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## CHAPTER II

### REVIEW OF RELATED THEORIES

#### A. Theoretical Framework

##### 1. Motivation

###### a. Meaning of Motivation

Motivation is very important in everything we do. It is a force or influence that causes someone to do something. Moreover in teaching and learning process, motivation is really needed. Motivation makes teaching and learning easier and more interesting. It is very good if both teacher and students are motivated in teaching and learning process.

Many experts in psychology have given various definitions of motivation. According to Santrock (2004, p.414), motivation is the process that energizes, direct and sustains behavior. It means that motivation is the process which pushes students in doing something and keep on the activity continuously. Motivated students will feel eager what they want with strong desire. Motivation is commonly thought of an inner drive, impulse emotion, or desire that moves one to a particular action (Brown, 1987, p.114).

Motivation has a significant role in teaching and learning process. The students with higher motivation will get a better opportunity to achieve the goal in their learning activities than those with the lower one. (Brown, 1987, p.114), claimed that motivation is commonly thought of an

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inner drive, impulse emotion, or desire that moves one to a particular action. It is assumed that motivation is an essential tool of learning to achieve something.

From those definitions above, it is concluded that motivation is an energy and direction to do something. Motivation has a great influence to the future achievements. In teaching and learning process, giving motivation to the students is a process to push and support them to learn. Therefore, it can help the students in achieving their goals.

#### **b. Kinds of Motivation**

Schunk classifies motivation into two parts, extrinsic motivation and intrinsic motivation.

##### **1) Extrinsic motivation**

Extrinsic motivation is the motivation which engages in an activity as a mean to an end. Motivated students extrinsically work on activities because they believe that participation will result in desirable outcomes such as reward, teacher praise or punishment. According to Ur (1996, p.227), extrinsic motivation is that with derives from the influence of some kind of external incentive, or distinct to wish to learn for its own or interest in task. In other words, it is a mean to get something.

Extrinsic motivation is motivation which comes from outside not inside ourselves. It is caused by outside factors or situation. Extrinsic motivation is experienced by students when they receive a reward or avoid punishment or in some other way unconnected with the task to earn approval

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for particular behavior. From the statement above it assumed that extrinsic motivation is caused by factors from outside of students. (Gage & David,1984, p.441), states that this motivation consist of several factors, there are:

a) Parents

Family is one of the important part in determining the personal establishment for student. Family and especially parents will be the first teacher for them. They will accept the first education and motivation from their parent. Parent is a part from the culture of the world around the student, their attitude to language learning will be greatly affected by the influence of people who are close with them. The attitude of parents and older siblings will be crucial (Harmer, 2001: 51-52).

Students who are encouraged by their parents will try to the new thing and try to give high performance to get reward from their parents. As a result, they will get better achievement.

b) School environment

School as formal educational institution has a role to establish students' character and increase their learning achievement. Such as giving the infrastructures, methods, curriculums, educational equipments such as textbooks, sport equipments and each other. Teacher also has an important role in teaching learning activity. Teacher is not only a person who transfers the knowledge to the student but also a motivator who can motivate or support student in learning activity.

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c) Environment

Social interaction can influence students' achievement. The students who associate with bad friend always be lazy to study and spend their time to playing then their achievement will not optimal. Motivation is not only from individual factor but also environment factor. Environment which exists around the student has correlation influences in their self.

2) Intrinsic motivation

Intrinsic motivation refers to motivation concerned in activities for its own sake. Internal motivation involves motivation to do something for its own desire. This motivation is appeared from ourselves. The students who have intrinsic motivation will study hard and enjoy the teaching and learning process because they have desire to do everything from inside themselves. They do activities because they have their own desire to do so, they do not depend on the external rewards. Harmer (2001, p.51), states that intrinsic motivation takes a vital role in the result of students' language learning. Many students in the classroom have no extrinsic motivation. They may perceive no interest about language learning in the classroom. Therefore, it becomes teacher's role to create intrinsic motivation in the classroom in order to maintain students' learning.

