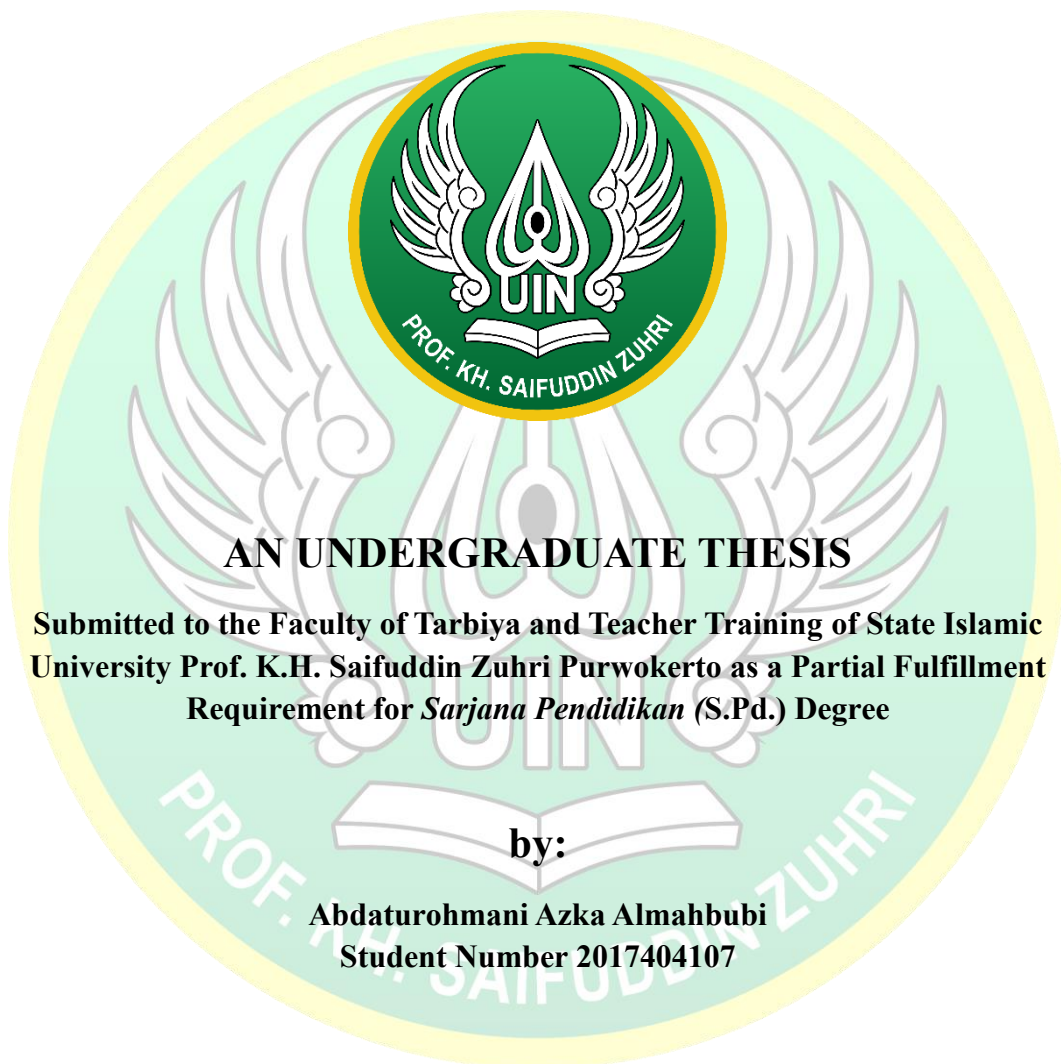


**THE RELATION BETWEEN STUDENTS' MOTIVATION
AND THEIR SPEAKING PERFORMANCE AT GRADE IX
OF SMP MUHAMMADIYAH 2 KARANGLEWAS, BANYUMAS**



AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya and Teacher Training of State Islamic
University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment
Requirement for *Sarjana Pendidikan* (S.Pd.) Degree**

by:

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**ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2024**

STATEMENT OF ORIGINALITY

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Declare that the thesis I have compiled with the title "*The Relation Between Students' Motivation and Their Speaking Performance at Grade IX of SMP Muhammadiyah 2 Karanglewas, Banyumas.*" is truly my work and is not plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation predicate and bachelor degree).

Purwokerto, 22 November 2024



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**THE RELATION BETWEEN STUDENTS' MOTIVATION
AND THEIR SPEAKING PERFORMANCE AT GRADE IX
OF SMP MUHAMMADIYAH 2 KARANGLEWAS, BANYUMAS**

Purwokerto, 22 November 2024

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11 Director

The Main Examiner

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Assalamu'alaikum Wr.Wb.

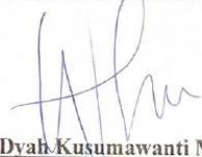
After conducting guidance, review, direction, and correction, then through
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Wassalamu'alaikum Wr.Wb.

Purwokerto, 04 November 2024



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MOTTO

Libatkan Allah dalam Segala Urusan, Agar yang Berat Menjadi Ringan dan yang Sulit Menjadi Mudah

“Letakan aku dalam hatimu, maka aku akan meletakanmu dalam hatiku”

(Q.S Al-Baqarah:152)

”aku akan berlari, saat kamu memanggil nama-Ku”

(Q.S Al-Baqarah:186)

”It will Pass, everything you’ve gone through it will pass”

(Rachel Venya)



DEDICATION

I Dedicate this thesis to:

My parents,

the remarkable individuals who inspire me and serve as my strongest support.

Thank you for your endless love and motivation.

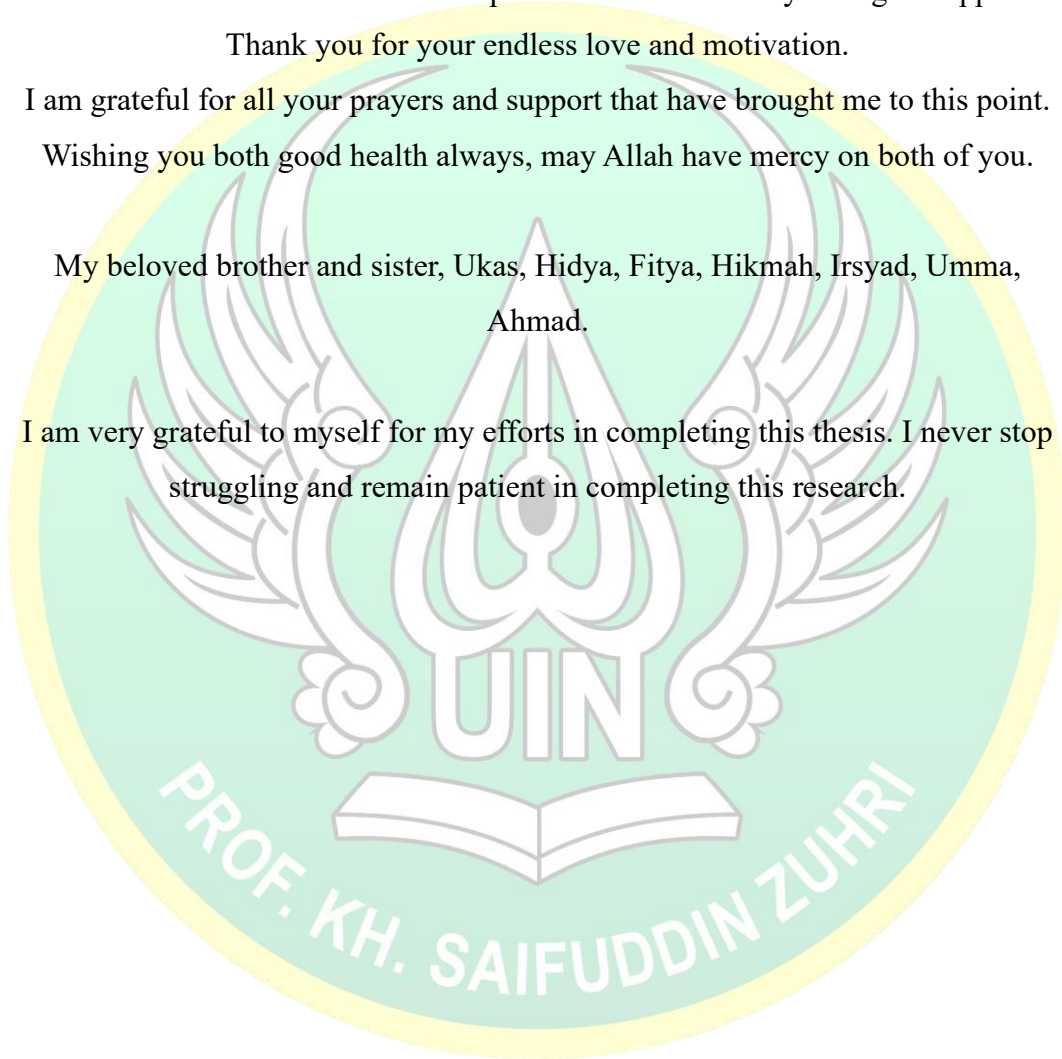
I am grateful for all your prayers and support that have brought me to this point.

Wishing you both good health always, may Allah have mercy on both of you.

My beloved brother and sister, Ukas, Hidyah, Fitya, Hikmah, Irsyad, Umma,

Ahmad.

I am very grateful to myself for my efforts in completing this thesis. I never stop struggling and remain patient in completing this research.



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This thesis is submitted as a partial fulfillment of the requirements for obtaining an undergraduate degree in Education from the Faculty of Tarbiya and Teacher Training at State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto. The completion of this thesis would not have been possible without the support, motivation, and valuable suggestions from many individuals. The writer would like to express my sincere gratitude and appreciation to:

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Purwokerto, 22 November 2024

I, who declare,



Abdaturrohmah Azka Almahbubi

S.N 2017404107

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Abdaturohmani Azka Almahbubi

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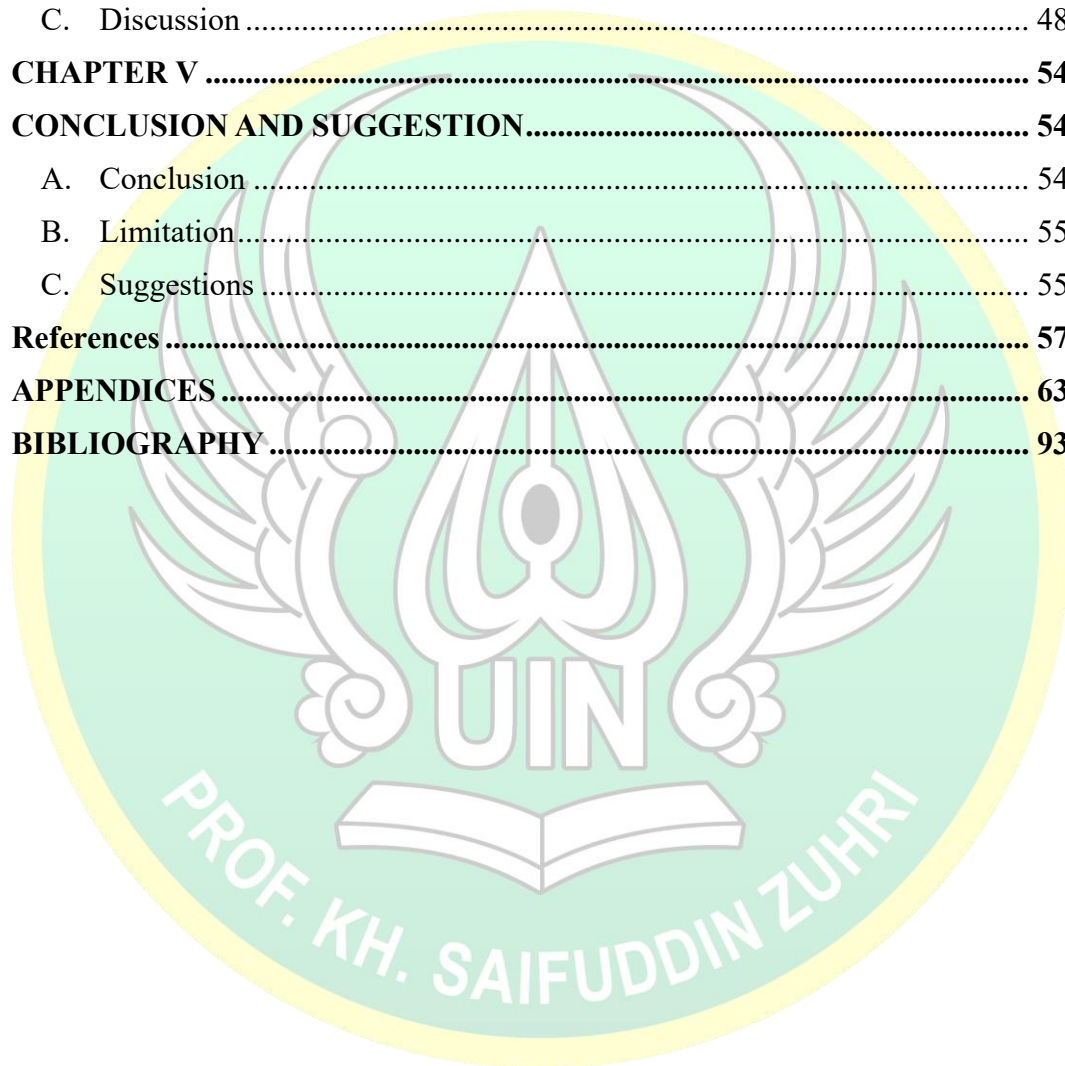
Abstract: This research investigates the relationship between students' motivation and their speaking performance among Grade IX students at SMP Muhammadiyah 2 Karanglewas, Banyumas. The primary aim is to determine whether a correlation exists between these two variables, utilizing a correlational method with a quantitative design. Data collection involved distributing questionnaires to assess student motivation, conducting oral tests to evaluate speaking performance, and observing classroom dynamics. The analysis revealed a correlation index of 0.201, indicating a medium level of correlation, suggesting that higher motivation is associated with improved speaking skills. Statistical tests confirmed the significance of this correlation, with a calculated t-value of 1.695 surpassing the critical t-value of 0.201 at a 5% significance level, leading to the rejection of the null hypothesis. The findings emphasize the importance of fostering student motivation to enhance speaking performance and suggest that educators implement engaging activities to create a supportive learning environment. This study serves as a foundational reference for future research in this field, recommending larger sample sizes and extended durations for more robust findings.

Keywords: *Student Motivation, Speaking Performance, Correlational Study*

TABLE OF CONTENTS

COVER	i
STATEMENT OF ORIGINALITY	Error! Bookmark not defined.
APPROVAL SHEET	Error! Bookmark not defined.
OFFICIAL NOTE SUPERVISOR	Error! Bookmark not defined.
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS.....	xi
LIST OF TABLE	xiii
LIST OF APPENDICES	xiv
CHAPTER I.....	1
INTRODUCTION.....	1
A. Research Background.....	1
B. Clarification of Key Terms.....	3
C. Research Question.....	4
D. Aims and Significance of the Research	4
CHAPTER II	6
LITERATURE REVIEW	6
A. Theoretical Framework.....	6
1. Speaking	6
2. Motivation	10
B. Previous Studies.....	19
CHAPTER III	23
METHODOLOGY.....	23
A. Research Design.....	23
C. Research Site and Participants	23
D. Population and Sample.....	24
E. Variable and Indicators of the Research.....	25
F. Data Collection Techniques	25
G. Data Analysis	33

H. Statistical Hypothesis	36
I. Outline/ Structure of the Research	37
CHAPTER IV.....	38
RESEARCH FINDINGS AND DISCUSSION	38
A. Data Description.....	38
B. Data Analysis	42
C. Discussion	48
CHAPTER V	54
CONCLUSION AND SUGGESTION.....	54
A. Conclusion	54
B. Limitation.....	55
C. Suggestions	55
References	57
APPENDICES	63
BIBLIOGRAPHY	93



LIST OF TABLE

Table 3. 1 Instrument Intrinsic Motivation	29
Table 3. 2 Instrument Extrinsic Motivation	29
Table 3. 3 The Likert Scale Rating	30
Table 3. 4 Five Components of Grading Speaking Scale by Harris.....	31
Table 3. 5 Table of ‘r’ Value Pearson Correlation	36
Table 4. 1 Score Range.....	38
Table 4. 2 Score of Students’ Motivation in Learning Speaking (X Variable)	39
Table 4. 3 Descriptive Statistics Motivation Score	40
Table 4. 4 Score of Students’ Speaking Performance (Y Variable).....	41
Table 4. 5 Descriptive Statistics Speaking Score	42
Table 4. 6 Data of Linearity Analysis	43
Table 4. 7 Tests of Normality	44
Table 4. 8 Table of Calculation.....	44
Table 4. 9 Correlations.....	46



LIST OF APPENDICES

Appendix I Preliminary Permission Letter from the University	66
Appendix II Research Permission Letter from the Research Object	67
Appendix III Individual Research Permit from University	68
Appendix IV Letter of Research Completion	69
Appendix V Validation Sheet from Validator 1	70
Appendix VI Instrument of students motivation questionnaire	71
Appendix VII Answer of questionnaire students motivation	73
Appendix VIII Score of Students' Motivation in Learning Speaking (X Variable) ..	83
Appendix IX Answer of Questionnaires of Students' Motivation.....	84
Appendix X Test of speaking performance.....	86
Appendix XI Five Components of Grading Speaking Scale by Harris.....	87
Appendix XII Score of Students' Speaking Performance (Y Variable).....	89
Appendix XIII Score of Students' Speaking Performance from teacher.....	90
Appendix XIV T- table.....	92



CHAPTER I

INTRODUCTION

This chapter explored the research background that provides the foundation for understanding the context and significance of this study. Following that, we will clarify the key terms that will be used throughout the research, leading into the central research questions that guide our inquiry. Finally, we will outline the aims and significance of the research, allowing readers to grasp the anticipated contributions of this study.

