

THE CORRELATIVE STUDY BETWEEN THE SPEAKING SKILL AND PSYCHOLOGICAL FACTORS OF THE STUDENTS

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Abstract

The research aimed at identifying whether there was a correlation between students' speaking skill and their psychological factors and what psychological factors had an existing correlation to the students' speaking skill. The research used a Descriptive Study which involved two quantifiable variables and how closely they were related. The samples of the research consisted of 46 students and the data was obtained by using speaking test, checking reports, and questionnaires. The result of the research about relationship between students' speaking skill and their psychological factors was determined by correlation coefficient in Pearson Product formula. The correlation coefficient was 0.82 in the interval of 0.70 – 0.90, in which showing high correlation. In other words, there was a significant correlation between students' speaking skill and their psychological factors. Intelligence, motivation and personality were the important factors of students' psyche and they also represented psychological factors. Moreover, those factors had been proved one by one that they had an existing relationship to the students' speaking skill through calculated data. The correlation coefficients consisted of 0.57, 0.73, and 0.47 for each factor. It means that intelligence, motivation, and personality had existing correlation to the students' speaking skill. Therefore, it was concluded that the higher psychological factors belonged to students, the better ability in speaking English would be achieved by themselves.

Keywords: speaking skill, psychological factor

Abstrak

Penelitian ini bertujuan untuk mengidentifikasi apakah ada korelasi antara 'keterampilan berbicara dan faktor psikologis mereka dan faktor psikologis apa yang memiliki korelasi dengan keterampilan berbicara mahasiswa. Penelitian ini menggunakan Studi Deskriptif yang melibatkan dua variabel kuantitatif dan seberapa dekat mereka terkait. Sampel penelitian terdiri dari 46 siswa dan data yang diperoleh dengan menggunakan uji berbicara, memeriksa laporan, dan angket. Korelasi ini ditentukan oleh koefisien korelasi dengan rumus Pearson Product. Koefisien korelasi adalah 0,82 dalam interval 0,70-0,90, dimana menunjukkan korelasi yang tinggi. Dengan kata lain, ada hubungan yang signifikan antara keterampilan berbicara siswa dan faktor psikologis mereka. Kecerdasan, motivasi dan kepribadian adalah faktor penting dari jiwa siswa dan mereka juga mewakili faktor psikologis. Selain itu, faktor-faktor tersebut telah terbukti satu persatu memiliki hubungan dengan keterampilan berbicara siswa melalui data yang dihitung. Koefisien korelasi terdiri dari 0.57, 0.73, dan 0.47 untuk setiap faktor. Ini berarti bahwa kecerdasan, motivasi, dan kepribadian memiliki korelasi terhadap keterampilan berbicara. Maka, disimpulkan bahwa semakin tinggi faktor psikologis siswa, semakin baik keterampilan berbahasa Inggris mereka.

Kata kunci: keterampilan berbicara, faktor psikologis

INTRODUCTION

Speaking is fundamental to human communication. In our daily life most of us speak more than we write, yet many English teachers still spend the majority of class time on reading and writing practice almost ignoring speaking and listening skills. This is not a good balance. If the goal of your language class is truly to enable your students to communicate in English, then speaking skills should be taught and practiced in language classroom. (Khalil Hasan Noval, 2012:76)

It is fundamentally an instrumental act. Speakers talk in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them. And they promise, bet, warn, and exclaim to affect them in still other ways. (Clark and Clark, 1977:223)

The study of speaking like the study of other uses of language is properly an interdisciplinary enterprise. It involves understanding the psycholinguistic and interpersonal factors of speech production, the forms, meanings, and processes involved, and how these can be developed. (Robert B. Kaplan, 2002:27)

Psychology, as a science of behavior deals with facts of human behaviour, with thoughts, feelings and actions of men and women. Its subject matter consists of facts of human activities in relation to the environment. These facts are determined, like in other sciences, through carefully planned observations or experiments, and all laws concerning the occurrence and recurrence of those activities are arrived at, which help us to understand. Predict and control human behavior. (S.B. Kakkar, 2005:7-8)

Element of Speaking

There are some elements of speaking that becomes the indicators to show the capability of the students in speaking, they are:

1. Accuracy

Accuracy means that speech where the message is communicated using correct grammar. The notion of accuracy can also be expanded to include correct pronunciation according to target language norms. (Christine and Anne, 2012:43)

According to Thornbury (2005), the terms “accuracy” seems to cover more than that. Specifically, speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation, as well. He also sets the clear scale for assessment of accuracy:

- a. Grammar: Students use correct words order, tenses, tense agreement, etc. Students do not leave out articles, prepositions or difficult tenses.
- b. Vocabulary: Students have a range of vocabulary that corresponds to the syllabus year list and uses words you have taught.
- c. Pronunciation: Students speak and most people understand.

