The Relation of Students' Learning Motivation and Their Speaking Performance

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Abstract. A skill to consider when learning English is speaking. Students need confidence in their English ability and to feel capable when speaking to others their age. In this situation, it is also essential for students to acquire simple language, and give them the confidence to communicate well. This study investigated the relationship between students' learning motivation and speaking performance students'. The students in grade 12 in a vocational high school in East Jakarta will be the participants. A questionnaire is an instrument used to measure learning motivation. This study shows how vital learning motivation is for students and how it affects their ability to speak English well. The researcher collected and analyzed data using a questionnaire. The study's findings indicate that learning motivation improves students' speaking abilities. This can also be determined by students' speaking scores, which have met the Maximum Completion Criteria (MCC). The average score of students in this speaking lesson is 7.5, and the average score of students' motivation is 3.9 out of 5. This means that students remain motivated to learn to speak. In addition, students' motivation for speaking education has increased significantly. The above explanation explains that there is a positive correlation between the motivation of students and the ability to communicate.

Keywords: Speaking, Performace, Motivation

1. INTRODUCTION

English is the lingua franca. Never the last, many students in Indonesia learn it as a foreign language. In addition to being studied for practical reasons like business, it is also incorporated into the curricula of all educational levels, from elementary school to university. Like the other three language skills, speaking English is a complicated talent. It might be difficult for many students to acquire and practice spoken English. Acquiring proficiency in speaking requires more than just learning a language; it also requires being able to communicate well outside of the classroom [1] [2]. Since English is not a native tongue, it is rarely utilized in day-to-day conversations [3], [4]. English is already taught in elementary schools. Students must master four key skills: speech, listening, reading, and writing to be able to fluently use language. These abilities are essential to communicate well as language is an important part of language learning because people need to communicate with each other [5], [6] [7]. Thus, speaking is essential for students to know English because it will enable them to communicate with others through spoken language [8], [9]. The practice of language is beneficial in teaching and learning English, and many second-language learners are very interested in using English [9], [10]. Language learners use whatever language they can understand when speaking. Furthermore, speaking is an important language teaching skill that allows language learners to interact not only in terms of perspective but also in response [11], [12]. This skill is described as a method of engaging students in language the aim of solving specific speaking tasks [13] [14]. One of the four language abilities is to communicate with words to convey ideas, feelings, and information. Students should pay attention to this talent for several reasons. Speaking is a first-aid tool for communication. In other words, language fluency is the means of interpersonal communication. According to the reference, the opposite view is that having good language skills can help you advance your work.

Although language is still the most difficult to learn language skills, it is a standard form of oral communication [15] [16], [16], [17]. Speaking is a means of expressing one's ideas and is a communication process that involves at least two people. Speaking is a two-way activity that involves both the speaker's and the listener's productive and receptive understanding abilities. Even though speaking might appear easy, language is a tool to use to communicate with others people [18]. Motivation plays an important role in promoting learning success. Motivation is also a difficult task for

language learners, so when it comes to failures and successes in learning, motivation is used as "a powerful tool".

The previous study about motivation was to find the correlation about student's motivation and student' achievement [4], [19], The next study was to find student's perception about media which made them interested [20], [21], [22]. Motivation is a factor in various attitudes. Two different groups of attitudes are divided into two basic types of directions and motivations. These two basic types of motivational orientation are instrumental and integrated [23] [24]. As a result, motivation is what inspires learners to try to learn; in traditional teacher languages, "motivation" refers to how students apply it to their own education. Motivation is an idea; without physical reality, we cannot perceive motivation [25] [26]. We observe behaviour. Thus, motivation is indirectly quantified, as are other psychological categories such as attitudes, interests, values, or desires [27] [28], [29].

2. METHOD

The Objective of Research

This study is investigating the relationship between learning motivation with English-speaking performance among vocational high school students in East Jakarta. The researcher is interested in researching because the ability to speak English in vocational high school students is still lacking so the researcher wants to find how the motivation of these students to speak English. The sampling technique used is convenience sampling. The sample amounted to 6 classes with 130 participants from Vocational High School. This research also sent surveys directly to the target group as respondents through WhatsApp chat, as well as personal chats face-to-face before filling out the survey, respondents were asked to enter personal and demographic information, such as their full name, gender, and age.

