

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking is one of four basic skills of the English language that must be mastered by the learner and it is very necessary to teach it well in the teaching and learning process. Speaking is a productive skill that could be empirically and directly observed which involves some language components. Such as spelling, pronunciation, vocabulary, and fluency (Brown, 2004:153). Speaking is the main skill that has a required role in learning a language because the main purpose of learning a foreign language was the ability to communicate the target language. According to Richards (2008:19), along with strengthening the position of English for international communication, the teaching of speaking skills becomes increasingly important in the English as a second or foreign language (ESL/EFL) context. The teaching of speaking was also important due to the large number of students who want to learn English in order to be able to use English for communication purposes.

According to Bygate (1987: 6) “Speaking is the vehicle of social solidarity, of the social making of professional achievement and of business”. It was through their way of speaking that people were most frequently judged. Speaking was also a medium through which many languages were learned, including English. To speak was not merely uttering sequences 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) 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/or solving a particular problem or establishing and maintaining social relationships and friendships. Meanwhile, Nowicka and Wilczynska (2011: 24) states “Speaking is an observable, physical and more specifically, acoustic phenomenon, describing one of the human activities”.

Speaking is spoken productive language ability. It was about how the students produced the language orally. Furthermore, according to Harmer, Speaking refers to the students producing pieces of language and seeing how it turns out that information was feedback into the acquisition process. Therefore, speaking focuses on output where the learner’s attention is on conveying ideas and messages to another person (Handoko, 2017).

In learning speaking, practice is a must. In addition, Turk (2003:6) states to teach successfully, each individual must practice the skill. It means that in order to make the students understand and remember the material which is given in the speaking class well, the speaking practice must be as nearest as possible to reality. Thus, teaching speaking was the way of teaching English to the students to produce the English speech sounds and sound patterns. Besides, teaching speaking was about how two organize their thoughts in a meaningful and logical

In learning, speaking abilities are not only done when communicating with friends or teachers. However, speaking in front of many people, especially in front of the class is also the lesson. Being able to speak fluently will make students feel

satisfied. Students feel proud of themselves. According to Utama et al (2013), there are 2 aspects to be successful within the speaking skills; linguistics and non-linguistics. Linguistic aspects are vocabulary, fluency, grammar, and pronunciation. Besides, non-linguistics are self-esteem, extroversion, intergroup climate, motivation, and self-confidence.

Nevertheless, Hamouda (2012) stated that there are several factors that influence students' speaking English, such as anxiety, lack of student motivation, misunderstanding, shyness, and lack of confidence. These factors are often found in Indonesia. Because there are so many factors that influence students' speaking, the researcher will focus on the students' lack of motivation to learn. Motivation in learning or interest can only be controlled by oneself. People who can control the desire to learn or motivate themselves to learn will be able to do many things, especially in speaking English.

Motivation is a part of important things in the learning-teaching process. The term motivation is derived from the Latin verb mover (to move). It means that motivation is something that gets someone moving and keeps someone working. Maehr and Meyer (1997: 372) argued "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 could 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.

Motivation is an important factor in the learning process. In other words, successful learning is influenced by the student's motivation in the classroom, especially in the language classroom. Dornyei (2001: 5) said "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 were the key determinants of success and failure". It is assumed that the students with high motivation in learning English would be more successful, brave, and confident rather than the students who have the low motivation or not at all.

Motivation becomes a way that exists when someone has some desire to reach some goals in his/her life. The goal would motivate him/her to reach it. Motivation exists in our mind and influences our body to move and act in order to reach our goals. In addition, motivation to learn was the adoption of learning goals and related strategies, it was not linked directly to either extrinsic motivation or intrinsic motivation. Motivation could give positive influence and effect for the students to make them feel enjoy to improve their speaking ability.

Regarding the explanation, it has seemed that motivation played an important role in improving the students' motivation in speaking ability. The researcher chose student achievement motivation and speaking ability in this research because the researcher needed to know how achievement motivation affects the students' speaking ability, especially in the eighth-grade students of SMPN 2 MENGWI in the academic year 2020/2021. Therefore, the researcher formulated research entitled "The Correlation between student achievement Motivation and speaking ability of the Eighth Grade Students of SMPN 2 MENGWI in Academic Year 2020/2021".

1.2 Research Problem

A research problem helps you formulate that sequence. Research problem also helps you avoid unnecessary steps during the research. A research problem was the preliminary step in conducting a research study. A research problem helps you understand the research procedure in a better manner. Mission on background, the research problem was formulated in the following question: was there any significant correlation between student achievement motivation and speaking ability of student of the eighth-grade student of SMPN 2 MENGWI?

