

CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Studies

The researcher provides following prior studies pertaining to The correlation between student's motivation and their speaking performance at the eleventh grade SMKN 3 Terbanggi Besar, the first study entitled "The Correlation between student motivation and speaking ability" This research was conducted by Putra (2017). The purpose of this study was to to know the correlation between motivation and speaking ability at eighth grade students of SMPN 17 Tangerang. Researcher collected data with questionnaires that consist of 30 items and gave 7 dimensions indicators. The researcher conducted this study with students from the research conducted in SMPN 17 Tangerang in the academic year of 2013/ 2014, it is on JL. Kisamaun Babakan Ledeng No.26, Tangerang- Banten. The population of the research were all the eight grade students of SMPN 17 Tangerang in the academic year 2013/ 2014.

The results of the study showed that the students' performance improved on speaking ability with motivation. This can be seen in the performance of the speeches of students who reach the minimum score of the Mastery Criteria - *Minimum Completeness Criteria (KKM)*. In addition, the students' motivation for speaking learning was very high improvement. Students' average score in speaking learning was 74.75. Students had an average motivation score of 77.62. This means that our students are highly motivated in learning to speak. The differences or the novelty between this research and the previous research are In Putra's research (2017) or previous research previous researchers still used the 2013 curriculum

learning, while in the author's research, the current author uses Independent Curriculum Implementation Learning (IKM) and there is a research objective that carries out follow-up through interviews with students who have low correlation scores. Not only that, the place, subject, and time both of the research are different.

The second research entitled "A Study on the Correlation between Motivation and Students' Speaking Performance at an Indonesian Vocational High school Context"

This research was conducted by Ratnawati, Sumirna, Isma (2019). This study was conducted in First Grade SMK Negeri 6 Makassar, Jalan Andi Djemma No.132, Banta-Bantaeng, Makassar City, South Sulawesi. The population of the study are the first grade of SMK Negeri 6 Makassar. Consist of three classes. The total 86 population. The sample of the study one had 25 students. The sample is taken by using purposive sampling technique, the determining of class that has studied based on the policy and ease from the university. The purpose of this study is to find out vocational high school students' speaking performance in correlation with their motivation for learning English.

The researcher used several procedures has used in order to get the empirical data required. The researcher collected the data by questionnaire and test. In this study found that $r_{xy} = 0.821$. Based on the result of $r_{xy} = 0.821$. It is considered that there is medium correlation between students' motivation in learning English and students' speaking performance. Besides, by looking at calculation above, there is positive correlation between the X variable and the Y variable. It means that students with higher motivation will get better speaking performance than the low one. In other words, the more motivated the student, the better speaking performance can be achieved. In previous still used the 2013 curriculum learning, while in the author's

research, the current author uses Independent Curriculum Implementation Learning (IKM) and there is a research objective that carries out follow-up through interviews with students who have low correlation scores. Not only that, the place, subject, and time both of the research are different.

The third research entitled "The Correlation between student's motivation in learning speaking and Their Speaking Ability" This research was conducted by Istianti (2013). The study was conducted on SMA Darussalam Ciputat. The population of this research is all of students at the second grade of SMA Darussalam Ciputat. There are four classes in the second grade. However, there are 30 students as sample taken by using purposive sampling techniques. Researchers collected data and used questionnaires to collect data. The purpose of this study is to know whether there is any correlation between students' motivation in learning speaking and students' speaking ability at second grade of SMA Darussalam Ciputat.

The result result of this research, there is a positive correlation between students' motivation in learning speaking and their speaking ability. It is proved by the ray (0.555) is bigger than I table in the degree significance 5% (0.349) and 1% (0.449). It is considered that the null hypothesis (H_0) in this study is rejected and the alternative hypothesis (H_a) which is states that there is correlation between students' motivation in learning speaking and their speaking ability is accepted. In conclusion, there is a positive correlation between students' motivation in learning speaking and their speaking ability. The differences between In Istianti's research (2017), or previous research with this research are previous researchers still used the 2013 curriculum learning, while in the author's research, the current author uses Independent Curriculum Implementation Learning (IKM) and there is a research

objective that carries out follow-up through interviews with students who have low correlation scores. Not only that, the place, subject, and time both of the research is different.

