

THE RELATIONSHIP BETWEEN TEACHERS' MOTIVATION AND STUDENTS' ENGLISH COMMUNICATION SKILL

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Abstract : *Motivation plays an essential role in the teaching and learning process of students in class. Motivation can determine success or failure in the teaching and learning process. This study was conducted to determine the relationship of teacher motivation with students' English communication skills in Middle School of Malang Regency. The research method was used to determine the relationship between motivation and students' English communication skills is a quantitative research method. The research design used Pearson's product moment correlation. The correlation between motivation and English communication skills of students was done using Statistical Product and Service Solution V.23 (SPSS 23). In descriptive statistics with 30 respondents, the average motivation value was 44.67 with a standard deviation of 3.14. Meanwhile, the average value for English communication skills or student achievement was 30 people at 78.90 with a standard deviation of 3.99. The correlation between the two variables of motivation and achievement was 0.741. In sig. (2-tailed) of 0,000 in the sense that there was a significant correlation between students' motivation and English communication skills (achievement) because the correlation value was smaller than 0.05.*

Keywords: *Motivation, Communication Skill, English*

INTRODUCTION

Motivation plays an important role in the teaching and learning process of students in the classroom. Motivation is needed by students in learning activities at school in order to provide encouragement to students in carrying out activities and learning processes well.

Motivation for students is needed to improve the success and quality of education in the era of the industrial revolution 4.0. Aliman, et al (2019: 81) stated that learning carried out by teachers and students in the classroom should aim to prepare students to face the 4.0 industrial revolution. Through this statement it

was explained that the learning carried out by teachers and students in the classroom should aim to prepare students to face the industrial revolution 4.0. In improving and preparing the quality of educators, a good teaching and learning atmosphere is needed and motivation from a teacher is needed. In improving the ability and quality of students' learning, motivation is not only needed from the teacher but also the motivation of the entire academic community.

The teaching and learning process requires motivation as an internal encouragement for students to achieve the expected learning goals so that the teaching and learning process can be well formed in the educational environment. Motivation apart from being an internal drive, motivation is also a very important factor in encouraging students to learn effectively and efficiently because motivation can come from within the students or intrinsic motivation and can also come from outside the students or extrinsic motivation. For students who are motivated from within themselves or intrinsic motivation will have a great

responsibility and enthusiasm for learning, while motivation that comes from outside of students or extrinsic motivation, the responsibility and enthusiasm for learning depends on factors outside of the students themselves. However, in learning English, students will be taught four skills, namely listening, speaking, reading, and writing. All of these skills support each other. One of the important skills in learning English is communication.

Through communication, the students are expected to be able to express ideas and opinions orally so that these communication skills need to be practiced directly. Therefore, motivation in an effort to encourage the ability of these students is very much needed both motivation from within students or intrinsic motivation and motivation from outside students or extrinsic motivation. According to Pourhosein Gilakjani, Leong, and Saburi (2012), the success of any action is dependent on the extent to which persons try to get their goal, along with their desire to do so. The motivation of a teacher and the entire academic community is needed to improve abilities and a good learning

atmosphere for their students. Motivation is a series of attitudes and values possessed by teachers that can influence students' attitudes to achieve specific things in accordance with learning objectives.

The purpose of this study was to determine the relationship between teacher motivation and students' English communication skills.

LITERATURE REVIEW

Related Theory

Motivation

According to Uno (2013), teacher work motivation is nothing but a process carried out to move teachers so that their behavior can be directed at real efforts to achieve the goals that have been set.

Another researcher, Alkaabi, Alkaabi, Vyver (2017:198) stated that motivation is a process that forms, energizes, and directs behavior. In essence, there are internal processes in the inner self, and external processes arise from the surrounding environment that initiates human behavior. From this research, motivation is divided into 2 processes, namely internal processes that come from within oneself and external

processes that come from the surrounding environment. This statement is supported by Harmer (2007:98) who stated that intrinsic motivation comes from within the individual. Harmer also stated that extrinsic motivation is the result of any number of outside factors.