According to (Santrock, 2004, p.148) intrinsic motivation is natural tendency to seek of challenges as pursue personal interest and exercise capabilities. Traditionally, educators consider intrinsic motivation to be more desirable to result in better learning outcomes than extrinsic motivation.



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Intrinsic motivation is better for students because if the students have intrinsic motivation, they will be easier and more enthusiastic in learning. Students who have intrinsic motivation also will be quicker and more effective in achieving their goals because they have motivation inside themselves.

### c. The Characteristics of Motivation

The most successful students are not necessarily those to whom language comes very easily. However, they are those who display certain characteristics. The characteristics of motivated students according to Penny Ur are:

- 1) Positive task orientation: the student is willing to do tasks and challenges, and has confidence in his or her success.
- 2) Ego-involvement: the student finds the task important to succeed in learning in order to maintain and promote his or her own self-image.
- 3) Need for achievement: the student has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.
- 4) High aspirations: the student is ambitious, goes for demanding challenges, high proficiency, top grades.
- 5) Goal orientation: the student is very aware of the goal of learning, or of specific learning activities, and directs his or her efforts toward achieving them.
- 6) Persistence: the student consistently invests a high level of efforts in learning, and it is not discouraged by setbacks or apparent lack of progress.

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- 7) Tolerance of ambiguity: the student is not disturbed and frustrated by situations involving a temporary lack of understanding or confusion, he or she can live with these patiently in the confidence that understanding will come later.

#### d. Motivation and Learning Achievement

Motivation seems to be a vital role in teaching and learning process. It gives great influence for students to encourage themselves to learn eagerly. It is also as a director for students to conduct activities to reach their goals. Each student is differed from how they react to any school activity or material. Some students will enjoy the learning happily, some will learn the material lazily, some will receive the material with eagerness and some will deny to follow the teaching and learnig process. Some students will do the assignment you gave to them and others will copy the assignment from their friends. Besides, some students always try to get the best in everything they do, and some just do what they want. All of the differences in students' perception toward learning above are affected by motivation.

Motivation is one of the most important factors that influence students' achievements or performances in English. Achievement is the result of an activity that has been done or created by students. It becomes a measurement whether the students have success or failure in learning. If it can affect students' learning and performance, it will surely influence students' learning achievement. It was proved by Shams' research that motivation affects students' language learning achievement. His research findings show that a

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high degree of extrinsic motivation influences students' language learning outcomes. Motivated students got higher score in language learning than those with the lower motivation.

Bo wang (2009, p.99) also says that motivation is one of the important factor that influences English learning achievement. According to him, in order to help the students to maintain a proper strength in English learning, motivation is very necessary for the teachers in the daily teaching procedure by encouraging students to be more attracted in teaching and learning process. He also explains in his paper that Zhang Bensheng did research on 70 outstanding students including English and non-English majors from seven key colleges and universities in Wuhan. The results showed that the achievements of the students had a close relationship with their motivation. All of the students possessed some kind of motivation for learning English: some had intention on making a useful contribution to society, while some wanted to improve their professional prospects in the future. Such students seemed to have instrumental motivation. Others were interested in the learning environment or encouraged by their previous success. They had task and situational motivation. A few of them were attracted by the targed culture; they were integrally motivated.

Furthermore, Wolters' study towards mathematics' students, shows that motivated students expressed the stronger focus on learning and reached the goal of learning easier than the lower ones. His study was conducted in the secondary school, it describes that the motivated students attemp to get the

best result in learning. Students with high motivation show the greater effort and persistence to get everything they want.

Therefore, based on the explanation above, it can be considered that motivation has an important role in teaching and learning process. It can affect students' performance and achievement in learning. It also gives contribution in students' success or failure in learning. As fortune Et.all states in the journal of social work Education that students with high motivation to reach something will be successful in their school and carrier. Students with high motivation will also learn and do activities in the school with strong desire and eagerness.

