

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is an important thing in our life. It is used as a tool of communication all over the world. Language is needed to shape our thought, feeling, desires, and our deeds. By using the language, someone can talk and understand each other. To communicate with other world, one region needs language as a tool for communication that is understood by everyone in this world. English is called an international language. By looking at the importance of English, in Indonesia English is considered a foreign language. It is taught from elementary school up to the university. Therefore, English is so essential for everyone to get the knowledge, development of science technology, art, culture, and development of relations between nations. English is a very important language that is used by many people in various countries. It is very useful for us and our future. English is the first language in many aspects of life, such as in everyday life, business, information technology, education especially senior high school and university education, and many other aspects. In mastering English there are four skills that must be known and learned by students. These skills are listening, speaking reading, and writing.

The first is listening, which shows the ability to make sense of what are heard and connect it to other information already known. Listening is the first skill that is gotten by human in their lives. After that, Speaking is the ability to communicate orally to express idea and feeling. The third is reading, it is the ability to get the messages or information that comes from the author that can be

understood and comprehended by the reader easily. The last is writing, which express the ideas to the printed material. From all the skills above, speaking is considered an important skill in a language, especially English. Speaking is one way to communicate the information that is often used to a listener or group of listeners and is more understandable by people. Speaking is the direct activity that shows expression, feeling, and act. This skill is realized by the ability of grammatical aspect, vocabularies, and structure. Therefore, speaking is called as harder skill than others.

This researched would took placed at SMK PGRI 3 Badung, it because SMK PGRI 3 Badung was a vocational school with its main focus on the tourism industry. Making students needed to master English, especially speaking. By practicing speaking, students had been able to adapt to vocabulary development in tourism. They need the ability to speak, not just learning but being able to practice it directly and that needs motivation from within and from outside. There are still many students who are low in speaking English, they only rely on their native language to communicate. In addition, speaking ability can develop students' confidence, because in speaking students must have a lot of practice so that students' English is good. Students can master the ability to speak English if they often practice speaking with friends' used English. Speaking is a direct activity that shows expression, filling, and acting. This skill is realized by the ability of grammatical aspect, vocabularies, and structure. So, speaking can be used by people to deliver messages with others. Speaking is important for many people because speaking is the main key for someone to communicate.

Speaking Ability at SMK PGRI 3 Badung, speaking activities there are many factors to make it well, such as motivation. In the process of learning, motivation can be said as an inner drive to achieve learning activity so the purpose of the subject learning can be maintained in an educational environment; motivation is one of the very important factors to encourage a learner to learn more rapidly and effectively. The motivation may come from the learners themselves that are the intrinsic, or outside of the learners, that is extrinsic. Those who have intrinsic motivation, will have a strong responsibility to learn. On the contrary, for those who have extrinsic.

1.2 Research Problem

Based on the explanation above, the researcher formulates the problem as follows: Is there any significant correlation between students' motivation and speaking ability of the tenth-grade student of SMK PGRI 3 Badung in academic year 2021/2022?

1.3 Objective of the Study

Concerning the problem above, scientific investigation is always intended to answer the research problem. The objective of this study is to find out whether there is a significant correlation between students' motivation and speaking ability of the tenth-grade student of SMK PGRI 3 Badung in academic year 2020/2021.

1.4 Limitation of the Study

The researcher limits the study by focusing on two variables which are students' motivation and speaking ability. These two variables are investigated on English Language Subject on tenth-grade students of SMK PGRI 3 Badung. The researcher wants to know the correlation between students' motivation and speaking ability of the tenth-grade student of SMK PGRI 3 Badung in the academic year 2020/2021. The researcher needs to measure the level of students' motivation by using a questionnaire. Then, the speaking test is conducted in form of a speaking performance test to the student from some topics that are given by the researcher that is about tourism destination that had they choose one of these topics and they were showed their opinion about the topic they have chosen at the allotted time.

1.5 Significance of the Study

This study is expected to provide useful information about the teaching and learning English at tenth-grade students of SMK PGRI 3 Badung, especially in students' motivation and speaking ability. The findings of the present investigation are expected to have both theoretical and practical importance to the teaching and learning of English as a foreign language in Indonesia. Theoretical significance, it contributes to providing empirical data on the scope of correlation study, specifically motivation and speaking ability.