A. Research Background

Education serves as a vital mechanism for developing human potential through structured learning processes and methodologies recognized by society. In Indonesia, the integration of English language education from an early age is increasingly important, especially given the rapid advancements in science and technology (Zein, 2017). However, students at the elementary level continue to face significant challenges in achieving English language proficiency (Juhana, 2014). This struggle is compounded by the fact that Indonesian students often lag behind their peers in non-English-speaking countries regarding mastery of advanced scientific concepts (Ramayani cited in Eritha, 2005).

The effectiveness of learning activities is crucial in achieving educational objectives, as these activities shape students' experiences and engagement (Purmanto, 2007). Despite every student's right to satisfactory learning outcomes, notable differences in intellectual capabilities, physical skills, and learning strategies often hinder their ability to grasp lessons effectively (Shams, 2009). This highlights the necessity of motivation as a driving force to enhance student engagement and learning outcomes (Fortune, 2005). Language functions as a fundamental tool for communication and information exchange. In educational contexts, language proficiency is

essential for both educators and students during teaching and learning activities. Early exposure to language learning significantly influences language acquisition and communication skills. English, being a global lingua franca, is taught from grades VII to X in junior high schools in Indonesia. Mastery of the four fundamental language skills—listening, speaking, reading, and writing—is essential for students' success in an increasingly interconnected world (Sadiku, 2015).

Among these skills, speaking is particularly crucial as it enables effective communication and fosters social relationships. It allows individuals to express thoughts and emotions clearly (Mart, 2012). Consequently, improving speaking skills is vital for effective communication in various fields (Rao, 2019). However, learning English as a Foreign Language (EFL) presents unique challenges for Indonesian students due to linguistic differences and cultural factors. Research indicates that motivation plays a pivotal role in foreign language acquisition; it influences students' focus and enthusiasm during lessons (Uddinayah & Silfia, 2019).

Despite the importance of motivation in learning English, many students exhibit low levels of motivation, leading to disengagement and subpar performance. Observations at SMP Muhammadiyah 2 Karanglewas reveal that students often struggle with speaking tasks due to a lack of confidence and fear of criticism. Only a small number of students actively participate in discussions or express their ideas effectively. This situation underscores the urgent need for teachers to implement strategies that boost student motivation and create engaging speaking opportunities. Interviews with English teachers at the school confirm that while some students are motivated to learn, many others are not, which adversely affects their academic performance.

A study by Lamb (2017) emphasized the role of both intrinsic and extrinsic motivation in shaping speaking proficiency. Lamb argued that students who are intrinsically motivated, driven by a desire to communicate and improve themselves, tend to be more actively involved in speaking activities. In recent years, there has been a more nuanced understanding of

intrinsic and extrinsic motivation, specifically regarding how they influence speaking performance. MacIntyre et al. (2019) introduced the concept of "motivational intensity," distinguishing between the strength of motivation and its impact on speaking. Their research found that while both intrinsic and extrinsic motivation affect speaking skills, the intensity and consistency of motivation over time are more significant in determining performance. Highly motivated students, whether intrinsically or extrinsically motivated, tend to engage in speaking tasks more frequently and effectively. This research aligns with the context, suggesting that ongoing motivation throughout the academic year can positively affect their speaking ability, particularly if the motivation is sustained through continuous reinforcement.

Based on the problems identified in previous research, particularly concerning English-speaking performance skills, this study aims to investigate the correlation between students' motivation and their speaking performance specifically at Grade IX of Junior High School Muhammadiyah 2 Karanglewas in Banyumas. Utilizing a quantitative methodology involving speaking tests and motivation questionnaires, this research seeks to determine whether there exists a significant relationship between these two variables. Through this exploration, the goal is to identify potential interventions that can enhance student motivation and subsequently improve their speaking abilities, thereby contributing to a more engaged and proficient learner community.

B. Clarification of Key Terms

1. Relation

Relation is an empirical test designed to identify the consistent patterns or trends in the changes of two or more informational variables (Wei, 2007). The aim of this study was to examine the relationship between students' speaking performance and motivation.

2. Student Motivation

Achievement in learning additional or foreign language is influenced by motivation (Gardner, 1985). According to Rehman and Haider (2013), motivation significantly influences student learning and academic achievement across all educational stages. It is evident that motivation plays a big part in language study achievement. Students who are eager to learn English can affect their learning outcomes or act as a mental catalyst, encouraging others to take actions that will help them reach their objectives.

3. Speaking Performance

Speaking is a communicative activity that involves meaning-conveying verbal and nonverbal language use. According to Zuhriyah (2017), defined speaking as the act of producing sayings in the form of spoken words and sentences. in order to interact with others. Speaking constitutes the active application of language to express meaning, whereas spoken language functions as the medium through which new languages are encountered, comprehended, practiced, and learned by young learners.

C. Research Question

Based on the background provided by the researcher, the research questions are as follows:
Is there any relation between students' motivation and their speaking performance at grade ix of SMP Muhammadiyah 2 Karanglewas?

D. Aims and Significance of the Research

Understanding the aims and significance of this research is crucial in elucidating the underlying objectives and the potential impact of the study, this sets the foundation for understanding the significance of the results in addressing the research question. It helps how the findings relate to the main question.

1. Aims of the research

In alignment with the title and the formulation of the problem that has been stated, The objective of this research is as follows:

to determine the relation between students' motivation and their speaking performance at Grade IX of SMP Muhammadiyah 2 Karanglewas, Banyumas.

2. Significances of the Research

This study holds significant implications for both theoretical and practical applications as follows :

a. Theoretical

Researcher hopes this research can be used as new insights and knowledge for researcher, readers, and wider community.

b. Practical

1) For Other Researchers

The result of this study can be used as a reference for other researchers who are interested in conducting similar study.

2) For teachers/prospective teachers

The result of this research can be a positive input for teachers who serve as educators and instructors, especially English subject teachers at SMP Muhammadiyah 2 Karanglewas, Banyumas. Therefore, it can provide enthusiasm or motivation to students in learning so that students can obtain better learning outcomes.

3) For schools

This research can be used as a reference and input for choosing and determining a good and suitable learning method by taking into account the characteristics of students.

CHAPTER II

LITERATURE REVIEW

This chapter provides an overview of the existing literature on the relationship between students' motivation and their speaking performance, particularly focusing on Grade IX students. The review aims to identify the key concepts, theories, and empirical studies that have investigated this relationship, thereby establishing a foundation for the current research.

A. Theoretical Framework

1. Speaking

a. Definition of Speaking

Language experts have proposed a number of definitions for the English language. Some experts define speaking in general terms. Speaking refers to the capacity to utilize language for communication, convey, and understand information, ideas, and emotions through speech. According to Törky (2006), It allows pupils to engage with others to achieve specific objectives or to convey their ideas, intentions, aspirations, and perspectives. Thus, speech is an interactive process of constructing meaning that involves the generation, reception, and interpretation of information. Furthermore, speaking is recognized as a valuable skill that deals with the way a speaker communicates ideas to a listener, (Tarigan, 2008).

b. Component in Speaking

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

1) Vocabulary

Vocabulary is a crucial element of speaking. Without a solid understanding of vocabulary, individuals may struggle to express their thoughts, ideas, opinions, or feelings to the listener.

2) Grammar

Grammar is a system of rules that define how words and sentences should be formed, spoken, and understood. Grammar, according to Heaton (1978), is defined as the capacity of students to work with structure and discern proper grammatical forms in suitable ones, which is necessary for them to organize proper sentences in dialogue. In order for the listener to truly understand what the speaker is saying, grammar is required. Even though individuals do not pay much attention to the grammar in their speech, it becomes necessary for the speaker to communicate a point using appropriate sentence structure.

3) Pronunciation

Pronunciation is another important component in speaking. The segmental characteristics of vowels, consonants, stress, and intonation patterns are all included in pronunciation. 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

A person's fluency in speaking may indicate their proficiency in communication. Fluency can be defined as the capacity to speak smoothly and accurately. According to Harris, fluency is the ability to articulate thoughts verbally, rapidly and instinctively. Louma (2004) mentioned in his study that the definition of fluency generally encompasses aspects such as flow or smoothness, speech rate, lack of excessive pauses, absence of disruptive hesitation markers, length of utterances, and coherence. Additionally, Louma noted that fluency is the ability to converse freely with minimal interruptions or

hesitations. Fluent speech describes a situation where words are linked together seamlessly to enhance comprehension..

5) Comprehension

Comprehension in oral communication is defined as the ability of an individual to both respond to and initiate speech (Syakur, 1987). Comprehension is linked to students' ability to convey messages effectively in their speaking performance, enabling others to understand what the speaker intends to communicate. This implies that if an individual can respond clearly and accurately, it indicates a strong level of comprehension. Based on the aforementioned explanation, speaking skills consist of many components or aspect, for example vocabulary, grammar, pronunciation, fluency, and comprehension and each one of the components have important role and related to each other. By mastering all the factors, students can achieve the aim of speaking.

c. Problem in Speaking

Speaking difficulties are a prevalent problem among students, especially those who are studying English as a second language. This challenge includes a variety of issues that prevent kids from expressing themselves in social and academic contexts in an effective manner. These issues fall under the linguistic, social, and psychological categories, and they can be impacted by a variety of elements, including the course material, the instructor, the misuse of the mother tongue, and insufficient practice. According to Ur (1996), there are several challenges in encouraging students to speak in the classroom. Those problems are:

1. Inhibition

According to Ur (1996), inhibition is one of the issues that lead to speaking difficulties; students who experience this condition may be afraid of making errors, afraid of receiving negative feedback from others, or just bashful while speaking in front of an audience.

Even though English is now taught in many schools, many students still find it difficult to communicate in English intelligibly. Some students are hesitant to express their thoughts in English, even when they have something to say. Students are typically required to give a speech or presentation in front of the class to hone their public speaking skills. Naturally, the goal of speaking instruction is to raise pupils' oral output skills. Consequently, the goal of language instruction in the classroom should be maximizing individual language use (Haozhang, 1997).

2. Nothing to Say

Ur (1996) noted that a lack of enthusiasm on the part of pupils to express themselves is another factor that contributes to challenges in speaking. They seem concerned that they are taking excessively long pauses when they talk, which might be the result of having a limited vocabulary that prevents them from knowing what to say. One of the most common problems preventing children one of the primary obstacles to speaking is vocabulary (Rivers, 1981). This challenge was further exacerbated by difficulties in pronunciation (Thornbury, 2005).

3. Low or Uneven Participation

When conducting the speaking activities in the classroom, there will always be dominant individuals during speaking exercises in the classroom, which can make it challenging for the more reticent pupils to talk freely (Danelle, 2017). Thus, more shy students are content to observe the lesson being taught in class rather than actively participating when more assertive students constantly draw attention to themselves or interrupt the teacher. According to Buckingham (2009), less active expression of ideas during English sessions undermines students' confidence, making it clear that efforts to enhance their performance will ultimately be advantageous. Students are unlikely to be motivated to put in the effort if they

believe their attempts will not yield positive results. result in better achievement

4. Mother-Tongue Use

Ur (1996) agreed that enabling students to use their native language during English class, for some reason, provide them with the perception that learning a second language is enjoyable. Because it is simpler and communicating in their native tongue helps them feel less vulnerable, it encourages pupils who speak the same language to use it often. An environment that promotes communication solely in their native language also leads to students feeling less motivated to speak English.

Some students might feel uncomfortable speaking only in their native language in an English-speaking classroom, even if they think it facilitates communication. According to Goldstein (2003), students did not engage in conversation; rather, they relied on their first language only in English speaking class. Students often refrained from speaking and quietly used their first language, experiencing feelings of shame when reprimanded for doing so.

Based on the explanation above, the researcher concluded that to solve those problems, teacher must help the students. Furthermore Ur (1996), also gave solutions that can be uses by the teacher should assist the students in addressing those issues, they are: group working, building the activity using simple language, providing instructions and training in discussion skills, and encouraging students to communicate in the target language.

2. Motivation

a. Definition of Motivation

Every individual possesses intrinsic qualities that influence their daily actions, and motivation is one such quality. According to Harmer (2007), motivation is a drive that emerges within an individual, either

consciously or unconsciously, to perform an action with a particular objective. Additionally, motivation can be seen as an effort that inspires an individual or a specific group to take action in pursuit of a desired goal or to find satisfaction in their efforts. Furthermore, motivation can also be defined as the action or process that provides someone with a reason to engage in a particular activity.

According to Sardiman (2006), the term motivation is derived from the word "motive," which refers to an internal driving force that compels an individual to engage in specific activities aimed at achieving a goal. Building on this concept, motivation can be understood as an activated driving force. This concept is particularly relevant to second language acquisition, especially in the context of learning English, as it plays a crucial role in motivating learners to attain proficiency in a target language that holds significant importance in their lives.

Both educators and researchers widely recognize motivation as a critical factor affecting the success and achievement in second or foreign language learning. Moreover, motivation serves as the driving force that initiates the process of learning a second language and sustains the effort required for a long and often challenging learning journey. In fact, all other factors associated with second language acquisition underscore the significant role that motivation plays (Collier, 1988). According to Dornyei (2001), without adequate motivation, even the most capable learners will struggle to achieve long-term goals, and neither a well-designed curriculum nor effective teaching will be enough to guarantee success good learning outcomes.

Drawing from the preceding analysis, the researcher deduced that motivation encompasses the desire and exertion necessary to propel individuals towards accomplishing objectives. Given its profound impact on student outcomes, whether successful or unsuccessful as language learners, motivation assumes paramount significance in

educational settings. Consequently, instructors must cultivate a deep comprehension of motivational dynamics in the learning process.

b. Role of Motivation

Motivation can serve as a catalyst for effort and accomplishment (Hasanudin, 2015). An individual pursuing a business driven by motivation will likely achieve good results. Similarly, when there is strong motivation in learning, diligent efforts will lead to outstanding achievements.

Furthermore Sardiman (2007), divides the motivation function into three parts, namely:

- 1) Inspiring individuals to take action, serving as a motivating force or engine that generates energy. In this context, motivation acts as the driving force behind all activities undertaken.
- 2) Determining guiding the course of action, specifically towards the attainment of predetermined goals. Thus, motivation offers directional guidance and ensures that activities are aligned with formulated objectives.
- 3) Choosing actions, which involves identifying the appropriate steps to take that align with goal achievement, while discarding those actions that do not contribute to this purpose.

According to Gardner and Lambert (1972) cited in Eritha (2005), there are two types of motivation functions namely:

- 1) The integrative function is motivation that encourages someone to learn something language because of the desire to communicate with the speaking community that language or become a member of society.
- 2) The instrumental function is motivation that encourages someone to have willingness to learn a second language for a useful purpose or because the urge to want to get a job or social mobility at the top that society.

Based on the aforementioned explanation, it can be concluded that the role of motivation in students serves as a driving force to be active in speaking English, to guide the course of action, specifically towards the attainment of a goal, which is higher and higher. Means a goal that will be achieved by students to actively use language English, the higher the motivation to be able to speak English.

c. Type of Motivation

According to Schunk (2008), Motivation can be divided into two types in students' learning, they are:

1. Intrinsic Motivation

Intrinsic motivation refers to the attitudes, needs, personality traits, and values that students bring to the learning environment (Moore, 2005). Additionally, intrinsic motivation is defined as motivation for an activity's own sake (Schunk, 2008). When the reader is motivated by anything inside, it is because the reader is driven to accomplish it for its own sake.

According to Gloria (2023), intrinsic motivation in education refers to the internal drive that encourages individuals to learn or engage in educational activities for the sake of enjoyment and personal fulfillment, rather than for external rewards such as grades or praise. Intrinsic motivation is crucial in education because it can significantly impact students' learning outcomes. When students have high levels of intrinsic motivation, they are more likely to achieve academic success. Teachers play a vital role in fostering students' intrinsic motivation by employing creative methods to engage students and provide constructive motivation.

According to Bernaus (2008), teachers must understand the concept of intrinsic motivation to create an engaging learning environment that motivates students internally. By doing so, teachers can help students feel involved and have clear goals in the learning process. So teachers can lead to better academic outcomes for

students and a more active participation in the learning process. Intrinsic motivation in education can help students achieve better learning outcomes and feel more engaged during the learning process (Purnama, 2019).

2. Extrinsic Motivation

Students experience extrinsic motivation (Marsh, 1996), when they get a reward, avoid punishment, or gain acceptance for a certain conduct. Additionally, extrinsic motivation is defined as motivation originating from outside of an individual (Brown, 2001). The antithesis of intrinsic motivation is extrinsic motivation, which originates from outside oneself. The external circumstances—reward, praise, reinforcement, and punishment—that support pupils' accomplishments are the source of this motivation.

In the teaching and learning process, several factors can impact students' extrinsic motivation, including:

a. Teacher

A teacher is a person who instructs pupils; they play a vital role in fostering student motivation and socialization through teaching and learning activities. In addition to imparting knowledge to students, a teacher serves as a motivator, encouraging and supporting their learning and teaching endeavors. The ability of a teacher to inspire pupils should be viewed as crucial to the teaching and learning process (Dornyei, 2001). The teacher, who is the primary tool for managing and arranging the pupils in the classroom, bears the obligation of ensuring that the teaching and learning process proceeds smoothly.

