

The Correlation Between Students' Learning Interest and Motivation in Speaking

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Abstract. This research was aimed to know the correlation between students learning interest and motivation in speaking at the second student of SMPN 02 Keruak. This research was correlation research with person product moment used quantitative approach. The population of the research was the second grade students of SMPN 02 Keruak. Which consists of five classes. Total sample random sampling technique is used to take the sample of this research because the researcher takes one class. There were 30 students at second grade student of SMPN 02 Keruak as the sample. The data was collated by using questionnaire were analyzed by person product moment, linier regression, and t-test. From the data analysis, the results of the study to indicate that the independent variables of learning interest have positive influence whit motivation to encourage speaking ability in the second grade of SMPN 02 Keruak. Based on the results of the Pearson product moment correlation test (r test), learning interest has a correlation with motivation in encouraging students' speaking ability, which is indicated by a significance value below 0.05, which means that it is significant and based on the results of the t-test results of the variable learning. Motivation to encourage speaking ability obtained test results of 2,313 > 1,701). the researchers came to conclusion that the hypothesis set is Accepted (Ha). From the result of data analysis above, the researchers concluded that Learning Interest has a significant effect both partial on the motivation to speaking.

Key words: Learning Interest, Motivation, Speaking.

Introduction

Speaking skill is one of the basic language skills that has important role rather than order skills due to is significant and its use for communication. Jones (1989: 14) said that speaking is a form of communication, so it is important that what you say is conveyed in the most effective way.

There many problem, the researcher found at school that are related to speaking. Such as students who were lazy in learning activities; it can be caused by one of factor they have that is low interest. Interest is very big influence of the learning activities of the students. Students who have a high learning interest would have showed good learning achievement. With the interest in learning in the student would cause curiosity and pleasure in students to continue to learn. Curiosity in learning pleasure can be obtained self-thought material and how the teacher in delivering learning materials, if the subject matter and how the teacher convey the students not in accordance with the interests of students, the students who are concerned would not learn well, because there is no attraction for him. Interests in are internal factor in every individual that can support students learning.

Alisuf Sabri, (2007: 84) said that, "interests that supports learning is an interest in the subject/material and to the teacher who teaches ". According to M. Dalyono (1197: 235) the lack of interests of a child to a lesson would are learning difficulties. Learning that's is not accompanied by interests may not fit the talent, not in accordance with the needs, not in accordance with the special types of children that cause problems to him. Thus, a very large interest in learning in the school, because the interest will play a role as a motivating force as a force that will encourage students to learn. Students who are interested in the subjects, learning process and teachers who teach them, would appear to be driven to continue studying diligently. They were not enthusiastic and not courageous enough to act involved in speaking learning process, one of factors to encourage students' interest to be interested in learning is motivation.

Motivation seems having an important role in developing students speaking ability. Motivation is energy of students which come from inside or outside encouraging themselves to do something. It will give strength to students in learning speaking in order to speak up. Low motivated students in learning speaking are caused by many factors. Firstly, the method of teacher in teaching and learning process is not interesting for students. It makes students lazy to learn speaking. Secondly, the situation of environment is not support to speak up neither inside the classroom or outside.

In the classroom, students have a limited time to learn speaking so they cannot practice English well in are very little time. While outside the classroom, students are not used to speak English. They prefer to speak Indonesian. Thirdly, students feel shy and lack of confidence of speak up because they are afraid of making mistakes and being laughed by their friend.

Then students' view about speaking that it is difficult subject to learn causes them difficult to practice it. To solve these problems, This study has purposed to know the correlation between students' learning interest and motivation in speaking.

Research Design

According to John Creswell (2012:338), correlation research the researcher use a correlation statistical technique to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. John Creswell (358:2008) states that is conducted when research wants to explore "the extent to which two/more variables co vary that is where changes in one variable are reflected in changes the other".

This research belongs to quantitative research with non-experimental study. In this study the researcher used questionnaire to measure students' learning interest and motivation in speaking.

