

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The ability to speak in English is considered to be an essential skill for students and it represents the primary way for independent language learning in addition. To learn speaking skill is not only learning about the language itself, but also learning how to speak in real communication. However, many students cannot use English in the classroom and in real communication. Because English is not their mother tongue, it is rarely used in daily activities to interact with others. They are not accustomed to use English neither in the classroom nor outside the classroom. On the other hand, actually to get successful in learning speaking, students should be at the situation in which they are willing to speak in English. Besides, students also should have strength from inside to speak up. In other words, many factors affect students in learning speaking.

There are many factors that can affect students' speaking ability, one of which is motivation. Motivation as an internal process that acts, guides over time. Motivation is a positive impulse to give strength to someone to do something. Motivation is also very important factor which determines the success in language learning because motivation can directly affect the frequency of use of learning strategies, willingness to learn, goal setting and achievement in learning. Motivation also has an important role in build students' courage to speak up. Sometimes motivation will give them courage from inside or outside them to do anything. It will give students strength to learn to speak and reduce their

insecurities and unconfident. Nowadays, mastering a foreign language is very important for students, students must be required to learn and be able to speak English which is a foreign language for them. This is what sometimes makes students less confident 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.

However, every student has different perception about speaking. Not all students perceive speaking in the same feeling. After conducting interviews with the teacher and several students of SMPN 2 Semarang, they said that they still felt less confident and awkward when speaking English in front of people. This made them unable to express and pronounce words clearly. Many students were lack of vocabulary as not knowing what to say in English. Students often complained that they cannot think of anything to say. Besides that, students felt that they were lack of confidence as the result they felt shyness. Students were also lack of practicing English neither in the classroom nor in the real communication.

Moreover, students were afraid of making mistakes and being laugh by their classmate. One of the biggest fears of students in speaking is afraid of making mistakes in speaking such as mispronouncing words, it made them even more hesitant to speak in English because they may thought if they made a mistake in speaking their classmates will laugh at it. This will make students not confident to speak even if it is just one word. Therefore, they considered that speaking is difficult skill to practice. As a general truth there were many factors that influenced toward students speaking ability. That is why motivation is very important for students when learning speaking.

According to the statement above, the researcher want to know whether there is any correlation between motivation and students' speaking ability at the eighth grade students of SMPN 2 Semarang. Therefore, the researcher was interested to conduct a research entitled "The Correlation between Motivation and Speaking Ability of The Eighth Grade Students of SMPN 2 Semarang in Academic Year 2021/2022".

1.2 Research Problem

According on the background, the students' speaking ability was still lacking, besides that, students also have a less confidence, afraid of making mistake and feel shy when speaking. The researcher held research on the correlation between motivation and speaking ability of the eighth grade students of SMPN 2 Semarang in academic year 2021/2022. Moreover, the researcher interests in finding out the significant correlation of motivation and students' speaking ability of the students in junior high school. Therefore, the research problem in this present study can be formulated in the form of a question as follows: is there any significant correlation between motivation and speaking ability of the eighth -grade students of SMPN 2 Semarang in academic year 2021/2022?

1.3 Objective of the Study

Research objectives describe concisely what the research is trying to achieve. It can be said that a spesific investigation is intended to find out a solution about the research question. Based on the research question that has been formuated above, the primary objective of the present study is to figure out whether there is any significant of the correlation between motivation and

speaking ability of the eighth grade students of SMPN 2 Semarang in academic year 2021/2022.

1.4 Limitation of the Study

The limitation of the study is very important to make a discussion about the research problem more specific. The researcher limit the discussion to avoid a broad discussion. Based on identification of the problem above, the researcher limited the discussion into motivation in speaking. Motivation in this study is focused on extrinsic and intrinsic motivation. To avoid misunderstanding, it is important to clarify the problem and limit the study based on the variables to be conducted. In this research, the researcher intended focused on the correlation between motivation and speaking ability of the eighth-grade students of SMPN 2 Semarang.

1.5 Significance of the Study

The findings of the study are extended to be both theoretical and practical significance to teaching and learning English that can help to solve the problems in this study. The result of the present study is highly expected and recommended to provide significant research findings related motivation and its correlation with speaking ability. Therefore, both theoretically and practically are briefly described as follows:

Theoretically, the result of this study is expected to be able to improve students' motivation and speaking ability. Besides, it is also expected to contribute further to be used as a reference to support other researchers for future research which related to the correlation between motivation and speaking ability. Furthermore, to conduct a related study, the procedures of conducting this

research can be a good guidance to be used. Moreover, the findings are expected to be used as evidence that there is a significant correlation between motivation and speaking ability.