According to Ur (1996), various external sources are undoubtedly influenced by the actions of the teacher, including:

- 1) Success and its reward

This is a crucial aspect of enhancing extrinsic motivation. Students who have previously succeeded in assignments are more likely to engage with subsequent tasks and exhibit greater confidence, and more inclined to persist in their efforts (Pintrich et al., 2012). The teacher's primary role in this context is to ensure that learners recognize their own achievements.

2) Failure and its penalties

Failure is typically viewed as something to be avoided, while success is considered an objective to be pursued. Failure is not merely about providing incorrect answers; students should recognize that they are failing if they have performed significantly below their potential. (Cleland et al., 2005).

3) Authoritative demands

According to Reeve (2009), learners are frequently motivated by the pressure exerted by the teacher. They may be inclined to put in effort on tasks solely because the teacher has instructed them to do so, acknowledging the teacher's authority and right to make such demands, and placing their trust in teacher's judgement.

4) Test

The motivating influence of assessments is evident; students who are aware that they will be tested on specific material the following week are generally more inclined to study diligently compared to if they had merely been instructed to learn it. This serves as a valuable incentive, as long as it does not induce excessive stress and is not overused (Kreps, 1997).

5) Competition

Malone (2021) stated that Students are often driven to perform at their best not for the sake of learning itself, but to outperform their peers. Individual competition can be stressful for those who feel humiliated by losing or who struggle with the language, making them more likely to consistently lose in contests centered on linguistic knowledge. When overemphasized, this competition can ultimately have a negative impact on students' willingness to collaborate and support one another.

b. Parents

Parents are anticipated to encourage their children to reach positive goals in school. Harmer (2011) mentioned that parents' attitudes toward the culture of the language can greatly influence a student's motivation. If the parents are highly opposed to the language's culture, it is likely to negatively affect the student's motivation. Conversely, if the parents are highly supportive of the language, it may have a positive effect on the student's motivation. From the statement before, it implies that parents play a crucial role in motivating their children. They should possess supported their children to create their motivation.

c. Environment

According to Tabrani (2003), the environment encompasses everything that exists around us, which interacts with and influences us. Engaging in teaching and learning activities within a clean, well-maintained, and healthy environment can lead to greater satisfaction for both teachers and students.

According to Brown (2000), intrinsic motivation is more effective than extrinsic motivation, particularly when it comes to long-term retention. Schunk (2008) added, motivation define individuals at a specific moment concerning a particular

activity. The same activity can be intrinsically motivating for some individuals while being extrinsically motivating for others.

From all the explanation above about intrinsic and extrinsic motivation, researcher concluded that intrinsic motivation is more robust and influential than extrinsic motivation. Intrinsic motivation necessitates external stimulation since it is 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.

d. Characteristic of Motivated Students

According to Ur (2009), motivated student is someone who is willing, or even enthusiastic, to put in effort into learning activities and make progress. Some experts deduce the existence of motivation through observable behavioral signs (Berlyne, 1962).

According to Sardiman (2007), motivation is an effort encourage someone to do something. So the characteristics of individuals who have motivation as outlined below:

1. Displays persistence when tackling tasks.
2. Demonstrates determination in overcoming challenges.
3. Exhibits curiosity about a range of issues.
4. Prefers to work independently.
5. Becomes easily bored with repetitive tasks.
6. Is capable of defending their viewpoints.
7. Finds it difficult to abandon beliefs they hold.
8. Takes pleasure in discovering and resolving problems.

Based on the opinion above, the characteristics of people who have motivation include: diligent, tenacious, shows interest in his duties, likes working alone, gets bored quickly routine tasks, can defend

opinions obtained and believe in them, then enjoy looking for and solving the problems found.

e. Motivation in Learning English and Speaking Performance

Motivation is the driving force for students, whether it originates internally or externally, that compels them to take action. It is regarded as a crucial element in learning English, particularly in enhancing speaking performance. Schunk (2008) stated, Motivation is positively correlated with goals that focus on performance. Furthermore, Uno (2013) noted that motivation significantly contributes to an individual's performance. In the context of learning, motivation plays a vital role in enhancing students' performance. When students possess high motivation to learn English, it can lead to improved speaking performance.

Speaking is a crucial skill among the various language skills that English students must acquire. It serves as a primary criterion for assessing whether English students possess strong or weak competence. The key to effective speaking is practicing the language, as practice leads to improvement. Speaking involves two or more individuals engaging in communication to exchange information and accomplish a specific objective. However, according to the researcher's observation in English subject at school, many students experience shyness when it comes to speaking up when the students and the teacher only communicate by video call. Students also fear being laughed at by their peers when they speak up. Additionally, many students still struggle with a limited vocabulary.

The problem that stated above situation arises primarily due to students' low motivation. It is believed that motivated students are less likely to encounter these issues. Students with high motivation will work diligently and strive for excellence in their learning. One key characteristic of motivated students is their strong persistence and effort

in their studies. Additionally, Ur (1996) stated, common traits associated with successful speakers include:

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 students exhibit high motivation in learning English, it can positively affect their ability to speak effectively. 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.

B. Previous Studies

Numerous studies indicate that related to motivation. The first study was carried out by Lamb conducted a study Motivation and Speaking Proficiency in Language Learning in 2017. Lamb's research primarily focused on the role of motivation in second language acquisition, specifically investigating how both intrinsic and extrinsic motivation influenced speaking proficiency. Lamb argued that motivation is a crucial factor that determines students' engagement in speaking activities and their overall language proficiency. Methodology Design quantitative and qualitative approaches were used. Surveys and interviews were conducted to assess students' levels of intrinsic and extrinsic motivation. Additionally, students' speaking proficiency was evaluated through oral language tests. The result is Lamb found a significant positive relationship between intrinsic motivation and speaking proficiency. Intrinsically motivated students, who were driven by personal interest and a desire to improve their skills, were more likely to engage actively in speaking tasks, which led to

better speaking outcomes. Comparison with Current Research the similarity both Lamb's study and the current research are focused on the relationship between motivation and speaking performance. The current research also assesses student motivation and speaking performance among Grade IX students at SMP Muhammadiyah 2 Karanglewas, using a correlational approach, and the difference Lamb's study was broader and focused on high school students in general, while the current research specifically targets Grade IX students at a particular school in Banyumas. Additionally, Lamb used interviews, while the current research uses questionnaires and oral tests, making the latter study more focused on structured data collection.

The second research titled “Motivational Intensity and Speaking Performance” was conducted by MacIntyre et al in 2019. Study Overview: MacIntyre et al. (2019) explored the concept of "motivational intensity" in language learning, emphasizing how the strength and consistency of motivation impact language learners' speaking abilities. Methodology is using quantitative approach. Data collection a survey to measure motivational intensity and its correlation with speaking performance. Participants is university students learning English as a foreign language. The results is the study found that both intrinsic and extrinsic motivation were related to speaking performance, but the intensity of motivation was a more significant predictor of performance. Students with consistently high motivation demonstrated better speaking fluency and accuracy. Comparison with current research, similarity both studies examine the correlation between motivation and speaking performance. The concept of motivational intensity discussed by MacIntyre et al. has a similarity to the current research's focus on how strong motivation affects speaking performance. And the difference MacIntyre et al. concentrated on university students and their motivational intensity, while the current study focuses on Grade IX students in a junior high school setting, potentially examining different motivational factors due to age and educational level. The current study also emphasizes the direct observation of classroom dynamics.

The third research is a thesis written by Rahimi & Mardani in 2021 titled "Motivational Interventions and Speaking Performance". Rahimi and Mardani (2021) investigated how specific motivational interventions could improve students' speaking performance, focusing on how external strategies could boost intrinsic motivation. This research using experimental study with control and experimental groups. The data collection using pre-tests and post-tests for speaking performance. Motivational interventions such as goal-setting, praise, and feedback were applied to the experimental group. Participant is EFL learners, both in high school and university settings. Instruments using oral speaking assessments and questionnaires to assess motivation. The results is the study showed that students in the experimental group, who received motivational interventions, exhibited significant improvement in their speaking performance compared to the control group. Similarity both studies focus on the link between motivation and speaking performance, but Rahimi and Mardani's research places a stronger emphasis on external interventions to enhance motivation, whereas the current research primarily investigates the relationship between motivation and speaking performance without focusing on specific interventions. Difference Rahimi and Mardani's study uses experimental methods with controlled interventions, while the current study is correlational and does not manipulate the independent variable (motivation). The current research involves a more naturalistic approach using questionnaires, oral tests, and classroom observations, while Rahimi and Mardani's study had a more structured, intervention-based design.

From the explanation above, it is clear that there are similarities with this research. The studies by Lamb (2017), MacIntyre et al. (2019), and Rahimi & Mardani (2021) share a common theme in exploring the relationship between motivation and speaking proficiency, yet each has its distinct focus and methodology. The current research at SMP Muhammadiyah 2 Karanglewas aligns with these studies in examining how motivation affects speaking performance but distinguishes itself by focusing

on Grade IX students in a specific school setting, using a correlational method without experimental interventions. This research aims to provide insights into the natural relationship between motivation and speaking performance in a junior high school context.



CHAPTER III

METHODOLOGY

In this chapter, the researcher details the methodology used in the study, including the research design, site, and participants. A correlational design with a quantitative approach was adopted to explore the relationship between students' motivation and their speaking performance in English.

A. Research Design

The method used in this research is a correlational method with a quantitative design. According to Ary (2006), the correlational method involves employing statistical correlation tests to describe and measure the relationship between two or more variables. This approach allows the researcher to analyze how variations in students' motivation may relate to their speaking performance, providing insights into the dynamics of these two critical factors in language learning. By utilizing this method, the study aims to establish a clear understanding of the extent to which motivation influences speaking abilities among Grade IX students at Junior High School Muhammadiyah 2 Karanglewas, Banyumas.

In the process of writing this research, the researcher conducted field research. To get motivation data from students, researcher distributed questionnaires, carried out oral tests on students as samples and also observed students' classes to ensure students' motivation in learning to speak in class. Then, after the data was complete, the data was analyzed using the correlation product moment formula.

C. Research Site and Participants

1. Research Site

This research was carried out at SMP Muhammadiyah 2 Karanglewas, Banyumas. The address is Jl. Djajadiwangsa, Hamlet II, Karanglewas Kidul, District. Karanglewas, Banyumas Regency. The reason for choosing this school for research was because the school focused on education that

emphasized ethical values and skills development for students. The school offered excellent programs, such as the Adiwiyata school program, which could enhance students' skills and abilities. In addition, this school had good facilities that could support the research process.

The research duration refers to the period utilized by the researcher to conduct the study. This research was carried in September - October 2024. The time of the research was adjusted and agreed upon by SMP Muhammadiyah Karanglewas, Banyumas.

2. Participants of the research

The subject or target of the research is the language class of class XI SMP/MTs students. This research targets class XI students because the themes raised in English learning are themes studied by class XI. The sample used is one class. The sampling technique uses purposive sampling technique. The research location is SMP Muhammadiyah 2 Karanglewas, Banyumas.

D. Population and Sample

1. Population

The population refers to the broader area that includes objects or subjects with specific attributes and quantities defined by the researcher for study purposes inferred from, (Sugiyono, 2005).

According to Arikunto (2006), the population encompasses all subjects involved in the research. If a researcher aims to examine every element within the research area, then the study is classified as a population study. The population in this study is class XI of SMP Muhammadiyah 2 Karanglewas, consisting of 33 students.

2. Samples

In this study, the entire population of 33 students is the subject of research, making it a population study. The sampling technique used is purposive sampling, which selects students with similar English intelligence levels and is recommended by the English teacher at SMP Muhammadiyah

2 Karanglewas, resulting in a sample of two class, specifically class XI with 40 students.

E. Variable and Indicators of the Research

Researcher did use the person-product moment correlation coefficient. This design was chosen by researcher because it is used to measure the correlation of two variables. The data in this research are students' motivation and speaking performance. Motivation is symbolized by the variable 'X', which is assessed by administering the AMTB (Attitude/Motivation Test Battery) questionnaire. Meanwhile, English speaking performance is symbolized as the variable 'Y', was tested by giving students a topic and asking them to record a voice while telling the story of the topic they choose to get a score. According to Hatch (1982), it can be illustrated as following:

X – Y

X : Student motivation (Independent Variables)

Y : Student speaking performance (Dependent Variable)

In the context of research, independent variables are factors that are manipulated or changed by the researcher to observe their effect on the dependent variable. In the given query, the independent variable is "Student motivation" (X), which is being manipulated to assess its impact on the dependent variable, "Student speaking performance" (Y). In other words, the researcher examined how different levels of student motivation influenced student speaking performance.

F. Data Collection Techniques

Data collection can be done by researcher using several data collection techniques. In the correlational method research, data collection was carried out as follows:

1. Questionnaire

Questionnaires was employed by the researcher to gather data regarding the motivation of students to acquire communication skills. Gardner in Wimolmas (2013) designed an instrument known as the Attitude / Motivation Test Battery (AMTB) to determine the pattern of students' motivation (Gardner, 2004). The questionnaire has been extensively used in language acquisition literature and has undergone thorough validation (Khodadady and Khajavy, 2013). There were 20 items that indicated, the questionnaire is divided into two parts; the first part contains 10 questions related to intrinsic motivation encouraging individuals to learn or engage in educational activities enjoyment and personal. The second part consists of extrinsic motivation originating from outside of an individual. Elements that can affect students' extrinsic motivation during the learning process are teachers, parents, and the environment. There are five main themes, or factors, to take into account when choosing items for the questionnaire: personal, emotional, educational, professional, and parental. Instrumental motivation (items 11–20) and integrative motivation (items 1-10) become the two primary sections of the questionnaire.

Gardner's Attitude/Motivation Test Battery (AMTB) is a research tool created to evaluate the key affective factors associated with second language acquisition. It was developed by Robert C. Gardner and his associates, with the primary goal of evaluating the attitudes and motivations of students learning a second language. Gardner's Attitude/Motivation Test Battery (AMTB) is the source of the questionnaires. The Attitude/Motivation Test Battery (AMTB) is a widely recognized research instrument designed to assess the affective components involved in second language learning, particularly focusing on attitudes and motivations towards language acquisition (Lalonde, 1985). Developed by Robert Gardner in the 1980s, the AMTB has been

instrumental in various studies examining the motivational processes underlying language learning.

The AMTB consists of multiple scales that evaluate different dimensions of motivation and attitude. The traditional version includes 104 items. Each item is typically rated on a six-point semantic differential scale, where respondents indicate their level of agreement or disagreement, thus avoiding a neutral option to encourage decisive responses. The purpose of the AMTB is to measure how various motivational factors influence language learning. The extent of effort students invest in learning a new language. Researchers have utilized the AMTB to explore correlations between motivational constructs and language achievement, classroom behavior, and the impact of specific educational programs (Al-Mubireek, 2020). According to MacIntyre (2019) the AMTB has undergone extensive validation to ensure its reliability and validity across different contexts. Studies have reported high internal consistency for its scales, with median reliability coefficients around 0.85 for total scores, although some scales, like Instrumental Orientation, have shown lower reliability. The instrument has been adapted for various cultural contexts, maintaining its relevance in diverse educational settings (Cocca, 2017).

The Attitude/Motivation Test Battery remains a vital tool in educational research, providing insights into how attitudes and motivations shape language learning experiences. Its adaptability across different contexts ensures that it continues to be relevant for researchers studying second language acquisition dynamics (Khoiriyah, 2016). The AMTB has been validated and standardized using samples of Anglophone Canadian students in grades 7 through 11. It has been used in various contexts (Wimolmas, 2013), including English-speaking students learning French, French-speaking students learning English, and students learning other languages such as Spanish and Finnish (Gardner, 1981). The AMTB is a reliable and valid tool for investigating the relationships between sub-test scores and composite test scores with measures of language achievement

and the intentions to continue studying the language (Hardianti, 2022). It has been adapted and modified for use in different educational settings and languages, including English as a foreign language in secondary school students (Sayadian, 2010).

Actually, it has a large number of statements about motivation and attitude, but the researcher only included 20 that are appropriate for this study and change the questionnaires according to the students' circumstances, because allows for more focused and accurate data, reduces the risk of measurement errors, and facilitates quicker analysis. With a limited number of questions, researchers can more easily analyzed data and make effective decisions. This research uses AMTB because it helped determine students' learning motivation levels and connect it with factors that influence learning motivation.

As a result, the researcher translated the motivating phrases from AMTB into Indonesian. The questionnaires are "closed," and then distributed through Google Forms to streamline data collection and reduce the time required. The link to the Google Form is then shared in the class WhatsApp group, allowing all students to access it easily respondents are simply selecting the best response from each item and creating a checklist based on the responses provided. By providing a check mark or checklist, the students are invited to select one of the possibilities. After that, an oral exam is given to the students.