#### **e. Assessing Motivation**

Assessing motivation is an important topic for researchers to know the level of motivation and how to optimize it. Motivation can be assessed in various ways. Schunk describes three kind of methods for assessing motivation:

##### **1) Direct observations**

It refers to behavioral instances of choice of tasks, effort, and persistence. It is usually used to measure motivation. Motivated students can be seen by the observation of students' persistence at tasks, the effort they expend to perform well, and how willingly they engage in tasks.

##### **2) Rating by others**

Another method to assess motivation is done by observers (teachers, parents, researchers) to rate students. Rating by others is judgments by observers of students on characteristics indicative of motivation. One of the

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advantage of rating by others is observers may be more objective about students rather than students do it themselves because it is done by others.

### 3) Self-reports

Self-reports involve people's judgment and statement about themselves. The types of self-report instruments are questionnaires, interviews, stimulated recalls, think-alouds and dialogues.

- a) Questionnaires are consisted of a number of questions that should be answered by respondents asking about their actions and beliefs.
- b) An interview is a type of questionnaire in which the questions or points to discuss are presented by an interviewer and participants answer orally.
- c) Stimulated recalls, recall of thoughts accompanying one's performances at various times.
- d) Think-aloud refers to students' verbalizing aloud their thoughts, actions, and emotions while working on a task.
- e) Dialogues are conversation between two or more persons.

In fact, self-reports are the most commonly used in assessing motivation by the researchers. A number of research by Gardner also used self-reports to assess motivation. The Attitude/Motivation Test Battery is the kind of technical report to know students' motivation and attitude toward language learning. It is consisted of many statements describing students' perception in learning a language. AMTB is made to assess their study about attitude and motivation because the questionnaires are quite valid and reliable

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to assess students' motivation. This study also adopted some questionnaires from international AMTB research project by Gardner. This AMTB is the English language version for use with students studying English as a foreign language. However, the researcher only took the questionnaires about motivation which are suitable with this study.

To strengthen the result of motivation, this study also observes the teaching and learning process. It is done to confirm the result of motivated students in questionnaires whether they truly have high motivation or not. Motivated students can be seen by the observation of students' persistence at tasks, the effort they expend to perform well and how willingly they engage in tasks.

## 2. Speaking Fluency

### a. The Definition of Speaking Fluency

Speaking fluency is an important dimension of communicative language teaching and also an important communicative competence. It is as the major criterion to consider that the English students' competence is good or bad.

Fluency, in terms of foreign language skill performance, refers to "the rapid, smooth, accurate, lucid, and efficient translation of thought or communicative intention under the temporal constraints of on-line processing" (Lennon, 1990; 2000, p. 26) . The notion of utterance fluency refers to the temporal values of speech or the "oral features of utterances that reflect the operation of underlying cognitive processes" (Segalowitz, 2010, p. 48).

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Based on Fillmore's (1979) definition of speaking fluency: a) the ability to talk at length with few pauses; b) be able to produce sentences coherently, reasoned and semantically; c) have appropriate expressions in a wide range of contexts; d) language use should be creative and imaginative.

Richards et al. (1985) argued the strand of fluency is a measurement of one's communicative proficiency level. As a result, it is obvious that the speaking fluency is an important component of the communication competence. Hedge (2000) eventually put the fluency development into the criteria list of communicative competence for being a successful English speaker.

From the definitions above, the writer concludes that speaking fluency is the ability to speak easily and smoothly without pauses or a breakdown of communication.

The essential thing in speaking fluency is practicing the language, because practices make us better. Fluency helps the student to communicate in daily life whether at school or outside school.

#### **b. Measures of Fluency**

In this research, the researcher will adopted the measurement from Stockdale (2009) which is accumulated all four disfluency components to indicate the speaking fluency of speakers.

