

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking is one of the processes for interacting with a way of communicating in the environment. Through speaking, students can get an update and improve their knowledge to use interactive and send the messages in their daily activities. Speaking is also a tool of communication for students to communicate with teachers and classmates. According to Brown (2004: 140) speaking is a productive skill that can be observed directly and empirically. The quote above strengthens the researcher observation of the students' speaking development which can be observed directly. By speaking, students can convey what they do not understand about learning. Based on interviews with students at SMP Negeri 2 Pupuan, students are not interested in learning English because they think that English is difficult, especially in speaking. They say that speaking is difficult, they are not confident in speaking English and they are worried if their sentences are not correct. Moreover, they may lack vocabulary, so they tend to be silent and even avoid speaking or being asked by the teacher. In addition, the researcher observed that students at SMP Negeri 2 Pupuan are less enthusiastic in learning because the environment does not facilitate them to learn, instead they are shy and not confident to speak English.

Motivation is the student's energy that comes from inside or outside that drives them to do something. According to Hasibuan (Sutrisno, 2017), motivation is a stimulant of desire and the driving force of a person's willingness to work because each motive has a specific goal to be achieved. In this study, the

motivation discussed is intrinsic motivation which is considered an important part of learning speaking skills. This affects the students' ability to speak. Motivated students will speak enthusiastically without feeling embarrassed. Speaking is an important skill among other language skills that must be learned by English students. This is the main criterion to consider whether the students' English competence is good or lacking. The important thing in speaking is practicing the language because practice makes us perfect. This skill is used by everyone to communicate in everyday life both at school and outside of school. This can be done by two or more people to communicate, share information, and achieve a certain goal. However, based on the researcher's observation in teaching speaking, many students feel embarrassed to speak in class. They are also afraid of being laughed at by their friends when they speak English. In addition, there are still many students who do not master sufficient vocabulary so it affects their self-confidence.

There are many factors that cause difficulties in speaking English among EFL/ESL learners. This is supported by the statement of Oxford (1990), that talking can, in fact, be very frustrating for students. The students feel uncomfortable in every speaking activity and they do not know the strategies that they must use in learning speaking. This means there is no motivation for students in learning English. Another case that usually occurs in the digital era like nowadays, especially in rural areas, is that most students are ashamed to speak English, for fear of being influenced by the western world and forgetting their own language. This is common in rural areas where people who can speak a foreign language are bullied. This makes students have no purpose in learning

English, they lose motivation and self-confidence. Basically, motivation greatly affects students' speaking ability. Conversely, the student's motivation is low, because they have a lack of confidence to communicate with others. Then, motivation is also one of the factors that influence many people to learn the language. According to Winardi (2007:1), motivation results from some internal or external processes for an individual, leading to enthusiasm and persistence in carrying out certain activities. It can mean that a motivated person is someone who wants to achieve a certain goal, devote enough effort to achieve that goal and experience satisfaction in the activities associated with achieving that goal. In addition, students must have the motivation to learn to improve their speaking ability in English communication.

In addition, motivation must have a profound effect on students' speaking skills. According to Kayi (2011:161) defines speaking as a process of constructing and sharing meaning through the use of verbal and non-verbal symbols in various contexts. Based on the explanation above, it can be said that speaking is an active activity that is used by a person to exchange ideas, information, opinions, and emotion to other people. Besides that, speaking is also the way of communication influences, agreements, ideas, feelings, wishes, and arguments by symbols called words that form into statements. According to Linse (2005:149) there are five components of speaking. These components are grammar, vocabulary, comprehension, fluency, and pronunciation. As stated by Richards and Renandya (2002:36), there are five components of speaking, namely pronunciation, fluency, expression, rhythm, and intonation. The researcher can conclude that for all components of speaking ability, there are four aspects of speaking ability; they are

grammar, vocabulary, pronunciation, and fluency. If the students can master all of the components, they can have good speaking ability, but if the students cannot master those components, they do not have the good speaking ability.