Understanding both intrinsic and extrinsic motivations within this research framework allows for a comprehensive analysis of how these factors influence students' speaking performance. While intrinsic motivation fosters a love for learning and personal growth, extrinsic motivation provides practical incentives that can drive students toward achieving specific language goals. The interplay between these motivations is essential for developing effective teaching strategies that enhance student engagement and performance in speaking English. The questionnaires used in this study consist of 20 items adapted from the

Attitude/Motivation Test Battery (AMTB) by Gardner (2004) outlined below:

1. Intrinsic Motivation

Table 3. 1 Instrument Intrinsic Motivation

No	Item
1	I wish I could speak many foreign languages perfectly.
2	Learning English is important because it will make me more comfortable with people who speak English.
3	I feel nervous when I have to speak English to a tourist.
4	I never feel confident when I speak in English class.
5	I feel very comfortable when I speak English.
6	I feel confident when asked to speak in my English class.
7	I am calm every time I have to speak in English class.
8	Learning English is important because it will be easier for me to interact with English speakers.
9	I feel confident when asked to speak in my English class.
10	When I have trouble understanding something in my English class, I always ask the teacher for help.

According to that table Intrinsic motivation refers to the drive to engage in an activity for its inherent satisfaction, enjoyment, or personal fulfillment, rather than for external rewards or pressures. In the context of instrument about learning English, several aspects highlight how intrinsic motivation influences language learning experience.

2. Extrinsic Motivation

Table 3. 2 Instrument Extrinsic Motivation

No	Item
1	I look forward to going to class because my English teacher is very nice.
2	I don't get tired of checking my assignments when I get them back from my English teacher.
3	My English teacher has a dynamic and interesting teaching style.

4	My English teacher is a source of inspiration for me.
5	My parents try to help me learn English.
6	My parents encourage me to seek help from my teacher if I have problems learning English.
7	My parents encourage me to practice my English as much as possible.
8	My parents think I should spend more time studying English.
9	I go to English class because my English teacher is very good.
10	I really like my English class, I hope to learn more English in the future.

Extrinsic motivation refers to the drive to engage in an activity based on external factors or rewards rather than for the inherent enjoyment of the activity itself. In the context of instrument statements regarding experience in English class, several elements illustrate how extrinsic motivation manifests in learning environment.

The responses were evaluated using a Likert scale, which offers five options: Strongly Agree (Sangat setuju), Agree (Setuju), Undecided (Ragu-ragu), Disagree (Tidak Setuju), and Strongly Disagree (Sangat Tidak Setuju). Each option is assigned a score according to the Likert Scale Rating outlined below:

Table 3. 3 The Likert Scale Rating

Option	Score	
	Favorable	Unfavorable
Strongly agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly disagree	1	5

Based on the table above, to assess the level of students' motivation, a five-point Likert scale was employed. This scale was used to translate the variable into indicator variables, which were then used as the foundation for constructing the instrument items. These items were primarily composed of questions that aimed to measure the students' motivation in speaking English.

2. Test

The type of assessment utilized in this study is a speaking test. The aim of the assessment is to evaluate the students' proficiency in speaking in terms of pronunciation, grammar, fluency, and intonation. The researcher dependent variable is the pupils' speaking proficiency. Thus, the researcher administered an oral exam to the students to assess their speaking skills proficiency score.

The students were given a speaking exam after completing the questionnaires, and conversational exchange oral exams were utilized in this study. Students must construct phrases following a specific pattern after being provided a scenario. Two individuals familiar with the speaking ability exam evaluate the oral portion of the test to minimize subjectivity in this research. According to Heaton (1978), the exam is given in a classroom setting. Speaking in pairs to practice taking trip is required of the students.

During this test, the researcher has chosen to use a The scoring guide proposed by Harris (1969) includes a rating scale for four criteria related to speaking skills: pronunciation, grammar, vocabulary, and fluency and comprehensibility.

Table 3. 4 Five Components of Grading Speaking Scale by Harris

No	Criteria	Rating Scores		Description
1	Pronunciation	5	95	Has few traces of foreign language?
		4	85	Always intelligible, though one is conscious of a definite accent.
		3	75	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	65	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	50	Pronunciation problem to serve as to make speech virtually unintelligible.
2	Grammar	5	95	Make few (if any) noticeable errors of grammar and word order

		4	85	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning
		3	75	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	65	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	50	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3	Fluency	5	95	Use of vocabulary and idioms is virtually that of native speaker.
		4	85	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	75	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	65	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	50	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Intonation	5	95	Speech as fluent and efforts less as that of native speaker
		4	85	Speed of speech seems to be slightly affected by language problem.
		3	75	Speed and fluency are rather strongly affected by language problem.
		2	65	Usually hesitant, often forced into silence by language limitation.
		1	50	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	95	Appears to understand everything without difficulty.
		4	85	Understand nearly everything at normal speed although occasionally repetition may be necessary.

		3	75	Understand most of what is said at slower than normal speed without repetition
		2	65	Has great difficulty comprehend. social conversation spoken slowly and with frequent repetition
		1	50	Cannot be said to understand even simple conversation.

Based on the table above, the speaking assessment is used to determine each student's score, as indicated in the above table, from Harris (1987). The researcher obtained the teacher's score to calculate the objective score.

G. Data Analysis

After the researcher obtained data from students' motivation questionnaires, and speaking ability tests, the researcher measured each set of data, the researcher employs the Pearson product moment correlation coefficient, developed by Carl Pearson (2011), to investigate the influence of variables in a correlational study. This method, denoted by the symbol "r" helped to determine if there is a correlation or relationship between the X and Y variables, it is essential to conduct the Pearson product-moment correlation test., the researcher ensured that the data meets the assumptions of normality and linearity.

In data analysis, understanding the relationships between variables is crucial, and several statistical tests and formulas are employed to achieve this. These statistical methods and formulas collectively provide a comprehensive framework for analyzed data and understanding the relationships between variables.

1. Linearity formula

According to Cox (1994), the linearity test is designed to identify whether there is a statistically significant linear relationship between two variables or not. This test is a necessary step in both correlation analysis and linear regression, ensuring that the data meets the assumptions

required for these statistical methods. The formula used for this test is as follows:

$$a_2 = \sum p - \Phi$$

Note :

a_2 = Value of a_{max}

$\sum p$ = Sum value of data probability

Φ = Value of kolmogrov table

To find out the regression line, the variance analysis table (ANOVA) used in this study.

2. Normality formula

The normality test is performed to assess whether the population distribution follows a normal distribution (Manik et al., 2023). The formula is as follows:

$$Z = \frac{x - \bar{x}}{s}$$

Note :

Z = Standart score

x = Student score

\bar{x} = The mean score

s = Standart deviation

Once the value of a_{max} , is calculated, the next step is to find the corresponding value from the normality table at a 5% significance level. This value is then compared to the calculated a_{max} to assess whether the data conforms to a normal distribution.

3. Finding the number of correlation using formula

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Note :

r_{xy} = Coefficient of correlation between X and Y variable

N = Number of Participants

X = Distribution of students' motivation score

Y = Distribution of students' speaking score

$\sum X$ = Sum of score in motivation

$\sum Y$ = Sum of score in speaking ability

$\sum X^2$ = Sum of the Squared Scores of motivation

$\sum Y^2$ = Sum of the Squared Scores of speaking ability

$\sum XY$ = The Sum of Multiplied Score between X and Y

This formula is used in finding index correlation "r" product moment between X variable and Y variable (r_{xy}).

4. Degree of freedom formula

Before determining the significance between two variables, the researcher must first calculate the degrees of freedom (df) to use in the t-table (Silvey, 2017). The formula used to obtain the df score is:

$$df = n - 2$$

Note :

df = degree of freedom

n = number of participants

The formula to find the degrees of freedom (df) in a statistical test.

5. Significance formula

To determine the significance between two variables, the formula for the significance test is as follows:

$$t_{count} = \frac{r\sqrt{df}}{\sqrt{1-r^2}}$$

Note :

t_{count} = t value

r = value of correlation coefficient

df = degree of freedom

6. Pearson correlation value

To clarify the scores of the indicators for “r” correlation, product moment (r_{xy}) typically, the following interpretations are used:

Table 3. 5 Table of ‘r’ Value Pearson Correlation

Value of ‘r’ product moment	Explanation
0.00 – 0.19	The correlation is very weak or no correlation between x and y.
0.20 – 0.39	The correlation is low or weak between x and y.
0.40 – 0.59	The correlation is medium between x and y.
0.60 – 0.79	The correlation is strong between x and y.
0.80 – 0.100	The correlation is perfect between x and y.

The Pearson correlation coefficient, represented by r , is a statistical metric that assesses both the strength and direction of the relationship between two continuous variables. It is a widely used measure of correlation that can take values between -1 and 1. A value of -1 indicates a perfect negative linear correlation, while a value of 1 indicates a perfect positive linear correlation. Values closer to 0 indicate a weaker correlation.

7. Value of determinant coefficient

Then, to determine the percentage of contribution from the independent variable (motivation) to the dependent variable (speaking), this formula can be used:

$$KP = r^2 \times 100\%$$

Note :

KP = value of determinant coefficient

r = value of correlation coefficient

Before the researcher uses this formula , the score of ‘r’ correlation must be gotten from the SPSS.

H. Statistical Hypothesis

There are two statistical hypotheses:

1. If r_o is the same as or higher than r_t , the H_a is accepted. There is a significant relationship between students' motivation and students' speaking performance at grade IX of SMP Muhammadiyah 2 Karanglewas, Banyumas.
2. If r_o is lower than r_t , the H_a is rejected. There is no significant relationship between students' motivation and students' speaking performance at grade IX of SMP Muhammadiyah 2 Karanglewas, Banyumas.

I. Outline/ Structure of the Research

This research was presented in five chapters.

The first chapter is the introduction. It comprised the research background, the research questions, the objectives of the research, and the previous research.

The second chapter is the literature view that explained the theories that were used in this research, including the theory about the relation between motivation and speaking in learning English.

The third chapter discussed the research methodology which comprised the type of the research, the object/subject of the research, the techniques of data collection, the technique of data analysis, as well as the stages for designing relation motivation and speaking in learn English.

The fourth chapter discussed the findings and discussion of the research.

The fifth chapter discussed the conclusion and suggestions. It was followed by references and appendixes.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings, encompassing the sections on data description, data analysis, and discussion. The data description section provides an overview of the speaking performance data. The data analysis section details the outcomes of the tests for linearity and normality, the analysis of the correlation coefficient, hypothesis testing, and the calculation of the coefficient. Lastly, the chapter examines the implications of these results.

A. Data Description

According to the research methodology, the researcher collected data by distributing questionnaires to investigate the relationship between students' motivation and their speaking performance at Grade IX of SMP Muhammadiyah 2 Karanglewas. Following this, administered an oral test to evaluate the students' speaking skills.

After gathering all the data, the writer began the analysis process. Initially, motivation was evaluated using the Likert scale, while speaking ability was measured with David's scale rating scores. Additionally, the results of the classroom observation were documented to gain insight into the students' motivation in learning speaking within the classroom setting. Following the analysis of each data set, the writer examined the relationship between students' motivation in learning to speak and their speaking scores using the Pearson Correlation Product Moment formula.

A more comprehensive overview of the research findings is organized into two sections: student motivation in learning English, student performance in speaking English. Before describing the data, the researcher wishes to outline the scoring ranges used by the Pedoman Akademik Universitas Islam Negeri (UIN) Saifuddin Zuhri Purwokerto (2023), which described as follows:

Table 4. 1 Score Range

Number	81 – 100	66 - 80	51 - 65	41 - 50	0 – 40
Letter	A	B	C	D	E

An "A" represents an excellent score, indicating outstanding performance on the test. A "B" denotes a good score, while a "C" is considered average; those who receive a C have passed but are advised to retake the test or seek additional help. Scores of "D" and "E" are classified as poor, signifying that the test takers did not pass.

1. Students Motivation in Learning English

To assess learning motivation using a questionnaire adapted from the Achievement Motivation Test Battery (AMTB), the researcher created a 20-item survey that includes both intrinsic and extrinsic motivation factors and one question instrumental/intrognative. The survey is administered via Google Forms to streamline the process and make it easily accessible to students through the class WhatsApp group. The responses are then analyzed using 5 Likert scales to quantify the students' motivation levels.

Table 4. 2 Score of Students' Motivation in Learning Speaking (X Variable)

Students (N)	Motivation (X)
1	70
2	75
3	61
4	60
5	74
6	54
7	57
8	71
9	75
10	90
11	54
12	80
13	75
14	71
15	57
16	81
17	58
18	60
19	66
20	70
21	80
22	68

23	72
24	67
25	76
26	86
27	61
28	77
29	69
30	61
31	60
32	73
33	86
N=33	$\sum X = 2295$

Table 4.2 presents data on students' motivation scores in speaking learning, which are measured using variable X. This data includes 33 students who each have different motivation scores.

The Data Details provide a clear picture of the level of motivation of students in learning to speak. With an average score of around 69.5. Students with the highest scores (90) show very high motivation, while students with the lowest scores (54) may need more attention to increase their motivation. Most students (about 70%) had above-average scores, which indicates that the majority of students are quite motivated in learning to speak.

Table 4. 3 Descriptive Statistics Motivation Score

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
X	33	36	54	90	69.55	9.657
Valid N (listwise)	33					

The data shows that the total score from 33 respondents is 2295. Using SPSS, we found that the mean motivation score for students is 69,55 with a range of 36. The minimum motivation score is 54, while the maximum is 90. Based on these statistics, we can categorize motivation scores into two groups: low motivation (scores below 70) and high motivation (scores above 70). This that the majority of students exhibit high

motivation in learning speaking The difference between the highest and lowest scores is 34, and the standard deviation of the motivation scores is 9,657, suggesting that the scores are relatively close to the average.

2. Students' Speaking Score

In this study, the students' speaking ability is treated as the dependent variable (Y). To assess their speaking performance, the researcher conducted oral tests evaluated across five criteria: pronunciation, grammar, vocabulary, fluency, and comprehension. These five elements represent the components of speaking skills. The students' scores were determined using the rating scale developed by Harris (1987), which categorizes their performance based on these components. The results reflect the students' speaking abilities as evaluated through this structured assessment approach.

Table 4. 4 Score of Students' Speaking Performance (Y Variable)

Students (N)	Speaking (Y)
1	67
2	68
3	68
4	67
5	71
6	70
7	69
8	67
9	73
10	67
11	67
12	72
13	75
14	70
15	67
16	68
17	64
18	72
19	69
20	72
21	70
22	67
23	60
24	65
25	69

26	66
27	72
28	63
29	89
30	65
31	74
32	73
33	72
N=33	$\sum Y = 2288$

The data presented in Table 4.4 shows that all students achieved the minimum requirements for the speaking class, demonstrating their proficiency in speaking. Specifically, one students received an "A" signifying excellence, while twenty seven students earned a "B" indicating good performance. Notably, five students received a "C" which would represent a medium or fair level of achievement. Table 4.4 provides a visual representation of the distribution of speaking abilities among the students.

Table 4. 5 Descriptive Statistics Speaking Score

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Y1	33	29	60	89	69.33	4.858
Valid N (listwise)	33					

The information in Table 4.5 indicates that there were 33 students' speaking scores. The average score for their speaking abilities was 69.33, reflecting the mean score attained by the students. Additionally, the highest speaking ability score was 89, while the lowest was 60, resulting in a range of 29 between the highest and lowest scores. Furthermore, The standard deviation of the speaking ability scores was 4.858, suggesting that the scores were fairly close to the mean.

B. Data Analysis

1. Test of Linearity

The relationship between students' motivation and speaking performance data is examined using SPSS software, with the findings displayed in an ANOVA table. The results of this analysis are summarized in the table provided below:

Table 4. 6 Data of Linearity Analysis

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	,977	1	,977	,040	,842 ^b
	Residual	754,356	31	24,334		
	Total	755,333	32			
a. Dependent Variable: Speaking Score						
b. Predictors: (Constant), Motivation scores						

The data in Table 4.6 shows a linear distribution for both students' motivation and speaking performance. The significance of this deviation from linearity is 0,842, which is higher than the level of significance (0,05), indicating that both datasets exhibit linear distributions.

2. Test of Normality

A normality test was performed using SPSS software to determine whether the populations from which the samples were drawn are normally distributed. This is crucial because normal distribution is a fundamental assumption for conducting parametric tests. The results of the normality test are presented below:

Table 4. 7 Tests of Normality

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		33
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	4,85526834
Most Extreme Differences	Absolute	,138
	Positive	,138
	Negative	-,107
Test Statistic		,138
Asymp. Sig. (2-tailed)		,112 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on the data in Table 4.7 students' speaking performance is normally distributed, as the significance scores exceed 5% (0,05). The Shapiro-Wilk test yielded a significance value of 0,288, indicating that 0,112 is greater than 0,05. Since the data distribution is both normal and linear, parametric procedures, specifically the Product Moment Correlation, were employed for the statistical analysis.

