

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking is kind of productive skill that has an important role in communication and speaking is one of the language skills that has to be mastered by students to be able to communicate in English well. In teaching-learning programs, speaking is really important to be taught and learned because speaking a basic function of language use of communication, which becomes a medium of language learning. Brown (2007:172) states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing the information. Speaking involves interaction with one or more participants (Harmer, 2001:271). It means that they should be active in sharing ideas under topic. In this era, speaking is used by people almost every time to interact with others. Speaking is also defined as the ability to express ideas or information orally, coherently, fluently, and appropriately. It means the students are able to give a meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar, and vocabulary.

To most people, mastering the art of speaking is the most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language. For this reason, consequently speaking skill has been instructed in every level of 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 actually 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 not only learning about the language itself but also learning about how to speak in real communication (Dewi, 2021:2). However, many college students nonetheless cannot use English withinside the school room and in actual lifestyles context. It is because English is not always their mother tongue, it is far hardly ever utilized in each day sports to have interaction with others. They are not accustomed to using English neither in the classroom nor outside the classroom. On the other hand, actually, to be successful in learning to speak, students should be in a situation in which they are willing to speak in English. Besides, students also should have strength from insider to speak up. There are many factors that can affect students in learning speaking. One of the factors that affects speaking is the motivation.

Shams (2008:120) states motivation seems having an important role in developing students' speaking skills. It will give them strength in learning to speak. Without such motivation, the learners will almost certainly fail to make the necessary effort. Motivation plays a significant role in the process of learning a language. Intrinsic motivation has appeared from students' personal such as their comfort, happiness, and interest. Successful learners know their preferences, strengths, and weakness. Successful language learning is linked to the learners' passion. In particular, students' motivation is important in the development of speaking skill.

Motivation is a term for explaining success and failure or virtually any complex task (Brown, 2008:115). It is easy in language learning to claim that a learner will be more successful with the proper motivation. Every student has a different perception of speaking. Not all students perceive speaking in the same way or feeling. Most of the students assumed that speaking is a subject that is hard to be learned. There are many factors that cause the students to get problems in learning speaking. Moreover, motivated students often get the better result because motivation will improve their performance. Ormrod (2009:59) states that in contrast, low motivated students will have little interest in the subject and tend to have difficulty in learning activity.

All students have different motivations in learning to speak. Some students really like that it will encourage themselves to speak. They will be the most successful students. On the other hand, students with low motivation will have little interest in the subject and tend to have difficulty in learning to speak. Based on the explanation above and several previous studies, the researcher is interested in identifying students' motivation in learning English by trying to find the correlation with speaking ability. Therefore, this study is conducted in order to investigate the correlation between motivation and speaking ability of the eighth-grade students at SMPN 3 Ubud in the academic year of 2022/2023.

1.2 Research Problem

Based on the background of the study above, the researcher identifies the research problem that is formulated as follows: is there any significant correlation between motivation of the eighth-grade students of SMPN 3 Ubud and their

speaking ability in academic year 2022/2023?

1.3 Objective of the Study

The objective of the study is aim at solving and answering the research problem that is formulated for the study. Based on the background study that have been explained above, the objective of the study is to investigate the correlation between motivation of the eighth-grade students of SMPN 3 Ubud and their speaking ability in Academic Year 2022/2023.

1.4 Limitation of the Study

Based on the objective of the study, in order to make a clear discussion about this topic, and to avoid the study being too broad, the present research is limited on figuring out the correlation between motivation and speaking ability of eighth-grade students of SMPN 3 Ubud in the academic year 2022/2023. The motivation aspects were focused on extrinsic and intrinsic motivation. Besides, for the speaking was focused on describing picture about tourism object.

1.5 Significance of the Study

Theoretically, this research is expected to contribute further to support the findings of subsequent research, that speaking skill is an important role in communicating. Practically, the findings of this present study are expected as feedback to English language teachers, or as an alternative way of teaching speaking of the eighth-grade students of SMPN 3 Ubud to take the effective of category the students' motivation in learning speaking. Furthermore, the result of

this study is expected to be useful for teachers, students, and the next researchers.

For the teachers, this study is expected to be useful for them as it gives information about the correlation between students' motivation in learning speaking and their speaking ability. As for the students, this research is expected to give the students an illustration about the correlation between their motivation and speaking ability so that they become more aware and be more motivated to learn. This study is also expected to be beneficial for the next researchers, as it can give information for further research that decides to do the research in different school.

