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 and definition of the key terms.

A. Background of The Study

Speaking is one of language skills beside writing, listening and reading. Speaking is basic skills which is learnt by human since the people were child. Qasim (2021) said, the most common language skills that most language learners seek to master as quickly as feasible is speaking. It could be seen from the people's experience which every person is always taught to speak when one was the child through listening to the speakers. Leong & Ahmadi (2017) stated that humans are born with the ability to communicate before learning to read and write. Leong & Ahmadi (2017) has also revealed that humans spend far more time communicating vocally with language than they do utilizing it in its written form at any given time.

Speaking is a linguistic ability that develops in a child's life, and it is learnt at that time. It is created by listening skills (cited by Qasim, 2021). The more people listen, the more people could speak. This because speaking skills is not only the ability which can be learned without another basic skill but also it needs listening skills to encourage people's speaking ability.

Due to the speaking is urged by listening so it could be inferred that speaking ability is the way of person to have communication each other. There will be interaction of two speakers which means one speaks then other listens to comprehend it and vice versa. Therefore, most language learners need to listen to the other speakers then having communication to make the speaking ability is skilled.

Zainuddin et.al (2018) said that speaking is skill in which the learners' target language is used as a communication instrument. The language learners are called as skilled speaker when the learners are able to speak using the target language. It could be measured from the fulfilment of the speaking skills characteristics which are fluency, accuracy, grammatical structure and pronunciation (Leong & Ahmadi, 2017). As Leong & Ahmadi (2017) have revealed that speaking English is difficult because speakers must be proficient in many areas, including pronunciation, grammar, vocabulary, fluency, and comprehension.

Ratnawati et.al (2018) argued that speaking is an important ability for English language learners to communicate with others. This is also encouraged by English as the international language which means if the people require to interact to the others around the world, there is a unity language which is used in communication. Furthermore, English is more significant to learn because of its usefulness. Since English has become the universal language, every sector needs it in spreading the business as economy which requires English as the communication tool in conducting the agreement or transaction.

Besides, education sector mainly the learners or students also need English to make an easy way when the learners practically apply the jobs, continuing the study abroad and etc. Therefore, Srinivas Rao (2019) stated that the more skilful language learners in speaking, the better opportunities the leaners acquired after. In education sector, the easiest way to learn speaking is in the school in which there are particular circle from English teacher and the students. In this research, the main focus is English for senior or vocational high school's students.

English in senior high school is more crucial than the previous level. In elementary level, students have to focus on the vocabulary enrichment but then it is changed into grammatical structure and comprehension to be the students' needs. After the language components are obtained, there should be adjustment between the students' behaviour and needs in the next level exactly senior high level. The senior high school students' characteristics are generally emotional which means the students need to express their feeling, opinion, and etc. The senior high students should be able to control their emotional as well as possible which is called as intrapersonal intelligence. Besides, the students are supposed to control the interpersonal intelligence which is the ability to understand and interact with others. The senior high students should be able to express or argue in order to reach their competence target adjusting the level. If the target competence is linked to the function of speaking skills as said by Sudarmo's thought (2021) that human can communicate and share their ideas and emotions for a variety of reasons and circumstances, it is in line with the instructional

objective of learning language especially English. Sudarmo (2021) also has revealed that the most important part of meaningful and skilled speaking mastery is viewed as the ability to transform an ordinary circumstance into something exceptional.

Based on the previous explanation, it can be concluded that the core and basic competence of senior high students are adapted from the students' needs as well as the characteristics on the age. However, there are many students could not achieve the competence as determined by the teachers. It is caused by some factors which can be divided into two kinds, intern and extern. The intern and extern factors are summarized into learning motivation. Gustari (2019) said that motivation is something important in learning process for students to get their goals. Learning motivation can support the students to achieve their targets. Purnama et.al (2019) stated that motivation is the key to success in the learning process. Purnama et.al (2019) also added that motivation is the mix of effort and desire that provides the reasons for people's behaviours, wants, and requirements to achieve the goal of learning towards an aim.

According to (Husna & Murtini, 2019), the learning motivation is divided into intrinsic/intern and extrinsic/extern motivation. The intern factors come from the different of students' self-motivation like attitude, desire and effort while the extern is from the students' environment such in house (parents) even school (teacher and class environment). The intern motivation comes from the students themselves. Many of them have a problem with English language. There might be the students who want to learn English exactly speaking

seriously because of considering their future or they truly like it so the students are active learner during teaching-learning process.

Besides, the students' effort to learn speaking English like doing the assignment from the teacher directly or not and practicing English everyday by themselves. Furthermore, the students' attitude toward learning speaking English is also categorized into intern factors. As example, the students are not interested in learning English exactly speaking because they think that English is not important to be learnt.

The extern factors come from parents like the supports in learning. It can be seen from Covid-19 pandemic that changes the learning method into online learning through gadgets. Every parent's financial which is also different could be reason why students are not able to purchase a data package (internet quota). This was occurred almost two years then gave significant impact to the students' learning exactly speaking skills because of less social interaction.

Besides, the extern factors come from teacher mainly teaching method. Before the senior high level, the students should take the junior level. The students also learn English with the teachers in junior high school. However, there are some English teachers who still use the conventional teaching method and focus on the grammar structure only. This causes another students' language skills students to be impeded, especially speaking skills. The students do not have the opportunity to practice. Khatamova & Erbutaeva (2017) said, most teachers are failed to present students with activities that reflect true connection in their classes. Khatamova & Erbutaeva (2017) stated that students

rarely speak to one another, and even fewer have the opportunity to speak with a teacher.

