THE INFLUENCE OF ACHIEVEMENT MOTIVATION AND ACADEMIC SELF-EFFICACY ON SPEAKING PROFICIENCY

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ABSTRACT

This quantitative study employs a correlational design that is to find out the relationship among achievement motivation, academic self-efficacy and the students' speaking performance. Two questionnaires with four likert-scale were used to measure the students' level in this study. Based on the result of the data analysis about the relationship among the variables, some points could be concluded. First, there was a significant average positive correlation between achievement motivation level and the students' speaking performance level (r = .688, sig. = .00). Second, the correlation between academic self-efficacy level and the students' speaking performance level was a significant moderate positive correlation (r =. 691, sig. = .00). Third, the relationship between achievement motivation combined with academic self-efficacy and the students' speaking performance was statistically a significant high positive correlation since The result was significant (r= 0.737, sig. = .00). It was concluded that the teachers should be closer to the students in order to build more academic self-efficacy beliefs of the students. Teachers are expected to encourage the students to be more open and share their difficulties in learning especially in the speaking class. Thus, by having close communication between teachers and the students, it is expected that the students' problems during the learning process can be solved. The students' achievement motivation and the students' academic self-efficacy are expected to be higher and stronger in completing the course with high achievement.

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Mastering language skills for English language learners is an important matter. One of the functions in learning a language is to communicate by using the target language. Cahyono and Widiati (2011:31) state that communication can be done in two ways, oral form (speaking) and written form (writing). Both ways are equally important since they are used to express thought and as a form of social behavior. Thus, having good speaking ability is one of some aspects that must be achieved by the students who want to be as succesful learners. According to Richard (2008:19), learners who study English as a second language must be encouraged to be able to speak the target language. Here, speaking needs special attention and it is needed to enhance the ability of the students in using English. Next, Djigunovic (2006) in Mettasari (2013: 163) states that speaking in a foreign language is considered as a complex and multilevel skill. It requires many backup factors in order to be able to speak well in the target language. Further, he explains that the factors include the knowledge of the language together with the knowledge of the topic, and the ability to speak under real constraints. Tallon (2000) in Al-Hebaish (2012:60) mentions that language learning is influenced by cognitive and affective factors as the main source of individual differences. As a result, speaking does not only require cognitive processing, but it also involves the affective factors that are very important in language learning.

According to Brown (2000) in Al-Hebaish (2012:60) the affective factor is the emotional side of human behaviour and it involves a variety of personality aspects like emotion, motivation, attitude, anxiety, personality and self-confidence. Osborne (1997) in Mettasari (2013:164) says that achievement motivation, self-esteem and self-efficacy are some potential affective factors that influence the students learning. Self-efficacy and achievement motivation have very important role to promote or decline

academic achievement so that it is crucial to recognize and use them to improve the academic achievement of the students (Azar, 2013:174). Huang (2011) states that achievement motivation and academic self-efficacy are two factors shown to significantly correlate with the students' academic performance. In addition, Robbins, et al., (2004) and Turner et al., (2009) in Fu (2011: 6) mention that besides self-efficacy, achievement motivation is the other best predictor for student's academic performance.

From those statements, academic performance is not only influenced by cognitive factor but also affective factors, including achievement motivation and academic self-efficacy. In order to have the ability in speaking, the students have to have those two important affective factors. The researcher expects that by conducting research related to the affective factors including achievement motivation and academic self-efficacy and academic achievement especially toward speaking performance will bring new information about how important the relationship between achievement motivation and academic self-efficacy and the students' speaking performance. Academic motivation refers to how completely and deeply students learn while doing required academic tasks. Choices of the task, persistence at the task and effort expended on the task from the students belong to the aspects of motivation. Students make choice in how to approach the task, such as meeting a minimum standard or fully engaging in a deeper understanding and learning of the topic of the task. Then, they have persistence at the task, including continuing to work at the task. Finally, the students possess their effort on the task, including how the students set the goals implicitly or explicitly to do the task, and how they decide that the task is complete. Usually, the more students are motivated to do a task, the more deeply they learn, and the better the performance (Ross, 2008:5).

