

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Speaking is very crucial in learning English. Speaking has many different aspects including to major categories, accuracy involving the correct use of vocabulary, grammar and pronunciation practice through controlled and guided activities; and fluency, considered when speaking spontaneously. According to Hadfield (2003:3), speaking is a kind of bridge for learners between the classroom and the world outside. Speaking is one of the productive skills where this aspect becomes a parameter of successful teaching and learning in the classroom (Richards, 2008). Without speech, we cannot communicate with one another. The importance of speaking hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity that takes place within the confines of our community.

Speaking is a complex skill requiring the simultaneous use of several different abilities which often develop at different rates. Either four of the five components are generally recognized in analyses of the speech process. First is pronunciation (including the segmental feature-vowels and consonant and the stress and intonation pattern). Second is grammar, (Brown, 2001: 347) grammar is a system of the rule governing the conventional arrangement and relationship words in a sentence. Third, vocabulary is defined as a word in a foreign language. Fourth is fluency, the ease and speed, and of the flowing speech. The last is comprehension; as the ability to understand something by reasonable. Based on

the components speaking above could help to make the test reliable, since it avoids subjectivity because it provides a clear, precise, and mutually exclusive behavioral statement for each point.

According to Bygate (1987: 6), speaking is the vehicle of social solidarity, of social making of professional achievement and of business. It is through their way of speaking that people are most frequently judged. Speaking is also a medium through which much language is learn, including English. To speak is not merely uttering a sequence of words in their correct pronunciation. One is said to be a good speaker provided he manages to deliver what is in his mind well and to make his audience understand him/ her.

In addition, McDonough and Shaw (2003: 134) says 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/or solving a particular problem; or establishing and maintaining social relationship and friendship. Meanwhile, Nowicka and Wilczynska (2011: 24) states, speaking is an observable, physical and more specifically, acoustic phenomenon, describing one of human activities.

From the explanation above, there will be a desire to communicate on the part of the students and they will also have a communicative purpose. Where the students are involved, they will be motivated the need to reach the objective of accuracy. The emphasis is on the form of the language. A teacher should be in creating ways or procedures of teaching in order that the objective is reached.

Motivation is the important factor in learning process. In other word, the successful learning is influenced by the student's motivation in the classroom, especially in language classroom. Dornyei (2001: 5) says that, in his view correct belief that during the lengthy and often tedious process of mastering a foreign/ second language, the learners enthusiasm, commitment and persistence are the key determinants of success and failure. It is assumed that the students with high motivation in learning English will be more successful, brave and confident rather than the students who have low motivation or not at all.

From those definitions, it can be concluded that motivation is an energy and direction to do something. Motivation is a process to get success and has a great influence to the future achievement. In teaching and learning process, giving motivation to the students is a process to push and to support them to learn. Therefore, it can help them to achieve their goals, especially in learning speaking. It is used to see whether the students are interested in the classroom activities. So, students motivation becomes a vital part in teaching and learning process. It gives a great influence to students to push themselves in learning to get their needs, goals, and interests.

Based on the situation which the researcher found it is crucial to considerate to know if there is any correlation between learning motivation and speaking ability. Moreover, in facing the future they are expected to be able in speaking well in English. The researcher is eager to conduct a study entitles "The Correlation between Motivation and Speaking Ability of the Eight Grade Students of SMP Negeri 4 Abiansema in Academic Year 2021/2022."

## **1.2 Research Problem**

The research problem in this present study can be formulated in the form of question as follows: is there any significant correlation between learning motivation and speaking ability of the eighth-grade students of SMPN 4 Abiansema in academic year 2021/2022?

## **1.3 Objective of the Study**

In order to make research study considerable certainly, it needs to declare and objective of the study. Generally, the objectives of this research are to find out the answer to the researcher problems and the proposes clearly. Therefore, the purpose of this research is designed to answer the research problem that has been stated before. A scientific study is conducted in order to answers the research problem under study which has been previously formulated and determined. The primary objective of the present study is to figure out the significant correlation between motivation and speaking ability of the eight grade students at SMP Negeri 4 Abiansema in academic year 2021/2022.

