

# CHAPTER I

## INTRODUCTION

### 1.1 Background of study

Speaking is how we communicate with others. It is an activity conducted by a person to communicate with others to express ideas, feelings, opinions, etc. According to Thornbury (2005:1), speaking is so much a part of daily life that we take it for granted. Therefore, by speaking we can express ideas to listeners and this skill is very important for students in learning English.

The main things of speaking skill are considered as a priority for many second or foreign language learners. Lazaraton (2001:5) defined speaking as an activity requiring the integration of many subsystems of language.

Speaking is a complex skill among the other three skills in English. There is no doubt that many students get difficulties in learning speaking, moreover to practice it. Thornbury (2005:2) as cited in Jayanti (2012:3) states that to learn speaking skill is not only learning about the language itself, but also learning how to speak in real communication. However, many Indonesian students cannot use English in the classroom and in real communication because English is not their mother tongue, it is rarely used in daily activities to interact with others. They are not accustomed to use English neither in the classroom nor outside the classroom. On the other hand, actually to get successful in leaning speaking, students should be at the situation in which they are willing to speak English. Besides, students have strength from inside to speak up. In other words, many factors affect students in learning speaking.

One of factors affects students in learning speaking is motivation. According to Suhag et al. (2016:100) motivation has several effects on the learning and behavior of students: firstly, motivation leads behavior to specific goals. Motivation sets specific goals that people strive for and, thus, influences the choices of students. Motivation also increases the effort and energy to determine whether a students will be an important factor affecting the learning and success of the students by affecting the initiation and continuity of the activities, increasing the time of the students' duties. Motivation affect how information is processed and how it is processed as it increases the cognitive processing process and, thus, motivated students get more inclined to understands and examine material than to observe learning movements just superficially.

Low motivated students in learning speaking are caused by many factors. Based on the observation at SMP N 2 Mengwi in teaching speaking, here some factors that affect students' motivation. Firstly, the students think that speaking English is easy. It makes students lazy to learn speaking. Secondly, the situation of environment is not support to speak up, neither inside the classroom, students have a limited time to learn speaking, so they cannot practice English well in a very little time. While outside the classroom, students are not used to speak English. They prefer to speak in their native language that is Indonesian language because almost people around them speak Indonesian. Thirdly, students feel shy and lack of confidence to speak up because they are afraid of making mistakes and being laughed by their friends. Then, students think that many components of language should be mastered to speak English well such as pronunciation, vocabulary, fluency, grammar, and comprehension.

One of the factors that affect students' speaking skill is motivation. Thus, the research problem can be formulated as follows: is there any correlation between students' motivation and speaking skill of the seven grade students of SMPN 2 Mengwi in academic year 2021/2021.

### **1.2 Research Problem**

Based on the research problem on the background, the research question of the present study can be formulated as follows: is there any significant correlation between motivation and speaking skill of the seventh grade student of SMPN 2Mengwiin academic year 2021/2022?

### **1.3 Objective of study**

Based on the research problem on the background, the objective of the study is to know whether or not there is any correlation between motivation and speaking ability of the seventh grade student of SMPN 2 Mengwi in academic year 2021/2022.

### **1.4 Limitation of the study**

The limitation of the study is very important to make discussion about the research problem more specific and avoid a broad discussion. In the present study, the researcher focuses on finding out the correlation between motivation and speaking skill of the seventh grade student of SMPN 2 Mengwi in academic year 2021/2022 separated into two variables; these are students' motivation and students' speaking skills. Therefore, the limitation of the speaking skill is using the basic competency 4.4 in making video about yourself and family and for student's motivation, fill in 30 questions about student motivation for speaking skill.

### **1.5 Significance of the study**

The result of the findings in this study are essentially expected to be advantageous in both theoretical as well as practical issues in the teaching and learning process especially in learning English. Theoretically, the finding of the study is expected to provide the students' skills in speaking has a correlation with the students' motivation. Practically, the finding of this present study is expected as feedback to English language teacher, or as alternative way if teaching speaking of the seven grade students of SMPN 2 Mengwi to take the effective of category motivation in speaking skill.

Furthermore, the result of this study is expected to be useful for teachers, students and the next researchers. For the teachers, it would be useful for them as it gives the information to the teacher about the correlation of motivation and speaking skill. Meanwhile, this research is expected to give advantages for the students about the speaking problem and they become aware to practice more until they master in speaking skill. Moreover, for the next researchers, the result of this research is expected to give information for further research that decide to do the research in the different school.

