The Effect of Intrinsic Motivation on Students' Improvement of English Speaking Skill

(A Case Study of the Second Grade Students of MA Futuhiyyah 2 Demak)

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Abstract- The objectives of the study is as follows to know the students' intrinsic motivation in speaking English Skill, a case of the second grade of MA Futuhiyyah 2 Demak in the Academic Year of 2020/2021, to know the speaking skill is a case study of the second grade of MA Futuhiyyah 2 demak in the academic year of 2020/2021, to describe the effect of the students' intrinsic motivation to improve English speaking skill, a case of the second grade of MA Futuhiyyah 2 demak in the academic year of 2020/2021.The method in this research was descriptive quantitative method. The population of this research is the eleventh grade students of MA Futuhiyyah 2 Demak in the academic year 2020/2021. The sampling in this research is purposive sampling. Technique of the collecting data are questionnaire and speaking' test. Technique of the data analysis used correlation and t test. The result of the mean of the students' intrinsic motivation is 83,93. The mean of students' speaking score is 88. The effect of Students' Intrinsic Motivation to improve Speaking Skill. The result of t test is 2,30. From Df = 28, it is obtained t_{table} = 2,048. It means that t_{count} is bigger than t_{table} or 2,30 > 2,048. Therefore the alternative hypothesis is accepted. In other words, there is any effect of the students' intrinsic motivation to improve English speaking skill, a case of the second grade students of MA Futuhiyyah 2 Demak in the academic year of 2020/2021.

Index Terms- Intrinsic Motivation, English Campetence, Speaking Skill

I. INTRODUCTION

Motivation is an essential factor in the students learning process. The success of the students studying process is depending on their motivation. Motivation leads them to reach their goals. As Ormrod (2011:362) says, "It leads to increase the effort and energy in pursuit of those goals". Therefore, motivation is the key to open their future success. Motivation has an important role to influence the power of learning activity, but the motivation is also influenced by the goals. If there is a higher goal, there is a bigger motivation to reach the goal. Motivation also have functions to a ctivate and increase the activity as an effort to reach the goals. As Harmer (2001), says that motivation is some kind of internal drive which pushes somes someone to do things in order to achieve something. "Motivation also can functioned to activate and increase the activity". If the students have a good motivation, they will more enthusiastic in the studying process and surely they will get a better result than the students without motivation. There are two base motivations that have correlation with students learning process, intrinsic motivation and extrinsic motivation. Motivation is one of the important factors that influence individuals' levels of success in any activities. Motivation could be fineded as a power that involves descire, effort and enjoyment which gives someone energy to do something or move toward an end or goal. According to (Pamujo Effa Kusdianang, 2016), motivations play important role for students to achieve their goal in learning. In the process of learning, motivation can be said as an inner drive to achieve learning activity so the purpose of the subject learning can be maintained in educational environment, motivation is one of the very important factors to encaourage a learner to learn more rapidly and effectively. According to (Putri Marinda Yulis, Rivi Antoni 2019) the motivation may come from the learners themselves that is the intrinsic, or outside of the learners, that is, the extrinsic. For those who have intrinsic motivation, they will have strong responsibility to learn. On the contrary, for those who have extrinsic motivation, their enthusiasm to study depends on the conditions outside outside themselves.

Interest that including in the intrinsic motivation, have a big effect in the students learning process. Feeling enjoy only happens when the students have an interest in the program which they really want to choose. If the students do not feel enjoy the class, the material taught is difficult to be transferred. Students who are interested in a particular topic or program, will give more attention to it and become more engage in the material. According to (Widayanti et al., 2020) "motivasion is one of important factors to encourage people to do something more rapidly and effectively. Motivation states that motivation as internal state that arouses someone to act pushes someone in particular directions, and keeps