1.6 Definition of Key Term

In order to clarify the key terms used in this study, the definition of each of them is presented as follows.

1.6.1 Motivation

Motivation in this research is the eighth grade students of SMP Negeri 3 Ubud in the academic year of 2022/2023 desire in contributing to the learning process of speaking. It is simply their interest or passion, need, and willingness in learning speaking. Further, the research about the external influences that affect their motivation in learning speaking such as their environment, reward, and punishment.

1.6.2 Speaking Ability

Speaking ability in this research means the skill of the eighth-grade students of SMP Negeri 3 Ubud in the academic year of 2022/2023 in describing pictures about tourism object. Students have to choose one picture that has been provided.

In describing their descriptive monologue, they have to focus on fluency, comprehension and grammar.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review of several theories related to research. This theoretical review aims to support and build this research to be more assertive and based on facts. Therefore, a theoretical review was used to support and build on this research. Furthermore, the researcher provides several definitions and explanations from experts who can support this research to show relevant theories and concepts for this research. This chapter presents motivation, and speaking skills which are an important part of the theoretical review that can support this research.

2.1.1 Students' Motivation

Motivation is very important in everything we will do. It is powerful for us to get the best in doing something. Moreover, in the teaching and learning process, motivation is really needed. Motivation makes teaching and learning easier and more interesting. According to Santrock (2004:417), motivation is the process that can give one power and direction to sustain a certain behavior. It means that motivation is the process in which pushes and shows students to do something and keep on the activity continuously. Motivated students will feel eager to achieve what they want to accomplish strong desire.

Shams (2008) in Istianti (2013:1) states that motivation seems having an important role in developing students' speaking skills. Moreover, motivation is an

instate that arouses us to action, pushes us in a particular direction, and keeps engaged in certain activities. It seems to be the case that we receive a goal that is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach the goal. To sum up, the strength of that motivation will depend on how much value the individual places on the outcome they wish to achieve so that they really get it.

According to Brown (2000:161), a constructivist view of motivation places even further emphasis on social context as well as individual personal choices. Motivation is energies behavior. It attempts to explain the amount of effort or energy and an individual puts into a task. The motivation was found to be a central mediator in the prediction of language achievement. Richards and Schmidt (2002:343) define motivation as the driving force in any situation that leads to action. Motivation has been linked to students' eagerness to keep learning. Motivation also can be defined as something that energizes and directs behavior. It is an inner state that activates or moves individuals, without motivations, there would be no purposive, organized behavior by the individual either at work or elsewhere.

Harmer (2007:271) says that motivation is some kind of internal drive that pushes someone to do things in order to achieve something. Motivation could be defined as a power that involves desire, effort, and enjoyment which gives someone energy to do something or move toward an and or goal. Nowadays, motivation plays an important role for students to achieve their goals in learning. As Ormrod (2009:97) stated that motivation leads to increase the effort and energy in pursuit of those goals.

Therefore, motivation is defined by three components: desire to achieve a

goal, effort extended in this direction and satisfaction worth the task. According to Lestari et al. (2019:146), student motivation is an important part of the teaching and learning process, it has a great influence on students to learn encourage themselves in learning to meet their needs, goals, and his interest. The teaching and learning process can also motivate students to encourage and support them in their learning. So that it can help them to achieve their goals, especially in learning to speak.

Motivation is defined as the engine that powers someone to achieve some goals (Anjomshoa & Sadighi, 2015: 126). It provokes a decision to act and reinforces the learning process (Menggo, 2018: 74). Motivation has a crucial role in the process of learning a language, particularly a second or foreign language, as it can encourage someone to learn the skills of the language more rapidly and effectively. In the same sense, Ferstephanie and Pratiwi (2021: 164) also suggest that motivation fuels students to give more effort to learning and invest themselves to obtain knowledge and the necessary skills in learning a second or foreign language.

Motivation has been widely accepted as one of the key factors that influence success in second or foreign language learning (Ng & Ng, 2015: 98). It is because it works as a stimulant that encourages students to achieve a specific target. Ferstephanie and Pratiwi (2021: 164) also describes motivation as a mental engine that provides the primary momentum to initiate language learning, as it includes efforts, will, and task-enjoyment. Therefore, without sufficient motivation, students' English skills or abilities cannot be developed and even individuals with remarkable abilities cannot also accomplish long-term goals.

