

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents the review of related literature. It includes motivation that are the concept of motivation, the type of motivation in learning and the indicators of students' motivation. It is also discussed about speaking skill which are the concept of speaking, the basic type of speaking, the characteristics of speaking skills, the difficulties in speaking, speaking skill at senior and vocational high school and the procedure of scoring speaking test. In other hand, the literature review discusses about achievement which are the concept of achievement and the correlation between motivation and achievement. The previous studies are presented to support the research while the reviews of related literature are required for the discussion of the findings.

#### **A. Motivation**

##### **a. The Concept of 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. Maulana et.al (2019) have cited from Gredler, Broussard and Garrions that motivation is defined generally as "the trait that motivates us to do or not do anything".

According to (Brown, 2001), motivation is the degree to which you make decisions about which goals to pursue and how much work you will put into that pursuit. It means if an individual makes a choice to be done, he or she should try hard to get what individual have chosen. The quality of hard work to reach the goals is defined as motivation. As example, a vocational high school student decided to take a work program to Japan. How much serious that student struggles to get it is definitely motivated by some factors. Those factors which support the student is called as motivation.

Lestari et.al (2019) also said that motivation is the desire to accomplish something and the energy to achieve it. Saragih & Utami (cited by Yulfi & Aalayina, 2021) have revealed that motivation is a process that leads to success and has a significant impact on future accomplishment. The purpose of motivation is to increase someone's desire. It might increase motivation to put up the most significant effort toward the target.

#### **b. The Type of Motivation**

According to (Silalahi, 2018), learning motivation is divided into two types that are integrative and instrumental motivation. Gardner and Masgoret (cited by Silalahi, 2018) said that integrative motivation is defined as "an willingness to engage at least in some part with the other language system." Silalahi (2018) also have explained that integratively motivated learners desire to acquire the target language so that they may better comprehend and interact with others who speak the language and blend in their culture. It means that integrative motivation is from the people themselves. Integrative

motivation appears because there is desire, effort and attitude towards the goal. Gardner (2012) has revealed that integrative motivation could be defined as the presence of several emotional traits. The traits include a tolerant and welcoming attitude toward the other language community and other communities at large, positive attitudes toward the language learning circumstance, and increased motivation to learn the language like competence, attitudes toward the learning situation, and motivation, respectively. If all those characteristics are had by an individual, he or she has been motivated integratively and it is automatically. Therefore, the integrative motivation simply means the deep motivation because a person intends to make the goal come true by him or herself. It is supported by Duc Doan (2011) that have revealed integrative motivation emphasizes "a genuine and personal interest in the people and culture represented by the other group."

There is also briefly explained by Silalahi (2018) who said that there are three constructing components in integrative motivation. They are integrativeness means an attention in a second language that reflects the individual's willingness in social interaction with the second language community. The second is attitudes toward the learning situation, which includes attitudes toward the language teacher and the L2 course. The last is motivation which means an effort, desire, and attitude toward learning.

Beside integrative motivation, there is instrumental motivation. According to (Silalahi, 2018), instrumental motivation is motivation that helps learners advance in their vocations or business prospects and gives them

a strong reputation. Silalahi (2018) interpreted that instrumental motivation is defined as students learning English because they have a future goal, such as gaining a job, and so on. Radfar & Lengkanawati (2020) said that instrumental motivation is the need to learn languages for goals such as job or tourism is referred to as instrumental motivation. Yulfi & Aalayina (2021) have defined the instrumental motivation is the desire to study a language to achieve certain positive goals, such as acquiring a job, passing exams, and so on. Yulfi & Aalayina (2021) said that the concept of instrumental motivation implies and comprises a learner learning a language to assist a goal to profession. According to (Duc Doan, 2011) instrumental motivation emphasizes the "practical worth and benefits of learning a language." In brief, the instrumental motivation is the opposite of integrative motivation. It does not come from personal interest originally but there are supporting system which supports the individual to reach the target. The instrumental motivation explores more complex than integrative motivation because the scope is large like other people, communities, area, circumstance and etc.

The integrative and instrumental motivation are from Robert C. Gardner's motivation theory which emphasizes integrative motivation always be the primary thing for learners. Gardner has argued that integrative motivation can lead the language learners to be success to gain their achievement. This means Gardner has put aside the instrumental motivation. It is simply to say that instrumental motivation is not truly important because there is no effect on learning process.