Speaking skill is a very important skill to communicate. According to Nunan (2003:48) teaching speaking is something that is considered a simple process. It means that speaking is an active activity that we do almost every day, every teaching is always done through speaking, teaching speaking can be said to be simple because it is delivered by speaking. As claimed by Yajun (2007:23) that teaching speaking is how teachers provide structured and guided learning experiences for language learners to develop their speaking competence. Thus, teaching speaking is not just speaking but also requires structured guidance in an effort to develop students' speaking competence. A previous research by Diah Desiana from English Education, STKIP Kusuma Negara 2021 which contains a statement from Schunk, (2008:8) for those who have intrinsic motivation, they will have a strong responsibility to learn speaking. On the other hand, for those who have extrinsic motivation, the spirit of learning is confident in conditions outside of themselves. Therefore, motivation provides encouragement to demonstrate what we have learned. In general, motivation becomes one of the determining factors such as intelligence or learning previously.

Based on the explanations above, the researcher wants to know if there is a correlation to the motivation of students with their speaking skills and to find out how far the motivation contributes to students' English-speaking skills. As stated by Brophy (2004:12), when people are motivated to learn, their learning is usually done casually to satisfy curiosity rather than achieving learning goals to develop

knowledge or skills. In this case, what is meant is students' speaking skills. Therefore, the researcher decided to conduct a study entitled The Correlation between Motivation and Speaking Skills of the Eighth Graders in SMP Negeri 2 Pupuan Academic Year 2021/2022.

1.2 Research Problem

Based on the background of the study above, it can be seen that the students of SMP Negeri 2 Pupuan are very limited in speaking English. Therefore, the researcher is interested in knowing how much students' motivation in learning English and their speaking skills are. So that the problems of this study can be identified as follows; is there a significant correlations between motivation to learn English and speaking skills of eighth graders students of SMP Negeri 2 Pupuan in the academic year 2021-2022?

1.3 Objective of the Study

The objective of this study should be in line with the background and the research problem. The objective of the study is the goal to solve and answer the curiosity of the researcher. The objective is to determine the significant correlation between motivation and speaking skills of eighth graders students of SMP Negeri 2 Pupuan in academic year 2021-2022.

1.4 Limitation of the Study

The limitations of this study are very important so that the discussion becomes more specific and avoids a broad discussion. This study is limited to investigating the correlation between motivations and speaking skills of eighth graders of SMP Negeri 2 Pupuan in academic year 2021-2022. Therefore, the researcher is more focused on investigating the motivation which is mainly

intended to know the students' speaking motivation. Motivation is focused on the intrinsic motivation that grows in each individual while speaking skills will focus on the way students have a dialogue with their friends and or teachers. In this section, the researcher can conduct a series of oral simple conversational interview tests about the personality of each student.

1.5 Significance of the Study

The presence of this study is expected to have theoretical and practical significance regarding the correlations between motivations and speaking skills of eighth graders of SMP Negeri 2 Pupuan for the academic year 2021/2022. The significance of the study is expected to have both theoretical and practical importance to the teaching and learning process. The results of this study are expected to be useful for readers. The results of this study are also expected to provide benefits to people in the area of SMP Negeri 2 Pupuan in order to improve the quality of learning motivation. The findings of this study are extended to have theoretical and practical significance in the teaching and learning process of English. Thus, it is not only used as an additional review but can also be implemented with facts in teaching and learning activities.

Theoretically, the results of this study can answer the question in the formulation of the problem of whether the motivation to learn English is a very important factor in learning achievement in English. Furthermore, it is hoped that this study can be a reference for future studies regarding the correlation between students' motivations and speaking skills. In addition, practically the results of this study are expected to be useful for the entire community of SMP Negeri 2 Pupuan in the process of teaching and learning English. However, it is also hoped that this

study can be an evaluation of the school, both teachers and principals in order to improve the learning system and facilities. Hopefully, this study can provide benefits in increasing students' learning motivation, especially in English.

