

CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, research questions, research objectives, formulation of hypothesis, the significance of the study, scope and limitation of the study, and the definition of key terms.

A. Background of the Study

In today's world, English is one of the most important languages needed in all aspects of life across the globe. For this reason, learners are expected to have a good comprehension of the English language. Among all the English language skills, one of the most important to acquire is the ability to speak. Speaking is a useful skill that involves people exchanging information and working together to create meaning. It includes sending, receiving, and understanding messages.¹ With regard to the speaking skill, there are two main and important components: fluency and accuracy. Fluency is the ability to speak continuously without hesitation or unnecessary interruptions, while accuracy is the correct use of pronunciation, grammar, and the choice of words, in addition to the other elements forming the language. The speaking skill is unique in its performance of social interaction and communication functions. Speaking effectively enhances one's self-confidence,

¹ H. Douglas Brown, Teaching by Principle-An Interactive Approach to Language Pedagogy (Prentice Hall Regents, 1995)

facilitates the attainment of educational goals, and enhances employment opportunities. Speaking enables a person to articulate an idea, converse meaningfully, influence and motivate communication, and cooperating effectively.

Learning motivation is a significant factor influencing students' success in acquiring language skills, including English speaking ability. Motivation drives learners to invest effort, persist through difficulties, and adopt effective learning strategies. According to Gardner (1985), learning motivation in language acquisition is the extent to which an individual strives to learn a new language due to intrinsic desires and satisfaction gained from the process.² It involves maintaining engagement, sustained effort, and enjoyment in language learning. Motivation in English learning can be classified as intrinsic motivation, coming from within the learner, and extrinsic motivation, derived from external rewards or pressures. Intrinsic motivation encourages learners to actively participate and find personal meaning in learning English, while extrinsic motivation may include aspirations such as career goals, academic requirements, and social recognition. Motivation can also be cultivated by teachers and the learning environment, and the motivation-nurturing environment has to be engaging and well organized.

² R. C. Gardner, *Social psychology and second language learning* (London: Edward Arnold, 1985)

Motivated learners in English acquire skills persistence, and concentration, and produce positive learning outcomes.³

In addition to motivational factors, the use of digital media also influences students' English language skills. Digital media points to the employment of various digital tools and platforms including computers, tablets, mobile applications, social media, and online learning platforms that promote and reinforce the learning experience for students. For students learning English, digital media is relevant to the provision of interactive educational resources such as instructional videos, quizzes, language learning apps, and forums focused on language skills practice. The integration of digital media in language education has been shown to accelerate the learning process by enhancing student engagement and motivation.⁴ Digital media technology enhances student motivation adequately because it facilitates social connection with the studying material and interaction with native speakers or colleagues. These interactions can foster a more engaging and dynamic environment, which is critically important for the development of speaking skills.

Despite the availability of these resources, many learners struggle to develop their speaking abilities. Motivation issues and ineffective use of digital

³ Salah Mahmoud Othman, *Motivation in students' language learning performance: A comprehensive review* (International Journal of Multidisciplinary Research and Growth Evaluation, 2024), 643-648.

⁴ Syamsudin et al., *Digital media's role in overcoming anxiety, enhancing linguistic elements and fostering motivation for developing speaking skills* (International Journal of Evaluation and Research in Education, 2025), 1379-1388.

media resources mainly accounted for research that stressed speaking as the most difficult of all the skills for English learners.⁵ Some students lack the motivation to practice consistently, while others do not use digital media effectively for learning purposes. In many cases, digital media is used more often for entertainment than for educational development, which can limit its impact on improving speaking skills.

