

**THE CORRELATION BETWEEN THE INTENSIVE COURSE
AND STUDENTS' SPEAKING MOTIVATION AT ENGLISH
STUDY PROGRAM OF IAIN CURUP**

THESIS

**This research is submitted to fulfill the requirement
for 'sarjana' degree in English Tadris Study Program**



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Assalamualaikum wr.wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi saudara **Lidya Nadela Sari** yang berjudul **"THE CORRELATION BETWEEN THE INTENSIVE COURSE AND STUDENTS' SPEAKING MOTIVATION AT ENGLISH STUDY PROGRAM OF IAIN CURUP."** sudah dapat diajukan dalam sidang Munaqasah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, atas kerja samanya kami ucapkan terima kasih.


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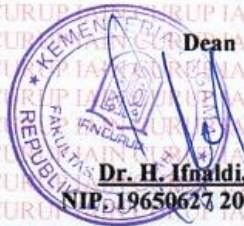
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PREFACE

This thesis is submitted as a part of completion for the “Sarjana Degree” in State Islamic Institute (IAIN) Curup. The writer realizes that this thesis is far from being perfect, thus, she really appreciates any suggestions and criticism for the betterment of the thesis.

Finally, yet importantly, the writer hopes this thesis will be useful to those who are interested in this field of study.

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The researcher has finished this thesis entitled “THE CORRELATION BETWEEN THE INTENSIVE COURSE AND STUDENTS’ SPEAKING MOTIVATION AT ENGLISH STUDY PROGRAM OF IAIN CURUP”, presented in fulfilment of the requirement for the degree of Strata 1 in English Tadris Study Program of Tarbiyah Faculty of IAIN Curup. In conducting this thesis, the writer received valuable guidance, assistance, support and motivation from other.

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Finally, the writer realizes that this research is still far from being perfect. There for any suggestion and criticism are always welcomed.

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MOTTO

"NEVER REGRET A DAY IN YOUR
LIFE. GOOD DAYS BRING YOU
HAPPINESS AND BAD DAYS GIVE
YOU EXPERIENCE."

DEDICATION

Allah, is only the reason why I can finish this thesis. Immeasurable syukur for letting me finish this thesis as soon as my hope. There is no miracle except by You. Allah, in the name of Allah and His Messenger Prophet Muhammad Shalallahu Alaihi Wassallam, I would like to dedicate this thesis for:

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ABSTRACT

Sari, Lidya Nadela, 2021. The Correlation Between The Intensive Course and Students' Speaking Motivation At English Study Program Of IAIN Curup

The objective of the research was to investigate whether there is a significant correlation or not between the intensive course and students' speaking motivation at the English Study Program of IAIN Curup. The researcher obtained the data through quantitative research. The researcher used a correlational design. The population was all of the students at the English Study Program of IAIN Curup. The researcher used purposive sampling in taking the sample, and there were 95 students as sample. The data were collected through documentation and questionnaire. The results of this research show that there is a significant correlation between the intensive course and students' speaking motivation. It was represented in the test hypothesis that t-account is greater than t-table ($4.562 > 1.989$). So the researcher concluded that there is a significant correlation between the intensive course and students' speaking motivation at the English Study Program of IAIN Curup.

Keywords: Correlation, Course, Motivation in Speaking.

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CHAPTER I

INTRODUCTION

A. Background Of The Research

In the 21st century, the existence of English courses always helps students in learning outside of their class, namely online or face to face. English course has an important role for students, such as the course can help students increase students' English achievement and knowledge. Students can as well understand the material easily. According to Abu Ahmadi and Widodo Supriyono, the goal of the course is to help students in order to get a good adjustment in the learning situation so that students can learn efficiently and increase students' achievement.¹

In the English Study Program of IAIN Curup, there is a course named intensive course. The intensive course is a special subject that has become an icon. It was said specifically because this course had to be taken in the first semester. The Intensive Course program is an intensive, integrated and communicative program of English study program that is required for all new students majoring in English. It aims to develop comprehensive basic English competencies, both receptive and productive, which are used and further developed in further lectures in their study which was entirely conducted in English. This program does not merely teach reading or writing, grammar or

¹ Abu Ahmadi Dan Widodo Supriyono, 2008, Psikologi Belajar Jakarta: Rineka Cipta, page.43

vocabulary. Intensive Course teachers do not just teach speaking, reading, or grammar but all the skills and components. Many other studies reflect that intensive programs may enhance the learners' engagement, commitment, and motivation. The learners also think that intensive programs were more exciting, stimulating, enjoyable, challenging, and efficient than other usual courses.²

Intensive Course programs concern listening, reading, speaking, writing, grammar and vocabulary. One of the intensive course programs is speaking because speaking is one of the four basic skills that have an important role in human activities to communicate with others. In line with this, Muli Umiaty Noer and Umar Mansyur said that English courses affect students' speaking ability.³ Speaking ability is a vital skill to increase English competence from the very beginning of language acquisition. According to Morozova, he states that One of the most important language abilities is speaking.⁴ This skill can be developed and enhanced as an effective means of communication. By speaking, people can express ideas, knowledge or information. The development of students' mastery and ability to actively communicate in English through Intensive Course is also supported by additional activities, including the use of English outside the classroom,

² Burton, S. and Nesbit, P. *An Analysis Of Student And Faculty Attitudes To Intensive Teaching*. In Celebrating Teaching at Macquarie. Sydney. Australia: Macquarie university, 2002)

³ Muli Umiaty and Umar Mansyur, 'Learning Community Dalam Pembelajaran Keterampilan Berbicara Bahasa Inggris Siswa Kelas XII SMA LPP UMI Makassar', *Retorika: Jurnal Bahasa, Sastra, Dan Pengajarannya*, 10.1 (2017), 13–19.

⁴ Gaya Tridinanti, 'The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang', *International Journal of Education and Literacy Studies*, 6.4 (2018), 35

independent activities programs, and so on. All of this is intended to maximize exposure to English, stimulate and encourage its use and create a more communicative language environment.

Speaking is an activity used by someone to communicate with others. Speaking is often accepted as the most difficult among four main language skills (listening, speaking, writing, and reading). Success at English language learning is often associated with proficiency in speaking skill, while mastery in speaking is often synonymous with knowing that language. In speaking, motivation is the important thing. According to Shams, motivation is one of the characteristics that influence students' learning speaking. In addition, Dornyei states that motivation, as a key element of the learning process, is often regarded as a panacea for all undesirable outcomes and behaviours in education.⁵ Motivation is generally accepted as leading to the success or failure of the learner when learning English.

The researcher has done a pre-interviewed with a speaking subject lecturer. He said that the average speaking score of the students was in a good category.⁶ Based on these results, the researcher wanted to determine whether the speaking score was related to the intensive course program they had attended or from the other factor like motivation. All students have different motivations in learning speaking. Some of them are highly motivated students. Students with high motivation in speaking will push themselves to

⁵Dörnyei, Z., & Csizér, K. (1998). Ten commandments for motivating language learners: Results of an empirical study. *Language Teaching Research*, 2, 203-229

⁶Interview with speaking lecture of TBI, 20 April 2021

speak up. They will overcome obstacles that come to them with strong strength from inside.

Moreover, motivated students often get the best result because motivation will improve their performance. They will become the most successful students. In contrast, low motivated students will have little interest in the subject and tend to have difficulty in learning. In fact, most of the students have low motivation in learning speaking. Thus, it makes them difficult to speak up, only silent without words.

Based on the above explanation, this research aims to investigate **“the correlation between the Intensive English Course and students’ speaking motivation at English Study Program of IAIN Curup”**.

B. Research Question

Based on the background above and the problem of study above, the researcher has formulated the research question; “Is there the Correlation between the Intensive Course and Students’ Speaking Motivation at English Study Program of IAIN Curup?”

C. Objective of the Research

Based on the research question above, this research is aimed to find out the correlation between the Intensive Course and students’ speaking motivation at the English Study Program of IAIN Curup.

D. Significance of the Research

The researcher hopes that this research will be beneficial to others. The researcher will give some useful information about the Intensive Course and students' speaking motivation. The researcher will present the Intensive Course and students' speaking motivation. Expectedly, the result of this study is useful for researchers, students, lecturers, and all of the readers.

1. For the researcher

By undertaking this research, the researcher is able to study and get more information to identify the students' speaking motivation after attending intensive course. In addition, the writer will get new experience and knowledge for the future.

2. For students

The research finding is expected to give information that students find ways to improve their English knowledge, especially in speaking motivation. From this research, students are expected to understand and learn that Intensive Course is very useful as a basic aspect of English language skills.

3. For the Lecturers

It is hoped the lecturers increase their performance in the teaching-learning process, and it can be used to evaluate the competence possessed.

