

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking is a tool for communicating with other people. It is an activity carried out by a person to communicate with other people to express ideas, feelings, opinions. Therefore, this skill is an important skill for students to learn in learning English. Speaking is a kind of productive skill that has an important role in communication and speaking is one of the language skills that has to be mastered by students to be able to communicate in English well. Torky (2006) state that speaking is one of the four language skills (reading, writing, listening and speaking). Speaking is a complex skill among the other three skills of English. In teaching-learning programs, speaking is really important to be taught and learned because speaking is a basic function of language use of communication, which becomes a medium of language learning. Brown (2007) stated that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. It means that they should be active in sharing ideas under topic.

Basically, speaking is one of the most important in learning foreign language, including in learning English. The aims of speaking are to make the people can communicate to others. It means learner are expected to be able to produce some language they learn. In the other hand, the learner need to be able in expressing their idea, opinion and feeling orally. Brown (2007) stated the difficulties of speaking are caused by what he calls affective factors and

interaction effects. So, speaking is needed to be practiced, there is no way to the learner to learn English without practice. Speaking is also defined as the ability to express ideas or information orally, coherently, fluently, and appropriately. It means the students are able to give a meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar, and vocabulary.

Motivation is the energy of students which come from inside or outside encouraging themselves to do something. Motivation is the energy of students which come from inside or outside encouraging themselves. In other words, many factors affect students in learning to speak. Shams (2008) states that one of the factors affecting students in learning speaking is motivation. Many students get difficulties in learning to speak, moreover to practice it. One of the factors that affects students in learning to speak is motivation. Shams (2008) states that motivation seems having an important role in developing students' speaking skills. Behaviour sparked by one's own interests or pure enjoyment is called intrinsic motivation. In contrast, extrinsic motivation is at play when individuals take action to capture a desired reward or to avoid punishments or social embarrassment. However, every student has different motivation in learning to speak.

Research was conducted by Rahmawati et al (2019). The purpose of the research is to find whether there is any significant correlation between student's motivation and speaking skill of the 8th semester of English Education Study Program of Bale Bandung University. The result of research showed that motivation and speaking skill were not correlated. Meanwhile, another research

was conducted by Iqbal (2020) The purpose of the research is to find whether there is any significant correlation between motivation and speaking skill at the tenth grade of MAN 13 Jakarta. The result of research showed that motivation and speaking skill has a very significant correlation.

In the process of learning, motivation can be said as an inner drive to achieve learning activity so the purpose of the subject learning can be maintained in an educational environment; motivation is one of the very important factors to encourage a learner to learn more rapidly and effectively. However, learning English as foreign language in many countries especially in Indonesia, students are taught four language skills namely listening, reading, speaking and writing, all of them support each other. From this skill above, there are many differences among that skill. Moreover, Therefore, in the regard to this matter, the researcher is curious about the correlation between motivation and speaking skill.

1.2 Research Problem

The most important aspect in conducting research is formulating the research problem. Concerning the description in the background of the study above, the researcher will hold research on the correlation between motivation and speaking skill of the Seventh-grade students of SMP Negeri Hindu 3 Blahbatuh. The researcher should decide on a specific and correct question to be answered. Moreover, the researcher is interested in finding out the significant correlation between motivation and speaking ability of junior high school students. Therefore, this problem of the research can be formulated in the form of a question as follows: is there any significant correlation between student

motivation and the speaking skill of Seventh-grade students of SMP Negeri Hindu 3 Blahbatuh in the 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. Knowing the purpose of the research can help researchers pay attention to the process of data collection. Regarding the above, this research aims to answer the problems that have been formulated previously. So that, in the line with the background and research problem above, the primary objective of the present study is to find out whether there is any significant correlation between student motivation and the speaking skill of Seventh-grade students of SMP Negeri Hindu 3 Blahbatuh in the academic year 2024/2025.

1.4 Limitation of the Study

Based on the problem identification stated above, the research limitations are shortcomings. Study limitations exist due to limitations on research design, materials and so on. These factors can influence the findings in the researcher's study. And researchers often lack boundaries for discussing their studies in their papers. These limitations are used to provide specific information or references to readers about this research. To take this study to be more specific, it therefore only needs to be focused and limited. In this study, researchers only focused on finding out the significant correlation between student motivation and speaking skill of class Seventh-grade at SMP Negeri Hindu 3 Blahbatuh in the academic year 2024/2025. Therefore, the present research is limited to investigating two variables they are motivation and speaking skill. Speaking skill is conducted by

asking the students to perform a descriptive monologue about describing a picture of a tourism object and the student's speaking performance was mainly focused on some criteria, such as vocabulary, comprehension, grammar and fluency. Furthermore, the motivation aspects were focused on self-determination, expectancy-value, self-efficacy, attribution, self-worth, and goal. This present study was administered for the Seventh-grade students of SMP Negeri Hindu 3 Blahbatuh in the academic year 2024/2025.

