

The Correlation Between Students' Attitude and Motivation towards Speaking Ability

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Abstract

The aim of this study is to determine the correlation between students' attitude and motivation towards speaking ability. The population of this study was students of MA Matholi'ul Anwar Simo Lamongan, which were 58 students as the samples. The data were compiled by requesting and stating facts using a questionnaire (modified from Gardner and AMTB report). Data taken through the use of linear regression from SPSS to learn the link between the attitude of the students and the motivation of the students to talk. This was quantitative research. The result of the statistical analysis shows that the correlation between attitude and motivation simultaneously towards speaking is calculated with the correlation coefficient is $R = .607$. It signifies that there is a significant correlation between variables of action and willingness to talk. Therefore, if the variables are small, the variable of attitude and motivation is weak, the speaking variable is low. and the correlation coefficient of the students' attitude and their speaking ability was $r = .482$. It can be concluded that a positive attitude towards speaking results in high speech performance. There is an important relationship between the stance and speech skills of the learners.

Keywords: Attitudes; Motivation; Speaking Ability

INTRODUCTION

Speaking is not like the other skills in the English language. Talking is necessary because people can't be considered masters of English without learning language skills. Talking is the most difficult skill to learn for the students. As shown by Ur (2009: 120), "the speech requires all other forms of information" (O'Malley and Pierce (1996) suggest that talking often involves communicating the meaning planned and modifying the language in order to produce the desired effect on the audience. In this regard, students need the courage to speak their minds or to relate to people. Much previous research have been performed in Indonesian linked to the student behavior, speech skills and motivation of the students and speech skills in the current study. Secondly, Apriyani (2015) has carried out a report. Three findings were

presented. There was little important comparison among attitude and the spoken capacity of students in regards to attitude. There was also an important connection among motivation and the ability of students to communicate. There has been no significant correlation between interest and the ability to speak for students in terms of interest. The current study, carried out by Istianti (2013), revealed that not all students with low motivation in speech have poor speech capacity and highly motivated students don't always have the ability to speak well. Hence it is close to the definition of attitude before, but participants certainly need further study. Besides, despite their interrelated relationship, it is important to know which variable is more significantly correlated to speaking ability, attitude or motivation. There have been several studies related to attitude and motivation.

The first study was conducted by Cortes (2002) in Puerto Rico-Spanish. This study used The Attitudes Test Battery in Spanish. Spain. They were from different regions of Puerto Rico Island. The study was carried out by students in 2008. His researchers found anxiety referring to a previous-language class or location of language suspicion or anger of learners. According on the research, the incentive of students to lead Better english would not be underpinned or endorsed. His study revealed that the attitudes towards Puerto Rican students in English or their speakers were weak to reasonably friendly. Thus, His results of the study showed the value for accomplishment of motivation. He also proposed more research into the effect of behaviors, motivation and anxiety variables on ESL success.

Mazban and Sadighi (2013) conducted a study in Iran. Their study utilized 65 freshmen students at the University of Isfahan, studying English version, English literary and technological engineering.. Oxford placement test (OPT) was used in three types of instruments. were used oxford placement test (OPT) for homogenizing students in terms of their English proficiency level; The Gardner (Gardner 1985) attitude / motivation test battle (AMTB) to evaluate the motivatedness of students and their place to learn English and to determine their speech potential by means of an implicit conversation with participants. The findings showed that the student with a good attitude was better than a negative mindset. In addition, the ratings of integrated students were greater than those inspired by instruments. Furthermore, sex didn't distinguish EFL education from one attitude; it included motivation and speech capacity. The assessment of the attitude, motivation and speech ability is based on the above study results were mostly conducted in non-Indonesian context, there are few studies conducted in the Indonesian context. Moreover, Apriyani (2015) During the analysis, the relationship between attitude, motivation, curiosity and the speakability of students in Islamic school was based while the study conducted by Istianti (2013) only focused on the relationship between motivation and students

speaking ability at an Islamic school, too. Therefore, in this study, the researcher researched a public school, MA Matholi'ul Anwar Simo Lamongan, that was different from the previous research. In general at a public school MA Matholi'ul Simo Lamongan, the researchers decided to cover the gap to evaluate the "connection between attitude and motivation in parallel to students' speakability." There will be two explanations of why high schools were appointed. Next, English is a mandatory language in secondary school and a subject of the national final examinations (UAN and UAS). Thus, the students' attitude and motivation towards learning English may vary. Second, the students are considered mature enough to identify their attitude and motivation to answer a questionnaire.

