EFL STUDENTS' ACHIEVEMENT MOTIVATION AND THEIR SPEAKING PERFORMANCE

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Abstract.
This study employs a correlational design that is to find out the relationship between achievement motivation and the students' speaking performance. The aim of this study obtains the level of students' achievement motivation and their speaking performance. This study also reveals the relationship between the variables. The questionnaire with four Likert-scale was used to measure the students' level in this study. It was the adaptation of the Contextual Achievement Motivation questionnaire. To measure the students' speaking performance, a teacher-made speaking test was used. The questionnaire and the speaking test were administered to undergraduate second-semester students of the English Department, Faculty of Cultural Studies, Universitas Brawijaya. The result of this study showed that there was a significant average positive correlation between achievement motivation level and the students' speaking performance level (r = .688, sig. = .00). Regarding the result of the students' learning in the speaking class, teachers are expected to be able to recognize their students' achievement motivation to support and enhance the students' ability in learning. Teachers are expected to encourage the students to be more open and share their difficulties in learning especially in the speaking class. Thus, by having close communication between teachers and the students, it is expected that the students' problems during the learning process can be solved. The students' achievement motivation is expected to be higher and stronger in completing the course with high achievement.
  Keywords: Achievement Motivation, Speaking Performance

INTRODUCTION

Having good speaking ability is one of some aspects that must be achieved by the students who want to be successful learners. Richard (2008:19) mentions that learners who study English as a second language must be encouraged to be able to speak the target language. Moreover, Richards and Renandya (2002 cited in Cahyono and Widiati, 2011: 29) say that there are many of the world's language learners learn English to enhance their proficiency in speaking. Thus, speaking needs special attention, and it is necessary to develop the ability of the students in using English.

Djigunovic (2006 cited in Mettasari, 2013: 163) states that speaking in a foreign language is considered a sophisticated and multilevel skill. It requires many backup factors to be able to speak well in the target language. Further, he explains that the factors include the knowledge of the language together with the knowledge of the topic, and the ability to speak under real constraints. Tallon (2000 cited in Al-Hebaish, 2012:60) mentions that cognitive and affective

factors influence language learning as the primary source of individual differences. As a result, speaking does not only require cognitive processing, but it also involves the affective factors that are very important in language learning.

According to Brown (2000), the affective factor is the emotional side of human behavior, and it involves a variety of personality aspects like emotion, motivation, attitude, anxiety, personality, and self-confidence. Osborne (1997 cited in Mettasari, 2013:164) says that achievement motivation, self-esteem, and self-efficacy are some potential affective factors that influence the students learning.

Achievement motivation has a crucial role in promoting academic achievement so that it is crucial to recognize and use it to improve the academic achievement of the students (Azar, 2013:174). Huang (2011) states that achievement motivation is one of the factors shown to be significantly correlated with students' academic performance in college. In addition, Robbins, et al., (2004) and Turner et al., (2009 cited in Fu, 2011: 6) mention that achievement motivation is the other best predictor for student's academic performance.

From the statements, it can be concluded that academic performance is not only influenced by cognitive factor but also affective factors, including achievement motivation. To have the ability in speaking, the students have to have achievement motivation. The researcher expects that by conducting research related to the affective factors including achievement motivation especially toward speaking performance will bring new information about how important the relationship between achievement motivation and the students' speaking performance.

Academic motivation refers to how thoroughly and deeply students learn while doing the required academic tasks. Choices of the task, persistence at the task and effort expended on the task from the students, belong to the aspects of motivation. Students choose how to approach the task, such as meeting a minimum standard or fully engaging in a deeper understanding and learning of the topic of the task. Then, they have persistence at the task, including continuing to work at the task. Finally, the students possess their effort on the task, including how the students set the goals implicitly or explicitly to do the task, and how they decide that the task is complete. Usually, the more students are motivated to do a task, the more deeply they learn, and the better the performance (Ross, 2008:5).