2.2 Theoretical Framework

2.2.1 The Concept of Language Learning

Language learning is a significant concern in the field of education, and it is influenced by various factors encompassing cognitive, psychological, sociological, and other aspects. Researchers have conducted studies to identify these factors, such as motivation and aptitude, to understand how individual differences contribute to successful language learning.

Previous studies have focused on learning strategies and their impact on English learning. These studies have demonstrated the crucial and significant role of learning strategies in the language learning process and in enhancing language proficiency. Zorfan (2008) further emphasizes the importance of learning strategies in language acquisition. Hence, multiple studies have already explored and confirmed the effectiveness of language learning strategies in ensuring successful language acquisition.

Learning strategies in language learning also play a role in fostering independent learning, thereby improving learners' language proficiency. According to Hurd (2008), non-native learners develop learner autonomy by choosing and employing learning strategies and tactics that are applicable to their specific tasks and goals, thus enhancing their language learning process. Hurd further explains that

independent learning entails developing the necessary attitudes, beliefs, knowledge, and strategies for learners to take control of their own learning. This autonomous approach to learning serves to enhance the overall learning experience for the learners. Therefore, it can be concluded that learning strategies are closely tied to autonomous learning and can assist learners in improving their language acquisition.

2.2.1.2. Learning Activity

Learning activities are everything related to the process of teaching and learning between teachers and students in studying learning subject, therefore learning objectives can be achieved. Learning is held to realize what is stated in the documents that have been developed by the Government, regional governments, and teachers. Basically, learning is the direct realization of the teacher's design contained in the Learning Implementation Plan (RPP). In principle, learning activities are educational processes that provide opportunities for students to develop their potential into abilities that are increasingly increasing in knowledge, thought, attitudes and habits, as well as the skills needed for them to live and for society, nation, and society. contribute to the well-being of human life.

Therefore, learning activities are directed at empowering all potential students to become the expected competencies. According to Wasserman, Davis and Astrab (2009) there are a lot activities that can help teacher in learning with students in the class. Those activities consist of, Guided-Discovery learning, student teaching, problem solving, projects, reading, student presentations, and role playing. This activity is of course carried out to be a way so that the learning objectives desired

by the teacher can be carried out and conveyed properly so that it can be said to be successful in its learning.

a). Guide Discovery Learning

Guide Discovery Learning is a learning method where students are involved in the learning process to exchange opinions with their friends, discuss topics, presentations, seminars, and try to study independently. A teacher must have a lot of sense to make learning varied, creating fun learning. In this process students find answers to problems or cases given by the teacher, whether in the form of experiments, problems, a case that must be resolved by students.

b). Student Teaching

According to Wasserman, Davis, and Astrab (2009), the best way to test student comprehension is to ask others to teach. In other side, in this activity, the student's classroom assessment should be based on the student's own ability to teach the material rather than the standard assessment aspects of the teacher who teaches the student in the classroom.

c) Problem Solving

Martinis Yamin, (2008: 164), Explains the importance of problem solving. That is, a way of stimulating students to think and apply knowledge without regard to the quality of the opinions they convey. Here the teacher only sees the direction of thoughts conveyed by students and the motivation of students in issuing opinions and the teacher must respect what students convey. In this learning process students will be given a number of problem topics to provide

solutions and ways out how to deal with these problems properly, this activity can improve students' critical thinking skills.

d) Project

According to Wahyuni (2019) Project-based learning is a learning model that enables educators to learn directly in the classroom by incorporating project work. Project work includes complex tasks based on problems as a first step in gathering and elaborating explanations.