However, the theory of Gardner about the type of motivation is debatable for other experts. Even is supported by Dörnyei and Clément (cited by Dörnyei & Ushioda, 2011) that discovered the integrativeness was the most significant general component of participants' generalised language-related attitude, influencing language choice and the general degree of effort they expected to engage in the learning process. Moreover, Dörnyei & Ushioda (2011) also explained that the 'integrative' idea has also sparked significant critical controversy over the years, primarily around its conceptual definition and terminological ambiguity and more recently, as we will see later, its application to English learning in a globalised environment. It means that integrative is not always about the best and the instrumental as the worst of motivation type. As a result, after other researchers and experts have proved it, the contrast between integrative and instrumental motivation is not a best-and-worst dichotomy. It is only dichotomy of motivation from Gardner's theory.

In other hand, there was another theory from Dörnyei (2013) which have classified motivation into two types. They are intrinsic motivation and extrinsic motivation. According to (R. C. Gardner, 2010), an intrinsic orientation is defined as an interest that needs no reward other than the delight that comes with the act, whereas an extrinsic orientation is defined as performing the activity for the subsequent rewards that come with it. If it is linked to the previous discussion about a dichotomy of motivation type, Gardener (2010) has also confirmed that integrative and instrumental

motivation are categorized into extrinsic motivation because participants end in rewards for the individual.

According to (Maulana et al., 2019), intrinsic motivation is the desire to participate in tasks because they are fascinating and pleasurable. Maulana et.al (2019) said that students who are more intrinsically motivated tend to stay with hard challenges and learn from their mistakes. It means intrinsic is motivation that comes originally from people or learners themselves without any other influence. This in line with the interpretation from Dwinalida & Setiaji (2022), internal motivation comes from within learners.

Therefore, when learners see the problems, they determine to keep struggle on it because the learners enjoy with it. Deci and Ryan (cited by Dörnyei, 1994) also argued that intrinsic motivation has the potential to be a priority in the learning process. According to Deci and Ryan (cited by Dörnyei, 1994), when students' inner curiosity and enthusiasm energize their study, they exhibit intrinsic motivation. This motivational considerable measure in learning is likely to grow when the learning environment supports optimum challenges, many sources of stimulation, and a setting of flexibility. It is also in line with Westin (2019) who said that intrinsic motivation refers to the desire to engage in an activity because it is intrinsically pleasurable and engaging, and this sort of motivation leads in high-quality learning and creativity.

The second type is extrinsic motivation. Maulana et.al (2019) have revealed that extrinsic motivation is the inclination to participate in non-task-related reasons such as the intention of reward or punishment, as example passing a test or getting a good grade. According to (Dwinalida & Setiaji, 2022), external motivation refers to motivation that originates from outside of the learners. This means that extrinsic motivation appears because of influence from outside. The learners will stay to handle the learning problem because they are on purpose. It is in line with Maulana et.al (2019) who said that extrinsic motivation is the desire to perform something for the sake of a distinct objective result.

#### **c. The Purpose of Motivation**

According to Sadirman (cited by Monika, 2021), there are four functions of motivation. The first is to persuade humans to do something. It means people will pursue their prospect confidently. The second is to decide the way to proceed. In this purpose, what people have determined for their expectation should be struggled by appropriate way. The third is selecting an effort that identifies what effort must be conducted to attain the objective by removing activities that are not effective for this purpose. It is same with the second function of motivation which emphasizes the right choice to pursue the goal. The last is for business encouragement and performance.

#### **d. The Important of Motivation in Teaching-Learning Process**

In teaching learning process especially English learning, motivation is necessary to be concerned because many language learners still have

problems even are stuck with it. Both internal and external motivation, they are important in teaching-learning process. It is supported by Dwinalida & Setiaji (2022) who argued that external and internal variables can both impact learners' desire to achieve their language-learning goals because learners benefit from both external and internal variables and it can increase the students' positive motivation. Maulana et.al (2019) also added about the theory of motivational behavior which is critical in achieving people's goals, particularly acquiring the English language. Students that exhibit motivational behavior will have a purpose for learning to speak English. The word purpose here means that the students earnestly in learning process.