However, the data demonstrated that learning motivation and digital media have an important correlation towards English speaking ability of the students. First, from Saputri, R. and Hamzah, I., (2025) discovered a positive correlation between motivation and speaking ability among English students at Universitas Teknokrat Indonesia.⁶ Second, Herwanis et al., (2025) found that participants successfully improved their speaking skills through video recording and watching themselves and their classmates, indicating that digital media can be an effective learning tool.⁷ Third, Syamsudin et al., (2025) discovered the role of digital media in overcoming anxiety, enhancing linguistic elements and fostering motivation for developing speaking skills.⁸ Fourth, Alfiana & Wijirahayu, (2024) found a positive and significant correlation between learning motivation and speaking

⁵ Eddy Haryanto et al., *English exposure from digital media and its influence on communicative competence: Students' perspectives and experiences* (IRJE, 2019), 387–406.

⁶ Luvita Saputri and Intan Hamzah, *The Correlational Study Between Speaking Ability and English Learning Motivation* (International Journal of Research in Education 5(1), 2025), 138-148.

⁷ Delfia Herwanis et al., *Efl Learners' Ability in Learning Speaking Skills through Digital Media* (Jurnal PAJAR (Pendidikan dan Pengajaran) 9(2), 2025).

⁸ Syamsudin et al., *Digital media's role in overcoming anxiety, enhancing linguistic elements and fostering motivation for developing speaking skills* (International Journal of Evaluation and Research in Education, 2025), 1379-1388.

performance.⁹ Last, I Gede Dayuh Tanggan & Ida Bagus Nyoman Mantra, (2023) Discovered a moderate positive correlation ($r = 0.506$) between motivation and speaking ability, with a significance value of 0.010, indicating a significant relationship.¹⁰

However, so far no one has researched that links these three variables, therefore it is worth testing. The researcher used the location of UIN Sayyid Ali Rahmatullah Tulungagung, which has not been previously explored in similar studies. In this research the researcher also wanted to find out whether there is correlation between students' learning motivation, students' digital media usage and their English speaking ability at UIN Sayyid Ali Rahmatullah Tulungagung. So the researchers used the title *“The Correlation between Students' Learning Motivation, Students' Digital Media Usage and their English Speaking Ability at UIN Sayyid Ali Rahmatullah Tulungagung”*.

B. Research Questions

Basen on those description, the research questions are formulated as:

1. Is there any correlation between Students' Learning Motivation and their English Speaking Ability at UIN Sayyid Ali Rahmatullah Tulungagung?

⁹ Evelyn Sari Alfiana and Suciana Wijirahayu, *The Relation of Students' Learning Motivation and Their Speaking Performance* (Scripta : English Department Journal, 11(1), 2024), 68–80.

¹⁰ I Gede Dayuh Tanggan et al., *The Correlation between Motivation and Speaking Ability of the Eighth-Grade Students of Smpn 2 Nusa Penida in Academic Year 2021/2022* (Academic Journal on English Studies 3(2), 2023).

2. Is there any correlation between Students' Digital Media Usage and their English Speaking Ability at UIN Sayyid Ali Rahmatullah Tulungagung?
3. Is there any correlation between Students' Learning Motivation, Students' Digital Media Usage and their English Speaking Ability at UIN Sayyid Ali Rahmatullah Tulungagung?

C. Research Objectives

Based on the research questions above, the purpose of the research is as follows:

1. To find out whether there is a correlation between students' learning motivation and their English speaking ability at UIN Sayyid Ali Rahmatullah Tulungagung.
2. To find out whether there is a correlation between students' digital media usage and their English speaking ability at UIN Sayyid Ali Rahmatullah Tulungagung.
3. To find out whether there is a correlation between students' learning motivation, students' digital media usage and their English speaking ability at UIN Sayyid Ali Rahmatullah Tulungagung.

D. Formulation of Hypothesis

Based on the research question and research objective, the hypothesis can be formulated as follows:

1. a. Null Hypothesis (H_0)

There is no correlation between students' learning motivation and their English speaking ability at UIN Sayyid Ali Rahmatullah Tulungagung.

b. Alternative Hypothesis (H_a)

There is a correlation between students' learning motivation and their English speaking ability at UIN Sayyid Ali Rahmatullah Tulungagung.