e) Reading

According to Dalman (2014: 5) states Dallmann (2014:5) "Reading is the activity or cognitive process of seeking out various information contained in the scriptures. In the process of this activity students will be given reading material containing learning material to be read by the students so that they understand the contents of the learning topic

f) Student Presentation

Student presentation activities provide opportunities for students to present explanations related to certain topics in front of the class usually in presentations students, students will convey their explanations using media such as PPT / Slides which will be displayed on the monitor screen in front of the class. This activity really helps students in practicing their public speaking skills. This is also the same as the opinion expressed by (Wasserman, Davis & Astrab, 2009, p. 7). This activity can help students practice several skills such as "communication and argument skills and build confidence in speaking class forums"

g) Role Playing

Role-playing is a model for developing students' imagination and comprehension and for mastering learning materials. The development of imagination and appreciation is carried out by students by acting as living figures or inanimate objects. In the process of learning Role Playing will convey ideas regarding the appropriate topic according to the role he is doing.

This type of learning is very fun because students will show their creativity in acting out something.

2.2.2. Concept of Speaking

2.2.2.1 The Definition of Speaking

Speaking is part of English skill which functions to express opinions, convey ideas, communicate ideas, communicate with other people and it is a fundamental part for someone to communicate and convey thoughts to others both individually and in groups. According to Ladousen (in Nunan, 1991:23) Speaking is an activity designed to explain something to someone in a certain situation, or an activity designed to tell something. Meanwhile, according to Baniabdelrahman (2013) "Speaking is a communication tool that affects our daily lives."

Based on those perceptions Speaking is the interpretation of thoughts, ideas, or information through oral communication using the spoken language. It is the basic form of human interaction and involves expressing words, sounds and gestures to convey meaning and connect with others. Speaking includes many aspects such as pronunciation, intonation, fluency, effectively conveying messages, conversing, giving presentations, and using appropriate vocabulary and grammar for public

speaking. will be Used to convey emotions, share knowledge, persuade others, or simply participate in social interactions, this skill is essential in personal, academic and professional settings skill.

Bailey (Dharam Nunan) Said that "Speaking is a skill that consists of creating verbal expressions and systematic language to convey meaning." this means that Speaking is more than just saying words; it involves complex cognitive and linguistic processes. It requires the individual to formulate his thoughts, choose the right words and phrases, form coherent sentences and convey them clearly and reliably. In addition, nonverbal cues such as facial expressions, body language and gestures play an important role in enhancing verbal communication by providing emphasis, nuance and emotional expression. Developing effective speaking skills takes practice, active listening, and self-awareness. It is lifelong learning that enables individuals to express themselves authentically, engage in meaningful dialogue, and encourage effective communication in a variety of personal, academic, and professional settings. Whether it's conveying information, persuading others, or simply connecting with others, concept speaking is a powerful tool for sharing ideas, developing understanding, and building relationships.

2.2.2.2. The Definition of Speaking Ability

Everyone has their own way of expressing their ideas. One way to express ideas or ideas is through talking. The ability to speak is one of the important factors for a person in communicating ideas and ideas to others in a way that is good and understandable to get a response from the other person or someone who is the target of speaking. According to Setyonegoro (2013: 68) speaking ability is the ability to

communicate with other people. In general, speaking can be interpreted as the ability to convey one's ideas and ideas to other people, both individuals and groups by using verbal language (Rahmayanti, Nawawi and Quro, 2017: 22). This shows that the ability to speak leads to the talent and skill of each individual in communicating verbally to others. This speaking ability includes several things that include the articulation of thoughts, ideas, and information clearly and effectively using spoken language. Strong speaking ability includes several key components, such as pronunciation, fluency, use of vocabulary, grammar, and intonation. This includes the ability to express oneself coherently, adapt communication styles to different audiences, and deliver messages with confidence and impact.