engaged in certain activites. It means that motivation has a crucial role in everything we will door someone's activities". It means that motivation will make teaching and learning process be come easier. It is very good for both teacher and students to motivate each other in teaching and learning process. They will feel like trapped in the hurting world which they never imagine before. It is really possible if the uninterested students who forced to sustain their studying load will fail in their study, because they do not have motivation to defense themselves in the hard situation of learning process. They do not have a willing to understand something they never expect. Unluckily it becomes the core problem which makes them give up before they finish their study. Surely it is a terrible situation for their future life success. In this case, uninterested students are also found in English Department of Muhammadiyah University of Ponorogo. The researcher met many of her classmates who do not have an interest in English Department. As many people know that studying in the university will give a big effect for students' future, because it will affect their career in the work life. The challenge is the students know English as a foreign language, so it is not a simple duty to make them easy in learning English. It needs high skill and the mature principle to make them successful distributes their knowledge to the students in the future life. Surely it is not a light problem to become a good teacher, needs hard effort and strong desire to build the motivation to make them success in their study and reach their goal as an English teacher. Therefore, it sounds so strange and so impossible if the students who do not have interest in English class can survive themselves, get a good result and the farthest is finishing their study, but in fact many of her classmates who do not have interest in English class can defense themselves until the highest level of their study. It is really unpredictable, because some of them become a prominent student in the class. It becomes an interesting problem for the researcher about her classmates' motivation in their study sustainability.

Motivation is also very important factor which determines the success or failure in language learning because motivation can directly affect the frequency of use of learning strategies, willingness to learn, goal setting and achievement in learning. The relationship between motivation and achievement is indirect, because achievement also influenced of other factors most notably by, the learners' ability, learning opportunities, the instructional quality of the learning tasks.

Actually all of student have different motivation in learning speaking.

Another definition by Brown (2004: 140) speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises that reliability and validity of an oral production test. Meanwhile, according to Kayi (2011: 161) defines that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in variety of context.

According Harmer (2009) speaking is rehearsal opportunities–chances to practice real-life speaking in the safety of the classroom. From the definition above, speaking is the daily activity in the classroom. Teacher always practice speaking activity to deliver the message. According to Harmer (2003) speaking is the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language 'on the spot'.

The second grade students of MA Futuhiyyah 2 Demak,often find some problems in learning speaking skill. Students some times get lost in their opinion. In speaking activity, the students have some problems to improve in discussion. They can not speak in public. The students think of ideas and the language to express them with before being asked to talk in front of the class slowly, the stress level of that eventual whole-class performance is not clear. The students can apply their speaking skill in daily activity. So, they can not improve their speaking skill. According to (Maulana, Wahyuni, and Siregar, 2019) speaking is important to be mastered by people if they want to get a lot of informations. Another research from Wa Ode Fatimah, Firdaus Sale, (2019) motivation is one the main aspects that make students interesting in speaking English in order to achieve goals in EFL learning. English speaking is very needed to master in this era because almost countries in the world use English as an effective tool of international communication (Yevi elok Fortuna, Elih Sutisna Yanto 2020).

Based on the explanation above, the researcher is interested in using students' motivatin in teaching speaking. The research will conduct the research entitled "The Effect of Intrinsic Motivation on Students' Improvement of English Speaking Skill".

II. RESEARCH AND COLLECTING IDEA

The method in this research was descriptive quantitative method. The population of this research is the eleventh grade students of MA Futuhiyyah 2 Demak in the academic year 2020/2021. The sampling in this research is purposive sampling. Technique of collecting data are questionnaire and speaking' test. Technique of the data analysis used correlation and t test.

III. FINDINGS AND DISCUSSIONS

The aim of this study is to find out intrinsic motivation the case of the second grade students of MA Futuhiyyah 2 Demak in the academic year 2020/2021.

The following is the list of the level of achievement that shows the percentage of the correct answers and the second grade students of for the first year students of MA Futuhiyyah 2 Demak in the academic year 2020/2021.

Students' Intrinsic Motivation.
   a. Score of questionnaire

As mentioned in technique of data analysis, the questionnaires in this study have 50 items. Before the questionnaires were distributed, the questionnaire were validated by rxy product moment. It means that questionnaires were used content validity o see they are measure what should to be measured.

The following table describes the result of questionnaires about students' motivation in learning speaking after accumulated.

