

CHAPTER I

INTRODUCTION

1.1 Background of the Study

There are four main skills of English, including Speaking, listening, reading, and speaking. Speaking is the skill to speak with words and communicate orally to convey thoughts, ideas, and emotions in a variety of communication contexts. According to Putra et al., (2017), one of the skills that students must learn is speaking. They need the ability to communicate with people and share their ideas and views, they need this ability. It is a useful tool for interacting with others, especially for those studying English in college. Utama et al., (2013) state that speaking may be the most important of the four skills that students need to acquire to succeed in language acquisition.

Speaking is an important part in the teaching and learning process. Furthermore, a great deal of demand for proficient English in a variety of sectors has resulted from English's prominence and globalization. However, while learning English as a second language, almost all of students believe that speaking is the hardest skill. When students are learning to speak, they find it tough to practice when they are unable to acquire vocabulary, pronunciation, fluency, and grammar.

Speaking is oral communication that is usually used in daily activities (Ilam et al., (2022)). Speaking is a core function of language use communication, which serves as a medium for language learning, and it is important to teach and learn in language teaching and learning programs. It means that speaking is the act of using words orally, typically in everyday situations. It is a crucial component of language communication and an important tool for language learning and instruction in

educational environments. Speaking allows many people to communicate with others simpler. On the other hand, speaking is one of the most common abilities that anyone, even adults, can pick up. It facilitates English language learning, particularly regarding speaking abilities.

Speaking proficiency in a language creates a scale of interest that each learner needs to reach. According to Anggraini et al., (2019), one of the key abilities people employ in their daily lives to communicate and comprehend one another is speaking. Speaking is also needed for communicating since it is an interactive process of meaning development that has information production, reception, and processing. For example, during the teaching and learning process in the classroom, the teacher and the students will speak to one another to understand and communicate. Consequently, motivation is required for the teaching and learning process.

In English language learning, motivation plays an important role for people to learn their second language. Hashwani (2008) state that motivation is one of the factors that affecting in learning speaking skills, because motivation has a big influence on developing speaking skills. Putra (2017) state that most crucial element in the learning process is motivation. In another way, student motivation in the classroom, particularly in language classes, affects learning achievement. By doing that, it can better understand the ideas, opinions and information communicated by other community members.

Motivation becomes a way which exists when someone has some desires to reach some goals in his/her life. The goal is to 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 is adoption of learning goals and related strategies, it is not linked directly to either extrinsic motivation or intrinsic motivation. Motivation can have a positive influence and effect for the students to make them feel enjoy improving their speaking ability.

When people want to accomplish something in life, motivation becomes a means to that end. The objective branches them on to accomplish it. To accomplish goals, motivation exists in our minds and drives our bodies to move and act. Furthermore, learning motivation is the adoption of learning objectives and associated techniques. Students who are motivated can feel more enjoyable and have a positive impact on their ability to talk.

The first relevant research was conducted by Putra (2017). The purpose of the research is to find whether there is any significant correlation between motivation and speaking ability of the seventh-grade student of SMPN 17 Tangerang. The result of research showed that motivation and speaking ability has a very significant correlation. Meanwhile, another relevant research was conducted by Widayanti et al., (2020). The purpose of the research is to find whether there is any significant correlation between student's motivation and speaking ability. The result of research showed that speaking ability and learning motivation were not correlated.

Considering the explanation above, the researcher conducts another study to find out the correlation between motivation and speaking skill. motivation is processes, speaking is their essence. By giving good motivation from other, students can write and understand English texts fluently and accurately. Pursuing motivation to other students, it can help students become confident and smart. In

the regard to this matter, the researcher is curious about the correlation between motivation and speaking skill.

1.2 Research Problem

In the context of these problems, motivation and speaking skills are important. Therefore, making a research question is very important. It is important to discuss the research problem more clearly and specifically. Therefore, the researcher wants to know the significance of the correlation between Motivation and speaking skill of Seventh-Grade Students of SMP Negeri 1 Ubud in Academic Year 2024/2025. Therefore, the researcher proposed the following problem: Is there any significant correlation between Motivation and speaking skill of seventh-Grade Students of SMP Negeri 1 Ubud in Academic Year 2024/2025?

1.3 Objective of the Study

The objective of the study is the goal of which the researcher plans to do or achieve after the study is carried out. By knowing the objective of the study, It helps the researcher to be concerned with the process of collecting data in this research. This present study is intended to answer the research problem that has been previously formulated. Concerning the problem above, the objective of this research is to figure out whether there is any significant correlation between motivation and speaking skill of the seventh-grade students of SMP NEGERI 1 Ubud in academic year 2024/2025.