1.6 Definition of Key Terms

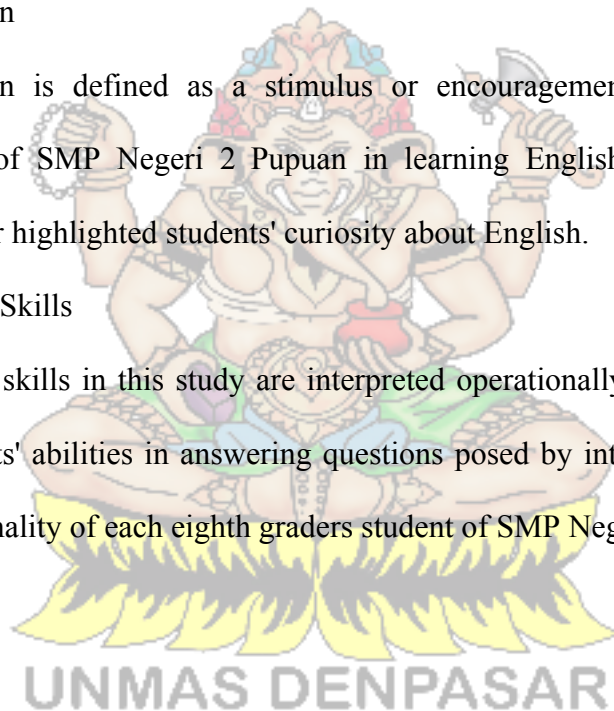
To make the reader clearly understand the content in this study, the researcher provides two definitions of key terms, which are defined operationally as well. The key terms used are students' motivation and speaking skills.

a. Motivation

Motivation is defined as a stimulus or encouragement to eighth graders students of SMP Negeri 2 Pupuan in learning English. In this study, the researcher highlighted students' curiosity about English.

b. Speaking Skills

Speaking skills in this study are interpreted operationally as the achievement of students' abilities in answering questions posed by interviewers relating to the personality of each eighth graders student of SMP Negeri 2 Pupuan.





CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The researcher needs several supporting theories for this study to be appropriate. Theory refers to the theoretical overview described in this chapter. Scientific research is expected to be based on the appropriate theoretical background. In this section, the researcher contains several theoretical reviews that are relevant to this study. This study needs to be carried out on the basis of relevant theoretical constructs and empirical evidence. This study is based on the discussion of the following theoretical framework: (1) Motivations, and (2) Speaking Skills. For the purpose of the present study, some theoretical new points, as well as empirical evidence, are reviewed. Some of the viewpoints are as follows:

2.1.1 Motivation

Before the researcher explains more about motivation and its relations with learning English, the researcher intends to explain some theories of motivation, which consists of the definition of motivation and types of motivation. Motivation, based on Hornby's dictionary, is defined as something that causes someone to act. That is, motivation can be interpreted as a reason that makes someone do something. Based on Tahaineh and Daana (2013:33) Motivation is a concept to describe a learner's failure or success. From this statement, it can be said that motivation is an important factor in learning, meaning that motivation is one part of teaching and learning activities that affect the success or failure of students as language learners. Motivated behavior, therefore, will lead to various

actions in reaching a goal. Someone is integrative motivated if they are learning English through a desire to learn more about a culture, its language and people to integrate more within the target language society. Instrumental motivation involves learning to achieve some other goal, such as being able to speak English to get a better job.

Motivation usually comes from oneself or can also get a stimulus from other people or the surrounding environment. As explained by Harmer (2001: 51), motivation an accepted distinction is made between extrinsic and intrinsic motivation, that is motivation which came from outside and from inside. Extrinsic motivation is caused by any number of factors, for instance, the necessity to pass an exam, the hope of monetary reward, or the likelihood of future travel. Intrinsic Motivation, by contrast, came from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself to make them feel better.

Intrinsic motivation can be categorized as a desire that starts from a feeling of achievement, satisfaction, pressure, deadlines, and so on. As claimed by Muhibbin Syah (1999:89), intrinsic motivations are things and circumstances that come from within the students themselves that can encourage them to take action to learn. In other words, intrinsic motivation comes from within oneself to do something without any external stimulation. Included in students' intrinsic motivation is the feeling of enjoying the lesson, and their need for the lesson, for example for the future life of the student concerned. As stated by Harmer (2007:98), intrinsic motivation is something that comes from inside of the individual. It means motivation is a desire which comes from inside to do

something. Intrinsic motivation involves the inside motivation to undertake something for its own sake.

Extrinsic motivation means that there are times when the student's intrinsic motivation is insufficient. For example, another student may study hard for a test because he or she likes the content of the lesson. So, intrinsic motivation is a natural drive from within oneself to do something that does not need external stimulation. Everything that happens in the classroom affects students who are already in some way extrinsically motivated. We can consider factors affecting intrinsic motivation under the things of physical condition, method, teacher and success. In intrinsic motivation, there are two main motivations, and they are integrative motivation and instrument motivations.

