

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of research**

English is one of the compulsory subjects which in Indonesia. Based on the Merdeka Curriculum used Currently in Indonesian Education, English is taught to students from elementary to senior high school. Students are of course taught with teaching levels and materials according to their respective levels. Meanwhile, one of the purposes of learning English is that students can communicate in English both in oral also in written form and according to their social context. (Ministry of National Education, 2003: 15). This shows that learning English has broad goals because it affects the fundamental things that everyone must have, namely communicating both orally and in writing because in fact English is the language used by many people around the world. Language is one of the fundamental media of interaction between people as well as a tool for communicating with other people (Rabiah, 2018). Along with the development of science and technology, language becomes very important in supporting the development of science and technology. In addition to the mother tongue, English is needed in the interests of science, technology and trade. `

English is the language used by people in various parts of the world to communicate with each other so that they understand each other. The existence of English in human life is very important and very helpful for humans in communicating not only in one country but also in various countries around the world, because almost

all people in the world learn English. Likewise with the Indonesian state, people in Indonesia also learn about this international language. Currently in this era English is used in various ways apart from communicating with other people, especially people who come from abroad, English can be used in various types of life activities such as carrying out work, operating applications, and supporting educational facilities, of course. English is taught to students or the younger generation, of course, not only in order that they can communicate using English but also for the purpose that they can compete nationally and internationally in an increasingly advanced global life.

In learning English, there are four skills that must be mastered by someone who learns English. Those skills consist of listening skill, reading skill, writing skill, and speaking skill. Speaking is the most important skill among all the four language skills in order to communicate well in this global world, as English is widely used to acquire the communication skill of it to get success in their respective fields (Rao, 2019, p. 1). Speaking skill becomes a complex role in learning English. Speaking is a tool part of the language used by someone to communicate with each other. Speaking is used in everyday life to express feelings, ideas, thoughts, and many more. Speaking is a fundamental part that is very important for someone to communicate like a social being.

Richards (2010) states in Selika Noviana (2019), "One of the main features of this approach is that teaching language begins with the spoken language." Based on statement, when learning English or learning a language, speaking is the most important skill. Talking is very important to learn a language. To speak, learners not only need to know how to speak, not just understanding specific points in

language, but when, why and how to produce language (sociolinguistic competence). Basically every human who is born into the world does not have the ability to speak, they learn to be able to say something gradually following their development and growth as humans.

However, in reality, many students have not mastered their speaking skills in English or in other words, they are still trying to survive to speak in English due to various factors. These factors include limited vocabulary, fear of being bullied by their peers, lacking confidence in their abilities, do not have partner to practice speaking English, being overly focused on grammar in every sentence, having too much to learn and feeling overwhelmed trying to remember everything, lacking motivation to learn, and others. These things were found by researcher when conducted internship in one of the schools in Lampung province. The researcher's experience was teaching many students who had low ability in speaking skill, they had difficulty to pronounce the word, had limited vocabulary, was not confident when speaking English. During English lessons, they seemed lazy about taking part in learning activities. Even though they had been provided with interesting learning activities, they still found it difficult to get used to liking English lessons, things that cause them to not be enthusiastic about taking English lessons was because of factors like limitation of vocabulary, not understanding what is said in English and so on. Students become discouraged and unmotivated to master English lessons, especially speaking skills.

One of the factors that affect students' learning to speaking English is motivation. Motivation seems to play an important role in developing students' speaking skills. Motivation is a student's energy that comes from inside or outside and encourages himself to do something. This will empower students who are learning to speak to express themselves (Yuliana 2018:2). McDonough (cited in Budiana & Djuwari, 2018) found that student motivation is one of the most important factors influencing language learning success or failure.