1.3 Objective of the Study

This ponder utilizes a correlational plan that's to discover the relationship between achievement inspiration and the students' talking execution. The point of this ponder gets the level of students' achievement inspiration and their talking execution. This considers moreover uncovers the relationship between the factors. The survey with four Likert-scale was utilized to degree the students' level in this ponder. It was the adjustment of the Relevant Accomplishment Inspiration survey. To degree, the students' talking execution, a teacher made talking test was utilized.

1.4 Limitation of The Study

The limitation of the study was those characteristics of design or methodology which influence the interpretation of the findings from the research. In this present study, it was focused to find out the correlation between motivation and speaking ability of the eighth-grade students of SMP N 2 Mengwi in the academic year 2021/2022 which were separated into two variables; motivation as the variable "x" and speaking ability as the variable "y". Recount text was used as

the reading speed test and ten questions based on the text were used to find out the reading comprehension score.

1.5 Significance of Study

In this significance of the study, the researcher hopes that after knowing the results of the research, students can find out the important aspects that are owned so that the students can speak clearly and fluently in public places and in daily life, besides students have motivations. It will also have a good influence on students' achievement in school because they motivate what they want. Moreover, students believe in their abilities and dare to show them. Theoretically, researchers expect that research results can be motivated and useful for several aspects. First, for students, the researcher hopes that students can overcome their difficulties in speaking English and have a motivation to speak English. Second, teachers can improve their teaching style into a new paradigm of teaching. Third, future researchers are expected to compare this research, which means in terms of theory and empirical review.

1.6 Definition of the Key Terms

Here were some terms of information and definition by the researcher to avoid the reader's misunderstanding and question on the part and also the researcher wants to give clear output about this research. The key terms of this research were Motivation and Speaking Ability.

1. Motivation

According to Sardiman (2018: 75) is "The overall driving force in students that causes learning activities, which ensures the continuity of learning activities and provides direction to learning activities, so that the

goals desired by the learning subject could be achieved". If people have motivation, they will be able to speak English clearly and fluently, especially of the eighth-grade students of SMAN 2 Mengwi.

2. Speaking Ability

Speaking ability is operationally defined as the ability of the eighth-grade students at SMP 2 MENGWI in performed, to describe using a descriptive with their own words based on the pictures provided by the researcher, and perform it in Google Meet.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The purpose of this form was to concretely examine the corpus of theory that has accumulated in regard to an issue, concept, theory, and phenomenon. The theoretical literature review help establish what theories already exist, the relationships between them, to what degree the existing theories have been investigated, and to develop new hypotheses to be tested. Often this form was used to help establish a lack of appropriate theories or reveal that current theories were inadequate for explaining new or emerging research problems. The unit of analysis could focus on a theoretical concept or a whole theory or framework.

2.1.1 Motivation

Generally, Motivation was an essential factor in the students learning process. The success of the students studying process was depending on their motivation. Motivation leads them to reach their goals. Motivation has an important role to influence the power of learning activity, but motivation was also influenced by the goals. As Ormrod (2011:362) says, “It leads to increase the effort and energy in pursuit of those goals”. Therefore, motivation was the key to open their future success. Motivation has an important role to influence the power of learning activity, but motivation was also influenced by the goals. If there was a higher goal, there was a bigger motivation to reach the goal.

(Schiefele, 2015) In the chapter, we review the research on the development of children's motivation and engagement. We organize our review into four major

sections: the development of children's achievement motivation; gender, cultural, and ethnic differences in children's motivation; socialization of motivation in school. We take a social-cognitive expectancy-value theoretical perspective to organize our discussion of this work. We first discuss the development of children's motivation and engagement and take another look at the often-observed decline in motivation, focusing on new work showing different patterns in these declines among different groups of children. We also discuss how children's motivation relates to their performance and choice, two kinds of outcomes of major importance to children's healthy development. The second major section discusses gender, ethnic, and cultural differences in children's motivation and the important advances researchers have made in understanding these over the past 10 years.

According to Sardiman (2018: 75), the motivation for learning was "to ensure the continuity of learning activities as an overall driving force within the student to induce learning activities, to present the direction of learning activities, and the learning subject hopes. To be able to achieve the goals we do. "

According to Bophy (1987), the definition of learning motivation was defined by the general state (general condition) and the context state (specific condition and situation). In general, learning motivation was a permanent characteristic that encourages the acquisition of knowledge and skills in learning activities.

On the other hand, learning motivation as a state of context arises because, for a particular activity, individual participation was dictated by the purpose of acquiring knowledge or improving teaching skills.

2.1.2 Speaking Ability

Speaking is a productive language skill (Siahaan, 2008:95). It means that speaking was a person's skill to produce sounds that exist at the. Meaning and be understood by other people, so that able to create of good communication.

