

# The Correlation among Learning Motivation, Parents' Involvement and Speaking Achievement of the Fourth-Grade Pupils at Palembang Paramount School

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## Abstract

This research was concerned with the inquiry on the correlation among learning motivation, parents' involvement and speaking achievement of the fourth-grade pupil at Palembang Paramount School. The population of this study was 327, the sample was 38 taken by using purposive sampling. Data were collected by adopting a questionnaire for learning motivation and parents' involvement, and test for speaking achievement. Data were analyzed by using r-Product Moment and Multiple Regression. Findings show that there were correlations among learning motivation, parents' involvement, and speaking achievement. The data analysis shows that  $R_{yx1x2} = 0.682$  with  $r^2 = 0.465$  and the criteria of the sig-test was  $F_{count}(15.183) > F_{table}(3.270)$ . therefore, the alternative hypothesis  $H_a$  was accepted while the null hypothesis  $H_o$  was rejected. Conclusions suggested that there were significant correlations among learning motivation, parents' involvement and speaking achievement of the fourth-grade pupils at Palembang Paramount School.

**Keywords:** *Learning Motivation, Parents' Involvement, and Speaking Achievement.*

## INTRODUCTION

Many people think that speaking in a new language is harder than learning other skills for two reasons. First, speaking happens in real time. Second, you cannot edit or revise what you wish to say when you speak [1]. When someone learn speaking, they do not only learn about knowledge of language features, but also how to process the information and language in context [2].

Nowadays, many people use English for communication and so do pupils in Paramount school, they usually speak English for their communication and interactions with teachers or even friends. They also use it to share their opinions, ideas and arguments. But not all pupils want to do that way, some of them just listen to their friends without speaking. In Paramount School, teachers and students use bilingual; Indonesian and English for communication. That was becoming the writer's reason to conduct research in this school.

Based on the early researcher's observation and interview with another English Teacher on March 2020 for the fourth-grade students at Palembang Paramount School, it was found that the students still had any difficulties to speak English such as less confident, and uncomfortable to speak spontaneously. It probably happened because many students had many problems such as difficulties in remembering vocabulary and pronouncing English moreover to speak spontaneously.

Among the factors influencing students' language learning, motivation is becoming the most important reason for the success in language learning. According to Xiaoqing as cited in the success or failure in second language learning is determined by motivation, motivation will directly influence the frequency of using learning strategies, can power of learning, goal setting, and also the persistence in learning [3].

For young learners, students who learning English usually face difficulties, especially in understanding grammar, pronunciation, and others [4]. From the observation and interview, many students that supported by the parents in learning English such as having good English practices at home or take a course had better score, they were active in speaking English and

dominating English in the class. Another problem, some parents were businessman and some worked in office. They spent their time out side of their house, some of the students even shared about their life and the way their parents cared of them. Because of it, the students felt getting low support from their parents to speak English. Those reasons above, make the researcher wanted to do the research in Paramount School.

From the researcher' experience about how parents involve the fourth-grade pupils in Paramount, the researcher wanted to know whether or not there are correlation among learning motivation, parents' involvement and their speaking achievement, because some parents were busy with their business or even work in office. Moreover, in pandemic situation that forced them to study and did all the activities at home, surely the pupils needed their parents to help them in learning processes.

Therefore, based on the above explanation, the researcher was interested in conducting a research entitled "The Correlation among Learning Motivation, Parents' Involvement, and The Fourth Grade Pupils' Speaking Achievement at Palembang Paramount School.

## **Theoretical Review**

### **Concept of Learning Motivation**

In learning a second or foreign language, motivation is also a complex construct that involves the reason why students' need or want to learn, as the effort of students' learning foreign language, motivation is needed by the students. It is such a powerful for us in doing best things. Students who have higher motivation in learning will get an opportunity to achieve their goals than the lower one. Motivation also becomes an energy that can support students to do something. Students' motivation is an important part of giving the influence on students to urge themselves to get their goals and interest in learning [5].

