

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Speaking is a tool to communicate with other people. It is an activity conducted by a person to communicate with others to express ideas, feelings, opinions, etc. It is also used to share information among people, negotiate, to solve problems, to maintain social relationships and friendships. Speaking is used by people almost every time to interact. Therefore, it is an essential skill to be learned by students in learning English.

Speaking is one of the four basic competencies that the students should gain well. It has an important role in communication. Speaking can find in the spoken cycle especially in the Joint Construction of Text stage (Departmen Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of the students get difficulties speaking even though they have a lot of vocabulary and have written them well.

The significant care and the globalization of English have been caused broad demand for good English-speaking skills in various realms. The evidence manifested that some features of speaking abilities are amenable to instruction in the second or foreign language classroom (Derakhshan, Tahery, & Mirarab, 2015).

According to Bygate (1987: 6) “Speaking is the vehicle of social solidarity, of the social making of professional achievement and of business”. It is through their way of speaking that people are most frequently judged. Speaking is also a

medium through which much language is learned, including English. To speak is not merely uttering sequences of words in their correct pronunciation. One is said to be a good speaker provided he manages to deliver what is in his mind well and to make his audience understand him/ her.

Motivation seems to have an important role in developing students' speaking abilities. Motivation is the energy of students which comes 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, motivated students will do everything which supports their performance. They will do the best way to get the best result.

According to Dornyei and Otto(1998:65), motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor process whereby initial wishes and desires are selected, prioritized, operational zed, and (successfully or unsuccessfully) acted out. Motivation directs behavior and also initiates it. When we are sleepy we seek rest, not doing something else. When we are motivated by a desire for thrills or excitement, we may well try to do something fun for example fishing, swimming, diving, etc. So, motivation gets us up and doing, it energizes us, and it defines the directions or nature of the resulting behavior.

Motivation becomes a way which exists when someone has some desires to reach some goals in his/her life. The goal will motivate him/her to reach it. Motivation exists in our mind and influences our body to move and act in order to reach our goals. In addition, motivation to learn is adoption of learning

goals and related strategies, it is not linked directly to either extrinsic motivation or intrinsic motivation. Motivation can give positive influence and effect for the students to make them feel enjoy to improve their speaking ability.

Many students are not yet motivated to dare to speak and express opinions in public places or in front of crowds because they are still mentally shy, therefore students must increase motivation can affect students' speaking ability in front of the class. However, grade VIII students at SMPN 4 NUSA PENIDA still need to increase their self-motivation to dare to speak English and express opinions without hesitation in front of the class.

## **1.2 Research Problem**

Research is conducted because a significant problem happens and it should be solved straight away. Based on the background of the study that has been stated above, the researcher conducted a study concerning the correlation between motivation and speaking ability. The research problem is formulated in the form of the question as follows: Is there any significant correlation between motivation and speaking ability of the eighth-grade students of SMPN 4 Nusa Penida in the academic year 2021-2022?

## **1.3 Objective of the Study**

A research objective is a goal that the researcher wants to do or achieve after the research is carried out. By knowing the research objective, it will help the researcher pay attention to the data collection process in this study. Scientific investigations are carried out of course to answer research questions and seek scientific solutions to these research problems. This research is intended to answer research problems that have been formulated and previously determined. Based on

the background of the research problem, the purpose of this study was to determine whether there is any correlation between motivation and speaking ability of the eighth-grade students of SMPN 4 Nusa Penida in the academic year 2021/2022.

#### **1.4 Limitation of the Study**

The researcher was focus on finding the correlation between motivations and speaking ability of the eighth-grade students of SMPN 4 Nusa Penida. The researcher limits the genre of the dialogue of speaking ability that only gathered information by interviewing friends about activities that they had to learn from their English teacher. For the students' motivation, the aspect is an encouragement to achieve something, commitment, optimism, and initiatives. Furthermore speaking skill was assessed by five aspects of speaking, such as comprehension, vocabulary, grammar, pronunciation, and fluency.

#### **1.5 Significance of Study**

The study is expected to give some contributions to English language teaching and learning. For a writer, this research can find whether there is a significant correlation between motivation and speaking ability and for the English teachers and learners, the finding of the research can inform them about the relations between motivation and speaking. The researcher also hopes that the result of this study will become input to English teachers and also English learners for their teaching and learning. The students will know whether the motivation will help them much or not in making a good speaking. While for further researchers who are interested in correlation research, they can get basic

information from this research. So, they can do their research deeper and better than this research.