E. Delimitation of the Research

This research only focuses on two variables: intensive course attendance and motivation. The intensive course is measured by looking in the document so called Grade Point Average students received every end of the semester. Whereas motivation will be measured by using questionnaires. Students are to fill the questionnaire, and the result will be recapitulated in such a way that course attendance and motivation can be operationally analyzed to scale the correlation. This study is only applicable to students of this institution. Thus, it can not be generalized widely.

F. Hypothesis of The Research

Ha : There is a significant correlation between the intensive course and students' speaking motivation at the English Study Program of IAIN Curup.

Ho : There is no significant correlation between the intensive course and students' speaking motivation at the English Study Program of IAIN Curup.

G. Operational Definition

1. Correlation

The correlation means a close relationship.⁷ The meaning of relationship here is the way in which two or more people or things are connected or the states of being connected. This research is how the

⁷A.S. Hornby, Oxford Advance Learner's Dictionary Of Current English, ,3th Ed, (New York : Oxford University Press, 1995), p:261

relationship between the intensive course and students' speaking motivation.

2. Intensive Course

Intensive English Course is a language program that is to enhance the students' achievement in mastering English skills. There are four skills that should be mastered in learning English.⁸ In the English Study Program of IAIN Curup, the intensive course is held for the students to learn and improve their English skills.

3. Speaking Motivation

Speaking is a tool to communicate which can inform our idea or message to other people. Motivation has an important role in success and failure in learning a foreign language. Syafryadin states that high motivation became one of the factors which decide whether the students' speaking can be successful or not.⁹ In this research, speaking motivation is power or support given to the students at the English study program of IAIN Curup to do their activities in learning, especially for their motivation in speaking.

H. The Organization of Thesis

⁸ Malu, K. F., & Smedley, B. "Community-Based English Clubs: English Practice and Social Change outside the Classroom", *Journal English Teaching Forum*. 2016, Vol. 54, No. 3.

⁹ Syafryadin, *The Use Of Taking Chips In Teaching Speaking*, Unpublished Thesis 2013, Universitas Pendidikan Indonesia.

The thesis consists of five chapters, and each chapter consisted of some subchapters with detail as follow:

Chapter 1 Introduction; this chapter consist of the background of the research, research question, the objective of the research, significance of the research, delimitation of the research, the hypothesis of the research definition operational, the organization of the thesis.

Chapter II Literature Review; this chapter reviews the literature and previous related findings related to this research.

Chapter III Research Methodology; this chapter provides the methodology of the research. It is included the kind of research, subject of the research, technique of collecting data, instrument of the research, validity and reliability, and technique for data analysis.

Chapter IV Finding and Discussion; this chapter presents the finding and discussion about the intensive course and students' speaking motivation.

Chapter V Conclusion and Suggestion; this chapter provides the conclusion and further suggestions regarding the research.

CHAPTER II

LITERATURE REVIEW

A. Speaking

1. The Definition of Speaking

Speaking is an activity used by someone to communicate with others. Chaney states that speaking is a process of interaction between two or more people by developing and sharing ideas through the use of verbal and non-verbal symbols in various contexts.¹⁰ Speaking is speech or utterances produced by the speaker with the intention of being known, and then, the listener processes the sayings in order to know the speaker's intention.¹¹ Speaking is the way for people to express and communicate ideas.

2. The Nature of Speaking

Speaking is very important for us in learning a language because the purpose of learning a language is to be able to communicate by using the language. Noravni Batavia states that speaking is one of the capabilities to use a language. In addition, speaking is a complex factor that requires a simultaneous number of different abilities, which often develop at a different rate. Either four or five components are generally recognized in

¹⁰ Chaney, A. L. (2002). Teaching oral communication in grades k-8. Boston: Allyn & Bacon.

¹¹ Efrizal D, 'Improving Students' Through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School Of Bengkulu, Indonesia', *International Jurnal of Humanities and Social Science*, 2.20 (2012), 127-134

the analysis of pronunciation, grammar, and fluency.¹² Speaking is a way to express knowledge, share feelings and show performance.

Furthermore, learning to speak is not different from learning other skills such as listening, reading, and writing. Students have to practice a lot because no one can achieve a maximum goal without a process of eliminating errors and inconsistencies. We can also say that learning to speak is more difficult than learning to understand spoken language because more concern for the arrangement of speaking efforts is acquired on the part of the teacher. The entire process needs a greater period of time to develop than it does in listening comprehension.

From the definition above, it can be concluded that speaking is a skill to share someone's ideas, information, suggestion and feeling with other people in oral form.

a. The Components of Speaking

Speaking is a very important skill in mastering English for students who learn English requires mastering the ability to speak and communicate with each other. There are five aspects that have a great influence on speaking:

1. Vocabulary

As we know, vocabulary is a basic element in language. Keith states that vocabulary is single words, set phrases, variable

¹² Noravni Batavia, 'The Activities Done by Students in Increasing Their Self-Confidence in Speaking English of the Second Year of English Department State Islamic University Sultan Syarif Kasim Riau' Pekanbaru: Unpublished Paper, (2009) 14

phrases, phrasal verbs, and idioms.¹³ It is clear that limited vocabulary mastery makes conversation virtually impossible.

2. Grammar

Grammar means the ability to use sentences in general and structural use. Marin Bygate states that grammar is an important aspect of speaking. It is obvious that in order to be able to speak a foreign language; it is necessary to know a certain amount of grammar and vocabulary.¹⁴ If we do not know the appropriate grammar in a sentence, the listener will be doubtful about what we have said. Grammar is one of the language components. Using the correct grammar makes someone know the real meaning of the sentences.

3. Fluency

Speaking is an activity of reproducing words orally. It indicates that there is a process of exchanging ideas between speaker and listener. According to Hornby, fluency is able to speak or write a language or perform an action smoothly or express smoothly and fluently to make someone easy to understand what he or she said.

4. Pronunciation

¹³ Keith S. Folse, *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*, (Michigan: University of Michigan, 2004), p.14.

¹⁴ Martin Bygate, *Language Teaching: A Scheme for Teacher Education; Speaking*, (Oxford: Oxford University Press, 1997), p.3.

Pronunciation includes the segmental features vowels and consonants, and the stress and intonation patterns. If students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.¹⁵ The speaker must be able to articulate the words and create the physical sounds that carry meaning. At the level of word pronunciation, second language learners regularly have distinguishing problems between sounds in new languages that do not exist in languages they already know.

5. Comprehension

Comprehension means understanding. It indicates that in comprehension, the speaker and the listener have to understand the speaker's intended meaning when he or she says something.

B. The Function of Speaking

The functions of speaking are classified into three; they are speech activity which is quite distinct in terms of form and function and requires different teaching approaches.¹⁶ A detailed explanation of the functions of speaking is below:

a) Talk as Interaction

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching: Fourth Edition*, (Harlow: Pearson Education Limited, 2007), 343.

¹⁶ Brown and Yule in Jack C. Richards. 2006. *Developing Classroom Speaking Activities; From Theory to Practice*, accessed on 18h April 2018 from <http://www.proffesor jackrichard.com /developing- classroom-speaking>

Talk as Interaction means a situation where the focus is on what is said or done. Thus, the main purpose of this type is that the message should be understood clearly and accurately by the speaker and listeners. It is different from the first function, where the talk as interaction is hoped to create a good social interaction.

This type requires the students' ability to speak English in a natural way to create a good interaction. That is why this situation is avoided by the English students who often lose some words and those who feel it difficult to convey their ideas. Of course, this situation can be a disadvantage for some learners where the ability to use talk as interaction can be important.¹⁷ It means that students must resolve this situation in speaking in order to have interaction well.

Based on the explanation above, speaking has the function as interaction mean speaking is used by students to exchange information. The speaker conveys the message, and then the listener understands what the speaker has said.

b) Talk as Transaction

Talk as transaction is focused on the situation of what is said or done. The central focus is the message and making oneself understood clearly and accurately, rather than the participants and how they interact socially with others.

¹⁷ Ibid

Talk as transaction is distinguished into two different types. One is a situation where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. Where priority is the information should be understood. The second type is the transaction which focuses on obtaining goods or services, such as servicing out the costumer by the receptionist in the hotel. In this type of spoken language, students and teachers usually focus on the meaning or on talking their way to understanding. In conclusion, in talk as transaction the English study program students should focus on how they speak English in order for the other speaker could understand.

In speaking, talk as transaction is easier than talk as interaction because it only focuses on messages delivered to others. Also, talk as interaction is more easily planned since current communicative materials are a rich source of group activities, information-gap activities and role-plays.

c) Talk as Performance

Talk as Performance is the same as public talk or public speaking. That is, talk with transfer information before an audience, such as morning talks, public announcements, and speeches. The form of talk as performance is monologue rather than dialogue. From the explanation above, talk as performance requires an effective way to make the listeners or audients receive the information from the speaker's address as much as possible. As English language learners, the English study program

students should be able to use this function of speaking. It could be giving a class report about a school trip, conducting a class debate, making a sales presentation, and giving a lecture. It means that in speaking class, the students also have to perform based on the instruction or direction given by the teacher or lecturer.