Table 1.Score of Students' Intrinsic Motivation in Learning Speaking (X Variable)

Number	Sum	Criteria
1.	215	Excellent
2.	211	Excellent
3.	215	Excellent
4.	207	Good
5.	204	Good
6.	208	Excellent
7.	195	Good
8.	210	Excellent
9.	211	Excellent
10.	205	Good
11.	211	Excellent
12.	217	Excellent
13.	217	Excellent
14.	205	Good
15.	214	Excellent
16.	210	Excellent
17.	221	Excellent
18.	219	Excellent
19.	218	Excellent
20.	214	Excellent
21.	226	Excellent
22.	207	Good
23.	187	Good
24.	195	Good
25.	210	Excellent
26.	217	Excellent
27.	208	Excellent
28.	210	Excellent
29.	196	Good
30.	212	Excellent

From the table above, it can be seen that the distribution of students' score. The list of students' standard scores of students' intrinsic motivation can be represented by the following table of distribution.

Table 2. Distribution of the Students' Motivation

Score	Level of Students Motivation	Percentage	Frequency
50-89	Low		
90-129	Farly sufficient		
130-169	Sufficient		
170-209	Good	30%	9
210-250	Excellent	70%	21

Intrinsic Motivation

It is clearly seen in the table above that out of 30 students' only 9 students or 30% of from were good' motivation, 21 students or 70% in the level of excellent' motivation.

The mean of students' intrinsic motivation the mean of students' intrinsic motivation, it can be seen from the table above:

Table 3. Intrinsic Motivation

Statistics		
Intrinsic Motivation		
N	Valid	30
	Missing	0
Mean		83.93
Median		84.20
Mode		84
Std. Deviation		3.358
Range		16
Minimum		75
Maximum		90

From the result above, it can be seen that mean of the students' intrinsic motivation are 83,93. The median is 84,20, the mode is 84. The range is 16, the minimum score of students' intrinsic motivation is 75 and the maximum score of students' intrinsic motivation is 90.

Students' Speaking Skill

In this case, the students' speaking ability is as the dependent variable (Y). To know the students' speaking score, the researcher conducted oral test to the students. The test is evaluated into five criteria, they are pronounciation, grammar, vocabulary, fluency and comprehension. The five criteria are the components of speaking skill. In this study, the students are scored based on

five components of speaking skill by using the scale rating score. Here are the results of students' speaking ability.

Table 4. Score of Students' Speaking Test (Y Variable)

No.	Resp.	Y
1	Adenia Sarah Mutiara	88
2	Ahmad Luthfi Luqman Hakim	88
3	Alfi Choirun Nisa	84
4	Allam Khoirun Na`Im	80
5	Ana Maesaroh	80
6	Ayu Pembayun	84
7	Dela Febriyanti	88
8	Eka Imania Mahira	88
9	Fadhila Nurul Mukharomah	88
10	Faiza Miftakhush Shofa	88
11	Fatchia Auliana Lailatul Chasani	84
12	Ita Nur Hidayatul Uluwiyah	92
13	Kholifah Tiyas Sahid Nurjanah	88
14	Lazimatul Ainur Rofiah	80
15	Linda Yuliana Rahmawati	88
16	Malikul Mulky Alamsyah	88
17	Maulidatul Ulya Falasifah	84
18	Milda Fitria Salsabila	96
19	Milha Anjum Shofiyana Hifshoh	88
20	Muhammad Najiy Yullah	88
21	Muhammad Qurunul Bahri	96
22	Muhammad Zubair Prakosa	84
23	Nafisatut Tazkiyyah	84
24	Nurun Nazila	80
25	Putri Eka Erviana	88
26	Qina Salama	76
27	Rizka Nadiyah	88
28	Salwa Kamila	84
29	Seli Rahmatika	88
30	Tarva Elsa Khoirun Nisya	84
	Sum	2584
	Mean	86.13333

The list of the students speaking score can be represented by the following table distribution.

Table 5. The Students Speaking Score

Range of score	Frequency	Percentage	Level of achievement
91-100	3	10	Very good
81-90	21	70	Good
71-80	6	20	Sufficient
60-70			Poor
<60			Bad

It is clearly seen in the table above that out of 30 students are 10 students or 10% of them were very good, 21 students or 70% in the level of good, 6 students or 20% in the level sufficient.

b. Measuring of the mean of the students' speaking skill

The computation of frequency distribution of identifying the students' speaking skill was as follows:

Table 6.The Mean of the Students' Speaking Skill

Statistics		
Tes		
N	Valid	30
	Missing	0
Mean		86.13
Median		88.00
Mode		88
Std. Deviation		4.424
Range		20
Minimum		76
Maximum		96

From the data above, we can see that the total score from 30 respondents of the mean of students' speaking score is 86,13. The median of students' speaking score is 88, the mode of students' speaking score is 88, the standard deviation of students' speaking score is 4,424, the range of students' speaking score is 20, the minimum score of students' speaking is 76, and the maximum score of students speaking is 96.

