

CHAPTER I

INTRODUCTION

This chapter discusses some points in introduction including the background of the research, statement of the problem, objective of the research, hypothesis of the research, significance of the research, scope and limitation, and definition of key term with provide the reader about the content of research.

1.1 Background of the Research

In the field of English education, developing speaking skills is an important aspect. According to (Ur 1996) speaking is considered the most important language skill because it contributes greatly to human communication. The ability to communicate effectively in a second or foreign language is considered an important component of language proficiency, and researchers have explored various theories and models to uncover the factors that influence learner success in this area. Also, the ability to communicate clearly and effectively not only facilitates successful social interactions, but also provides significant advantages in achieving academic and career goals. One of the key aspects in understanding the factors that influence the development of speaking skills is through the lens of self-regulated learning (SRL) and learning motivation, according to (Bandura 1991).

SRL, as conceptualized by (Zimmerman 1989) is students control over their learning activities, set goals, monitor their progress, and apply strategies to achieve desired results. This theoretical framework emphasizes the active role of learners in managing their learning experiences and highlights the importance of self-regulatory behavior in promoting academic achievement and skill development. According to (Biggs 1993) the approach of SRL and learning motivation has a connection to student learning.

The researcher found that many students faced difficulties speaking English well among the students in SMAN 1 Mantup. Most of them are less interested in learning English and some of them have difficulty speaking in front of the class. This is due to the lack of student motivation to learn English. Also, they lack self-regulated learning which is that makes them less motivated in learning English.

Meanwhile, according to (Pintrich et al. 1993) state in language learning the biggest factor influencing success learning is motivation. Where they have high learning motivation is often associated with success in acquiring better speaking skills. Another statement by (Zimmerman 2000) motivation can build and maintain positive beliefs in learning. (Putra et al. 2017) State Motivation can have a positive influence and effect on students to make them feel happy to improve their speaking skills. Motivation exists in our minds and influences our bodies to move and act to achieve our goals. In addition, learning motivation is the application of learning goals and related strategies, not directly related to either extrinsic motivation or intrinsic motivation.

In recent years, there have been research between the influence of SRL and students speaking skills (Mega 2023) conducted the research with the purpose is to find out the correlation between students SRL and students speaking performance. The data was obtained by distributing questionnaires and tests to 30 students in the tenth grade of MA Darul Hikmah Pekanbaru. The findings showed the significant correlation between SRL and students speaking performance at MA Darul Hikmah Pekanbaru. In other research conducted by (Mahendra, Adnyani, and Budiarta 2020) which examined the influence of SRL on students speaking performance in SMA Negeri 1 Sukasana. The results showing that SRL had significant effect on student speaking performance. (Rum and Allo 2023) in his research, which was conducted to examine how SRL in their speaking abilities at SMPN 26 Makassar. And the research results show that the application of self-regulated learning can improve students speaking abilities, especially their fluency in their research.

(Suta 2020) conducted the research with the purpose is to find out the correlation between students learning motivation and students speaking performance. This study constructed a survey study to know the correlation between students motivation and their speaking performance. The result showed a positive correlation between students motivation in learning speaking and their speaking, students who have high motivation learning English can get good grades in these lessons. Other research conducted by (Istianti 2013) examined the correlation between student motivation and their speaking ability at SMA

Darrusalam Ciputat. In this research, the motivation questionnaire instrument adopted was the ATMB questionnaire and speaking test. The research results show a significant correlation between student motivation and speaking ability. Another research conducted by (Putra et al. 2017) examined the relationship between motivation and students speaking ability in SMPN 17 Tangerang and showed a positive correlation. Also, some research has positive correlation between motivation and speaking carried out by several researchers as (Lismiyati, Simaibang, and Mulyadi 2021), (Putra and Narius 2017), and (Hasbawati 2018).

Based on previous research, which still only uses two variables with SRL has a significant correlation to student speaking, as well as learning motivation which also has a significant correlation to student speaking. However, in previous researchs it was not known which one of SRL and learning motivation which had a greater influence on students speaking skills. So in this research to find out which one of SRL and learning motivation has more influence on students speaking skills, entitled **"The Correlation Between Self-Regulated Learning and Learning Motivation Toward Speaking Skills"**.

1.2 Statement of the Research Problem

The research problem for this study can be formulated as follows:

1. Is there any significant correlation between SRL toward speaking skills?
2. Is there any significant correlation between learning motivation toward speaking skills?
3. Which one of SRL and learning motivation has a significant correlation toward speaking skills?

1.3 Objective of the Research

This research aims to find the answer to the question stated in the problem statement, which can be formulated as follows:

1. To find the correlation between SRL toward speaking skills.
2. To find the correlation between learning motivation toward speaking skills.
3. To find which one of SRL and learning motivation has a significant correlation toward speaking skills.

1.4 Hypothesis of the Research

Based on the theory above, the hypotheses of this research are formulated as follow:

a) Null Hypothesis ((H₀))

- 1) There is no significant correlation between self-regulated learning toward speaking skills.
- 2) There is no significant correlation between learning motivation toward speaking skills.
- 3) Which one of SRL and learning motivation there is no significant correlation toward speaking skills.

b) Alternative Hypothesis (H_a)

- 1) There is a significant correlation between Self-Regulated Learning toward speaking skills.
- 2) There is a significant correlation between learning motivation toward speaking skills.
- 3) Which one of SRL and learning motivation there is a significant correlation toward speaking skills.

1.5 Significance of the Research

The result of this study will become a source and evaluation of self-regulated learning and learning motivation for students speaking skill abilities. The existence of SRL and learning motivation may link to students higher achievement. Furthermore, teachers and students will be able to understand the foundations underlying SRL and learning motivation, which can be used for self-improvement on students learning especially in speaking skills.

1.6 Scope and Limitation the Research

To limit the scope of the research from a broad discussion, the scope of the researcher at SMAN 1 Mantup is the correlation between SRL and learning motivation towards students speaking skills. The limitation of this research is only focused on SRL and learning motivation for speaking. The indicators on speaking

skills there are grammar, vocabulary, pronunciation, comprehension, and fluency for the tests using rubric scoring.

1.7 Definition of Key Terms

To avoid misunderstanding and confusion among readers, there are three terms used in this research that need to be defined, namely:

1. Correlation:

Correlation refers to a statistical measure that measures the extent to which three variables change simultaneously. In the context of this research, it is the correlation students SRL and speaking skill, students learning motivation and speaking skills, students SRL and learning motivation toward speaking skills. The correlation assesses the relationship between the level of SRL and learning motivation, which has a correlation toward speaking skills.

2. Self-Regulated Learning:

SRL involves a person's ability to control and manage their own behavior independently. It includes processes such as goal setting, planning, monitoring, and adjusting learning strategies.

3. Learning motivation:

Learning motivation is the presence of encouragement within a person who will be able to improve understanding and skills in learning. Which refers to an individual's ability or impulse in setting direction to achieve learning goals in speaking skills.

4. Speaking skills:

Speaking skills are abilities or competencies related to effective oral communication, including vocabulary, grammar, pronunciation, fluency, and comprehension. In research that focuses on students speaking skills, which are influenced by self-regulated learning and learning motivation.