Related review

Attitude

There may be a good or bad attitude against a language (Youssef, 2012). An individual with a bad attitude tends to win across community members while studying a mother tongue while a person's positive attitude can improve the current interest in language development. According to Youssef (2012), in order to be good, attitude is an important principle in language learning. This is further confirmed by Young (2006), as quoted in Yu (2010), who believed that learners with a good attitude in language development would lead to increased feedback and great second language engagement. Another influential factor toward students' speaking ability that closely relates to motivation was the attitude. Okonkwo (2011) proposes an attitude as one influential factor in learning speaking. He describes further that attitude could give support or impede student speech development. Thus, The inference may be drawn that attitude has an important role in knowing whether it is bad or good to do. An idea that the attitude is nature in reacting to an entity, individual, institute or event is described by Ajzen (1988). Related to language learning, Richard and Schmidt (2002:286) Delineate the attitude of speech as "the attitude that representatives of various languages or language varieties have towards each other's language or language may also refer to what people feel about the speakers of that language." In contrast, they explain the possibility of the impact of the second language attitude on foreign language education. Attitude is considered as one of the factors affecting L2 learning, as explained above.

Someone's success or failure in speaking could be judged based on their attitude. Moreover, Lightbown and Spada (2001:56) claim "A source of stimulation or of frustration may rely on the attitudes of the students in the foreign language." Thus,

the attitude of the students could either improve the spirit of learning. There will be three indicators in attitude: the attitude against native speakers and their societies, the attitude towards the parents and the community (Maio and Haddock 2010). There are three variables in attitude. The attitude in speaking ability is the students' feelings about the English itself (feeling easy, difficult, and so on). The attitude towards native speakers and their cultures is the students' show what they think and want to be able to talk like mother-tongues. The mindset of families and society is also that of their families and society in the students' behaviour. For instance, the students get non-formal education at home can be in the form of support from their parents so that can make the students get the extra zest.

Moreover, Azwar (2002) describes that attitude is established from several Characteristics such as individual experiences, those considered relevant forces, cultural influences, corporate media, schools, religious organizations, and uncontrollable variables. -the variable has three elements: attitude component, i.e. perceptual, useful, and behavioral (Maio and Haddock, 2010). Second, the behavioral aspect of the attitude refers to the attitude for someone seen from the similarity of positive or negative characteristics that they already had with an element. Second, the affective component refers to mind-set or notions related to an object. Someone's mindset shapes their response to an objective attitude. Parents can obtain an important role to make the children show a positive attitude to learn the English language, in this case, to speak English. Not only at school can they learn English, but also they can get support from their parents at home to learn. English, for instance, parents ask their children to follow the English course, etc. Therefore, those students can get additional powers to learn and speak English. Furthermore, the last was someone's experience whether it was good or not, it was a trigger for their future attitude towards the speaking ability. Furthermore, Light brown and Spada (2016) state that When students want to speak another language in a wide variety of social contexts or to satisfy the expectations of professionals, they may consider the second language's expressive importance and are thus unlikely to be inspired to develop their skills. Moreover, if students have positive attitudes against speakers of other languages, they will want more interaction with them. And, if the students (for their convenience) choose to speak the foreign language, they should show a strong attitude to make it more difficult get everything they need. Asher and Simpson (1994, p.254) as cited by Pamuji, A. (2018). defined attitude As a propensity or an inclination to react with certain things consciously or subconsciously (concept, item, subject, circumstance etc.);

In summary, all good and bad behaviors have a significant effect on language learning truth and falsehood. In addition, some aspects of the attitude are: they are

developed and not inherited, they are also quite stable and continue to endure. However, Rokeach (1980, p.112) primarily talks about the different features of the attitude: an approach is fairly stable, a stance is systemic, an attitude is an arrangement of values and an attitude functions as an interfering element. Scholl (2002, p.3) notes that the approach consists of four parts, namely: perception, effect, emotional goals, and estimation. The beliefs, hypotheses, anticipation, convictions of cause and effect and expectations in relation to the subject topic are cognitions. Affective refers to our sense of concentration as fear, love, or rage. Conduct purposes are our goals, expectations and anticipated reactions to the target of our attitude. Assessments are often regarded as the key component of attitudes. Evaluations include treating an item of attitude with some degree of goodness or badness. We refer to the evaluating aspect when we talk about a positive or a negative attitude towards an object. Assessments rely on the object's cognitive, affective and behavioral intentions.