The effect of Students' Intrinsic Motivation to improve Speaking Ability

In this case, both the score of students' intrinsic motivation and students' speaking ability are correlated by Pearson Product Moment formula. The data are described in the following table.

Table 7.The Calculation of Questionnaire of Motivation and Speaking Score

No.	Resp.	X	Y	X²	Y²	XY
1	Adenia Sarah Mutiara	86	88	7396	7744	7568
2	Ahmad Luthfi Luqman Hakim	84.4	88	7123.36	7744	7427.2
3	Alfi Choirun Nisa	86	84	7396	7056	7224
4	Allam Khoirun Na`im	82.8	80	6855.84	6400	6624

No	Name	X	Y	X²	Y²	XY
5	Ana Maesaroh	81.6	80	6658.56	6400	6528
6	Ayu Pembayun	83.2	84	6922.24	7056	6988.8
7	Dela Febriyanti	78	88	6084	7744	6864
8	Eka Imania Mahira	84	88	7056	7744	7392
9	Fadhila Nurul Mukharomah	84.4	88	7123.36	7744	7427.2
10	Faiza Miftakhush Shofa	82	88	6724	7744	7216
11	Fatchia Auliana Lailatul C	84.4	84	7123.36	7056	7089.6
12	Ita Nur Hidayatul Uluwiyah	86.8	92	7534.24	8464	7985.6
13	Kholifah Tiyas Sahid Nurjanah	86.8	88	7534.24	7744	7638.4
14	Lazimatul Ainur Rofiah	82	80	6724	6400	6560
15	Linda Yuliana Rahmawati	85.6	88	7327.36	7744	7532.8
16	Malikul Mulky Alamsyah	84	88	7056	7744	7392
17	Maulidatul Ulya Falasifah	88.4	84	7814.56	7056	7425.6
18	Milda Fitria Salsabila	87.6	96	7673.76	9216	8409.6
19	Milha Anjum Shofiyana H	87.2	88	7603.84	7744	7673.6
20	Muhammad Najiy Yullah	85.6	88	7327.36	7744	7532.8
21	Muhammad Qurunul Bahri	90.4	96	8172.16	9216	8678.4
22	Muhammad Zubair Prakosa	82.8	84	6855.84	7056	6955.2
23	Nafisatut Tazkiyyah	74.8	84	5595.04	7056	6283.2
24	Nurun Nazila	78	80	6084	6400	6240
25	Putri Eka Erviana	84	88	7056	7744	7392
26	Qina Salama	86.8	76	7534.24	5776	6596.8
27	Rizka Nadiyah	83.2	88	6922.24	7744	7321.6
28	Salwa Kamila	84	84	7056	7056	7056
29	Seli Rahmatika	78.4	88	6146.56	7744	6899.2
30	Tarva Elsa Khoirun Nisya	84.8	84	7191.04	7056	7123.2
	Sum	2518	2584	211671.2	223136	217044.8
	Mean	83.93333	86.13333	7055.707	7437.867	7234.827

The values above, then, there are put into the Pearson's Product moment correlation formula as follows:

$$r_{xy} = \frac{N\sum XY - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left\{N\sum X^2 - \left(\sum X\right)^2\right\} - \left\{N\sum Y^2 - \left(\sum Y\right)^2\right\}}}$$

$r_{xy} = 0,374$

If the $r_{value} > r_{table}$, so the hypothesis is accepted. From that result, it means that there is correlation between the students' intrinsic motivation between the students' speaking skill.

From the calculation above, it is found that r_{XY} is 0,374. The next step is to find out the significance of variable by calculating r_{XY} is tested by significance test formula.

$$t_{count} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

In which:
t count   = t_{value}
r   = value of correlation coefficient
n   = total of sample
Therefore, it is calculated that:

$$t_{count} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

= 2,300857

Before tested by t_{count}, the writer made two hypothesis of significance as an alternative hypothesis (Ha) and a null hypothesis (Ho).