According to (Herdiani et al., 2020) which specify the importance of motivation in speaking English, motivation appears to play a significant impact in the development of learners' speaking abilities. (Herdiani et al., 2020) defined motivation as a student's energy that comes from inside or outside of themselves to encourage them to achieve something. (Herdiani et al., 2020) argued that it will provide learners with the confidence to speak out as they learn to talk. (Herdiani et al., 2020) also added that motivated students will go to any effort to improve their grades and they will take the best course of action in order to get the optimum possible outcome in fact. As well the thought of (Fatimah et al., 2019) which have explained that motivation is one of the key variables that make learners interested in speaking English because motivation is the most important component impacting English learning.



## **B. Speaking**

### **a. The Concept of Speaking**

There are variety of definitions for speaking. According to Mariyanti & Syarif (2018), speaking is an active language action that allows people to verbally express their ideas or thoughts. So, speaking is an activity between two or more people to transfer the messages or information. Speaking is defined as the verbal activity which tends to the use of language both spoken and written and not by non-verbal techniques like sign language or gestures.

According to (Bailey & Nunan, 2019), speaking is an oral skills that is both productive and useful. It can also be defined that speaking is a way for people to produce the language in order to share the thoughts each other. This means that it is in line with the previous definition. Speaking is verbal skills which is aimed to make the speakers exchanging the ideas each other to acquire the comprehension toward the information or message.

Speaking is a skill which also concern the social aspect. Based on (Hughes & Reed, 2017), the term "communicative" or "interactional" competence is used to describe this ability. This means that learning this skill is not only to fulfil the learning target which is speaking fluently but also the speaker requires to know the messages in it. Understanding the speaker's said is defined as the success interaction between the speaker and others because it has meaningful and thoughts. Hughes & Reed (2017) has also revealed that the social interaction will be created when the speaker knows the manner in speaking like such as how to indicate that one has completed speaking, how

to show that one is paying attention to others, and when to ask for clarification. It is simply said that speaking is also a skill to treat the people's intrapersonal (controlling the emotion) and interpersonal intelligence (social interaction ability).

Based on (Koran, 2015), speaking is considered a difficult system since it involves the capacity to use syntax, sound, vocabulary, and cultural understanding of the language. It means that speaking is complex language skills because many aspects which have to be concerned by the learner or speaker. Therefore, Koran (2015) also said that speaking refers to how students communicate themselves not only orally, but also coherently and appropriately. This is related to the previous theory which explained about the meaningful speaking.

#### **b. The Basic Type of Speaking**

Speaking is an interactive activity that involves delivering or extending information in order to generate meaning during interaction between two or more people. As a result, it is critical to talk clearly, efficiently, and accurately. Therefore, there is basic type or the essential element in speaking skills. The basic type can be used to assess the people's speaking skills. A person is called a speaker while one can comply the speaking skills' basic type. According to (Brown, 2004), there are five basic types of speaking skills which are imitative, intensive, responsive, interactive and extensive (monologue).

The first basic type is imitative. Imitative means that people are able to emulate the words or phrases or sentences. Brown (2004) said, the criterion performance may consist of a variety of prosodic, lexical, and grammatical features of language although it is a mainly phonetic level of oral output. However, the speakers' ability in imitating them indirectly brings the speaker in pronunciation aspect. Due it is the oral performance, the way people produce the words based on the target language (native speakers) is necessary to note. Brown (2004) has also revealed that imitative is a basic type of speaking which concerned with pronunciation and makes no assumptions about the test-takers ability to understand or communicate meaning, or to participate in a conversation. Therefore, it can be concluded that people can be called speakers when they are able to generate the lexical thing as the native speaker from the target language.

The second is intensive. Intensive concentration is focused on a single area or subject for a short period of time. It concentrates on a context that is particularly detailed. Brown (2004) also said that intensive is short stretches of oral language designed to indicate competency in a restricted band of grammatical, phrasal, lexical, or phonological. The context in speaking should be concerned but the detail of target language features is not abandoned. This has relation with the next basic type of speaking namely responsive because what the speaker says must be meaningful to give right respond the other speakers. It is supported by Brown (2004) who has revealed

that to answer, the speaker must be familiar with semantic qualities. However, the speaker minimally must be best in having interaction to the interlocutor.

The third one is responsive. Responsive is responding immediately, constructively, spontaneously, and with interest or passion. The similarity between the intensive and responsive talks about the speakers' ability in reacting the interlocutor. However, both can be differentiated from the area. The intensive assesses the detail way of speaker answer but then the responsive is restricted in the speakers' serious attention to respond immediately. Brown (2004) has also argued that interaction and comprehension tests are part of responsive assessment activities, but only at a low level: extremely short discussions, conventional greetings and small talk, simple requests and comments, and the like.