Through motivation, success or failure can be determined in the teaching and learning process. This is supported by Alizadeh's (2016:11) statement that motivation is a key factor for explaining the success or failure of any difficult activity.

Mustami (2018:124) added that learning motivation plays a major role in determining students' learning outcomes and achievement. Motivation is a process of predicting intensity, direction, and efforts to achieve the goals. The emergence of motivation can come from external encouragement or from within oneself. Motivation in the learning process plays a major role in determining achievement and learning outcomes.

According to Nicholson (2013), extrinsic motivation refers to getting involved in such activities with an aim to reach specific external reasons.

Several previous studies on teacher motivation such as Long, et al (2013) conducted research on student motivation in learning English at junior high school number 5 in Gejiu. The research respondents were 45 students with details of 21 women and 24 men. This study showed that many students had strong instrumental motivation in their English learning. On the other hand, students generally had a higher desire and commitment to learn English despite the many difficulties they faced. To improve the motivational behavior of these students, all teachers and students must try hard to work hard in the teaching and learning process. The most important thing is to stimulate students' motivation to increase the effect of teaching in teaching and learning English for students' practical English skills.

Speaking Skill

Another study, Leong & Ahmadi (2016) examined the analysis of factors that affected students' English skills. The findings of this study indicated that learners with low self-confidence, higher anxiety, and low motivation had serious difficulties in speaking skills despite having

acceptable language skills. This study showed that students who had higher motivation and lower anxiety could speak easily and effectively. Thus, students must have a friendly and cooperative environment that can help students overcome their difficulties. According to Mazouzi (2013), learners' activities should be designed based on an equivalence between fluency and accuracy achievement. Learners' speaking performance are influenced by factors like performance conditions, affective factors, listening skill, and feedback during speaking tasks (Tuan & Mai, 2015). According to Mahripah (2014), EFL learners' speaking skill is affected by some linguistic components of language like phonology, syntax, vocabulary, and semantics and psychological factors such as motivation and personality. Based on this research literature review, teachers should understand students' interests and feelings, increase students' self-confidence, and choose the best teaching method to get students involved in speaking activities. Teachers should praise students for speaking English, build friendly relationships with students, make students feel very happy in class,

and have feelings of enthusiasm and great desire to learn English in general and speak English in particular. In addition, teachers must know when and how to correct students' mistakes so that students are not afraid to make mistakes.

Based on previous research, it is necessary to know the relationship between teacher motivation in Junior High Schools in Malang Regency and students' English communication skills (student achievement) because English plays an essential role in facing the era of the industrial revolution 4.0 which requires every individual to prepare skills in the field of Science and Technology. (science and technology). To master technology well requires knowledge that involves the role of English both in direct and indirect interactions. Although English has been taught since elementary school, teachers still have to motivate students to improve their English communication skills.

METHODOLOGY OF STUDY

The research method was used to determine the relationship between motivation and students' English communication skills is a quantitative

research method. The research design used Pearson's product moment correlation. The variable used was the independent variable and the variable was determined. In this study, the independent variable was teacher motivation. The research variable in this study was the students' English communication skills.

The method used in this quantitative research was correlational. According to Sumanto (2014: 197), this related to collecting data to determine whether or not there is a relationship between two or more variables and how big the relationship is. In this study, data collection was through a questionnaire. In the questionnaire, there were several statements about a teacher, teacher motivation in teaching, and teacher commitment as influencing students' English communication skills.

The research instrument to be studied was a statement about teacher motivation. The subjects of this study were 30 teachers of English subjects at Junior High Schools in Malang Regency and their English communication skills were taken from the average value in one class. The score used in answering the

questionnaire used a Likert scale, here is table 1 about the Likert scale:

Table 1. Likert Scale

Answer	Score
Strongly Agree	5
Agree	4
Quite Agree	3
Disagree	2
Strongly Disagree	1

In collecting data, there are several ways, namely questionnaire techniques and documentation techniques. In the questionnaire technique, a questionnaire contained several statements distributed to respondents and filled in to provide a responses. The type of questionnaire used was a closed questionnaire so that respondents could not choose other answers other than the answers that have been determined. The responses that were filled out consisted of strongly agree, agree, quite agree, disagree, and strongly disagree. The results of these responses would be converted using a Likert scale of 1 to 5 according to table 1. In the documentation technique, data collection related to research is carried out. Calculation of the correlation between motivation and English communication skills of

students using Statistical Product and Service Solution V.23 (SPSS 23).