1.4 Limitation of the Study

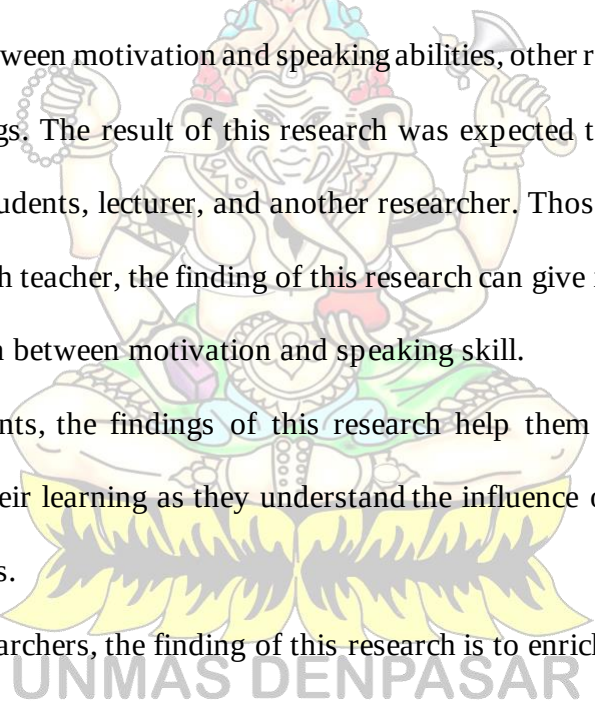
There may be limitations on the research design, technique, materials, and other factors. These elements might affect the results of the researcher's investigation. The researchers, however, frequently avoid discussing the limits of their study in their publication. This study's limitations were employed to specifically inform the reader of the researcher's role in this investigation. To be more precise, the current study's scope is limited to identifying the correlation between motivation and speaking skills. In this study, the researcher discusses motivation and speaking skills. To investigate the problems more accurately, the topic must be limited. The researcher had limited the speaking to focus on describing pictures about the zoo. And for the motivation aspect were focused on 6 (six) aspects which are considered as the important aspects of motivated learners such as self-determination, expectancy-value, self-efficacy, attribution, self-worth, and goal.

1.5 Significance of the Study

The researcher in this study concentrated on the relationship between motivation and speaking abilities. It is anticipated that the study's findings have a meaningful and significant impact. Additionally, the researcher anticipated that this study would have more benefits in terms of theoretical and practical significance, which can be succinctly and briefly explained as follows. In the present study, the researcher focused on the correlation between motivation and speaking skill of the seventh-grade students on SMP Negeri 1 Ubud in the academic year 2024/2025. The researcher hoped that the present study could benefit the study of English. Both

the theoretical and practical significance of the present research could be briefly and concisely elaborated.

From point of view, the study benefits students, teachers, and other researchers. It can be utilized by the teacher as a means of reflection on how to enhance learning or outcomes in the classroom going forward. Additionally, the researcher anticipates that the instructor offers insights that could be considered to help produce better outcomes. It may increase pupils' understanding of the significance of motivation for speaking abilities. When doing their own research on the connection between motivation and speaking abilities, other researchers refer to the study's findings. The result of this research was expected to give significant contribution to students, lecturer, and another researcher. Those are:

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- a. For the English teacher, the finding of this research can give information about the correlation between motivation and speaking skill.
 - b. For the students, the findings of this research help them to become more attentive to their learning as they understand the influence of motivation and speaking skills.
 - c. For other researchers, the finding of this research is to enrich their knowledge related to the correlation between motivation and speaking skill.

1.6 Definition of Key-term

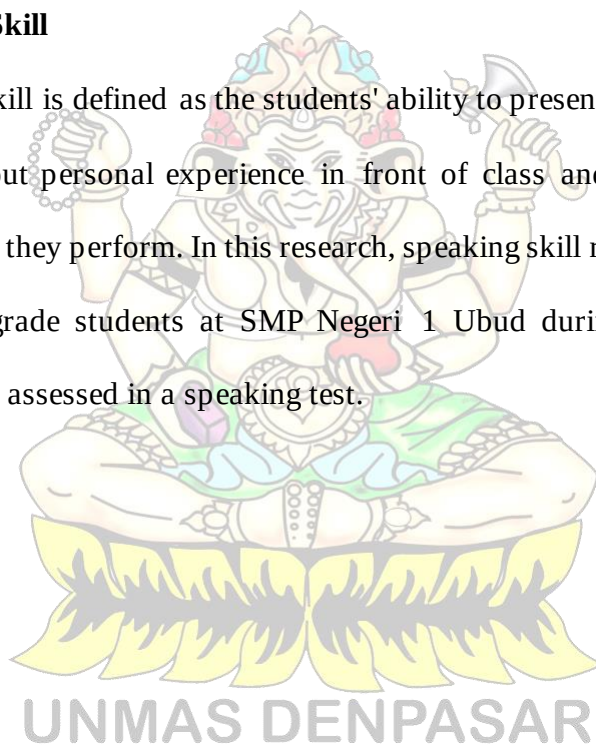
Key terms are important to be defined to give a clear understanding and interpretation of the topic that is being investigated. The researcher states two definitions as key term such as:

1.6.1 Motivation

Motivation is defined as a psychological boost in achieving goals of seventh-grade students of SMPN 1 Ubud in academic year 2024/2025 which come from outside encouraging themselves to do something. The type of motivation that students do is based on the characteristics of motivation, namely, positive task orientation, ego involvement, need for achievement, high aspirations, goal orientation, persistence, and tolerance.

1.6.2 Speaking Skill

Speaking skill is defined as the students' ability to present perform orally of recount text about personal experience in front of class and the listener can understand when they perform. In this research, speaking skill refers to the ability of the seventh-grade students at SMP Negeri 1 Ubud during the 2024/2025 academic year as assessed in a speaking test.



CHAPTER II

THEORITICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical reviews talk about each theory and its concept of understanding. The objective is to offer information about facts pertaining to variables. Theoretical assessment includes theoretical framework to support the conversation from the dominant view of the situation as it is a synopsis of the literature. The related theories would contain relevant information on the chosen field of research. Based on a previous study of the topic's theoretical basis, the scientific study would be undertaken. The theoretical review in this study concerns involving the theory that supports the present study rather than its practical application. The relevant theories taken from some sources to support the underlying theories are concisely conducted on a theoretical basis: Motivation and speaking skill.

2.1.1 Motivation

There are many personal aspects which influence the students' achievement, one of them is motivation. Motivation is a series of attitudes and values that influence individuals to achieve specific things according to individual goals. Attitudes and values are invisible things that provides the power to push individual in achieving goals. Muhammad (2017) state that motivation is a change in energy within a person which is characterized by encouragement that comes from a person to achieve a goal. It means that motivation is the internal or external force that pushes people to act or put in effort to accomplish their goals. Motivation is a crucial

aspect of learning. The effort and learning achievement of students depend on their level of motivation.

Highly motivated students tend to achieve better results compared to those with low motivation. Students with high motivation put in more effort to reach their goals than those with lower motivation. An intrinsically motivated student studies because they have a genuine desire to learn. Motivation is the degree to which you make choices about what goals to pursue and the amount of effort you will devote to that pursuit. Learning a foreign language requires some level of motivation. For example, a learner may have high overall motivation but low task motivation to perform well in the written mode of the language.

According to Noviana (2019), Motivation in learning speaking and speaking ability is an important part in English learning, because in verbal communication we cannot communicate with each other without speaking or deliver the information to listeners, and without attitude we cannot deliver the information with a good manner. It means being motivated and the ability to speak are necessary for learning English. Without speaking skills, we cannot communicate verbally or share information effectively. Additionally, having the right attitude is important for delivering information in a polite and respectful manner.

Hasibuan (2019) also state that motivation is also very important factor which determines the success or failure in language learning because motivation can directly affect the frequency of use of learning strategies, willingness to learn, goal setting and achievement in learning. It means that motivation is a crucial factor in determining success or failure in language learning. It suggests that motivation can directly influence how often learners use learning strategies, their willingness

to learn, their ability to set goals, and their overall achievement in the learning process.

Students should stay motivated in order to achieve high learning outcomes. The appropriate kind of motivation is necessary for successful learning. As a necessary condition for achieving the best possible learning outcomes, motivation includes distinct features that later simplify the categorization of motivational traits. Motivation is internal preparation. Although, we define it as a driving force or necessity, and motivation could be a state that needs change in us, either me or me. According to Naiman et al in Ur (1991), they are those who display certain typical characteristics, most of them clearly associated with motivation. Some of these are:

a. Positive task orientation

Learners are willing to take on tasks and challenges and are confident they will succeed. They believe in their ability to overcome obstacles and achieve their goals, which drives them to persist even when faced with difficulties. As a result, they often experience a sense of satisfaction and accomplishment that further reinforces their positive orientation towards future tasks.

b. Ego- involvement

Learners find it important to succeed in their studies to maintain and promote a positive self-image. This intrinsic connection between their academic performance and their self-image motivates them to strive for excellence and avoid failure. Consequently, they are likely to put in extra effort, seek out resources, and persist through challenges to ensure they perform well.

c. Need or achievement

The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to. These learners are motivated by the satisfaction that comes from accomplishing challenging tasks and reaching their objectives. This relentless pursuit of excellence not only enhances their learning experiences but also contributes to their personal and professional development.

d. High inspiration

The learner is ambitious, goes for demanding challenges, high proficiency, top grades. Their aspirations drive them to take on demanding challenges, pushing themselves beyond their comfort zones. This high level of inspiration often leads them to seek out additional resources, engage in thorough preparation, and continuously strive for improvement.