1.5 Significance of Study

The result of the present study is highly expected and recommended to provide significant research findings related motivation and its correlation with speaking ability. Therefore, both theoretically and practically are briefly described as follows:

Theoretically, this research is expected to contribute further to support the findings of subsequent research, that speaking skill is an important role in communicating. Moreover, the additional empirical evidence is expected to be used in future studies. It can be used to give more empirical evidence to the existing findings related to the correlation between motivation and speaking skill. Furthermore, the findings of the present study are expected to give more information that is needed about the importance of motivation which could help to assist students in having a good speaking skill.

Practically, the result of this study is expected to be useful for English teachers, students, and other researchers. For English teachers, it is expected to give information that can be used as a consideration to get better result on an alternative way of teaching in speaking of the Seventh-grade students of SMP

Negeri Hindu 3 Blahbatuh. For students, it can help them to overcome the issue by consideration better learning strategies in speaking ability. For other researchers, it is expected to become a reference which can help the future researchers that decides to do similar research to improve and develop their researchers which is related to the correlation between motivation and speaking ability. The finding of this research may have some weakness that can be refined by the other researcher in the next research to make it much better.

1.6 Definition of the Key Terms

To avoid misunderstanding on the part of the readers, the researcher states two operational definition of the key terms including speaking skill and ESA. Thus, there is no doubt or misunderstanding by other readers. Moreover, those terms are necessary to be clarified in order to make better understanding of the readers. Furthermore, there are some operational definitions of the key terms defined as follows:

1.6.1 Motivation

Motivation is operationally defined as very important in everything we will do. It is powerful for us to get the best in doing something. Moreover, in the teaching and learning process, motivation is needed. It is very good if both teacher and students motivate each other in the teaching and learning process. In this study, the researcher focuses on research the students' motivation in positive task orientation, ego involvement, need achievement, high inspiration, goal orientation, perseverance, and tolerance of ambiguity.

1.6.2 Speaking Skill

Speaking skill is operationally defined as the skill of the students to speak English fluently, accurately and comprehensible in the teaching and learning activity. In this study, speaking skill covers pronunciation, vocabulary, grammar, accuracy and fluency, and understanding to explore ideas or opinions. In the present study, the researcher uses argumentative monologue as the speaking test to get the data which student need to choose one of the topics and should be deliver by using their own opinion about the topic.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a description of the theory, findings, and other research materials obtained from reference materials to be the basis of research activities to compile a clear frame of mind from the formulation of the problem to be examined. Theoretical review commons in scientific contexts, where theories tend to be more precisely defined, and results are more widely accepted as correct. There are some theoretical reviews which came from several literatures related to this study and are used to support this study, as follows:

2.1.1 Motivation

Motivation is important in everything we will do. It is a powerful for us to get the best in doing something. Moreover, in teaching and learning process, motivation is really needed. Motivation makes teaching and learning easier and more interesting. According to Naiman in Ur (1991), there are also kind of motivation which are divided into seven aspect : positive task orientation, ego involvement, need achievement, high inspiration, goal orientation, perseverance, and tolerance of ambiguity. Therefore, motivation became a support for students in learning. In educational area, motivation is required. Motivation will make teaching and learning process become easier and captivating. It is very good for both teacher and students to motivate each other in teaching and learning process. According to Schunk (2021), motivation is something that can keep them from doing things based on their goals and to stay on the right path. Based on the

experts' opinion above, motivation is very crucial thing in the teaching and learning process. The students who have a high motivation will be easier to get the success and achieve their goal in learning process than those who do not have. Richards (2002:343) defines motivation as "The driving force in any situation that leads to action." An important motivation theory is the expectancy value theory. He also report that this assumes people are motivated to do something they feel is worth doing and expect to succeed in doing. In discussion this theory, Dörnyei (2001) says that, there are two key factors: first, individual expectations of success; and secondly the value individuals put on success (or their negative fear of failure).

In contrast, according to Dörnyei (2001) a strong sense of self efficacy builds confidence and increases effort to avoid failure. This relates to self-worth theory, because with high motivation individuals have a greater sense of personal value and worth. Noels (2003) states that identifies several sources of motivation, based on both intrinsic satisfaction and extrinsic rewards. He points out that perceptions of failure in the classroom may mean learners build a negative self-image of themselves as learners of English that builds up as they progress through school. He also describes a downward spiral in which perceptions of low ability lead to low motivation, which leads to low effort and low achievement. This low achievement in turn leads to low motivation again.