2. a. Null Hypothesis (H_0)

There is no correlation between students' digital media usage and their English speaking ability at UIN Sayyid Ali Rahmatullah Tulungagung.

b. Alternative Hypothesis (H_a)

There is a correlation between students' digital media usage and their English speaking ability at UIN Sayyid Ali Rahmatullah Tulungagung.

3. a. Null Hypothesis (H_0)

There is no correlation between students' learning motivation, students' digital media usage and their English speaking ability at UIN Sayyid Ali Rahmatullah Tulungagung.

b. Alternative Hypothesis (H_a)

There is a correlation between students' learning motivation, students' digital media usage and their English speaking ability at UIN Sayyid Ali Rahmatullah Tulungagung.

E. The Significance of Study

Hopefully the result of this study will give benefits for:

1. Students

Recognizing how their motivation affects their engagement in using digital tools, students can take proactive steps to improve their speaking skills. This self-awareness enables them to identify effective strategies and resources that suit their individual learning needs.

2. Teachers

The results of this research can inform instructional practices. By adapting teaching methods to incorporate digital media in ways that resonate with students' motivational factors, teachers can create a more engaging and dynamic learning environment. Additionally, insights from the study can help teachers identify students who might require extra support, enabling them to provide tailored feedback and interventions that foster language development.

3. Other Researchers

This study contributes to the existing body of literature by providing quantitative evidence of the correlation between social media use, learning motivation, and speaking abilities. Future researchers can build upon these findings to explore other aspects of language learning and the impact of emerging technologies in education.

F. Scope and Limitation of the Study

In order to restrain misconceptions that appear in this study, scope and limitations were given by the researcher. The scope of this study covers the correlation between Students' learning motivation, students' digital media usage and their english speaking ability. Then, the researcher limited the research subject to only university-level English education students and conducted on fifth semester students of English education department of UIN Sayyid Ali Rahmatullah Tulungagung on the academic year of 2024/2025. This research also limited to only one criterion variable. In addition, to find out the speaking ability of students, the researcher took the value from the lecturer, but it would be better if the researcher gave his own test to the students.

G. The Definition of Key Terms

1. Learning Motivation

Learning motivation is a psychological factor that greatly influences a learner's enthusiasm, interest, and persistence in the learning process. It encourages students to cultivate a sense of passion and joy in learning. This support helps them stay engaged in educational activities. Wawan M. (2023) defines learning motivation as all internal efforts within students that spark

learning activities and offer clear direction, helping them reach their learning goals.¹¹

2. Digital Media

Digital media is content that is created, stored, and shared in digital format. This content is transmitted through electronic devices such as computers, smartphones, and the internet. It includes various types of communication such as text, audio, video, images, and interactive platforms. Social media sites such as Instagram, YouTube, and TikTok are examples of digital media used for communication and learning. According to Lister et al. (2021), digital media includes “all media products encoded in machine-readable formats that can be created, viewed, distributed, and stored via digital devices.”¹²

3. English Speaking Ability

English speaking ability is the ability to share and communicate ideas effectively in spoken English. This includes correct pronunciation, appropriate vocabulary, fluency, grammar, and coherence. This ability demonstrates how well a person can express themselves in various social, academic, or professional situations. Students with strong English speaking skills can participate in class discussions, debates, and presentations with confidence. Brown 1994 describes speaking ability as “an interactive process

¹¹ Wawan Maba, *Dynamics of Students' Learning Motivation in the Process of Learning English in Higher Education* (JOSELT (Journal on Studies in English Language Teaching) 4(2), 2023).

¹² Martin Lister et al., *New Media: A Critical Introduction* (2nd ed.), (utledge, 2021).

of constructing meaning that involves producing, receiving, and processing information through spoken language.”¹³

¹³ H. Douglas Brown, *Teaching by Principle-An Interactive Approach to Language Pedagogy* (Prentice Hall Regents, 1995)