C. Motivation

Motivation is very important in everything we will do. It is powerful for us to get the best in doing something. Moreover, in the teaching and learning process, motivation is really needed. Motivation makes teaching and learning easier and more interesting. It is very good if both the teacher and students motivate each other in the teaching and learning process.¹⁸

Many experts in psychology have given various definitions of motivation. Motivation is the process that energize, direct, and sustain behaviour.¹⁹ It means that motivation is the process of pushing and showing students to do something and keep on the activity continuously. Motivated students will feel eager to achieve what they want with strong desire. Motivated students will feel eager to achieve what they want with strong desire. It is similar to the idea of Schunk that motivation is the process of

¹⁸ Anwar Rahman and Rafista Deviyanti, 'The Correlation Between Students ' Motivation a Nd Their English Speaking Ability', *Jurnal Ilmiah*, 6.1978 (2012), 1–18

¹⁹ John W. Santrock, *Educational Psychology*, (New York: McGraw-Hill, 2004), Second Edition, 417.

students conducting activities based on their goals and keeping them on straight away.²⁰

Schunk classifies that motivation is divided into two parts, extrinsic motivation and intrinsic motivation.²¹

a. Extrinsic motivation

Extrinsic motivation is the motivation that engages in an activity as a means to an end. Motivated students extrinsically work on activities because they believe that participation will result in desirable outcomes such as reward, teacher praise, or punishment. Extrinsic motivation causes someone to conduct something in order to get something else. In other words, it is a means to get something.²² Motivation is caused by external incentives such as rewards and punishments.

Extrinsic motivation is the motivation that comes not from inside of ourselves but from outside. Hamalik says that extrinsic motivation is the motivation that is caused by outside factors of the situation. In Marsh' book, he informs that extrinsic motivation is "Experienced by students is unconnected with the task earn approval for particular behaviour".²³ Extrinsic motivation is caused by external factors, for example, when the students avoid punishment, receive a reward, or in some other way.

²⁰ Dale H. Schunk, *Learning Theories an Educational Perspective*, (Boston: Pearson Education, Inc, 2012), Six Edition, 58.

²¹ Dale H. Schunk, Paul R. Pintrich, Judith L. Meec. *Motivation in Education Theory, Research, and Applications*. 2008, 236.

²² Op. cit.

²³ Colin Marsh, *Becoming a Teacher Knowledge, Skills and Issues*, (New South Wales: Pearson Australia, 2010), Fifth Edition, 58.

Actually, many other factors can influence students' extrinsic motivation in the teaching and learning process as follow:

1) Teacher

A teacher is a person who plays an essential role in the teaching and learning process. The teacher is not only educating the students and transferring the knowledge to students. A teacher should be a motivator who always motivates and supports the students in teaching and learning. Dornyei stated that the teacher's capability motivates his/her students can be identified during the teaching and learning process.²⁴ The teacher has an important role in handling and organizing students in the classroom.

The teacher has an obligation to raise motivation to the students because the teacher has the responsibility to make the teaching and learning process get the success and become more interesting so they will have the desire in the learning process.

2) Environment

A good environment causes students' motivation. According to Tabrani, the environment is everything that exists around us, which has a correlation and influences us.²⁵ So, if teaching and learning activity is done in a clean, good, and healthy environment, it will provide better satisfaction for teachers and students. If the

²⁴ Dornyei Z, *Motivation in Second and Foreign Language Learning, Language Teaching*, 1998.

²⁵ A Tabrani Rusyan, *Pendekatan Dalam Proses Belajar Mengajar*, (Bandung: PT Remaja Rosydakarya, 2013)

environment of the classroom is comfortable, the students will be more interesting and enjoy the class.

From the statement above, it is assumed that extrinsic motivation is caused by factors from outside of students. It can be from teachers, parents, the environment, and so on.

b. Intrinsic Motivation

Intrinsic motivation is appeared from inside of ourselves. Schunk says that Intrinsic motivation refers to motivation concerned with activities for its own sake.²⁶ Intrinsic motivation involves motivation to do something for its own desire. This motivation appears in ourselves. The students who have intrinsic motivation will study hard and enjoy the teaching and learning process because they have the desire to do everything from inside themselves as Gardner in Senad Becirovic states that motivation is divided into three main components which are effort, desire and favourable attitudes.²⁷

Students will do their activities because they have their own desires and gifts, and they do not depend on external rewards. Harmer states that intrinsic motivation takes an important role in students language learning outcomes.”²⁸ If students have intrinsic motivation, they will be more enthusiastic about learning. Students who have intrinsic motivation will

²⁶ Dale H. Schunk, Dale H. Schunk, *Learning Theories an Educational Perspective*, (Boston: Pearson Education, Inc, 2012), Six Edition

²⁷ Senad, Becirovic, *The Relationship between Gender, Motivation, and Achievement in Learning English as a Foreign Language*, *European Journal of Contemporary Education*, 2017.

²⁸ Jeremy, Harmer, *The Practice Of English Language Teaching*, (London: Longman, 1991), New

also be faster and simpler to achieve their goals because they have motivation in themselves. Many students bring no extrinsic motivation to the classroom. They may perceive no interest in language learning in the classroom. Therefore, it becomes the teacher's role to create intrinsic motivation in the classroom to maintain students' learning. According to Emily in her research, intrinsic motivation appears from students' personal, such as their comfort, happiness, interest.²⁹

D. Students' Speaking Motivation

Speaking is a tool to communicate with other people. It is an activity conducted by a person to communicate with others in order to express ideas, feelings, opinions, and so on. It is also used to share information among people, negotiate, solve problems, and maintain social relationships and friendships.

Speaking is used by people almost every time to interact with others. Therefore, it is an essential skill to be learned by students in learning English. Shams states that one of the factors that affect students in learning speaking is motivation³⁰. Motivation seems to have an important role in developing students' speaking. Motivation is the energy of students that come from inside or outside, encouraging themselves to do something. It will give strength to students in learning speaking in order to speak up. In fact,

²⁹ Emily R. Lai, *A Research Report, Motivation: Literature Review*, (Pearson, April 2011), 4.

³⁰ Shams, M. Students' Attitudes, Motivation and Anxiety towards English Language Learning. *Journal of Research and Reflections in Education*, 2008.

motivated students will do everything which supports their performance. They will do the best way to get the best result.

E. Intensive Course

1. Definition Of Intensive English course

Intensive English Course is a special subject that has become an icon in English Study Program in IAIN Curup. It was said specifically because this course had to be taken in semester one. In general, the Intensive English course aims to improve four English language skills in line with the rules and the reasonableness of their use, verbally and in writing, receptive and productive to be used and further developed in learning English. The intensive course is a course where the students have to follow. The program has the aim to improve the four skills of students in the language. It is believed that intensive course is also good for the English learning process, in which in this process, learners will get an experience of daily English learning. Many studies point out that teaching English through the intensive course will give students more impact than teaching English in a general way.³¹ Hence, the underlying assumption to decide giving speaking intensive course is that this course provides students to boost their speaking, both verbal and non-verbal. Reema states that the program in one semester of the first semester treats students' ability in four skills so that they will understand and can communicate by

³¹ Restu Mufanti and others, 'PUBLIC SPEAKING INTENSIVE COURSE FOR STUDENTS OF NON- ENGLISH DEPARTMENT (A Study in English Language Centre)', *Exposure*, 7.2 (2018), 161–78.

using good English.³² As a teaching program that aims to shape the mastery of English communication, the Intensive Course program is carried out along the path of communicative approaches that emphasize the use of realistic and actual English in communication.

Speaking skill in class is given importance by Baker and Westrup, who states that a classroom is a place where students can practice using the language in a supportive environment and not only a place where they learn about language rules. Learners evaluate the success in language learning and the effectiveness of the English course according to how well they feel they have improved in their spoken language proficiency³³.

Motivation is one of the determining factors in developing a foreign language. In particular, motivation seems to be very important in the development of speaking skills³⁴. One who has strong motivation might take part in speaking. It can be inferred that one might speak well in English as a result of motivation which pushes one to speak.

Hence, it can be concluded that the researcher adopted the theory of extrinsic motivation and intrinsic motivation from Schunk, Hamalik, and Gardner in Senad Becirovic. Schunk classifies that motivation is divided into two parts, extrinsic motivation and intrinsic motivation. Hamalik says that are several indicators of extrinsic motivation namely teacher, and

³² Reema Abouzeid, 'The Effect of an Intensive English Program on the Vocabulary Size of Lebanese English Foreign Learners', *International Journal of English Linguistics*, 8.6 (2018), 281

³³ Baker, J., & Westrup, H. (2003). *Essential speaking skills: A handbook for English language teachers*. London: Continuum.