Smith (2015:2) argues that achievement motivation is a need to achieve the goals. People are motivated to achieve when they are challenged and aware that the outcome will be a reflection of their personal

success or failure. Achievement motivation has been studied in educational setting. In subsequent studies researchers have found that levels of achievement motivation held by students in educational settings can be increased, and are predictors of students' success. Achievement motivation is better characterized as multidimensional, describing individual differences in learning goals and orientations to learning (Wilkins & Kuperminc, 2010: 247). Meanwhile, based on social learning theorists, perceived self-efficacy is defined as a sense of confidence regarding the performance of specific tasks (Jinks and Morgan, 1999: 224). Furthermore, Bandura (1994: 2) says that self-efficacy is people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Bandura (1994: 2-3) mentions there are four main sources that influence self-efficacy, namely mastery experiences, vicarious experiences, social persuasion, and emotional states and physical states. The first way of generating a strong sense of efficacy is through mastery experiences. Successes build a robust beliefl in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established. Next, vicarious experiences can create and strenghten self-beliefs of efficacy provided by social models. Seeing people similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the capabilities master comparable activities to succeed. The third way of strengthening self-efficacy is through social persuasion. Persuasive boosts in perceived self-efficacy lead people to try hard enough to succeed, they promote development of skills and a sense of personal efficacy. The fourth way of modifying self-beliefs of efficacy is to reduce people's stress reactions and alter their negative emotional proclivities and misinterpretations of their physical states.

Therefore, academic self-efficacy is one of affective factors that influence learning and performance beside the achievement motivation. In

addition, Bandura in Schunk and Meece (2005) states that academic self-efficacy refers to individuals' convictions that they can successfully perform given academic tasks at designated level. Pintrich and De Groot (1990) in Ju-Joo et. al (2000:6) reported that academic self-efficacy beliefs positively related to intrinsic value and cognitive and self-regulatory strategy use. Self-efficacy also positively correlated to various outcome measures such as grades, seatwork performances, scores on exams and quizzes, and quality of essays and reports. Aregu (2013) examined the correlations of self-efficacy, self-esteem, gender and speaking performance. The results showed that students' self-esteem and self-efficacy determined their performance in speaking tasks. Gender had a correlation with the speaking performance, but boys surpass girls in self-esteem, self-efficacy and performances in speaking.

Mettasari (2013) investigated the relationship of self-esteem, achievement motivation and self-efficacy on students' anxiety and their anxiety on speaking competency in English. The findings stated that there were significant contribution of self-esteem, achievement motivation, self-efficacy of the students toward the students' anxiety. Then, Turner et al. (2009) in Li (2012: 157) who studied the influence of parenting styles, achievement motivation and self-efficacy on college students' academic achievement mentioned that self-efficacy had a significant correlation toward academic achievement. Emmanuel et al., (2014) investigated the relationship between achievement motivation, academic self-concept and academic achievement of high school students. The results showed that there was a significant correlation between self-concept and academic achievement. However, the relationship between achievement motivation and academic achievement has no significant correlation though they had a positive correlation. Although some research supported the notion that there was a significant relationship among achievement motivation, self-efficacy and academic achievement, there were also few results of studies that did not support the statement.