The ability to speak is not limited to mere words but also includes the use of nonverbal cues, such as body language and facial expressions, to enhance communication. It is an essential skill in personal, academic, and professional contexts, enabling individuals to engage in conversation, participate in group discussions, make presentations, negotiate, and persuade others.

2.2.2.3 The Goal of Speaking

When carrying out learning activities, of course, everyone has their own goals in doing it. According to Jack C (2006). Talking is used for many purposes, and each purpose requires different skills. For example, when we have casual or everyday conversations, our goal may be to interact with other people and build relationships and create a good atmosphere. When we argue with someone, the goal may be to ask or express an opinion, persuade someone about something, or clarify information. We can use speech to explain things, complain about people's

behavior, make polite requests, and entertain people with jokes and anecdotes. Based on the opinion above, it means that Speaking is used for different purposes for each person.

2.2.2.4. The Element of Speaking

According to Webster's Dictionary (1996:15), accuracy is the quality of factual accuracy or truth, while According to Tedi (2022) Accuracy is the extent to which the consequences of estimates, calculations, or details conform to the right values or standards. This shows that when analyzing something one must convey it using real or factual or accurate data so that there are no mistakes that occur in conveying and implementing something. Likewise, in speaking. Someone must convey something accurately and can be trusted, the truth is supported by relevant data. According to Harmer in Budiarno, (2014:10) aspects of speaking accuracy can be divided as follow:

a). Pronunciation

Pronunciation refers to the way in which words or language sounds are produced, articulated, and perceived. It involves the correct formation and delivery of individual sounds, stress patterns, intonation, rhythm, and other elements that contribute to effective oral communication. According to Sholehah and Muhaji (2015) Pronunciation is a part of speaking skill which will directly and clearly observable and known.

Pronunciation is an important aspect of language learning and communication, as it greatly influences how well a speaker is understood and

how confident they appear. It involves mastering the specific sounds of a language, understanding its phonetic rules and patterns, and acquiring the ability to accurately reproduce those sounds.

b). Vocabulary

Vocabulary is an arrangement of words that are combined to get a meaningful meaning. According to Fitri (2016) Vocabulary is a collection of words that can be used to express oneself and must be present in learning reading, speaking, writing, and also listening skills. In conveying or communicating something, of course, someone needs vocabulary to convey sentences, because basically sentences are composed of vocabularies or a combination of vocabularies to form a meaningful sentence. Without a vocabulary someone will not be able to convey his ideas.

c.) Grammar

Grammar refers to the set of rules and principles that govern the structure, formation and usage of a language. It encompasses the way words are combined to form meaningful sentences, the arrangement of words and phrases, and the relationships between different parts of a sentence. According to Sinurat (2023) Grammar is grammar or sentence structure that must be studied properly so that the sentences that are spoken or sentences that are written are correct in accordance with the rules.

Grammar provides the framework for organizing and conveying meaning in a systematic and coherent manner. It helps to ensure clarity, precision, and

consistency in language use. By understanding and following grammatical rules, speakers and writers can effectively communicate their ideas, convey relationships between different elements, and convey nuances of meaning.

d). Fluency

Fluency refers to the ability to communicate in a language smoothly, effortlessly, and with naturalness. It goes beyond simply knowing vocabulary and grammar rules; it encompasses the capacity to express oneself with ease, understand others, and maintain a coherent flow of speech or writing.

2.2.3 The Concept of Motivation

2.2.3.1 Definition of Motivation

Motivation is a set of attitudes and values that influence individuals to achieve specific things according to individual goals. Attitudes and values it is an invisible that gives strength to push individuals in achieving goals. In addition, motivation can be interpreted as encouraging individuals to take action because they want to do it. If motivated individuals, they will make positive choices to do something that satisfies their desires. According to Mac. As Donald states in his Sardiman (2014): Motivation is the energy shift of a person full of "feelings" A plan preceded by a response to a goal.