³⁴ Roger E. Axtell, *Do's and Taboos of Public Speaking: How to Get Those Butterflies Flying in Formation*, 1992.

environment. As Gardner in Senad Becirovic states, motivation is divided into three main components: effort, desire, and favourable attitudes.

F. Review Of Related Findings

There are several findings that are related to this research. The first is by Riyana's study entitled "The Influences of Taking English Club Extracurricular Activity on Writing and Speaking Ability Among the 7 Grade Students of SMPN 1 Sampang". This research result compared the writing and speaking ability of the students who took English club activities and those who did not took English Club. This research used 28 students that joined the English Club and 28 who did not join as the sample. The result of this research is there is a difference in writing and speaking ability between the students who took and the students who did not take English Club. It means that English Club has influences on the writing and speaking ability of the students.³⁵

The second finding was written by Baihaqi in his research entitled "The Influence of Speaking club in Improving Students' Speaking Skill". He found that speaking club improves the students' speaking ability, and the students gave positive responses toward the implementation of the speaking

³⁵ Riyana, *The Influence of Taking English Club Extracurricular Activity on Writing and Speaking Ability among 7 Grade Students of SMPN 1 Sampang*. Thesis 2017, Purwokerto: Muhammadiyah University of Purwokerto.

club. It plays an important role in facilitating the students to practice speaking.³⁶

Anggraeni has done the research entitled “The Effect of English club on Students’ Speaking Ability”. This research focused on knowing the difference between the students that joined in English Club and students that did not join in English Club in SMP N 2 Lembah Gumanti. This research is descriptive quantitative research. The population of this research is students class IX SMP N 2 Lembah Gumanti. The result of this research is that the students who joined in English course have a high score in speaking ability.³⁷

Related to the findings above, it shows that the researches are similar in concerning studying the students who join the English Course. The researcher concluded that the students need English Course to improve their speaking ability. There is a very significant difference between students who joined the English course and those who did not join in English course. Students who joined the English course had a higher motivation to speak and had a higher score in speaking class.

Based on the findings above, those are different whit this research. The researcher tries to find out the correlation between the Intensive Course and students’ speaking motivation at the English Study Program of IAIN Curup The researcher analyzes the data by using Product Moment Correlation

³⁶ Baihaqi, *The Influence of Speaking Club in Improving Students’ Speaking Ability(A Study at UPT Ma’had Al Jami’ah of UIN Ar-Raniry Banda Aceh*. Thesis 2016, Banda Aceh: Ar-Raniry State Islamic University Darussalam-Banda Aceh.

³⁷ Selvia Fitri, Anggraeni, *The Effect of English Club on Students’ Speaking Ability at SMP N 2 Lembah Gumanti*, Thesis 2015, Sumbar: English Department, STIKIP PGRI SUMBAR.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of The Research

In this research, the researcher used the quantitative method in correlational research. According to Arikunto, correlational research is research that aims to find whether there is a relationship and if there is, how close the relationship is and whether or not the relationship is meaningful.³⁸

The research method used was quantitative research. According to Sugiyono, quantitative research methods are defined as research methods based on positivism philosophy, used to research certain populations and samples, data collection using research instruments, quantitative or statistical data analysis, with the aim of testing predetermined hypotheses.³⁹ In this research, the researcher wanted to prove whether or not there is a significant correlation between the intensive course and students' speaking motivation to answer the research question and test the hypothesis.

B. The Subjects of The Research

1. Population

According to Frankell, "Population is a group the research of the study indeed to apply."⁴⁰ In this research, the population is all of the

³⁸ Suharsimi Arikunto, *Prosedur Penelitian Sebuah Pendekatan Praktek*, (Jakarta : Rineka Cipta, 2010) P. 270

³⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung Alfabeta , Cet. 23, 2016), p.8

⁴⁰ Jack.R. Frankell and Mormale Wallen, *How Design And Evaluate Research In Education*, Mc. Grow Hill, International Edition, P. 78

intensive course students at the English Study Program of IAIN Curup.

The number of population is given in table 3.1

Table 3.1
Population

No.	Semester	Total Population
1.	II	72
2.	IV	67
3.	VI	57
4.	VIII	58
Total		254

2. Sample

The sample is a part of the population that has the same characteristic so that it can represent the population as the sample.⁴¹ In selecting the sample, the researcher only used 4th, 6th, and 8th semesters students at the English Study Program of IAIN Curup. There was a characteristic of the subjects that became consideration based on this research: the sample was students who got experience in the intensive course. The researcher assumed that the students had their own point of view or perspective toward the intensive course. The sampling technique in this research was purposive sampling. This sample took because the students had passed the intensive course learned. The total sample in this research was 95 students.

⁴¹ Nana Sudjana, etc, *Penelitian Dan Penilaian Pendidikan*, Sinar Baru, Jakarta: 2001, P.85

C. The technique of Collecting Data

1. The Documentation

The documentation method is a technique of collecting data with written sources that already exist. This data collection technique was done by relying on documents as data sources used to complete research such as photos, videos, pictures, documents, data and tables. In this research, the documentation method was carried out by taking notes from documents related to students learning the intensive course. The researcher used the scores of the speaking in the intensive course in the final test at the fourth, sixth and eighth semesters to know about students' intensive course and those scores to be analyzed.

2. Questionnaire

The questionnaire is a discussed in a previous issue; a survey involves directly collecting information from people whom we are interested in.⁴² The researcher tried to use a questionnaire to get responses from the students about what they learned on the speaking intensive course at the English Study Program of IAIN Curup. In this research, the questionnaire was very important to collect data in detail. The questionnaire prepared by the researcher was a close-ended type questionnaire. It was aimed to get a solid and clear response from the students. The questionnaire in this research consists of 20 statements. The content of the questionnaire had been validated by a validator. After the questionnaire was validated, the

⁴² Yogesh Kumar Singh, *Fundamental Of Research Methodology And Statistics*, (New Age International, 2006)

researcher distributed the questionnaire to the students. Since it was difficult to distribute the questionnaire in person during the pandemic situation, the questionnaire was given to the students in the form of an online questionnaire, the google form. The questionnaire was then distributed to the students through Student's WhatsApp. After the student accessed the link to the questionnaire, the students needed to give their answer by choosing the option to indicate their choice.

D. Research Instrument

1. Documentation

The documentation used in this research is document analysis. Documentation was used to determine students' speaking scores in the intensive course that the researcher took with the tutor of the intensive course. After getting students' speaking scores in an intensive course, the researcher analyzed them to determine the average of the score.

2. Questionnaire

In this research, to obtain the data of the correlation between intensive course and students' speaking motivation, the researcher took the close-ended type of questionnaire as the instrument because this was a quantitative study. The close-ended questionnaire is used for the quantitative design. Close-ended questionnaires are used in quantitative research to generate statistics. As these questionnaires follow a set format and as most can be scanned straight into a computer for ease of analysis,

greater numbers can be produced.⁴³ The questionnaire was designed to assess the correlation between the intensive course and students' speaking motivation at the English Study Program of IAIN Curup. In this questionnaire, the researcher used the Likert scale to obtain the data needed, namely:

- a) 5 = Strongly Agree
- b) 4 = Agree
- c) 3 = Uncertain
- d) 2 = Disagree
- e) 1 = Strongly Disagree⁴⁴

When creating a questionnaire, the researcher did some steps, they are:

1. The researcher chose a theory for the questionnaire, and the statements for the questionnaire were based on Schunk's theory of motivation. The researcher took that theory for the questionnaire because, based on the tutor intensive course program, he said that students must have motivation in learning intensive course. Thus, the researcher took this theory. So this theory is in line with what the tutor from the intensive course said. There are two types of motivation: extrinsic motivation and intrinsic motivation. The indicators of extrinsic motivation are teacher and environment. In

⁴³ Ibid

⁴⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2013)

contrast, the indicators of intrinsic motivation are effort, desire, and attitude.

2. After finding the right theory to be used as an instrument, then one by one of the indicators are made into several statements.
3. The questions were made in a close-ended questionnaire by using the Likert scale because this is a quantitative study.
4. After the questions had been made and before the questionnaire was distributed to respondents, the researcher first analyzed the validity and reliability of the questions.
5. After that, the researcher distributed the questionnaire to the respondents of the fourth, sixth and eighth semesters by using google form.
6. Then, after students filled the questionnaire, the researcher counted the score and percentage in Ms Excel to find out the correlation between the intensive course and students' speaking motivation.