The researcher used questioners it takes around 30 minutes. Consist of 20 items, the questionnaire has 4 options (always, often, seldom, never) scoring A=4, O=3, S=2, N=1. Items with an asterisk are reverse scored, that is N=1, S=2, O=3, A=4.

Population and Sample

Population

Population is generalization region consisting of the objects and subjects that have certain qualities and characteristics defined by the researchers to learn and draw the conclusions (Sugiyono, 2016:117). From the construct above the population in this research is the whole of second grade students of SMP 02 Keruak. Thus the numbers of population 150 students.

Sample

Simple random sampling technique is a sampling technique from members of the population that is done randomly without regard to strata that exist in that population (Sugiyono, 2001:57). Based on construct above, the research used 30 students of population as samples the population are 150 students.

Techniques of Data Collections

Questionnaire is the technique of data collection is done by giving a set of questions or a written statement to the respondent (Sugiyono, 2016:199), In this research, the researcher used John Keller from questioners to measure

learning interest that consist 4 options (always, often, seldom, never), scoring A=4, O=3, S=2, N=1. Item with an asterisk are reverse scored, that is N=1, S=2, O=3, A=4. Sum the score for the 20 items.

To measure motivation, the researcher will use questioner from Keller Kribitchi (2008:120). The researcher distributes that consist 4 options (always, often, seldom, never), scoring A=4, O=3, S=2, N=1. Item with an asterisk are reverse scored, that is N=1, S=2, O=3, A=4. Sum the score for the 20 items.

Techniques of Data Analysis

Technique of data analysis is the way that used by the researcher in analyzing data that would be collected. In this researcher, the data gained from questionnaire analyzed which used person product moment, Linier regression, and partial-test.

Pearson product moment

Pearson product moment is a correlation test to determine the degree of closeness of the relationship between two variables that are interval or ratio scale

$$r_{yx1} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{(n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2)}}$$

Note:

rx_y = Pearson correlation coefficient

N = number of samples / observations

X = independent variable

Y = dependent variable

Sugiyono (2014:428)

Linear regression

This regression is used to measure the effect of independent variables on the dependent variable and predict the dependent variable using the independent variable.

$$Y = a + bX$$

Note:

Y = dependent variable (predicted value)

X = independent variable

a = constant (value of Y if X = 0)

b = regression coefficient (increase or decrease value)

Sugiyono (2009:88)

Partial t-test

t-test partially tests the regression coefficient; this test is carried out to determine the significance of the role of a partially between the independent variables on the dependent variable by assuming that the other independent variables are considered constants.

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

note:

t = distribution

r = partial correlation coefficient

r² = coefficient of determination

n = amount of data

Sugiyono (2014: 250)

Research Finding

In this chapter, the researchers presented the result of the study. The researchers had conducted this study for 3 weeks. It was distribution of questionnaires for learning interest and motivation The total of the sample was 30 students.

The researchers gave the introduction to students at the first meeting to fill in the answer to the questionnaire that was distributed. After taking the data, the researcher then distributed respondents' answers to the questionnaire of learning interest and motivation.

Table 1. Distribution of Respondents' in Learning Interest (X)

DETA OF TABULATION RESEARCH
THE CORRELATION BETWEEN STUDENTS' LEARNING INTEREST IN SPEAKING: A STUDY AT CLASS VIII OF SMPN 02 KERUAK IN ACADEMIC YEAR 2018-2019