### **1.6 Definition of the Key Terms**

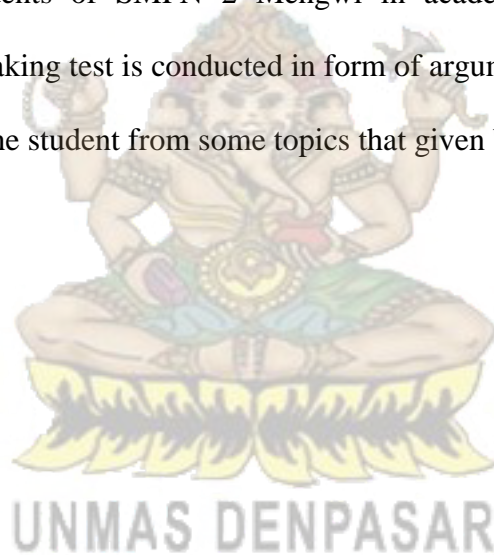
In order to avoid misunderstanding and confusion among the readers in comprehending this research study; the researcher provides a clear operational definition of the terms used in the present study. This operational definition can be used as reference in confining the complexity of the present study. The researcher defines the following terms of the present study as follows:

1. Motivation

Motivation in this research, motivation can be defined as the factors that continually contributed and committed to attain the goal of the seven grade students of SMPN 2 Mengwi in academic year 2021/2022 the aspects of the factors were positive task orientation, ego involvement, need for achievement, high aspiration, goal orientation, perseverance and tolerance.

## 2. Speaking skill

Speaking skill in this research means the skill of the seven grade students of SMPN 2 Mengwi in academic year 2021/2022 in speaking test is conducted in form of argumentative monologue test to the student from some topics that given by the researchers.



## CHAPTER II

### THEORETICAL AND EMPIRICAL REVIEW

#### 2.1 Theoretical Review

Theoretical review is a review theory for the present study. Therefore, it is used to support and build the present study. It is used references and frameworks to solve the problem in the present study. Scientific research should be conducted on the basis of some relevant theoretical construct and hope to give practical significance and empirical evidence. There are two areas which are described and discussed in this chapter as follows: motivation and speaking ability.

##### 2.1.1 Motivation

There are many personalities aspect which influence the students' achievement, one of them is motivation. According to Brown (2001:72) motivation is an inner drive or stimulus, which can be like self-esteem, be global, a situational, or task oriented. Motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit. Learning foreign language requires some of all these levels of motivation. For example, a learner may process high global motivation but low task motivation to perform well in the written mode of the language. He also states that success in any task is due simply to the fact that someone is motivated. It is easy, to claim that in the second language learning, a learner will be successful if they have high motivation.

Lile (2003:1) states that motivation is the key to all learning. The main idea of motivation is to capture the children's attention and curiosity and channel their energy towards learning. Motivation is the important aspect in learning. The effort and the learning achievement depend on the level of the students' motivation. Highly motivated students will have better result of their learning than the low motivated students. The students with high motivation in learning motivation in learning will have a bigger effort to reach their goal than the students with low learning motivation an intrinsically motivated student studies because he/she wants to study. The material is interesting, challenging and rewarding, and the students receives some kind of satisfaction from learning. An extrinsically motivated student studies and learns for other reasons.

According to Astuti (2012:6), motivation is psychology factor that can influence the process and the result of learning. If the students have high learning motivation, they students will do more learning activity. So, it is suggested that the motivation. As teacher must improve students' English learning motivation. As teachers, they often forget that all of their learning activities are filtered through their students' motivation. There is no pulse; there is no life in the class. When teachers learn to incorporate direct approaches to generating student motivation in their teaching, they will become happier and more successful teachers.

Motivation is needed by the students to get good result in learning. By giving precise motivation, the lesson will be successful, motivation as an essential condition characteristic which later can be easier to categorize the characteristics of someone who has motivation. Naiman et al (in Ur 1991: 275) state that the most successful learners are not necessarily those to whom a language comes very easily,

they are those who display certain typical characteristic, most of them clearly associated with motivation. Some of these are:

A. positive task orientation. The learner is willing to tackle tasks and challenges and has confidence in his or her success.

B. ego- involvement. The learner finds it important to succeed in learning in order to maintain and promote his or her own positive self-image

C. need or achievement. The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to.

D. high inspiration. The learner is ambitious, goes for demanding challenges, high proficiency, top grades.

E. goal orientation. The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts toward achieving them.

F. perseverance. The learner consistently invests a high level of effort in learning, and is not discouraged by setback or aren't lack of progress.