##### 1) Speech Rate (SR)

Stockdale (2009) explains about speech rate as a variable to measure the speed of delivery of the word produced for a speech sample per second or minute. The pruned syllables and all disfluencies are to be excluded in the

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measurement. To calculate speech rate the number of all syllables is divided by the total time required to produce the speech sample in seconds. The result is to be multiplied by 60 to find syllables per minute. According to the Tennessee Study Program of Education Fluency Resource Paclet (2009) sets 162-230 is the number of syllables adolescent or adult normally could produce per minute. The calculation is formulated as following:

$$\frac{ns}{ts} \times 60 = sr$$

$$\frac{sr}{230} \times 100 = SRS$$

ns : Number of Syllable

ts : Time in Second

sr : Speech Rate

SRS : Speech rate Score



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## 2) Pause Rate (PR)

The total number of pauses and filled pauses such as uhm, err, emm and eeee including corrections and repetitions are divided by the total amount of time expressed in seconds and then multiplied by 100. The calculation is formulated as following:

$$\frac{np}{ts} \times 100 = sr$$

$$100 - \left( \frac{np}{ts} \times 100 \right) = PRS$$

- np : Number of Pruned Syllable  
 ts : Time in Second  
 sr : Speech Rate  
 PRS : Pause Rate Score

## 3) Disfluent Syllable Rate (DSR)

Disfluent syllable Rate is calculated by subtracting the number of pruned syllables from the number of the syllables in the sample. Pruned syllables include fillers, errors, and repetitions. The result is the number of disfluent syllables which is then divided by 230 as the highest normal number of syllable per minute and multiplied by the total time in seconds. The calculation is formulated as following:

$$\frac{nd}{230} \times 120 = dsr$$

$$100 - \left( \frac{nd}{230} \times 120 \right) = DSS$$

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- nd : Number of Disfluent Syllable  
 203 : Normal Amount of Syllable/Minute  
 ds : Disfluent Syllable Rate  
 DSS : Disfluent Syllable Score  
 100 : Maximum Score

4) Mean Length of Run (MLR)

Mean length of run between pauses measures the average number of syllables produced in runs of speech between pauses and other disfluencies to give an idea how much is said without interruption. Mean length of runs is calculated by subtracting the total number of syllables by the times of pauses above 0.3 seconds and other disfluencies then divided by the normal amount of syllables per minutes for the set time of speech sample which is 2 minutes.

The calculation is formulated as following:

$$\frac{ns - np}{460} = MLR$$

- ns : Number of total Syllable  
 np : Number of Pruned Syllable  
 460 : Normal Amount of Syllables/ 2 minutes  
 MLR : mean length of Run

With all there four measurements of fluency in which maximum score is 100 the mean score is figured out. The following formula is used to get the mean score of each sample:

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$$M = \frac{\sum x}{N} \rightarrow M = \frac{SRS + PRS + DSS + MLR}{4}$$

- M : Mean Score
- SRS :Speech Rate Score
- MLR : Mean Length of Run
- 4 : Four measurements of Fluency

To get the fluency level, the mean score is matched with the fluency level table which is adapted from the Fluency Scale Ordinate by Jong and Hulstjin (2009) bellow:

Table.II.1  
Fluency Scale Ordinate Corporation

Score	Level	Description
91-100	5	Native-Like
71-90	4	Advance
51-70	3	Good
31-50	5	Intermediate
11-30	2	Limited
1-10	0	Disfluent

5) Level of Fluency

The scale proposed as Fluency Scale Ordinate Corporation in Jong and Hulstjin (2009) is as follow:

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**Table II.2**  
**Fluency Scale Ordinate Corporation Description**

level	Description
5	NATIVE-LIKE Fluency. Candidate utterance exhibits smooth native-like rhythm and phrasing, with no more than one hesitation, repetitions, false start, or non-native phonological simplification. The overall speech sounds natural.
4	ADVANCE Fluency. Candidate of utterance has acceptable rhythm, with appropriate phrasing and word emphasis. Utterances have no more than five hesitation, repetitions or false starts. There is only one to five significantly non-native phonological hesitations.
3	GOOD Fluency. Candidate speech has acceptable speed, but may be somewhat uneven. Long utterances may exhibit some hesitations; but most words are spoken in continuous phrases. There are several repetitions or false starts per utterance. Speech has no too many long pauses and does not sound staccato.
2	INTERMEDIATE Fluency. Candidate speech may be uneven or somewhat staccato. Utterance (if $\geq 6$ words) has at least one smooth 3-word run, and there are several hesitations, repetitions or false starts. Speech may have several long pauses, but not unlimited.
1	LIMITED FLUENCY Candidate speech is slow and has irregular phrasing or sentence rhythm. Poor phrasing, staccato or syllabic timing, multiple hesitations, many repetitions or false starts render the spoken performance