Motivation

Motivation is described as the energy that motivates an individual to aspire and practice hard to change the word due to the current depth of knowledge and the gratification that he will gain in the learning process (Gardner, 1985) as quoted in Zhang (2001). Ambition often plays a very important role in evaluating active teaching and learning as Gardner (2007) puts that, encouraging students in different contexts would be open to learning mother tongue. Based on the most recent Yashima (2002), the ability to speak in the foreign language derives from selfconfidence that is influenced by one's encouragement. Brown (2000) pointed out there are many two basic forms of inspiration suggested by quoting Gardner and Lambert in 1972. In Hernandez, T. A. (2008). Instrumental and holistic inspiration are the two main forms of inspiration. Based on the most recent Brown (2000), interpersonal incentive applies to a person's ability to learn another language in order to achieve a functional aim in his or her career, and therefore become a tutor or getting a degree, while holistic inspiration is characterized as a power that motivates a participant to learn a specific language in order to incorporate him or herself into a second language environment. And become a member of a group of cultural connections. Conscience-determination plays a critical role in foreign language education, adding natural and hedonic adaptation towards the other two forms of purpose. (Dornyei, 2003) as cited in Nazeera Ahmed Bazari and Faizah Abdul Majid (2010). According to Dornyei (1998), The individual who has been intellectually stimulated seems to be an individual who understands a mother tongue due to the extreme joy he has for himself and just to fulfill his

inquisitiveness, that is the reverse of a hedonic adaptation where an individual who aims recompense like good degrees or awards and eliminates penalty. In general, it could be said that ambition makes native language education easier and more effective.

Speaking

Speaking is an important competency among other language skills that English students need to learn. Assuming that the performance of the English students is strong or lacking is as the main criterion. There's a lot of English language interpretations from experts. The researcher, though, selects just a few concepts that are difficult to talk about. As per Joe McDonough and Christopher Shaw, "talking is a willingness and goal-driven expression of thoughts and ideas; reserving the right or intention to do it; Bargaining and or resolution of a specific issue or the creation and preservation of power relationships and friendships. In addition to the concept of Lynne Cameron, "talking is the deliberate use of language to convey concepts, so that people have made the understanding of it." From the above descriptions, the author argues how communicating is an individual's ability or freedom to express thoughts, views, and thoughts to anyone else, to compromise, to resolve issues of contact, social relationships, and friendships. Performing speech is an important thing in communicating and lessons make us better. Everybody uses this ability to interact in everyday work life or within school. Two or more participants could do it to connect, share data and accomplish objectives. In his article, Scrivener states that proficiency and trust were the major goals throughout the speech program. This means talking practices learners to provide proficiency and faith in communicating with anyone from the latter paragraph. Proficiency has been used to define an expected statement's ability to express. Proficiency is expected to be made things convenient for the audience to have the statement's meaning. The purpose of curriculum speech would be to allow students to make a conscious decision to convey and connect with everyone, improve language skills and genetic utterance, and voice their concerns, feelings, and thoughts with anyone. The purpose of talking, as Henry Guntur Tarigan says, is just to transmit: "the specific intention of continuing to speak is just to converse." The expression has several basic objectives: "to educate, amuse and reassure."

METHOD

This study employed correlational research design to examine the degree of causal relationship of mood and motivation with the right to speak. A qualitative

strategy was also used it covers real data and statistical analysis on the basis of a test and questionnaire (Latief 2015). This study particularly employed explanatory design as the aim of the analysis is to explain the relationship between two or maybe more co-variable variable variables. (Creswell, 2012). It means that the researcher wanted to know whether variables from attitude and motivation was significantly correlated to the willingness of students to communicate. The research included students MA Matholi'ul Anwar Simo Lamongan, 58 of whom were teachers. Therefore the sampling procedures needed to be done. Excellent classes were chosen to be a sample of this research, some students come from the rural area, they are obligated to stay in Pesantren. In a correlational study, the participant must be at least 30 students to give an accurate estimate of the degree of relationship (Gay dan Diehl, 1992). Besides, Arikunto (2008) precisely states that if there are less than 100 students in the population, it was better to take all students as the samples. In the Attitude / motivation test battery (AMTB), Istianti (2013), and Apriyani (2015), the survey has been modified. Brown (2004) adjusted the speech test. The test used was a speaking test of transactional conversations in which students have a conversation about Asking and giving an opinion (based on K-13 lesson).