### **1.6 Definition of the Key Terms**

In order to make a better understanding concerning this study, the researcher gives two key terms that will be defined to make this research clear. Those key terms are motivation and speaking ability.

#### **1. Motivation**

Motivation is a process that describes the intensity, direction and persistence of an individual to achieve his goals. The three main elements in this definition are intensity, direction and persistence.

#### **2. Speaking Ability**

Speaking ability is the skills that give us the ability to communicate effectively. This ability allow the speaker, to convey his message in a passionate, thoughtful, and convincing manner.



UNMAS DENPASAR

## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

Theoretical review is a review of some theories related to the study. This is used to support and built the present study to be more firm and based on the fact. Theoretical review is used to support and build this study.

##### **2.1.1 Speaking ability**

Speaking is one of the language skills that have to be mastered by students to be able to communicate in English well. In teaching-learning programs, speaking is essential to be taught and learned because speaking is a primary function of language use of communication, which becomes a medium of language learning. Richard (2009:16) states that mastery of speaking in English is a priority for many second languages for foreign language learners. Since we know, speaking is such an important matter that teachers should consider in teaching English. When people speak, they interact and use the language to express their ideas, feeling, and thoughts. They also share information with others through communication. They must be able to give clear information to the people who are interacting or communicating with them. To learn speaking skills is learning about the language itself and learning about how to speak in real communication. On the other side, many students cannot speak English well, whether at school or in their real-life context. Because English is not their mother tongue, it is rarely used in daily activities to interact with others. They are accustomed to using English neither in the classroom nor outside the classroom.



The ability to communicate with government and private service providers, schools, businesses, emergency personnel, and many other people in the United States depends greatly on the ability to speak English. In Census 2000, as in the two previous censuses, the U.S. Census Bureau asked people aged 5 and over if they spoke a language other than English at home. Among the 262.4 million people aged 5 and over, 47.0 million (18 percent) spoke a language other than English at home.

Speaking is one of the four skills that should be mastered besides listening, reading and writing. Speaking has an important role in daily life that is to convey someone's mind directly. It influences someone's performance in many aspects, such as social, political, business and education. A good presentation comes from a good presenter who can speak effectively in front of many people.

The significant care and the globalization of English have been caused broad demand for good English-speaking skills in various realms. The evidence manifested that some features of speaking abilities are amenable to instruction in the second or foreign language classroom (Derakhshan, Tahery, & Mirarab, 2015). In spite of the verified evidence in speaking, there are still debates over English as a Foreign Language (EFL) learners' speaking ability and approaches. Therefore, the present paper aimed to provide readers with interesting materials, empowering activities such as imitation, responsive, intensive extensive performance, transactional dialogue, and interpersonal dialogue to improve their speaking abilities. In addition, the EFL learners can boost their speaking ability by utilizing various instruments such as role-play, videos, flashcards, and graphs.

Furthermore, this paper takes into account the significant components and keys to improve speaking competence accurately and fluently. To this goal, language teachers have vital roles in creating an appropriate environment in the classroom that encourages both children and adults to firstly take part in classroom conversations and then, facilitate opportunities to keep doing it outside of the classroom. Thus, it is beneficial for both children and adults. Finally, this paper reviews some empirical studies to clarify the effectiveness of various methods and approaches to promote speaking skill accurately and fluently.

### **2.1.2 Motivation**

Many experts in psychology have given various definitions of motivation. According to Santrock (2004:417), “motivation is the processes that energize, direct, and sustain behavior”. It means that motivation is the process of students doing something continuously. Motivated students will feel eager to achieve what they want to accomplish strong desires. Schunk (2012:58) states that motivation is the process of a student to conduct activities based on their goals and to keep them on straight away. According to Ryan & Deci (2000), Self-Determination theory distinguishes different types of motivations based on specific goals which give rise to an action.

Three theories in educational research (Alexander, 1998; McCombs, 1996; Paris & Turner, 1994) that present interactive views of motivation relevant to conceptual change and the science learning of at-risk readers are reviewed and then related to two studies. One study examined motivation in high school students' conceptual change about physics principles. The other study examined students' motivation for biology learning in college. In both settings, students



reported that grades and interests were important, but they did not report the importance of social support. In both settings, students used a variety of strategies but were more successful if they focused on cognitive processes (e.g., applying information) rather than routine processes (e.g., making flashcards).