Brown (2004:104) said that the oral or written stimulus in productive performance should be really specific to obtain results within an expected length of performance suchlike scoring or rating procedures adjusting properly. According to the state above, productive performance could be assessed by three aspects (grammar, pronunciation, and fluency) that could measure the speaking ability of the students.

Speaking is justified by some knowledgeable definitions. there square measure four ability like reading, listening, writing, speaking, and for your info in English language learning that because the most significant ability of all of 4 skills is speaking. have to be compelled to recognize that speaking may be a productive skill of the four kind skills in instruction learning. The productive ability of the speaking was additionally one in every of crucial a part of foreign language within the learning and teaching method and it's vital to be learned by the scholars though it's a bit difficult.

Speaking was not solely regarding the way to speak; furthermore, speaking would show the students' special ability and give the proper info. Turk (2003:9) states that speaking was the direct approach from one mind to a different, and it's how individuals speak. Hence, speaking ability is required and should be perfect by the scholars to create it easier to transfer the concepts, knowledge, and knowledge and communicate to others.

Speaking ability was additionally expected in students activities than the opposite skills, as a result of within the speaking ability, need a good discussion in interaction to get the goals and avoid misunderstanding, thus students got to have a motivation in the basic cognitive process their self to the be in a position fluent within the oral performance. The scientist uses the idea by Thornbury (2005:iv) that speaking is wanted the flexibility to manage within the speaking responsive, that was within the real-time and small-time for designing.

2.2 Empirical Review

Empirical review is a crucial aspect of this research. Empirical review is the review of the relevant research that has been conducted. In which it reviews the previews research that relevant to the present research. The researcher took two empirical reviews with the same variables. Related studies that are used as references are described sequentially below.

The first research was conducted by Putra, A. S. (2017), who stated that The aim of the research was 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 in the students' speaking ability through motivation. It could be seen on the students' speaking score which had reached the score of Minimum Mastery 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 research was conducted by YAMSU (2017). The Correlation between Students' Motivation and Their Speaking Ability (A Study in the Third Semester Students of English Hasanuddin University Department) Supervised by Nasmilah and Marleiny Radjuni). This study aims to determine student motivation in learning how to speak English and also to find out to what extent the correlation between students' motivation and their speaking ability. The method used in this study is a qualitative method and quantitative with correlation technique. The author collects data by doing classroom observations and distributing questionnaires to determine student motivation. The questionnaire used was adapted from The Attitude/Motivation Test Battery (AMTB) by R.C. Gardner. Besides, to know the speaking ability of students, the lecturer held an oral test for students. Lecturer speaking class is the assessor of the oral test. Then, the writer collects student scores from the speaking class teacher. Furthermore, data derived from student motivation and The oral test was analyzed using the Pearson Product Moment formula to find the value of the correlation coefficient between student motivation and ability speaking students. The results of this research show two points. First, students' motivation in learning to speak high English. It can be seen that 20 out of 33 students have a high motivation score

based on questionnaires and class observations. Second, there is a positive correlation between students' motivation and speaking ability student. It is evident from the value of the correlation coefficient (r_{xy}) of 0.562 and r_{xy} (0.562) greater than r table at a significant 5% (0.344) and 1% (0.442)

One of the two things described above has advantages and disadvantages. The advantage is that the results of the two studies prove that there is a relationship between speaking ability and student motivation and the method of collecting data from both studies is by using a questionnaire and speaking test. However, data collection is also a weakness of both studies. Putra's research did not explain how to assess speaking tests, he did not explain what aspects of speaking assessment were. So, this research is not complete. And in Yamsu's research, he did not explain how to collect data from his speaking test.

Based on the advantages and disadvantages of both of research, in the aspect to assess the speaking test, the researcher uses three aspects of speaking, because all aspects are important to determine students' speaking skills. The researcher also motivated that this research is explained in detail, so that future research can understand it better.

2.3 Hypothesis

The hypothesis was presumptions or assumptions that must be tested through data or facts obtained through research. According to Singh (2006:54) hypothesis was defined as a tentative solution to the problem. Thus, the hypothesis was a guide for the researcher in exploring the desired data. The hypothesis proposed by the researcher was a directional hypothesis. A directional hypothesis was a prediction made by a researcher regarding a positive or negative

change, relationship, or difference between two variables of a population. This prediction was typically based on past research, accepted theory, extensive experience, or literature on the topic. Therefore, the researcher has formulated that the independent variable was predicted to affect the dependent variable. The researcher assumes there was a correlation between motivation and English-speaking ability.

- H1 (directional hypothesis) states that there was a significant correlation between motivation and speaking ability
- H0 (null hypothesis) explain that there was no a significant correlation between motivation and speaking ability