Ha   :   There is any effect of the students' intrinsict motivation to improve speaking skill a case of the second grade student of MA Futuhiyyah 2 Demak in the academic year of 2020/2021.

Ho   :   There is no effect of the students' intrinsict motivation to improve speaking skill a case of the second grade student of MA Futuhiyyah 2 Demak in the academic year of 2020/2021.

The formulation of test:
1. If $t_{count} > t_{table}$, it means that nul hypothesis is rejected and there is any effect.
2. If $t_{count} < t_{table}$, it means that nul hypothesis is rejected and there is no effect.

Based on the calculation above, the result is compared by t_{table} in the significant 0,005 and n = 30. The writer found out the Degree of Freedom (Df) with the formula:

Df   = N – n
      = 30 – 2
      = 28

From Df = 28, it is obtained t_{table} = 2,048. It means that t_{count} is bigger than t_{table} or 2,30 > 2,048. Therefore the alternative hypothesis is accepted. In other words, there is any effect of the students' intrinsic motivation to improve speaking skill a case of the second grade student of MA Futuhiyyah 2 Demak in the academic year of 2020/2021.

IV.   CONCLUSION

The purpose of this research was to determine the effect of intrinsic motivation to improve speaking ability. The researcher was conducted to answer the questions is there is any effect between intrinsic motivation and speaking skill by giving questionnaire of motivation and speaking test conducted at English students association. The researcher found several findings.

1. The Students' Intrinsic Motivation, a case of the second grade student 2020/2021

The first, the students' intrinsic motivation are 30 students' only 9 students or 30% of from were good' motivation, 21 students or 70% in the level of excellent' motivation. The mean of the students' intrinsic motivation are 83,93. The median is 84,20, the mode is 84. The range is 16, the minimum score of students' intrinsic motivation is 75 and the maximum score of students' intrinsic motivation is 90.

Based on the students answer on questionnaire, the researcher found that most of students have good intrinsic motivation. It can be seen from indicator students' intrinsic questionnaire. The questionnaire consists of learning motivation, achievement motivation, creative motivation and physiological motivation. The student got the good score in the intrinsic motivation. The students' motivation has a very important role to make students gain success in learning English. It is an urgent variable to be considered by teacher in recognizing the students' problem and to create conducive atmosphere in the classroom that will raise the students to do more toward learning English. By having the great motivation, the learners are able to respond to the learning situation, seek out all opportunities to acquire English language, make maximum use of the opportunities afforded to practice the language, posses' analytic skill, be adaptable in teach situation posses, self esteem and take a risk for their learning. According to Uno (2009) affirmed the roles of motivation in learning, such as motivation learning reinforcement, motivation makes learning objectives clearer and motivation makes learning persistent. Further, Menggo (2018) revealed that motivation is an important factor in effort. It is as a positive energy, and practical direction for all aspect of activation in supporting learning activities, attends to the tasks, show desire to achieve the goal, enjoys the activities, and the like obviously can not be separated by their English learning motivation. While, (Afprimaita, 2018) motivation is also one of the factors that influence many people to learn the language. Because the motivated individual is the person who wants to achieve a certain goal, devote enough effort to achieve that goal, and experience satisfaction in the activities associated with achieving that goal.

As we can see that motivation is important for students but not influence a lot of speaking, students who have a higher motivation also can speak fluently among they who do not have it. It means that motivation is important for them who want to learn especially in speaking. They need to put their motivation in their life because it recognizes them as their own abilities. As we can see students who have a motivation, they also have an optimist to do something. Moreover, they can be active especially in learning activities. Teacher is the one who can lead students to get a motivation at school.

Based on the theory, motivation is very important in everything we will do. It is a powerful for us to get the best in doing something. Moreover, in teaching and learning process, motivation is really needed. Motivation makes teaching and learning easier and more interesting. It is very good if both of teacher and students motivate each other in teaching and learning process, especially in speaking. Speaking is an active activity which is used by a person to exchange ideas, information, opinions and emotion to other persona. Speaking is also the way of communication influences, agreements, ideas, feelings, wishes, and argumentations by symbols called words that form into statement (Afprimaita 2018).