2.1.2 Speaking Ability

Speaking is one of the main skills that have to be mastered by students in learning English. Brown (2007:172) states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Another opinion comes from Pollard (2008:33) who states that when it comes to speaking, everything is included; ideas, language, reason what to say, how to use grammar, vocabulary, and pronunciation as well as listening to reacting to the person they are communicating with. In learning speaking, students have to master the components of speaking as those influences their speaking ability. There are some components of speaking that are also used for assessing students' speaking ability.

Speaking is a heightened version of the family day to day interaction. People with good English speaking skill will use their skill in all their relations with others naturally. According to Brown (2004:123), the speaking's elements are divided into five parts: pronunciation, grammar, vocabulary, fluency, and comprehension. Those of it would be explained as follows:

2.1.1.1 Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. Pronunciation refers to the traditional or customary utterance of words. Pronunciation refers to the phonological language or meaningful perception and production of sound of that language and how they impact the listener. Pronunciation involves features at the segmental (micro) level and the supra-segmental (macro) level. Linking, intonation, and stress are important features for effective pronunciation at the supra-segmental level. Pronunciation teaching deals

with two interrelated skills or understanding the flow of speech, and production of fluency in the spoken language.

2.1.1.2 Grammar

The study of grammar has long played an important role in the history of second and foreign language teaching. Rutherford in Purpura (2004:1) states that grammar was used to mean the analysis of a language system, and the study of grammar was not just considered an essential feature of language learning but is thought to be sufficient for learners to actually acquire another language. Grammar refers to the set of rules that allows us to combine words in our language into larger units. The grammar of a language is the description of the ways in which words can change their forms and can be combined into a sentence in that language (Harmer, 2007:271). Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator. Moreover, grammar is the study of how words combine to form sentences. Thus, from the statement above can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms.

2.1.1.3 Vocabulary

Vocabulary is essential for successful second language use because, without an extensive vocabulary, the use of the structure and function we may have learned for comprehensible communication is unable to be received. Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies makes people easier to express our ideas, feeling, and thought both in oral or written form. In spoken language, the

vocabulary tends to be familiar and every day. It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse.

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. Vocabulary is the knowledge of the meaning of word. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations.

2.1.1.4 Fluency

Fluency usually refers to the uninterrupted and free expression of spoken language. During the teaching and learning process, if the teacher wants to check the language ability of the student, the teacher will allow the student to express themselves freely without interruption. The goal is to help students speak fluently and easily. Teachers don't correct quickly, but the idea is that too much correction disrupts the flow of the conversation. The role of the teacher in this activity is to ease difficulties in communication (Pollard, 2008:16).

2.1.1.5 Comprehension

Comprehension is the ability to recognize and process speech sequences and express the meaning of sentences. Understanding a second language is difficult to learn because it is not. Must be directly observable and inferred from overt verbal and non-verbal responses, by prosthesis or by teacher's or researcher's intuition. Comprehension refers to the fact that participants fully understand the nature of the

research project, even when procedures are complicated and entail risks. Therefore, in speaking can be concluded that comprehension refers to the speakers' understanding of what are they saying to listeners in order to avoid misunderstanding information, in addition, its function is to make the listeners easily catch the information from the speakers.

2.1.3 The Importance of Motivation in Learning Speaking

Motivation is very important in everything we will do. It is very strong power for us to get the best in do something. Especially in the teaching and learning process, motivation is very important needed. Motivation makes the teaching and learning process easier and interesting. It's good if the teacher and students motivate each other in the learning process teach. Many psychologists provide various definitions of motivation. According to Santrock (2004:417), motivation is a process that energizes, directs, and sustains behavior. This means that motivation is a process that encourages and show students to do something and continue do activities. Motivated students will feel excited to achieve what they want with a strong desire.

Furthermore, Menggo (2018: 71) also suggests that motivation provides the fundamental aspect that the students need to gain success in learning English, which makes it strongly related to their speaking ability. According to Fatimah et al. (2019: 259), students who have greater motivation will be able to respond to the learning situation better since they seek out and maximize the opportunities to learn and practice the language, which enhance their English skills, including their speaking ability. Musa (2019: 105) also states that by having motivation, students

can have clearer learning objectives and consistency in doing learning activities, which creates persistent efforts in achieving the objectives. Therefore, there is a significant connection between the students' learning motivation and their speaking ability.