Motivation is an encouragement possessed by an individual that can stimulate to be able to take actions or something that becomes the basis or reason for someone to behave or do something. Motivation is a series of attitudes and values that can

influence each individual to achieve more concrete things with individual goals. Morals and values are invisible or visible things that encourage someone to behave in achieving goals and in this study is learning English. Motivation is very important to be present within a person to do something, without motivation maybe someone will not do what they are going to do, because what is the point of doing something if there is no encouragement from within the person or encouragement that is external, for example getting gifts, getting compliments, getting money, getting jobs, getting endorsements, and many more make people do things they didn't do before and change their actions for things they sometimes do not want to do.

Some researchers also emphasize that “goal is part of motivation” (Long, Ming, Chen, 2013, p. 137). According to Al-Tamimi and Shuib (Daif & Aljumah, 2020, cited on p. 66), motivation is identified as 'a learner's learning goals'. Wen Qiufang (cited in Long, Ming & Chen, 2013) advocates that motivation is intrinsically related to reasons and goals for learning English. Like Deming and Zhaoxiong (cited in Long, Ming, Chen, 2013), motivation is defined as the learner's overall goal or orientation. Motivation is basically the reason or goal that guides a student in learning English.

It can be concluded that motivation is the basis for someone to do something in this case students who study English, in learning English students have the motivation to get something for them after learning English whatever the type of motivation and reasons each student has must have it.

2.2.3.2. Types of Motivation

According to Harmer (2001) motivation divide into two namely, intrinsic motivation and extrinsic motivation. it means motivation there are two types of motivation that make someone want to do something they did not even do before, namely Intrinsic Motivation that comes from within a person or an inner urge to do something, and Extrinsic Motivation that comes from outside the person or can be it is said to be an urge from outside the human being to do something in short someone does something for a reason. Motivation, divide into two:

2.2.3.2.1. Intrinsic Motivation

According to Dahliana (2019, p. 77), "Intrinsic motivation refers to motivation that arises directly from within the individual, rather than from pressures from others or the environment". Thus, intrinsic motivation is motivation that comes from within a person to do something, this type of motivation is purely the desire of someone who does it without any coercion or encouragement from anyone but themselves to do it. This motivation is very good for someone to do something because it is purely from their own desire so that in carrying it out it is done wholeheartedly and sincerely so that those who do it will feel satisfied with the effort they have put in.

Shortly, Intrinsic motivation is the motivation that is activated and works without external stimulation because something happens inside the individual. Intrinsic motivation is specific to the learning context and responsive to the student's needs and objectives. Second language learning has the assumption that people who have a desire, encouragement, or goals to achieve in a second language tend to be more successful than those who lack motivation, goals, or impetus. or Motivation. In relation to English, the motivation that students have in learning English, such as

wanting to master English skills, the lessons are very interesting and easy to understand, they like English, and many others. When students in the class have intrinsic motivation, learning becomes easier for them, as well as the learning management process that must be carried out by the teacher. Indeed, making students have intrinsic motivation is not easy and takes time. The teacher's patience and hard work is needed.

In conclusion, intrinsic motivation is pure motivation that comes from the student to learn something because the student really likes and wants it, not for a reason or encouragement from outside himself that makes students learn the lesson, this is very good for students because it is delivered students and teachers both have the same preferences making it easier for teachers to achieve learning goals and students can master lessons more easily and also enjoy it.

1). Types of Intrinsic Motivation

According to Gardner and Lambert (1972: 3) in Chaer (2009: 251) motivation related to second language learning has two functions, namely an integrative function and an instrumental function.

a). Integrative motivation

Integrative motivation is the desire to learn a language in order to be able to communicate with people from other cultures who use that language. Motivation has an integral function when it encourages someone to learn a language because of a desire to communicate with or become a member of a community of speakers of that language.

b). Instrumental motivation

Instrumental motivation is the desire to acquire language skills for practical reasons related to competence. Its presence can facilitate the acquirer to interact with her L2 speaker to achieve a specific end goal. For integratively motivated actors, the interaction itself becomes very important. Interaction is always practical for tool-motivated actors. The presence of integrative motivation predicts weak attitude filters, and the presence of instrumental motivation predicts strong attitude filters. Robert Gardner and Wallace Lambert say that the motivation to learn a language as a means of achieving a goal that will advance a career means reading technical documentation, translations, etc. (Gardner 1987:8).