The fourth is interactive. Interactive means the speakers' ability in interfering with or affecting one another. There is similarity between interaction and response that is interlocutor answer. However, the interactive is different with the responsive. Interactive not only focuses on the interlocutor response but also the first speaker should give feedback so it is called interaction. This is agreed with Brown (2004) that said the duration and intricacy of the conversation, which can involve many exchanges and/or multiple participants, is the distinction between responsive and interactive speaking.

The last of basic type is extensive (monologue). The term "extensive" refers to something that covers or affects a large area. Gayratovna (2021) said that extensive speaking activities usually entail complex, long periods of discourse. The speaker has much opportunities in speaking area while the others as the listeners only. There is no interaction, question and response from the interlocutor to the speaker. It is in line with Rofiqoh (2018) that argued this type of speaking occurs when there is only one speaker and the rest of the audience simply listens. Rofiqoh (2018) also said that no one will talk over the speaker or even ask the speaker a question and the speaker look at the audience's expressions to see if they understand. It is usually needed in planned-speaking like speech, presentation, oral report or story-telling.

Jabu & Korompot (2019) said that speaking extensively is not about giving comment like good and bad, right and wrong but it is about creating meaning (meaning building). As result, the listeners are limited to make interaction with the first speaker. Brown (2004) has also revealed that speeches, oral presentations, and story-telling are examples of extensive oral production activities in which the potential for spoken participation from listeners is either very limited or non-existent.

### **c. The Characteristics of Speaking Skills**

Speaking skills has some aspects. It means that there are particular parts which should be concerned in speaking skills. This is aimed to assess how capable the people are in speaking skills or it is simply called as the speaking skills quality. The difference between aspect and basic type is its area. Basic

type categorizes the kinds of speaking skills that are mastered by the people. One can speak when one belongs to one or more basic types of speaking skills and completed by its aspects in order to have certain quality.

According to (Brown, 2004), there are six speaking skills aspects that should be concerned by the speakers including the test-takers. The first is grammar. Grammar is a language or a group of languages' entire system and structure. Most people say that grammar is unnecessary to do in speaking skills. The people did not look the grammar as the essential thing in speaking. Then, the speech production is more likely baby talk which emphasizes the main word only. It is supported by Thornbury (2005) that said the lack of formality will have the impact of baby talk. Thornbury (2005) has also argued that the grammatical resources of the language must be engaged in order to develop a much more comprehensive range of meanings. In addition, speaking should use spoken grammar which is not too structured like in written grammar.

The second aspect is vocabulary. Vocabulary is a group of words that is used to make the sentences. The speakers should have vocabulary enrichment as many as possible. It is useful for the speakers to reduce the difficulties in speaking as lack of appropriate synonyms of words to express something. This is in line with Leong & Ahmadi (2017) who has revealed that to improve vocabulary accuracy, one must choose appropriate words in appropriate circumstances.

The third is comprehension. It is about how the interlocutor can understand what the speakers means and vice versa. Comprehension also talks about the discourse. Thornbury (2005) said that knowing how to arrange and connect individual utterances, as well as how to translate this information onto the turn-taking frameworks of interactive discussion, is referred to as discourse competency. The more people know the context of the speakers say, the more people understand the speakers' purposes . Brown (2001) has revealed that the ability to achieve pragmatic goals through interactive dialogue with other language speakers is nearly invariably the indicator of successful language acquisition. Brown (2001) has given the example, when the speaker asks about the one speaks English or not means that the interlocutor should comprehend the ability in taking conversation using English competently.

The fourth aspect is fluency. Fluency is the ability to communicate effortlessly and properly in a foreign language. Arsen & Larysa (2020) have declared that fluency in speaking refers to a student's ability to communicate or converse in a discussion readily, smoothly, and appropriately. The speakers should be able to respond spontaneously but it is still in correct way of target language. It is same with Bailey & Nunan (2019) who agree with Hammerly's theory that fluency does not mean the ability of people to speak quickly and good (limited in satisfactory or subjective view) but also smoothly (proper in target language) and not always in a grammatically correct manner.