According to Harmer (2012), motivation is an internal drive that encourages people to do action. Motivated learner might perceive goals of various types. Motivation is also defined as initiating, guiding and maintaining goal-oriented behaviors process [6]. It is what causes us to act, whether or not it is obtaining a glass of water to cut back thirst or reading a book to realize information. In everyday usage, motivation is frequently used to describe why a person does something. Motivation is related to the way the students learn and do something; without motivation the learning processes will be very bored. Because, motivation is really crucial for learning.

### **Concept of Parents' Involvement**

The word "involvement" has the same meaning with 'collaboration', 'participation', 'partnership' or 'cooperation'. [7]. Parents' involvement here refers to the way parents do collaborate, participate, cooperate or even being a children's partner in education process.

Parental involvement and character education are assumed as the important elements contributing to students' higher academic accomplishments, particularly in the children early stage of education [8]. Academically, good manner during learning activities and supportive learning atmosphere at school can be developed by parents' involvement in the children's education [9].

Parents' involvement also refers to the commitment of parents to engage themselves to school and teacher in children learning process [9]. The involvement itself can be said as their accomplishment as parents helping their children in learning processes. Such as helping their children learning both at home and at school environment.

### **Concept of Speaking Achievement**

Speaking is used every day for communication, it involves two or more people who make two-way communication. Fulcher (2003, p.3) defined speaking as "The verbal use of language to communicate with others." It is a productive skill that is usually performed by two or more people. Chaney stated that speaking is an interaction process between two or more

people by sharing and developing ideas through verbal or non-verbal symbols, in many contexts [10].

Speaking is the most crucial skill in learning a second or foreign language. It is for communicating process of interaction which is as the foundation for all humans' relationships [11]. The activity to communicate, that is used by someone is called as speaking [12].

Based on definitions above, we can say that speaking is a skill of speaker to produce the language that has meaning and can be understood by listeners. It is very important in our daily life to exchange information. Our communication is really influenced by speaking.

### Objective of the Study

The objectives of the research were to find out whether or not:

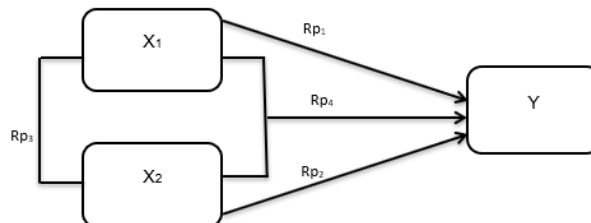
1. There is significant correlation between learning motivation and speaking achievement of the fourth-grade pupils at Palembang Paramount School;
2. There is significant correlation between parents' involvement and speaking achievement of the fourth-grade pupils at Palembang Paramount School;
3. There is significant correlation between learning motivation and parents' involvement the fourth-grade pupils at Palembang Paramount School;
4. There are significant correlations among learning motivation, parents' involvement, and speaking achievement of the fourth-grade pupils at Palembang Paramount School.

### METHOD

In this research, the researcher used correlational study to measure and describe the degree of relationship among learning motivation, parents' involvement and speaking achievement. The correlation study involves collecting data in order to determine the degree to which a relationship exist between two or more variables [13].

In this study, there were two kinds of research variables. They are independent variables and dependent variable. In this study, the independent variables were learning motivation as  $X_1$  and parents' involvement as  $X_2$  meanwhile the dependent variable was speaking achievement as  $Y$ .

The relationship between these three variables shown in Figure 2.1.



(Adapted from Sugiyono: 2013)

Figure 2.1. Research Design

Where :

$X_1$  : Learning Motivation

$X_2$  : Parents' Involvement

$Y$  : Speaking Achievement

$Rp^1$  : the correlation between  $X_1$  and  $Y$

$Rp_2$  : the correlation between  $X_2$  and  $Y$

$Rp_3$  : the correlation between  $X_1$  and  $X_2$

$Rp_4$  : the correlation among independent variables ( $X_1+X_2$ ) and the dependent variable ( $Y$ )

The population was all primary students of Paramount School Palembang in the academic year 2020/2021 with 38 sample from the fourth-grade by using purposive sampling. This level had same ages, same level of intelligence and competency in using English.

