

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is an international language that is often used to communicate between nations. Mastery of English is one of the factors determining the quality of human resources today. English indirectly has a strong position in the world of education. Therefore, almost most of science and technology in any field is written in English. Therefore, mastery of English is considered important in the application and development of science, technology and arts and culture between nations (Alfarisy, 2021). Providing English lessons is considered to be able to provide educational needs that can equip students to master English as an international language. The high level of competition and along with the demands of the world of work, globalization and competition, mastery of English is absolutely necessary. In formal education, especially universities, English learning aims to equip students to be able to communicate actively, and have the ability to speak English both orally and in writing. Teaching English refers to four basic skills or abilities such as listening, speaking, reading and writing. Apart from that, there are three language elements that play an important role in supporting these four skills, namely grammar, vocabulary and pronunciation (Kurniawati, 2015).

Speaking is a linguistic ability that the majority of students aim to enhance as swiftly as they can. In the past, it was the only language skill that was difficult to practice online. This is no longer the case. English students can practice speaking online using voice and video dialogues. They can also record and upload their

voices for others to listen to. Communication ability is the main goal of foreign language teaching. This means that students must be able to master productive skills, such as speaking skills. According to Brudden "Speaking is an activity carried out by a person to communicate with other people in order to express ideas, feelings and opinions to achieve a certain goal." (Brudden, 1995). Speaking language has many benefits, especially for communication, through communication researchers can gain knowledge, have good relationships with other people, share ideas and expressions with others.

Student motivation is an important part of the teaching and learning process (Lestari, 2019). It has a big influence on students to encourage themselves in learning to meet their needs, goals and interests. The teaching and learning process can also provide motivation to students to encourage and support them in learning. It can help them to achieve their goals, especially in learning to speak. Motivation is very important in everything we do. It is a very strong force for us to get the best in doing something. Especially in the teaching and learning process, motivation is really needed. Motivation makes the teaching and learning process easier and more interesting. It is very good if teachers and students motivate each other in the teaching and learning process. Many psychologists provide various definitions of motivation. According to Santrock (2004), motivation is a process that energizes, directs and sustains behavior. This means that motivation is a process that encourages and shows students to do something and continue carrying out activities. Motivated students will feel enthusiastic about achieving what they want with a strong desire.

Motivation has an important role in the teaching and learning process. Students who have higher motivation will have better opportunities to achieve in their learning activities compared to students who have low motivation. Harmer states that motivation is a student's energy that comes from within himself to encourage himself to do activities (Harmer, 1991). Harmer states that motivation is important in learning to achieve something. This is a process that directs students to activities to achieve goals. The role of motivation in speaking skills is that motivation can be an inner driver to achieve learning activities. So that the learning objectives of the subject can be maintained in the educational environment. Motivation comes from the students themselves which is intrinsic and outside the students which is extrinsic (Schunk, 2008). For those who have intrinsic motivation, they will have a strong responsibility to learn to speak. On the other hand, for those who have extrinsic motivation, their enthusiasm for learning depends on conditions outside themselves. Therefore, motivation provides the impetus to demonstrate what the students have learned. In general, motivation is a determining factor, such as intelligence or previous learning.

Based on research conducted by Damayanti (2022) entitled "The Correlation between Motivation and Speaking Ability at SMPN 2 Semarang in the 2021/2022 Academic Year" figured out that there is a significant relationship between motivation and speaking ability of class VIII students at SMP N 2 Semarang in the academic year. 2021/2022. Furthermore, research conducted by Widiatno (2022) entitled "The Correlation between Motivation and Speaking Ability of Class VIII Students at SMPN 3 Ubud for the 2022/2023 Academic Year" found out that the results of this research show that there is a significant correlation

between motivation and speaking achievement of eighth grade students at SMPN 3 Ubud in the 2022/2023 academic year. Based on the previous research which states that there is a correlation between motivation and speaking skills, the researcher wanted to investigate whether there is any significant correlation between motivation and speaking skills.

1.2 Research Problem

Based on the background description above, the researcher found a correlation between motivation and students' English speaking abilities based on the researcher's findings from previous research described above. Therefore, the research problem in this study can be formulated in the form of questions as follows; Is there any significant correlation between motivation and speaking ability of eighth grade students at SMPN 4 Sukawati in the 2023/2024 academic year?

1.3 Objective of the Study

Research objectives are the goals that the researcher plans to do or achieve after the research is conducted. By knowing the research objectives, it becomes important to describe what results achieved from the research. This will help researchers to pay attention to the process of collecting data in research. The implementation of any scientific investigation is of course to answer research questions and find scientific solutions to research problems. Based on the research question that has been formulated 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 4 Sukawati in the academic year 2023/2024.