The fifth aspect is pronunciation. Pronunciation is the manner of producing words as native speakers. According to (Thornbury, 2005), pronunciation is the lowest aspect that should be achieved as the speakers. It is helpful for the speaker while explaining or telling a story by stressing some words or using appropriate accent. Leong & Ahmadi (2017) have stated that learners must know phonological rules and be familiar with the various sounds and related pronunciations in order to speak English correctly like stress, intonation, and pitch should all be known by students because all of these components assist learners in speaking English fluently and successfully.

The sixth is task. According to (Gayratovna, 2021), the goal of this task is to complete the directive that was provided during the speaking test. The more speaker can fulfil the target in speaking test, the more proficient in this language skills. The achievement list is appropriate with the determined instructional activity which is based on the material.

#### **d. The Difficulties in Speaking**

Speaking is language skills which means that not every person is proficient in it. Some people probably are not capable in speaking skills. It can be caused by the one's ability in other fields or the desire to learn it. Besides, speaking skills especially English is more challenging for students since the English class activity in Indonesia are different with the other countries. The teachers prefer to use the textbook and lecturing for the learning method, as a result, the students face the troubles. Burhanuddin et.al



(2021) also said, in Indonesia, English textbooks and classes are typically focused on academic English and lack sociological and everyday life functions. Therefore, the difficulties can be found in learning or process of speaking.

The general problem that are experienced by the learners in speaking is the lack of vocabulary. Shen & Chiu (2019) have declared that "Insufficient vocabulary" was the most common challenge that EFL students faced when it came to speaking English. Shen & Chiu (2019) have described the result of study from questionnaire instruments then it has shown that inadequate vocabulary is the highest level in speaking difficulties. This happened due to the inappropriate learning method. In Indonesia, many learners always memorize the vocabularies as much as possible but then it is word by word not in phrase to phrase. It affects the speakers' fluency in conversation activity. Brown (2001) has also revealed that phrases, not words, are used in fluent communication.

In addition, the speaking ability is low as a result the lack of vocabulary can be caused by the less practice. The learning method focuses on memorizing only. The learners rarely or even never use the memorized vocabularies practically. Another study, Güneş & Sarıgöz (2021) have shown that internal or the own controlled practice are blamed by the participants rather than external or uncontrolled practice which means together with classmates and teachers as the reason for their failure in speaking. It indicates

that the less practice with the interlocutor has a significant effect towards one's speaking ability.

The second difficulty is the psychological factors like afraid of making mistakes. This is related with the anxiety in speaking. The study from Andriani Putri et.al (2020) has found that the students have difficulties in speaking skills because of four main factors, one of them is confidence which obstructs it. It means that most language learners are afraid to speak with the others due to the self-esteem problem. The students have not esteemed themselves as believing that they are able to do although making mistakes happens occasionally. Gumartifa & Syahri (2021) also said that anxiety considerably needs to be concerned for disturbing the learning process's cognitive activities.

The last is learning environment. It affects the language learners in speaking skills because the language is acquired conveniently when the learners are in surrounding target language. A study is conducted by Andriani Putri et.al (2020) has resulted more 50 percent students have problem with the environment. Andriani Putri et.al (2020) also assumed that environment is beneficial for the learners' speaking abilities if it provides a way of communicating using English language including the classroom environment, such as how classmates interact, as well as the surroundings outside of school, such as at home or on the playground. As mentioned in previous discussion about anxiety as the second difficulty of speaking skills, it is as a result of learning environment. This is supported by Shen & Chiu

(2019) that assumed the lack of an English-only environment in the EFL learning context could make the foreign language learners apprehensive to speak English. This means learning environment can motivate language learners in encouraging their speaking skills as the learners have more opportunities to practice in English.

## **C. Achievement**

### **a. The Concept of Achievement**

According to (Dwinalida & Setiaji, 2022), the eventual success of achieving goals is referred to as achievement. Based on the Oxford definition, achievement is a thing accomplished effectively, usually with work, courage, or talent; the process or reality of doing something. Achievement is a successful outcome of individual's effort during process in struggling the objective. In learning activity, achievement is the target of learners. Destomo et.al (2021) have argued that the measuring outcomes take the form of scores or statements that represent learners' knowledge of the subject matter, often known as learning successes. However, the target is not always oriented with the test score or a rank. It can be behaviour changes and skill every students.