In collecting the data, researcher used two kinds of instrument, they are: questionnaires and test. The writer used ready-made questionnaire for learning motivation and parents' involvement but in adapting questionnaire, the researcher edited, modified, deleted, even added some items adjust the level of the students to understand and appropriate with the context. The questions were also translated into Bahasa Indonesia to make the students easy to answer it. There were 20 items for learning motivation questionnaire and 25 items for parents' involvement questionnaire.

In this study, the kind of test used was oral test. It was done to know the students' speaking ability involving their pronunciation, grammar, vocabulary, fluency, and comprehension. The researcher asked the students to explain a material by using English (Oral Explanation) measured by aspect of speaking that has explained before and it will be recorded. To avoid subjectivity, the researcher asked for interrater for giving score. By validity and reliability test, all the data in this research was valid and reliable.

**RESULT AND DISCUSSIONS**

From the result of normality test, the significant score for speaking was 0.128, learning motivation was 0.200 and parents' involvement was 0.200 where higher than 0.05, so the data was distributed normally, the homogeneity test showed p-value was  $0.860 \geq 0.05$ , so the sample was homogenous and from linearity test, the result of linearity test between learning motivation and speaking was  $0.558 \geq 0.05$ . The result of linearity test between parents' involvement and speaking was  $0.243 \geq 0.05$ , both data was linear.

After conducting the research, it was found that the descriptive analysis of learning motivation questionnaire in Table 3.1 below:

**Table 3.1 The Descriptive Analysis of Learning Motivation Questionnaire**

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Learning_Motivation	38	47	53	100	3161	83,18	1,973	12,161	147,884
Valid N (listwise)	38								

Based on the data above, it revealed that the minimum score was 53, the maximum score was 100, and the mean was 83.18, with standard deviation was 12.161. Table 3.2 shows the descriptive analysis of parents' involvement questionnaire.

**Table 3.2 The Descriptive Analysis of Parents' Involvement questionnaire**

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Parents_Involvement	38	44	53	97	2956	77,79	2,031	12,523	156,819
Valid N (listwise)	38								

The minimum score of parents' involvement was 53, the maximum score was 97, the mean was 77.79 and the standard deviation was 12.523. For the descriptive analysis speaking achievement, it shows in Table 3.3 below.

**Table 3.3 The Descriptive Analysis of Speaking Achievement**  
Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Speaking_Score	38	42	52	94	2970	78,16	2,098	167,218
Valid N (listwise)	38							

Based on the table above, we can see the total score of 38 correspondents was 2970, the mean was 78.16, the minimum score was 52, the maximum score was 94, and standard deviation was 12.931. To analyze the correlation among variables in this research, the writer used R-product moment and multiple regression. The result of hypothesis could be seen as follows:

**Table 3.4 The Correlation between Learning Motivation and Speaking Achievement**  
Correlations

		Learning Motivation	Speaking Achievement
Learning Motivation	Pearson Correlation	1	,548**
	Sig. (2-tailed)		,000
	N	38	38
Speaking Achievement	Pearson Correlation	,548**	1
	Sig. (2-tailed)	,000	
	N	38	38

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

Table 3.4 shows that p-value is 0.000, which is lower than  $\alpha$  0.05 ( $0.00 < 0.05$ ). So, it is significant. In this case,  $H_0$  is rejected while  $H_a$  is accepted. Therefore, there is significant correlation between learning motivation and speaking achievement of the fourth-grade pupils at Palembang Paramount School.

**Table 3.5 The Correlation between Parents' Involvement and Speaking Achievement**  
Correlations

		Parents_Involvement	Speaking_Achievement
Parents_Involvement	Pearson Correlation	1	,526**
	Sig. (2-tailed)		,001
	N	38	38
Speaking_Achievement	Pearson Correlation	,526**	1
	Sig. (2-tailed)	,001	
	N	38	38

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

Table 3.5 shows that p-value is 0,001, which is lower than  $\alpha$  0.05 ( $0.00 < 0.05$ ). So, it is significant, in this case,  $H_02$  is rejected while  $H_a2$  is accepted. Therefore, there is significant correlation between parents' involvement and speaking achievement of the fourth-grade pupils at Palembang Paramount School.