Smith (2015:2) argues that achievement motivation is a need to achieve the goals. People are motivated to perform when they are challenged and aware that the outcome will be a reflection of their success or failure has been studied in an educational setting. In subsequent studies, researchers have found that levels of achievement motivation held by students in educational settings can be increased, and are predictors of students' success. Achievement motivation is better characterized as multidimensional, describing individual differences in learning goals and orientations to learning (Wilkins & Kuperminc, 2010: 247).

Mettasari (2013) investigated the relationship of self-esteem, achievement motivation, and self-efficacy on students' anxiety and their anxiety on speaking competency in English. The findings stated that there was a significant contribution of self-esteem, achievement motivation, self-efficacy of the students toward the students' anxiety.

Emmanuel et al., (2014) investigated the relationship between achievement motivation, academic self-concept and academic achievement of high school students. The result showed that there was a significant correlation between self-concept and academic achievement. However, the relationship between achievement motivation and academic achievement has no significant correlation though they had a positive correlation.

Although some research supported the notion that there was a significant relationship among achievement motivation and academic achievement, there were also some results of studies that did not support the statement.

In contrast, Noels et al. (2003 cited in Khodadady and Ashrafborji, 2013:6) mention that some researchers have found a negative correlation between integrative motivation and language proficiency - e.g., Gardner and Lambert (1972), Lukmani (1972), Oller, Hudson and Liu (1977). This might be attributed to the lack of interest in motivation and EFL achievement. Also, Chihara and Oller's finding (1978 cited in Khodadady and Ashrafborji, 2013:6) showed that there was no significant correlation between integrative motivation and EFL proficiency. Also, Davis (2009) found that the relation between motivation and academic achievement in a sample of African American college students was statistically negative.

More research related to the relationship between achievement motivation and academic achievement is still needed. In addition, teachers can obtain some information related to the influence of affective factors to enhance the students' achievement. Achievement motivation in this present study is the affective factor that might be influenced to the students' success; particularly their speaking performance. The problem of this study is stated whether there is any correlation between achievement motivation and students' speaking performance and the research hypothesis is there is a statistically significant correlation between students' achievement motivation and students' speaking performance. This study attempts to find out the students' academic motivation levels and their speaking ability.

METHOD

A correlation design is employed in this study. Correlation research is one of the descriptive research designs used to measure the relationship between two or more continuous variables (Latief, 2013:111). This study is to find out the relationship between achievement motivation and academic self-efficacy and the students' speaking performance. The type of this correlational design is an explanatory design. An explanatory research design is a correlational design that the researcher is interested in the extent to which two variables (or more) co-vary, where changes in one variable are reflected in changes in the other (Creswell, 2012).

2.1   Population and Sample

The target population of the study was undergraduate students majoring in English at English Department, Faculty of Cultural Studies, Universitas Brawijaya who were taking the speaking class. They were in the second semester at the time this study was conducted. The students can communicate, and their ability in speaking was not too basic.
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2.2 Research Instruments

This study employed a questionnaire and a speaking test to collect the data required. The achievement motivation questionnaire was adapted from Smith (2015). The questionnaire was Contextual Achievement Motivation Survey (CAMS). It was used in this study since this questionnaire covered overall aspects of achievement motivation. The speaking performance

was defined as the students' scores obtained from the speaking test. A teacher-made speaking test was constructed by the researcher to measure the students' speaking performance.

2.2.1 Achievement Motivation Questionnaire

This Contextual Achievement Motivation Scale (CAMS) was the first instrument that assesses achievement motivation in the context of school, work, family, community, and leisure as well as providing an overall measure of achievement motivation (Smith, 2015). The Scale covered items measuring achievement motivation and provided questions that addressed achievement motivation thoughts, behaviors and in various settings. All items were designed for a Likert-scale response using a four –interval scale of never, sometimes, usually, and always. The scale ranges from *never = 1, sometimes = 2, usually = 3, and always = 4*. The total of the points from all of the questions indicates the students' achievement motivation score. The use of Likert-scale was expected to provide the degree of the students' achievement motivation in a speaking test. The questionnaire consisted of 40 questions, which were shortened into 25 questions after try out. Theoretically, the sum up of the points ranged from 25 to 100, with 25 as the lowest level and 100 as the highest level.

