

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Speaking is one way to communicate with other people. Based on Widhiasih et al. (2022), speaking is oral communication that is usually used in daily activities. Speaking is a core function of language use communication, which serves as a medium for language learning, and it is important to teach and learn in language teaching and learning programs. In order to communicate effectively in English, speaking is one of the most important skills or abilities to be mastered, especially for students. Harmer (2001:271) states that speaking implies interacting with one or more people. Many people find that speaking makes it easier to communicate with others. Meanwhile, speaking is one of the most common activities, and it can be learned by everyone from children to adults. It helps in the learning of English, especially in terms of speaking abilities.

When students are learning English, it is important that they speak in order to improve their ability to apply the language (Leong & Ahmadi, 2017:36). Learning speaking abilities means not just understanding the components of speaking but also learning how to communicate. This allows students to comprehend the structure of language as well as how to use it to communicate with others. Learning a language means studying language forms grammatically and semantically. On the other hand, learn how to speak means learning something new in terms of students' attempts to understand speech patterns and psychological issues. Learning how to speak may need

intense attention. Students should not only understand the patterns, but also have an idea of what they will speak about in order to improve their speaking skills.

Brown (2001:113) states that the purpose of speaking is to enable students to use English in short conversations, gather information, ask or answer questions fluently and acceptable in everyday contexts. This means, when speaking students can create a meaningful context for transactional and interactional purposes by using correct pronunciation, grammar, and vocabulary. Speaking is also used to share information among people, to negotiate, to solve problems, etc. This means that students are expected to be able to produce some of the languages they have learned. Speaking is used by people almost all the time to interact with other people. Speaking is a part of everyday life that we take for granted (Thornbury, 2005: 1). As a result, it is an important skill for students to learn when studying English.

Learning speaking skills means not only learning about the language but also learning how to communicate effectively. However, many students could not communicate effectively in English both in class and in real life because English is not their first language. It is also rarely used in daily activities to interact with others. They are not used to speaking English inside and outside the classroom. On the other hand, students have to be in a situation where they have to speak English in order to be successful in learning to speak. Furthermore, students must have the ability to speak from within. In other words, various factors affect students' ability to learn to speak. Based on Rahayu (2021), motivation influences students' attitudes and pushes them to learn English and practice a speaking skill. Therefore, motivation is one of the factors that influences students' ability to learn to speak.

Motivation plays an important role in the learning process because students who are motivated to study will find learning activities more enjoyable and will understand the material more quickly. It also makes students more active in class. When people or students are motivated to learn, they usually do so casually to satisfy curiosity rather than to achieve the goal of developing their knowledge or skills. Motivation is a student's energy that comes from inside or outside that drives him to do something. According to Hermer (2001), in the discussion of motivation, an acceptable distinction is made between extrinsic motivation and intrinsic motivation, namely motivation that comes from outside and from inside. Extrinsic motivation plays a role when individuals take action to capture a desired reward or to avoid punishment or social shame. In contrast, behaviour that is triggered by self-interest or pure pleasure is called intrinsic motivation. Finally, motivation in achieving goals tends to occur if a person is motivated in himself (Brophy, 2004:12). In fact, motivated students do everything that supports their performance. They do their best to get the best results. Therefore, motivation is a desire that comes from within a person where the learning process will determine success in speaking.

However, each student has a different perception of speaking. Speaking is not perceived in the same way by all students. The most of students believe that learning to speak is a difficult subject. There are many factors that cause students to have difficulty in learning to speak. Students usually lack self-confidence because of feelings of shame. Both in class and at home, students rarely practice speaking English. They prefer to speak in their native language rather than English since it is easier for them to express themselves and communicate with others. This occurs because they

are not used to communicating in English in their daily lives. This causes many students to have a lack of vocabulary that makes them do not know what they want to say in English when taking speaking lessons. Lack of pronunciation is also the cause of students not being able to speak fluently. When students want to say something to people in English, they frequently complain that they are unable to think and find the appropriate words to make sentences.