**Table 3.6 The Correlation between Learning Motivation and Parents' Involvement**

		Learning_Motivation	Parents_Involvement
Learning_Motivation	Pearson Correlation	1	,242
	Sig. (2-tailed)		,144
	N	38	38
Parents_Involvement	Pearson Correlation	,242	1
	Sig. (2-tailed)	,144	
	N	38	38

Table 3.6 shows that p-value is 0.144 which is higher than  $\alpha$  0.05 ( $0.00 < 0.05$ ). So, it is not significant,  $H_03$  is accepted and  $H_a3$  is rejected. There is not any significant correlation between learning motivation and parents' involvement the fourth-grade pupils at Palembang Paramount School.

**Table 3.7 The Correlation among learning motivation, parents' involvement and speaking achievement**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,682 <sup>a</sup>	,465	,434	9,729

a. Predictors: (Constant), Parents\_Involvement, Learning\_Motivation

The result of the correlation coefficient among students' learning motivation ( $X_1$ ), parents' involvement ( $X_2$ ), and speaking achievement ( $Y$ ) is  $R_{yX_1X_2} = 0.682$  with  $r^2 = 0.465$  (46.5%). It is found that there are significant correlations among students' learning motivation, parents' involvement, speaking achievement.

**Table 3.8 The Regression among Students' Learning Motivation, Parents' Involvement, Speaking Achievement**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2874,263	2	1437,131	15,183	,000 <sup>b</sup>
	Residual	3312,790	35	94,651		
	Total	6187,053	37			

a. Dependent Variable: Speaking\_Achievement

e. Predictors: (Constant), Parents\_Involvement, Learning\_Motivation

Table 3.8 shows the p-value is 0.000 which is lower than 0.05. So,  $H_{a4}$  is accepted while  $H_{o4}$  is rejected. It is significant. Therefore, there are significant correlations among learning motivation, parents' involvement and speaking achievement of the fourth-grade pupils at Palembang Paramount School.

## Discussions

Based on the result of the study, it was found that there was positive and significant correlation between learning motivation (X1) and speaking achievement (Y) of the fourth-grade pupils at Palembang Paramount School in academic year 2020/2021. The significant value was 0.000 which was lower than 0.05. So, learning motivation is related to students' speaking achievement, since the students had good motivation, it could influence the speaking achievement result.

There was also positive correlation for parents' involvement (X2) and speaking achievement (Y) of the fourth-grade pupils at Palembang Paramount School in academic year 2020/2021. The p-value was 0,001, which was lower than  $\alpha$  0.05 ( $0.00 < 0.05$ ). Parent' involvement was related to speaking achievement, since the parents gave involvement to the students, it could influence the speaking achievement.

For the third result, there was very low significant correlation between learning motivation (X1) and parents' involvement (X2). It had little correlation and influence between learning motivation to parents' involvement.

The last result, the correlation and regression among learning motivation (X1), parents' involvement (X2), and speaking achievement (Y) with  $R_{yx1}$  was 0.682. In the line with the result, there were strong correlation among three variables. The correlation was 46.5%. So, students need to have good motivation and parents' involvement in order to have good speaking achievement score. The result of the study proved that there are positive and significant correlation among learning motivation, parents' involvement and speaking achievement of the fourth-grade pupils at Palembang Paramount School. It means that learning motivation and parents' involvement give dominant effect on speaking achievement of the fourth-grade pupils at Palembang Paramount School.

## CONCLUSIONS

In the line with the findings, the conclusion could be drawn as follows: There is significant correlation between leaning motivation and speaking achievement of the fourth-grade pupils at Palembang Paramount School. There is significant correlation between parents' involvement and speaking achievement of the fourth-grade pupils at Palembang Paramount School. There is not any significant correlation between leaning motivation and parents' involvement for the fourth-grade pupils at Palembang Paramount School. There are significant correlations among learning motivation, parents' involvement and speaking achievement of the fourth-grade pupils at Palembang Paramount School.

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