The questionnaires are based on the indicators of extrinsic and intrinsic motivation. These are the components of indicators of students' motivation in learning speaking used in this research, as presented in Table 3.2

Table 3.2
Questionnaire of Extrinsic Motivation

No.	Variable	Indicators	Sub Indicator	Statements	SA	A	U	D	SD
1.	Extrinsic Motivation	IC Teacher	IC Teacher encourages students to learn English.	1. IC teacher gives rewards to students.					
				2. IC teacher is my inspiration.					
				3. IC teacher uses interesting methods in teaching English speaking skill.					
				4. IC teacher uses interesting topics in teaching English speaking skill.					
		IC Environment	IC Environment really influences students' ability to speak.	5. The situation in the IC classroom is interesting.					
				6. Students find it easier to speak English during learning in IC class.					
				7. IC classroom environment supports IC teacher to give clear explanation of English speaking materials.					
				8. IC classroom situation makes students have high confidence in speaking English.					
				9. IC classroom climate is positive so that students are well-motivated to learn English speaking skill.					

Table 3.3
Questionnaire of Intrinsic Motivation

No.	Variable	Indicators	Statements	SA	A	U	D	SD
2.	Intrinsic motivation	Effort	1. I always practice English speaking every day in order to be successful in IC class.					
			2. I ask for the IC teacher's help anytime I have difficulties in English speaking.					
			3. I am willing to continuously join the teaching and learning processes of English speaking in IC class.					
			4. I do English speaking assignments given by the IC teacher.					
			5. I write down all points of IC teachers' explanations.					
			6. IC makes me realize that English speaking skill is important for me.					
			7. Because of IC, I have a strong desire to be able to speak English.					
			8. IC makes me diligent in learning English speaking independently.					
			9. IC drives my motivation to practise my English speaking skill persistently.					

		Desire						
		Attitude	10. I like to speak English because of IC.					
			11. IC makes me realize that English speaking skill is essential.					
			12. IC makes me consider English as an interesting lesson.					
			13. Because of IC, English speaking becomes my favourite.					

E. Validity and Reliability

1. Validity

Validity is required in order to obtain valid research results. The term “valid instrument” refers to an instrument that can be used to measure what needs to be measured.⁴⁵ There are 2 Steps in validity, they are:

1. To examine construct validity, the researcher used judgement experts to examine construct validity in order to obtain comments and feedback. The validator provided two points of feedback. The first is content, which includes the consistency of the statements and indicators stated in theory. Second, the accuracy of grammatical aspects used in the instrument.

⁴⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2013)

2. After construct validity, the next step was try out. Try out is purposing to get the valid questionnaire. The researcher tried out the questionnaire to 18 students of the fourth semester of a class from the English Study Program as respondents for try out. The researcher used Ms Excel to analyze the data to measure that it is valid or not. As a result, the questionnaire was valid.

2. Reliability

One factor that must have been considered in this study is reliability. The reliability of this study was determined using chronbach alpha. In the psychometric test, most descend in the range of 0.75 to 0.83, with at least one asserting a Cronbach's alpha up to 0.90.⁴⁶

After analyzing the validity of the questionnaire, the researcher then analyzed the reliability of the questionnaire. The researcher used Ms. Excel to see the level of consistency of the questionnaire questions. After being calculated in Ms. Excel, the result is that the level of consistency of the questionnaire is 0.88, which means good. Thus, it can be concluded that the research questionnaire is reliable.

Table 3.4
Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor

⁴⁶ Sujana, on Nenny Mardianti Utami's Thesis, 'An Analysis Of Students' Needs And Perceptions On Listening Material' STAIN CURUP, 2016. P.57

$0.5 > \alpha$	Unacceptable
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F. Technique of Data Analysis

After getting data from the students in the questionnaire, the researcher needed to analyze the data to find the correlation between students' intensive course learning scores and questioner results. The researcher did a descriptive analysis to describe the data statistically. The technique on data analysis used correlation technique from Pearson Product Moment⁴⁷, that was:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{N \cdot \sum X^2 - (\sum X)^2\} - \{N \sum Y^2 - (\sum Y)^2\}}}$$

Explanation :

r_{xy} : Coefficient of correlation between x variable and y variable

$\sum x$: Sum of score in x distribution

$\sum y$: Sum of score in x distribution

$\sum xy$: Sum of multiplication of x and y

N : Number of respondents

x^2 : Sum of x quadrate

y^2 : Sum of y quadrate

⁴⁷ Prof. Drs. Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2006) P.209

With that formula, the researcher got r coefficient that can describe the correlation between X variable and Y variable, as below:⁴⁸

r_{xy}	Interpretation
0.00-0.20	The correlation between X variable and Y variable is very weak, or it can be told there is no correlation between the variables.
0.20-0.40	There is weak correlation between X variable and Y variable
0.40-0.70	There is moderate correlation between X variable and Y variable
0.70-0.90	There is strong correlation between X variable and Y variable
0.90-1.00	There is very strong correlation between X variable and Y variable

The statistical hypothesis with a significant level 5% was formulated as follow :

$$H_0 : r = 0$$

$$H_a : r \neq 0$$

Explanation :

- If $r_{xy} > r_{table}$ means there is a correlation between X variable and Y variable, H_a is accepted, and H_0 is rejected
- If $r_{xy} < r_{table}$ means there is no correlation between X variable and Y variable, H_0 is accepted, and H_a is rejected.

⁴⁸Iqbal Hasan, Analisis Data Penelitian Dengan Statistic, (Jakarta: PT Bumi Aksara, 2009) p.44

CHAPTER IV

FINDINGS AND DISCUSSION

This section analyzes the data using the justified approach. In order to answer the research questions, the examined data are thoroughly explained. In other words, the researcher should connect the findings or data to the objectives of the research.

A. Finding of the Research

The source of data in this research was the fourth, sixth, and eighth semesters students of the English Study Program of IAIN Curup. To collect the data from the participants, the researcher used documentation and questionnaires as the instrument for answering the research questions. To understand this research easily, it is described based on variables.

There are two variables in this research and started from the Intensive Course as variable “X”, and Students’ Speaking Motivation as variable “Y”. The researcher conducted documentation to know the Intensive Course. Then, the researcher distributed questionnaires to know students’ speaking motivation.

1. The Students’ Speaking Intensive Course

Students’ speaking intensive course score as X variable (Independent variable), students’ speaking intensive course score was taken from their final test. The description of data is as below :

Table 4.1
The Speaking Intensive Course Score

N	Score	N	Score	N	Score	N	Score	N	Score
1	75	21	75	41	82	61	75	81	75
2	75	22	75	42	75	62	75	82	75
3	75	23	75	43	75	63	75	83	86
4	86	24	81	44	75	64	77	84	78
5	78	25	75	45	77	65	80	85	75
6	75	26	75	46	80	66	75	86	75
7	75	27	73	47	75	67	83	87	83
8	83	28	72	48	83	68	82	88	75
9	75	29	87	49	82	69	75	89	80
10	80	30	75	50	75	70	75	90	75
11	75	31	75	51	75	71	75	91	75
12	82	32	75	52	86	72	75	92	75
13	75	33	86	53	78	73	75	93	75
14	75	34	78	54	75	74	81	94	77
15	75	35	75	55	75	75	75	95	80
16	77	36	75	56	83	76	75	N=95	$\sum x = 7353$
17	80	37	83	57	75	77	73		
18	75	38	75	58	80	78	72		
19	83	39	80	59	75	79	87		
20	82	40	75	60	82	80	75		

2. The Students' Speaking Motivation Score

As Y variable (dependent variable) in this research. The table describes the result of the students' speaking motivation questionnaire:

Table 4.2
The Students' Speaking Motivation Score

N	Score	N	Score	N	Score	N	Score	N	Score
1	100	21	89	41	85	61	77	81	61
2	61	22	75	42	77	62	61	82	77
3	77	23	76	43	61	63	92	83	95
4	95	24	74	44	92	64	71	84	64

5	64	25	70	45	71	65	76	85	79
6	79	26	81	46	76	66	68	86	74
7	74	27	71	47	68	67	85	87	85
8	85	28	84	48	85	68	82	88	78
9	78	29	90	49	82	69	61	89	89
10	89	30	83	50	61	70	92	90	85
11	85	31	61	51	77	71	89	91	77
12	85	32	77	52	95	72	75	92	61
13	77	33	95	53	64	73	76	93	92
14	61	34	64	54	79	74	74	94	71
15	92	35	79	55	74	75	70	95	76
16	71	36	74	56	85	76	81	N= 95	$\Sigma y = 7455$
17	76	37	85	57	78	77	71		
18	68	38	78	58	89	78	84		
19	85	39	89	59	85	79	90		
20	82	40	85	60	85	80	83		

3. The Correlation Between the Intensive Course and Students'

Speaking Motivation Score

Table 4.3
The Correlation Score of X and Y Variable

No	X	Y	XY	X ²	Y ²
1	75	100	7500	5625	10000
2	75	61	4575	5625	3721
3	75	77	5775	5625	5929
4	86	95	8170	7396	9025
5	78	64	4992	6084	4096
6	75	79	5925	5625	6241
7	75	74	5550	5625	5476
8	83	85	7055	6889	7225
9	75	78	5850	5625	6084
10	80	89	7120	6400	7921
11	75	85	6375	5625	7225
12	82	85	6970	6724	7225
13	75	77	5775	5625	5929