In contrast, Noels et al. (2003) in Khodadady and Ashrafborji (2013:6) mentions that some researchers have found a negative correlation between integrative motivation and language proficiency - e.g Gardner and lambert (1972), Lukmani (1972), Oller, Hudson and Liu (1977). This might be attributed to the lack of interest in motivation and EFL achievement. In addition, Chihara and Oller's finding (1978) in Khodadady and Ashrafborji (2013:6) showed that there was no significant correlation between integrative motivation and EFL proficiency. In addition, Davis (2009) found that the relation between motivation and academic achievement in a sample of African American college students was statistically negative. Strelnieks (2005:13) in Li (2012: 157) revealed that there was no significant correlation between self-efficacy and academic achievement. She mentioned that whether self-efficacy could influence academic achievement depended on some external factors, such as socio-economic status and gender. Her study showed that self-efficacy could only predict the academic achievement of students with higher socio-economic status. She also found that based on gender, there were only female students who had a positive relationship between academic achievement and self-efficacy. Similary, Davis (2009) in Honicke and Broadbent (2016:24) found that academic self-efficacy and academic achievement correlated negatively. Based on those previous studies, more research related to the relationship between achievement motivation, academic self-efficacy and academic achievement is still needed. The results of the research related to achievement motivation, academic self-efficacy and academic achievement were still arguable.

In Indonesia, there are very few studies in the field of psychology and English language learning relating to students' speaking performance. In addition, language skills, such as speaking skill seem to have received very little attention from researchers. Studies on speaking performance related to achievement motivation and academic self-efficacy are worth investigating. As to the knowledge of the researcher, there has not been any

studies conducted on achievement motivation and academic self-efficacy as determinants of speaking performance of university students. Therefore, it is desirable to fill this gap. This study is different from some previous studies in the sense of the research subject. This study is also conducted in university level. Thus, this study tries to reveal the relationship between the students' achievement motivation and academic self-efficacy on their speaking performance.

RESEARCH METHODS

A correlation design is employed in this study. Correlation research is one of the descriptive research designs used to measure the relationship between two or more continous variables (Latief, 2013:111). This study is to find out the relationship between achievement motivation and academic self-efficacy and the students's speaking performance. An explanatory research design is a correlational design that the researcher is interested in the extent to which two variables (or more) co-vary, where changes in one variable are reflected in changes in the other (Creswell, 2012). By using this design, the researcher enables to interpret the results and draw conclusions about the relationship among students' achievement motivation, academic self-efficacy and the student's speaking performance.The variables used in this study include two variables namely; achievement motivation (X1), academic self-efficacy (X2) and one outcome variable namely; students' speaking performance (Y).

The target population of the study were undergraduate students majoring in English at Department of English Language and Literature, Faculty of Cultural Studies, Brawijaya University who were taking the speaking classes. This university is chosen because the researcher had the access to administer the questionnaires and to do observation. Besides, this English department provides some speaking classes that could be used as the sample class of this research. The accessible population was the students took Speaking course. They were in the second semester. The

researcher took 30 students in a speaking class as the sample since the researcher could only access one class to administer the questionnaires and to do observation in this English Department.

Research Instruments

This study provided two questionnaires and speaking test to collect the data required. The questionnaire of achievement motivation was tried out to 30 undergraduate students in third semester who were taking speaking class. This try out was around 15 minutes to complete. All the questionnaires were answered and submitted. The result gained from the try out was used to calculate validity of the item and to calculate the reliability by using SPSS. Theoritically, Sugiyono (2014:126) mentioned that if the correlation coefficient is more than 0.3, it meant that the item was considered valid. From the try out, there were 25 items of achievement motivation questionnaire that were valid since the correlation coefficient for each item was above 0.3. The correlation coefficient of the items used ranges from 0.342 to 0.640. Next, the reliability was estimated using cronbach alpha coefficient by inserting the data obtained from the valid items. The alpha coefficient ( ) was 0.892 which meant that this questionnaire was 89 percent reliable.The questionnaires of academic self-efficacy was also tried out to 30 undergraduate students in third semester who were taking speaking class. This try out was around 10 minutes to complete. All the questionnaires were answered and submitted. The result gained from the try out were used to calculate validity of the item and to calculate the reliability by using SPSS. From the try out, there are 20 items of academic self-efficacy questionnaire that are valid since the correlation coefficient for each item is above 0.3. The correlation coefficient of the items used ranged from 0.323 to 0.642.The reliability was estimated using cronbach alpha coefficient by inserting the data obtained from the valid items. For academic self-efficacy questionnaire, it was found that = 0.894 which meant that the questionnaire was 89 percent reliable.The third