1.6 Definition of Key Term

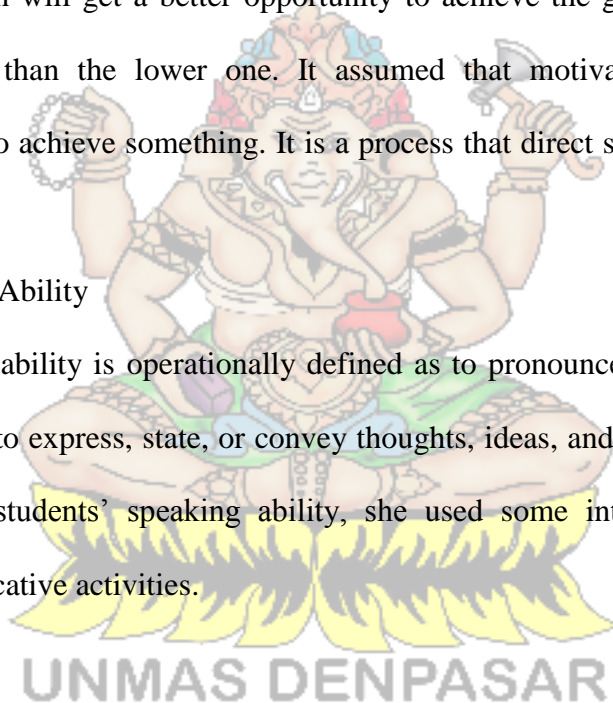
To avoid some ambiguities and misunderstanding of the readers, it is essential to give an explanation about the terms used in this study, as follows:

1. Motivation

Motivation is operationally defined a process of changing energy within the individual that gives the individual the strength to behave (students learn) in an effort to achieve his learning goals. The students who have a higher motivation will get a better opportunity to achieve the goal in their learning activities than the lower one. It assumed that motivation is essential of learning to achieve something. It is a process that direct students to activity to get goals.

2. Speaking Ability

Speaking ability is operationally defined as to pronounce articulation sounds or words to express, state, or convey thoughts, ideas, and feelings. In order to improve students' speaking ability, she used some interrelated skills like communicative activities.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A scientific investigation which is expected to contribute both theoretical and practical significant, should be conducted on the basis of some relevant theoretical construct and empirical evidence. The concepts and theories that conducted this present study included: students motivation and speaking ability.

2.1.1 Motivation

Motivation is identified as a fundamental aspect of learning (Brewer & Burgess, 2005:12). According to Uno (2012:1), motivation is the process of trying to influence the person or people they lead to do the desired work, in accordance with certain goals that are set in advance. It means that motivation is a process that describes the intensity, direction, and persistence of an individual to achieve the goals and can influence someone to do a good action. Sardiman (2018:73) stated that motivation can be said to be the energy in a person to carry out certain activities to achieve goals. According to Uno (2012:8), motivation is encouragement and strength in a person to carry out certain goals that he/she wants to achieve. It means that motivation is support given by someone be it friends, teachers, parents, or other people to achieve certain goals. Meanwhile, learning motivation in education is very important, because the motivation of students can increase learning, achievement. According to Bakar (2014:723) motivation is a complex part of human psychology and behavior that humans have to influence how much energy they use in each task, how they think about their

task, and how long they last in doing the task. It means that motivation is a form of psychology or human behavior that exists in them. Schunk (2008:236) classifies that motivation is divided into two parts, intrinsic motivation, and extrinsic motivation.

a. Intrinsic motivation

Intrinsic motivation refers to motivation concerned with activities for its own sake. Internal motivation involves motivation to do something for its own desire. This motivation starts from within. The students who have intrinsic motivation will study hard and enjoy the teaching and learning process because they have the desire to do everything from inside themselves. They do activities because they have their own desire and reward from themselves and do not depend on external rewards. According to Sardiman (2018:89), intrinsic motivation is the motivation that becomes active or functioning does not need external stimulation, because in every individual there is an urge to do something. Similarly, Uno (2012:4) states that intrinsic motivation does not require external encouragement because it already exists within a person. It means that intrinsic motivation is the motivation that is within a person. Therefore, it becomes the teacher' role to create intrinsic motivation in the classroom in order to maintain students' learning.