2. Fluency

Fluency means that speech where the message is communicated coherently with few pauses and hesitations, thus causing minimal comprehension difficulties for the listeners. (Christine and Anne, 2012:43)

3. Complexity

Complexity means that speech where the message is communicated precisely. More advanced grammatical forms are used, such as subordination and clausal embeddings, which are appropriate for speech in relation to the social and cultural

context, as well as the roles of, and relationships with, interlocutors. (Christine and Anne, 2012:43)

Psychological Factor Affect

There are some psychological factors that also affect the students' ability in speaking, they are:

1. Intelligence

Some experts describe intelligence as problem solving skill. Others describe it as the ability to adapt to and learn from life's everyday experiences. Combining these ideas we can arrive at a fairly traditional definition of *intelligence*: problem-solving skill and the ability to adapt to and learn from life's everyday experiences. (John W. Santrock, 2006:106)

P.E Vernon in Sprinthall and Sprinthall (1990:433) suggested three basic meanings of the concept of intelligence.

- a. Intelligence as genetic capacity: this assumes that intelligence is completely inherited, that intelligence is simply part of one's genetic equipment.
- b. Intelligence as observed behavior: intelligence is based on an observation of what the individual does. This is the phenotypic form of intelligence and a result of the interaction of genes and the environment.
- c. Intelligence as a test score. This is based on a strict operational definition of the concept. Intelligence is what the intelligence test measures.

2. Motivation

B. K. Pal (2011:15) states that motivation is an internal state that activates guides and sustains behavior. Educational psychology research on motivation is concerned with the volition or will that students bring to a task, their level of interest and intrinsic motivation, the personally held goals that guide their behavior, and their belief about the causes of their success or failure.

Motivation has two identifiable components, a need and a drive. *Needs*, on the other hand, are based on some deficit within the person. The deficit may be physiological (water, food, sex, sleep, and warmth) or psychological (approval, affection, power, and prestige) but in either case the deficit must lie within the person. *Drives*, on other hand, though certainly based on needs, have the added feature of an observable change in behavior. Drives imply motion of some sort. (Sprinthall and Sprinthall, 1990:521)

According to Seifert and Sutton (2009:27), intrinsic motivation means a desire or tendency to direct attention and energy in a particular way that originates from the child himself or herself. Intrinsic motivation is sometimes contrasted to extrinsic motivation, a tendency to direct attention and energy that originates from outside of the child.

Extrinsic motivation involves doing something to obtain something else. Extrinsic motivation is often influenced by external incentives such as reward and punishment. For example, a student may study hard for a test in order to obtain a good grade in the course. *Intrinsic motivation* involves the internal motivation to do something for its own sake. For example, a student may study hard for a test because he or she enjoys the content of the course. (John W. Santrock, 2006:418)

3. Personality

Personality is the integration of all of a person's traits, abilities, and motives as well as his or her temperament, attitudes, opinions, beliefs, emotional responses, cognitive styles, character, and morals. Obviously, then, the term personality encompasses all aspects of human behavior. (Gage and Berliner, 1984:165)

John W. Santrock (2006:126) defines that “personality refers to distinctive thoughts, emotions, and behaviors that characterize the way an individual adapts to the world”.

The crisis of personal identity because adolescence represents such a major discontinuity in growth, Ericson has singled out one critical issue as the major task of this stage this stage, resolving the crisis of personal identity. Our definition of self is how we see ourselves and how others see us. (Sprinthall and Sprinthall, 1990:156)

Awareness of high-needs students, some students in school suffer from mental, emotional, or behavioral disorders, and relatively few receive mental health services.

METHOD

This is a correlational research involve collecting data to determine whether, and what degree, a relationship exists between two or more quantifiable variables. There were two variables which had been observed in this research. They were speaking skill and psychological factors. In this research, the researcher selected the fifth semester students of Muhammadiyah University of Makassar which consisted of 40 students each class. The researcher took 5 students each class as the sample. Therefore, the total sample was 40 students. The instruments which were used in this research were questionnaire and speaking test. Specifically, there were two instruments in this research, they were:

1. Speaking Test.

Scores of student's speaking skill were determined through the speaking test. Assessment of students' speaking test was conducted through describing things. Grammar, pronunciation, vocabulary and fluency had important role to assess and measure students' speaking skill.