instrument used in this research was a teacher-made speaking test constructed by the researcher. The speaking test was an informal test outside the class because the researcher did not teach in the class. But, the researcher had a room to conduct the speaking test. There were two kinds of speaking tests, namely reading aloud and question and answer. The researcher adapted the materials from some speaking test materials. The time allotment for each student was maximum 6 minutes with approximately 2 minutes for reading aloud and 2 to 3 minutes for question and answer. In order to measure the students' speaking performance, the researcher made two speaking rubrics. The speaking rubrics were develop by selecting some criteria of speaking task assessment. Reading aloud scoring rubric covered 2 dimensions of assessment, namely; pronunciation and fluency. Then, question and answer scoring rubric included content, and accuracy.

Regarding to the materials in the speaking test, reading aloud materials were taken from reading text in the internet without any changes from the text samples. The researcher selected passages that consisted of two or three paragraphs with 160 to 170 words. The texts level was suitable for 7th to 10th grade level of L1 students based on automated readability index. The researcher tried out the materials and then asked one inter-rater to help in scoring the speaking performance. The two sets of the score were computed in order to find the reliability by using Cronbach's Alpha and it was found $= .987$ which meant that the inter-rater reliability was high.

Data collection

The data collection were in the form of score of students' achievement motivation and score of students' academic self-efficacy collected through the questionnaires and students' speaking score obtained from speaking test using speaking rubric. The questionnaires of achievement motivation and academic self-efficacy distributed to the selected speaking class by asking permission to the lecturer. Before

distributing the two questionnaires to the students, they were told that their identities were kept confidential and that no information revealing their identities was used in the study. The students were provided brief information about the purpose of the questionnaires and the significance for EFL learning and teaching. Then, the achievement motivation and academic self-efficacy questionnaires were distributed to the students. The students were required to fill their identity and answer the questionnaires. They were asked to fill in the questionnaires about their identity and the 4 likert-scale questionnaires measuring their achievement motivation and academic self-efficacy. The students were asked tick a box under the four degrees which was suitable with their condition. The duration to fill the questionnaires were around 25 minutes. After the data from the questionnaires were collected, the researcher would do coding and conduct the data analysis. The students did the questionnaires in the class to make sure that they gave the expected anwers. The data from the students' speaking performance was conducted also to get their speaking scores. The researcher arranged the meeting with the students who took the speaking test. The students' speaking performance was done in a class though the situation was a little noisy because of voice of the students around outside the class. Their speaking performance recorded to be rated later on. The researcher asked another rater by using the same speaking rubric. The scores of the student performance were gained from the mean of two set of the scores from the two raters.

Data analysis

To answer the research questions, the results of the questionnaires and the results of speaking performance were put into Excel worksheet to be analysed statistically by using SPSS version 18.0. The first step is the achievement motivation and academic self-efficacy questionnaires were checked whether they are complete or not. Next, the questionnaires were analyzed in order to measure the achievement motivation and academic

self-efficacy levels. All the responds were scored 1 to 4 based on the criteria of scoring. Take for example, the positive statement indicating the student's academic self-efficacy aspect, *really agree* answer was given 4 points while *really disagree* was given 1 point. The scoring process was reversed when the statement was negative. Then, the scores were tabulated into the table and the discriptive statistics of the answer was computed to find out, the maximum and the minimum scores, range and interval. The range and the interval from the students's responses were used to find out the overall level of the students and the responses will be categorized into high-, moderate-, and low- to find out the distributionof the students' levels.

