

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking is an ability that a person has in expressing ideas, thoughts that exist within that involve other people in conveying information using words. Speaking is generally done when communicating, informing or reporting information to the recipient of information, convincing or influencing the recipient of the information, to entertain, and requiring a reaction from the listener or recipient of the information. In addition, speaking is usually used during the teaching and learning process in schools.

Speaking is an important aspect in the teaching and learning process. In addition, the significant attention and globalization of English has led to widespread demand for good English skills in various fields. Evidence suggests that some features of speech are acceptable for teaching in second or foreign language classes (Drakhshan, Tahery, & Mirarab, 2015). However, most of the students think that speaking is the most difficult skill when they learn English as a foreign language. They have difficulty in practicing it when they cannot master their vocabulary, pronunciation, fluency, and grammar in learning to speak. Therefore, encouragement or motivation is needed in the teaching and learning process.

Speaking is one of the four basic competencies that students must master well. It has an important role in communication. Speaking can be found in the oral cycle, especially at the stage of Joint Construction of the Text (Depdiknas, 2004). In carrying out speaking, students face several difficulties, one of which is about

the language itself. In fact, most of the students have difficulty speaking even though they have a lot of vocabulary and have written it well. Therefore, encouragement or motivation is needed in learning to speak a foreign language

Motivation is an encouragement to someone to be an effort in positive even negative things. According to Brown (2008:183), motivation is a term for explaining the success and failure of virtually any complex task. Motivation can give positive influence and effect for students to make them feel comfortable to improve their speaking ability. Moreover, All students have different motivations in learning speaking. Some of them are highly motivated students who will push themselves to speak up. They will become the most successfully students. In contrast, low motivated students will have little interest in the subject and tend to have difficulties in learning.

Student motivation is an important part in the teaching and learning process (Lestari, 2019). This has a great influence on students to 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 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

Motivation has an important role in developing students' speaking skills. Motivation is the student's energy that comes from inside or outside that drives him to do something. This will give strength to students in learning to speak to

speak. In fact, motivated students will do everything that supports their performance. They will do their best to get the best results. Therefore Motivation has an important role in developing students' speaking skills. Motivation is the student's energy that comes from inside or outside that drives him to do something. This will give strength to students in learning to speak to speak. In fact, motivated students will do everything that supports their performance. They will do their best to get the best results.

Therefore, the researcher is interested in identifying the students' motivation in learning English by trying to find the correlation with speaking ability. Considering the statement, the researcher decides to do a scientific research entitled "The Correlation between Motivation and Speaking Ability of the Eight Grade Student of SMPN 2 Nusa penida in Academic Year 2021/2022.

1.2 Research Problem

In doing this research, answering the question is the curial thing. The question will be aswered is called a research problem. Based on the background of the study above, the researcher identifies the research problem as follow: Is there any significant correlation between motivation and speaking ability of the eighth grade students of SMP N 2 Nusa Penida?

1.3 Objective of the Study

In order to make the research study considerable, certainly, it needs to declare an objective of the study. Generally, the objectives of this research are to find out the answer to the research problem and the purposes clearly. Therefore, the purpose of this research is. A scientific study is conducted in order to answer the research problem under study which has been previously formulated and

determined. The objective of the study is to find out the correlation between motivation and speaking ability of the eighth grade students of SMPN 2 Nusa Penida.

1.4 Limitation of the Study

The researcher focused on finding the relationship between motivations and speaking ability of eighth grade students of SMPN 2 Nusa Penida. The researcher limits the speaking skill dialogue genre which only collects information by interviewing friends about the activities they have to learn from their English teacher. For student motivation, the aspects are encouragement to achieve something, commitment, optimism, and initiative. Furthermore, speaking skills were assessed by five aspects of speaking, such as comprehension, vocabulary, grammar, pronunciation, and fluency.

1.5 Significant of the Study

The researcher expects that the research finding should be very meaningful for the research as a novice researcher in terms of learning to conduct the research, and for those who are concerned with teaching and learning English. The results of the present research also may give beneficial impacts to the researcher, students, teachers, 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 to broaden to 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 skill in their daily interaction.

Secondly, the students could improve 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 students' motivation toward and their speaking ability.

Lastly, for other researchers, 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 Terms

Defining key terms in this study is important to avoid misinterpretation and misunderstanding in this study by the readers. The definition of the key terms is used to make it clear in comprehending this study. The definitions of the terms used in this research are as follow:

1. Motivation is one of the things that influence human behavior. Motivation is also referred to as a driver, desire, support or need that can make a person excited and motivated to do something reduce and encourage themselves, so that they can act and do according to certain ways that will lead to the optimal direction. In learning to speak English, a motivation is also needed so that the will or encouragement arises to continue learning
2. Speaking ability is the ability to say sentences to express, state, convey thoughts, ideas, and feelings so that speaking is used as an oral medium

to convey what is in thoughts and feelings. Therefore, the ability to speak is very important to learn



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 Motivation

Motivation is a part of paramount things in the learning teaching process. The term motivation is derived from the Latin verb *movere* (to move). It means that motivation is to get someone moving and keep someone working, moreover, in the learning and teaching process, motivation is really needed, motivation makes teaching and learning easier and more interesting. It is very good if both teachers and students motivate each other in the learning and teaching process.