In learning Speaking English students have two types of motivation that help them enthusiastic in learning, namely intrinsic motivation and extrinsic motivation. According to Hammer (2007:98) construct that Intrinsic motivation comes from within the individual. This means that students who have an intrinsic motivation to learn English have an internal motivation to better understand and learn English from themselves rather than from external encouragement. Students who have intrinsic motivation in themselves feel happy and satisfied when the tasks they are doing are done well and do the assignments for reasons because they have a sense of desire within themselves and feel better and happy when they do without outside encouragement such as getting prizes, money, as well as praise.

Meanwhile, according to Harmer (2007: 98) "Extrinsic motivation is the result of any number of external factors". This means that students who have extrinsic motivation in learning English have encouragement from outside themselves to get something that motivates them to learn. These external factors can take the form of punishment and reward. For example, students learn English because the current job market requires workers who are proficient in English or students learn English

because their families force them to learn it. But that doesn't mean they don't enjoy learning English because of outside encouragement.

Motivation is an important factor that balances a student's language proficiency in order to succeed. And it is very important for an English teacher to know what motivates students to learn English from her two kinds of motivations, intrinsic and extrinsic. Oxford and Shearin (Nailufar, 2018, cited on p. 334) argue that part of the teacher's role in motivating students to learn is about stimulating together." In this way, it becomes easier for English teachers to find out what their students are interested in learning English and help them reach this goal.

The conclusion that can be drawn from the above explanation is that when learning English, in learning English there is a very important skill, namely speaking, and in learning and performing speaking a student needs motivation to develop and hone his skills and have goals in learning speaking Therefore, based on the author's experience when carrying out internship activities, and the situation of students' conditions while studying, this is what made the researcher interested in conducting research on whether there really is a correlation between students' motivation and their ability to speak English, so that, researchers conducted a study titled "The Correlation Between Student's Motivation and their Speaking Performance at the Eleventh Grade Student of SMKN 3 Terbanggi Besar" to find out whether there is a correlation between students' motivation and their speaking performance or not at SMKN 3 Terbanggi Besar.

## **1.2 Research Questions**

Based on the background of study above, this study focused on the following problem:

1. Is there any correlation between student's motivation and their speaking performance at the eleventh grade of SMKN 3 Terbanggi Besar?
2. What are the factors that make students get low motivation and low speaking performance?

### **1.3 Research Objectives**

Based on the formation of the research questions above, this reaserach's objectives are as follow:

1. To investigate the correlation between students' motivation and their speaking performance in the eleventh grade of SMKN 3 Terbanggi Besar
2. To find out the factors why students have low motivation and low speaking performance

### **1.4 Uses of Research**

The results of this study are expected to be used theoretically and practically:

#### **Theoretically**

The results of this study will try to provide explanations and answers about problems related to the correlation between student's motivation and their speaking performance.

#### **Practically**

- a) For teacher

The results of this study are expected to help to develop and provide good and appropriate materials and teaching for students because teachers already know what are the motivations of students and the correlation with students' speaking

performance which makes it easier for students to realize their goals and create high achieving students in the field of English which can bring a good achievement to schools, teachers and also the student itself.

b) For Students

The result of this study can be used as an alternative reference for the students to develop their motivation and their speaking performance better, and it can be used to motivate the students that learning English is important.

c) For Further Researcher

This research can be used as an example for further researchers who want to conduct similar research. It is hoped that further researchers can develop this research even better so that it is even more beneficial for the world of education.

### **1.5 Scope of Research**

The scope of this research is to investigate the correlation between students' motivation and their speaking performance in the eleventh grade of SMKN 3 Terbanggi Besar and also to find out the factors why students get low motivation and low speaking performance. The participants for this study were taken from eleventh-grade students at SMKN 3 Terbanggi Besar. The researcher took only one class as the sample in this research. The class that will be observed is XI Fashion Technology (TB), which consists of 30 students. The study was carried out from September 2023 to October 2023 in the odd semester of the 2023/2024 academic year. This research used the correlational study in Quantitative design. In collecting the data, the researcher conducted a speaking test and questionnaire to find out the data and information and conducted interview to students who have low motivation in learning speaking english.