Based on the explanation above about students' perceptions of speaking, it is assumed that many students have low motivation in learning to speak. In reality, each student's motivation for learning to speak is different. Some students are highly motivated. Students who have high motivation in speaking will encourage themselves to speak up. They will overcome the challenges that come their way with inner strength. Furthermore, motivated students frequently achieve greater results since motivation affects their performance. They will be the most successful students in the class. Ormrod (2009:59) states that on the contrary, students who are low motivated will have little interest in the subject and tend to have difficulty in learning activities. Unfortunately, most students still have low motivation in learning to speak.

In accordance with explanation above, previous theories about students' learning motivation with their speaking ability have convinced researcher that speaking skills exist when students have their own motivation first. In addition, based on the background above, the researcher wants to know about the significant relationship between students' motivation and their speaking ability. The researcher would not examine more deeply the causes of why students have low or high motivation and speaking skills. This research only focusses on finding the correlation between

motivation and speaking ability of the students. Therefore, researcher is interested in conducting a study entitled “The Correlation between Motivation and Speaking Ability of the Eighth Grade Students of SMPN 2 Kuta Utara in Academic Year 2022/2023”.

1.2 Research Problem

The most important aspect of conducting research is determining the research problem. A scientific investigation begins with a problem that must be solved by the implementation of science methods. Furthermore, based on what has been discussed in the background, the scientific method is predicted to solve the problem. Motivation and speaking performance are two critical factors that attracted the researcher to conduct this study. Therefore, the research problem in this present study can be formulated in the form of question as follows: is there any significant correlation between motivation and speaking ability of the eighth grade students of SMPN 2 Kuta Utara in academic year 2022/2023?

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1.3 Objective of The Study

The research objective describes briefly what the research is trying to achieve. Furthermore, the research objectives must be compatible with the background and research problems that have been identified for the study. The purpose of the study's scientific investigation is to find a scientific solution to answer the research problem that has been formulated previously. The present study is much related to scientific investigation. In line with the problem which has been formulated above, the objective of this study is to find whether or not there is any significant correlation between

motivation and speaking ability of the eighth grade students of SMPN 2 Kuta Utara in academic year 2022/2023.

1.4 Limitation of The Study

The limitation of the study is important in making a discussion of the research problem clearer and more specific. It is crucial to clarify the problem in order to avoid misunderstandings. In the present study, the research is focus on investigating the correlation between motivation and speaking ability of the eighth grade students of SMPN 2 Kuta Utara in academic year 2022/2023. Motivation in this study is limited to seven aspects which are considered as the important aspects of motivated learners such as positive task orientation, ego-involvement, need for achievement, high aspiration, goal orientation, perseverance, and tolerance of ambiguity. Besides, speaking ability in this study is limited on the students' ability to construct and perform a descriptive monologue which describing picture about public figures. They are asked to record their monologue and send it via WhatsApp, and their performance is scored based on five aspects of speaking adapted from Brown (2004): pronunciation, vocabulary, fluency, comprehension, and grammar.

1.5 Significance of the Study

The significance of the expected research findings is one of the practical considerations that is taken into account when conducting the present study. Furthermore, the significance of the study is important in conducting research. Besides, scientific research is mainly intended to provide significance. The present study is

concerned with students' motivation and their speaking ability. The focus of this research was to find a significant correlation between the research variables. The results of this study are expected to get both theoretical and practical significance in the area of research. The following are the theoretical and practical significance of the present research findings. The theoretical and practical of the present research findings could be presented as the following.

Theoretically, the results of the study are expected to be able to distribute and contribute to understanding for researchers who are learning how to do research for the first time. Furthermore, the findings are expected to support up the theoretical findings of the existing correlation theory, particularly in the section on the correlation between motivation and speaking ability. Additionally, the researcher expects that the findings of this study will be useful in future research or become empirical results or serve as a reference for other researchers who will conduct research with the same topic. In short, the researcher hopes that this research will be useful for other researchers in filling out the necessary aspects, such as theoretical and empirical references.

Practically, the results are expected to be useful for English teachers, students, and other researchers. For the teachers, this research is expected to reveal the teaching speaking outcomes, specifically for English teachers. Furthermore, the research is expected to provide practical and factual information that can be applied to improve the results of students in SMPN 2 Kuta Utara. For students, this research is expected to aid them in resolving their problems, particularly in speaking, by providing better teaching and learning strategies. For the other researchers, this study is expected to become a reference that will support future researchers in improving and developing

their research on the correlation between the research variables of student motivation and speaking ability.

