

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is used as an international language in the world whether it is first, second, or foreign language. English have four skills in learning foreign language those are listening, speaking, reading and writing. Speaking is one of the effective ways to interact and communicate with people in daily life. People can convey their idea, information, opinion, message and share their feeling. The most important things when speaking is the speakers should be fluent and comprehensible to avoid misunderstanding between speaker and listener. Based on Bailey (2006:3), speaking is the most fundamental of human skills because when the students do consistently, they do not often stop to examine the process involved. Based on this theory, speaking has been known as a productive skill which includes the ability to construct meaning in order to get an understanding but speaking that most of people forget how to once struggled to achieve this ability, that is, most of people have to learn how to do it all over again in a foreign language.

In Indonesia, English is usually taught or studied as the first foreign language for the practical use of everyday communication. People use English for communication especially with foreigners who speak different language. Therefore, English becomes important for the students in communicating with foreigners. Anyone who want to improve speaking skill must have self-awareness, self-motivation, and positive behavior patterns, and must make efforts to avoid communication errors (Turk, 2003). Meanwhile, Wallace et al. (2004:10) stated that students may enjoy speaking about their personal experiences. When the students

are given this opportunity, they can benefit from instruction in the elements of good speaking. Learners can learn to speak like a good speech. Therefore, they can improve their speaking skill. Positive experience in speaking can lead to greater skills and confidence in speaking in front of large group. Moreover, too many people are nervous about speaking, and afraid that they do not speak well.

Motivation are ways to solve problem for the learners in the learning process. Motivation is important because in education it affects the level of the learning of individual and they reflect to their ability whether they learned or not. According to Brophy (2004: 3) motivation is a theoretical construct used to explain the initiation, direction, intensity, and persistence of behavior, especially direction-direction behavior. Students must have high motivation to keep trying to solve the problem in speaking ability. Students who have good motivation will study hard to get achievements.

According to Thornbury (2005:4) who have ability in speaking will be better at sending and receiving information or message to another, students commonly get trouble in speaking. They do not know the meaning and it is because the feel shy, nervous and afraid of making mistakes and they do not know how to pronounce the words. However, in speaking activities there are many factors to make it well, such as motivation. Motivation can be said as an inner to achieve learning activity so the purpose of the subject learning can be maintained in education environment

Based on research Nadya (2021) who conduct research in her thesis for seventh grade of SMPN 7 Mengwi states that motivation and speaking have significant correlation it also in research Krisna (2021) who conduct in her thesis

for eight grade students of SMPN 3 Tampak Siring states that motivation and speaking their have significance correlation.

Based on description above, the researcher is interested in investigating and wants to know more about the significant correlation between motivation and speaking ability. Therefore, the researcher wants to prove the theory above by conducting research at SMK Kertha Wisata Denpasar in academic year 2021/2022, based on statement above, the researcher chose motivation and speaking ability as the variable of the research.

1.2 Research Problem

A scientific investigation begins with a problem. Moreover, formulating a research problem in doing investigation is important and useful for the researcher before doing the research. Based on background of the study above the researcher formulates the problems as follows: is there any significant correlation between students' motivation and Speaking ability of the tenth-grade students' of SMK Kertha Wisata Denpasar Academic Years 2021/2022.

1.3 Objective of the study

The objective that is previously determined is very important in order to direct the research so that it meets the expected findings of carrying out the research. Objective in this study is to find out the correlation between students' motivation and Speaking ability of the tenth-grade students of SMK Kertha Wisata Denpasar Academic Years 2021/2022.

1.4 Limitation of the Study

In conducting this research. The limitation of the study is very important to make discussion about the research problem more specific. In the present study,

the researcher focused on investigating the significant correlation between students' motivation and speaking ability of the tenth-grade of SMK Kertha Wisata Denpasar in academic year 2021/2022. Besides, speaking ability in this study was limited to the ability of the students in constructing and performing a descriptive monologue. Moreover, motivation was focused on positive task orientation, ego-involvement, need for achievement, high aspiration, goal orientation, perseverance and tolerance of ambiguity which are considered as important aspects of motivated learners.

1.5 Significance of the study

The research concerns on investigating the correlation between students' motivation and Speaking ability of the tenth-grade students of SMK Kertha Wisata Denpasar Academic Years 2021/2022. The present study was expected to have significance, theoretical and practical significance. Theoretically, the result of the study was expected to distribute and support the theoretical and empirical outcome of the exiting correlation theory, especially about students' motivation and speaking ability. Moreover, the additional empirical evidence is expected to be used in the future studies or to give more empirical evidence to the existing findings related to the correlation between students' motivation and speaking ability in describe of famous people.