14	75	61	4575	5625	3721
15	75	92	6900	5625	8464
16	77	71	5467	5929	5041
17	80	76	6080	6400	5776
18	75	68	5100	5625	4624
19	83	85	7055	6889	7225
20	82	82	6724	6724	6724
21	75	89	6675	5625	7921
22	75	75	5625	5625	5625
23	75	76	5700	5625	5776
24	81	74	5994	6561	5476
25	75	70	5250	5625	4900
26	75	81	6075	5625	6561
27	73	71	5183	5329	5041
28	72	84	6048	5184	7056
29	87	90	7830	7569	8100
30	75	83	6225	5625	6889
31	75	61	4575	5625	3721
32	75	77	5775	5625	5929
33	86	95	8170	7396	9025
34	78	64	4992	6084	4096
35	75	79	5925	5625	6241
36	75	74	5550	5625	5476
37	83	85	7055	6889	7225
38	75	78	5850	5625	6084
39	80	89	7120	6400	7921
40	75	85	6375	5625	7225
41	82	85	6970	6724	7225
42	75	77	5775	5625	5929
43	75	61	4575	5625	3721
44	75	92	6900	5625	8464
45	77	71	5467	5929	5041
46	80	76	6080	6400	5776
47	75	68	5100	5625	4624
48	83	85	7055	6889	7225
49	82	82	6724	6724	6724
50	75	61	4575	5625	3721
51	75	77	5775	5625	5929
52	86	95	8170	7396	9025

53	78	64	4992	6084	4096
54	75	79	5925	5625	6241
55	75	74	5550	5625	5476
56	83	85	7055	6889	7225
57	75	78	5850	5625	6084
58	80	89	7120	6400	7921
59	75	85	6375	5625	7225
60	82	85	6970	6724	7225
61	75	77	5775	5625	5929
62	75	61	4575	5625	3721
63	75	92	6900	5625	8464
64	77	71	5467	5929	5041
65	80	76	6080	6400	5776
66	75	68	5100	5625	4624
67	83	85	7055	6889	7225
68	82	82	6724	6724	6724
69	75	61	4575	5625	3721
70	75	92	6900	5625	8464
71	75	89	6675	5625	7921
72	75	75	5625	5625	5625
73	75	76	5700	5625	5776
74	81	74	5994	6561	5476
75	75	70	5250	5625	4900
76	75	81	6075	5625	6561
77	73	71	5183	5329	5041
78	72	84	6048	5184	7056
79	87	90	7830	7569	8100
80	75	83	6225	5625	6889
81	75	61	4575	5625	3721
82	75	77	5775	5625	5929
83	86	95	8170	7396	9025
84	78	64	4992	6084	4096
85	75	79	5925	5625	6241
86	75	74	5550	5625	5476
87	83	85	7055	6889	7225
88	75	78	5850	5625	6084
89	80	89	7120	6400	7921
90	75	85	6375	5625	7225
91	75	77	5775	5625	5929

92	75	61	4575	5625	3721
93	75	92	6900	5625	8464
94	77	71	5467	5929	5041
95	80	76	6080	6400	5776
N=95	Σx =7353	Σy =7455	Σxy =578468	Σx^2 =570439	Σy^2 =593765

The following score would be included into product moment formula $N = 95$, $\Sigma x = 7353$, $\Sigma y = 7455$, $\Sigma xy = 578468$, $\Sigma x^2 = 570439$, and $\Sigma y^2 = 593765$. Thereby, the score would be analyzed by using the following formula to find out the correlation index (r_{xy}).

$$r_{xy} = \frac{N(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{\{N \cdot \Sigma X^2 - (\Sigma X)^2\} \{N \Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r_{xy} = \frac{95 \times 578468 - (7353)(7455)}{\sqrt{\{95 \times 570439 - (7353)^2\} \{95 \times 593765 - (7455)^2\}}}$$

$$r_{xy} = \frac{54954460 - 54816615}{\sqrt{\{54191705 - 54066609\} \{56407675 - 55577025\}}}$$

$$r_{xy} = \frac{137845}{\sqrt{\{125096\} \{830650\}}}$$

$$r_{xy} = \frac{137845}{\sqrt{1.03911}}$$

$$r_{xy} = \frac{137845}{322352.28}$$

$$r_{xy} = 0.428$$

4. The Hypothesis Test

This results of data analysis the moderate correlation between intensive course (X) and students' speaking motivation (Y) is indicated by a correlation coefficient of 0.428. The significance of the correlation between variable X and variable Y can be seen from the results of the t-account of 4.562. the results were then consulted with the t-table at the 5% significant level when compared with t-table (n-2) of 1.989, then t-account is greater than t-table, so the research hypothesis Ha is accepted Ho is rejected.

Table 4.4
The Results of the Intensive Course and Speaking Motivation
Hypothesis Testing With Simple Regression

Variable	Constanta	R	t-account	t-table (n-2)
Coefficient	20.812	0.428	4.562	1.989

Based on the results above, there is a significant correlation between the intensive course and students' speaking motivation at the English Study Program of IAIN Curup.

The moderate correlation between intensive course (X) and students' speaking motivation (Y) is indicated by a correlation coefficient of 0.428. the significance of the correlation between variable X and variable Y can be seen that the t-account value is 4.562. the results were then consulted with t-table at the 5% significance level. When compared

with t-table (n-2) of 1.989, then t-account is greater than t-table, so the research hypothesis Ha is accepted, and Ho is rejected.

B. Discussion of the Research

1. The Correlation Between the Intensive Course and Students' Speaking Motivation at the English Study Program of IAIN Curup.

This research aims to examine the correlation between the intensive course and students' speaking motivation at the English Study Program of IAIN Curup. Based on the results of the analysis with the product moment correlation, it shows that there is a significant correlation between the Intensive Course and Students' Speaking Motivation at English Study Program of IAIN Curup. It is shown that the magnitude of the calculated t-account is greater than t-table ($4.562 > 1.989$). Thus, this research succeeded in proving the hypothesis that states, "There is a significant correlation between the Intensive Course and Students' Speaking Motivation at English Study Program of IAIN Curup". Therefore, it can be concluded that Ha (There is a significant correlation between Intensive Course and Students' Speaking Motivation) is accepted, and Ho (There is no significant correlation between Intensive Course and Students' Speaking Motivation) is rejected. The explanation above is supported by Yulindasari; she states that the students that joined the English Club can

improve students' speaking motivation.⁴⁹ In addition, according to Phạm Thị Tài, she states that in the process of learning a foreign language, motivation is crucial.⁵⁰ In conclusion, these results should be an evaluation for lecturers who teach this subject that motivation is needed to improve students' confidence in learning this course.

⁴⁹ Yulindasari, A., & Kusriandi, W, *Students' Perception on English Club Extracurricular in Speaking Practices at Madrasah*. Academic Journal Perspective: Education, Language, and Literature, 3(2),2018, 305-315.

⁵⁰ Phạm Thị Thái, "An Investigation into some Factors Influencing to Student's Motivation to Learn Speaking English of the First – Year Students at English Department, University of Foreign Language Studies – Danang University – Vietnam," *The Asian EFL Journal*, (2018) : 81-87

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion of this research, the researcher concluded that there are results of research and discussion. The researcher can conclude that there is a significant correlation between the intensive course and students' speaking motivation at the English Study Program of IAIN Curup. The significance of the correlation between variable X and variable Y can be seen as that the t-account value is 4.562. The results were then consulted with t-table at the 5% significance level. When compared with t-table (n-2) of 1.989, then t-account is greater than t-table, so the research hypothesis H_a is accepted, and H_o is rejected. It means that there is a correlation between the Intensive Course and Students' Speaking Motivation at the English Study Program of IAIN Curup.

B. Suggestions

This research shows the phenomenal result because it is as guidance to do the learning activity for the next time, especially in the English study program of IAIN Curup. By considering the aforementioned writer's interpretations, the writer suggests:

1. The Lecturers

For the lecturers at English Study Program, especially those who teach the speaking subject, the researcher hopes to teach the speaking

subject effectively. It means that in the teaching process, teachers become good facilitators and motivators for the students.

2. The Students

For the students at the English Study Program who learn speaking subject, the researcher recommends learning English efficiently and effectively, where it can help them improve their speaking in English.

3. Further researchers

For further researchers, the researcher hopes the constructive criticism from the readers in order to make this thesis more perfect.