Both of the above data were reviewed using linear regression to assess how the attitude of students is associated with motivation for speech.

Using partial by linear regression analysis serves to find the great of the correlation between two variables, namely the predictor variable (X1) and a criterion variable (Y). decision making in the linear regression test can be compared between the Sig. and 0.05 values based on decision making This is: When the Sig rate. The t score of the table is denied by Wiratna Sujarweni (2014;155), which means that a significant relationship/correlation is established between variable X2 and Y, if t, then the H o table is dismissed. If Sig worth. > 0.05 or t number < t table H o is agreed, so H a is denied, which means that the relationship / correlation between variables X2 to Y is not important. And the last analyses to measure how many contributions each variable and which one is the greater contribution giving by X1 variable to Y or X2 variable to Y. Using simultaneously correlation analysis by linear regression serves to find out the great of the correlation and contribution of two predictor variables (X) or more simultaneously (together) with the criterion variable (Y). Decision making in multiple correlation test can be compared by comparing the Sig value with 0.05 with the basis of decision making as follows: According to Imam Ghozali (2011:101) If the value of Sig. F Change <0.05, or F Number > Table F and H o are denied and admitted, indicating that the association between X1 and X2 variables is important to Y collectively. When is Sig worth. F Change>0.05, or F count > F list, then H o is acknowledged, which means that there is not concurrently significant relationship

between X1 and X 2 to Y variables. Class of coefisien guidance correlation (2014;155), pearson value 0,00 s / d 0,20= no connection, the pear correlate score 0,21s / d 0,40= low correlation, pearson correlation value 0,41 s / d 0,60= medium correlations, 0,61 s / d s / d 0,80= heavy correlations.

RESULTS

During the first exam, we use a single-sample Kolmogorov-Smirnov test to calculate the data that gives a typical positive difference or not, with the sample under 50 members and the result of Asymp from the SPSS data production (appendix).. The check distribution is sig (2-tailed) 173 bigger than 0.05.

Table 1 One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test				
		Attitude	Motivati on	Speakin g
N		58	58	58
Normal Parameters ^{a,b}	Mean	32.16	37.12	25.66
	Std. Deviation	7.588	4.357	4.119
Most Extreme Differences	Absolute	.127	.167	.145
	Positive	.080	.125	.088
	Negative	-.127	-.167	-.145
Kolmogorov-Smirnov Z		.966	1.271	1.106
Asymp. Sig. (2-tailed)		.308	.079	.173

The total score of 58 respondents From the data statistic above table 4.1 by applying for SPSS program, the mean of students' attitude score is 32 and students' motivation score is 37, the attitude std. the deviation is 7.5 and the motivation std. the deviation is 4.3, Individual student total attitude rating is 18, with motivation being 27, and learners ' motivation level is 44, with motivation being 44.

Table 2 Output SPSS of hypothesis test H1 and H2 with t.

Coefficients^a							
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations
		B	Std. Error	Beta			Zero-order
1	(Constant)	5.716	3.868		1.478	.145	
	Attitude	.199	.061	.367	3.270	.002	.482
	Motivation	.364	.106	.386	3.433	.001	.495

4.1.1 Hypothesis test one (H1)

From the resulting output SPSS above the value of coefficient correlation $r = .482$ Sig. for the correlation of Attitude (X1) to Y is $.002 < .05$ and the value of (t) $3.27 > 2.262$ That implies that the connection between Attitude X1 to Speech Y is acceptable to (H1).

4.1.2 Hypothesis test Two (H2)

The correlation coefficient shows $r = .495$ that the value of Sig. for the correlation of Motivation (X2) to speaking Y is $.001 < .05$ and the value of (t) $3.433 > 2.262$ so that can be concluded that (H2) accepted, it means that there is a relationship between Motivation X2 to speaking Y

The test of the hypothesis (H3) with F Test

Table 3

ANOVA^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.