The Method of Research

The research uses quantitative methods to investigate the relationship between certain variables and objectively measure their impact. This approach allows us to collect numerical and statistical data that can be analyzed systematically. The survey is used as a data collection tool to ask questions prepared. The data collection method is based on a questionnaire tool, which defines documents containing questions for collecting information related to analysis. Questionnaires are also used in research surveys, experiments, and other observations. Using the questionnaire itself or a set of questions is equivalent to a research process. The research question must be explicitly structured to obtain answers to the variables selected for analysis [30].

The Correlation Research Formula

In correlation research, the correlation coefficient between two variables is calculated using several formulas. A common method is Spearman correlation coefficients. The formula is as follows:

$$\rho = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)}$$

Description:
- ρ = Spearman's rank correlation coefficient
- d_i = the difference between two ranks of each object
- $\sum$ = the symbol for sum
Significant in critical value: 0.05 & 0.01

Criteria:

If ro > rt, there is a correlation, so Ha is accepted, while Ho is rejected.
If ro < rt, there is no correlation, sp Ha is rejected, while Ho is accepted.
Ho: There is no significant relationship between students' motivation for learning to speak with their speaking ability.
Ha: There is a considerable relationship between students' motivation for learning to speak with their speaking ability.

The Technique of Collecting Data

Data collection methodology used in this study is a questionnaire and collecting scores speaking test. The questionnaire used is a closed question. Closed questions are questions that require the reader to choose an alternative answer from all available answers. It stipulates that the survey questions must be well structured and designed to provide accurate and relevant data. It is necessary to emphasize the importance of specialized structure of open and closed questions. The questionnaire consists of two parts: the first part is the motivation for learning and the second part is the success of the students in speaking English. Each questionnaire answer score is calculated, the total and average score is calculated using SPSS software, and then distributed to the table and graph to clarify. In this study, the method of data collection was not only questionnaires or written instruments, but also an oral test, known as an oral test. The speaking tests measured the respondents understanding of the research topic. The purpose of using the speaking test was to gain a broader understanding, confirm the survey results, and add dimension to this quantitative research. In developing measuring instruments such as questionnaires and tests, validity and reliability testing are critical to assuring the reliability and significance of the data collected. This test process is not only a technical step but an essential basis for the success of research and evaluation. refers to the Likert period. Strongly agree 5, agree 4, neutral 3, disagree 2 and strongly disagree 1.

3. FINDINGS
Description Data

This study consists two variables, namely the independent variable (independent) learning motivation (X) and the dependent variable (dependent) speaking performance (Y). Data collection from both variables was obtained using questionnaires. This section will present and discuss the results of descriptive data processing.

Motivation Learning

Researchers obtained data on learning motivation variables (X) from the questionnaire results. The questionnaire used has been validated by expert lecturers and declared suitable for use in collecting research data. The questionnaire amounted to 36 statement items, namely, item numbers 1 - 30 with the provisions of score 1 (strongly disagree), score 2 (disagree), score 3 (neutral), score 4 (agree), and score 5 (strongly agree) item numbers 31 - 36 were given to students to answer essay questions. After collecting data from the student learning motivation questionnaire, the high score was 4.9, and for the lowest score was 2.9 on a score scale of 1 - 5. Based on data obtained from the analysis, the results showed an average value of 4.1, a median of 3.9, a mode of 3.9, and a standard deviation of 0.61.

Speaking Skill

The researchers obtained data from results of the verbal test on the language skills variable (Y). The speaking test has been validated by professional lecturers and declared viable for collection of the research data. The test consists in four aspects, pronunciation, tone, speed, accuracy and a 1–5 rating. After collecting data through a speech test, the highest score 95, and the lowest 40, on a scale of 1 to 100. Based on the analysis results, the average value was 63.23, the average value was 60, the average value was 65, and the standard deviation was 11.93. Data presentations are conducted by grouping (interval classes) showing tables and bar graphs at the following stages:

a. Determine the range (R)
R = (UA – UB) + 1, then R = (95 – 40) + 1 = 56
b. Specifying the Interval Class
k = 1 + 3.3 log N then k = 1 + 3.3 log 130 = 7.98 = 8 (rounded)
c. Determine the length of the class (c)
c = R/k; 56/8 = 7

a. Compile a frequency distribution table

Table 1. Distribution of Frequency of Entrepreneurial Interest.