3. Analysis of Correlation Coefficient

This section outlines the calculations performed prior to utilizing SPSS for quicker results. Additionally, this table illustrates the manual application of the Pearson Correlation Formula to verify the correlation coefficient. The data is detailed as follows:

Table 4. 8 Table of Calculation

X	Y	XY	X²	Y²
70	67	4690	4900	4489
75	68	5100	5625	4624
61	68	4148	3721	4624
60	67	4020	3600	4489
74	71	5254	5476	5041
54	70	3780	2916	4900
57	69	3933	3249	4761
71	67	4757	5041	4489

75	73	5475	5625	5329
90	67	6030	8100	4489
54	67	3618	2916	4489
80	72	5760	6400	5184
75	75	5625	5625	5625
71	70	4970	5041	4900
57	67	3819	3249	4489
81	68	5508	6561	4624
58	64	3712	3364	4096
60	72	4320	3600	5184
66	69	4554	4356	4761
70	72	5040	4900	5184
80	70	5600	6400	4900
68	67	4556	4624	4489
72	60	4320	5184	3600
67	65	4355	4489	4225
76	69	5244	5776	4761
86	66	5676	7396	4356
61	72	4392	3721	5184
77	63	4851	5929	3969
69	89	6141	4761	7921
61	65	3965	3721	4225
60	74	4440	3600	5476
73	73	5329	5329	5329
86	72	6192	7396	5184
$\Sigma X=2295$	$\Sigma Y=2288$	$\Sigma XY=159174$	$\Sigma X^2=162591$	$\Sigma Y^2=159390$

According to the data in Table 4.8, there are 33 participants, with a total speaking ability score (X) of 2295 and a total writing achievement score (Y) of 2278. The product of X and Y amounts to 192,309, while the squared values of X and Y are 194,884 and 193,776, respectively. Following the results from Table 4.8, the data is then calculated using the Pearson Product Moment formula as outlined below:

$$N = 33$$

$$\Sigma X = 2295$$

$$\Sigma Y = 2288$$

$$\Sigma X^2 = 162591$$

$$\sum Y^2 = 159390$$

$$\sum XY = 159174$$

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

$$r_{xy} = \frac{33(159174) - (2295)(2288)}{\sqrt{((33(162591)^2) - (2295)^2)(33(159390) - (2288)^2)}}$$

$$r_{xy} = \frac{5252742 - 5255760}{\sqrt{(5365503 - 5261025)(5269870 - 5236544)}}$$

$$r_{xy} = \frac{3018}{\sqrt{(104478)(33326)}}$$

$$r_{xy} = \frac{3018}{\sqrt{3480721428}}$$

$$r_{xy} = \frac{3018}{59000.61}$$

$$r_{xy} = 0.036$$

To verify the accuracy of the manual calculations, the Pearson Product Moment correlation is computed using SPSS. This ensures that there are no discrepancies between the scores obtained by the writer and those calculated manually. The process for calculating the Pearson Product Moment is outlined as follows:

Table 4. 9 Correlations

Correlations			
		Motivation scores	Speaking Score
Motivation scores	Pearson Correlation	1	,036
	Sig. (2-tailed)		,842
	N	33	33
Speaking Score	Pearson Correlation	,036	1
	Sig. (2-tailed)	,842	
	N	33	33

Given that the Pearson Product Moment Correlation Coefficient (r_{xy}) between the independent variable (motivation) and the dependent variable (speaking) is 0,036, and the researcher prefers to use the sample size (n) for further analysis, the correlation coefficient (r_{xy}) is converted to a t-statistic using the following formula:

$t_{count} = t \text{ value}$

r = value of correlation coefficient

n = number of samples

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0.036\sqrt{33-2}}{\sqrt{1-0.036^2}}$$

$$t = \frac{0.200448}{0.999352}$$

$$t = 0.201$$

From the calculation above, t obtained (t_o) is 0.201.

4. Test of Hypothesis

To test the hypothesis, the correlation coefficient from the calculation (r_{xy}) which is converted to t obtained (t_o) is compared to t table (t_t). In the term of the statistical hypotheses, these can be portrayed as follows:

- a) If $t_o \leq t_t = H_o$ is accepted. It means there is no correlation between students' motivation and students' English speaking performance.
- b) If $t_o > t_t = H_o$ is rejected. It means there is a correlation between students' motivation and students' English speaking performance.

To determine the t table, degree of freedom (df) is required. To obtain the score of degree of freedom, the following formula is used:

$$df = n - 2$$

$$df = 33 - 2$$

$$df = 31$$

After determining the degrees of freedom, it is found that the critical t-value from the t-table, using a significance level of $\alpha = 5\%$ (corresponding to a confidence level of 95%), is 1.695. Given that the calculated t-value is 0.201, which is greater than the critical t-value (to $> t_t$, or $1.695 > 0.201$), the null hypothesis (H_0) is rejected, indicating a correlation between students' motivation and their speaking performance.

5. Determination of Coefficient

Coefficient determination is interpreted as the amount of contribution of the variable x to variable y. It is obtained by the following formula:

$$R = r^2 \times 100\%$$

$$R = 0.201^2 \times 100\%$$

$$R = 0.040401 \times 100\%$$

$$R = 4.04\%$$

This indicates that the contribution of X, or students' motivation, accounts for 4% of Y, or students' speaking performance. The remaining contributions come from other variables.

C. Discussion

The title of this research, "The Relation Between Students' Motivation and Their Speaking Performance at Grade IX of SMP Muhammadiyah 2 Karanglewas, Banyumas". Student motivation plays a crucial role in enhancing their speaking performance (Gusmuliana et al., 2021). Students with high motivation tend to exhibit better speaking skills (Lin, 2002). Therefore, this study aims to determine whether there is a significant relationship between students' motivation and their speaking performance in Grade IX at SMP Muhammadiyah 2 Karanglewas, Banyumas. The choice of Grade IX students

is significant, as this is a critical stage in language acquisition, where speaking skills are increasingly emphasized in the curriculum (Brown, 2007).

Understanding the relationship between motivation and speaking performance can inform teaching strategies (John et al., 2020). Educators can implement motivational techniques to foster a more conducive learning environment that encourages students to engage in speaking activities (Dörnyei et al., 2019). This research underscores the importance of fostering student motivation as a means to improve their speaking performance, aligning with findings from various studies that highlight the direct impact of motivation on language acquisition and proficiency (Zarei et al., 2015).

Student motivation is one of the key factors influencing their speaking performance (Tong, 2022). Motivated students are generally more enthusiastic about learning and speaking (Sullo, 2009). They tend to be more confident and possess better speaking abilities. Motivation in this context refers to the drive that compels students to engage with the learning material, which is essential for effective learning and skill development (Ryan & Deci, 2000). Particularly in speaking activities, it can be influenced by various factors, including personal interests, goals, the perceived relevance of speaking tasks, and the support provided by teachers and peers (Dörnyei, 2001). By analyzing students' motivation levels, the study aims to determine how these factors correlate with their performance in speaking assessments.

Speaking performance encompasses the students' ability to articulate thoughts, ideas, and opinions clearly and effectively in spoken language, which includes aspects such as fluency, pronunciation, and vocabulary usage (Brown, 2007). This includes aspects such as fluency, pronunciation, vocabulary usage, and the ability to engage in meaningful conversation (Harmer, 2007). As speaking is a critical component of language learning, understanding its relationship with motivation can provide insights into how to enhance students' skills in this area (Ushioda, 2011).

In the analysis, a correlation index of 0.201 was found, indicating a medium level of correlation between motivation and speaking performance.

This suggests that while higher motivation can lead to better speaking outcomes, other factors may also play a role (Schunk et al., 2008). The moderate correlation highlights the need for educators to consider a multifaceted approach to improve students' speaking abilities, as various factors can influence both motivation and performance (Gardner, 1985)

This study aimed to explore the relationship between students' motivation and their speaking performance among Grade IX students at SMP Muhammadiyah 2 Karanglewas, Banyumas. The analysis revealed a correlation index of 0.201, indicating a medium level of correlation between students' motivation in learning speaking (X) and their speaking scores (Y). This suggests that as students' motivation increases, their speaking performance tends to improve, although the correlation is not particularly strong. The result was obtained using the Product Moment correlation formula, and the interpretation aligns with the correlation coefficient table, confirming the medium correlation between the two variables. This interpretation can be seen in the simple Product Moment correlation coefficient (r_{xy}) table.

Table 3.3
Table of 'r' Value Pearson Correlation

"r" Product Moment (r_{xy})	Interpretation
0,0 – 0,020	Very low/weak
0,20 – 0,40	Weak
0,40 – 0,70	Medium
0,70 – 0,90	High
0,90 – 1,00	Very High

From the calculations and interpretation of the r_{xy} value, it is evident that there is a correlation between the variables. Specifically, the positive correlation between X (students' motivation in learning speaking) and Y (students' speaking scores) indicates that higher motivation leads to better speaking ability. Therefore, students with high motivation in learning speaking are likely to achieve better speaking skills.

The correlation index ($r_{xy} = 0.201$) falls within the range of 0.20 to 0.40, which signifies a weak correlation. This moderate correlation is important for understanding how motivation impacts speaking performance. It indicates

that while motivation is a contributing factor, other variables may also play a significant role in influencing speaking scores. Factors such as teaching methods, individual learning styles, and classroom dynamics could be considered in future research to provide a more comprehensive understanding of students' speaking abilities. This suggests that there is a moderate correlation between students' motivation in learning speaking and their speaking ability. Consequently, the alternative hypothesis of the study is accepted.

To finalize the study's results, the interpretation of the r-table is likewise included. The researcher calculated the Degrees of Freedom (Df) using the appropriate formula is 33. By examining the “r” table (tr) for a degrees of freedom (Df) of 31, it is observed that the critical value for a significance level of 5% is 0.201.

The significance level of $\alpha = 5\%$ corresponding to a confidence level is 0.201. Given that the calculated t-value is 1.695, which is greater than the critical t-value ($t_o > t_t$, or $1.695 > 0.201$), the null hypothesis (H_o) is rejected, indicating a correlation exists between students' motivation and their speaking performance, leading to the acceptance of the alternative hypothesis (H_a). In other words, the alternative hypothesis (H_a) is accepted at a significance level of 5%.

Additionally, based on the results, it is inferred that higher motivation in learning speaking skills leads to better speaking abilities among students. Students with high motivation are more likely to engage intensively with the learning process, both in and out of the classroom. They strive to learn as much as possible, focusing on enriching their vocabulary and practicing their speaking skills. Moreover, motivated students often find their learning enjoyable, which enhances their confidence in speaking English, even though it is a foreign language. This increased confidence allows them to express themselves more freely in various settings.

The researcher calculated the Product Moment correlation coefficient (r_{xy}) Further analysis showed that among the 33 students surveyed, 27 students exhibited moderate motivation, with a total motivation score of 2295, resulting

in a mean score of 69.55. The observed range of motivation scores (33) indicates variability among students, with scores spanning from a minimum of 54 to a maximum of 90. Notably, most students scored above the mean, reflecting a generally positive motivation landscape within the classroom. The standard deviation of 9.657 suggests that while most students are motivated, there are some who may need additional support to reach higher levels of motivation (seen in Table 4.3) indicates that the scores are relatively close to the average. The analysis revealed that students were primarily influenced by extrinsic factors, suggesting their motivation was driven more by external rewards than by intrinsic interests.

The research examined both types of motivation and found that intrinsic factors—such as health, ability, interest, and feelings of safety—play a significant role in students' English achievement, while extrinsic factors, which include societal influences, school environments, and family dynamics, also contribute to their overall performance (Dörnyei, 2001). In the context of instrumental motivation, this research reveals that intrinsic motivation is significantly more impactful than extrinsic motivation, as students recognize the vital role that English plays in their academic success. The strong presence of intrinsic motivation suggests that internal drives are crucial for effective learning; when students understand the value of learning and feel engaged in the process, they tend to achieve better results (Ryan & Deci, 2000). Intrinsic motivation is particularly important, external factors typically associated with extrinsic motivation also influence foreign language learning (FLL) differently than they do in second language acquisition (SLA) this finding aligns with Larson et al. (2011).

Based on assessed the speaking performance of students at SMP Muhammadiyah 2 Karanglewas. The results showed that all students met the minimum requirements for the speaking class, with one student receiving an "A" for excellence, twenty seven students earning a "B" for good performance, and five students achieving a "C," indicating fair performance. The data revealed that there were 33 speaking scores, with a mean score of 69.33. The

highest score was 89 and the lowest was 60, resulting in a range of 29. Additionally, the standard deviation of 4.858 (seen in Table 3.8) indicates that the scores were fairly close to the average. Overall, these findings suggest that students generally performed well in speaking English, with most achieving satisfactory scores.

The findings reveal a significant difference between high and low achievers in speaking performance at SMP Muhammadiyah 2 Karanglewas. High-achieving students, who received "A" and "B" grades, likely possess strong motivation and support from their learning environment, contributing to their success. In contrast, the six students who earned "C" grades may lack motivation or face challenges that hinder their speaking skills. Addressing these factors is essential for developing effective learning strategies to enhance the speaking abilities of all students.

Based on the correlation results and the theoretical framework discussed, the hypothesis (H_i) stating that "there is a significant relationship between students' motivation and their speaking performance in Grade IX at SMP Muhammadiyah 2 Karanglewas" was accepted. In contrast, the null hypothesis (H_o), which posited that "there is no significant relationship between students' motivation and their speaking performance in Grade IX at SMP Muhammadiyah 2 Karanglewas," was rejected.

In conclusion, the study sheds light on the significant relationship between students' motivation and their speaking performance. By focusing on Grade IX students at SMP Muhammadiyah 2 Karanglewas, the research underscores the importance of motivation in language learning and provides valuable insights for educators seeking to improve speaking skills among their students. Future research could explore additional variables influencing this relationship, further enhancing our understanding of effective language instruction.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusions drawn from the study. Additionally, it offers several recommendations for English language instructors, students, and future researchers.

A. Conclusion

The research findings indicate a significant correlation between students' motivation and their speaking performance among Grade IX students at SMP Muhammadiyah 2 Karanglewas, Banyumas. Specifically, the contribution of speaking to writing was determined to be 4%. The correlation coefficient between these two variables was calculated to be 0.201, which is significant at the 0.01 level. This conclusion is further supported by data showing that the scatter points were closely aligned with the regression line, indicating a clear correlation.

Using the SPSS Statistics program, the analysis revealed a medium correlation between the variables. The calculated t-value was found to be 1.695, while the critical t-value at a significance level of 0.05 was 0.201. Since the calculated t-value (1.695) exceeds the critical t-value (0.201), the null hypothesis (H_0) is rejected, leading to the acceptance of the alternative hypothesis (H_a). This confirms that there is a strong relationship between students' motivation and their speaking performance.

In summary, the analysis demonstrates a positive correlation between students' motivation in learning speaking (X variable) and their speaking ability (Y variable), with an r-value of 0.201 indicating a medium level of correlation. Higher motivation correlates with improved speaking ability, suggesting that as students become more motivated, their speaking skills also enhance. Additionally, referencing the r table for degrees of freedom ($Df = 31$) reinforces this conclusion, as the critical values support the existence of this significant correlation at a 5% significance level.

B. Limitation

The research findings indicating a significant correlation between students' motivation and their speaking performance among Grade IX students at SMP Muhammadiyah 2 Karanglewas, Banyumas, are subject to certain limitations. Specifically, the study's reliance on a potentially small sample size limits its generalizability across diverse student populations. Additionally, measurement tools like questionnaires for assessing motivation and oral tests for evaluating speaking performance introduce potential biases, such as social desirability bias affecting self-reporting. External factors influencing both variables, like classroom environment, teacher effectiveness, peer dynamics, and socio-economic status are also not fully controlled, risking confounding effects. Furthermore, while correlations suggest relationships, they do not establish causal links; thus, direct cause-and-effect conclusions about motivational impacts on speech abilities remain speculative without longitudinal data analysis. Lastly, variations in pre-existing English proficiency levels among participants could further complicate interpretations regarding how motivation specifically enhances spoken communication skills. Acknowledging these constraints helps contextualize the study's outcomes more accurately.

C. Suggestions

Based on the findings of the research regarding the relationship between students' motivation and their speaking performance in grade IX at SMP Muhammadiyah 2 Karanglewas, the study aims to provide suggestions in the following areas:

1. To the teacher, understanding psychological factors like motivation is crucial for enhancing students' learning behaviors. Teachers should stimulate interest through concrete actions, providing opportunities for speaking practice in every class session. The goal is to make learning enjoyable by incorporating new and trendy methods to pique curiosity and interest. A relaxed environment where students feel comfortable making

mistakes is essential, as mistakes are part of the learning process. By prioritizing speaking practice over theoretical knowledge, teachers can foster an engaging and effective learning environment that encourages students to develop their English speaking skills.

2. To future researchers interested in examining the relationship between students' motivation and their speaking performance, this study highlights a significant connection between these factors. It is recommended that future research involve a larger sample size, as this study included only 33 respondents, and extend the research duration to enhance data validity and reliability. This research serves as a foundational reference for exploring similar topics, and it is hoped that it inspires further investigations in the field of education.



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APPENDICES



Appendix I Preliminary Permission Letter from the University



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor : B.m.5945/Un.19/D.FTIK/PP.05.3/11/2023
Lamp. : -
Hal : **Permohonan Ijin Observasi Pendahuluan**

30 November 2023

Kepada
Yth. Kepala SMP Muhammadiyah 2 Karanglewas
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

- | | |
|--------------------|--------------------------------|
| 1. Nama | : ABDATUROHMANI AZKA ALMAHBUBI |
| 2. NIM | : 2017504107 |
| 3. Semester | : 7 (Tujuh) |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris |
| 5. Tahun Akademik | : 2023/2024 |

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

- | | |
|----------------------|-----------------------------|
| 1. Objek | : Guru mapel Bahasa Inggris |
| 2. Tempat / Lokasi | : Karanglewas |
| 3. Tanggal Observasi | : 01-12-2023 s.d 15-12-2023 |

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Maria Ulpah

Appendix II Research Permission Letter from the Research Object



MAJELIS PENDIDIKAN DASAR MENENGAH DAN PENDIDIKAN NONFORMAL
PIMPINAN DAERAH MUHAMMADIYAH BANYUMAS
SMP MUHAMMADIYAH 2 KARANGLEWAS
Terakreditasi "A"
Jalan Jaya Diwangsa No. 43 Telp. (0281) 641264 Karanglewas Kode Pos 53161
Email: smpmuh2krlws@yahoo.co.id

SURAT KETERANGAN

Nomor : E.5/217/103.02/SMPM.2/VI/2024

Yang bertanda tangan dibawah ini :

Nama : ELOK ASTIKA, S.Pd.
NBM : 922573 : -
Jabatan : Kepala Sekolah
Unit Kerja : SMP Muhammadiyah 2 Karanglewas
Alamat : Jl. Jaya Diwangsa No.43 Karanglewas
Kec. Karanglewas –Kab. Banyumas

menerangkan bahwa :

Nama : ABDATUROHMANI AZKA ALMAHBUBI
NIM : 2017504107
Semester : 8 (Delapan)
Jurusan/Prodi : Tadris Bahasa Inggris
UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto
Tahun Akademik : 2023/2024

Yang bersangkutan telah melaksanakan Observasi Pendahuluan di SMP Muhammadiyah 2 Karanglewas.

