

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research problem, objective of the study, significance of the study, scope and limitation of the study, definition of the key terms.

A. Background of the Study

Nunan said that Speaking is a tool to interact with other people, students will have several problems speaking English in the classroom without having high motivation (cited by (Sailan et al., 2016)). There may be various motivational orientations for students who enter the classroom to learn English. Some students, while others may lack motivation, are highly motivated. Motivation is an inner psychological drive that drives individuals to take action.

Pollard (2008) stated that one of the productive abilities and ways to communicate with other individuals is speaking. It is an activity carried out by an individual to communicate with others in order to express thoughts, emotions , and opinions. Speaking is one of the most difficult things for students to master. It's because English is not their mother tongue, so in their daily activities, they will rarely use English.

In developing a second language or foreign language, motivation is regarded by many as one of the deciding factors. The level of active and personal participation is

determined by motivation. Gardner (1992), on the other hand, clarified that motivation varies from orientation but is not strongly motivated to achieve that objective. In this case, motivation is a positive force stemming from the desire to achieve the goal expressed in the orientation. (cited by Amaliah, 2019)

Robbins (1993) states that motivation is the willingness to exert a high level of effort towards organizational objectives, depending on the ability of the effort to improve the lives of people. That means he or she tries hard when someone is motivated. However, if the effort is integrated in a direction that benefits organizations, high levels of effort are unlikely to lead to favorable job performance outcomes (cited by (T. E. Putra & Narius, 2017).

Gardner and Lambert (1972) stated that motivation in learning English is separated into two parts. The first is an integrative motivation that recognises positive attitudes toward the target language group and the potential for or at least an interest in meeting and interacting with members of the target language group to integrate into that group. The second is instrumental motivation, referring to more functional reasons for learning a language, such as getting a better job or promotion, or passing a required exam (cited by Ariyanti, 2016).

The researcher is interested in investigating the correlation between the achievement of speaking and their motivation, in line with the above problems. Therefore, this current study aims to find out the correlation between the achievement of speaking students and the motivation of students at SMK Pawyatan Daha 1 Kediri. This study also will answer the research question: "Is there any significant correlation

between the motivation of students and their achievement in speaking at the second-grade students of Senior High School in SMK Pawyatan Daha 1 Kediri?"

There have been some previous studies linked to this problem. As the research by (Tutur, 2016), there is a significant correlation between student motivation in learning speaking (X variable) and their speaking skill (Y variable). students with higher motivation will get better speaking skill than the lower one. In other word, the more motivated students are, the better speaking skill can be achieved. The second study held by (Muchlis Aji Saputro , Dwiati Marsiwi, 2017), there is a significant correlation between the student's motivation as variable X and the student's speaking ability as variable Y. This implies that if the student's motivation level is high, the student's speaking is also low. When the student is anxious, nervous, self-doubted, and unconfident when the student tries to speak English in front of their friends, partner, or in front of the class. While if the student's motivation level is low, the student's speaking is high or good. When the student starts to speak English, they illustrate the optimistic ability, good faith and happiness of the student.

B. Research Problem

Based on the background of the study, the statement of research problems are :

1. How is the students' motivation in learning speaking at second grade in SMK Pawyatan Daha 1 Kediri?
2. How is the students' speaking ability at second grade in SMK Pawyatan Daha 1 Kediri?

3. Is there any significant correlation between motivation and speaking ability at second grade in SMK Pawyatan Daha 1 Kediri?

C. Objective of the Study

Based on the problem of the study, the main objective of this study are :

1. To find out the students' motivation in learning speaking
2. To find out the students' speaking ability
3. To find out whether there is any correlation between student's motivation and their speaking ability at second grade in SMK Pawyatan Daha 1 Kediri.

D. Significance of the Study

This study's results indicate whether any or no correlation between students' motivation to learn English as a foreign language and their speaking ability at SMK Pawyatan Daha 1 Kediri. It is therefore helpful to teachers and students, particularly those at SMK Pawyatan Dhaha 1 Kediri. The researcher hopes that the information will enable anyone who reads this research paper by conducting this study.

The reseacher hopes that the teachers recognize how motivation affects their students' achievement, especially their speaking ability, and what motivates their students to learn English. As a result, teachers will find out what methods to use to boost students' motivation and what kind of motivation to improve. As the result, students have high motivation in learning English and closed to have success learning.

For the students, they recognize how motivation affects their performance, particularly in score. As a consequence, they will attempt to increase their motivation in learning English by recognizing factors that affected their motivation, such as teachers, parents, or a specific learning orientation and goal.

E. Hypothesis

The hypothesis of this study is:

1. Null Hypothesis (H_0): There is no correlation between motivation in learning speaking and speaking ability.
2. Alternative Hypothesis (H_a): There is a correlation between motivation in learning speaking and speaking ability.

F. Scope and Limitation

In order to avoid a general discussion, the scope must be limited so that the research can be oriented and easy to understand. The scope of this study is to investigate the students' motivation to learn English as a foreign language as well as their speaking ability, The 2nd grade of SMK Pawyatan Daha 1 Kediri is the subject of this study.

The study's limitation, on the other hand, comes from the study's result. The finding of this research only show a correlation between two variables without any explanation of their cause and effect.

G. Definition of Key terms

The researcher demonstrates the definition of some key terms with relation to the title of this study in order to avoid confusion and make the reader understand what the researcher writes.

1. Motivation

According to Harmer (1991) motivation is the energy of students who motivate themselves to do something from inside or outside. In other words, it will give students strength in learning to speak in order to speak up. In reality, motivated students will do all that encourages their performances. The processes that energize, steer, and sustain behavior are motivation Santrock (2004).

2. Speaking Ability

According to (Brown, 1994) "Speaking is an interactive act of building definition that involves producing, receiving and also processing information, according to (Brown, 1994).