Class	Interval Class	Frequency	Relative frequency (%)
1	39 - 45	9	6,9
2	46 – 52	14	10,8
3	53 – 59	20	15,4
4	60 - 66	56	43,1
5	67 – 73	6	4,6
6	74 – 80	14	10,8
7	81 – 87	7	5,4
8	88- 95	4	3,1

Analysis Requirement Testing

Before a hypothesis test is tested, the first analysis requirements test, the normality test and the linearity test, are performed. Normal tests were performed on the two research variables learning motivation (X) and language performance (Y). The design of this study uses parametric inference statistics to test its hypothesis, which requires that the data of each variable be distributed normally. The normality test is aimed at determining whether each variable analyzed in this study is distributed normally or not. If it is normally distributed, parameter inference statistics can be used. In this study, normal testing was carried out with the help of computer software SPSS Statistics 26.0 and Kolmogorov-Smirnov analysis techniques. The basis for decision-making is to see the value of the result of Asymp. sig. (2-tail) If the value exceeds 0.05 (Asymp. Sig. 0.05), then the distribution of variables data is usually distributed. [31] Results for the normality test of the two variables in this study are shown in following table:

Table 2. Summary Of Normality Test Results

No	Variable	Asymp. Sig (2-Tailed)	Conclusion
1.	Motivation Learning	0,00	Not normally Distributed
2.	Speaking Performance	0,00	Not normally Distributed

The test results of two research variables can conclude that the learning motivation variables are normally not distributed, and the speech performance variables are usually not distributed, both of which have **Asymps. Sig value. 0.05.** Data that are not normally distributed and homogeneous are not generally distributed, and non-parametric tests are performed because they do not require population parameters to be distributed. Data can be nominal, ordinary, and interval because the obtained data does not always have the same distribution. Homogeneous data aims to show the existence of data samples taken from data populations that have the same variance [32].

Linearity Test

The linearity test determined whether there a linear relationship between independent variables and independent variables. The linear test was conducted using SPSS Statistics 26.0 software. Analysis involves examining the ANOVA table and particularly assessing the significance of linearity compared to the 0.05 test criteria. A level of significance below 0.05 indicates a linear relationship between variables. [33] The results of the linearity test can be seen in the following table:

Table 3. Summary of Linearity Test Results

Variable	Sig Value. Deviate from Linearity	Conclusion
X, Y	0, 379	Linear

Based the linearity test findings shown in the table above, it is possible to conclude that the independent variable, Motivation Learning (X), and the dependent variable, Speaking Performance (Y), are linear because they significantly deviate from linearity values greater than 0.05.

Hypothesis Testing

This hypothesis is an indicative solution to research difficulties. The study evaluated its hypothesis using basic correlation analysis. After calculating the correlation coefficient, a significance test is performed to determine whether the results can be applied to a larger population. The proposed hypothesis shows a significant correlation between learning motivation and language skills among the students of the 12th grade of East Jakarta Private Vocational High School. The hypothesis answered using SPSS 26.0 software and on determine the simple correlation between learning motivation (X) and linguistic performance (Y) independent variables. The results of the hypothesis testing are presented in the following table:

Table 4. Summary of Hypothesis Testing Results

Correlation Model	Correlation Coefficient	r table	Coefficient of Determination	t count	$T_{0,05}$ table	Sig
X, Y	0,401**	0,1710	0,177	5,599	1,657	0,00