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
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KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 470 Tahun 2020

Tentang

PENUNJUKAN PEMBIMBING I DAN II DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang :

- Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
- Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk disertai tugas sebagai pembimbing I dan II ;
- Surat permohonan peralihan pembimbing pada tanggal 22 juni 2020 dan Surat Keputusan Dekan Fakultas Tarbiyah Nomor : 08 Tahun 2020 tentang penunjukan pembimbing I dan II dalam penulisan skripsi pada tanggal 07 Januari 2020;

Mengingat :

- Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
- Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
- Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
- Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
- Keputusan Menteri Agama RI Nomor B.II/3/15447, tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
- Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
- Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

MEMUTUSKAN :

Menetapkan

Pertama :

- Paidi Gusmuliana, M.Pd** **19840817 201503 1 004**
- Eka Apriani, M.Pd** **19900403 201503 2 005**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Lidya Nadela Sari**

N I M : **17551030**

JUDUL SKRIPSI : **The Contribution of Intensive Course Toward Students' Speaking Motivation at English Study Program of IAIN Curup**

Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;

Ketiga :

Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;

Keempat :

Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Kelima :

Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

Keenam :

Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

Ketujuh :

Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 23 Desember 2020

Dekan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

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Nomor : 262 /In.34/FT/PP.00.9/04/2021
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

22 April 2021

Kepada Yth. Rektor IAIN Curup

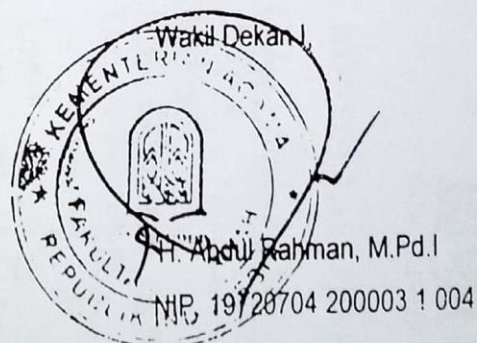
Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Lidya Nadeia Sari
NIM : 17551030
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : The Contribution of Intensive Course toward Students' Speaking Motivation at English Study Program of IAIN Curup
Waktu Penelitian : 22 April s.d 22 Juli 2021
Tempat Penelitian : IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan



Tembusan : disampaikan Yth :

- 1 Rektor
- 2 Warek 1
- 3 Ka Biro AUAK



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Lidya Nadela Sari
 NIM : 17551030
 FAKULTAS : Tarbiyah
 PEMBIMBING I : Paldi Gusmuliana, M.Pd
 PEMBIMBING II : Eka Apriani, M.Pd
 JUDUL SKRIPSI : The Contribution of Intensive Course toward
 Students' Speaking Motivation at English
 Study Program of IAIN Curup

- * Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing I atau pembimbing 2;
- * Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing I minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;
- * Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Lidya Nadela Sari
 NIM : 17551030
 FAKULTAS : Tarbiyah
 PEMBIMBING I : Paldi Gusmuliana, M.Pd
 PEMBIMBING II : Eka Apriani, M.Pd
 JUDUL SKRIPSI : The Contribution of Intensive Course Toward
 Students' Speaking Motivation at English Study
 Program of IAIN Curup

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,

Paldi Gusmuliana, M.Pd
 NIP. 198408172015031004

Pembimbing II,

Eka Apriani, M.Pd
 NIP. 199004032015032005



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	11 / 2021 101	BAB II		
2	18 / 2021 1	BAB III Koreksi Angket		
3	26 / 2021 1	BAB III Validasi instrumen ke validator		
4	3 / 2021 2	Bimbingan Bab 4		
5	10 / 2021 2	Revisi BAB 4		
6	16 / 2021 3	Bimbingan Bab 4-5		
7	30 / 2021 3	Perbaiki BAB 1-5		
8	19 / 2021 4	Acc BAB 1-5		



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	26 / 2021 103	Instrumen Penelitian		
2	3 / 2021 1	BAB III Perbaiki Item Angket		
3	8 / 2021 16	Acc bab 1 - III		
4	22 / 2021 6	Bimbingan bab 4		
5	30 / 2021 6	Perbaiki finding		
6	5 / 2021 7	BAB IV Perbaikan discussion dan References		
7	24 / 2021 8	Revisi bab 4 - 5		
8	8 / 2021 9	Acc finding		

Table of Indicators of Extrinsic Motivation

No.	Indicators	Statements	SD	D	U	A	SA
1.	<ul style="list-style-type: none"> • Intensive Course (IC) Teacher IC Teacher encourages students to learn English Speaking skill.	10. IC teacher gives rewards to students.					
		11. IC teacher is my inspiration.					
		12. IC teacher uses interesting methods in teaching English speaking skill.					
		13. IC teacher uses interesting topics in teaching English speaking skill.					
2.	<ul style="list-style-type: none"> • Parents Parents encourage students to learn English.	14. My parents tell me to following English private course.					
		15. Parents pay attention when I overcome difficulties.					
		16. Parents always give rewards when I					

		study english.					
		17. Parents supporting me to learn english.					
		18. Parents give me motivation or guidance to the obtain better achievement in study.					
		19. Parents asking me to study hard.					
3.	<ul style="list-style-type: none"> • IC Environment <p>IC Environment really influences students' ability to speak English.</p>	20. The situation in the IC classroom is interesting.					
		21. Students find it easier to speak English during learning in IC class.					
		22. IC classroom environment supports IC teacher to give clear explanations of English speaking materials					
		23. IC classroom situation makes students have high					

		confidence in speaking English.					
		24. IC classroom climate is positive so that students are well-motivated to learn English speaking skill.					

Table of Indicators of Intrinsic Motivation

No.	Indicators	Statements	SD	D	U	A	SA
1.	Effort	14. I always practice English speaking every day in order to be successful in IC class					
		15. I ask for IC teacher's help anytime I have difficulties in English speaking.					
		16. I am willing to continuously join teaching and learning processes of English speaking in IC class.					
		17. I do English speaking assignment					

		given by IC teacher.					
		18. I write down all points of IC teacher's explanations.					
2.	Desire	19. IC makes me realize that English speaking skill is important for me.					
		20. Because of IC, I have strong desire to be able to speak English.					
		21. IC makes me diligent to learn English speaking skill independently					
		22. IC drives my motivation to persistently practice my English speaking skill.					
3.	Attitude	23. I like speaking in English because of IC					
		24. IC makes me realize that English speaking skill is essential.					

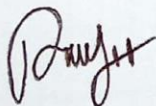
		25. IC makes me consider English as an interesting lesson.					
		26. Because of IC, English speaking becomes my favorite.					

Catatan dari validator

1. Validator membantu me-rephrase ujaran tiap item agar relevan dengan konteks motivasi belajar speaking yang berasosiasi dengan intensive course. Bagian yang validator edit diwarnai biru
2. Untuk construct parents pada kuesioner extrinsic motivation, menurut validator, dihapus saja karena construct ini, parents, tidak memiliki kaitan logis dengan motivasi belajar speaking dalam konteks intensive course. Individu yang terlibat dalam intensive course adalah IC teacher dan IC students.
3. Untuk penyajian opsi skala likert, disarankan agar dari Strongly disagree dulu. Pola negative ini berguna untuk menghindari kemungkinan bias data ketika responden nakal dan mau asal ngisi.
4. Menurut validator, pada aspek face and content validity, kuesioner ini sekarang sudah valid. Selanjutnya peneliti harus melakukan piloting study atau try-out untuk mengukur construct validity dan reliability dari kuesioner ini. Piloting study atau try-out dilakukan pada beberapa orang (misal 10 atau lebih orang) yang memiliki level yang sama dengan sample, namun mereka bukan sample dalam penelitian ini. Hasil try-out kuesioner selanjutnya dihitung menggunakan rumus Bivariate Pearson correlation untuk melihat skor validitas, dan menggunakan cronbach alpha untuk melihat score reliabilitas. Pelajari cara hitung validitas dan reliabilitas di channel Youtube Sahid raharjo untuk operasi hitung menggunakan SPSS. Atau peneliti bisa mempelajari blog-blog di Internet untuk operasi hitung menggunakan excell.

Curup, 11 Maret 2021

Validator



Ruly Morganna, M. Pd.