Demikian Surat Keterangan ini dibuat dengan sebenar-benarnya untuk dapat dipergunakan sebagaimana mestinya.

Karanglewas, 3 Juni 2024

Kepala Sekolah

ELOK ASTIKA, S.Pd.
NBM: 922573

Appendix III Individual Research Permit from University



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor : B.m.4566/Un.19/D.FTIK/PP.05.3/09/2024
Lamp. : -
Hal : **Permohonan Ijin Riset Individu**

23 September 2024

Kepada
Yth. Kepala SMP Muhammadiyah 2 Karanglewas
Kec. Karanglewas
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

- | | |
|--------------------|---|
| 1. Nama | : ABDATUROHMANI AZKA ALMAHBUBI |
| 2. NIM | : 2017504107 |
| 3. Semester | : 8 (Delapan) |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris |
| 5. Alamat | : Pasir Lor rt05/02 Kec. Karanglewas Kab. Banyumas |
| 6. Judul | : Penelitian Mengenai Hubungan Antara Motivasi Belajar dengan Prestasi Berbicara Siswa Kelas IX SMP Muhammadiyah 2 Karanglewas Banyumas |

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

- | | |
|----------------------|---|
| 1. Objek | : Siswa Kelas IX SMP Muhammadiyah 2 Karanglewas |
| 2. Tempat / Lokasi | : SMP Muhammadiyah 2 Karanglewas |
| 3. Tanggal Riset | : 24-09-2024 s/d 24-11-2024 |
| 4. Metode Penelitian | : Kuantitatif |

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Maria Ulpah

Tembusan :

1. Kepala SMP Muhammadiyah 2 Karanglewas
2. Guru Bahasa Inggris SMP Muhammadiyah 2 Karanglewas

Appendix IV Letter of Research Completion



MAJELIS PENDIDIKAN DASAR MENENGAH DAN PENDIDIKAN NONFORMAL
PIMPINAN DAERAH MUHAMMADIYAH BANYUMAS
SMP MUHAMMADIYAH 2 KARANGLEWAS
Terakreditasi "A"
Jalan Jaya Diwangsa No. 43 Telp.(0281) 641264 Karanglewas Kode Pos 53161
Email: smpmuh2krlws@yahoo.co.id

SURAT KETERANGAN

Nomor : E.5/081/I03.02/SMPM.2/XI/2024

Yang bertanda tangan dibawah ini :

Nama : ELOK ASTIKA, S.Pd.
Jabatan : Kepala Sekolah
NBM : 922.573
Unit Kerja : SMP Muhammadiyah 2 Karanglewas

Menerangkan dengan sesungguhnya bahwa :

Nama : ABDATUROHMANI AZKA ALMAHBUBI
NIM : 201.750.410.7
Jurusan / Prodi : Tadris Bahasa Inggris /
UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto
Judul : Penelitian Mengenai Hubungan Antara Motivasi Belajar
Dengan Prestasi Berbicara Siswa Kls IX
SMP Muhammadiyah 2 Karanglewas

Yang bersangkutan telah melaksanakan penelitian di SMP Muhammadiyah 2 Karanglewas

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Karanglewas, 4 November 2024

Kepala Sekolah,

ELOK ASTIKA, S.Pd.
NBM. 922.573

Appendix V Validation Sheet from Validator 1

SURAT KETERANGAN VALIDASI INSTRUMEN PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Agus Husein As Sabiq, M.Pd.

NIP : 19870811 202012 1 006

Setelah membaca, menelaah dan mencermati instrument penelitian berupa lembar angket yang akan digunakan untuk penelitian berjudul **"The Relation Between Students' Motivation and Their Speaking Performance at Grade IX of Junior High School Muhammadiyah 2 Karanglewas, Banyumas"**, yang dibuat oleh:

Nama : Abdaturrohmani Azka Almabbubi

NIM : 2017404107

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrumen lembar penelitian tersebut,

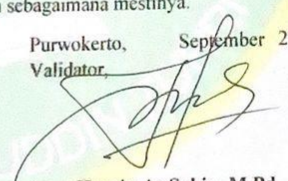
- | | |
|-------------------------------------|-------------------------------|
| <input type="checkbox"/> | Layak digunakan |
| <input checked="" type="checkbox"/> | Layak digunakan dengan revisi |
| <input type="checkbox"/> | Tidak layak digunakan |

Catatan (bila perlu)

→ tambahkan 1 construct lagi dari AMTB
→ Perlu diperjelas constructnya

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, September 2024
Validator,


Agus Husein As Sabiq, M.Pd.
NIP. 19870811 202012 1 006

Appendix VI Instrument of students motivation questionnaire

ANGKET SISWA

Penelitian Mengenai Hubungan Antara Motivasi Belajar dengan Prestasi Berbicara Siswa Kelas IX SMP Muhammadiyah 2 Karanglewas Banyumas

Nama :

Kelas :

Petunjuk :

1. Tulis nama dan kelas anda di sudut kiri atas.
2. Beri tanda silang (√) pada pilihan yang sesuai dengan keadaan anda.
3. Jawaban anda tidak akan mempengaruhi nilai anda.
4. Terima kasih atas kesediaanya untuk mengisi angket.

Keterangan:

1. SS : Sangat Setuju
2. S : Setuju
3. R : Ragu-ragu
4. TS : Tidak Setuju
5. STS : Sangat Tidak Setuju

**Diadopsi dari The Attitude/Motivation Test Battery by R.C. Gardner (2006)*

No	Item	Responses				
		SS	S	R	TS	STS
1	Saya berharap saya bisa berbicara banyak Bahasa asing dengan sempurna.					
2	Belajar Bahasa Inggris itu penting karena akan membuat saya lebih nyaman dengan orang-orang yang berbicara Bahasa Inggris.					
3	Saya merasa gugup jika harus berbicara Bahasa Inggris kepada seorang turis.					
4	Saya tidak pernah merasa yakin pada diri saya sendiri ketika saya berbicara di kelas Bahasa Inggris.					
5	Saya merasa sangat nyaman ketika berbicara Bahasa Inggris.					
6	Saya merasa percaya diri ketika diminta untuk berbicara di kelas Bahasa Inggris saya.					
7	Saya tenang setiap kali saya harus berbicara di kelas Bahasa Inggris.					

8	Belajar Bahasa Inggris itu penting karena saya akan lebih mudah berinteraksi dengan pembicara Bahasa Inggris.					
9	Saya merasa percaya diri ketika diminta untuk berbicara di kelas Bahasa Inggris saya.					
10	Ketika saya mempunyai masalah dalam memahami sesuatu di kelas Bahasa Inggris saya, saya selalu meminta bantuan guru.					
11	Saya menantikan untuk pergi ke kelas karena guru Bahasa Inggris saya sangat baik.					
12	Saya tidak bosan memeriksa tugas saya ketika saya mendapatkannya kembali dari guru Bahasa Inggris saya.					
13	Guru Bahasa Inggris saya memiliki gaya mengajar yang dinamis dan menarik.					
14	Guru Bahasa Inggris saya adalah sumber inspirasi bagi saya.					
15	Orang tua saya berusaha membantu saya belajar Bahasa Inggris.					
16	Orang tua saya mendorong saya untuk mencari bantuan dari guru saya jika saya mempunyai masalah dengan pembelajaran Bahasa Inggris.					
17	Orang tua saya mendorong saya untuk melatih Bahasa Inggris saya sebanyak mungkin.					
18	Orang tua saya berpendapat saya harus meluangkan lebih banyak waktu untuk belajar Bahasa Inggris.					
19	Saya pergi ke kelas bahasa Inggris karena guru bahasa Inggris saya sangat baik.					
20	Saya sangat menyukai kelas Bahasa Inggris saya, saya berharap dapat belajar lebih banyak Bahasa Inggris di masa depan.					

Appendix VII Answer of questionnaire students motivation

No. 1

ANGKET MOTIVASI SISWA

Penelitian Mengenai Hubungan Antara Motivasi Belajar dengan Prestasi Berbicara Siswa Kelas IX SMP Muhammadiyah 2 Karanglewes Banyumas

Nama Lengkap *

Faah Rizal Pamungkas

Kelas *

☒ IX-A

☐ IX-B

Petunjuk

- Tulis nama dan kelas anda di atas.
- Beri tanda silang (✓) pada pilihan yang sesuai dengan keadaan anda.
- Jawaban anda tidak akan mempengaruhi nilai anda.
- Terima kasih atas kesediaannya untuk mengisi angket.

Keterangan

- SS : Sangat Setuju
- S : Setuju
- R : Ragu-ragu
- TS : Tidak Setuju
- STS : Sangat Tidak Setuju

Saya berharap saya bisa berbicara banyak Bahasa asing dengan sempurna. *

☐ SS

☒ S

☐ R

☐ TS

☐ STS

Belajar Bahasa Inggris itu penting karena akan membuat saya lebih nyaman dengan orang-orang yang berbicara Bahasa Inggris *

☐ SS

☒ S

☐ R

☐ TS

☐ STS

Saya merasa gugup jika harus berbicara Bahasa Inggris kepada seorang turis. *

☐ SS

☒ S

☐ R

☐ TS

☐ STS

Saya tidak pernah merasa yakin pada diri saya sendiri ketika saya berbicara di kelas Bahasa Inggris. *

☐ SS

☒ S

☐ R

☐ TS

☐ STS

Saya merasa sangat nyaman ketika berbicara Bahasa Inggris *

☐ SS

☒ S

☐ R

☐ TS

☐ STS

Saya merasa percaya diri ketika diminta untuk berbicara di kelas Bahasa Inggris saya. *

☐ SS

☐ S

☐ R

☒ TS

☐ STS

Saya tenang setiap kali saya harus berbicara di kelas Bahasa Inggris. *

☐ SS

☐ S

☐ R

☒ TS

☐ STS

Belajar Bahasa Inggris itu penting karena saya akan lebih mudah berinteraksi dengan pembicara Bahasa Inggris. *

☐ SS

☒ S

☐ R

☐ TS

☐ STS

<p>Saya merasa percaya diri ketika diminta untuk berbicara di kelas Bahasa Inggris saya. *</p> <p> <input type="checkbox"/> SS <input type="checkbox"/> S <input type="checkbox"/> R <input checked="" type="checkbox"/> TS <input type="checkbox"/> STS </p>	<p>Orang tua saya berusaha membantu saya belajar Bahasa Inggris. *</p> <p> <input type="checkbox"/> SS <input type="checkbox"/> S <input type="checkbox"/> R <input checked="" type="checkbox"/> TS <input type="checkbox"/> STS </p>
<p>Ketika saya mempunyai masalah dalam memahami sesuatu di kelas Bahasa Inggris saya, saya selalu meminta bantuan guru. *</p> <p> <input type="checkbox"/> SS <input checked="" type="checkbox"/> S <input type="checkbox"/> R <input type="checkbox"/> TS <input type="checkbox"/> STS </p>	<p>Orang tua saya mendorong saya untuk mencari bantuan dari guru saya jika saya mempunyai masalah dengan pembelajaran Bahasa Inggris. *</p> <p> <input type="checkbox"/> SS <input type="checkbox"/> S <input type="checkbox"/> R <input checked="" type="checkbox"/> TS <input type="checkbox"/> STS </p>
<p>Saya menantikan untuk pergi ke kelas karena guru Bahasa Inggris saya sangat baik. *</p> <p> <input type="checkbox"/> SS <input type="checkbox"/> S <input type="checkbox"/> R <input checked="" type="checkbox"/> TS <input type="checkbox"/> STS </p>	<p>Orang tua saya mendorong saya untuk melatih Bahasa Inggris saya sebanyak mungkin. *</p> <p> <input type="checkbox"/> SS <input type="checkbox"/> S <input type="checkbox"/> R <input checked="" type="checkbox"/> TS <input type="checkbox"/> STS </p>
<p>Saya tidak bosan memeriksa tugas saya ketika saya mendapatkannya kembali dari guru Bahasa Inggris saya. *</p> <p> <input type="checkbox"/> SS <input type="checkbox"/> S <input type="checkbox"/> R <input checked="" type="checkbox"/> TS <input type="checkbox"/> STS </p>	<p>Orang tua saya berpendapat saya harus meluangkan lebih banyak waktu untuk belajar Bahasa Inggris. *</p> <p> <input type="checkbox"/> SS <input type="checkbox"/> S <input type="checkbox"/> R <input checked="" type="checkbox"/> TS <input type="checkbox"/> STS </p>
<p>Guru Bahasa Inggris saya memiliki gaya mengajar yang dinamis dan menarik. *</p> <p> <input type="checkbox"/> SS <input type="checkbox"/> S <input type="checkbox"/> R <input checked="" type="checkbox"/> TS <input type="checkbox"/> STS </p>	<p>Saya pergi ke kelas bahasa Inggris karena guru bahasa Inggris saya sangat baik. *</p> <p> <input type="checkbox"/> SS <input type="checkbox"/> S <input type="checkbox"/> R <input checked="" type="checkbox"/> TS <input type="checkbox"/> STS </p>
<p>Guru Bahasa Inggris saya adalah sumber inspirasi bagi saya. *</p> <p> <input type="checkbox"/> SS <input type="checkbox"/> S <input type="checkbox"/> R <input type="checkbox"/> TS <input checked="" type="checkbox"/> STS </p>	<p>Saya sangat menyukai kelas Bahasa Inggris saya, saya berharap dapat belajar lebih banyak Bahasa Inggris di masa depan. *</p> <p> <input type="checkbox"/> SS <input type="checkbox"/> S <input type="checkbox"/> R <input checked="" type="checkbox"/> TS <input type="checkbox"/> STS </p>

No. 2

ANGKET MOTIVASI SISWA

Penelitian Mengenai Hubungan Antara Motivasi Belajar dengan Prestasi Berbicara Siswa Kelas IX SMP Muhammadiyah 2 Karanglewas Banyumas

Nama Lengkap *

Muhammad ikhlasul amal mulia

Kelas *

☐ IX-A

☒ IX-B

Petunjuk

1. Tulis nama dan kelas anda di atas.
2. Beri tanda silang (✓) pada pilihan yang sesuai dengan keadaan anda.
3. Jawaban anda tidak akan mempengaruhi nilai anda.
4. Terima kasih atas kesediaanya untuk mengisi angket.