Motivation is needed by students to get good learning outcomes. By providing the right motivation, learning will be successful. Motivation as an absolute requirement that can lead someone to optimal learning success has several characteristics that later make it easier to categorize the characteristics of

someone who has motivation. Having a motivation can make people decide to do something, how hard people are going to pursue it and how long people are willing to sustain the activity. In order to investigate students who are motivated to learn, it should be measured by scientific aspects. According to Naiman et al.,(1989), 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.

Based on the theories that have been explained above, the researcher used theory from Naiman et al., (1989) which explains that it is easy to comprehend the motivated learner than motivation itself. Motivated learners are students who have an enthusiasm to invest effort in learning activities, so it makes the learning process more enjoyable and easier. Motivation can be seen in several characteristics. The characteristics of motivated learners are self-determination, expectancy-value, self-efficacy, attribution, self-worth, and goal. It means that someone can measure and understand that motivation from visible behaviour. In addition, students' motivation can be seen from several aspects mentioned above and the researcher can measure the level of motivation possessed by students.

2.1.2 Speaking Skill

Speaking is one of the language skills that should be learned by the students besides other skills. Pollard (2008) stated that when someone considers speaking up, everything includes ideas, language, reasons for what to say, how to use grammar, vocabulary and pronunciation and listening to the reactions of the people with whom he communicates. That is, speaking involves generating ideas, choosing the right words, and having clear reasons for what you want to say. This also means using proper grammar, vocabulary, and pronunciation. 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 and will not utilize by 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

Comprehension is the process of acquisition and understanding. In speaking activities, every student is expected to be able to understand what the speaker is saying. This means that understanding is also an important aspect that must be assessed because the more the speaker understands the message being conveyed, the easier it will be for them to respond to the message.

Based on the explanation above, researchers can conclude that speaking is part of English language skills which plays an important role in learning English. Talking is one way of interacting with other people. Students may face difficulties in learning to speak. This is because speaking has several interrelated aspects, if students only master one aspect then researchers believe they will not be able to speak well. In this study, researchers only focused on five aspects of speaking: pronunciation, vocabulary, fluency, comprehension, and grammar as stated by Harris, (1996).

2.2 Empirical Review

To provide empirical evidence that supported the present study, the empirical review was required. The empirical review was required to avoid the

deliberated replication with the previous studies and place the present study in a better position. Also, the researcher can compare the present study with the study that was conducted previously. There were two previous researchers which were reviewed. motivation on questionnaires and classroom observation. Second, there was a positive correlation between motivation and speaking skill.

Research was conducted by Rahmawati (2019) entitled “The Correlation between Students’ Motivation in Learning English and Their Speaking Skill” (a correlation study done in the 8th semester of English Education Study Program of Bale Bandung University). In his research, it used non-random sampling. The researcher used questionnaire and test as an instrument to measure motivation and speaking skill. To analyse the data, it used The Pearson Product. The result of research showed that motivation and speaking skill and were not correlated. The strength of this study is the researchers 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 will used six characteristics of motivation from (Naiman et al., (1989). The criteria that will used as follows: self-determination, expectancy-value, self-efficacy, attribution, self-worth, and goal to adopt as questionnaire.

Meanwhile, another Research was conducted by Iqbal (2020) entitled “The Correlation Between Students Motivation and Speaking Skill. This research was aimed to find out the correlation between students’ learning motivation and their speaking skill at The Tenth Grade of MAN 13 Jakarta. This research was done by gathering the data of students learning motivation and English-speaking skill. In her research, they used cluster random sampling. The researcher used

questionnaire and conversation in pairs as an instrument to measure motivation and speaking skill. To analyze the data, they used The Pearson correlation. The result of research showed that motivation and speaking skill has a significant correlation. 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 will 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

It is assumed that there is a correlation between students' motivation in learning to speak and their speaking skill at Seventh-grade Students of SMP Negeri Hindu 3 Blahbatuh. The hypothesis which is formulated in this study as follow:

2.3.1 Null Hypothesis (H_0)

There is no significant correlation between students' motivation and speaking skill of Seventh-grade Students of SMP Negeri Hindu 3 Blahbatuh in the academic year 2024/2025.

2.3.2 Alternative Hypothesis (H_a)

There is a significant correlation between students' motivation and speaking skill of Seventh-grade Students of SMP Negeri Hindu 3 Blahbatuh in the academic year 2024/2025.