Practically, the result of the study was expected to be beneficial for the English teachers, students and future researchers. For the English teacher can be more creative to teach their students and make them motivated to learn English, without feeling worried or shy to perform their speaking skill. For the students in the foreign language class, should have high confidence in studying English, because when talk about another language, it means start to learn in the beginning.

For the future researchers, this study can be used as a reference and get the motivation to look the similarity topic and try to get problem-solving in any problem in the language class.

1.6 Definition of Key Term

They are two key terms that need to be operationally defined in order to avoid misunderstanding, therefore they are two key terms which are defined namely, motivation and speaking ability:

1. Motivation

Motivation is operationally defined as the factors psychological and it can be support every activity to get a goal of the tenth-grade students of SMK Kertha Wisata Denpasar in Academic Year 2021/2022 in speaking ability. In this study, the researcher focus to research the student through characteristics of motivation namely; on 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 tenth-grade students of Kertha Wisata Denpasar in performing a short descriptive monologue that describes a famous people in Indonesia and their performance is scored based on Brown's criteria: fluency, comprehension and grammar.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review is a review some theories that are focused on the topic. The purpose is to provide information or knowledge towards variables. The theoretical review consists of a theoretical framework which allows the research to present the research in light of a summary of the literature from expert point of view. Furthermore, the theory is to support and build information this study to be more firm and based on fact. This chapter includes three main discussions as follow: theoretical description, empirical review, and hypothesis.

2.1.1 Motivation

Motivation of each person is different but the same thing. students can understand is this motivation makes them move and life. Motivation is part of important things in learning teaching process. It can make learning more fun and interesting because motivation can help students to enjoy the lesson. The students who are motivated will feel comfortable and more focused on the class. As a result, they will become more active while learning. They want to know more, then will get more about what they learn in the end. Motivation has many definitions that should be clearly understood.

According to Schunk et al. (2014:05) motivation is the process whereby goal-directed activities are instigated and stained, which means that it can influence someone to learn a new language. Motivation becomes a direction for someone to do something more fun and easier. Motivation is used to measure goals and also the undertaking to reach the goal. Someone who is motivated will find way which is

easier to do something and be more enthusiastic in achieving the goals they want to be.

Students' motivation is rooted in their subjective experiences, especially those connected to their willingness to engage in lessons and learning activities. Harmer (2001:52) mentions that motivation itself is some kind of internal drive that encourages somebody to pursue action. It seems to be the case that the students. Receive a goal that sufficiently attractive, and they will be strongly motivated to do whatever is necessary to reach the goal. The students who are motivated also perceive short-term goals. Long-term goal may have something to do with their wish to get a better job or to continue their further study in some English-speaking countries.

Theories of Intrinsic motivation involves the internal motivation to do something for its own sake. Intrinsic motivation refers primarily to affective experience enjoyment of the processes involved in an activity. Schunk (2014:276) states that Intrinsic motivation refers to motivation concerned in activities for its own sake. Internal motivation involves motivation to do something for its own desire. This motivation is appeared from ourselves. The students who have intrinsic motivation will study hard and enjoy the learning process because they have desire to do everything from inside themselves.

Ur (1991:275) states that intrinsic motivation is a generalized desire to invest effort in the learning for its own sake. other things that researchers do to increase students' motivation, strategies to increase the likelihood of success in learning activities should have high priority, and as to the questions whether motivation is more or less important than language attitude, motivation is not

measurable, and even language aptitude is apparently much more difficult to assess. In my cases, perhaps it was not a very helpful one in the first place, and the researcher needs to do all to encourage that each will contribute to other. Therefore, the characteristics of motivated students based on Naiman et al. in Ur (1996:275), there are seven characteristics of motivated students, and they can be described as the following elaboration:

1. Positive task orientation. The learner is willing to tackle task 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 set 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 goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them.
6. Perseverance. The learning 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.

Based on explanation above the important role of motivation in learning

process is that motivation can determine whether the learning process failed. In this case, to improve students' speaking ability, they should have a motivation to learn English first. Because, motivation is important factor in teaching or learning process which can make the students do activities in learning process successfully.

2.1.2 Speaking Ability

Speaking is one of the language skills that should be mastered by students. Speaking ability is also essential in speakers' daily life since it can be regarded as the first device chosen by people in expressing their ideas and thought. According Thornbury (2005:1) states that speaking is so much a part of daily life that most of people take it for granted. People use English for communication especially with foreigners who speak different language. Therefore, English becomes important for the students in communicating with foreigners. Meanwhile, Turk (2005:1), states that speaking is productive skill in oral communication speaking is the direct route from one mind to another, and it is the way that usually chosen to ask a question, or given an explanation. Trough speaking, students easy to convey their ideas to other.