Practically, the result of the study will be useful for teachers, students and other researchers. The researcher are expected this research can help teacher to teach the students and expected to give information that can be used as a consideration to get better results of the students being taught. It is useful for teachers to improve students' motivation in learning speaking and also can give the students motivation when learning to improve their speaking in English. It also gave the teachers results on how to teach speaking and how to encourage the students to speak up. For students, it can encourage and teach students how to motivate themselves to make students more confident when speaking especially when teaching learning process. For other researchers are expected to contribute and the result of this study can be used as a reference for other researchers who are interested in conducting similar study.

1.6 Definition of Key Term

To avoid confusion and misunderstanding to the readers of the terms used in the present research, two key terms were defined operationally. Two key terms are explained clearly to give great information so that made the present research vivid detail, and easy to understand by the readers. The two key terms that elaborated operationally which were going to use in the present research as follow:

1. Motivation

Motivation in this study is operationally defined as the energy of the eighth grade students of SMPN 2 Semarang in academic year 2021/2022 the energy of students which come from inside or outside encouraging themselves to do something, it is influenced by intrinsic and extrinsic motivation. It will give strength to students in learning and give more confident when speaking.

2. Speaking Ability

Speaking ability is operationally defined as the ability of the eighth grade students of SMPN 2 Semarang in academic year 2021/2022 in speaking the ability to convey information verbally in a way that the listener can understand when the students perform in front of the class by using English clearly, fluently and with a good confident, pronunciation, grammar, vocabulary and comprehension.



UNMAS DENPASAR

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a scientific explanation about the variables that are discussed in this present study, based on the experts' point. Its function to give the meaning of a word in terms of specific theories that must be discussed clearly. Therefore, a scientific research should be conducted on the basis of relevant theories. The theoretical frameworks that are discussed in this present study are motivation and speaking ability.

2.1.1 Motivation

Motivation is a simple word to say but it is hard to define. Motivation is something that is invisible but can be felt and makes a change in a person, motivation gives energy or positive vibes to encourage someone to be even better. Motivation is considered as important aspect to do certain activities in order to be success. Almost all works done requires motivation as activator and encouragement in doing the best effort, one of them is studying foreign language. Brophy (2004:4) states that the concept of student motivation is used to explain the degree to which students invest attention and effort in various pursuits. When a student is motivated in learning English, they will make the best effort to achieve it. They will try to master in English in any way. On the contrary, if a student is not motivated in learning English, they will not pay any attention of it or even does not care about it at all. Therefore, motivation is

considered as essential element together with capacity to achieve success in learning.

Many experts have given various definitions of motivation. According to Harmer (2007:28), “Motivation is some kind of internal drive which pushes someone to do things in order to achieve something”. 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. Brown (2007:72) added that “Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit”. In addition, Ushioda (2001) stated that analyzes several of the positive motivational thinking patterns that help someone to keep going. Motivation can help students to be more confident and brave to achieve their goals.

Motivation has a significant role in teaching and learning process. According to Woodworth (1981) behavior occurs because of a motivation or drive that directs individuals to act in accordance with the interests or goals to be achieved. The students who have a higher motivation will get a better opportunity to achieve the goal in their learning activities than the lower one. Motivation is a process to get success and has a great influence to the future achievement. In teaching and learning process, giving motivation to the students is a process to push and to support them to learn. Therefore, it can help the students to achieve their goals. In addition, Schunk et al (2008) defined motivation as a basic motor to achieve some goals. Motivation provokes a decision to act. When students are motivated in learning especially learning

English as foreign language this is will make students feel enthusiastic in learning, especially leaning a second language. Furthermore foreign language is not easy to learn, especially for students. Further, Astuti (2012) added that motivation is psychology factor that can influence the process and the result of learning. If students have high learning motivation, the students will do more leaning activity because they will think learning second language is fun.

There are always difficulties when learning a foreign language, one of them are fear of making mistake and feel unconfident. This is normal because students rarely use English in their daily communication, this is make students difficult when speaking in English. In this case, motivating students is very important to build their confidence rather than thinking about mistakes in speaking English. Moreover, Harmer (2007:98) argues that motivation is essential to success, that we have to want to do something to succeed at it. Without such motivation, we will almost certainly fail to make the necessary effort. Motivation is one of the determining factors in achieving success, because people who have high motivation will be more confident of the goals to be achieved. Meanwhile if there is lack of motivation, a person will become insecure and afraid to do something.