In order to measure the students' speaking performance, the rating process was conducted to get the speaking score of each student. The researcher and another rater scored the students' speaking performance by using the speaking rubric. The final score was obtained from the average of the two sets of scores. The speaking performance was categorized into high-, moderate-, and low- performance. Then, the descriptive statistics was computed to determine the overall level of speaking. To answer the first research question: 'Is there any correlation between achievement motivation and the students' speaking performance?' Pearson correlations are computed for the results of achievement motivation questionnaire and the speaking test score to see whether students with different achievement motivation level (high-, average-, and low-achievement motivation) have a statistically significant difference in grade. Next, to get the answer of the second research question whether academic self-efficacy correlate with students' speaking performance, Pearson correlations are computed to gain the result of academic self-efficacy and the speaking test grade to see whether students with different academic self-efficacy level (high-, average-, and low-academic self-efficacy) have a statistically significant difference in grade. To answer the last research question 'Is there any correlation between achievement motivation combined with academic self-efficacy and the students' speaking performance?', multiple regression

analyses is computed to gain the result whether they have a statistically significant correlation.

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

Table 1 The Categorization of Correlation Coefficient (r)

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

Hypothesis Testing

To evaluate the correlation between students' achievement motivation level and students' speaking performance, statistical hypothesis was formulated as follows:

Null Hypothesis 1

There is no statistically significant correlation between students' achievement motivation level and students' speaking performance.

Alternative Hypothesis 1

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

Null Hypothesis 2

There is no statistically significant correlation between students' academic self-efficacy and students' speaking performance

Alternative Hypothesis 2

There is statistically significant correlation between students' academic self-efficacy and students' speaking performance.

Null Hypothesis 3

There is no statistically significant correlation between students' achievement motivation combined with academic self-efficacy and students' speaking performance.

Alternative Hypothesis 3

There is statistically significant correlation between students' achievement motivation combined with academic self-efficacy and students' speaking performance.

This present study used 0.05 point of significance. If the computation results significance point less than 0.05, it will show the rejection of the null hypothesis. It means the alternative hypothesis is accepted and there is a significant correlation between the variables. In order to find out the answer to the first question, the alternative hypothesis mentioning that there is a statistically significant correlation between students' achievement motivation and students' speaking performance would be accepted if the significance point resulted from the computation of *Pearson Product Moment* was less than the critical point of 0.005. If the significance point was higher than 0.05, it means that there was no significant correlation between the two variables. For the second question, the alternative hypothesis mentioning that there is a statistically significant correlation between students' academic self-efficacy and students' speaking performance would be accepted if the significance point resulted from the computation of *Pearson Product Moment* was less than the critical point of 0.005. If the significance point was higher than 0.05, it means that there was no significant correlation between the two variables. In addition to answer the third research question, multiple regression analyses was used

in order to find out whether there was a significant correlation between students' achievement motivation combined with academic self-efficacy and students' speaking performance.

FINDINGS

Descriptive Statistics for Achievement Motivation, Academic Self-efficacy and the Students' Speaking Performance

This section displays the descriptive statistics for Achievement motivation level from the Likert-scale-questionnaire and the descriptive statistics for speaking performance from the teacher-made speaking test as shown in the following table:

Table 2 Descriptive Statistics of Achievement Motivation Level, Academic Self-efficacy Level and Speaking Performance

	Achievement Motivation	Academic Self-efficacy	Speaking Performance
N Valid	30	30	30
N Missing	0	0	0
Maximum	85	69	100
Minimum	55	54	47
Range	30	15	53
Interval	10	5	18

After computing the general level of the students, the categorization of the students' level in achievement motivation and

academic self-efficacy was divided into 3 different levels: high-, average-, and low- levels. The grouping was presented in the following tables:

Table 3 Achievement Motivation Levels

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

There were 12 students (40%) who had moderate level. In high level, there were 3 students whose score were above 80 and 6 students ranged from 75 to 79. The total percentage was 30%. The other 9 students (30%) belonged to low level with 2 students got 64 and 7 students ranged from 55-59.