2.2.2 Speaking Test

The second instrument used in this research was a teacher-made speaking test constructed by the researcher. The speaking test was an informal test outside the class because the researcher did not teach in the class. There were two kinds of speaking tests, namely reading aloud and question and answer. The time allotment for each student was maximum 6 minutes. The materials for reading aloud and question-answer were taken from the internet sources and speaking tests adapted in materials.

The speaking test covers the element of micro- and macro skills. Reading aloud is one kind of speaking test that belongs to measure the student's micro skill of oral production, especially regarding pronunciation, intonation, and stress. Brown (2004:142) states that in order to master spoken a language, students had to have micro- and macro skills of speaking. He explains further that reading aloud might be a surprisingly strong indicator of overall spoken production ability. Also, Heaton (1988:89) mentions that reading aloud is commonly used to assess pronunciation as distinct from the total speaking skills. Then, to measure the students' macro skills of speaking, question and answer task was given to the students. Brown (2004:143) states that macro skills in spoken language included communicative functions based on situations, participants, and goals. Question and answer tasks as responsive speaking are given an opportunity to the students to produce meaningful language in response (Brown, 2004:15 9). This type of test was conducted to measure the students' ability in speaking related to the content and accuracy aspects. In order to measure the students' speaking performance, the researcher made two speaking rubrics.

2.3 Data collection

The data collection were in the form of a score of students' achievement motivation collected through the questionnaire and students' speaking score obtained from speaking test

using speaking rubric. After the data from the questionnaires were collected, the researcher would do coding and conduct the data analysis. The students did the questionnaires in the class to make sure that they gave the expected answers. The data from the students' speaking performance was also conducted to get their speaking scores. The scores of the student performance were gained from the mean of two sets of the scores from the two raters.

2.4 Data analysis

To answer the research question, the results of the questionnaires and the results of speaking performance were put into Excel worksheet to be analyzed statistically by using SPSS version 18.0. The first step is the achievement motivation questionnaire was checked. Next, the questionnaire was analyzed in order to measure the achievement motivation level. All the responds were scored 1 to 4 based on the criteria of scoring. Take, for example, the positive statement indicating the student's academic self-efficacy aspect, *really agree* answer was given 4 points while *really disagree* was given 1 point. The scoring process was reversed when the statement was negative. Then, the scores were tabulated into the table, and the descriptive statistics of the answer was computed to find out, the maximum and the minimum scores, range, and interval. The range and the interval from the students' responses were used to find out the overall level of the students, and the responses will be categorized into high-, moderate-, and low- to find out the distribution of the students' levels.

In order to measure the students' speaking performance, the rating process was conducted to get the speaking score of each student. The researcher and another rater scored the students' speaking performance by using the speaking rubric. The final score was obtained from the average of the two sets of scores. The speaking performance was categorized into high-, moderate-, and low- performance. Then, the descriptive statistics were computed to determine the overall level of speaking.

Pearson correlations are computed for the results of achievement motivation questionnaire and the speaking test score to see whether students with different achievement motivation level (high-, average-, and low-achievement motivation) have a statistically significant difference in grade.

The research used the categorization of the correlation coefficient (*r*) suggested by Cohen and Holliday (1982) presented in the following table:

Table 2.1 The Categorization of Correlation Coefficient (r)

Correlation	Degree
$r \leq .19$	Very low
$.20 \leq r \leq .39$	Low
$.40 \leq r \leq .69$	Modest
$.70 \leq r \leq .89$	High
$.90 \leq r \leq 1.00$	Very high

To evaluate the correlation between students' achievement motivation level and students' speaking performance, the statistical hypothesis was formulated as follows:
Null Hypothesis
There is no statistically significant correlation between students' achievement motivation level and students' speaking performance.

Alternative Hypothesis
There is a statistically significant correlation between students' achievement motivation and students' speaking performance.

This present study used 0.05 point of significance. If the computation results significance point less than 0.05, it will show the rejection of the null hypothesis. It means the alternative hypothesis is accepted and there is a significant correlation between the variables.