## **1.4 Limitation of the Study**

The limitation of the study about the motivation and speaking ability of the eighth-grade students of SMPN 4 Abiansema in academic year of 2021/2022. This study was limited on the level of magnitude, the strength, and generality refers to student on their courage and motivation. The limitation of the speaking ability is using basic competency 3.10 which is focus on constructing and performing of short descriptive monologue about person, places and thing.

### 1.5 Significance of the Study

The researcher expects that the research findings should be meaningful for the researcher as a novice researcher in terms of learning to conduct the research, and those who are concerned with teaching and learning English. The result of the study would be useful for all subject such as the students, English teacher, and other researchers.

Firstly, for the researcher by doing the research, the result of the study is expected to be able to give information on students' motivation and its correlation to speaking ability. This study is intended to broaden the perspective of the researcher in particular and readers in general. Besides, the researcher can learn speaking that might be useful for their future life so that it could improve their future communicative skills in daily interaction.

Secondly, the students could provide useful information about teaching and learning English with other students, especially in students speaking ability related to their motivation so that the students can increase their speaking ability.

Thirdly, the teacher got some information about motivation and speaking ability; therefore, this study could help teachers in increasing and maintaining student's motivation toward and their speaking ability.

Lastly, for other researcher, the result of this research could be a consideration and additional information for other researchers who will conduct further studies in the same field. The result of the study is expected to be able to give information on motivation and its correlation to speaking ability.

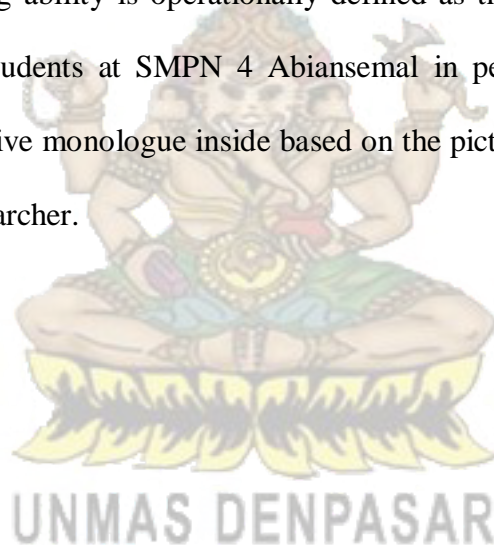
## 1.6 Definition of the Key Term

### 1. Motivation

Motivation is the desire to act in service of a goal. It is powerful for us to get the best in doing something. Based on three aspects such as; level or magnitude, the strength, and generality, is kind of motivation of the eighth-grade students at SMPN 4 Abiansema in a cademic year 2021/2022.

### 2. Speaking Ability

Speaking ability is operationally defined as the ability of the eighth-grade students at SMPN 4 Abiansema in performing video with a descriptive monologue inside based on the pictures which provided by the researcher.



## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

A scientific study should be supported by some theoretical backgrounds and empirical evidence. In theoretical review, it includes relevant theoretical reviews from many literatures which are related because it is important to support the elaboration of the study. The theoretical reviews included learning motivation and speaking ability which become important parts in theoretical review that could support the presents study.

##### **2.1.1 Motivation**

Motivation is the important factor in learning process. In other word, the successful learning is influenced by the student's motivation in the classroom, especially in language classroom. Dornyei (2001: 5) says that "In my view correct belief that during the lengthy and often tedious process of mastering a foreign/ second language, the learner's enthusiasm, commitment and persistence are the key determinants of success and failure". It is assumed that the students with high motivation in learning English will be more successful, brave and confident rather than the students who have low motivation or not at all.

Burden (1997: 120) says that motivation is a state of cognitive arousal which provokes a decision to act, as a result of which there is sustained intellectual an physical effort so that the person can achieve some previously set goal. The discussion of motivation, an accepted distinction is made between extrinsic an intrinsic motivation. Uno (2009) says that the roles of motivation in

learning, such as motivation can determine learning reinforcement, motivation makes learning objectives clearer and motivation makes learning persistent. If the students have high learning motivation, they students will do more learning activity.

Motivation is a part of important things in learning teaching process. The term motivation derived from the Latin verb *movere* (to move). It means that motivation is something that gets someone moving and keeps someone working. Maehr and Meyer (1997: 372) states that motivation is at the heart of teaching and learning. Moreover, Williams and Burden (1997: 120) define that motivation is a state of cognitive arousal which provokes a decision to act; as a result of which there is 'sustained intellectual and/ or physical effort' so that the person can achieve some 'previous set goal'. They go on to point out that the strength of that motivation will depend on how much value the individual places on the outcome he/ she wishes to achieve.