Table 4 Academic Self-efficacy Levels

Levels of Academic Self-efficacy	N	Percentage	Score Range
High	7	23%	64 – 69
Average	19	64%	59 – 63
Low	4	13%	54 -58
Total	30	100%	

From the table, most of the students belonged to moderate level based on the result of academic self-efficacy. There were 19 students (64%). Next, there were 7 students in high level of academic self-efficacy. And there were 4 students (13%) in low level with 2 students scored 54 and the two others scored 56 and 57. Then, the researcher conducted the speaking test in order to find out the students' speaking performance. There were two raters in scoring the students' speaking performance; the researcher and a speaking lecturer. Inter rater agreement was carried out prior to the real rating process. The r value is 0.9 which indicates a high level of agreement between the raters. The speaking scores were categorized into three levels (high, average, and low). The levels indicated how well the students performed in their speaking test. The categorization of the speaking performance is presented in the following table:

Table 5 Speaking Performance Levels

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

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

lower than 64. There were 5 students who were categorized into low speaking performance grup. Only 2 students got less than 55, while the other 3 students got 62.5.

The Correlation between Achievement Motivation and Students' Speaking Performance

This subsection displayed the result of statistical computation to answer the first research question about the correlation between achievement motivation and students' speaking performance. Because the students' achievement motivation and speaking performance were normally distributed when they were tested by using SPSS 18.0 (see Appendix 6 for the Q-Q Plot), the Pearson Product Moment was used to calculate the degree of correlation between students' achievement motivation score and speaking performance. The following table and figure are the result of the computation for the correlation of the two variables respectively.

Table 6 Correlation between Achievement Motivation and Speaking Performance

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

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

The Correlation between Academic Self-efficacy and Students' Speaking Performance

This subsection displayed the result of statistical computation to answer the first research question about the correlation between academic self-efficacy and students' speaking performance. Since the students' academic self-efficacy and speaking performance were normally distributed when they were tested by using SPSS 18.0 (see Appendix 6 for the Q-Q Plot), the Pearson Product Moment was used to calculate the degree of correlation between students' academic self-efficacy score and speaking performance. The following table and figure are the result of the computation for the correlation of the two variables respectively.

Table 7 Correlation between Academic Self-efficacy and Speaking Performance

		Academic Self-efficacy	Speaking Performance
Academic Self-efficacy	Pearson Correlation	1	.691**
	Sig. (2-tailed)		.000
	N	30	30
Speaking Performance	Pearson Correlation	.691**	1
	Sig. (2-tailed)	.000	
	N	30	30

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

The Correlation between Achievement Motivation combined with Academic Self-efficacy and Students' Speaking Performance

In order to know whether achievement motivation combined with academic self-efficacy and students' speaking performance had correlation or not, regression analyses by using anova was applied. The following tables are the results of regression analyses:

Table 8 Regression of Achievement Motivation combined with Academic Self-efficacy and Students' Speaking Performance

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2522,675	2	1261,337	16,072	,000[a]
	Residual	2119,011	27	78,482		
	Total	4641,686	29			

a. Predictors: (Constant), ASE, AM

b. Dependent Variable: SP

From the table, the result of ANOVA showed that F was 16.072 with significant 0.000 that was fewer than 0.05 so this significant model regression could be applied to predict the speaking performance. Thus, the two variables; achievement motivation and academic self-efficacy significance to speaking performance.

DISCUSSIONS

The Level of Achievement Motivation, Academic Self-efficacy and the Students' Speaking Performance

The level of students' achievement motivation was measured by using adaption from Contextual Achievement Motivation Scale (CAMS). The questionnaire consisted of 25 questions. The reliability of this questionnaire was high with Cronbach's Alpha coefficient equals to 0.892 indicating that the internal consistency of the questionnaire was satisfactorily reliable. The level of the students' achievement motivation was categorized by the researcher into three different levels; high-, average-, and low- achievement motivation levels. Regarding to the result presented in Table 3.2, it was revealed that 12 out of 30 students had average level. Then, for the high level and the low level of the students' achievement motivation, the number of students was 9 students for each level. Thus, the general achievement motivation of the students in this study was more on average level. Regarding to the minimum and the maximum scores of achievement motivation obtained from the questionnaire, the minimum score was 55 and the maximum score was 85.

