



THE CORRELATION BETWEEN STUDENTS' INTEREST IN SPEAKING AND THEIR SPEAKING SCORE

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Abstract

This research presents about the correlation between students' interest in speaking and their speaking score at the sixth semester of STAIN Watampone. This research used quantitative method. The sample consisted of 40 students of the sixth semester of STAIN Watampone. In collecting data, the researcher got the students' data by using questionnaire. In this research has one problem, "it is How is the correlation between students' interest in speaking and the level of students' speaking score"?. The result of the study shown that the result of students interests score is 100. It means that the mean score of students is greater than 30, it is indicate that the effect of students' interest is positive. Students speaking score is 84.7 It means the level of students speaking score is very high. From the data could be conclude that there is correlation between students' interest in speaking and the level of students' speaking score at STAIN Watampone and there is significant. Therefore, H_0 was rejected and H_1 was accepted.

Keywords: *speaking, interest*

INTRODUCTION

Speaking is one of skills in English that so important to be mastered. It is the basic to master English not only for academic purpose but also for human communication especially communicate with foreign people.

Ur (1996:120) stated that speaking skill is so important to make a good communication. People who know a language are referred to as “speaker” of that language, as if speaking including all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak.

Richard stated that the typical learners’ problems in speaking like speaking slowly, taking too long to compose utterances, incapable to participate actively in conversation, spoken English does not sound natural, poor grammar and poor pronunciation. More over, there are many reasons causing English learners poor in speaking skills. They are as lack of curriculum emphasis on speaking skills, teachers’ limited English proficiency, class conditions do not support oral activities, limited opportunities outside of class to practice, and examination system does not emphasize oral skills (Richard, 2001:21). The other factor that may influence the students speaking score is the students’ interest.

Students’ interest is one of the psychological problems. Interest has an important role in successful learning. The students’ interest will make the students active and pay more attention in speaking learning process. Interest will be forced the students to learn and practice it. Klippel (1984:5) stated that English learning is more effective if the learners are actively in learning process.

In fact, some teachers just give the learning process without making the teaching learning process interesting. If the students are interested in the lessons, then the problem of inattentive will not arise. This will also help making education effective, as well as efficient.

Based on the problem statement above, the objective of the research is “to determine the extent of the correlation between students’ interest in speaking and their speaking score”.

REVIEW OF RELATED LITERATURE

Many studies have been performed by the researcher related to the correlation between students’ interest and their score. Some of them are mentioned with their report as follows:

Ressa Arsita Sari (2014) in her research with the title *Hubungan Minat Belajar Siswa dengan Hasil Belajar IPS di SD Gugus 1 Kabupaten Kepahiang* find out that there is positive correlation between between students’ interest toward and achievement in social science. Data are collected from the questionnaires administered to students and also interviews with their teacher to collect their average social science grade, which indicates their achievement.

Korelasi Antara Minat Belajar dengan Nilai Tes Formatif Pada Mata Pelajaran Biologi Siswa Kelas X di SMAN 1 Talun dan Kemungkinan Cara Meningkatkan by Ida Kurniawati (2011) is the study that examined about interest and achievement. This study attempts to unveil relationship between interest and achievement in learning Biology at the tenth grade of SMAN 1 Talun. By means of questionnaires, their interest intensity and orientations in learning Biology were explored. Pearson Product Moment Correlation was computed to examine the students' interest components and their Biology. Through the account of their Biology learning experience, the relationship between interest factors and the students' achievement in Biology learning was investigated. The findings indicated that there was a positive relationship between interest and achievement.

Based on the explanation above, there were significant correlations between students' interest and their score in different science. But the researcher has found out the correlation between student interest in speaking and their speaking score. With this research can make the teachers realize that interest has an important thing for the students in learning activities.

A. Definition of Speaking

Speaking is a productive skill, like writing. It involves using speech to express meaning to other people (Spratt, 2005:34). Speaking involves putting a message together, communicating the message, and interacting with other people (Lindsay, 2006: 57). We usually do many kinds of activities when we speak like pronouncing the word, using intonation, smiling, asking for and giving information, responding appropriately, taking part in conversation, etc.