According to Long, Ming, & Chen (2013:137) motivation has been considered as one of the important factors influencing the success of the second language learning. Motivation has important role in building self-confidence and encouraging students to dare to try speaking English as a second language, if students already feel confident and brave then they will find it easier to learn to speak English without feeling nervous. This is why motivation reffered to as a

supporting factor that affects students' success in speaking English as a second language. Schunk (2012) classifies motivation into two parts, they are extrinsic and intrinsic motivation.

a. Extrinsic motivation

Extrinsic motivation is motivation that comes from outside of ourselves. Schunk (2012:389) states that extrinsic motivation involves engaging in an activity for reasons external to the task. Extrinsic motivation causes by many outside factors such as when students receive a reward or in some other way. Actually many other factors can influence students extrinsic motivation in teaching and learning process as follow :

1. Teacher. A teacher is a main character in classroom and plays an essential role in teaching and learning process. Besides transferring knowledge to the students, a teacher should be a motivators who always motivate and support the students when in teaching and learning process. Teacher as a main character in the classroom in handling and managing students in the classroom. Teacher has important role and obligation to a rise motivation to the students because teacher has responsibility to make teaching and learning process get the success and make an interesting atmosphere when teaching the students, so the students will be more enthusiastic in learning.
2. Parents. Parents also have an important role to build students' extinsic motivation. Parents have a big influence on their children as students at school. They are also expected to motivate their children to achieve their goals in school, if parents strongly oppose the culture of language

it might have a negative impact on their motivation, if they strongly support language, this might have the opposite effect. It means that parents have a crucial role in raising their children's motivation. They must support their children to create their motivation in learning especially learning foreign language, so their children will be easier to achieve their goals at school.

3. Environment. Good environment causes students' motivation. The environment is everything which exists around us, which has correlation and gives influence to ourselves. When teaching and learning activity is done in a clean, good and healthy environment, it will provide better satisfaction for teacher and students, if environment of the classroom is comfortable, the students will be more interesting to study in the class.

b. Intrinsic motivation

This motivation appeared from inside of ourselves. Schunk (2012:236) says that "intrinsic motivation refers motivation concerned in activities for its own sake". Intrinsic motivation is a motivation to do something from its own desire. The students who have intrinsic motivation will study hard, enjoy the teaching and learning process and do anything to achieve their goals because they have a good desire to do everything from inside themselves. Students will do their activities because they have desires and gifts from themselves and they do not depend on external reward. When students have intrinsic motivation they will be more enthusiastic in learning. Students who have intrinsic motivation will also be faster and simpler to achieve their goals because they have motivated themselves.

From those definitions above, it is concluded that motivation is an energy and direction to do something. Motivation as an important aspect to encourage students in speaking foreign language. Students who have high motivation will be easier to achieve their goals in learning.

2.1.2 Speaking Ability

Speaking is the essential skill among other language skills that must be learned by English students. It is the major criterion to consider that the English students' competence is good or no. There are many definitions of speaking from English experts. However, the writer only chooses several definitions which are important to talk about.

According to Bygate (1987: 6), "Speaking is the vehicle of social solidarity, of 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. In addition, McDonough and Shaw (2003: 134) defined that "Speaking is desire and purpose driven, in other words we genuinely want to communicate something to achieve a particular end". This may involve expressing ideas and opinions, expressing a wish or a desire to do something, negotiating and solving a particular problem, or establishing and maintaining social relationship and friendship.

Harris (1969) states that the ability to speak a foreign language is the most pressed skill, because someone who can speak a language will also be able to understand it. On the other hand, Nunan (1991: 39) states that to most people, mastering the art of speaking is the single most important factor of learning a second or foreign language and success is measured in terms of the ability to carry

out a conversation in the language. Through speaking everyone can express anything they want to share in spoken language. In speaking, someone also can share their opinion and information to the listeners. This is not easy to speak in foreign language but speaking in foreign language determines whether or not a person can master the language. Someone's ability to speak a foreign language can be seen from their speaking ability. That is why speaking important when we learn other language.

According to Brown (2004:141) there are five categories of basic speaking as follow :

1. Imitative

This imitative speaking is the simplest one from other categories. Students are offered limited practice through repetition and allowed to focus on one element of language in a controlled activity. The ability to simply imitates a word or phrase or possibly a sentence.

2. Intensive

Intensive speaking can be self-initiated or it can be even form part of some pair work activity. The production of short stetches of oral language designed to demosntrate competence in narrow band of grammatical, phrasal, lexical or phonological relationship.

3. Responsive

This type usually sufficient and do not extend into dialogues, such speech can be meaningful and authentic.

4. Interactive

There are two forms of interactive speaking; transactional and interpersonal. Transactional speaking emphasizes on the information exchange; however interactional speaking intends to maintain social relationship.