1.6 Definition of the Key Terms

The researcher provides a clear operational definition of the terms used in the present study to avoid misunderstanding and confusion among the readers in understanding this research study. The operational definition can be used as a reference in limiting the complexity of this research. The researcher defines the following terms of the present study as follows: students' motivation and speaking ability.

1. Motivation

In this study, motivation is defined as a desire that arises from inside or outside the students of SMPN 2 Kuta Utara in the academic year 2022/2023 to do something. It consists of seven aspects namely positive task orientation, ego-involvement, need for achievement, high aspiration, goal orientation, perseverance, and tolerance of ambiguity.

2. Speaking Ability

Speaking ability is operationally defined as the ability of the eighth grade students of SMPN 2 Kuta Utara in performing a short descriptive monologue that describes one of the eight pictures of public figures and their performance is scored based on pronunciation, vocabulary, fluency, comprehension, and grammar.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review is a collection of expert-developed concepts and phrases that are used and essential in the present study. Therefore, scientific research should be conducted on the basis of a relevant theoretical construct. A scientific study should be based on the discussion of the related literature to contribute practical significance to the research that is conducted. The related theories would contain relevant information on the chosen field of research. Based on a profound study of the topic's theoretical basis, the scientific study would be undertaken. The theoretical review in this study concerns involving the theory that supports the present study rather than its practical application. Besides, the relevant theories taken from some sources to support the underlying theories are concisely conducted on a theoretical basis: motivation and speaking ability.

2.1.1 Motivation

Motivation is one of the important factors in learning. Students can succeed at anything if they are motivated. However, without motivation, the students are difficult to achieve their goals in learning. Since the students are motivated to learn, it can make the learning process more effective. Motivation may be defined as an inner power or desire that pushes students forward and forces them to take action in order to achieve

their goals. It can be from inside or from outside of the student. Motivation is an internal drive that pushes someone to do activities in order to achieve a goal (Harmer, 2007:98).

According to Dornyei (2001:7), motivation is responsible for why people decide to do something, how long they will sustain the activity, and how hard they will pursue it. The motivation here is students' learning motivation in speaking. As it is known that there are two types of motivation that affect students' willingness to learn English especially in employing speaking skills, namely intrinsic motivation and extrinsic motivation. Both types of motivation have a significant impact on students' learning, especially on their speaking ability. As students will be easier to elaborate their ideas, or opinions when they have strong motivation either inside or outside of themselves.

According to Brown (2004), students are motivated by perceived value (reward), and they may be unmotivated in learning a foreign language because they fail to see the rewards, connect learning to only superficial needs, and see no possibility of a social context in which the skill is beneficial. Therefore, each person is motivated differently and will respond to their environment in different ways. Dornyei (2001) adds that the motivation of the teacher has a significant impact on the motivation of students, which affects their learning achievement. The role of the teacher in motivating students becomes the first step in determining what students will receive in the future. It indicates that a student's achievement might be good or bad depending on the motivation of their teacher.

Dealing with motivation, Brown (2001: 72) classifies the definition of motivation into two categories, based on the schools of psychology. They are

behaviourist definition and cognitive definition. The behaviourist definition focuses on the role of rewards and punishments in motivating behaviour. By giving rewards and punishments to students, they can increase their motivation in the learning process. However, a teacher should carefully select the rewards or punishments that can be given to students in order to make sure that they can help students in improving their learning efficiency. While, the cognitive definition focuses on how the individual conscious attitude, thought, interpretation, and beliefs of events influence the behaviour, and that is how the action is transformed by a mental process. It can be said that person's beliefs are influenced their behaviour. In the teaching and learning process, students is motivated to learn when they believe that what they do is important for their life.

Motivation can be personal characteristics, interest in something, sports, or social activities. It is not only come from about in one way. Stipek (2002) in Slavin (2009:317) states that motivation to do something can come about in many ways. However, it can come from intrinsic characteristics and extrinsic characteristics to a task. The intrinsic characteristic of a task is something that has to do with its nature on doing a task. On the other hand, extrinsic characteristic to a task is something that given by the outsider to engage the students to do the task such as reward and punishment on their performance.