Then, the level of students' academic self-efficacy was measured by using adaption from Morgan-Jinks Student Efficacy Scale (MJSES). The questionnaire provided 20 questions. The reliability of this questionnaire was high with Cronbach's Alpha coefficient equals to 0.894 indicating that the internal consistency of the questionnaire was satisfactorily reliable. The same as the level of the students' achievement motivation, the level of the students' academic self-efficacy was categorized by the researcher into three different levels; high-, average-, and low- levels. Regarding to the result presented in Table 3.3, it was showed that 19 out of 30 students were in average level. Then, for the high level, there were 7 students and for the low level, the number of students was 4 students. As a result, academic self-efficacy of the students was more on average level. Regarding to the minimum and the maximum scores of

academic self-efficacy obtained from the questionnaire, the minimum score was 54 and the maximum score was 69.

Next, the speaking performance was measured by using teacher-made speaking test. This test consisted of two parts: reading aloud and question-answer which were administered around 6 to 7 minutes for each student. Two raters scored the result of the students' speaking performance. The result of the students' speaking performance showed that the minimum score was 47 and the maximum score was 100. In general the level of the students' speaking performance was also average level. There were 17 students out of 30 who had average level. The reason why most of the students belonged to average level in speaking performance maybe because the students were still in the second semester. They might need more time to adjust to the speaking class.

Generally, most of the students in this sample belonged to moderate in speaking performance. This supports the result of the background information of the students in the questionnaire related to the students' perception on their ability in speaking. Then, the average level of the speaking performance was maybe because the students might need more time to adjust to the speaking class since they were still in the second semester and they had not got much experiences related t speaking test before. The informal situation in conducting the speaking test maybe also contributed to influence the speaking performance regarding to the noise outside the classroom and the fatique felt by the students because the test was conducted in the afternoon. Thus, the results of the descriptive statistics was in moderate level.

Achievement Motivation and Speaking Performance

From the data computed it was shown that the alternative hypothesis mentioned that there is a statistical significant correlation between students' achievement motivation level and students' speaking performance was accepted. The result reveals that students' achievement

motivation had effect to their speaking performance in this sample. The finding in this present study was quite different from the finding in the previous study conducted by Htoo who studied about academic motivation and academic achievement of Karen refugee students. In Htoo's study, the result was there was no significant positive correlation between academic motivation and academic achievement. In addition, Davis' finding (2009) cited in Htoo was also revealed that there was no statistically significant correlation between motivation and academic achievement. Thus, the result of this present study was not consistent with those previous studies. However, the result of this current study was consistent with the results of the previous studies unfolding the relationship between achievement motivation and academic performance done by Tucker, Zayco, and Herman (2002), Ahmad and Rana (2012) in Azar (2013). They found out that achievement motivation influences academic performance of college students.

There was a positive correlation between students' achievement motivation level and students' speaking performance so that most of the high- achievers tend to had high achievement motivation and vise versa. This maybe because of the students who had high achievement motivation to complete the tasks showed more their accountability and independence than students with low task value. The result of this present study was consistent with research done by Pintrich & De Groot (1990) and Wigfield & Eccles (1992) which revealed that students have interest in the tasks, when they think the tasks are important and valuable, this will predict their success. Regarding to stimulate higher achievement motivation of the students in learning language, teachers should give more encouragement to take their students' ideas out to express themselves including in speaking. This was supported by the research conducted by Riess et.al (2012) cited in Khoiriyah (2016). They stated that students should be forced and stimulated to participate in speaking activities, especially for introvert students.

Academic Self-efficacy and Speaking Performance

In this section, the second research question is presented. After the data were computed it was revealed that the alternative hypothesis mentioned that there is a statistical significant correlation between students' academic self-efficacy level and students' speaking performance was accepted. The result reveals that students' academic self-efficacy affected to their speaking performance in this sample. This result was consistent with the results of the previous studies that revealed the relationship between academic self-efficacy and academic performance conducted by Turner, Chandler and Heffer (2009). The study mentioned that self-efficacy was strongly related to academic achievement. Lent, Larkin and Brown's research (1986) also found out that academic self-efficacy was a reliable predictor of academic performance. Moreover, Li's (2012) study revealed that there was a positive relationship between academic self-efficacy and academic achievement.