2. Questionnaire.

The researcher used questionnaire to assess student's motivation in English and determine their personality. There were some statements which contained of motivational matter and personal matter in several sheets. Scores of student's psychological factors were determined through questionnaire.

Checking students' IPK card was conducted to collect data also. These data represented scores of students' psychological factor in terms of intelligence.

The data from the speaking test was analyzed quantitatively by giving score based on the assessment criteria, while the data from questionnaire was analyzed using likert scale. After that, the Pearson product moment was used in the analysis of data between students' speaking skill and their psychological factors. The correlational technique is an analysis technique to evaluate hypothesis concerning correlation between two variables that are examined statistically.

FINDINGS

Psychological factors involve of intelligence, motivation and personality. To simplify the scores of three indicators in psychological factors, the researcher calculated average scores into the simple point. Therefore, students' speaking skill as the first quantifiable variable (X) is related to their psychological factors as the second quantifiable variable (Y).

a. Students' Speaking Skill

In this case, students' speaking skill is the first quantifiable variable (X). After being calculated, types of data have been obtained; total scores of students' speaking skill (ΣX) are 3832, sum of the square in students' speaking skill (ΣX^2) are 320670, and total numbers of students' speaking skill multiplied by their psychological factors (ΣXY) are 325136.

b. Students' Psychological Factors

In this case, students' psychological factors are the second quantifiable variable (Y). Psychological factors are divided into three indicators: intelligence, motivation and personality. After being calculated, types of data have been obtained; total scores of students' psychological factors (ΣY) are 3891.6, sum of the square in students' psychological factors (ΣY^2) are 330140, and total numbers of students' psychological factors multiplied by their speaking skill (ΣXY) are 325136.

Table 1 : Data of the Correlation between Students' Speaking Skill and Their Psychological Factors

N	ΣX	ΣY	ΣX^2	ΣY^2	ΣXY	r_o
40	3832	3891.6	320670	330140	325136	0.82

1. The Correlation between Students' Speaking Skill and Their Psychological Factors.

In this case, both the students' speaking skill and students' psychological factors are correlated by using Pearson r formula. It means that scores within a certain range on a variable are associated with scores within a certain range on the other variable. After being calculated, the correlation coefficient (r_o) is 0.82.

To attest and prove the result of data calculation, Degree of Freedom and its significant critical value is used.

$$df = N - nr = 40 - 2 = 38$$

To know the correlation of them in 5% and 1% significance, the researcher used r table with df formula: $df = N - nr$

At the degree of significance 5% = 0,2875

At the degree of significance 1% = 0,3721

From the data calculation, it is known that $r_o = 0.82$ and $df = 38$; if we compare with table of "r" values at the degree significance of 5% and 1%, then the correlation between students' speaking skill and their psychological factors score is significant ($r_o : r_t = 0.82 > 0,2875$; $r_o : r_t = 0.82 > 0,3721$)

To summarize the result of the correlation was listed below:

"r" value of product moment	Interpretation
0.00 – 0.20	Considered as No Correlation
0.20 – 0.40	Low Correlation
0.40 – 0.70	Medium Correlation
0.70 – 0.90	High Correlation
0.90 – 1.00	Very High/ Perfect Correlation

Based on the table above, it can be seen that the correlation index ($r_o = 0.82$) is in the interval of 0.70 – 0.90, this means that the correlation belongs to "high correlation". In other words, there is a positive correlation between variable X and variable Y.

3. Existing Relationship of Psychological Factors

a. Intelligence (Y_1)

To determine an existing relationship between students' speaking skill and their intelligence can be measured by calculating specific data which consists of students' speaking skill scores and their intelligence scores. After being calculated,

types of data have been obtained; total scores of students' intelligence (ΣY_1) are 4034, sum of the square in students' intelligence (ΣY_1^2) are 354418.3, and total number of students' intelligence multiplied by their speaking skill (ΣXY_1) are 336605.8. The correlation coefficient (r_o) is 0.57.