Keterangan

1. SS : Sangat Setuju
2. S : Setuju
3. R : Ragu-ragu
4. TS : Tidak Setuju
5. STS : Sangat Tidak Setuju

Saya berharap saya bisa berbicara banyak Bahasa asing dengan sempurna. *

☒ SS

☐ S

☐ R

☐ TS

☐ STS

Belajar Bahasa Inggris itu penting karena akan membuat saya lebih nyaman dengan orang-orang yang berbicara Bahasa Inggris *

☒ SS

☐ S

☐ R

☐ TS

☐ STS

Saya merasa gugup jika harus berbicara Bahasa Inggris kepada seorang turis. *

☐ SS

☐ S

☐ R

☒ TS

☐ STS

Saya tidak pernah merasa yakin pada diri saya sendiri ketika saya berbicara di kelas Bahasa Inggris. *

☐ SS

☐ S

☒ R

☐ TS

☐ STS

Saya merasa sangat nyaman ketika berbicara Bahasa Inggris *

☐ SS

☒ S

☐ R

☐ TS

☐ STS

Saya merasa percaya diri ketika diminta untuk berbicara di kelas Bahasa Inggris saya. *

☒ SS

☐ S

☐ R

☐ TS

☐ STS

Saya tenang setiap kali saya harus berbicara di kelas Bahasa Inggris. *

☐ SS

☒ S

☐ R

☐ TS

☐ STS

Belajar Bahasa Inggris itu penting karena saya akan lebih mudah berinteraksi dengan pembicara Bahasa Inggris. *

☒ SS

☐ S

☐ R

☐ TS

☐ STS

<p>Saya merasa percaya diri ketika diminta untuk berbicara di kelas Bahasa Inggris saya. *</p> <p><input type="checkbox"/> SS</p> <p><input checked="" type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input type="checkbox"/> STS</p>	<p>Orang tua saya berusaha membantu saya belajar Bahasa Inggris. *</p> <p><input checked="" type="checkbox"/> SS</p> <p><input type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input type="checkbox"/> STS</p>
<p>Ketika saya mempunyai masalah dalam memahami sesuatu di kelas Bahasa Inggris saya, saya selalu meminta bantuan guru. *</p> <p><input type="checkbox"/> SS</p> <p><input checked="" type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input type="checkbox"/> STS</p>	<p>Orang tua saya mendorong saya untuk mencari bantuan dari guru saya jika saya mempunyai masalah dengan pembelajaran Bahasa Inggris. *</p> <p><input checked="" type="checkbox"/> SS</p> <p><input type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input type="checkbox"/> STS</p>
<p>Saya menantikan untuk pergi ke kelas karena guru Bahasa Inggris saya sangat baik. *</p> <p><input type="checkbox"/> SS</p> <p><input checked="" type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input type="checkbox"/> STS</p>	<p>Orang tua saya mendorong saya untuk melatih Bahasa Inggris saya sebanyak mungkin. *</p> <p><input checked="" type="checkbox"/> SS</p> <p><input type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input type="checkbox"/> STS</p>
<p>Saya tidak bosan memeriksa tugas saya ketika saya mendapatkannya kembali dari guru Bahasa Inggris saya. *</p> <p><input type="checkbox"/> SS</p> <p><input checked="" type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input type="checkbox"/> STS</p>	<p>Orang tua saya berpendapat saya harus meluangkan lebih banyak waktu untuk belajar Bahasa Inggris. *</p> <p><input checked="" type="checkbox"/> SS</p> <p><input type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input type="checkbox"/> STS</p>
<p>Guru Bahasa Inggris saya memiliki gaya mengajar yang dinamis dan menarik. *</p> <p><input type="checkbox"/> SS</p> <p><input checked="" type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input type="checkbox"/> STS</p>	<p>Saya pergi ke kelas bahasa Inggris karena guru bahasa Inggris saya sangat baik. *</p> <p><input checked="" type="checkbox"/> SS</p> <p><input type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input type="checkbox"/> STS</p>
<p>Guru Bahasa Inggris saya adalah sumber inspirasi bagi saya. *</p> <p><input type="checkbox"/> SS</p> <p><input checked="" type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input type="checkbox"/> STS</p>	<p>Saya sangat menyukai kelas Bahasa Inggris saya, saya berharap dapat belajar lebih banyak Bahasa Inggris di masa depan. *</p> <p><input type="checkbox"/> SS</p> <p><input checked="" type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input type="checkbox"/> STS</p>

No.3

ANGKET MOTIVASI SISWA

Penelitian Mengenai Hubungan Antara Motivasi Belajar dengan Prestasi Berbicara Siswa Kelas IX SMP Muhammadiyah 2 Karanglewas Banyumas

Nama Lengkap *

Feliana anggita putri

Kelas *

☒ IX-A

☐ IX-B

Petunjuk

1. Tulis nama dan kelas anda di atas.
2. Beri tanda silang (✓) pada pilihan yang sesuai dengan keadaan anda.
3. Jawaban anda tidak akan mempengaruhi nilai anda.
4. Terima kasih atas kesediaanya untuk mengisi angket.

Keterangan

1. SS : Sangat Setuju
2. S : Setuju
3. R : Ragu-ragu
4. TS : Tidak Setuju
5. STS : Sangat Tidak Setuju

Saya berharap saya bisa berbicara banyak Bahasa asing dengan sempurna. *

☐ SS

☒ S

☐ R

☐ TS

☐ STS

Belajar Bahasa Inggris itu penting karena akan membuat saya lebih nyaman dengan orang-orang yang berbicara Bahasa Inggris *

☒ SS

☐ S

☐ R

☐ TS

☐ STS

Saya merasa gugup jika harus berbicara Bahasa Inggris kepada seorang turis. *

☐ SS

☒ S

☐ R

☐ TS

☐ STS

Saya tidak pernah merasa yakin pada diri saya sendiri ketika saya berbicara di kelas Bahasa Inggris. *

☐ SS

☐ S

☐ R

☒ TS

☐ STS

Saya merasa sangat nyaman ketika berbicara Bahasa Inggris *

☐ SS

☐ S

☐ R

☒ TS

☐ STS

Saya merasa percaya diri ketika diminta untuk berbicara di kelas Bahasa Inggris saya. *

☐ SS

☐ S

☐ R

☒ TS

☐ STS

Saya tenang setiap kali saya harus berbicara di kelas Bahasa Inggris. *

☐ SS

☐ S

☐ R

☒ TS

☐ STS

Belajar Bahasa Inggris itu penting karena saya akan lebih mudah berinteraksi dengan pembicara Bahasa Inggris. *

☐ SS

☒ S

☐ R

☐ TS

☐ STS

Saya merasa percaya diri ketika diminta untuk berbicara di kelas Bahasa Inggris saya. *

☐ SS
☐ S
☐ R
☒ TS
☐ STS

Orang tua saya berusaha membantu saya belajar Bahasa Inggris. *

☐ SS
☐ S
☐ R
☒ TS
☐ STS

Ketika saya mempunyai masalah dalam memahami sesuatu di kelas Bahasa Inggris saya, saya selalu meminta bantuan guru. *

☒ SS
☐ S
☐ R
☐ TS
☐ STS

Orang tua saya mendorong saya untuk mencari bantuan dari guru saya jika saya mempunyai masalah dengan pembelajaran Bahasa Inggris. *

☐ SS
☒ S
☐ R
☐ TS
☐ STS

Saya menantikan untuk pergi ke kelas karena guru Bahasa Inggris saya sangat baik. *

☐ SS
☒ S
☐ R
☐ TS
☐ STS

Orang tua saya mendorong saya untuk melatih Bahasa Inggris saya sebanyak mungkin. *

☐ SS
☒ S
☐ R
☐ TS
☐ STS

Saya tidak bosan memeriksa tugas saya ketika saya mendapatkannya kembali dari guru Bahasa Inggris saya. *

☐ SS
☒ S
☐ R
☐ TS
☐ STS

Orang tua saya berpendapat saya harus meluangkan lebih banyak waktu untuk belajar Bahasa Inggris. *

☐ SS
☐ S
☐ R
☒ TS
☐ STS

Guru Bahasa Inggris saya memiliki gaya mengajar yang dinamis dan menarik. *

☐ SS
☒ S
☐ R
☐ TS
☐ STS

Saya pergi ke kelas bahasa Inggris karena guru bahasa Inggris saya sangat baik. *

☐ SS
☒ S
☐ R
☐ TS
☐ STS

Guru Bahasa Inggris saya adalah sumber inspirasi bagi saya. *

☐ SS
☒ S
☐ R
☐ TS
☐ STS

Saya sangat menyukai kelas Bahasa Inggris saya, saya berharap dapat belajar lebih banyak Bahasa Inggris di masa depan. *

☒ SS
☐ S
☐ R
☐ TS
☐ STS

No. 4

ANGKET MOTIVASI SISWA

Penelitian Mengenai Hubungan Antara Motivasi Belajar dengan Prestasi Berbicara Siswa Kelas IX SMP Muhammadiyah 2 Karanglewas Banyumas

Nama Lengkap *

Habibah Khofifatun Annisa

Kelas *

☒ IX-A

☐ IX-B

Petunjuk

1. Tulis nama dan kelas anda di atas.
2. Beri tanda silang (✓) pada pilihan yang sesuai dengan keadaan anda.
3. Jawaban anda tidak akan mempengaruhi nilai anda.
4. Terima kasih atas kesediaannya untuk mengisi angket.

Keterangan

1. SS : Sangat Setuju
2. S : Setuju
3. R : Ragu-ragu
4. TS : Tidak Setuju
5. STS : Sangat Tidak Setuju

Saya berharap saya bisa berbicara banyak Bahasa asing dengan sempurna. *

- ☒ SS
- ☐ S
- ☐ R
- ☐ TS
- ☐ STS

Belajar Bahasa Inggris itu penting karena akan membuat saya lebih nyaman dengan orang-orang yang berbicara Bahasa Inggris *

- ☒ SS
- ☐ S
- ☐ R
- ☐ TS
- ☐ STS

Saya merasa gugup jika harus berbicara Bahasa Inggris kepada seorang turis. *

- ☐ SS
- ☒ S
- ☐ R
- ☐ TS
- ☐ STS

Saya tidak pernah merasa yakin pada diri saya sendiri ketika saya berbicara di kelas Bahasa Inggris. *

- ☐ SS
- ☒ S
- ☐ R
- ☐ TS
- ☐ STS

Saya merasa sangat nyaman ketika berbicara Bahasa Inggris *

- ☐ SS
- ☒ S
- ☐ R
- ☐ TS
- ☐ STS

Saya merasa percaya diri ketika diminta untuk berbicara di kelas Bahasa Inggris saya. *

- ☐ SS
- ☐ S
- ☐ R
- ☒ TS
- ☐ STS

Saya tenang setiap kali saya harus berbicara di kelas Bahasa Inggris. *

- ☐ SS
- ☐ S
- ☐ R
- ☒ TS
- ☐ STS

Belajar Bahasa Inggris itu penting karena saya akan lebih mudah berinteraksi dengan pembicara Bahasa Inggris. *

- ☒ SS
- ☐ S
- ☐ R
- ☐ TS
- ☐ STS

Saya merasa percaya diri ketika diminta untuk berbicara di kelas Bahasa Inggris saya. *

- ☐ SS
☐ S
☐ R
☒ TS
☐ STS

Ketika saya mempunyai masalah dalam memahami sesuatu di kelas Bahasa Inggris saya, saya selalu meminta bantuan guru. *

- ☒ SS
☐ S
☐ R
☐ TS
☐ STS

Saya menantikan untuk pergi ke kelas karena guru Bahasa Inggris saya sangat baik. *

- ☐ SS
☒ S
☐ R
☐ TS
☐ STS

Saya tidak bosan memeriksa tugas saya ketika saya mendapatkannya kembali dari guru Bahasa Inggris saya. *

- ☐ SS
☒ S
☐ R
☐ TS
☐ STS

Guru Bahasa Inggris saya memiliki gaya mengajar yang dinamis dan menarik. *

- ☐ SS
☒ S
☐ R
☐ TS
☐ STS

Guru Bahasa Inggris saya adalah sumber inspirasi bagi saya. *

- ☐ SS
☒ S
☐ R
☐ TS
☐ STS

Orang tua saya berusaha membantu saya belajar Bahasa Inggris. *

- ☐ SS
☐ S
☐ R
☒ TS
☐ STS

Orang tua saya mendorong saya untuk mencari bantuan dari guru saya jika saya mempunyai masalah dengan pembelajaran Bahasa Inggris. *

- ☐ SS
☒ S
☐ R
☐ TS
☐ STS

Orang tua saya mendorong saya untuk melatih Bahasa Inggris saya sebanyak mungkin. *

- ☐ SS
☒ S
☐ R
☐ TS
☐ STS

Orang tua saya berpendapat saya harus meluangkan lebih banyak waktu untuk belajar Bahasa Inggris. *

- ☐ SS
☐ S
☐ R
☒ TS
☐ STS

Saya pergi ke kelas bahasa Inggris karena guru bahasa Inggris saya sangat baik. *

- ☐ SS
☒ S
☐ R
☐ TS
☐ STS

Saya sangat menyukai kelas Bahasa Inggris saya, saya berharap dapat belajar lebih banyak Bahasa Inggris di masa depan. *

- ☒ SS
☐ S
☐ R
☐ TS
☐ STS

No. 5

<p>Nama Lengkap *</p> <p>intan puspitarsi</p>	<p>Saya tidak pernah merasa yakin pada diri saya sendiri ketika saya berbicara di kelas Bahasa Inggris. *</p> <p><input type="checkbox"/> SS</p> <p><input type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input checked="" type="checkbox"/> STS</p>
<p>Kelas *</p> <p><input checked="" type="radio"/> IX-A</p> <p><input type="radio"/> IX-B</p>	
<p>Petunjuk</p> <p>1. Tulis nama dan kelas anda di atas.</p> <p>2. Beri tanda silang (✓) pada pilihan yang sesuai dengan keadaan anda.</p> <p>3. Jawaban anda tidak akan mempengaruhi nilai anda.</p> <p>4. Terima kasih atas kesediaannya untuk mengisi angket.</p>	<p>Saya merasa sangat nyaman ketika berbicara Bahasa Inggris *</p> <p><input type="checkbox"/> SS</p> <p><input checked="" type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input type="checkbox"/> STS</p>
<p>Keterangan</p> <p>1. SS : Sangat Setuju</p> <p>2. S : Setuju</p> <p>3. R : Ragu-ragu</p> <p>4. TS : Tidak Setuju</p> <p>5. STS : Sangat Tidak Setuju</p>	
<p>Saya berharap saya bisa berbicara banyak Bahasa asing dengan sempurna. *</p> <p><input checked="" type="checkbox"/> SS</p> <p><input type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input type="checkbox"/> STS</p>	<p>Saya merasa percaya diri ketika diminta untuk berbicara di kelas Bahasa Inggris saya. *</p> <p><input checked="" type="checkbox"/> SS</p> <p><input type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input type="checkbox"/> STS</p>
<p>Belajar Bahasa Inggris itu penting karena akan membuat saya lebih nyaman dengan orang-orang yang berbicara Bahasa Inggris *</p> <p><input checked="" type="checkbox"/> SS</p> <p><input type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input type="checkbox"/> STS</p>	<p>Saya tenang setiap kali saya harus berbicara di kelas Bahasa Inggris. *</p> <p><input type="checkbox"/> SS</p> <p><input checked="" type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input type="checkbox"/> STS</p>
<p>Saya merasa gugup jika harus berbicara Bahasa Inggris kepada seorang turis. *</p> <p><input checked="" type="checkbox"/> SS</p> <p><input type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input type="checkbox"/> STS</p>	<p>Belajar Bahasa Inggris itu penting karena saya akan lebih mudah berinteraksi dengan pembicara Bahasa Inggris. *</p> <p><input checked="" type="checkbox"/> SS</p> <p><input type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input type="checkbox"/> STS</p>

<p>Saya merasa percaya diri ketika diminta untuk berbicara di kelas Bahasa Inggris saya. *</p> <p><input type="checkbox"/> SS</p> <p><input checked="" type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input type="checkbox"/> STS</p>	<p>Orang tua saya berusaha membantu saya belajar Bahasa Inggris. *</p> <p><input checked="" type="checkbox"/> SS</p> <p><input type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input type="checkbox"/> STS</p>
<p>Ketika saya mempunyai masalah dalam memahami sesuatu di kelas Bahasa Inggris saya, saya selalu meminta bantuan guru. *</p> <p><input checked="" type="checkbox"/> SS</p> <p><input type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input type="checkbox"/> STS</p>	<p>Orang tua saya mendorong saya untuk mencari bantuan dari guru saya jika saya mempunyai masalah dengan pembelajaran Bahasa Inggris. *</p> <p><input type="checkbox"/> SS</p> <p><input checked="" type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input type="checkbox"/> STS</p>
<p>Saya menantikan untuk pergi ke kelas karena guru Bahasa Inggris saya sangat baik. *</p> <p><input type="checkbox"/> SS</p> <p><input checked="" type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input type="checkbox"/> STS</p>	<p>Orang tua saya mendorong saya untuk melatih Bahasa Inggris saya sebanyak mungkin. *</p> <p><input checked="" type="checkbox"/> SS</p> <p><input type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input type="checkbox"/> STS</p>
<p>Saya tidak bosan memeriksa tugas saya ketika saya mendapatkannya kembali dari guru Bahasa Inggris saya. *</p> <p><input type="checkbox"/> SS</p> <p><input checked="" type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input type="checkbox"/> STS</p>	<p>Orang tua saya berpendapat saya harus meluangkan lebih banyak waktu untuk belajar Bahasa Inggris. *</p> <p><input checked="" type="checkbox"/> SS</p> <p><input type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input type="checkbox"/> STS</p>
<p>Guru Bahasa Inggris saya memiliki gaya mengajar yang dinamis dan menarik. *</p> <p><input checked="" type="checkbox"/> SS</p> <p><input type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input type="checkbox"/> STS</p>	<p>Saya pergi ke kelas bahasa Inggris karena guru bahasa Inggris saya sangat baik. *</p> <p><input checked="" type="checkbox"/> SS</p> <p><input type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input type="checkbox"/> STS</p>
<p>Guru Bahasa Inggris saya adalah sumber inspirasi bagi saya. *</p> <p><input checked="" type="checkbox"/> SS</p> <p><input type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input type="checkbox"/> STS</p>	<p>Saya sangat menyukai kelas Bahasa Inggris saya, saya berharap dapat belajar lebih banyak Bahasa Inggris di masa depan. *</p> <p><input checked="" type="checkbox"/> SS</p> <p><input type="checkbox"/> S</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> TS</p> <p><input type="checkbox"/> STS</p>

Appendix VIII Score of Students' Motivation in Learning Speaking (X Variable)

Students (N)	Motivation (X)
1	70
2	75
3	61
4	60
5	74
6	54
7	57
8	71
9	75
10	90
11	54
12	80
13	75
14	71
15	57
16	81
17	58
18	60
19	66
20	70
21	80
22	68
23	72
24	67
25	76
26	86
27	61
28	77
29	69
30	61
31	60
32	73
33	86
N=33	$\sum X = 2295$