The problem is also due to the fact that teachers often communicate with students in Indonesian rather than English. The teacher actually could take another way to make the students' speaking anxiety decreased. The teacher could speak English grammatically because one is the role model for the students. Khatamova & Erbutaeva (2017) have defined that someone who people respect and desire to be like is referred to as a role model. Khatamova & Erbutaeva (2017) argued, people learn from a role model because of the dedication to perfection and the capacity to help others accomplish the people own personal development.

In addition, another extern factor that is most evident now is Covid-19 impact and it is categorized into students' learning environment at school, class and home. The pandemic has obstructed education in Indonesia. The system has been changed into online mode. All teachers and students have learnt in distance through online media or platform. It finally has had impact to the students' competence exactly speaking skills because there is no partner to practice it. Even though the online platform could be the choice, many students are constrained with the different internet connection in each area.

Based on all general problems as mentioned previously, the researcher has considered to know whether students' motivation to learn English correlates with their speaking achievement. The researcher adopted the questionnaire blueprint from Maulana et.al and speaking scale rating from David P. Harris to

design the research instrument and SPSS 26 version to measure the data. There were 26 statements to collect data about students' motivation and 1 oral question which contained of five components (pronunciation, fluency, grammar, vocabulary and comprehension) to collect the students' speaking achievement or score.

The quality research could be viewed from its previous studies. Therefore, the researcher provided three researches. The first was conducted by Maulana et.al (2019) which was aimed to find the correlation between motivation behaviour and speaking ability at English Students Association. The result showed the weak correlation. The second was conducted by Herdiani et.al (2020) which was purposed to determine whether or not there is any significant correlation between students' motivation and speaking skill at SMAN 11 Garut. The result showed that there was a significant correlation. The last was conducted by Yulanda (2019) which was aimed to find the correlation between students' motivation in learning and their English achievement at SMK Muhammdiyah 3 Pekanbaru. The result showed that there was a significant correlation.

Based on the discussion presented above, it was clear that there were mostly research's results which stated significant correlation between students' learning motivation and their achievement. In this study, the researcher focused on vocational high students as the research participant and speaking as the skill which was correlated with students' motivation to learn English. Therefore, the researcher conducted a study titled ***"THE CORRELATION BETWEEN***

STUDENTS' MOTIVATION TO LEARN ENGLISH AND SPEAKING ACHIEVEMENT AT SMKN 1 NGASEM KEDIRI".

B. Research Problem

Based on the background of the study as previously explained, the research problem can be formulated as follow: "Is there any significant correlation between students' motivation to learn English and speaking achievement at SMKN 1 Ngasem Kediri?"

C. Objective of Study

Based on the research problem, the main purpose of this research is the researcher's attempt to know the correlation between students' motivation to learn English and speaking achievement at SMKN 1 Ngasem Kediri especially tenth grade students.

D. Scope and Limitation of Study

The researcher limits the scope of this research in order to avoid the misunderstanding about this research. The research is focused to find out the correlation between students' motivation to learn English and their speaking achievement.

E. Significance of Study

The result of this research is expected to contribute to the teacher, the students and other researchers. Theoretically, this research can expectedly give the contribution for the teachers in teaching speaking, particularly at SMKN 1 Ngasem Kediri where the research is conducted. The result of this study can

minimize the problem in the teaching-learning process especially speaking skills for students. The teachers can refer to the result of this study in teaching speaking by considering the intern and extern learning motivation of students. In addition, the research can be a reference for other researchers in examining the students' learning motivation towards their speaking achievement.

Practically, the teachers are expected to consider the students' learning motivation in teaching speaking to the students. Based on the previous studies, the students can be influenced by the intern and extern factor. It is hoped that the research can provide how important for the teachers consider the students' learning motivation like the desire and effort from students to learn speaking English, teacher's teaching method, parents' supports and classroom atmosphere when teaching-learning process. Furthermore, the researcher expects that the result study can change the atmosphere in the teaching-learning process then there is decrease of students' fear of English speaking because of the impact of teacher's deliberation.

F. Definiton of Key Terms

To avoid the misunderstanding and ambiguity of the terms used in this research, here is the definition of key terms as follows:

1. Correlation

   Correlation is a reciprocal link or connection between two or more items. According to (Oxford University, 2008), correlation is connection between two things in which one thing changes as the other

does. If it is linked to the research, the correlation means a connection between two or more variables.

2. Student

Student is a person who is studying at a school or college. Oxford (2008) also added, student is any person interested in a particular subject.

3. Motivation

Based on Oxford definition (2008), motivation means the reason for acting or behaving in a specific manner. Motivation is supporting thing for people to get their needs. According to (R. C. Gardner, 2010) motivation is related to the socio-educational concept of second language learning.

4. Learning

Oxford (2008) said that learning is gaining information or skills through experience, study, or being taught. Learning is the process or effort made by each individual to achieve a behaviour change, both in terms of information, skills, attitudes, and positive values gained from the numerous things studied.

5. Speaking

According to (Qasim, 2021), the delivery of language through the mouth is referred to as "speaking." The researcher has defined speaking as the way to make interaction between speakers and listeners. (Zainuddin et

al., 2018) speaking is the activity of creating and sharing meaning in a variety of ways, both verbally and symbolically.

6. Achievement

According to (Oxford University, 2008), achievement means anything accomplished effectively, usually via hard work, bravery, or talent. Achievement is defined as the outcome of the effort expended in doing or attempting anything. Achievement is a concrete expression of the quality and quantity received by a person for the effort expended.

G. The Hypothesis

In relation with the background of the study, the research problem and the objective the study, the researcher can take the hypothesis:

Ho: There is no significant correlation between students' motivation to learn English and their speaking achievement at tenth grade students of SMKN 1 Ngasem Kediri.

H_1: There is significant correlation between students' motivation to learn English and their speaking achievement at tenth grade students of SMKN 1 Ngasem Kediri.