Correlation coefficient (r) X with Y in the table above indicates that the magnitude of correlation coefficient of variable X with Y (rxy) is 0.401, indicating a moderate correlation level within the range of 0.40 to 0.599. The value also indicates a favourable association between motivational learning and speaking performance because the correlation coefficient is positive.
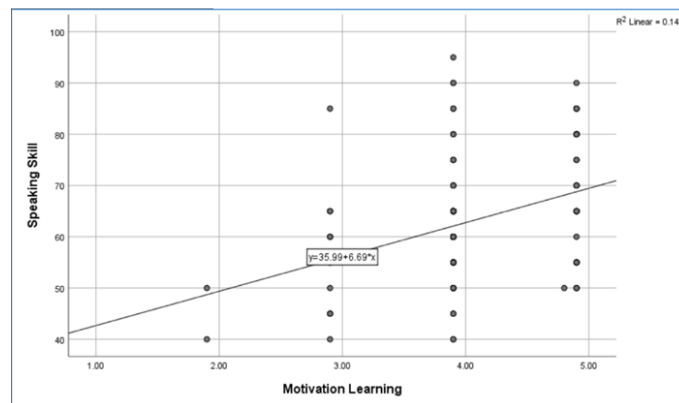

Fig 1. Graphic of Motivation Learning X between Speaking Skill Score

The above is a graph that shows the trend in the results of students' learning motivation with their speaking performance in English, it can be seen from the results of students' learning motivation that there is an influence on students' English-speaking performance.

Significance Test

This significance test is used to examine the relevance of the identified link and whether it be applied to entire population. This hypothesis test employs the t test, which compares the estimated value of t to the t table (dk = n-2 = 118) at 0.05 significance level.

The table shows the value of t-number 5.599, whereas the table t is 1.657. Based on the value, we can assume that t = table t; therefore, Ho is rejected, and Ha is accepted. This is supported by checking the sig value (Martono, 2010, p. 166) in Table 4.5, is 0.00. The sig value is significantly less than 0.05 (0.00 > 0.05), indicating that learning motivation and speaking performance are crucial.

4. DISCUSSION

This section explains how learning motivation affects students' speaking performance. The study employed into different motivation theories as well as learning practices that can help students become more motivated when speaking in public.

4.1. Relationship between Learning Motivation and Students' Speaking Performance

Speaking is a tool for communicating with people. Speaking, especially in English, is a vital thing to do if want to be able to communicate. Speaking is one approach to express what want to say. Speaking is another skill that must be mastered properly; there are numerous methods for learning to speak English. Motivation is another factor that influences speaking English; when someone talks English, they need to be motivated. Motivation is a significant factor in pupils' ability to speak English.

This is indicated by the significant correlation coefficient ($Rxy = 0.401$) at the significance level of $\alpha = 0.05$. That is, there is a strong relationship between learning motivation and students' speaking ability. So, from the results of this study it can be found that there is a significant correlation relationship between students' learning motivation and English-speaking performance. In this case, it shows that the higher the students' learning motivation, the higher the score in students' speaking performance. The findings of this study show in [34] that there is an important role in students' learning motivation to improve students' performance in speaking English. This means that highly motivated students will do better in class and have a better chance of meeting their English learning objectives.

4.2 Intrinsic Motivation

Intrinsic motivation defined is desire or motivation that originates within the individual and does not rely on an external or obvious physical reward as its primary purpose. This indicates that people are drawn to and motivated to execute an activity or attain a specific goal for internal reasons, such as a sense of personal fulfilment, interest, or enjoyment in doing so. [35] In the findings below, there are several examples of intrinsic motivation obtained from the results of statements in student learning motivation

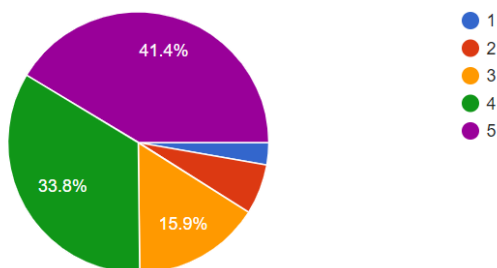## 4.2.1 Students' Anxious Level in English

Fig 2. I feel anxious when I take tests in English subjects

Participants believe that things happening inside them can influence aspects of language. Participants believed that learning English could help them communicate well. However, participants still felt concerned when they had to take an English test at school. As shown in Figure 2, 48.3% and 33.8% of students feel in their own minds that they must study English carefully because English is a language that must be learned to communicate well, and students also feel in their own minds that they are still worried about taking tests in English courses, especially when they speak English. Intrinsic motivation refers to the emotional experience students enjoy in the process of participating in activity. On this finding [36] it can be explained that "Students may be motivated to learn from a course or activity because the topic is fascinating or the process is enjoyable."