NO	NAMA	LEARNING INTEREST (X1)																				TOTAL X1
		X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	X1.9	X1.10	X1.11	X1.12	X1.13	X1.14	X1.15	X1.16	X1.17	X1.18	X1.19	X1.20	
1	NM	2	2	2	3	3	2	2	3	3	2	2	1	3	2	2	3	2	3	3	4	49
2	BP	2	4	2	4	3	4	4	4	4	4	1	3	2	4	4	3	2	3	2	3	64
3	BAW	2	4	2	3	3	4	3	3	3	2	3	4	4	2	2	3	3	3	4	60	
4	HW	4	4	3	4	4	3	4	3	4	3	4	4	4	4	3	3	2	4	4	70	
5	SG	4	4	4	4	4	3	4	4	4	3	4	4	4	4	3	3	3	4	4	75	
6	HM	3	3	2	2	4	2	2	2	3	3	4	4	3	3	2	2	2	3	4	55	
7	GR	4	3	3	4	4	3	3	2	4	4	3	4	4	4	4	1	3	1	3	65	
8	PA	3	4	1	4	3	2	4	3	4	4	3	4	1	2	3	1	2	2	3	57	
9	KAR	3	4	2	3	4	2	4	2	4	3	2	4	4	4	4	4	3	2	3	64	
10	MA	3	3	3	3	3	3	3	3	3	4	3	3	1	2	3	4	4	2	3	66	
11	MA	3	3	3	3	3	3	3	3	4	3	3	4	3	4	2	3	2	3	3	61	
12	MA	3	3	3	3	3	3	3	3	4	2	3	2	4	3	3	2	2	2	3	61	
13	HF	3	4	3	4	3	3	4	3	3	2	4	2	3	2	3	2	4	3	3	56	
14	HF	3	4	3	4	3	3	4	3	3	2	3	2	3	2	1	1	1	4	1	49	
15	JAT	3	3	2	2	3	4	3	2	2	2	2	3	3	2	1	1	3	1	2	46	
16	NK	2	3	2	4	2	3	2	3	4	3	2	3	3	2	3	1	3	2	3	52	
17	DA	4	4	4	3	4	2	2	2	3	2	3	4	3	4	4	4	3	2	4	65	
18	AA	1	3	2	3	2	2	3	3	2	2	1	3	1	2	2	2	2	1	1	41	
19	SRA	4	4	2	3	3	2	2	3	2	3	2	3	1	2	3	1	2	1	3	50	
20	LAP	3	4	4	4	4	3	3	3	3	4	3	2	4	3	4	3	2	3	3	66	
21	MBA	3	4	3	4	4	3	2	2	3	2	4	1	2	2	4	2	3	2	4	54	
22	SAN	1	4	4	4	2	3	4	3	3	3	3	2	2	3	2	2	2	2	3	54	

Table 2. Distribution of Respondents' in Motivation

DETA OF TABULATION RESEARCH
THE CORRELATION BETWEEN STUDENTS' MOTIVATION IN SPEAKING : A STUDY AT CLASS VIII OF SMPN 02 KERUAK IN ACADEMIC YEAR 2018-2019