Respondents	Number of Items																						total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Student A	1	2	5	5	5	5	5	5	4	5	4	3	4	4	4	3	4	4	3	3	3	2	83
Student B	2	3	2	4	4	4	3	3	4	4	4	3	4	2	4	4	4	4	4	4	3	3	76
Student C	5	5	4	4	4	4	4	4	4	5	5	4	5	5	5	4	4	4	4	4	5	4	96
Student D	4	5	4	4	4	5	4	4	5	5	4	5	5	5	4	5	5	4	4	5	4	4	98
Student E	3	3	3	3	3	3	3	3	3	3	3	4	4	4	4	3	4	4	4	4	4	3	75
Student F	3	4	3	4	4	4	4	4	4	4	3	3	5	4	5	5	4	4	3	3	4	4	85
Student G	4	4	5	5	3	3	4	3	5	3	3	4	4	3	5	4	4	4	3	4	3	3	83
Student H	4	5	4	5	5	3	5	3	5	3	4	4	5	5	5	5	4	5	3	2	3	3	90
Student I	4	4	4	4	5	4	5	4	4	3	3	4	4	5	5	4	4	4	3	5	4	3	89
Student J	3	3	3	3	3	2	4	3	3	2	4	4	3	3	3	4	2	3	3	4	4	3	69
Student K	5	4	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	106
Student L	4	4	4	4	4	2	5	4	4	5	3	4	4	3	5	4	4	4	3	4	5	4	87
Student M	4	4	3	5	4	3	5	5	2	4	5	4	5	3	5	4	3	5	3	4	4	2	86
Student N	4	4	4	4	3	4	3	3	4	4	3	4	4	3	4	4	4	4	3	4	4	3	81
Student O	4	5	5	5	5	5	4	4	4	3	4	4	3	4	3	4	3	4	4	4	4	3	88
Student P	4	4	4	4	4	4	5	2	4	3	2	4	3	3	4	4	4	4	3	3	3	2	77
Validitas																							
r-hitung	0.595	0.599	0.518	0.520	0.578	0.509	0.222	0.612	0.534	0.631	0.506	0.567	0.670	0.733	0.513	0.576	0.627	0.598	0.523	0.178	0.508	0.545	
r-tabel	0.497	0.497	0.497	0.497	0.497	0.497	0.497	0.497	0.497	0.497	0.497	0.497	0.497	0.497	0.497	0.497	0.497	0.497	0.497	0.497	0.497	0.497	
interpretation	valid	valid	valid	valid	valid	valid	tidak valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	tidak valid	valid	valid	

Respondents	Number of Items																				total		
	1	2	3	4	5	6	8	9	10	11	12	13	14	15	16	17	18	19	21	22			
Student A	1	2	5	5	5	5	5	4	5	4	3	4	4	4	3	4	4	3	3	2	75		
Student B	2	3	2	4	4	4	3	4	4	4	3	4	2	4	4	4	4	4	3	3	69		
Student C	5	5	4	4	4	4	4	4	5	5	4	5	5	5	4	4	4	4	5	4	88		
Student D	4	5	4	4	4	5	4	5	5	4	5	5	5	4	5	5	4	4	4	4	89		
Student E	3	3	3	3	3	3	3	3	3	3	4	4	4	4	3	4	4	4	4	3	68		
Student F	3	4	3	4	4	4	4	4	4	3	3	5	4	5	5	4	4	3	4	4	78		
Student G	4	4	5	5	3	3	3	5	3	3	4	4	3	5	4	4	4	3	3	3	75		
Student H	4	5	4	5	5	3	3	5	3	4	4	5	5	5	5	4	5	3	3	3	83		
Student I	4	4	4	4	5	4	4	4	3	3	4	4	5	5	4	4	4	3	4	3	79		
Student J	3	3	3	3	3	2	3	3	2	4	4	3	3	3	4	2	3	3	4	3	61		
Student K	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	98		
Student L	4	4	4	4	4	2	4	4	5	3	4	4	3	5	4	4	4	3	5	4	78		
Student M	4	4	3	5	4	3	5	2	4	5	4	5	3	5	4	3	5	3	4	2	77		
Student N	4	4	4	4	3	4	3	4	4	3	4	4	3	4	4	4	4	3	4	3	74		
Student O	4	5	5	5	5	5	4	4	3	4	4	3	4	3	4	3	4	4	4	3	80		
Student P	4	4	4	4	4	4	2	4	3	2	4	3	3	4	4	4	4	3	3	2	69		
																						82.263	Total Variance (Vtest)
variance	1.050	0.729	0.783	0.467	0.596	1.000	0.763	0.667	0.963	0.763	0.329	0.563	0.963	0.517	0.383	0.517	0.250	0.396	0.517	0.517	12.729	Variance of score (âVi)	

Cronbach Alpha Formula

$$\alpha = \frac{n}{n-1} \left(1 - \frac{\sum Vi}{V_{test}} \right)$$

n = number of question:
Vi = Variance of scores on each question
Vtest = total variance of overall scores

Nilai yang ditetapkan	Nilai Cronbach Alpha	Kesimpulan
0.7	$\alpha = \frac{20}{20-19} \left(1 - \frac{12.729}{82.263} \right)$ 0.889749065	Reliable

QUESTIONNAIRE

Assalamualaikum wr.wb

Mohon Bantuannya untuk mengisi angket dibawah ini.

Angket ini menggunakan Skala Linier, dimana :

- 1 = Strongly Disagree (Sangat Tidak Setuju)
- 2 = Disagree (Tidak Setuju)
- 3 = Uncertain (Ragu-Ragu)
- 4 = Agree (Setuju)
- 5 = Strongly Agree (Sangat Setuju)

Terima Kasih atas bantuannya :)

Semoga kita selalu sehat dan dilindungi oleh yang Maha Kuasa

Best Regards,
Lidya Nadela Sari

NAME

ANGGUN

CLASS

Opsi 1

Extrinsic Motivation

1. IC teacher gives rewards to students. (Guru IC memberikan reward kepada siswa).

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

2. IC teacher is my inspiration. (Guru IC adalah inspirasi saya.)

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

3. IC teacher uses interesting methods in teaching English speaking skill. (Guru IC menggunakan metode yang menarik dalam mengajarkan keterampilan berbicara bahasa Inggris.)

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

4. IC teacher uses interesting topics in teaching English speaking skill. (Guru IC menggunakan topik-topik menarik dalam mengajarkan keterampilan berbicara bahasa Inggris.)

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

5. The situation in the IC classroom is interesting. (Situasi di kelas IC menarik.)

Strongly Disagree 1 2 3 4 5 Strongly Agree

6. Students find it easier to speak English during learning in IC class. (Siswa lebih mudah berbicara bahasa Inggris selama pembelajaran di kelas IC.)

Strongly Disagree 1 2 3 4 5 Strongly Agree

7. IC classroom situation makes students have high confidence in speaking English. (Situasi kelas IC membuat siswa memiliki kepercayaan diri yang tinggi dalam berbicara bahasa Inggris.)

Strongly Disagree 1 2 3 4 5 Strongly Agree

8. IC classroom climate is positive so that students are well-motivated to learn English speaking skill. (Iklim kelas IC positif sehingga siswa termotivasi untuk belajar keterampilan berbicara bahasa Inggris)

Strongly Disagree 1 2 3 4 5 Strongly Agree

Intrinsic Motivation

1. I always practice English speaking every day in order to be successful in IC class (Saya selalu berlatih berbicara bahasa Inggris setiap hari agar bisa sukses di kelas IC)

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

2. I ask for IC teacher's help anytime I have difficulties in English speaking. (Saya meminta bantuan guru IC setiap kali saya mengalami kesulitan dalam berbicara bahasa Inggris.)

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

3. I am willing to continuously join teaching and learning processes of English speaking in IC class. (Saya bersedia untuk terus mengikuti proses belajar mengajar berbicara bahasa Inggris di kelas IC.)

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

4. I do English speaking assignment given by IC teacher. (Saya mengerjakan tugas berbahasa Inggris yang diberikan oleh guru IC.)

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

5. I write down all points of IC teacher's explanations. (Saya menuliskan semua poin penjelasan guru IC)

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

6. IC makes me realize that English speaking skill is important for me. (IC membuat saya menyadari bahwa keterampilan berbicara bahasa Inggris penting bagi saya)

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

7. Because of IC, I have strong desire to be able to speak English. (Karena IC, saya punya keinginan kuat untuk bisa berbahasa Inggris)

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

8. IC makes me diligent to learn English speaking skill independently (IC membuat saya rajin belajar keterampilan berbicara bahasa Inggris secara mandiri)

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

9. IC drives my motivation to persistently practice my English speaking skill. (IC mendorong motivasi saya untuk terus melatih keterampilan berbicara bahasa Inggris saya)

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

10. I like speaking in English because of IC (Saya suka berbicara dalam bahasa Inggris karena IC)

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

11. IC makes me consider English as an interesting lesson. (IC membuat saya menganggap bahasa Inggris sebagai pelajaran yang menarik.)

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

12. Because of IC, English speaking becomes my favorite. (Karena IC, berbicara bahasa Inggris menjadi favorit saya)

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

BIOGRAPHY



Lidya Nadela Sari was born in Bengko, April 11th 1999. She is the second child of Mr. Azisman and Mrs. Lazisti. Her sisters are Zenni Mansurya Fadillah, Oca Nurhidayati, and her brother is zikrillah Awaldi. Lidya finished her elementary school in 2011 from SDN 04 Sindang Dataran, Lidya continued her study in SMP N 1 Sindang Dataran. Then, she continued her study to SMA N 1 Sindang Dataran and graduated in 2017. Afterwards, she decided to go to college and took English Study

Program as her faculty in state Islamic institute of Curup. During her study, she loved following organization. The organization that she had follow were Pramuka and HMI. For the next step of his life, she purposed to make everyone around her happy and make her parents proud.