According to Schunk et al. (2014:276), there are two types of motivations. He divides motivation into intrinsic and extrinsic motivation. Intrinsic motivation is the tendency to engage in a task because a person finds it interesting and enjoyable. A student with more intrinsic motivation tends to persist at difficult problems and learn

from mistakes. They are bolder to take a risk when they want to try something new in the learning process (Walker, Greene & Mansell, 2006). The students with intrinsic motivation will take their chance to learn and find their interest in what they learn. It means intrinsic motivation is the motivation that comes from within individuals themselves and influences them to do something by themselves, making some efforts to achieve their goal. If the students have intrinsic motivation, they will more enjoy while teaching and learning process. Students with higher intrinsic motivation is doing better classroom activity because they enjoy learning the material.

On the other hand, Schunk (2012:389) states that extrinsic motivation involves engaging in an activity for reasons external to the task. Extrinsic motivation is defined as a willingness to participate in an activity as a means to an end. Their desire arises when they want to reach their goal because it is influenced by various factors outside of themselves. Students who have extrinsic motivation are motivated by their environment. Extrinsically motivated students engage in activities that provide them with rewards. The task itself is peripheral, and there is little or no enthusiasm to accomplish it. Extrinsic motivation causes someone to do something in order to achieve something else. In other terms, it's a way of obtaining something. Motivation is caused by external incentives such as rewards and punishment. Biggs (2002:61), states that extrinsic motivation is a standing temptation to students to adopt a surface approach. The students concentrate on their own performance and the value or the importance that they attach on the outcome. Extrinsic motivation is stimulated not by the process itself but by what can be gained from doing the action. Individuals who are extrinsically motivated work on tasks because they believe that participation will result in desirable

outcomes such as a reward, teacher praise, or avoiding punishment (Schunk et al., 2014:276).

In order to investigate students who are motivated to learn, it should be measured by scientific aspects. Thus, there are seven characteristics of motivated students based on Naiman et al. in Ur (1996: 275) as follows:

1. Positive task orientation: the learner is willing to tackle tasks and challenges, and has confidence in his or her success;
2. Ego-involvement: the learner finds it important to succeed in learning in order to maintain and promote his or her own (positive) self-image;
3. Need for achievement: the learner has a need to achieve, to overcome difficulties, and succeed in what he or she sets out to do;
4. High aspiration: the learner is ambitious, goes for demanding challenges, high proficiency, top grades;
5. Goal orientation: the learner is very aware of the goal of learning, or of specific learning activities, and directs his or her efforts towards achieving them;
6. Perseverance: the learner consistently invests a high level of effort in learning, and is not discouraged by setbacks or apparent lack of progress;
7. Tolerance of ambiguity: the learner is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion; he or she can live with these patiently, in the confidence that understanding will come later.

From the definition above, the researcher can conclude that motivation is really important for students in learning. This gives a desire and forces students to do something in order to achieve their learning goals. It also makes students study

hard and it's not easy to give up on learning a second language, especially in speaking. Students' motivation can arise from the inside or outside themselves, and it is influenced by their attitude toward the language, the learning task, and the language community. In this research, the researcher will focus on the characteristics of students' motivation based on Naiman et al. in Ur (1996: 275).

2.1.2 Speaking ability

Speaking is one of the most important abilities that students must master when learning English. According to Brown (2007:172), speaking is an interactive activity that involves the production, receiving, and processing of information. Speaking allows people to communicate and share information with others. In other words, speaking is an activity of delivering messages between speakers and listeners (Richards, 2006). Another opinion comes from Pollard (2008:33) which states that when someone considers speaking, everything includes; ideas, language, reasons for what to say, how to use grammar, vocabulary, and pronunciation and listening to react to people with whom they are communicating. Speaking is an important part of learning and teaching a foreign language. On the other hand, speaking should be taught with the goal of improving students' ability to communicate in foreign languages, as this is the only way they will be able to express themselves and learn in any communicative situation.