These commonalities suggest that similar motivations are important in both conceptual change and assimilation and also help us to realize the motivational as well as cognitive dimensions of learning for students with reading difficulties. The findings also support the three theories with two exceptions. The role of grades was not emphasized by theorists, and the importance of social support was emphasized to a far greater degree by theorists than was reported.

Motivation is an important factor in the learning process. In other words, successful learning is influenced by the students' motivation in the classroom, especially in a language classroom. Dornyei (2001: 5) said that "In my view correct belief that during the lengthy and often tedious process of mastering a foreign/ second language, the learners' enthusiasm, commitment and persistence are the key determinants of success and failure". It is assumed that the students with high motivation in learning English will be more successful, brave and confident rather than the students who have the low motivation or not at all.

Student-centered is an approach that places the students as the main role in the learning activities. Student-centered is a learning model that facilities the students the opportunity to be actively involved in knowledge development in which can make them getting better understanding (Wangid, 2014). Students are no more listening to the teacher's talks, but freely delivering ideas, asking questions, and interacting to other students.

## 2.2 Empirical Review

Empirical review is the review of the relevant researches that have been conducted; in which it reviews the previous research that is relevant to the present research. Empirical evidence can help the researcher avoid unintentional replication of the previous studies results, and to clarify as well as define the concepts of the study. In relation to this research, there is some previous research that had been conducted by some researchers.

The first study had been conducted by Putra (2017) "The aim of the research is to know the correlation between motivation and speaking ability at eighth-grade students of SMPN 17 Tangerang. To collect and analyze the data, the researcher used a simple speaking test and questionnaire in order to support the data collected. The result of this research showed that there was an improvement on the students' speaking ability through motivation. It can be seen on the students' speaking score which had reached the score of Minimum Master Criterion-Kriteria Ketuntasan Minimal (KKM). In addition, the students' scores of motivation in learning speaking showed significant improvement. The average students' score in learning speaking was 74.75 and the average students' score of motivation was 77.62. It means that the students have high motivation in learning speaking. From the evidence above, the researcher concludes that there was a positive correlation through motivation way in teaching speaking ability. The students are more active in the class and the students are more interested in developing speaking ability through motivation. As a suggestion, the researcher hopes that the teachers have to be able to choose the appropriate way or technique in teaching English.

Another study was conducted by Monika (2021) “There are some problems found in students’ speaking ability. Students seem not confident to speak English in the class, students have a lack of vocabulary, and the students have low motivation. In addition, motivation is very important for students to improve their speaking in the class. If the students have high motivation in learning, they will be interested in speaking English. The purpose of this research is to find out whether or not there is a correlation between students’ motivation and speaking ability of the eleventh grade in SMK Negeri 3 the Kotabumi academic year 2020/2021. This research was a descriptive correlational study. This research had two variables, they were independent variable (X) which was students’ motivation and the dependent variable (Y) was speaking ability. The researcher applied the Proportional random sampling technique to determine the sample of the research. The total sample of this research was 37 students. The population in this research was thirteen classes of the eleventh grade in SMK Negeri 3 Kotabumi, which consist of 405 students. The instrument used to collect the data were an oral test and a questionnaire of students’ motivation. The result of this research showed that  $H_a$  is accepted with the result of hypothesis test observed is greater than the table which is  $15.652 \geq 1.687$ , it means that there is a significant correlation between students’ motivation and speaking ability of the eleventh grade in SMK Negeri 3 the Kotabumi academic year 2020/2021.

In the present study, the researcher used two kinds of tests to assess the motivation and speaking ability of the eighth-grade students of SMPN 4 Nusa Penida in the academic year 2021/2022. This research used a speaking test to

assess students' speaking ability and a questionnaire to assess students' motivation.

### 2.3 Hypothesis

A hypothesis is defined as the provisional answer to the research problems or research questions. Concerning the theories and the assumption above, the hypothesis can be formulated as follow:

- $H_a$  (directional hypothesis) states that there is a significant correlation between motivation and speaking ability.
- $H_0$  (null hypothesis) explains that there is no significant students correlation between students motivation and speaking ability.