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. This awareness guides their actions and helps them maintain focus, ensuring that their efforts are aligned with achieving these goals. By consistently directing their efforts towards these objectives, they maximize their efficiency and effectiveness in learning.

f. Perseverance

The learner consistently invests a high level of effort in learning and is not discouraged by setbacks or lack of progress. These learners are characterized by their ability to maintain a high level of effort over extended periods, even when faced with difficulties or challenges. This persistent attitude not only enhances their

ability to overcome challenges but also instills a sense of accomplishment and confidence as they eventually achieve their learning objectives.

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, with the confidence that understanding will come later. This mindset allows them to maintain their focus and continue making progress, even when immediate answers are not available.

From the aspects above, Students demonstrate a positive task orientation and a willingness to tackle challenges and problems, confident in their ability to succeed. They have strong egos and see academic success as a prerequisite for maintaining a positive self-image. Motivated by a desire to succeed, they are eager to overcome challenges and achieve their goals. Inspired and ambitious, they take on challenging tasks and strive for first-class results. They are highly motivated and strive to achieve specific learning goals. They are persistent, always aiming for a high level of effort and do not tolerate failure or delays in progression. They are also tolerant of ambiguity, persevere in the face of temporary confusion, remain confident, and believe that understanding is eventually achieved.

2.1.2 Speaking Skill

Speaking is an interactive constructive process meaning that involves producing, receiving, and information processing. According to Brown (2007), The process of speaking involves complex cognitive stages, including planning the message, choose the correct words, and evaluating the effectiveness of the communication. It means that the process of speaking involves several cognitive

stages, including planning the message, selecting the appropriate words, and evaluating the effectiveness of the communication. Another statement from Leong and Ahmadi (2017) that Speaking is not just about producing sounds with your mouth; it involves conveying a message through words. It means speaking is expressing ideas clearly, ensuring the listener understands, and using language effectively to communicate thoughts and emotions. The process of speaking includes multiple cognitive stages, beginning with the planning of the message, where the speaker organizes their thoughts and intentions. This is followed by selecting appropriate words and constructing sentences that accurately convey the intended meaning. Finally, the speaker evaluates the effectiveness of their communication, adjusting as needed to ensure clarity and comprehension by the listener. Speaking is an important part of learning and educating a foreign language.

According to Brown (2004), Speaking is a beneficial ability that could be studied directly and objectively; however, the precision and potency of a test-taker's listening ability always affects those observations. Necessarily speaking ability can be directly observed and measured based on criteria like pronunciation, grammar, vocabulary and fluency. However, the accuracy of these observations is influenced by the test-taker's listening skills. Good listening ability allows individuals to comprehend questions or prompts accurately, enabling them to respond appropriately and demonstrate their speaking skills effectively. Conversely, weak listening skills can hinder comprehension and response accuracy, leading to a less precise evaluation of speaking abilities. Therefore, an effective assessment of speaking skills must consider the test-taker's listening proficiency as well.

Another opinion comes from Pollard (2008) states that when someone consider speaking, everything includes; ideas, language, reason for what to say, how to use grammar, vocabulary, and pronunciation and listening to react people with whom they are communicating. It means that speaking involves coming up with ideas, selecting the right words, and having a clear reason for what the individual wants to say. It also means using proper grammar, vocabulary, and pronunciation. Additionally, it requires listening to others and responding appropriately. In essence, speaking is a complex skill that integrates various components to communicate and interact effectively with others.