Speaking is an active language that allows the learner to communicate with other learners through monologue or short conversations (dialogue). Speaking ability is one of the most difficult qualities for students to master (Pollard, 2008:28). Basically, this fact is not surprising when the students consider everything involved if they want

to speak, such as ideas, what to say, language, how to use grammar and vocabulary, and pronunciation. Besides, the students often feel difficult to employ a foreign language because they lack motivation to practice foreign language daily. Most students who learn a foreign language state know how difficult speaking is. According to Harmer (2007:343), if students want to speak fluently in English on a daily routine, they must accurately pronounce phonemes, apply intonation patterns, and speak correctly. To become a good speaker, English learners need to master the entire components, such as grammar, vocabulary, comprehension, fluency, and pronunciation. Students must also understand to use the correct intonation and stress to avoid misunderstandings when speaking. Therefore, it is important to provide students with as many opportunities as possible to speak in a supportive speaking skill environment where they can practice their talents.

Speaking English is difficult for students in learning a second language. Many factors are influencing their speaking ability in learning a second language. The students are difficult because they should master all aspects of speaking, which are all interconnected. Speaking might be considered successful if the speakers have fulfilled the elements which affect speaking ability. Therefore, the students have to master vocabulary for basic daily conversation, have good fluency so that their speaking runs smoothly, and have a good understanding of grammar in order to build comprehensible expressions. According to Brown (2004), there are six components of speaking skills that are important to consider; they are pronunciation, grammar, vocabulary, fluency, comprehension, and task. In this research, the researcher used five of them to reference the aspects of the scoring rubric. They are as follows:

1. Fluency

Students are expected to speak fluently when given the opportunity. Fluency refers to the ability of speakers to communicate quickly, accurately, and naturally without causing audiences to misunderstand them. In addition, fluency is the ability to speak easily, smoothly, and expressively. It is crucial since it will help them to communicate with native speakers and avoid misunderstandings. Pollard (2008:16) states that teachers should allow students to express themselves freely without interruption in measuring fluency aspects. This means that in order to improve their fluency, students should practice speaking naturally without interruption.

2. Comprehension

According to Brassell and Rasinski (2008:16), comprehension is the ability to get or understand ideas with the mind. Another meaning is that comprehension refers to a student's ability to understand what is being said. Comprehension requires that the speaker speaks without frequently repeating the word or information. Comprehension is the ability to perceive and process long stretches of conversation, as well as to build representations of the meaning of sentences. Therefore, it can be concluded that comprehension refers to the speakers' understanding of what they are saying to the listeners in order to avoid misunderstanding information, as well as its purpose of allowing the listeners to easily receive the information from the speakers.

3. Grammar

Grammar is the system of rules that regulate the order and relationship of words in a phrase (Brown, 2000:362). In the other definition, grammar is the structure of English. Meanwhile, Richards (2006) explains that using correct grammar is one of the skills involved in using speaking as a performance. Grammar is primarily used in formal situations. The purpose of grammar is to organize the meaning of phrases so that there are no misunderstandings between the speakers. However, as learners of the second language, grammar should be mastered since it helps students to speak structurally.

4. Vocabulary

Vocabulary is essential for the successful use of a second language. Using good vocabulary is an ability that allows us to use the structures and functions we may have learned for clear communication. It can be said that the power of words is one factor in effective communication. Vocabulary is defined as the appropriate diction or the most important thing in a language, especially while speaking. Knowing a wide variety of vocabularies also makes it simpler to express our thoughts, feelings, and ideas both in oral and written form. In spoken language, the vocabulary tends to be familiar and every day (Turk, 2003:87). This indicates that in order to understand spoken language or speaking, the vocabulary must be well-known and employed in everyday conversation. Vocabulary is the basic element of learning a language. Students need to know words, their meaning, how they are spelled, and how they are pronounced. Thus, when teaching vocabulary, the

teachers have to make sure that they explain the meaning as well as spelling and pronunciation of words.

5. Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It indicates that even though the students' vocabulary and grammar are poor, they can still communicate clearly when they use clear pronunciation and intonation. Pronunciation refers to the use of words in a conventional or customary utterance. According to Burns (2003:5), pronunciation is the meaningful perception and production of a language's sounds and how they affect the listener. Pronunciation involves features at the segmental (micro) level and the supra-segmental (macro) level. At the supra-segmental level, linking, intonation, and emphasis are crucial components of good pronunciation. Furthermore, according to Broughton de et al. (2003:48), teaching pronunciation involves developing two interconnected skills: producing fluency in the spoken language and understanding or understanding the flow of speech. It can be concluded that pronunciation involves a wide range of factors, including articulation, rhythm, intonation, and phrasing, and also gesture, body language, and eye contact.

From the definition above, the researcher can conclude that speaking is a part of English skill that plays a vital role in learning English. Speaking is a way to interact with other people. Students may face difficulties in learning to speak. It is because speaking has some aspects which are related to each other. If the students master only one aspect, the researcher believes that they will unable to speak well. According to

that statement, students must understand the characteristics of speaking first, in order to master speaking ability. In the present study, the researcher only focused on five aspects of speaking: pronunciation, vocabulary, fluency, comprehension and grammar which is stated by Brown (2004:172) in scoring their speaking ability, especially in performing a descriptive monologue about public figures.

2.2 Empirical Review

Empirical review is a review of relevant researchers that have been carried out where a review of previous researchers relevant to this study. Empirical evidence can help the researchers avoid unintentional replication of previous research results and clarify as well as define the research concepts. In conducting this research, the researcher wanted to know the correlation between students' motivation and their speaking ability. The researcher used these studies as a basis for consideration to conduct the present study. The empirical review is presented as follows:

The first research was conducted by Marselena (2019) entitled "The Correlation Between Students' Motivation and Their Speaking Ability at the First Semester of the Eleventh Grade of SMA PGRI 1 Talang Padang in the Academic Year of 2018/2019". The objective of this study was to know whether there is a significant correlation between students' motivation and their speaking ability. In general, this research found that there is a significant correlation between students' motivation (X variable) and their speaking ability (Y variable). Another research was conducted by Sari (2021) entitled "The Correlation Between Motivation and Speaking Skill of the Eighth Grade Students of SMPN 1 Ubud in Academic Year 2020/2021". The objective

of the study is to figure out whether there is significant correlation between motivation and speaking skills of the students. This study also found that there is a significant correlation between students' motivation and their speaking skill.

Based on the result data, the study that was conducted by Marselena (2019), the strength of the previous study was in its research findings. The previous research findings showed that there was a significant correlation between two variables; those were students' motivation and speaking ability. The previous research had also conveyed the data clearly. However, the weakness of the previous study is the researcher did not give the clear information before doing the speaking test. Whereas, instructions become the most important ways to give a test because it will help students to clearly understand what they should do and avoid misunderstanding. The students only asked to make the conversation about asking and giving opinion about the topic given by the researcher without any information about the length of the conversation they should made. They were also should made the conversation with their pair without any information about the duration to think and make the conversation about the topic. The researcher believed that mentioning the clear information can avoid misunderstanding.

On the other hand, in the study that was conducted by Sari (2021), the strength of the study was in the finding of the study. It was found that there is a significant correlation between the students' motivation (X variable) and their speaking skill (Y variable) which the result of correlation is 0.879. This shows that the correlation gravity is at a very high level. However, the weakness of the study is in instructing the speaking test. The researcher did not give clear information about the time for performing their

performance and the criteria that would be assess in their speaking test. In which, mentioning the time allotment and the criteria to be assessed is crucial so that the students could perform their speaking test well. Therefore, in this present study, the researcher provides a time allotment and clear instructions to perform the monologue. In addition, they are also given the clear information before delivering the speaking test and the questionnaire.

2.3 Hypothesis

Hypothesis is defined as a tentative solution to the problem (Singh, 2006:54). This present study using a hypothesis to find a prediction about the correlation between motivation and their speaking ability among the eighth grade students of SMP Negeri 2 Kuta Utara academic year 2022/2023. Based on the previous theoretical and empirical reviews, the researcher assumes there is a positive and significant correlation between motivation and their speaking ability among the eighth grade students of SMP Negeri 2 Kuta Utara in the academic year 2022/2023.