According to Byrne (1976:8) speaking is a two-ways process. In the process of speaking a person does not only consider the informational content of what they are saying but also try to project their own ideas appropriately and effectively, and present themselves to the world of the listeners in a way which engages their attention.

Speaking ability is indeed an important aspect in learning a certain languages. However, speaking is an ability that is taken for granted, learned as it is through a process of socialization through communicating (Fulcher, 2003:22).

B. The Concept of Speaking

The successful communication can be seen when mutual understanding between speaker and listener in exchanging ideas work as their wishes. According to Ur (1996), there are some characteristics of a successful speaking activity as follows:

1. Learners talk a lot.

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses. The best way to learn English by speaking it and we can improve our English by practising a lot.

2. Participation is even.

Classroom discussion is not dominated by a minority of talkative participations, all get a chance to speak and contributions are fairly evenly distributed.

3. Motivation is high.

Learners are eager to speak, because they are interested in the topic and have something new to say about it, because they want to contribute to achieving a task objective.

4. Language is of an acceptable level.

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

C. The Performance of Speaking

Interaction is two ways communication that involves using language and body language to keep our listener involved in what we are saying and to check that they understand to meaning. He says and expresses his ideas, opinions on his emotion. Subsequently, he does not only organize and uses his ability to speak that is his knowledge about the language it self. But also he empowers and enhances his strength to show how is language is understood and meant to circumstances this is what we called speaking performance.

Many things that we have to pay attention more about the performance of speaking as a speaker in any practical situation which tries to reach his communicative purpose because he is required to speak as appropriately as he can. Automatically need to see the extent of pronunciation, grammatical patterns, vocabulary and fluency, as in the following:

1. Pronunciation

Pronunciation is about clearly defining all of the sounds in a word -it's about following rules that dictate exactly how a word should be pronounced. Work on pronunciation is important for two main reasons: to help students understand the spoken English they hear, and to help them make their own speech more comprehensible and meaningful to others. The wrong pronunciation can change the real meaning of the word that we want to say. So, it can not be denied that make a misunderstanding between the speaker and listener.

2. Grammatical patterns

Most of the people hate learning grammar and think it is the boring part of learning a new language. However, we cannot run away from grammar. Grammar is the rules in a language for changing the form of words and joining them into sentences. If there are no rules, or if everybody follows their own rules, it will make a big problem. Without rules we would not be able to communicate with other people.

3. Vocabulary

Vocabulary is important to students – it is more important than grammar for communication purpose, particularly in the early stages when the students are unmotivated to learn the basic words they need to get by in the language (Gower, 2005:142).

4. Fluency

Fluency is speaking at a normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech (Spratt, 2005:3). Fluency is speaking at a normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech (Nunan, 2009:34). Fluency refers to be able to communicate the ideas without thinking too much about the things to say or having to stop.

D. Concept of Interest

Interest is defined by Typhoon International Corp in James (2005:108) as the attention with a sense of concern; lively sympathy or curiosity; and the power to excite or hold such attention (in something).

According to Renningger and Hidi in Preiss (2010:108) when learners have a well-developed individual interest, they have relatively higher levels of self-efficacy and are

more able to sustain attention, set goals, and use strategies in the discipline of their interest than with content of less interest.

The concept of interest held a central position in educators' thinking about learning. Educational laypersons (e.g., parents), as well as professional educators (e.g., teachers, trainers) often refer to interest when they consider the motivational prerequisites for teaching and learning, or think about students' more or less successful developmental processes.

E. Aspect of Interest

A student's interest in the subject matter is correlated with the knowledge they gain from that subject. Interests are linked to deep learning recall of main ideas and responses to more difficult comprehension. Perhaps the learners love the subject they have chosen, or maybe they are simply interested in seeing what it is like.

According to Pintrich and Schunk (1996:304), there are six aspects of interest as follows:

1. General attitude toward the activity

Feeling like or dislike, agree or disagree of the activity.

2. Specific concious for or living the activity

Decide to like an activity or an object.

3. Enjoyment of the activity

Feeling like toward something or person will build an enjoyment to do the activities related to it. When students feel enjoy in learning, in this case learning speaking, it is easier for them to understand the material given.

4. Personal importance or significance of the activity to the individual

The students feel that the activity has an important role in their life and they need to do it.