Speaking is considered as one of the most demanding of the four skills in English. furthermore, brown (2004:140) states speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill. Which necessarily compromises the reliability and validity of an oral productive test. However, pollard (2008:33) states that when someone to speak, everything is included: ideas, language, reason what to say. Moreover, the students have to consideration, that is how native speakers used language in the context of structure interpersonal exchange in which many factors interact. Additionally, when students speak, the

students combine some aspects in speaking to make their utterances comprehensible and understandable for the listeners. However, speaking a language is especially difficult for foreign language learners because an effective oral communication requires speakers' ability to use language appropriately in social interaction, furthermore, Hamer (2007:343) states that if students want to speak fluently in English in their daily life, the students need to be able to pronounce phonemes correctly, use intonation patterns and speak correctly because it can affect the listener. Therefore, it is very important to how to speak in avoid misunderstanding during the communication.

Speaking can be said successful if the speakers have fulfilled the elements which affect speaking ability. Therefore, students have to master vocabulary for basic daily conversation in order to help them express their thoughts. Moreover, the students should have good fluency so that their speaking runs smoothly. In addition, grammar should be mastered well in order to compose comprehensible expression. In line with that statement, in learning speaking, students have to master the components of speaking as those influence students' speaking ability. In the present study, three of six speaking elements of Brown (2004) were used by the researcher as the aspects of the scoring rubric; fluency, comprehension and grammar.

Based on the explanation all experts 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 exist without speaking. Speaking is the most important element for students when their learning English language. In

the process of learning, not only the teacher that can be placed to provide accurate assessments of student performance, but also students can be extremely effective at monitoring and judging their own language production.

2.2 Empirical Review

Empirical review is about reviewing studies that will conducting by other researcher which may be similar with the present study. Empirical evidence can help the researcher avoid unintentional replication of the previous study results and clarify as well as define the concept of the study. In conducting this study, the researcher wanted to know about the correlation between students' motivation and speaking ability. The researcher used those studies as a basic consideration to conduct the present study. The empirical reviews were presented as follow:

The first relevant study was conducted by Nadya (2021) in her S-1 thesis entitled "The Correlation Between Motivation and Speaking Ability of the Seventh Grade Student at SMPN 7 Mengwi in Academic Year 2020/2021". This research is a correlational research. The population of this study were students of SMPN 7 Mengwi have 128 students and consist four classes in seventh-grade student. In this study the researcher took 32 students as a sample. The sample chosen by using a cluster sampling method. In data collection, the researcher used four steps; interview, observation, speaking test, and questionnaire. Researchers analyzed the data using the statistical analysis. Based on the research results, it can be concluded that there is a significant relationship between Motivation and Speaking Ability of the Seventh Grade Student at SMPN 7 Mengwi.

The second relevant study was conducted by Krisna (2020) in her S-1 thesis entitled " "The Correlation Between Motivation and Speaking Skill of the Eight

Grade Students of SMPN 3 Tampak Siring in Academic Year 2020/2021". The population of this research was all of the Eight grade students of SMPN 3 Tampak Siring, there are 20 classes of the Eighth grade students and the researcher choose three classes, the total of the sample were 96. In this study used cluster sampling to conduct the research. In data collection the researcher distributed the questionnaire and administrated a descriptive monologue. Researcher analyzed the data used statistical data analysis and data analysis was done using the coefficient correlation of Person Product Moment Technique.

The strength of the first research, the theory was good and clear and the researcher can show a significant correlation between the two variables which are motivation and speaking. However, the research provided the scoring rubric without any detail specification in content criteria. Thus, it made the students confused. The strength of the second research, the researcher have provided theories about motivation and speaking from expert to support their statements, give clear instruction about the steps to get data collection and managed to find a positive correlation between two variables. Furthermore, the research is not well in many paragraphs.

2.3 Hypothesis

A hypothesis is temporary answer about statements of the problem. Hypothesis that will be tasted is names work alternative (H_a) whereas, the opposite is null hypothesis (H_o). It is assumed that there is the correlation between student motivation and Speaking ability of the tenth-grade students of SMK Kertha Wisata Denpasar Academic Years 2021/2022. In this thesis, the researcher would like to formulate the hypothesis as follows:

1. Null hypothesis (H_0)

Null hypothesis there is a negative correlation students' motivation and Speaking ability of the tenth-grade students of SMK Kertha Wisata Denpasar Academic Years 2021/2022

2. Alternative hypothesis (H_a)

Alternative hypothesis there is a positive correlation students' motivation and speaking ability of the tenth-grade students of SMK Kertha Wisata Denpasar Academic Years 2021/2022.