The most successful students are not necessarily those who acquire the language very easily. However, they are those who display certain traits, most of which are clearly related to motivation, as stated by Penny Ur (1996:275), In order to reflect a positive task orientation, students are willing to undertake tasks and challenges and have confidence in their success. Forego involvement, students find important tasks to succeed in learning to maintain and promote their own self-image. The need for achievement, students have a need to excel, overcome difficulties and succeed in what they want to do. The student is ambitious, goes for demanding challenges, high proficiency, and top grades. The student is very aware of the goal of learning, or of specific learning activities, and directs his or her efforts toward achieving them. The student consistently invests a high level of effort in learning and is not discouraged by setbacks or apparent lack of progress, and the student is not disturbed and 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.

In conclusion, motivation is an impulse that arises from within students (intrinsic) and from outside students (extrinsic) to do something. Intrinsic motivation is the motives that become active or functioning do not need to be stimulated from the outside because within each individual there is an urge to do something. Intrinsic motivation includes the desire to succeed, the drive needed to learn, and expectations of student goals. Factors that influence students' intrinsic motivation include interests, aspirations, and students' emotional conditions. Meanwhile, extrinsic motivation includes appreciation, a conducive learning environment, interesting learning activities, and the teacher's efforts in teaching students. In fact, it is undeniable that learning motivation is one aspect that plays a significant role in the process of achieving learning goals, and learning motivation will also influence and be influenced by cognitive, affective and psychomotor aspects of students.

2.1.2 Speaking

Speaking is the essential skill among other language skills that must be learned by English students. It is as the major criterion to consider whether the English students' competence is good or lacking. There are many definitions of speaking from English experts. However, the researcher only chooses several definitions which are important to talk about. According to J McDonough & C Shaw (2014), speaking is a way of communicating which may involve expressions, ideas and opinions; express a desire or desire to do something; negotiation, and or solving certain problems in building and maintaining social relations and

friendships. In other words, speaking is an advantageous way of expressing something that is felt by the speaker or speaking in conveying something. As stated by Cameron (2001:40), speaking involves the active use of language to express meaning so that others can understand it. It means that speaking is intended to express meaning so that it can be understood by the interlocutor.

Speaking English can also be assessed from the fluency of students in speaking. However, students' self-confidence often hinders their speaking skills. As Scrivener (2005:146) claims in his book, fluency and confidence are important goals in speaking classes. The above statement means that speaking trains students to have fluency and confidence to communicate with others. Fluency is used to describe the ability to communicate the intended message. Fluency is expected to be accurate so that listeners can easily grasp the meaning of the message. The aim of teaching speaking is to encourage students to develop the ability to communicate and interact with others, develop fluency and natural expression, and have the courage to share their ideas, feelings, and opinions with others. The above opinion is in line with the purpose of speaking, namely to communicate, as said by H. G. Tarigan (2006:1), the main purpose of speaking is to communicate. Speaking is oral communication. It is a process in which someone uses spoken words to express feelings, ideas, opinions, and information to another person. When students learn a language, they must practice speaking.

Evaluating speaking skill is the most important aspect in language testing. However, Speaking is a complex skill among the other skills in English to be assessed because many criteria should be evaluated in speaking. As stated by Harris (1974:81), there are five components of speaking skills related to

understanding, grammar, vocabulary, pronunciation, and comprehension. Moreover, the administration of the speaking test is quite difficult because it will be not effective and sufficient to test speaking skill in a large number of students at a limited time. The other skills can be assessed by paper and pencil test, whereas speaking cannot be assessed by it. Students' speaking skill should be measured by oral test. The kind of oral tests commonly used by teachers and practitioners to know the students' speaking is face to face speaking test (interview), conversations, role plays, story- telling, oral presentations, etc. Actually, all of them are only the most popular choices of oral test in teaching and learning English to assess students' speaking skill. There are many useful activities for students to improve their speaking skills as follows: communication games, role-playing/simulations, information gaps, story retelling, discussion, dramatization, and speeches.

Speaking is an essential skill among other language skills that must be learned by English students. It is the major criterion to consider that the English students' competence is good or lacking. From the definitions above, the researcher concludes that speaking is a desire or a wish of a person to express ideas, opinions and feelings to others, to negotiate, to solve problems in order to make and to maintain interaction, social relationship, and friendship. The essential thing in speaking is practicing the language, because practice makes us perfect. This skill is used by everyone to communicate in daily life whether at school or outside school. It can be done by two or more people to communicate, to share information and to achieve a particular goal. However, based on the researcher's experience, in teaching speaking, many students feel shy to speak up in the

classroom. They are also afraid of being laughed at by their friends when they speak up. Moreover, many students still lack vocabulary.