NO	NAMA	MOTIVATION (V)																				TOTALY
		VI.1	VI.2	VI.3	VI.4	VI.5	VI.6	VI.7	VI.8	VI.9	VI.10	VI.11	VI.12	VI.13	VI.14	VI.15	VI.16	VI.17	VI.18	VI.19	VI.20	
1	SR	2	2	2	2	2	2	4	3	3	2	3	2	2	2	3	2	2	2	2	1	45
2	RAW	1	3	4	3	3	3	3	2	1	2	2	2	2	1	2	2	1	2	2	2	43
3	ML	1	3	4	3	3	3	3	1	1	2	2	2	2	1	1	1	1	1	1	4	40
4	PA	4	4	4	3	2	3	2	1	1	1	1	1	4	4	4	4	2	2	4	3	54
5	RA	1	3	2	3	3	4	4	2	2	2	3	2	1	2	3	2	2	2	2	1	44
6	SRA	2	2	2	2	3	2	4	3	3	2	2	2	2	4	2	4	2	2	3	3	51
7	LAP	4	4	4	3	4	4	4	2	4	4	4	3	3	3	4	3	4	3	3	3	66
8	MRA	4	1	2	3	4	3	3	3	3	3	3	3	3	3	3	3	1	3	3	1	43
9	AT	2	3	4	3	2	3	4	3	3	4	4	2	3	3	2	2	3	2	3	2	57
10	BH	4	3	4	3	3	2	4	3	3	2	2	3	4	2	1	3	3	3	2	2	56
11	SAH	1	2	3	3	4	2	4	3	2	2	4	2	1	3	2	1	2	2	3	3	49
12	HK	4	3	2	2	2	2	3	3	2	3	3	2	1	2	1	3	2	2	4	3	49
13	SAU	2	1	3	2	2	3	2	2	1	1	2	2	2	1	1	2	2	1	2	1	35
14	LAB	2	4	1	2	3	3	2	1	4	2	2	1	1	3	1	2	1	1	2	1	40
15	RF	1	2	1	3	3	1	4	1	2	2	1	3	3	1	2	2	1	1	2	1	37
16	PF	1	3	3	2	2	3	3	2	2	3	2	3	1	3	2	2	1	2	2	1	43
17	MAH	2	3	2	3	3	2	2	3	4	4	4	2	2	2	2	2	1	1	2	1	47
18	YF	1	3	3	2	2	3	2	1	2	3	3	1	1	1	1	2	1	1	3	1	34
19	BAC	2	3	2	2	2	3	2	2	2	2	2	2	2	2	1	3	3	2	2	1	42
20	KAR	1	3	3	4	2	2	4	3	2	2	4	2	2	2	2	3	3	1	2	1	48
21	DL	4	4	3	3	4	4	3	2	3	1	3	2	3	2	3	4	4	1	3	1	57
22	RN	4	3	4	3	3	2	3	3	2	4	4	2	1	2	2	2	3	2	3	2	54
23	NN	3	2	3	2	3	2	2	2	2	2	2	2	2	3	2	3	3	1	3	1	45
24	MMN	2	1	3	4	2	2	2	2	2	2	2	3	3	3	3	3	2	2	3	3	49
25	RF	1	1	3	3	2	2	3	1	1	1	2	1	2	2	2	2	3	2	3	1	38
26	RA	1	1	3	4	4	3	1	3	3	4	2	2	3	1	4	3	2	2	2	1	48
27	MW	1	2	2	3	3	2	2	3	2	2	3	1	3	2	2	2	2	3	2	2	43
28	ST	2	3	4	3	4	3	2	2	2	3	3	3	3	3	2	3	3	3	3	1	52
29	HM	2	3	4	3	4	3	3	4	4	3	3	3	3	3	1	2	3	3	2	2	58
30	IGR	3	3	1	2	1	2	1	2	2	1	1	2	2	1	2	2	2	2	2	2	36

Result of correlation between students' learning interest and motivation. The r-table value at α : 0.05 and $df (n-1) = 29$ is 0.35. The Pearson product moment correlation test results are presented in the following table:

Variable	question	r-count (Pearson Correlation)	significant value	r-table	Note
Learning Interest (X)	1	0,44	0,01	0,35	correlation
	2	0,39	0,03	0,35	correlation
	3	0,46	0,01	0,35	correlation
	4	0,42	0,01	0,35	correlation
	5	0,50	0,00	0,35	correlation
	6	0,40	0,02	0,35	correlation
	7	0,54	0,00	0,35	correlation
	8	0,42	0,02	0,35	correlation
	9	0,58	0,00	0,35	correlation
	10	0,53	0,00	0,35	correlation
	11	0,43	0,01	0,35	correlation
	12	0,40	0,02	0,35	correlation
	13	0,69	0,00	0,35	correlation
	14	0,62	0,00	0,35	correlation
	15	0,61	0,00	0,35	correlation
	16	0,61	0,00	0,35	correlation
	17	0,49	0,00	0,35	correlation
	18	0,36	0,04	0,35	correlation
	19	0,61	0,00	0,35	correlation
	20	0,39	0,03	0,35	correlation
Motivation (Y)	1	0,52	0,00	0,35	correlation
	2	0,39	0,03	0,35	correlation
	3	0,56	0,00	0,35	correlation
	4	0,37	0,04	0,35	correlation
	5	0,47	0,00	0,35	correlation
	6	0,42	0,01	0,35	correlation
	7	0,37	0,03	0,35	correlation
	8	0,45	0,01	0,35	correlation
	9	0,51	0,00	0,35	correlation
	10	0,49	0,00	0,35	correlation
	11	0,48	0,00	0,35	correlation
	12	0,40	0,02	0,35	correlation
	13	0,45	0,01	0,35	correlation
	14	0,47	0,00	0,35	correlation
	15	0,36	0,04	0,35	correlation
	16	0,51	0,00	0,35	correlation
	17	0,59	0,00	0,35	correlation
	18	0,38	0,03	0,35	correlation