Table 2 : Data of Existing Relationship between Students' Speaking Skill and Their Intelligence

ΣY_1	ΣY_1^2	ΣXY_1	r_o
4034	354418.3	336605.8	0.57

Based on the table of Pearson product moment, it can be seen that the correlation index ($r_o = 0.57$) is in the interval of 0.40 – 0.70, this means that the correlation belongs to “medium correlation”. Therefore, there is an existing relationship between variable X and variable Y_1 .

b. Motivation (Y_2)

To determine an existing relationship between students' speaking skill and their motivation can also be measured by calculating specific data which consists of students' speaking skill scores and their motivation scores. After being calculated, types of data have been obtained; total scores of students' motivation (ΣY_2) are 3586.5, sum of the square in students' motivation (ΣY_2^2) are 282439, and total numbers of students' motivation multiplied by their speaking skill (ΣXY_2) are 300256. The correlation coefficient (r_o) is 0.73.

Table 3 : Data of Existing Relationship between Students' Speaking Skill and Their Motivation

ΣY_2	ΣY_2^2	ΣXY_2	r_o
3586.5	282439	300256	0.73

Based on the table of Pearson product moment, it can be seen that the correlation index ($r_o = 0.73$) is in the interval of 0.70 – 0.90, this means that the correlation belongs to “high correlation”. Therefore, there is an existing relationship between variable X and variable Y_2 .

c. Personality (Y_3)

To determine an existing relationship between students' speaking skill and their personality can also be measured by calculating specific data which consists of students' speaking skill scores and their personality scores. After being calculated, types of data have been obtained; total scores of students' personality (ΣY_3) are 4060, sum of the square in students' personality (ΣY_3^2) are 360313, and total numbers of students' personality multiplied by their speaking skill (ΣXY_3) are 339020. The correlation coefficient (r_o) is 0.47.

Table 4 : Data of Existing Relationship between Students' Speaking Skill and Their Personality

ΣY_3	ΣY_3^2	ΣXY_3	r_o
4060	360313	339020	0.47

4060	360313	339020	0.47
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Based on the table of Pearson product moment, it can be seen that the correlation index ($r_{0} = 0.47$) is in the interval of 0.40 – 0.70, this means that the correlation belongs to “medium correlation”. Therefore, there is an existing relationship between variable X and variable Y₃.

DISCUSSIONS

Intelligence, motivation and personality are the important factors of students' psyches and they also represent psychological factors. Moreover, those factors have been proved one by one that they have an existing relationship to the students' speaking skill. Intelligence, motivation, and personality have existing correlation to the students' speaking skill. Therefore, it is concluded that if the higher psychological factors belongs to students, the better ability in speaking English will be achieved by themselves.

Several theories in the previous chapter have been proved in the correlation between students' speaking skill and their psychological factors at the fifth semester students of Muhammadiyah University of Makassar.

The first, verbal skill in multiple intelligence affects students' ability in speaking. Indeed, student who has higher verbal skill is better in speaking English than others. The second, intrinsic motivation and extrinsic motivation also have important role to enhance students' ability in speaking, it means that those kinds of motivations give impact to students' will. Student who studies hard to speak English can master in speaking English gradually. They get their power from their efforts, either they are motivated intrinsically or motivated extrinsically. The third, personality tends to give effects in students' speaking. From the general outline, good personality can give positive effect to students and increase their ability in speaking English whereas bad personality can give negative effect to students and give no improvements in their speaking English.

CONCLUSION

Based on the research findings and discussions in the previous chapter, there is a significant correlation between students' speaking skill and their psychological factors at the fifth semester students of Muhammadiyah University of Makassar, where correlation coefficient is (0.82) in the interval value of 0.70 – 0.90, this means that the correlation belongs to “high correlation”. In other words, there is an existing relationship between variable X and variable Y. Intelligence, motivation and personality have existing relationship to the students' speaking skill at the fifth semester students of Muhammadiyah University of Makassar, where students' intelligence and their speaking skill have existing relationship of correlation coefficient (0.57). Students' motivation and their speaking skill have existing relationship of correlational coefficient (0.73). Students' personality and their speaking skill have also existing relationship of correlation coefficient (0.47).

SUGGESTION

Based on the conclusion above, the researcher would like to offer suggestions as follows:

1. The teachers should pay attention more about students' psychological factors because psychological factors have significant roles for improving students' speaking skill.
2. The teachers should also give higher motivation for the students to practice their speaking skill and to know how important English speaking is.

3. Further researches need to be conducted and explored more about the correlation between students' speaking skill and their psychological factors for university students.

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