2.2 Empirical Review

Several studies have been conducted by several previous researchers on the motivation and participation of students in this speaking. In this section, the researcher describes several studies related to this study. In addition, the researchers made a correlation between motivation and speaking skills. And the research results can be described briefly to provide the basis and support for this study.

The first research entitled “The Correlation between Students’ Motivation in Learning English and Their Speaking Achievement” was conducted by Dina Maryana at SMP Muhammadiyah Ciputat. This study showed that there was a significant correlation between students’ motivation and achievement in learning speaking. It means that the students with higher motivation get better achievement in speaking than the lower one. Her research used a survey method through correlational technique. This research took 34 participants as the sample taken by using random sampling technique. The data were collected by two techniques. The first technique was distributing questionnaires to measure the students’ motivation. The second technique was collecting students’ speaking scores from the English teacher. Then, the data collected were analyzed by the formula of correlational product moment. The result showed that the correlation index between the X variable (students’ motivation) and Y variable (Students’ speaking achievement) is 0, 406. It means both variables have medium correlation and the hypothesis of the research is accepted.

The second research conducted by Lisa Kusumawati at Department of English Education UIN Syarif Hidayatullah Jakarta, entitled “The Correlation between students’ motivation in learning English and their speaking achievement”, this study used a correlational method. In collecting the data, the researcher distributed questionnaires to the respondents and took students’ speaking score from the English teacher. This research used random sampling to take respondents as the sample. After the data collected, the data were analyzed by using a formula of correlation product moment. The study stated that there is correlation between students’ motivation in learning English and their speaking achievement and the students with high motivation in learning English will get better speaking achievement than those with low motivation in learning English. It means that motivation in learning English affects students’ speaking achievement.

Another research was written by Nerfi Istianti, 2013 entitled “The Correlation between Students’ Motivation in Learning Speaking and Their Speaking Ability” (A Correlational Study in the Second Grade of SMA Darussalam Ciputat). The sample of this study is 30 students taken from the second grade of SMA Darussalam Ciputat. The method used in this study was a quantitative method and the technique used in this study was a correlational technique. The result of this study shows that there is a positive correlation between students’ motivation in learning to speak and their speaking ability. It is proved by the r_{xy} (0.555) is bigger than r table in the degree significance 5% (0.349) and 1% (0.449). It is considered that the null hypothesis (H_0) in this study is rejected and the alternative hypothesis (H_a) which states that there is correlation between students’ motivation in learning speaking and their speaking ability is

accepted.

Broadly speaking, it can be concluded that speaking is a process to get meaning by sending and receiving information between two people or more. It is one of the skills used by everyone to communicate in daily life whether at school or outside school. One characteristic of good speaking activity is high motivation to speak. Students are eager to speak because they are interested in the topic and enjoy the teaching and learning process. Therefore, it is assumed motivation has a correlation with speaking ability. Motivation is a power that comes from inside or outside of students and pushes them to do something. Students who have motivation will make an effort to follow the learning process intensively and they will learn the lesson which supports speaking ability as well as possible not only in school but also out of school. Besides, students with high motivation in learning usually feel enjoyable in learning. It makes it easier to speak up and they may practice easy or complex sentences to their friends accurately and fluently. It is assumed that motivation affects students' speaking ability.

2.3 Hypothesis of Study

The hypothesis is an estimate of the results of this study. Hypothesis seen from the category of formulation is divided into two parts, namely; (1) the alternative hypothesis is usually called the working hypothesis or abbreviated as H_a . The alternative hypothesis (H_a) is a hypothesis which states that there is a correlations or influence between variables and other variables. (2) The null hypothesis is commonly abbreviated as H_o . The null hypothesis (H_o) is a hypothesis which states that there is no relationship or influence between one

variable and another. In this study, the researcher assumes that there is a correlation study, namely:

- a. Alternative Hypothesis (H_a): there is a significant correlations between motivation to learn English and speaking skills in eighth graders students of SMP Negeri 2 Pupuan in the academic year 2021/2022
- b. Hypothesis Zero (H_0): there is no significant correlations between motivation to learn English and speaking skills in eighth graders students of SMP Negeri 2 Pupuan in the academic year 2021/2022.

