

CHAPTER I

INTRODUCTION

This chapter describes the background of the problem, the formulation of the problem, the aims and benefits of the research, literature review, the theoretical framework, the research methodology, and the systematic discussion of the thesis which explains the organizational structure of the thesis writing.

A. Background of the Study

One of the most used skills in language development is speaking. Speaking, according to (Efrizal, 2012), is one way of verbally expressing both ideas and message. Although many studies and methods of teaching languages have singled out four skills: listening, speaking, reading, and writing, over eight decades there have been many studies and methods of teaching language that has identified four skills: listening, speaking, reading, and writing (Leong & Ahmadi, 2017).

Speaking has a significant impact, especially on a person's life, as it is the most effective means of conveying thoughts and messages compared to other talents (Putra, 2017). In addition, according to Brown, language is an important aspect of human life, as it follows a person wherever he goes. It is a way to express your opinion in society (H. Douglas Brown, 1981). The ability to speak is a criterion for measuring the language abilities of a person, even in language development (Kenneth & Julie, 2019). Students will be encouraged to use oral communication strategies to communicate their understanding or thoughts. Communication skills can also help students solve problems, good communication skills can help students overcome some of the problems that may arise in the classroom and strengthen their social relations with their teachers and classmates.

Teaching speaking is an important component of effective language education. Through teaching speaking, students can develop their communication skills, expand their vocabulary, increase self-confidence, and understand different cultures. There are several approaches and strategies that can be used in teaching speaking. First, the communicative approach has become the main basis in teaching

speaking. This approach focuses on the use of language in real situations where learners are given the opportunity to actively interact and communicate with others. Through this approach, learners are encouraged to speak in appropriate and meaningful contexts so that they can practice language skills directly (Ellis, 2003). Second, technology also plays an important role in teaching speaking. The use of technology, such as voice recordings, videos, and computer-based learning software, can provide students with more authentic and engaging speaking experiences (Loewen & Sato, 2017). This technology can be used to record and assess students' speaking ability, as well as provide specific and in-depth feedback.

Furthermore, social interaction is also an important aspect of teaching speaking. Interactions with peers and teachers can help students build their knowledge and speaking skills (Vygotsky, 1987). Group discussions and pair activities are effective ways to facilitate this social interaction. In a supportive environment, students can practice speaking, listening to one another, providing feedback, and building shared understanding. A good way of assessment is also important in learning to speak. Assessments that pay attention to communicative aspects such as fluency, clarity, and accuracy are very important in measuring students' progress in speaking. In addition, formative assessments that provide immediate and ongoing feedback can help students continue to improve their speaking skills.

In teaching speaking, there are several problems that can be faced. One of them is the students' anxiety or lack of confidence in speaking English. The fear of making mistakes can hinder students' active participation in speaking activities (Pasarlay, 2020). Some children, on the other hand, find it difficult to express themselves; they tend to be inactive and are covered by more active children. This is due to the teacher's limited approaches to communication and learning, resulting in interactions dominated by more engaged students. The passive speech skills of students are exacerbated by the lack of interaction or motivation. Teachers should provide answers in such a way that all students, especially passive children, can participate. not to mention that the ingenuity of instructors is put to the test in terms

of increasing the potential of language abilities to speak with motivation and regularly.

Differences in students' motivation in speaking lessons have a influence on their english speaking ability. High motivation may increase students' participation in speaking activities, generate greater effort, and influence their learning outcomes. On the other hand, students with low motivation may tend to be less active in speaking and may experience slow progress. Previous research has shown that strong motivation is related to active participation and student effort in learning English. For example, in research by Dörnyei, it was found that high motivation contributed to more active participation in speaking classes (Dörnyei & Ryan, 2015). Students with high motivation tend to have the courage to speak and interact with teachers and classmates. This strengthens their ability to speak English. In addition, research also shows that students' motivation has an impact on their learning outcomes in speaking. For example, in research by Ushioda, it was found that students with high motivation achieved better progress in developing English speaking skills (Dörnyei & Ushioda, 2013). They tend to look for opportunities to practice and use English in real situations, which contributes to improving their speaking skills. Of course, student motivation is influenced by various factors such as personal interests, learning goals, and learning environment. Therefore, it is important for teachers to understand the different motivations of students and create a supportive environment to increase their motivation in learning speaking.

In education, students' self-confidence has a significant impact on their learning outcomes. When students have high confidence in their learning abilities, they are more likely to be involved in the learning process. High self-confidence triggers intrinsic motivation, which means students learn because they feel capable and want to learn, not just to meet academic demands.

Confident students are also more likely to overcome failure with a positive attitude. They see failure as an opportunity to learn and grow, not as an obstacle that stops them on their way to success. Therefore, educators have a very important role in building students' self-confidence by providing support, positive reinforcement, and opportunities for achievement. On the other hand, research by

(Marpaung, 2019) shows that there is no significant relationship between self-confidence and students' English achievement. This research aims to provide evidence and verify the research findings, thereby contributing to the novelty of this research.