RESULT AND DISCUSSION

In this study, there were 2 variables, namely the independent variable and the dependent variable. The independent variable or commonly called the independent variable was a variable that affects. The independent variable in this study was motivation and usually symbolized by X. The dependent variable or commonly called the dependent variable was the variable that was affected. The dependent variable in this study was students' English communication skills and usually symbolized by Y. Table 2 describes descriptive statistics on students' motivation and achievement (communication skills).

Table 2. Descriptive Statistics

Variables	Mean	Std. Deviation	N
Motivation	44.6667	3.14405	30
Achievement	78.9000	3.99439	30

In table 2, the descriptive statistics showed the number of respondents (N) for the motivation variable as many as 30 people, the average motivation value of 30 respondents or the mean of 44.67 with

a standard deviation of 3.14. Similarly, the number of respondents (N) for English communication skills or student achievement was 30 people, the average achievement value of 30 respondents or the mean was 78.90 with a standard deviation of 3.99.

In the next table, the correlation between students' motivation and achievement (communication skills) was described in table 3:

Table 3. Correlation

		Motiva- -tion	Achieve- -ment
Motivation	Pearson Correlation	1	.741**
	Sig. (2-tailed)		.000
	N	30	30
Achievement	Pearson Correlation	.741**	
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

In table 3 about correlation, there were 2 variables, namely motivation and achievement. Both variables used the Pearson correlation technique, from the table it can be read that the correlation between the two motivation and achievement variables

was 0.741. At sig.(2-tailed) of 0.000 in the sense that if using a significance level of 5%, the significant correlation (2-tailed) was smaller than 0.05. If the value of sig.(2-tailed) is greater than 0.05, it was not significant. From the correlation results, it can be concluded that there was a significant correlation between motivation and students' English communication skills (achievement) because the correlation value was smaller than 0.05.

Below table 3 there was information **. correlation was significant at the 0.01 level (2-tailed). If the correlation was significant at the 1% level, it will definitely be significant at the 5% level. From the table it could be concluded that there was a significant relationship between motivation and students' English communication skills (achievement).

CONCLUSION AND SUGGESTION

Conclusions

This research was a quantitative study to determine the relationship between teacher motivation and students' English communication skills. The research design used Pearson product moment correlation. The variables used were

independent variables and dependent variables. In this study, the independent variable was teacher motivation. The dependent variable in this study was students' English communication skills.

This study used a questionnaire as a data collection technique. In the questionnaire there were several statements regarding the personality of a teacher, teacher motivation in teaching, and teacher commitment as a teacher that affect students' English communication skills. The research instrument studied was a statement about teacher motivation. The subjects of this study were 30 English teachers at Junior High Schools in Malang Regency and the value of English communication skills was taken from the average value in 1 class.

Calculation of data correlation using SPSS 23. In descriptive statistics with the number of respondents as many as 30 people, the average value of motivation was 44.67 with a standard deviation of 3.14. Meanwhile, the average score for English communication skills or the achievement of 30 students was 78.90 with a standard deviation of 3.99. The correlation between the two variables

of motivation and achievement was 0.741. At sig.(2-tailed) it was 0.000 in the sense that there was a significant correlation between motivation and students' English communication skills (achievement) because the correlation value was smaller than 0.05.

Suggestion

Suggestions were given to English teachers that may be useful for their students' achievement in improving English communication skills. From this research, there was a significant correlation between motivation and students' English communication skills, namely in the form of achievement.

The emergence of motivation can come from external encouragement or from within oneself. It can be called extrinsic motivation or intrinsic motivation. Motivation in the learning process plays a major role in determining achievement and learning outcomes. Therefore, teacher motivation is needed in the students' English communication skills.

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