5. Extensive (Monologue)

Extensive speaking includes speeches, storytelling, during which the opportunity for oral interaction from listeners is highly limited (perhaps to nonverbal responses) or ruled out altogether.

In this present study, the researcher chose types of extensive speaking (monologue). Extensive (monologue) is oral interaction from listeners is highly limited or ruled altogether, the express their idea so that can see how good their speaking is. The students tell about their personal experience and they are free to use expressions and express all words. Speaking has several elements as follow :

1. Pronunciation

Includes the segmental features of vowels, consonants, stress, and intonation patterns. The speakers is required to pronounce English word correctly.

2. Grammar

Grammar is a very important aspect in speaking because when the speakers want to deliver their idea, they have to use correct grammar to avoid confusion, that communication will run smoothly if grammar used in speaking is correct.

3. Fluency

As the quality of being able to speak smoothly and easily. It means that someone can speak fluently without any hesitation.

4. Vocabulary

Vocabulary is range of words known or used by a person to convey information or idea, if students have many vocabularies it will make them easier to express their ideas.

5. Comprehension

The extent to which students master and understand their topic in speaking.

Based on the explanations above, it is concluded that speaking ability is the ability to useful activity in which one person need to use and to communicate each other. Speaking is one of the components of a language. The existence of speaking is important and cannot be separated by the existence of a language. It means that there is no interaction exists without speaking.

2.2 Empirical Review

Empirical review is the reviews of previous research which is relevant to the present research. The purpose of empirical review is to elaborate a deep understanding of the theories previously. The researcher used those previews studies which used a basic consideration to conduct this present study. Empirical evidence can help the researcher avoid unintentional replication of the previous study results and to clarify as well as define the concept of the study. In conducting this study, the researcher wanted to know about the correlation between motivation and speaking ability. There were other researchers that

showed the correlation between motivation and speaking ability. The researcher used those studies as a basic consideration to conduct the present study. The empirical reviews were presented as follows:

The first research was done by Hasibuan (2019) entitled “The Correlation between Student’s Speaking Motivation and Speaking Ability of FTIK Students At Ma’had Al-Jami’ah IAIN Padangsidempuan.” The result showed that there is a strength correlation of students’ speaking motivation and speaking ability at 1st class of FTIK Students at Ma’had Al-Jami’ah IAIN Padangsidempuan. The hypothesis H_a was accepted, whereas H_o was rejected, because the calculating of product moment by getting correlation coefficient r_{xy} 0.98. The hypothesis (H_0) in this research was accepted, because t-count and t-table ($24.5 > 0.515$). It meant there was a correlation between students’ speaking motivation and speaking ability at 1st class of FTIK Students at Ma’had Al-Jami’ah IAIN Padangsidempuan in very high category.

The second study was conducted by Marinda (2016) entitled “The Correlation between Student’s Motivation and Their Speaking Ability At The 8th Grade Students in MTSN Rambah.” After analyzing and calculating the data, it was found that r calculated was 0.506 with level significance 0.05, and the degree of freedom ($df = n - 2$) was 18. It means that r calculated was higher than r -table ($0.515 > 0.404$). So, there is correlation between two variables. Therefore, the research hypothesis is accepted, that said “There is correlation between students’ motivation and speaking skill at 8th grade in MTSN Rambah”

In conclusion, the first research used 26 samples by using purposive sampling technique. The instrument that was used for collecting data were

questionnaire with 20 questions and test that was speaking test that have given to the sample. In addition, the second research used 20 samples and the instrument that used in the research were questionnaire that consists of 30 items of questions to measure motivation and speaking test to measure students' speaking ability. The researcher above gained the same results in which the findings showed that there was a significant and positive correlation between motivation and speaking ability. Furthermore, there was not only strength but there was also weakness. Both of the researchers provide the scoring rubric without any detail specification in content criteria. However, in this present study the researcher will use scoring rubric with detail specification in content criteria to assess students' speaking ability.

2.3 Hypothesis

A hypothesis is a prediction of what will be found as the outcome of a research project and it is typically focused on the relationship between two different variables studied in the research. It is assumed that there is a correlation between motivation and students' speaking ability of the eighth grade students of SMPN 2 Semarang. The hypothesis which is formulated in this study as follow:

- a. Null Hypothesis (Ho): There is no significant correlation between motivation and speaking ability of the eighth-grade students of SMPN 2 Semarang in academic year 2021/2022.

- b. Alternative Hypothesis (H_a): There is a significant correlation between motivation and speaking ability of the eighth-grade students of SMPN 2 Semarang in academic year 2021/2022.