1.4 Limitation of the Study

The limitation of the study is very important to make discussion about the research problem more specific and avoid a broad discussion. Limitations in research refer to the factors that may affect the results, conclusions, and generalizability of a study. These limitations can arise from various sources, such as the design of the study, the sampling methods used, the measurement tools employed, and the limitations of the data analysis techniques. The topic must be limited in order to investigate the problems more accurately, precisely, and correctly. In the present study, the researcher focused on investigating the correlation between motivation and speaking ability of the eighth-grade students of SMPN 4 Sukawati in academic year 2023/2024.

Motivation is the important factors in learning process. In other term, the effective learning is influenced by the students' motivation in the classroom, particularly in language classroom. It is assumed that the students with high motivation in learning English will be more successful, brave and confidence rather than the students who have low motivation or not at all. Motivation in this study has been limited to seven aspects which are considered as the important aspects of motivated learners such as positive task orientation, ego-involvement, need or achievement, high inspiration, goal orientation, perseverance and tolerance of ambiguity. Furthermore, the students' speaking focused on making a recount monologue about events or activities that have been experienced.

1.5 Significance of the Study

One of the practical reflections which is taken into account in undertaking the present investigation is the significance of the expected research findings. In the present study, the researcher focused on the correlation between motivation and speaking ability of the eighth-grade students of SMPN 4 Sukawati in the academic year 2023/2024. The researcher hoped that the present study could benefit the study of English. This study results are highly expected and recommended to provide significant research findings related to motivation and their correlation with speaking ability. Both theoretical and practical significance of the present research could be briefly and concisely elaborated as follows.

Theoretically, the findings of this study are expected to provide a treatment for motivation with speaking ability. These findings can provide a good contribution and material for future researchers to investigate the relationship between motivation and speaking ability. The results of this study are also expected to provide benefits or a new list of several studies on correlational research that have been previously conducted by other people or readers to obtain new information about them. This will be used as a reference for further research to be conducted by other researchers with similar research. In addition, it is hoped that it can provide information to teachers about the importance of speaking ability which needs to be emphasized to help students have intelligence in the future.

Practically, the result of the study is expect to be useful for English teachers, students, and other researchers. For English teachers, it is expected to give information that can be used as a consideration to get better result on an alternative way of teaching in speaking of the eighth-grade students of SMPN 4 Sukawati. For

students, it can help them to overcome the issue by consideration better learning strategies in speaking ability. For other researchers, it is expected to become a reference which can help the future research that decides to do similar research to improve and develop their research which is related to the correlation between motivation and speaking ability. The finding of this research may have some weakness that can be refined by the other researcher in the next research to make it much better.

1.6 Definition of Key Term

During the research, the researcher has used several key terms related to this research. Therefore, to avoid misunderstanding about the investigation. The focus of this study will to find a correlation between motivation and speaking ability of the eighth-grade students of SMPN 4 Sukawati in the 2023/2024 academic year. In this research, the researcher uses some specific key terms related to this research. Therefore, in order to make the reader understand clearly and avoid misunderstandings from the investigation, the researcher must provide some operational definitions of the key terms. In addition, the key terms used in this study are motivation and speaking ability. The researcher operationally defined the important key terms as follows:

1. Motivation

In this study, motivation can be defined as factors that continually contribute and are committed to achieving the goals of Grade VIII students of SMPN 4 Sukawati for the 2023/2024 academic year. Aspects of these factors are positive task orientation, ego involvement, need for achievement, high aspirations, goal orientation, perseverance and tolerance of ambiguity.

2. Speaking Ability

Speaking ability in the present study is operationally defined as the ability of the eighth-grade students of SMPN 4 Sukawati in performing a recount monologue about events or activities that have been experienced related to fluency, comprehension, and grammar.



CHAPTER II

THEORITICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is scientific explanation about the variables that are discussed in this present study, based on the experts' point. Theoretical review discusses both knowledge and its concept of theories. The purpose is to provide information on knowledge towards variables. Scientific research should be conducted on the basis of some relevant theoretical constructs and hope to give practical significance and empirical evidence. Theoretical review contains of theoretical framework to strengthen the discussion from the present study as it is summary of the literature. These theoretical reviews are very important to support the present research. They are elaborated as follows: motivation and speaking ability.

2.1.1 Motivation

Motivation comes from the Latin word, namely "movere" which means encouragement or driving force. According to Standford in the book Mangkunegara (2017:93) says that "motivation as an energizing condition of the organism that services to direct that organism toward the goal of a certain class" (motivation as a condition that moves humans towards a goal certain). According to Sardiman (2018:73), motive can be said to be a driving force from within and within the subject to carry out certain activities in order to achieve a goal. In learning activities, motivation is very necessary to arouse students' passion for learning so that learning activities can run well.