4.2.2 Students' Motivation in Studying English as Favourite Subject
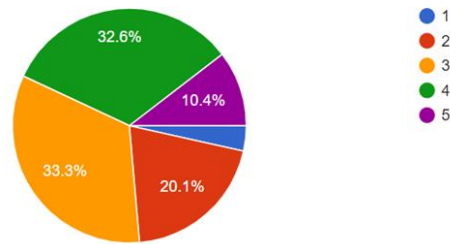

Fig 3. I am motivated to learn English in class because English is my favourite subject

The data in the section above with the statement "I am motivated to learn English in class because English is my favourite subject" shows low results, seen from 10.4% strongly agree and 32.6% agree students here explain that English is not the students' favourite subject, but almost 20,1% of students they still feel motivated to learn English. This finding is in line [36] that English is still a lesson that needs to be learned, because later it will help wherever we go.

4.2.3 Students' Motivation in Fluent Speaking English
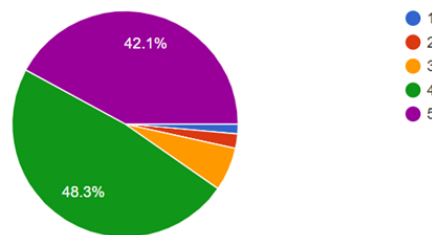
Fig 4. I wish I was fluent in speaking English

The data in the section above with the statement "I wish I was fluent in speaking English" shows positive results, as many as almost 90.4% of students seen from 42.1% strongly agree and 48.3% agree here explain that students wish they could be fluent in speaking English, the results of this statement show that there is high motivation from students to learn to speak English. This finding is in line [7] what is most difficult for students to do is fluency in speaking English, which in turn makes students not confident in what they say.

4.2.4 Students' Motivation to Learn English in News and Movies
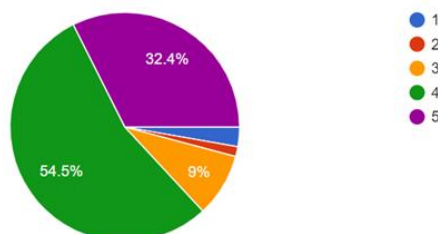

Fig 5. I enjoy for watching English news and movies.

The data in the section above with the statement "I enjoy for watching English news and movies." shows a positive result, as almost 90.4% of students as seen from 32.4% strongly agree and 54.5% agree. In this statement, it can be found that students really enjoy being able to watch movies and news in English. It can help students to practice their skills more. This finding is in line [37] that watching movies and news in English can greatly help students in learning English.

4.2.5 Students' Motivation in Improve English Grades
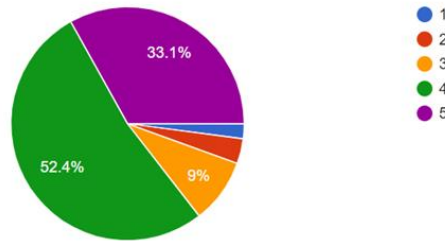

Fig 6. I want to learn English to improve my English grades

Data in the section above with statement "I want to learn English to improve my English grades." shows a high result, seen from 33,1% strongly agree and 52,4% agree. The results of this statement show that students are motivated to learn English to get good grades, especially in class if there is a test even though it can be seen in figure 10, that students still feel anxious if they need to take a test but they still do it because students feel the need to improve their grades in English subjects, as also explained in figure 4, students are motivated to learn English even though English is not their favourite subject, here it can be concluded that students still learn English because they need to be able and need to get good results.