5. Intrinsic interest in the content of the activity

Intrinsic interest is a strong desire to know or to learn. It is a willing to know the subject material. When someone interest to something, he/she will have a curios to know it more. He/she will search all the information related to it.

6. Reported choice of or participant in the activity

Student will called interested in something, if he/she join to participate in the activity.

METHOD

The method applies in writing this research is quantitative method by using correlation method. The method is used to collect data in order to test hypothesis or to investigate the relationship between students' interest in speaking and their speaking score.

This research consists of two variables; independent variable and dependent variable. Independent variable is students' interest in speaking and dependent variable is students' speaking score.

The population in this research is all of the students of the sixth semester of English Education Department of STAIN Watampone in academic year 2014/2015 which consists of 4 classes with 82 number of students.

The sample is part of a population that has the same properties of the object that is the source of data. In order to obtain a representative sample, the sampling technique used is proportional random sampling. Where samples drawn from a population that has been classified by the number equal or proportional. This technique is taken as the population has been grouped into classes by the same amount. The size of the sample in this research is 40 students is taken 50% for each class.

This research employs two different instruments based on the variables investigate, they are questionnaire and the students' speaking score. The questionnaire regarding with students' interest in speaking. It proposes on to know the students' interest in speaking. It consists of 25 items, 20 items for positive statements and 5 for negative statements.

The procedure of collecting data conducts in chronological order as follows:

1. Questionnaire

The researcher gave questionnaire to the respondents related to students' interest in speaking. It proposed on to know the students' interest in learning English.

2. The documentation

As a research instrument to know the students' score, the researcher was taken the students' speaking scores from the Speaking lecturer of STAIN Watampone as the documentation.

This analysis is to find the correlation between students' score in speaking and their speaking score. The data was collected through the tests. Then, the researcher was used the formula of correlation product moment.

After collecting the students' score from the Speaking lecturer, the writer was classified the score of the students into the following criteria:

Table 1. The Scoring Classification of the Students Speaking Skills

No	Score	Classification
1	90 – 100	Excellent
2	86 – 95	Very good
3	76 – 85	Good
4	66 – 75	Fairly good
5	56 – 65	Fairly
6	36 – 55	Poor
7	0 -35	Fairly Poor

The data from questionnaires was analyzed using Likert Scale. The data from the questionnaire is analyzed by using likert scale. There are two statements, namely positive and negative items, for the positive statement will have been given score as follows: strongly agree = 5, agree = 4, neutral = 3, disagree = 2, and strongly disagree = 1, while for the negative statement are also given score: strongly agree = 1, agree = 2, neutral = 3, disagree = 4, and strongly disagree = 5.

The data from the questionnaire are analyzed by determine the score as follow

The following formula is used to get the mean score of the students’ interest and the students’ speaking score.

$$X = \frac{\sum x}{N}$$

Where: X : Mean score

$\sum x$: Total raw score

N : the number respondent

As questionnaire consists of 25 items the scores are classified as follows:

25 X 5 = 125 is classified as high

25 X 3 = 75 is classified as middle

25 X 1 = 25 is classified as low

If the mean score of students is greater than 75, it will indicate that the effect of students’ interest is positive, while if the mean score is smaller than 75, it will indicate that the students’ interest is negative. The rating scores from the lowest score to the highest score is 20 to 100. The interval score is 100-20=80 to determine the category of students.

Meanwhile, the interval of the students’ speaking score can be seen as follows (Sudjono, 45-50).

Table 2. Speaking Score

No.	Interval Score	Category
1	84-100	Very High
2	68-83	High
3	52-67	Moderate
4	36-51	Low
5	20-35	Very Low

Finding the Correlation

This analysis is used to see whether there is correlation between students’ interest and students’ speaking score.

In this analyze, the researcher was used the formula of correlation product moment.

$$r_{xy} = \frac{N \sum Xy - (\sum X)(\sum y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum y^2 - (\sum y)^2]}}$$

Note:

- r_{xy} : Correlation coefficient between students’ interest and students’ speaking score
- N : Number of cases
- $\sum X$: Total scores of students interest in speaking
- $\sum y$: Total score of students’ Speaking score
- $\sum X y$: Total number of X multiplied Y
- $\sum X^2$: The sum of squared in X
- $\sum y^2$: The sum of squared in Y

Giving the interpretation to index number of correlation of product moment simply.