The definition of learning motivation according to Sardiman (2018: 75) is "The entire driving force within the student which gives rise to learning activities, which ensures the continuity of learning activities and provides direction to learning activities, so that the goals desired by the learning subject can be achieved". Uno (2017:23), says that learning motivation is an internal and external encouragement for students who are studying to make changes in behavior, generally with several indicators or supporting elements. From several definitions of learning motivation according to the experts above, it can be concluded that learning motivation is an impulse that arises both from within and from outside the student, which is able to generate enthusiasm and enthusiasm for learning and provide direction to learning activities so that the desired goals can be achieved.

Motivation is needed by students to get good learning outcomes. By providing the right motivation, learning will be successful. Motivation as an absolute requirement that can lead someone to optimal learning success has several characteristics that later make it easier to categorize the characteristics of someone who has motivation. According to Ur (1991), states that successful students are not necessarily those who are highly motivated, but they are people who display certain characteristics, most of which are clearly related to motivation. Some of them are:

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 or achievement. The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.

4. High inspiration. 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 toward achieving them.
6. Perseverance. The learner consistently invests a high level of effort in learning, and is not discouraged by setback or aren't lack of progress.
7. Tolerance of ambiguity. The learner is not disturbed or frustrated by situation involving a temporary lack of understanding or confusion. He or she can live with these patiently, in the confidence that understanding will come later.

2.1.2 Speaking Ability

Speaking is the essential skill among other language skills that must be learned by English students. Speaking is an effective oral skill consisting of standardized verbal utterances that convey meaning. Speaking is viewed as a skill in conveying information, ideas, or concepts to the interlocutor. Speaking is the way people relate and express their feelings and opinions. It is very important that we are able to speak correctly. It is the major criterion to consider that the English student's 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 business". It is through their way of speaking that people are mos prequently judged. Speaking is also 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), the speaking's elements are divided into fluency, comprehension, and grammar. Those would be explained as follows:

2.1.2.1 Fluency

Fluency is speaking fluently and accurately. In the context of language and communication, fluency refers to the ability to speak or communicate smoothly,

effortlessly, and accurately. Fluency also includes the smoothness of the flowing voice, the intonation of words and phrases which are a quality of the speaker. If the teacher wants to focus on fluency, the teacher gives students the freedom to express themselves without interruption. By allowing students the freedom to express themselves without interruptions, the teacher creates a supportive and non-threatening environment for students to practice speaking. It will help students speak fluency in concerned with aspects of temporal speech, such as speech rate, speech -pause relationship and the frequency of fluency markers such as situation, relationship, and self-correction.

2.1.2.2 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 (Cohen et al., 2010). 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.

2.1.2.3 Grammar

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). 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, Nelson (2002) states that 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.

2.2 Empirical Review

The 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. 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 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 first research was conducted by Damayanti (2022) entitled "The Correlation between Students' Motivation and Speaking Ability at SMPN 2 Semarang in Academic Year 2021/2022". 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. the researcher interests in finding out the significant correlation of motivation and students' speaking ability of the students in junior high school. According to the result of Pearson Product

Moment, it is found that was 0.670. It shows that there is significant correlation between motivation and speaking ability of the eighth-grade students of SMP N 2 Semarang in academic year 2021/2022.

In addition, the first research has proven that there is a correlation between motivation and speaking skills. The first researcher was mentioned steps in administering the test completely and used the scoring rubric with clear criteria. It made to the researcher easy to do the research in collecting the data. The weakness of the first researcher, that is safe in the blueprint. In the first research the main theory of motivation that was used to underline the blueprint of the questionnaire did not define clearly. The aspects that should be measured are not explained in detail, because to measure students' abilities we have to explain these aspects clearly so that we get comprehensive data. In the present study, the researcher will use a clear theory from Ur (1991) which mention seven aspects of motivation which are positive task orientation, ego-involvement, need or achievement, high inspiration, goal orientation, perseverance and tolerance of ambiguity so that it will be more comprehensive.

Another research was conducted by Widiatno (2023) entitled "The Correlation between Students' Motivation and Speaking Ability of the eighth-grade students of SMPN 3 Ubud in Academic Year 2022/2023" This research is aimed to investigate the correlation between motivation and speaking ability. The result of this study showed there is a significant correlation between motivation and speaking achievement of the eighth-grade students of SMPN 3 Ubud in the academic year 2022/2023. The result of this study showed a good study because there was a correlation between motivation and speaking ability. This uses questionnaire to

collect data for students' motivation while speaking test to collect data for speaking ability. The researcher did not provide clear procedures on how to conduct the research in collecting the data. The research instrument in second research particularly scoring rubric for speaking test is not stated clearly. Thus, it made the students confused on how to create a good monologue for the test.

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 student's 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 student's 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 at the eighth-grade students of SMPN 4 Sukawati. The hypothesis which is formulated in this study as follows:

(Ho) : There is no significant correlation between motivation and speaking ability at the eighth-grade students of SMPN 4 Sukawati in the academic year 2023/2024.

(Ha) : There is a significant correlation between motivation and speaking ability at the eighth-grade students of SMPN 4 Sukawati in the academic year 2023/2024.