There was a positive correlation between students' academic self-efficacy level and students' speaking performance so that most of the high-achievers tend to had high academic self-efficacy and vise versa. This maybe because of the students who had academic self-efficacy tends to have effort in learning to gain the better achievement as Bandura (1982) mentions that self-efficacy influences some aspects of behavior like choice of activities, effort, persistence, learning and achievement. Additionally, Li (2012) stated that when students possessed high academic self-efficacy, they were more likely had confidence, more knowledge and tended to have higher grade. Thus it is can be predicted that students who have high academic self-efficacy tends to demonstrate greater success in their learning.

Achievement Motivation combined with Academic Self-efficacy and Students' Speaking Performance

In this part, the discussion to answer the last question in this study is presented. After simple regression was computed, it was revealed that the alternative hypothesis mentioning that there is statistically significant correlation between students' achievement motivation combined academic self-efficacy and students' speaking performance was accepted. Achievement motivation combined with academic self-efficacy had effect towards the speaking performance of the second semester students in this sample. The level of significant was 0.000 (stronger than 0.05). It meant that the relationship between achievement motivation combined with academic self-efficacy and the students' speaking performance was statistically significant. The value of determination coefficient, R=.737 indicated that the correlation between achievement motivation combined with academic self-efficacy and students' speaking performance was high.

CONCLUSIONS AND SUGGESTIONS

Conclusions

From the findings and discussions of this study, there were three conclusions that can be drawn. First, there was a significant average positive correlation between achievement motivation level and the students' speaking performance level (r=.688, sig.=.00). The positive correlation between achievement motivation and the students' speaking performance indicated that when the students have high achievement motivation, there is higher possibility that their speaking performance is also high. Thus, in this present study, it can be concluded that achievement motivation is a good predictor for speaking performance. Second, the correlation between academic self-efficacy level and the students' speaking performance level was a significant moderate positive correlation (r=.691, sig.=.00). From the result, it can be predicted when the academic self-

efficacy level is higher, the speaking performance tends to be higher. The last conclusion was the correlation between achievement motivation level combined with academic self-efficacy level and the students' speaking performance level. The result was significant (r= .737, sig. .00). It means that the relationship between achievement motivation combined with academic self-efficacy and the students' speaking performance was statistically a significant high positive correlation. In conclusion, achievement motivation and academic self-efficacy significantly correlated to the students' speaking performance.

Suggestions

There are some suggestions that can be drawn for the teachers related to the result of this present study. The teachers should realize and acknowledge that students have their own achievement motivation and academic self-efficacy in speaking classes. Regarding to the result of the students' learning, teachers are expected to be able to recognize their students' affective factors in order to support and enhance the students' ability in learning. Besides, related to teaching and learning activities, the teachers are expected to employ various speaking activities such as including games or role plays in giving speaking tasks in order to stimulate the students' achievement motivation and academic self-efficacy. Moreover, the teachers are expected to give more encouragement and enhance the students' belief in gaining their achievement, particularly in speaking class. By knowing the affective factors of the students, the teachers can build close relationships among the students that lead to optimum effort of the students to achieve better result in learning.

In addition, the suggestions have been drawn for future researchers. Related to the number of sample in this study, the future researchers can consider to have more respondents with the expectation that the result will give more detailed picture about the relationship among variables. Then, future researchers may also conduct the study by using

other designs such as survey. Using path analysing instead of regression analyses is also expected. Besides, future researchers can also expand other variables like other language skills to see whether achievement motivation and academic self-efficacy will influence to the overall language achievement of the students. Finally, other affective factors are also can be included to find out more detailed results about factors that may influence to the students' achievement in general.

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