B) Extrinsic Motivation

Extrinsic motivation is motivation that comes from outside one's self, meaning that there are certain reasons why people do things they did not do before because they are supported by reasons that are not from within themselves. According to Anjomshog and Sadighi (2015), extrinsic motivation refers to people who are motivated externally rather than internally. which means that the person does something because there is a stimulus that comes from outside the person, for example getting gifts, getting money, getting praise, getting support, circumstances that force and many others that make someone influenced to do that.

Furthermore, Ryan and Deci (cited in Samejon, 2015, p. 2) emphasize that extrinsic motivation is "performing an activity in order to obtain an external reward". From this statement we can see that extrinsic motivation is carried out because the person wants to get something outside of himself or does something because he expects a

gift from someone else. In relation to English, students who have extrinsic motivation in learning English have reasons for doing so, including wanting to get praise from their teachers that students learn English very well, and have good English skills so that it triggers pleasure for them to be more enthusiastic in learning English. learn English, apart from that the extrinsic motivation that students have to learn English could be because when they have graduated from school students want to get a job or university that students want but there are regulations for mastering English so that students learn English wholeheartedly so that they can graduate in the university the student wants and gets the job he wants too.

Furthermore, Ryan and Deci (cited in Samejon, 2015, p. 2) emphasize that extrinsic motivation is "performing an activity in order to obtain an external reward". In other words, the reason they learn English is to get a reward or to avoid punishment. An example is students who learn English because of pressure from other people or families who force themselves to master English because we cannot deny how important English skills are today also in the future, so that because of this situation students have to master it, inevitably. because if you don't want to or can't maybe the student will be scolded by their parents or family so that inevitably the student has to do it. Extrinsic motivation can also be defined as a driving force that comes from outside a person as an individual in the form of a condition that requires him to carry out work to the fullest.

Extrinsic motivation is very easy to give to students. The teacher, for example, can promise something, such as grades, prizes, or whatever so that he is moved to learn or do an activity. It is very challenging for teachers to be able to prepare appropriate things or incentives so that students become motivated to learn or participate in an

activity. Sometimes the prizes or incentives given are not interesting enough or have bored them, so they no longer function to foster student motivation. Teachers need to be more creative in exploring ways to make students motivated to learn. In essence, extrinsic motivation is encouragement from outside the student that makes students want to act or do something or learn.

2.2.3.4 . Factors affecting Motivation in learning English

Motivation is very important for students to continue learning something they want, without motivation it might be difficult for students to carry it out and there is no enthusiasm in doing it. There are some aspects affecting motivation in learning English state by (Rahman et al., 2017), namely; teacher influence, personal attitude, and parental influence:

2.2.3.3.1. Teachers Influence

Teachers are one of the factors that influence students' enthusiasm for learning in class, many teachers motivate these students to continue learning. Students certainly have their own perspective why they like learning English because the teacher who teaches them, is like a fun teacher when teaching, uses interesting methods, and has his own style when teaching English. This is one of the reasons why students enjoy learning English with a teacher they like.

But there are also students who find it difficult to like and learn English because of their teachers, students have various reasons not to like learning English because of their teachers, such as teachers who are always angry and impatient with students, teach in a boring method, overly restrain students, making students afraid of the teacher is one of the reasons why students don't like learning English. in the

teaching and learning process, a teacher has a great influence on students' motivation so that the student has the spirit to continue study and practice. This shows how important the teacher's role is for students to be motivated to learn English.