Based on definitions of motivation above, the writer get the conclusion motivation as something happens within an individual which makes he or she do an action to achieve his or her goal. So, the writer infers motivation in learning as the drive to push the teacher and the learner to do learning activities in order to achieve learning goals.

### **2.1.2 Speaking Ability**

Speaking ability is an important productive skill owned by people particularly students. They could have shared information through speaking. Nunan (1991: 39) states that 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". Speaking ability as the



ability to use in essentially normal communication, stress, grammatical structure and vocabulary of the foreign language at normal rate delivery for native speakers of the language. Speaking ability is very important in our life because we, as a human being, have a need to use it to communicate each other's.

Harmer (2007: 343) says that if students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech, but there is more to it than that. Speakers of English especially where it is a second language will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational and conversational repair strategies. They need to be able to survive in typical function exchanges, too.

Meanwhile, the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language 'on the spot' (Harmer, 2001: 269). There are six important things considered to be useful that someone can be more fluent and braver in speaking. They are confidence, fluency and accuracy, finding the right words, showing where we are going, keeping the listeners interested and sounding natural. The learners are expected to understand how to take into account, who is speaking to whom, in what circumstances, about what and for what reasons.

Therefore, the mastery of speaking in English is a priority for many second language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency especially in improvement of speaking ability it can make someone can

be more fluent, confidence, brave, be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.

## **2.2 Empirical Review**

From many previous researches about learning motivation and speaking skill, the present study used Putra (2017) and Fatmawati (2020) as consideration to make this present study.

The first research is conduct by Putra A. S (2017). The aim of the research is to know the correlation between motivation and speaking ability at eighth grade students of SMPN 17 Tangerang. To collect and analyze the data, the researcher used the simple speaking test and questionnaire in order to support the data collected. The result of this research showed that there was improvement on the students' speaking ability through motivation. It can be seen on the students' speaking score which had reached the score of Minimum Mastery Criterion-Kriteria Ketuntasan Minimal (KKM).

The second research is conduct by Fatmawati S. D. J (2020). The study aims at figuring out whether or not there is correlation between motivation and speaking ability of the eight grade students of SMPN 1 Kuta Utara in academic year 2019/2020. The samples of this research were 35 students taken from the grade eight of SMPN 1 Kuta Utara. In collecting the data, the researcher used questionnaire that was on the characteristic of motivation by Naimen et al.in Ur (1996). Besides, the researcher used performance test by administering role play.

In addition, the two studies above have been done well by the researchers, and the instruments are in accordance with complete data. The samples used by the first researcher was deficient because she used the class which has the same level

of intelligence in English. It affects the results obtained in the research correlation between motivation and speaking ability.

The purpose of this research was to find out the correlation between motivation and speaking ability of the eighth grade students of SMPN 4 Abiansemal. The population of this research consist of 32 students. However, all population were going to be taken as the sample of the research. Collecting the data of the research, the researcher used two techniques, they were questionnaire and speaking test. For motivation case, the researcher used questionnaire as the instrument of the research and speaking performance, the research used picture description test. To analyzed the data that has been collected, the researcher used r product moment and also SPSS application.

### **2.3 Hypothesis**

The purpose of hypothesis is to provide a tentative proposition suggested to any research problem of the study. This is also a guide material to arrive at a certain conclusion. It will serve as the pathway to follow without waiting time or effort in looking for answers without any direction. This is a single aspect of thinking that will inform it something is true or not. The hypothesis can be stated as follows: “There is a significant correlation between motivation and speaking ability of the eighth-grade students of SMPN 4 Abiansemal in academic year 2021/2022.”

- a. Alternative Hypothesis ( $H_a$ ): there is significant correlation between motivation and speaking ability.
- b. Null Hypothesis ( $H_0$ ): there is no significant correlation between motivation and speaking ability.

When there is a correlation between motivation and speaking ability, the alternative hypothesis is accepted and null alternative is rejected. Whereas when there is no correlation between motivation and speaking ability, the null alternative is accepted and alternative hypothesis is rejected.