FINDINGS

3.1 Descriptive Statistics for Achievement Motivation and the Students' Speaking Performance
This section displays the descriptive statistics for Achievement motivation level from the Likert-scale-questionnaire and the descriptive statistics for speaking performance from the teacher-made speaking test as shown in the following table:

Table 3.1 Descriptive Statistics of Achievement Motivation Level, and Speaking Performance

		Achievement Motivation	Speaking Performance
	Valid	30	30
N	Missing	0	0
Maximum		85	100
Minimum		55	47
Range		30	53
Interval		10	18

After computing the general level of the students, the categorization of the students' level in achievement motivation and academic self-efficacy was divided into 3 different levels: high-, average-, and low- levels. The grouping was presented in the following table:

Table 3.2 Achievement Motivation Level

Levels of Achievement Motivation	N	Percentage	Score Range
High	9	30%	75 – 85
Average	12	40%	65 – 74
Low	9	30%	55 – 64
Total	30	100%	

Then, the researcher conducted the speaking test in order to find out the students' speaking performance. There were two raters in scoring the students'speaking performance - the researcher and a speaking lecturer. Inter-rater agreement was carried out before the real rating process. The r value is 0.9 which indicates a high level of agreement between the raters.The speaking scores were categorized into three levels (high, average, and low). The levels indicated how well the students performed in their speaking test.

Table 3.3 Speaking Performance Levels

Levels of Speaking Performance	N	Percentage	Score Range
High	8	27%	83 – 100
Average	17	56%	65 – 82
Low	5	17%	47 – 64
Total	30	100%	

The result of the students' speaking performance showed that there were 8 students (27%) who scored higher than 82. Then, the result in the table also showed that most of the students had the average speaking ability with the percentage of 56% with scores ranged from 65 to 82. When the individual score was taken into account, 3 out of 17 students scored less than 70, and the remaining 10 students got higher than 70. It is also clearly depicted an only small portion of the total number of the students who scored lower than 64. Five students were categorized into low speaking performance group. Only 2 students got less than 55, while the other 3 students got 62.5.

3.2 The Correlation between Achievement Motivation and Students' Speaking Performance
The following table and figure are the result of the computation for the correlation between achievement motivation and speaking performance.

Table 3.4 Correlation between Achievement Motivation and Speaking Performance

		Achievement Motivation	Speaking Performance
Achievement Motivation	Pearson Correlation	1	.688**
	Sig. (2-tailed)		.000
	N	30	30
Speaking Performance	Pearson Correlation	.688**	1
	Sig. (2-tailed)	.000	
	N	30	30

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

From the table, it was shown that the alternative hypothesis mentioned that there is a statistically significant correlation between students' achievement motivation and students' speaking performance was accepted.

The level of students' achievement motivation was measured by using adaption from Contextual Achievement Motivation Scale (CAMS). The reliability of this questionnaire was high with Cronbach's Alpha coefficient equals to 0.892 indicating that the internal consistency of the questionnaire was satisfactorily reliable. The level of the students'achievement motivation was categorized by the researcher into three different levels; high-, average-, and

low- achievement motivation levels. Regarding the result of students achievement motivation level, it was revealed that 12 out of 30 students had the average level. Then, for the high level and the low level of the students' achievement motivation, the number of students was 9 students for each level. Regarding the minimum and the maximum scores of achievement motivation obtained from the questionnaire, the minimum score was 55, and the maximum score was 85.

From the background information of the students'in the questionnaire, it revealed that most of the students in this sample belonged to moderate in speaking performance. Regarding the students' perception of their speaking ability, 5 out of 30 students thought that their speaking ability was good. They could speak fluently and clearly by using the target language despite grammatical errors. There were 24 out of 30 students perceived that they had an adequate ability in speaking. They sometimes had difficulty in speaking fluently and clearly to express their ideas to others. The remaining 1 student stated that she thought her ability in speaking was poor. She usually had difficulty in expressing her intention using English fluently and clearly. Thus, based on the students' perception of their speaking ability, most students thought that they had an adequate ability in speaking. Although sometimes they had difficulty in speaking fluently and clearly to express their ideas to others.