1	Regression	355.852	2	177.926	16.010	.000^b
	Residual	611.252	55	11.114		
	Total	967.103	57			

a. Dependent Variable: Speaking

b. Predictors: (Constant), Motivation, Attitude

Based on the output above known the value of significance for the correlation Attitude (X1) and Motivation (X2) simultaneously towards speaking (Y) is $.00 < .05$ and the value of F count $16.01 > F$ table 4.1 so that can be concluded H3 accepted, it means that there is the relationship between Attitude (X1) and Motivation (X2) simultaneously towards speaking (Y)

Table 4 Coefficient Determination

Model Summary							
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.607^a	.368	.345	3.334	.368	16.010	2

Based on the output above known that the value of coefficient correlation $R = .607$ is on the value of Pearson correlation $0.41 \leq 0.60$ = medium correlation and the value of R Square is $.368$, it means that there is a correlation variable (X1) and (X2) simultaneously towards variable Y contributed for 36.8%.

DISCUSSION

It emerged from either the modeling which the disposition of the participant relationship variable (X 1) as well as the encouragement of the participant (X 2) training speech rating (Y) $r=.607$ as well as the relationship ratio between certain predictor (X 1) and the variable Y is $r=0.00$. (X 2) and $r= 0.00$ is the vector Y. This

implies that there is a very weak relationship between the two variables. The range is 0.00-0.20. This showed a very decent level of the magnitude of the association in this analysis. This found that in studying the verbal skills there was a really strong correlation between the attitudes of students and the motivation of students. Researchers explained how attitude and motivation happened in their actions depending on the outcome data. All had a significant role in the creation of language acquisition. Attitude and motivation on their own are more like a coordinator that stimulated their willingness to change. Talented students with a positive attitude are more effective than unmotivated students. Yet, essentially, some of the unmotivated participants are able to exercise their conversational skills. Learners who have been inspired had a good habit of saying in English to push oneself to action and make better. Motivation has led the students to pay better attention to the issue. Motivation created the taught-learning process available for the learners. So, in trying to speak, the learners better understood the content. During their free time, learners who were inspired had to exercise their skills. It's because they have a feeling of enjoying themselves so that they were able to do this operation. The talented students have been effective in talking about performance. Even though the components were being cared for. The participants have paid close attention to the pronunciation of the term by the instructor. While the teacher gave the illustration of a word, the English language was taken into account. They requested their educator to restate the statements if they discovered the problems. They did look at the educator since reading the subject matter, and they saw how to pronounce it. They spoke it all the time and educated their language skills. The motivated students who had a positive attitude have been aware of the purpose of the education process in the school. They knew they were supposed to accomplish the objective of the process to obtain the success.

Such knowledge generated an interest in learning and exercise the skill in addition. Educators used teaching tools that focused on high motivation and less about the motivation for school prevention. Once they started studying, the patterns of the participants were carried with them. Our behaviors were critical because students' desire to excel could be strongly influenced by those motivations. Motivated students should help gain new knowledge and reduce the low motivation influence. In fact, it also was clear that the more inspired the students will profit from the education programs. Light brown and Spada (2001) describe motivation as a complex incident that can be defined along with two factors: "the communicative of learners and their attitudes towards the culture of the second language." We claimed that when learners thought they needed to speak the second language in order to be in contact with others or fulfill and reach unique aspirations and goals, they were

inspired to develop knowledge and skill in it. The above condition is called by Gardner and Lambert (1972) as a holistic motivation and verbal motivation. The study has shown that whether or not second-language learning is effective is directly concerned with these forms of encouragement (Lightbrown & Spada, 2001). Students demonstrate how often motivation leads to their self in relation to the questionnaire of attitude and motivation. Students who were encouraged to speak were successful. Though there was some data that medium or low motivation could be just as high, most language educators actually believed that motivation triggered better development. (MacIntyre and Gardner, 1992). It was caused by why the speaking test was successful for students. They have been listened to and carefully read the written word.

