation that many students despite years of studying English, still struggle with speaking proficiency. This issue may be attributed to various factors, including the lack of motivation to engage in speaking activities, fear of making mistakes, and limited opportunities to practice speaking in a supportive environment. By exploring the relationship between motivation and speaking ability, this research seeks to identify potential strategies to enhance students' learning motivation and ultimately improve their speaking skills.

From the explanation above, the researcher identifies some problem teaching and learning speaking, they are :

1. One of the factors affecting students in learning English was motivation.
2. Motivation seemed to have a crucial role in developing students' speaking ability.
3. The students had different motivations in learning English.
4. Many students considered that speaking is very difficult to learn.
5. Most students felt shy and lack confidence.

### **1.3. The Limitation of the Problem**

Based on the identification of the problem above, the researcher limited her research to correlate between the second grade students' learning motivation and their speaking ability at SMA Pertiwi 1 Padang.

#### **1.4 The Formulation of the Problem**

Based on the limitation of the problem above, the researcher formulated the research problem as follows “Is there any significant correlation between the second grade students’ learning motivation and their speaking ability at SMA Pertiwi 1 Padang?”

#### **1.5 Research Questions**

The researcher formulated research questions based on the title :

1. How is the level of the grade students’ learning motivation at SMA Pertiwi 1 Padang?
2. How is the level of students’ speaking ability at SMA Pertiwi 1 Padang?
3. Is there any significant correlation between the second grade students’ learning motivation and their speaking ability at SMA Pertiwi 1 Padang?”

#### **1.6 The Hypotheses**

Based on some related references about motivation and speaking ability, the hypotheses were formulated as follows :

- a. Null hypotheses (Ho) : There is no significant correlation between the second grade students’ learning motivation and their speaking ability at SMA Pertiwi 1 Padang.
- b. Alternative hypotheses (Ha) : There is significant correlation between the second grade students’ learning motivation and their speaking ability at SMA Pertiwi 1 Padang.

### **1.7 The Purposes of the Research**

In general, the purpose of this research was to find out the correlation between the second grade students' learning motivation and their speaking ability at SMA Pertiwi 1 Padang. Specifically, the purpose of this research as follows :

### **1.8 The Significance of the Study**

This research was expected to give some information and knowledge from this study. For the English teacher, this study provides the result of this research to enhance the knowledge about the correlation between students' learning motivation and their speaking ability. By incorporating the findings of this research into their teaching practices, the teacher can create a more engaging and effective learning environment for the students. For the students, the result of this research will inform them about the correlation between students' learning motivation and their speaking ability. English teachers and students can develop more effective strategies for language learning. This research highlights the importance of high motivation in improving speaking skills. Students who have high motivation may see significant improvements in their speaking ability as well. This information can be used by both teacher and students to create targeted lesson plans and study routines that prioritize speaking ability. Ultimately, this research has the potential to improve the language learning experience for English students and instructors alike.

## **1.9 The Definition of Key Terms**

To avoid misunderstanding and misinterpretation in reading this research, the researcher gives definition of the terms below :

- a. Correlational study is a statistical test to determine the tendency of pattern for two (or more) variables to be very consistent. In this research, the researcher wants to find out the relation between students' learning motivation and their speaking performance.
- b. The students' speaking ability is the ability to perform linguistic knowledge in actual communication. It is indicated by the students' scores in 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 nonverbal languages
- c. Motivation is the energy of students which come from inside or outside encouraging themselves to do something. Motivations in learning are 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 learned English as a factor that made students improve their speaking ability.