Speaking English is difficult for students in learning a second language. The students are difficult because they should master all aspects of speaking, which are all interconnected. Speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates (Harris (1996)). Therefore, the student must master vocabulary for basic daily conversation, have good fluency so that their speaking runs smoothly, and have a good understanding of grammar in order to build comprehensible expressions. According to Harris (1996), there are five components of speaking skill that should be mastered to use for practice of speaking. Those five components are:

a. Pronunciation

Through imitation and replication, it is impossible to successfully learn pronunciation to a higher level. Therefore, teachers should have a good pronunciation level so that students can follow their teachers in any teaching and learning process, but we cannot expect our students to sound completely American or British. Teachers who are proficient in proper pronunciation can provide clear

and accurate examples and give constructive feedback to students. This way, students can correct their mistakes and develop better speaking skills.

b. Grammar

Grammar is defined as the way words are put together to make correct sentences. The two most basic units of grammar are the words and sentences. One of subcomponents of grammar is called morphology and the other called syntax. Understanding both morphology and syntax is crucial for mastering a language. Morphology helps learners understand how to form and modify words correctly, while syntax provides the framework for constructing sentences that are both grammatically correct and meaningful.

c. Vocabulary

There are 2 (two) types of vocabulary, active and passive vocabulary. Active vocabulary is a word that students need to understand, and passive vocabulary is a word that we need students to understand but it is not utilize ourselves. Balancing the development of both active and passive vocabulary ensures that students not only become effective communicators but also proficient comprehends. This holistic approach to vocabulary learning equips students with the linguistic tools they need to navigate both academic language demands.

d. Fluency

Accuracy can be achieved by allowing students to focus on the elements of phonology, grammar and discourse in their spoke production. Achieving accuracy in language involves concentrating on phonology, grammar, and discourse in speaking. fluency is probably best achieved by allowing voice transmission.

Developing fluency is important to promote continuous speaking and a natural flow of conversation.

e. Comprehension

Understanding spoken language is known as comprehension, Understanding the entire meaning of the message, including its subtleties, tone, and implicit meanings, is equally as important as knowing the meaning of individual words. The ability to comprehend aids students in following directions, having meaningful interactions, and reacting to others in a reasonable and efficient manner.

Based on the explanation above, the researcher can be concluded that speaking is a part of English skill that plays a vital role in learning English. Speaking is a way to interact with other people. Students may face difficulties in learning to speak. It is because speaking has some aspects which are related to each other, If the students master only one aspect, the researcher believes that they are unable to speak well. In the present study, the researcher only focused on five aspects of speaking: pronunciation, grammar, Vocabulary, and fluency.

2.2 Empirical Review

An empirical review is a review of relevant research conducted in which it reviews the previous research relevant to the present research. This empirical review can be a reference for developing the concept of the study. Empirical review also helps the researcher to avoid unintentional replication of the previous studies result. In this present study, the researcher wants to know a correlation between motivation and speaking skills. There is some research that had been done previously which is related with present study in terms of finding out the correlation

between students' motivation and student speaking skills. Previous research can be used as a reference for the present study.

The first research was conducted by Putra (2017). His research was conducted for all of seventh grade students of SMPN 17 Tangerang. In his research, it used nonrandom sampling. The researcher used questionnaire and test as an instrument to measure speaking ability and motivation. To analyze the data, it used The Pearson Product. The result of research showed that Motivation and speaking ability has a very significant correlation. The strength of this study is the researcher have provided explanation with complete theories from various sources. However, the previous research was not confirming which characteristic of motivation would be used in her research. Instead, the researcher uses six characteristics of motivation from Naiman et al in Ur (1991). The criteria used are as follows: self-determination, expectancy-value, self-efficacy, attribution, self-worth, and goal to adopt as questionnaire.

Another research was conducted by Widayanti et al., (2020). Her research was conducted for all classes of third semester student of English Education Department. In her research, they used cluster random sampling. The researcher used questionnaire and conversation in pairs as an instrument to measure speaking ability and learning motivation. To analyze the data, they used The Pearson correlation. The result of research showed that speaking ability and learning motivation were not correlated. The strength of this study is the researchers have provided explanation with complete theories from various sources. However, the previous research didn't provide the instrument of speaking test for finding the correlation of it. Instead, the researchers use five components of speaking skill from

Harris (1996). The criteria used as follow: Pronunciation, Grammar, Vocabulary, and Fluency as a speaking test.

2.3 Hypothesis

A hypothesis is a statement about the correlation between two variables. Hypothesis is what the researcher predicts in the correlation between two or more variables. In the present study, hypothesis is using hypothesis to find a significant correlation between motivation and speaking skill. To answer the research problem in this study, the researcher assumed that there was correlation research namely the directional hypothesis. It defines as a hypothesis that there is a relationship between two variables being studied. It stated that the result was not due to chance and that they were significant in terms of supporting the theory being investigated. In this present study, the hypothesis is stated as follows:

2.3.1 Alternative Hypothesis H_a :

There is a correlation between students' motivation and students' speaking skill.

2.3.2 Null hypothesis H_o :

There is no correlation between students' motivation and students' speaking skill.

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