2.2.3.3.1.1. Personal Attitude

Students' personal attitudes are one of the factors why students can be motivated to learn English. Personal attitude has a positive or negative impact on students to continue learning English well. Students who have a positive attitude in learning English will understand more easily than students who have a negative attitude.

2.2.3.3.1.2. Parental Influence

The role and attention of parents is very important in determining the success of their children's education. Parents are the primary and first educators for their children at home. Children born under parental supervision and raised in families. Slameto argues, family is an external factor that can influence student learning which has an impact on learning achievement. Parents support their children by providing all the facilities necessary for learning English, paying school fees, encouraging homework, etc., without directly contributing to the learning process of their students at school.

Education in schools is actually just a continuation of family education. Often times, education in schools experiences difficulties due to the basic education that children receive in the family, because parents must be called upon to organize social and educational situations as best they can. Parents should show and devote love to children appropriately. Affection is not only in the form of material given

but attention, togetherness, motivation, advice. All these attitudes can only be obtained from both parents.

2.2.4 The Concept of Procedure Text

a. The definition of procedure text

Procedure text is one of the text sin genre based approach. In this research, procedure text is a piece of writing that tells us information of making or doing something through several steps or directions. The example of procedure texts includes cooking recipes, direction to find a place, rules game, manual instructions of a tool, science experiment. However, the procedural texts which are used in this research are cooking recipe sand manual steps of doing something. In addition, there are two important parts that students have to consider. They are the generic structure and the language features of procedure text. The generic structure of procedure text divided into three parts, such as goal, ingredients or material and method or steps. Goal or purpose in procedural text describes someone wants to do. it usually states in the title of the text.

b. Purpose of procedure text

The purpose of procedure text is to tell the reader how to do or make something through a sequence of action or steps.

c. Function of Procedure Text

Especially, the social function of Procedure Text is to tell someone how to do something or how to make something and how to operate something.

d. Generic Structure of Procedure Text

Procedure Text consist of 3 generic structure start form Goal or purpose, the procedure text begins with a clear purpose or goal that explains what the process aims to achieve. This provides an overview of the task or activity to be performed. The second followed by Materials/Ingredients, In this part the necessary materials, tools, or ingredients required for the procedure are listed. This section provides a comprehensive list to ensure that the reader has everything they need to follow the instructions and the last one is steps or methods, This is the main body of the procedure text, where the actual steps or methods to carry out the procedure are presented. Each step is typically numbered or bullet-pointed and described in a clear and sequential manner. It may include specific instructions, measurements, timeframes, or precautions to be taken at each stage.

2.2.5 The Concept of Merdeka Curriculum

Curriculum has changes have been made several times during the implementation of learning in Indonesia. Various types of curriculum have been implemented in the Indonesian education system with the aim of creating good education and graduates for the nation. Currently, Indonesia uses a new education curriculum system, namely the Independent Curriculum. The substantial essence of the Merdeka Curriculum is independence; freeing students and educators to form a strong independent mentality in facing this era of disruption (Tedjokoesoemo in Setiyawan et al., 2020).

An independent curriculum is a curriculum in which there is intracurricular learning which has a variety of content which aims to make student learning more optimal and there is enough time for students to understand concepts and strengthen students' own competencies. *Merdeka Belajar* aims to improve the competence of

graduates, both soft skills nor hard skills, to be better prepared and relevant to the needs of the times, preparing graduates as future leaders of the nation who are superior and have personality. The Merdeka Curriculum, simply put, aims to provide a space of autonomy and independence for students and schools.

2.2.6 Hypothesis

This matter show there is a correlation between students motivation and their speaking performance at the eleventh grade of SMK Negeri 3 Terbanggi Besar. For this reason, a hypothesis is needed in conducting this research, with the following hypotheses:

H₀ = There is no positive correlation between student's motivation and their speaking performance

H_a= There is positive correlation between student's student's motivation and their speaking performance