G. Tolerance of ambiguity. The learner is not disturbed or 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 latter.

### **2.1.2 Speaking Skill**



Speaking is a productive skill and which the speaker produces and uses the language by expressing a sequence of ideas and at the same time she or he tries to get the ideas or the message across. In this case, there is a process of understanding the message of the first speaker. Harris (1974:245) defines speaking as the encoding process whereby we communicate our ideas, thought, and feeling orally. It means that we deliver spoken language for someone to tell what we need and try to fulfil what other people ask. People can express themselves to other people to get a comfort situation in understanding each other. Meanwhile, Brown (2001: 175) states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Based on this idea, there are three important points that must be occurred to the participants of communication (speakers and listeners) to construct the meaning during the interaction among them.

Speaking perhaps the most demanding skill for the teacher to teach (Scott and Ytreberg, 1990: 33). Speaking skill, like listening skill, is often neglected in the classroom or teachers assume that speaking is an area that does not require instruction or facilitation. In order to communicate effectively through speaking, learner must exhibit fluency, clarity, and an awareness of audience. Such verbal communication skills are learned through practice and observation of an effective speakers, for example a teacher.

Speaking skill is more expected in students' activities than the other skills, because in the speaking skill, require a well discussion in interaction to obtain the goals and avoid misunderstanding, therefore students need to have a self-efficacy in believing their self to be able fluent in the oral performance. The researcher uses

the theory by Thornbury (2005: IV) that speaking is need the ability to manage in the speaking responsive, which is in the real time and little time for planning.

## **2.2 Empirical review**

Empirical review is the review of relevant research that have been conducted in which it reviews the eprevious researchs that are relevant to the present research. Emperical evidence can help the researcher avoid unintentional replication of the previous studies results, and to clarify as well as define the concepts of the study. In conducting this study, the researcher wanted to make a correlation between motivation and speaking skill. Several researchers have been done related to this study which discussed about correlation between motivation and speaking skill. The related study which was used as references were described in chronological order below.

In this study, the researcher provided two researchers which dealt with the topic of the research. The first research from Istianti (2013) entitled "The Correlation Between Students' Motivation in Learning Speaking Ability (A Correlation Study in the Second Grade of SMA Darussalam Ciputat)". The participants were 30 students taken from second grade of SMA Darrussalam Ciputat. The sample technique use is purposive sampling technique. The result of this study shows that there is a positive correlation between students' motivation in learning speaking and their speaking ability.

The different between Istianti (2013) and this research is this research using technique cluster sampling method to decide the sample. However, Istianti (2013) using purposive sampling technique to decide their sample. The research that was

conduct by Istianti (2013) good based on her aspect of the speaking instrument. The source and instrument are clear. However, the items of the questionnaire in that research are 25. While in this research, the items of the questionnaire are 30. Also for the time in the speaking performance is too long five minutes that will incriminating the students, whereas this research only takes three minutes for the speaking performance time and it made students enjoy and excited during their speaking.

The second research is conduct by Hevriana Servika (2017) entitle “The Correlation Between Students Motivation and Speaking Ability at SMA N 2 Padang”. The participants were 35 students (1class) namely in class x MIPA 4. To decide the sample, she using the product moment correlation formula. The result of her researchshows that the value of the relationship between student attitudes and learning achievement of science students at SMA N 2 Padang was greater.

The different between Servika (2017) and this research is this research using technique cluster sampling method to decide the sample. However, Servika (2017) using technique product moment correlation formula to decide their sample. The research that was conduct by Servika (2017) is very good based on her aspect of the questionnaire. The source and instrument are clear enough. However, in the speaking performance her instruction is too confusing where she tell students to choose their topic and no time allocation given. Meanwhile, in this study, it is used to provide clear instruction by giving directly to student’s topics that are in accordance with their basic competencies and informing students clearly.

### 2.3 Hypothesis

According to Singh (2006: 54), hypothesis is defined as a tentative solution of the problem. The hypothesis that conducted by researcher is positive and significant correlation between students' motivation and speaking skill among the seven grade students at SMPN 2 Mengwi in Academic Year of 2021/2022. The statistical hypothesis is formulated as follow:

1. Alternative Hypothesis ( $H_a$ ): there is a significant correlation between motivation and speaking skill.
2. Null Hypothesis ( $H_0$ ): there is no significant correlation between motivation and speaking skill.