Appendix IX Answer of Questionnaires of Students' Motivation

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	TOTAL
1	4	4	5	4	2	2	2	4	2	4	4	4	4	4	1	4	4	4	4	4	70
2	4	5	4	2	4	2	4	5	4	5	2	4	4	4	4	4	2	4	4	4	75
3	4	5	4	2	2	2	2	4	4	5	2	3	4	2	2	2	2	4	2	4	61
4	4	4	4	4	2	2	4	4	2	5	1	5	4	2	1	2	2	2	2	4	60
5	4	4	4	2	4	2	4	4	4	4	4	4	4	4	4	4	4	2	4	4	74
6	4	4	4	4	4	2	2	4	2	4	2	3	2	1	2	2	2	2	2	2	54
7	4	4	4	4	2	2	2	4	2	2	2	3	2	2	4	2	2	2	4	4	57
8	4	5	4	2	2	2	2	4	2	5	5	3	5	4	4	5	2	1	5	5	71
9	5	5	4	4	4	2	2	5	2	5	4	4	4	4	2	4	4	2	4	5	75
10	5	5	5	1	4	5	4	5	4	5	4	4	5	5	5	4	5	5	5	5	90
11	4	4	5	4	2	2	2	4	2	2	2	3	4	2	2	2	2	2	2	2	54
12	4	5	4	4	5	4	5	4	4	4	4	3	5	4	4	4	2	2	5	4	80
13	4	5	4	2	5	4	4	5	4	2	4	4	2	4	4	4	2	4	4	4	75
14	4	4	5	5	2	2	2	5	2	5	4	5	2	5	2	2	2	4	4	5	71
15	4	4	4	4	2	2	2	4	1	4	4	2	4	2	2	4	2	2	2	2	57
16	5	5	4	2	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	81
17	4	1	5	1	5	4	2	4	1	4	1	4	2	5	1	2	1	4	5	2	58
18	5	5	2	1	2	1	2	5	1	5	5	5	2	5	2	2	4	4	1	1	60
19	5	4	4	4	3	3	3	4	3	4	3	3	4	3	3	3	3	3	2	2	66
20	5	4	5	3	2	4	1	4	4	4	4	4	4	4	4	2	2	2	4	4	70
21	4	5	5	4	5	2	3	5	2	4	5	5	4	4	4	2	3	4	5	5	80
22	5	4	3	2	3	3	4	4	2	3	4	3	3	4	3	4	3	4	3	4	68

23	5	3	4	4	2	2	3	3	3	4	3	3	5	5	4	3	5	4	3	4	72
24	4	4	2	2	3	4	4	4	3	5	4	4	3	3	3	3	3	3	3	3	67
25	5	5	4	4	3	3	3	4	3	4	4	4	4	4	3	3	4	3	4	5	76
26	5	5	2	3	4	5	4	5	4	4	4	4	4	4	5	5	5	5	5	4	86
27	5	4	4	4	3	1	2	4	1	3	3	3	3	2	3	4	4	3	3	2	61
28	5	4	5	5	3	3	3	4	3	5	4	3	4	4	3	3	4	3	4	5	77
29	5	4	4	3	2	2	3	4	3	4	3	4	4	4	3	3	3	2	4	5	69
30	5	5	4	4	3	3	1	4	3	4	3	3	3	2	1	1	4	1	3	4	61
31	4	5	2	3	3	2	2	4	3	4	1	3	2	2	4	4	3	3	2	4	60
32	3	4	4	3	2	4	2	4	3	5	4	4	4	5	2	5	4	4	3	4	73
33	5	5	4	4	3	4	5	5	3	4	4	5	3	5	4	5	5	5	3	5	86



Appendix X Test of speaking performance

TEST OF SPEAKING PERFORMANCE

Penelitian Mengenai Hubungan Antara Motivasi Belajar dengan Prestasi Berbicara Siswa Kelas IX SMP Muhammadiyah 2 Karanglewas Banyumas

Nama :

Kelas :

Petunjuk :

1. Tuliskan nama lengkap dan kelas yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2-3.
4. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
5. Diperbolehkan membuka kamus.

Instruction:

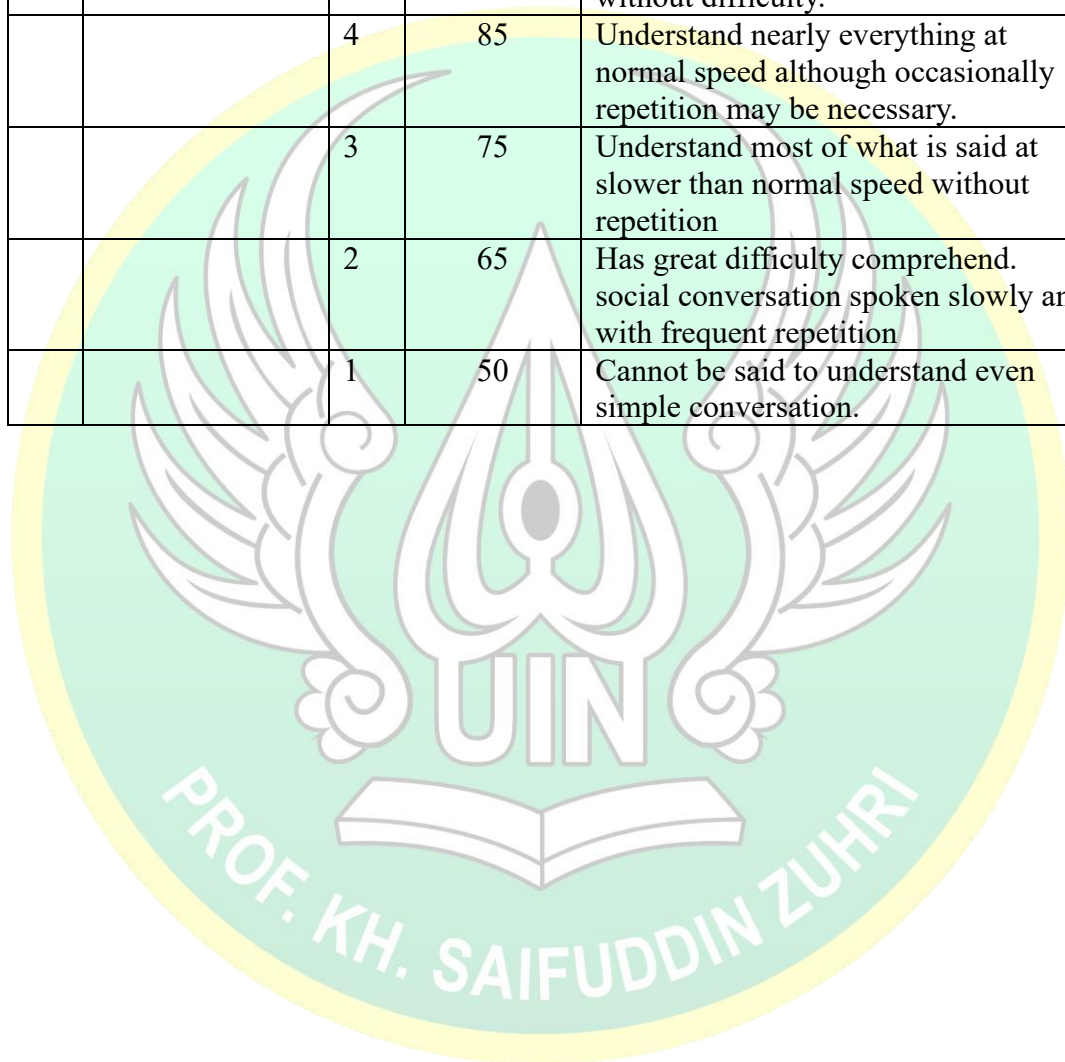
The speaking test performance is a project where you present or share your experiences orally, based on the topics provided by the teacher.

1. Select a topic related to taking trip you have personally experienced.
2. The duration of your speaking practice should be between 2 to 4 minutes.
3. Ensure that the voice is loud and clear.
4. Share your experience briefly with your friends in front of the class.
5. Assesment point by Harris (1987):
 - a. Pronunciation
 - b. Grammar
 - c. Vocabulary
 - d. Fluency
 - e. Comprehensibility.

Appendix XI Five Components of Grading Speaking Scale by Harris

No	Criteria	Rating Scores		Description
1	Pronunciation	5	95	Has few traces of foreign language?
		4	85	Always intelligible, though one is conscious of a definite accent.
		3	75	Pronunciation problem necessitates concentrated listening and occasionally lead to misunderstanding.
		2	65	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	50	Pronunciation problem to serve as to make speech virtually unintelligible.
2	Grammar	5	95	Make few (if any) noticeable errors of grammar and word order
		4	85	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning
		3	75	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	65	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	50	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3	Fluency	5	95	Use of vocabulary and idioms is virtually that of native speaker.
		4	85	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	75	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	65	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	50	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Intonation	5	95	Speech as fluent and efforts less as that of native speaker
		4	85	Speed of speech seems to be slightly affected by language problem.

		3	75	Speed and fluency are rather strongly affected by language problem.
		2	65	Usually hesitant, often forced into silence by language limitation.
		1	50	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	95	Appears to understand everything without difficulty.
		4	85	Understand nearly everything at normal speed although occasionally repetition may be necessary.
		3	75	Understand most of what is said at slower than normal speed without repetition
		2	65	Has great difficulty comprehend. social conversation spoken slowly and with frequent repetition
		1	50	Cannot be said to understand even simple conversation.



Appendix XII Score of Students' Speaking Performance (Y Variable)

Students (N)	Speaking (Y)
1	67
2	68
3	68
4	67
5	71
6	70
7	69
8	67
9	73
10	67
11	67
12	72
13	75
14	70
15	67
16	68
17	64
18	72
19	69
20	72
21	70
22	67
23	60
24	65
25	69
26	66
27	72
28	63
29	89
30	65
31	74
32	73
33	72
N=33	$\sum Y = 2288$

Appendix XIII Score of Students' Speaking Performance from teacher

SCORE TEST OF SPEAKING PERFORMANCE

Penelitian Mengenai Hubungan Antara Motivasi Belajar dengan Prestasi Berbicara Siswa Kelas IX SMP Muhammadiyah 2 Karanglewas Banyumas

Grade IX A

NO	Nama Siswa	Skor					Skor	Rata-rata
		Pronunciation	Grammar	Fluency	Intonation	Comprehension		
1	Abna Fattah Mahfudz	70	68	68	65	65	336	67
2	Adelia Tri Wulandari	70	68	68	65	65	336	67
3	Ahsan Dwi Pradita	70	68	68	65	70	341	68
4	Amarul Ikhsan Rizqi	70	68	68	65	68	339	68
5	Angga Satria Julianto	70	68	68	65	65	336	67
6	Atika Apriliyani	75	68	70	67	75	355	71
7	Dwi Aryanto	75	68	70	68	75	356	71
8	Faqih Rizal Pamungkas	75	68	70	65	72	350	70
9	Fauzi Eldi Lukito	73	68	68	65	70	344	69
10	Feliana Anggita Putri	70	68	68	65	65	336	67
11	Habibah Khodidatun A	78	68	75	67	73	361	72

4

12	Intan Puspitasari	78	68	75	68	75	364	73
13	Iqbal Yanuar Putra	70	68	68	65	65	336	67
14	Iqval Pradika	70	68	68	65	65	336	67
15	Khairunnisa	78	68	73	65	75	359	72
16	Misfi Laili Rahmi	75	68	72	65	75	355	71
17	Muhammad Rafael A	79	68	78	68	80	373	75
18	Rofi Nur Yani	75	68	70	65	73	351	70
19	Tegar Saputra	70	68	68	65	65	336	67
20	Vaya Putrian Maulana	70	68	68	65	70	341	68

Mengetahui

Guru Mapel Bahasa Inggris


Fatichatul Hikmah, S.Pd

Karanglewas, 10 Oktober 2024

Peneliti


Abdaturrahmani Azka Almahbubi

5

SCORE TEST OF SPEAKING PERFORMANCE

Penelitian Mengenai Hubungan Antara Motivasi Belajar dengan Prestasi Berbicara Siswa Kelas IX SMP Muhammadiyah 2 Karanglewas Banyumas

Grade IX B

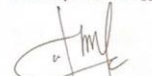
NO	Nama Siswa	Skor					Skor	Rata-rata
		Pronunciation	Grammar	Fluency	Intonation	Comprehension		
1	Abelia Mahza Azarin	75	70	75	75	75	370	74
2	Adi Nurokhman	74	70	73	70	74	361	72
3	Bani Panjang Tri W	72	68	70	70	70	350	70
4	Berkah Zainurrozaq	69	68	68	65	65	335	67
5	Faizal Riza Pahlevi	60	60	60	60	60	300	60
6	Hafist Sestianoval F	65	65	65	65	65	325	65
7	Intan Erin Setiani	75	75	75	74	75	374	75
8	Iqmal Maulana	70	70	70	68	68	346	69
9	Jerenhis Armand S	68	65	67	65	65	330	66
10	Leona Rangga P	75	72	70	70	75	362	72
11	Muhammad Assidiqi	65	66	63	63	63	314	63

6

12	Muhammad Ikhlusul A	89	89	90	85	90	443	89
13	Muhammad Zain N	68	65	65	60	65	323	65
14	Peni Laras Dian Arum	75	75	70	72	79	371	74
15	Revi Muhammad G	69	65	67	67	65	333	67
16	Rifa Amanda Putri	75	70	73	70	75	363	73
17	Rio Nugroho	65	65	65	65	65	325	65
18	Rizka Tyas Masruroh	75	75	70	70	72	362	72
19	Salsabila Nur Ardiva	70	68	65	65	70	338	68
20	Sefina Destiani	68	65	67	65	65	330	66

Mengetahui

Guru Mapel Bahasa Inggris


Fatiहतul Hikmah, S.Pd

Karanglewas, 10 Oktober 2024

Peneliti


Abdaturrahmani Azka Almahbubi

7

Appendix XIV T- table

Pr	0,25	0,10	0,05	0,025	0,01	0,005	0,001
df	0,50	0,20	0,10	0,050	0,02	0,010	0,002
1	1,00000	3,07768	6,31375	12,70620	31,82052	63,65674	318,30884
2	0,81650	1,88562	2,91999	4,30265	6,96456	9,92484	22,32712
3	0,76489	1,63774	2,35336	3,18245	4,54070	5,84091	10,21453
4	0,74070	1,53321	2,13185	2,77645	3,74695	4,60409	7,17318
5	0,72669	1,47588	2,01505	2,57058	3,36493	4,03214	5,89343
6	0,71756	1,43976	1,94318	2,44691	3,14267	3,70743	5,20763
7	0,71114	1,41492	1,89458	2,36462	2,99795	3,49948	4,78529
8	0,70639	1,39682	1,85955	2,30600	2,89646	3,35539	4,50079
9	0,70272	1,38303	1,83311	2,26216	2,82144	3,24984	4,29681
10	0,69981	1,37218	1,81246	2,22814	2,76377	3,16927	4,14370
11	0,69745	1,36343	1,79588	2,20099	2,71808	3,10581	4,02470
12	0,69548	1,35622	1,78229	2,17881	2,68100	3,05454	3,92963
13	0,69383	1,35017	1,77093	2,16037	2,65031	3,01228	3,85198
14	0,69242	1,34503	1,76131	2,14479	2,62449	2,97684	3,78739
15	0,69120	1,34061	1,75305	2,13145	2,60248	2,94671	3,73283
16	0,69013	1,33676	1,74588	2,11991	2,58349	2,92078	3,68615
17	0,68920	1,33338	1,73961	2,10982	2,56693	2,89823	3,64577
18	0,68836	1,33039	1,73406	2,10092	2,55238	2,87844	3,61048
19	0,68762	1,32773	1,72913	2,09302	2,53948	2,86093	3,57940
20	0,68695	1,32534	1,72472	2,08596	2,52798	2,84534	3,55181
21	0,68635	1,32319	1,72074	2,07961	2,51765	2,83136	3,52715
22	0,68581	1,32124	1,71714	2,07387	2,50832	2,81876	3,50499
23	0,68531	1,31946	1,71387	2,06866	2,49987	2,80734	3,48496
24	0,68485	1,31784	1,71088	2,06390	2,49216	2,79694	3,46678
25	0,68443	1,31635	1,70814	2,05954	2,48511	2,78744	3,45019
26	0,68404	1,31497	1,70562	2,05553	2,47863	2,77871	3,43500
27	0,68368	1,31370	1,70329	2,05183	2,47266	2,77068	3,42103
28	0,68335	1,31253	1,70113	2,04841	2,46714	2,76326	3,40816
29	0,68304	1,31143	1,69913	2,04523	2,46202	2,75639	3,39624
30	0,68276	1,31042	1,69726	2,04227	2,45726	2,75000	3,38518
31	0,68249	1,30946	1,69552	2,03951	2,45282	2,74404	3,37490
32	0,68223	1,30857	1,69389	2,03693	2,44868	2,73848	3,36531
33	0,68200	1,30774	1,69236	2,03452	2,44479	2,73328	3,35634
34	0,68177	1,30695	1,69092	2,03224	2,44115	2,72839	3,34793
35	0,68156	1,30621	1,68957	2,03011	2,43772	2,72381	3,34005
36	0,68137	1,30551	1,68830	2,02809	2,43449	2,71948	3,33262
37	0,68118	1,30485	1,68709	2,02619	2,43145	2,71541	3,32563
38	0,68100	1,30423	1,68595	2,02439	2,42857	2,71156	3,31890
39	0,68083	1,30364	1,68488	2,02269	2,42584	2,70791	3,31279
40	0,68067	1,30308	1,68385	2,02108	2,42326	2,70446	3,30688

BIBLIOGRAPHY

A. Identitas Diri

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1. Pendidikan Formal
2. SD/MI, tahun lulus : MI Muhammadiyah Pasir Lor, 2012
3. SMP/MTS, tahun lulus : SMP Negeri 4 Purwokerto, 2016
4. SMA/MA, tahun lulus : MAWI Kebarongan, 2019
5. S1, tahun masuk : UIN Prof. K.H Saifuddin Zuhri, 2020