The table above showed all the question items for variable X and variable Y have r-calculated values greater than r-tables and with significant values that have a significant correlation to one another. Then it can be concluded that all question items for variables X and Y are valid and have a correlation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	26,217	8,981		2,919	,007
	TOTALX	,352	,152	,401	2,313	,028

a. Dependent Variable: TOTALY

Based on the table above it are obtained regression equations as follows:

$$Y = 26,217 + 0,352 + e$$

Interpretation:

1. Constant (α) = 26,217, meaning if the variable X are 0 each then variable Y value is worth 26,217.

Coefficients regression X (β_1) = 0,352, meaning if the variable X increases 1 point then the variable Y increases by 0,352, assuming the Y variable remains constant

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	26,217	8,981		2,919	,007
	TOTALX	,352	,152	,401	2,313	,028

a. Dependent Variable: TOTALY

Obtained t-count for variable X by 2,313 while the value of t-table on alpha: 0,05 and df: 28 is 1,701. Since the value of t-count is greater than the value of t-table or $2,313 > 1,701$ the decision taken is H_0 rejected and H_a accepted meaning that variable X has a significant effect on variable Y.

The researchers found out the answer of the statement of the problem which was stated in chapter:

“ Is there any significant correlation between students learning interest and motivation in speaking at SMPN 02 Keruak?”

When researchers conduct research interest in the students learning interest and motivation in speaking using a questionnaire. Furthermore the researchers tried hard to find whether there is significant or not. After conducting the sample and data were found as the main thing for the research.. It was indicated by the result of statistical analysis using T-test, resulting Sig-2 tailed 0,01, which was less than 0,05. It means that students learning interest and motivation in speaking had significant effect.

Discussion

Based on the multiple linear regression equation, a positive value is obtained, which means there is a positive influence between learning interest and motivation towards speaking ability in class VIII SMP 02 Keruak. The form of the effect of the regression equation is that if there is no Interest in Learning have relation with motivation then the ability to speak value 26,217. And if each increase (due to positive) 1 point, then interest in learning and motivation will increase speaking abilities respectively by 0.352. And conversely if learning interest don't have motivation would decrease by 1 point, then speaking ability is also predicted to decrease by 0.352.

Based on the statement of the problem that has been formulated on the previous chapter the researchers tried to solve the statement of the problem with study that has been done in second grade students of SMPN 02 Keruak. Researchers began the research by giving questionnaire to learning interest and motivation. In this section the researcher will discuss the result of the study.

The First, the data were obtained from students questionnaire. There were 20 items on the questionnaire and were distributed to 30 students in the class. The Second, from the result of testing hypothesis in t-test formula showed that, t-test value was 2,313 and t-table was 1.701, in significance level 0,05. Therefore, the score of t-test is higher than t-table ($2,313 > 1.701$), that can be concluded that the Alternative Hypothesis (H_a), which stated: "The Correlation between Students Learning Interest and Motivation in Speaking at the second-grade students of SMPN 02 Keruak", is accepted.

Conclusion

Based on the data analysis and the discussion in the previous chapter, the researchers finally came to the conclusion that the students Learning Interest and motivation in speaking.

So, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. The Students Learning Interest and motivation in speaking at second grade students of SMPN 02 Keruak.

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