Intrinsic motivation comes from the students themselves, which involves their psychological aspects, including effort, goal orientation, self-control, self-efficacy, self-esteem, and interest (Putra & Narius, 2017: 312). Extrinsic aspect, on the other hand, comes from the outside of the students which can be from their teacher, parents, or environment. The extrinsic motivation comes in the form of encouragement and reinforcement, engaging teaching method, scaffolding, and supportive environment that motivate the students to learn (Putra & Narius, 2017: 312). Both types of motivation are needed in order to ensure that the students can improve their speaking ability and thus achieve the learning objectives. As what Ng and Ng (2015: 98) suggested, motivations, both intrinsic and extrinsic, are essential factors that assist the students to the success of learning at all stages of their education.

This result was also supported by Fatimah et al. (2019: 262) who affirm that both internal and external motivation are essential for the students to focus and achieve the objectives of the learning process. It is because motivation is the element that makes the students interested in learning and speaking English. It creates an encouraging, fun, and comfortable atmosphere for the students to be willing to speak. Similarly, external and internal motivation that come from outside or inside the students supply them with the strength and courage to speak and practice their speaking ability, which will support their performance and eventually

lead them to get the best result.

Since the students' learning motivation can support their speaking ability, the result led to an implication to the teaching and learning practice. It further suggested the needs to create a teaching and learning process that could motivate the students extrinsically and build their willingness to learn by themselves as the intrinsic factor. As suggested by Ng and Ng (2015: 98), the students themselves and the teachers or parents play an important role in providing and encouraging that motivation in the learning and teaching environment. As all students are motivated differently, it will take some time and a lot of effort to build their enthusiasm for learning.

Considering the students' characteristics who are easily bored and got disinterested in learning English, teachers can apply a fun, interesting learning strategy by the use of English games that not only direct the students to focus in learning but also make them happy during the lesson and thus encourage the emergence of learning motivation from them. The importance for teachers to know the two types of motivation in order to relate to each other and thus be able to create learning activities that can motivate the students the best. This became more important considering the result of the study that showed the slightly higher score for the extrinsic motivation, which suggested that the students' felt slightly more motivated in studying English with the support and encouragement from their teacher, parents, and environment.

2.2 Empirical Review

The empirical review is the relevant research result which has a function to

review the previous research that are relevant to the present study. In addition to the similarities in previous studies, there are also differences between this study and previous research, namely in the number of population, the sample used, the place of research and how to determine the population and sample. The researcher used two previous studies which would be used as a basic consideration to conduct the present study. The researcher stated the strengths and weaknesses of this researcher as follows :

The researcher found similar studies that had been conducted by the previous researcher, the first researcher was conducted by Dewi (2021:2) entitled "The Correlation between Students' Motivation and Speaking Ability at SMPN 3 Mengwi in Academic Year 2020/2021." In this research, there were two tests which were questionnaire for motivation and speaking test for speaking ability. Those tests were already done in 36 samples. As the test that had been conducted, the data was analyzed by using Pearson Product Moment. It got the result was 0.366 that means the correlation of both variables are considered as low correlation. Moreover, the hypothesis (H_a) in this present study was accepted because the result of the T- test was $0.000 < 0.05$. This study found that there was a positive correlation between motivation and speaking ability of the eighth-grade students of SMP Negeri 3 Mengwi in academic year 2020/2021.

Another research was conducted by Bulu (2020:32) entitled "The Correlation between Motivation and Student Speaking Ability at SMA Saraswati 1 Denpasar in Academic Year 2019/2020". The design was correlational research

The sample was 38 students. In collecting the data of this research, the researcher used two instruments which were speaking test for speaking ability and questionnaire for motivation. It got score 3100 for speaking ability and 3159 for motivation. The result showed, when the student had high motivation their speaking ability was good, while when the student had low motivation their speaking ability was not good. According to the result of Pearson Product Moment, it is found that r was 0.670. It shows that there is significant correlation between motivation and speaking ability of the tenth-grade students of SMA Saraswati 1 Denpasar in academic year 2019/2020.

Based on the result data, both studies have already found a correlation between students' motivation and their speaking ability. Those studies also have various theories about those two variables. In delivering the data, those studies have already delivered it clearly. 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 3 Ubud in the academic year 2022/2023. This research used a speaking test to assess students' speaking ability and a questionnaire to get the students' response of motivation.

2.3 Hypothesis

According to Singh (2006:54) hypothesis is defined as a tentative solution to the problem. Hypothesis can be formulated and then tested in this study. 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 SMPN 3 Ubud academic year 2022/2023. The hypothesis is as follows: there is significant correlation between motivation and speaking ability.