They were worried about how the participant expressed the phrase. They learned to talk honestly by their inspiration. As Krashen (1981) says, a participant would be higher off for second language learning performance with high motivation, self-confidence, good self-esteem, and low-level anxiety. In addition, low motivation, low self-confidence, low self-esteem and increasing anxiety created a mental block that prevents understandable language acquisition feedback. Just as the students were well-motivated, they had much more intrinsic use or ability that stimulates a person to do everything to fulfill them. Motivation has become the powers that reason for the actions' anticipation, choice, course, and continuity. Motivation has driven an ordinary person to make a positive impact on their lives. External influences are correlated with the dimensions of motivation of participants. Set goals, expectations, stress, ego-confidence, and life-efficacy. Creating goals and expectations were the most influential factors in retaining their desire to speak english in the perceptions of students. Many students set targets for their English language learning and have had big goal-attainment standards. While these two things did not rank in the results of the educators ' questionnaires to the most excellent position, most educators still reported their good effects. Suddenly, as viewed by teachers, the survey of students did not reveal the very high levels of anxiety in the English course. In the part of the learners, life-confidence and self-efficacy were not outstanding. It seemed that students lacked ego-confidence and generally had a low concept of self-efficacy, which made them largely underbalanced to maintain the English learning attempt, especially when faced with barriers or failures.

CONCLUSION

The finding from this study to investigate the correlation between attitude and speaking ability, the correlation between motivation and speaking ability, and which variable predictor is more given contribution to variable criterion, attitude or

motivation's students in MA Matholi'ul Anwar Lamongan. Based on the research findings and discussion, some conclusions about those aforementioned aims are drawn. First, in terms of the correlation between attitude and speaking ability, the statistical value implies that there is correlation between the aforementioned variables. Actually, there has been contradiction among the experts in the realm towards this issue whether or not attitudes correlates positively and significantly with students' speaking ability. This present study finally contributes to the statement above. The finding of this study suggest that we can effort students' attitude to give contribution on their speaking performance. To put in another way, we cannot rely on students' attitude in predicting their speaking ability.

Second, the finding of the study shows that a significant, even though categorized as low, correlation exists in terms of the correlation between attitude and speaking ability. It means that the higher the attitude, the higher score of speaking can be achieved. And also the correlation between motivation and speaking ability. It means that the higher the motivation, the higher score of speaking can be achieved. Therefore, students' motivation in learning English can be a reliable predictor in for telling their speaking ability. Third, similar later conclusion, both attitude and motivation found that motivation more higher than attitude it meant that the more motivation of students have in learning English, the better speaking ability can be achieved, according to the description of the data, motivation is a better predictor than attitude to predict students' speaking ability. After doing the research and looking at the conclusion above, It is found that there is a strong connection between the willingness of students to talk and their ability to speak. It is between 0.00 and 0.20. This means there is a very weak correlation between attitude and motivation in speaking. It is known that at a very low level there is a positive correlation between the mood and enthusiasm of students (the X variable) and the ability to learn speaking (Y variable). This means the higher motivated students will have a greater ability to speak than the lower. From the above results, encouragement is proven to be an important part of this process of teaching and learning. Training and teaching can be made easier and more Interesting. It's very useful to inspire both teachers and students in the process of teaching and learning.

English teacher plays a crucial role in helping their students understand English, particularly in language skills. The teacher should make a fun and comfortable situation in the classroom to give confidence to the undergraduates to take a stand. In addition, students should also be motivated to learn to communicate from within themselves. It can inspire students to learn and achieve their objectives. Talented students can resolve challenges that come from within with great power. They want to confront demanding learning stuff. In fact, talented students always get the best

outcome as motivation can boost their success to reach their goals. The author could also offer advice in the following items: English teachers are allowed to increase the motivation of their students to learn English, particularly in speaking skills because talented students would focus and enjoy the process of teaching and learning. In addition, teachers will advise their students about the importance of English knowledge. Second, students are expected to be more motivated to learn English, particularly speaking skills. We are also supposed to be more aware of the importance of English in their life. In addition, he is required to inspire English teachers to strengthen their engagement in teaching and the motivation of students to learn English for the headmaster of this school. The headmaster should also enrich the teaching and learning cycle facilities that can promote the desire of students to learn English. Finally, for other researchers interested in carrying out a similar study. To endorse their research, this study can be used as a guide for them. Nevertheless, it is expected that additional researchers will take the larger sample in their analysis as the size of this study is only 58. We will also research in a long time to become more credible and more trustworthy

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