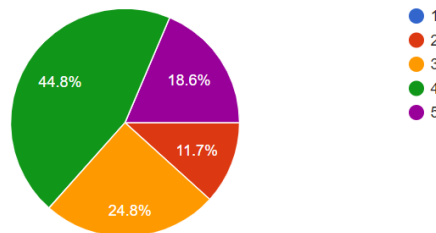### 4.2.6 Students' Motivation to Learn English via Video YouTube

Fig 7. I am motivated by listening to English videos on YouTube during class.

Data in the section above with statement "**.** I am motivated by listening to English videos on YouTube during class." shows a high result, seen from 44,8% strongly agree and 18,6% agree. In the results of this statement, although the results obtained are still lacking, these results show that students still be motivated in learning English through YouTube, because YouTube itself is one of the easiest media to access and really helps students if they want to learn English. Learning English through YouTube can help reduce students' boredom in the classroom when learning, because students do not always have to read books or look at the blackboard, students occasionally may also learn through media that provides visual and audio so that it can make it easier for students to learn. This finding is in the line [38] YouTube is a tool to teach students English and expose students to English education. YouTube technology is also a valuable learning tool.

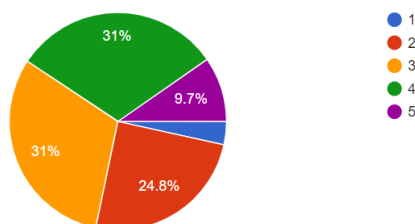### 4.2.7 Students' Motivation in Reading English

Fig 8. I enjoy reading English books, articles, newspapers, and magazines

The results of this statement still show a lack of student motivation in reading, from the results obtained with 9.7% strongly agreeing and 31% agreeing that students are less interested in reading. Most of the students find reading very boring. This finding is in the line [39]. Teachers need to help students in implementing reading habits, especially in English, because this can also help students to speak well. There are numerous literacy applications that can assist kids, whether through themes, visuals, or engaging debates that ultimately encourage students to read.

4.3 Extrinsic Motivation

Extrinsic motivation refers to the drive or motivation that originates outside the individual, specifically from the environment or external forces [35]. Extrinsically motivated people may engage in an activity not because they enjoy it intrinsically, but because of the external rewards or consequences they anticipate or receive because of the activity. In the results of this statement, various findings may be obtained about extrinsic motivation in student motivation.

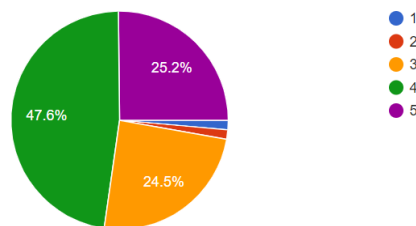### 4.3.1 Students' Motivation to Learn English

Fig 9. Studying English can be essential for me because it will help me to further my studies

Participants believe that things that happen in themselves can influence the aspects of what they do when they speak English. The participants believed that they would get good results if they studied English seriously. However, participants believe that learning English can help them achieve goals in the future. As shown in Figure 2, the external motivation of students shows that almost 52.4% and 47.6% of students believe that they need to learn well from themselves to improve their ability to get good results in school and help students in the future. External motivation is the motivation to learn for the sake of the self or interest in the task, rather than the influence of external incentives. Extrinsic motivation refers to motivation that is impacted by external causes.

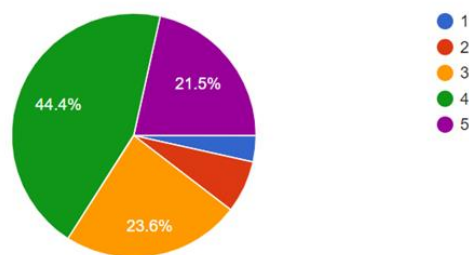### 4.3.2 Students' Motivation to Learn New Vocabulary in English

Fig 10. Studying English is important because I can learn new vocabulary to understand English stories, novels, and literature

The data in the section above with the statement "Studying English is important because I can learn new vocabulary to understand English stories, novels, and literature." shows decent results, seen from 21.5% strongly agree and 44.4% agree here explaining that when learning English can help students find new vocabulary to understand. This finding is in line with [40] vocabulary in English is something that needs to be mastered by students so that students can master these language skills.