Basically motivation greatly (Afprimaita, 2018) effect students speaking skill. The reason that students have is higher motivation, so their learning outcomes and speaking skill will be better. According to motivation is also one of the factors that influence many people to learn the language. Because the motivated individual is the person who wants to achieve a certain goal, and students must have the motivation to learn to improve their speaking ability in English communication.

2. The Students Speaking Skill, A Case of The Second Grade Student 2020/2021

The result of students' speaking skill are 10 students or 10% in the level very good, 21 students or 70% in the level of good, 6 students or 20% in the level sufficient. The mean of students' speaking score is 86,13. The median of students' speaking score is 88, the mode of students' speaking score is 88, the standard deviation of students' speaking score is 4,424, the

range of students' speaking score is 20, the minimum score of students' speaking is 76, and the maximum score of students speaking is 96.

From the score above, it can be said that the students' speaking skill of the second grade students of MA Futukhiyah 2 is good. Speaking is very important in English class. Speaking is also tool of communication for students to communicate with teachers and classmates. Using speaking, teacher can convey what they do not understand about learning. This is why the speaking skills are needed partner in the learning process. As an active skill, speaking is also very difficult to be taught to students in the classroom for English. Because in English speaking class the students are hoped to speak and also demanded to share ideas, interact each other and communicate in English. Then, the students face problems in their ideas. In this case, students tend to listen, and they do not enthusiast to speak English in the classroom.

In addition as previous study, (Husna 2021) speaking English is considered the most important skill to master because English is an a strong position as an international language in communication. While, Meriana (2021) speaking ability is one of the language skills that everyone needs to have. To have the ability to speak is not as easy as everyone imagines. And the ability to speak is not an ability that is passed down from generation to generation, or naturally humans can speak. Formal speaking skills require practice and effective direction or guidance.

A previous study from Sunaidah, Simaibang, and Mulyadi (2021) there is any correlation between learning motivation and speaking ability. In learning, motivation plays a critical role in building students self-competencies that allow them make efforts to achieve their goals. They will learn more so that their English gets better and, especially in speaking, they will be able to specify their opinion in the target language.

3. The Effect of Students' Intrinsic Motivation to improve Speaking Skill

The effect of students' intrinsic motivation to improve speaking ability, it can be seen from the result of the t test. In the t test, it can be found the result that t value is 2,30. After that, from df = N – 1 = 29, it is obtained t_{table} = 2,04. It means that t_{count} is bigger than t_{table} or 2,30 > 2,04. Therefore the alternative hypothesis is accepted. In other words, there is any effect of the students' intrinsic motivation to improve speaking skill a case of the second grade student of MA Futuhiyyah 2 Demak in the academic year of 2020/2021.

Dealing with the correlation value between the motivation and speaking ability, this research found that there was a correlation. The result of computation was 0,374. This value is categorized into high correlation based on Sugiyono (2017). Thus, the alternative hypothesis (Ha) is accepted. From the data motivation and speaking skill of the second year students of the students' intrinsic motivation to improve speaking skill a case of the second grade student of MA Futuhiyyah 2 Demak in the academic year of 2020/2021.

Teacher should support their learners to figure out the motivation and alos to search for their own motivational process. According to (Pratama and Fridolini, 2021) that intrinsic motivation in language learning refers to motivatation to involve in an activity because the activity is enjoyable and interesting to take part.

According to Putra et al. (2017) 2017) motivate behavior is important give in the classroom and learning process, especially in speaking learning process in every meet in the classroom, include some dimension, positive task orientation, ego involvement, need for achievement high aspirations, goal orientation, perseverance and tolerance of ambiguity. While (Harmer, 1991) stated that motivation an energy that can encourage student to do something both coming from inside or from outside. In terms of speaking, motivation will provide strength for student to learn speaking. As for motivate students, they will do anything to support their performance. They will do their best to achieve the best results. According to Ritonga, Nasmilah, and Rahman (2020) the research result showed that the impact of motivation on learners was positives. This was by structured organization in their deliveries, their interest and ability to perform well. The speaking presentation gained the appreciation of both the audience and the teacher. In addition as previous study, Apriliyanti, Mujiyanto (2018) this result showed that students with high interest in English will prepare anything before performing. They prepared for the script, mentality and also their expression. This reason is because they were influenced by the use of score categorization that had been delivered to the students in the form of speaking English performing instruction.

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