

Khoerunnisa Nurjanah, Intan (2025): The Correlation Between Students' Motivation in Speaking and Their Performance in Dialogue Pairs

ABSTRACT

Speaking is a crucial skill in English learning, yet many EFL students struggle with low confidence and limited motivation. At SMP Habibi Bina Cendikia, eighth-grade students often hesitate to speak, despite having adequate language knowledge. This study investigates the relationship between students' motivation in speaking and their actual speaking performance.

The research is based on the Willingness to Communicate (WTC) theory by MacIntyre et al. (1998), which emphasizes psychological readiness, communicative confidence, and situational factors in second language speaking.

This quantitative study used a correlational design involving 45 students. Data were collected through a speaking motivation questionnaire and a structured oral test, and analyzed using the Spearman Rank-Order correlation formula.

The result shows a very strong and significant positive correlation between speaking motivation and performance ($\rho = 0.995$, $p = 0.000$). Thus, the null hypothesis (H_0), stating no significant correlation, is rejected, and the alternative hypothesis (H_1), stating a significant correlation exists, is accepted. In conclusion, motivation strongly influences students' speaking outcomes. Teachers are advised to foster students' willingness to communicate through supportive, low-anxiety classroom environments. Further research may explore other affective factors that impact EFL learners' oral skills.

Keyword: *Speaking Motivation, Speaking Performance, Willingness To Communicate (WTC), EFL Learners, Correlation, Junior High School*

UNIVERSITAS ISLAM NEGERI
SUNAN GUNUNG DJATI
BANDUNG