Based on the description of the research problem above, the researcher will conduct a research entitled: **The Correlation Between Motivation Self-Confidence on Students Speaking Achievement at Tenth Grade of Ma Mambaus Sholihin 5 Balongpanggang Gresik.**

B. Research Problem

Based on the background above, the researcher states the research problem as follows:

1. Is there any significant correlation between students' motivation and their speaking achievement?
2. Is there any significant correlation between students' self-confidence and their speaking achievement?
3. Do students' motivation and self-confidence simultaneously contribute to their speaking achievement?

C. Objective of the Study

In accordance with the research problems above, the objectives of this research study is, to explain whether there is or is not a significant correlation on tenth grade students who have different motivation levels and self-confidence on students speaking achievement at MA Mambaus Solihin Gresik.

D. Significance of The Study

The results of this study are theoretical, practical, important and can have a positive impact. In addition, it is useful for teaching and learning English, even though the contribution is small, especially for: students, teachers, schools and researchers.

1. For student

this research helps students realize the correlation between motivation and the self-confidence on their speaking achievement, and can improve the quality of their learning outcomes, especially in their speaking ability.

2. For teacher

Practically, the results of this study help teachers to find out the correlation of different motivation level and students' self-confidence on the achievement of students speaking ability, after knowing the results of this study, teachers can adjust students' needs and use appropriate methods so that the material presented can be absorbed by students well and in the end achieve the target learning outcomes that have been planned.

3. For educational unit

The results of this research can be the beginning of developing appropriate teaching methods for students according to their motivation and self-confidence to then determine the methods that will be applied at school.

E. Scope and limitation of the study

The scope and limitations of this research are that the researcher focuses on finding out of the correlation between students' levels of motivation and self-confidence on the achievement of tenth grade students' speaking skills at MA Mambaus Solihin Gresik. In this study, the researchers focused on investigating whether there was a significant correlation regarding differences in students' levels of motivation and self-confidence towards the achievement of tenth grade students' speaking skills at Madarasah Aliyah Mambaus Solihin Gresik.

F. Hypothesis

The hypothesis of the study are:

Ho: There is no correlation between students' motivation level and speaking achievement at Madarasah Aliyah Mambaus Sholihin Gersik.

Ha: There is correlation between students' motivation level and speaking achievement at Madarasah Aliyah Mambaus Sholihin Gersik.

Ho: There is no correlation between students' self-confidence and speaking achievement at Madarasah Aliyah Mambaus Sholihin Gersik

Ha: There is correlation between students' self-convidence and speaking achievement at Madarasah Aliyah Mambaus Sholihin Gersik

Ho: There is no significant contribute of students' motivation level and self-confidence to students' speaking achievement at Madarasah Aliyah Mambaus Sholihin Gersik.

Ha: There is significant contribute of students' motivation level and self-confidence to students' speaking achievement at Madarasah Aliyah Mambaus Sholihin Gersik

G. Definition of the key terms

This concept refers to a series of key questions designed to assist researchers in evaluating or measuring research results that are more directed and focus on key evaluation questions that are relevant and significant in the context of the research being conducted.

1. Speaking

Speaking is one of the most important communication skills in everyday life. Experts define speaking as a person's ability to convey words orally with the aim of conveying messages to others. According to Brown and Yule, speaking is the ability to produce language verbally and use language to communicate with others.(G. Brown & Yule, 1983) In addition, Littlewood, suggests that speaking is the ability to produce language orally by paying attention to grammar, pronunciation, and intonation (Littlewood, 1981).

2. Teching speaking

Teaching speaking is a learning process that aims to improve students' ability to speak or communicate orally. Teaching speaking covers various aspects, such as vocabulary, grammar, intonation, and correct pronunciation. The teacher

must choose the right teaching methods and techniques to improve students' speaking skills (Burns, 2019).

3. Motivation level

Motivation level in education is an important concept in understanding students' motivation levels in learning contexts. This concept refers to the level of motivation of individuals in achieving their educational goals. Students' motivation levels can vary from low to high, and this can affect their engagement, participation, and learning outcomes. Research in the field of education has revealed that educational level motivation is related to student academic achievement. Studies by Pintrich and De Groot, show that high levels of student motivation are associated with better achievement in learning (Pintrich & De Groot, 1990). Students with high motivation tend to be more diligent, and dedicated, and try to achieve their academic goals.

4. Self-confidence

Self-confidence is believing in individual abilities and being able to rely on oneself (Ortiz, 1999). Part of self-confidence lies in the capacity to effectively manage intense emotions, allowing for swift problem-solving (Abdullah et al., 2019). In the context of student learning outcomes, self-confidence plays an important role. When students have a high level of confidence in their learning abilities, this can have a positive impact on their learning outcomes.