According to (Haryono, 2015), evaluation is also the essence of learning achievement. Haryono (2015) said that the process of determining whether a program's instructional objectives have been met is known as assessment (evaluation) as a consequence of learning. Besides, Haryono (2015) also added that achievement in learning is behavioral changes including cognitive, emotional, and psychomotor learning. In conclusion,

achievement is the fruitfulness of learners in getting the objective that they have determined both in the form of score, behaviour or other.

#### **b. The Correlation Between Motivation and Achievement**

Motivation generally has correlation with achievement mainly in language teaching-learning process. According to (Silalahi, 2018), motivation has a significant influence on students' speaking success since learning English without expectations is the same as doing anything without a purpose. Silalahi (2018) argued that learners with limited capability have difficulties creating objectives and learning in such scenarios, which sometimes drives them to focus solely on performance goals rather than educational objectives, impacting low academic accomplishment because of motivation issues. Even, Duc Doan (2011) said that persons with extraordinary ability cannot achieve long-term goals if they are not sufficiently motivated. Besides, Monika (2021) confirmed that learning motivation is highly significant in academic progress because learner's motivation could boost learning accomplishment.

#### **D. Previous Studies**

To better comprehend these challenges of speaking ability at the secondary education level, some relevant researches have been conducted. To start with, Maulana et.al (2019) have conducted the research at English Students Association of IKIP Siliwangi, Cimahi. It had a purpose to determine whether or not there is a significant correlation between the motivation behaviour and speaking skill at the English Students Association.

The researchers used qualitative design and applied the correlation research with the amount of sample is thirty students. To collect the data, the researchers used questionnaire from Holly Jones Kristine by asking the participants give a checklist on closed-questions and oral test from Hughes's indicator by telling a story from one of two provide topics for 3 minutes each student. To calculate the data from questionnaire, the researchers used Likert scale rating while the data from oral test, the researchers used Hughes's scoring categories rating which is 1-5 points. To analyse data, the researchers firstly provided the descriptive statistics which contains of mean (77.0 for speaking and 84.97 for motivation), standar deviation (12.077 for speaking and 4.881 for motivation), minimum (50 for speaking and 75 for motivation), maximum (90 for speaking and 93 for motivation) and variation statistics score (145.862 for speaking and 23.826 for motivation). Next, the researchers measured the normality using One-Sample Kolmogorov-Smirnov test. Its value was 0.000 for speaking and 0.200 for motivation which means both variable are almost normal distribution. Then, the researchers tried to find out the correlation between two variables using pearson product moment correlation coefficient by correlate two data that are speaking test score aand questionnaire score with the significant level is 0.05. Finally, it was found 0.045 as the correlaion coefficient and  $0.813 \leq 0.05$  as the significant value which means that the correlation between motivation behaviour and speaking ability at English Students Association is weak or in low level.

The second previous study is from Herdiani et.al (2020) who have conducted a research at one of senior high school in Garut to find out whether or not there is any significant difference between motivation and speaking skill with thirty students are as the research sample. The research was designed into ex post facto. To collect the data, the researchers used questionnaire which consisted of 25 questions. The participants were given a half of hour to complete it. To calculate the data, the researchers used likert scale with 4 options (very good, good, enough and less). Besides, there was second research variable namely speaking skill. The researchers took its data from the result of students' speaking test in the middle test and final test. In analysing the data, the researchers provided the score of mean (85 for both), maximum (85 for both), minimum (75 for both). Then, the researchers tested the normality using Liliefors test which resulted normal distribution. The last, the researchers measured the correlation using T-test with the significant level is 0.05 and resulted  $t_{critical} (2.453) \leq t_{count} (19.891)$  which means there was significant difference between motivation and speaking skill.

The last previous study is conducted by Yulanda (2019). Yulanda (2019) has conducted a research at the second grade of SMK Muhammadiyah 3 Terpadu Pekanbaru to find out whether or not there is significant correlation between students' motivation in learning and their English achievement. The researcher used quantitative research with correlational design. The sample that the researcher took was 35 of 244 students. To collect the data, the researcher used questionnaire based on the Gardner's indicator to get the

motivation data and the documentation for speaking data. The questionnaire consist of twenty statatements (closed-questions). To analyse the data, the researcher used descriptive statistics and pearson product moment correlation formula. The researcher firstly measured the normality using Kolmogorov-Smirnov test and the result was 0.063 which means the data was normally distributed. Then, the researcher calculated the correlation between two variables and found the value was  $0.000 \leq 0.05$  which means that there is significant correlation between students' motivation in learning and their English achievement.