According to Emily (2011:4) in her research, intrinsic motivation starts from students' personal such as their comfort, happiness, interest. Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable to result in better learning outcomes than

extrinsic motivation. Intrinsic motivation is better for students because if the students have intrinsic motivation, they will be easier and more enthusiastic in learning. Students who have intrinsic motivation also will be quicker and more simply to achieve their goals because they have motivation inside themselves.

b. Extrinsic motivation

Extrinsic motivation is the motivation that engages in an activity as a means to an end. Motivated students extrinsically work on activities because they believe that participation will result in desirable outcomes such as reward, teacher praise, or punishment. Motivation is caused by external incentives such as rewards and punishments. According to Sardirman (2018:90-91), extrinsic motivation is active and functioning motives due to external stimuli. Similarly, Uno (2012:4) stated that extrinsic motivation arises because of stimuli from outside individuals. It means that extrinsic motivation is the motivation that arises and functions because of outside influence. Extrinsic motivation is the motivation that came from not from inside of ourselves but from outside. As Oemar Hamalik (1995:113) explains that extrinsic motivation is the motivation caused by outside factors of situation. In Marsh' book (2010:58), he informs that extrinsic motivation is "Experienced by students when they receive a reward, or avoid punishment, or in some other way unconnected with the task earn approval for a particular behavior." From the statement above, it is assumed that extrinsic motivation is caused by factors from outside of students. It can be from teachers, parents, friends, environment, etc

Besides, for the further explanation about extrinsic motivation, according to Gardner and Lambert's research (1972:85), there are two main types of extrinsic motivation: they are integrative motivation and instrumental motivation:

- 1) Integrative motivation: In integrative motivation, students need to be attracted by the culture of the target language community. It involves students' reasons for learning the language. To strengthen this motivation, students wish to integrate themselves into that culture and learn hard to master the language. A weaker form of this motivation would be the desire to know as much as possible about the culture of the target language community.
- 2) Instrumental motivation: This motivation describes a situation in which students believe that mastery of the target language will be instrumental in getting them a better job, position, or status. The language is an instrument in their attainment of such a goal.

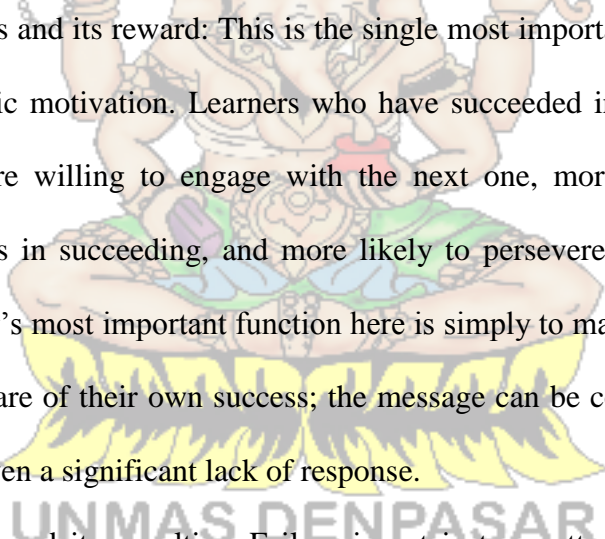
From those explanations above, it is considered that integrative motivation is the reasons of students to learn the English language, while instrumental motivation is students' view of English as a means to get a better job, position, and status in the future life. Actually, many other factors that can influence students' extrinsic motivation in the teaching and learning process are as follow:

1. Teacher

A teacher is a person who has an important role in teaching and learning activities to socialize and build motivation among students. The teacher is not only a person who transfers the knowledge to students, but also a motivator who

always motivates and supports the students in teaching and learning. Dornyei (1998:130) informs that teacher's skill in motivating students should be seen as the center in the teaching and learning process. The teacher is the key instrument to handle and organize students in the classroom. The teacher has responsibility to make teaching and learning process successful. Thus, the teacher has an obligation to arise motivation for the students to learn hard.

According to Penny Ur (1996:277-279), other sources are certainly affected by the teacher's actions; they are success and its reward, failure and its penalties, authoritative demands, test, and competition.

- 
- a) Success and its reward: This is the single most important feature in raising extrinsic motivation. Learners who have succeeded in the past tasks will be more willing to engage with the next one, more confident in their chances in succeeding, and more likely to persevere in their effort. The teacher's most important function here is simply to make sure that learners are aware of their own success; the message can be conveyed by a nod, a tick, even a significant lack of response.
- b) Failure and its penalties: Failure is not just a matter of wrong answers; learners should be aware that they are failing if they have done significantly less than they could have, if they are making unsatisfactory, or not taking care. Failure in any sense is generally regarded as something to be avoided, whereas success is something to be sought.
- c) Authoritative demands: Learners are often motivated by teachers' pressure. They may be willing to invest efforts in tasks simply because

you have told them to, recognizing your authority and right to make this demand, and trusting your judgment.