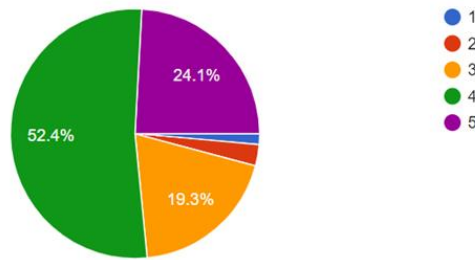### 4.3.3 Students' Motivation English Achievement

Fig 11. Studying English important because it will help to achieve at school.

The above-mentioned data showing that "Study English is important because it will help to achieve at school." show positive results, in Figure 4, 24.1 per cent strongly agree with this and 52.4 per cent agree with this explanation, as shown in Figure 4, students do not like English, but they need to learn English because it can help improve their academic performance, especially at the class level.

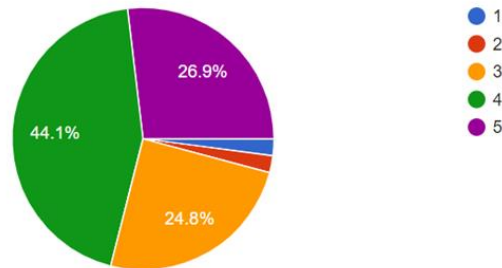### 4.3.4 Students' Motivation to Learn English to Get Job in Future

Fig 12. Studying English can be vital to me because it will help me to get an ideal job in the future

Data in the section above with the statement "Studying English can be vital to me because it will help me to get an ideal job in the future" shows a positive result, seen from 26,9% strongly agree and 44,1% agree. In this result, that students need to learn English even though in figure 4 it is found that English is not a subject that students like, but learning English can help students later get a good job. This finding is in line [41] that self-motivation in learning English is a good thing for later to get a better job.

4.3.5 Students' Motivation to Learn English because it is a tool for communication
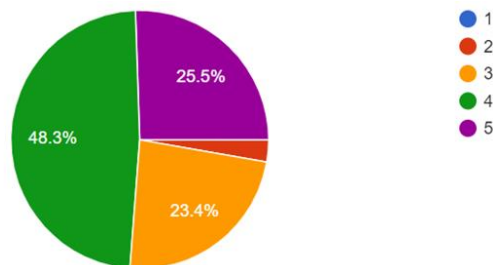

Fig 13. Studying English diligently because it is an essential tool for communication.

The data in the section above with the statement "Study English diligently because it is an essential tool for communication." shows a high result, seen from 25,5% strongly agree and 48,3% agree. In this result, many students agreed or almost agreed with the statement that English itself is a tool for communication. Students who dislike English eventually must learn English, since English is the

primary language of communication. It is extremely crucial for pupils to learn and speak English. This finding is in line with [5] English in the second language used to communication, so learning English and being able to speak English is very important and very helpful.

Results of the Discovery of Intrinsic and Extrinsic Motivation

In the findings through statements on students' learning motivation data, it can be found that students still feel motivated in learning English, in speaking English, even though students feel English is not a subject that students like or students learn English just because they want to get a grade [42]. The findings above also explain that students still feel less fluent in speaking English, it is one of the obstacles obtained by students if they must speak English, anxiety which is also a factor when students must speak English. However, the results that show in figure 4 that there is high motivation from students that students hope students can be fluent in speaking English, because this can help students later.

5. CONCLUSION

This study confirms a positive and significant relationship between learning motivation and speaking performance in twelfth-grade vocational high school students. Students with higher motivation achieved stronger speaking results. However, the overall speaking performance scores fell within the average range, suggesting room for improvement. Furthermore, the analysis revealed variations in intrinsic and extrinsic motivation levels. These findings highlight the need for innovative strategies to enhance students' motivation in English speaking, a crucial aspect for developing fluency. The researchers recommend that teachers adopt engaging and effective methods to prevent boredom and foster a more positive learning environment.

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