The speaking performance was measured by using teacher-made speaking test. This test consisted of two parts: reading aloud and question-answer.The result of the students' speaking performance showed that the minimum score was 47 and the maximum score was 100. In general, the level of the students' speaking performance was also an average level. There were 17 students out of 30 who had the average level.

DISCUSSION

From the data computed it was shown that the alternative hypothesis mentioned that there is a statistically significant correlation between students' achievement motivation and students' speaking performance was accepted. The result reveals that students' achievement motivation affected their speaking performance in this sample. The finding in this present study was quite different from the finding in the previous study conducted by Htoo who studied academic motivation and academic achievement of Karen refugee students. In Htoo's study, the result was there was no significant positive correlation between academic motivation and academic achievement. This happened maybe because of other factors that also influenced the students, such as the environment of the students. The students were refugees from Burma who studied on Thailand-Burma border school. The environment was different from students in this present study who were in the settle home country, Indonesia. The condition affects the students' perception of the learning since they were lack of freedom to study. Barron (2004 cited in Htoo) mentioned that the people in refugee camps lack the basic freedom that allows them to study, work and travel. While Indonesia is a developing country that gives freedom to its people to study. Moreover, Davis (2009) stated that students who were isolated in an educational setting would have a negative effect on their academic performance and their motivation in learning. Thus, the result of this present study was not consistent with the previous study with the refugee samples.

However, the result of this current study was consistent with the results of the previous studies unfolding the relationship between achievement motivation and academic performance done by Tucker, Zayco, and Herman (2002), Ahmad and Rana (2012 cited in Azar, 2013).

They found out that achievement motivation influences the academic performance of college students.

In this study, there was a positive correlation between students' achievement motivation level and students' speaking performance so that most of the high- achievers tend to have high achievement motivation and vise versa. This maybe because of the students who had high achievement motivation to complete the tasks showed more their accountability and independence than students with low task value. The result of this present study was consistent with research done by Pintrich & De Groot (1990) and Wigfield & Eccles (1992) which revealed that students have interest in the tasks when they think the tasks are important and valuable, this will predict their success. Smith (2015) also argued that students were motivated to achieve when they were challenged and aware that the outcome would be a reflection of their success or failure. In addition, Bank and Finlapcon (1980 cited in Akomolafe et al., 2013) found out that successful students had a higher motivation than unsuccessful students for achievement. In line with Ross' statement (2008:5) that mentioned the more students were motivated to do tasks, the better their performance.

Regarding stimulate higher achievement motivation of the students in learning language, teachers should give more encouragement to take their students' ideas out to express themselves including in speaking. This was supported by the research conducted by Riess et al. (2012 cited in Khoiriyah, 2016). They stated that students should be forced and stimulated to participate in speaking activities, especially for introvert students.

5. Conclusions

From the findings and discussions of this study, it can be concluded that there was a strong significant average correlation between achievement motivation level and the students' speaking performance level (r=.688, sig.=.00). The positive correlation between achievement motivation and the students' speaking performance indicates that when the students have high achievement motivation, there is a higher possibility that their speaking performance is also high. Thus, in this present study, it can be concluded that achievement motivation is a good predictor for speaking performance since the students who are motivated to complete the tasks given tend to have better achievement than the students who are not motivated.

 The teachers should realize and acknowledge that students have their achievement motivation in speaking classes. To stimulate higher achievement motivation of the students in learning language, teachers should give more encouragement to take their students' ideas out to express themselves, particularly in speaking.The student's achievement motivation is expected to be higher and stronger in completing the course with high achievement. In teaching and learning activities,   the teachers are expected to employ various speaking activities including games or role plays in giving speaking tasks in order to stimulate the students' achievement motivation. By knowing that the affective factor of the students, the teachers can build close relationships among the students that lead to the optimum effort of the students to achieve a better result in learning.

Since there was less research on the relationship of the students' achievement motivation, and academic achievement, particularly on language learning, the future researchers can conduct further research on the variable. Besides, future researchers can also expand other variables like other language skills to see whether achievement motivation will influence the overall language achievement of the students. Finally, other affective factors are

also can be included to find out more detailed results about factors that may influence the students' achievement in general.

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