According to Shams (2008:120) one of the factors that can affect students' ability in speaking is motivation. Moreover, Elliot (2000:332) mentions that 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.

Harmer (2001:51) 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 (2011:362) says, “It leads to increase the effort and energy in pursuit of those goals”. Therefore, motivation is defined by three components: desire so achieve a goal, effort extended in this direction and satisfaction worth the task.

According to brown (2000:161), a constructivist view of motivation places even further emphasis on social context as well as individual personal choices. Shool (2002) states 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. Lightbown and Spada (2013:87) state that motivation has been linked to students’ eagerness to keep learning. Moore (2005:372) mentions that motivation 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.

According to (Lestari, 2019). 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

2.1.2 Speaking

Speaking ability is an important productive skill owned by people particular students. They could have shared information trough speaking. Speaking is defined as a crucial part of our lives that are used as an interaction and social activity (Louma, 2009:9). Speaking is an interactive process of composing meaning that includes constructing, acquiring, and processing information (Brown, 2001). It is an important skill to master when we learn a new language. Therefore, when we learn a new language, the main goal is to have the capability to use it in daily communication, in the form of speaking. Therefore, it plays an important role in the real context of communication.

According to Yajun (2007:23), teaching speaking is how the teacher provides structured and guided learning experiences for language learners to develop their speaking competence. They could have shared information through speaking. Speaking is defined a curial part of our lives that are us an interaction and social activity. Speaking is an interactive process of composing meaning that includes constructing, acquiring, and processing importation.

Brown, 2004; states that speaking is a productive skill that can be directly and empirically observed. According to Richards (2008:19), speaking is one of the productive skills which means the students' ability to use and communicate through a language effectively. Furthermore, Thornbury (2005:1) says that

speaking is so much a part of daily life that take it for granted. In addition, Bailey (2000:25) states that speaking is a process of interaction where speakers intend to build meaning through producing, receiving, and processing information. This explanation regards speaking as the collaboration of two or more persons in the shared time and context.

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), 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.

2.2 Empirical Review

The empirical review is the of 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 first study had been conducted by Putra (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 a simple speaking test and questionnaire in order to support the data collected. The result of this research showed that there was an improvement on the students' speaking ability through motivation. It can be seen on the students' speaking score which had reached the score of *Minimum Master Criterion-Kriteria Ketuntasan Minimal (KKM)*. In addition, the students' scores of motivation in learning speaking showed significant improvement. The average students' score in learning speaking was 74.75 and the average students' score of motivation was 77.62. It means that the students have high motivation in learning speaking. From the evidence above, the researcher conclude that there was a positive correlation through motivation way in teaching speaking ability. The students are more active in the class and the students are more interested in developing speaking ability through motivation. As a suggestion, the researcher hopes that the teachers have to be able to choose the appropriate way or technique in teaching English.

The second study had been conducted by Monika (2021) "There are some problems found in students' speaking ability. Students seem not confident to speak English in the class, students have a lack of vocabulary, and the students have low motivation. In addition, motivation is very important for students to improve their speaking in the class. If the students have high motivation in

learning, they will be interested in speaking English. The purpose of this research is to find out whether or not there is a correlation between students' motivation and speaking ability of the eleventh grade in SMKN3 Kotabumi academic year 2020/2021. This research was a descriptive correlational study. This research had two variables, they were independent variable (X) which was students' motivation and the dependent variable (Y) was speaking ability. The researcher applied the Proportional random sampling technique to determine the sample of the research. The total sample of this research was 37 students. The population in this research was thirteen classes of the eleventh grade in SMKN 3 Kotabumi, which consist of 405 students. The instrument used to collect the data were an oral test and a questionnaire of students' motivation. The result of this research showed that H_0 is accepted with the result of hypothesis test observed is greater than the table which is $15.652 \geq 1.687$, it means that there is a significant correlation between student's motivation and speaking ability of the eleventh grade in SMKN 3 Kotabumi academic year 2020/2021.

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 2 Nusa Penida in the academic year 2021/2022. This research used a speaking test to assess students' speaking ability and a questionnaire to assess students' motivation.

2.3 Hypothesis

- H1 (Directional) states that there is significant correlation between motivation and speaking ability
- H2 (null hypothesis) explain that there is no a significant students correlation between motivation and speaking ability.