- d) Tests: The motivating power of tests appears clear: learners who know they are going to be tested on specific material next week will normally be more motivated to study it carefully than if they had simply been told to learn it. Again, this is a useful incentive, provided there is not too much stress attached and provided it is not used too often.
- e) Competition: Learners will often be motivated to give their best not for the sake of the learning itself but in order to beat their opponents in a competition. Individual competition can be stressful for people who find losing humiliating, are not very good at the language and therefore likely consistently to lose in contest based on (linguistic) knowledge; and is over used, it eventually affects negatively learners' willingness to cooperate and help each other.

2. Parents

The role of parents can influence upon students' extrinsic motivation in teaching and learning process. Parents give great influence to their children as students in school. Parents are expected to motivate their children to achieve good goals in school. Jeremy Harmer stated that "if the parents are very much against the culture of the language this will probably affect his or her motivation in a negative way. If they are very much in favor of the language this might have the opposite effect". This statement means that parents have an important role to motivate their children. They should have to support their children to create their motivation.

3. Environment

The teaching and learning activity which conducted in a good, clean, and healthy environment can give better satisfaction both for teacher and students than conducted in a bad environment. The environment also will cause students' motivation. Students will be more interesting if the environment of the classroom is comfortable. According to Tabrani (2003:148) environment is everything that exist around us, which has a correlation and gives influence to ourselves.

2.1.2 Speaking Ability

Speaking is an activity or a way for the speaker to express an opinion or idea to the listener. Caroline (2005:45) states that speaking is a basic oral communication among people in society. Moreover, Kayi (2006:1) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal in a variety of contexts. It can be concluded that speaking is a basic oral communication to acquire information or ideas. Through speaking activities, people can interact with people in the world and can understand what has been said by someone. In all activities of life, of course, speaking is very necessary. Although other communication tools, such as writing skills can be used in everyday life, speaking ability are more widely used in daily life. For example speaking happens in the case of calling or greeting someone. In this situation, it is impossible to use written communication. To express our feeling when we are happy or sad and to show ideas in a meeting, speaking is an important role.

According to Haryudin and Siti (2018:8) speaking English is very difficult to learn for students, because students have to think and speak at the same time to convey information orally. Speaking is an ability that is difficult for students to

master, because when the people want to speak with the other, they have to consider several things like their ideas, the language they used, how to use vocabulary and grammar, what to say, as well as reacting to interlocutors. Zuhriyah (2017:122) states that speaking is the way of people to express something and for communicated to other people orally. Meanwhile, Leong and Ahmadi state that (2017:34) speaking is not just saying words by mouth but also means conveying a message by words of mouth. It means that, by speaking many people can convey ideas and information, express opinion and feeling, share experience, and mention social relationships by communicating with others.

Brown (2004:141) states that there are five stages of speaking performance. They are imitative, intensive, responsive, interactive, and extensive. The explanation about those categories is stated as follows:

- a Imitative: the ability to simply imitate a word or phrase or possibly a sentence.
- b Intensive: the production of short stitches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship
- c Responsive: this performance includes interaction and test comprehension, but at the somewhat limited level of a very short conversation, standard greetings, small talk, simple requests and comments.
- d Interactive: in this stage, the length and complexity of the conversation is more the responsive stage, which sometimes includes multiple exchanges and/or multiple participants.

- e Extensive: extensive oral production includes speeches, oral presentations and storytelling.

2.2 Empirical Review

To provide empirical evidence that supports this present study, an empirical review was required. The knowledge of empirical review would give some information related to the present study. There are some studies that have the same discussion as this study. The first research by Nerfi Istianti (2013), “The Correlation between Students’ Motivation in Learning Speaking and their Speaking Ability at second grade students of SMA Darussalam Ciputat” states there is a significant correlation between students’ motivation in learning speaking (X variable) and their speaking ability (Y variable). Based on the study, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) which states there is a correlation between students’ motivation in learning speaking and their speaking ability is accepted. In conclusion, there is a positive correlation between students’ motivation in learning speaking and their speaking ability at second grade SMA Darussalam Ciputat.

The second research by Yuliana Mauludiyah (2014), “The Correlation between Students’ Anxiety and their Ability in Speaking Class” This value shows that there is a positive correlation between students’ anxiety and their performance in speaking class. Based on the study, “There is no correlation between students’ anxiety and their speaking ability” answered the research problem. Though r showed very low correlation interpretation, the result explained us that language anxiety has a negative influence on students speaking apprehension and

achievement to students of the Education English Program of IAIN Tulungagung. Students with low anxiety had been good in speaking scores, and students' in high anxiety would have low speaking score.

2.3 Hypothesis

There is a positive correlation between students motivation to the speaking ability of tenth-grade students of SMK PGRI 3 Badung academic year 2021/2022