In giving interpretation to index number of correlation “r” product moment “ r_{xy} ”, generally using the role as follow (Guilford, 1950: 164-165):

Table 3. Interpretation to index number of correlation “r”

Level of “r” Product moment “ r_{xy} ”	Interpretation
0,00-0,20	Between variable X and Y there is a correlation, but it is very weak or low so that the correlation is disregarded (assumed there is not correlation between of both)
0,20-0,40	Between Variable X and Y there is weak correlation or low correlation
0,40-0,70	Between variable X and Y there is a middle correlation or enough
0,70-0,90	Between variable X and Y there is a strong correlation or high correlation
0,90-1,00	Between variable X and Y there is very strong or very high correlation

Hypothesis Test :

1. If $r_o > r_t$ means there is correlation and H_1 is accepted, H_0 is rejected.
2. If $r_o < r_t$ means there is no correlation and H_1 is rejected, H_0 is accepted.

DISCUSSION

In this section, the discussion deals with the interpretation of the findings derived from the result of statistical analysis through correlation test of questionnaire.

The description of the data collected through the test as explained in the previous section shows that the correlation between students' interest in speaking and their speaking score is significant. It is supported by the mean score rate of the result of the students interest and students' speaking score. The mean score of the students interest is 100.2 and the students' speaking score is 84.7.

The scores shows that the students' interest in speaking and their speaking score have correlation but low, the result is 0.36 it means the correlation is low based on the r table product moment.

According to the data, there is a correlation between students' interest in speaking and their speaking score. These findings are indicative of what is upheld in current literature; therefore, it is important for students to have a positive interest towards speaking because their achievement will improve as well. Teachers and other mentors should be aware of this correlation and give some interest activities in learning speaking so that students feel interesting in their speaking abilities and have a positive outlook on speaking. Teachers should also be conscious of arousing interest toward speaking because they can negatively affect the students.

Teachers need to focus as much on the interest of their students. Common sense alone would tell most teachers that their students who are interested to speak will speak and will most likely (or more likely) succeed in terms of speaking. It is quite evident that the comparisons of scores in this particular study reinforce the idea that interested students will speak better than non-interested students. A logical course of action, therefore, would be to scrutinize not only the level of interest in students, but also methods of raising that level.

As with any study of this type, there is still much to be learned with regards to what interest's students. Speaking for academic classes exists as a fairly low priority for those individuals without much academic interest. Perhaps a study involving surveys and other descriptive types of research would shed more light on the cause of low interest. The

purpose of this study was merely to clarify the correlation between students' interest and their speaking score. Since that relationship seems to be a strong one, it is now time to capitalize on that relationship for improvement in both areas. While there may be many different approaches for improving or inspiring interest in students, the choice of approach is best left to the educators with the knowledge of their students.

The educational psychologist Benjamin Bloom studied eminent individuals in a variety of domains. He and his colleagues discovered that parents were often responsible for first exposing these outstanding individuals to the domains in which they eventually earned prominence. He also discovered that early teachers initially helped these eminent individuals develop an early appreciation for their talent domain. In other words, through exposure and modeling, parents and teachers can spark and promote interest. Parents should not underestimate the important role they play in exposing their children to a variety of learning experiences or the importance of recognizing and encouraging their children's interests when they surface.

Studies such as this one seek to offer hard proof that the interest of students is a worthwhile endeavor. This is not to say that teachers should abandon direct instruction of speaking skills. On the contrary, the acquisition of such skills needs to be a goal of every student. What this study indicates is the need for interest approaches in addition to the teaching of skills.

CONCLUSION

Based on the description of data in the previous chapter that has been described, the researcher concluded that Alternative hypothesis is accepted and Null hypothesis is rejected. It can be seen that is 0.36 then the result from in 5% significance level is 0.312. So is more than or it can be stated that $0.36 > 0.312$. It means that the researcher gets conclusion for the study that there is correlation between students' interest and their speaking score.

So the students with high interest will pay more attention in learning speaking. If the teachers increase the students' interest or the student's awareness about the important role of interest, the result score will be better.

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