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Hak cipta	notably uneven or discontinuous. Long utterances have several long pauses.
0	DISFLUENT Candidate Speech is very slow and seems labour and very poor, with many discrenable phase grouping and with multiple hesitations, pauses, false starts and/or major phonological simplifications. In an utterance, most words are isolated and there are many long pauses,

**c. Kinds of Speaking Fluency Activities**

Speaking is an oral communication. It is a process in which someone uses spoken words to express feeling, ideas, opinions and information to another person. When students learn language, they must practice speaking. There are many activities that may be useful for students to improve their speaking fluency as follow:

1) Communication games

Speaking activities based on games are a useful way of giving students valuable practice. Game-based activity can involve practice of oral strategies such as describing, predicting, simplifying, asking for feedback through activities like filling questionnaires and guessing unknown information.

Actually, the students really like this activity because they can learn how to speak the language by using games. They do not realize that the teacher asks them to practice the language itself because they they enjoy doing it. They do it voluntarily. Whereas, when the teacher asks them to practice a dialogue, sometimes they feel shy. This activity makes them have

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fun, so they do not feel bored.

## 2) Role play/simulation

One way of getting students to speak in different social contexts and to assume various social roles is to use role play activities in the classroom. In role play activities, the teacher gives information to the learners such as who they are and what they think or feel.

Simulation is very similar to role play but there is a little differences. In simulation, students can bring items to the class to create a realistic environment.

## 3) Information gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partner will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

## 4) Retelling story

Retelling a story in a foreign language is a very demanding task. The demands of retelling story after listening and understanding should not be underestimated: language needed at a word, sentence and discourse levels must be found and produced. If the students are to retell the story, they are asked to work at this level in production.

The students are expected to be able to enter to imaginative world that

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the story creates. It means that they can understand enough about the characters and their lives to be able to empathise with them. Thus, they can produce sentences by retelling the story well because they can image what the story actually looks like.

#### 5) Discussion

Discussion is an activity to talking about something to others. It can be done in pairs or groups. It is a very good and useful activity to improve students' speaking skill. For example, after hearing a story, each student is given the opportunity to comment and to react to one another's comments. Students are asked to discuss the value or moral in the story. Surely, many different opinions come out from each other.

#### 6) Dramatization

It is an active situation with a lot of learning and experiencing. This involves students in learning lines for their roles, and can provide them with a memorable occasion to practice English. This activity includes a high amount of participants in group. The group should learn how they would act in a situation, or explore being characters in a situation and what is making them act the way they are in order to the drama appears natural.

#### 7) Speeches

Prepared speech is an activity which is commonly used in the speaking skill class. The topics used for speeches will vary depending on the level of the students and the focus of the class. It is good for the students to be given some leeway in determining the content of their speeches.

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#### **d. Assessing Speaking Fluency**

Evaluating speaking fluency is the most difficult aspect in language testing. The other skills can be assessed by paper and pencil test, whereas speaking cannot be assessed by it. Students' speaking fluency should be measured by oral test. The kinds of oral test commonly used by teachers and practitioners to know the students' speaking fluency is face to face speaking test (interview), conversations, role plays, story-telling, oral presentations, etc. Actually all of them are the most popular choices of oral test in teaching and learning English to assess students' speaking fluency.

According to Kemtong in her journal, interview is considered as the most popular means in evaluating speaking ability. It is a direct test, face to face speaking between the students and the interviewer(s). It is right that interview is the most commonly used to measure speaking skill because it is the simplest one and direct means to know students' speaking fluency. By interview the examiner can get the students' speaking fluency clearly and get the information in depth.

Therefore, in this research the writer will use face to face speaking test (interview) to assess students' speaking fluency since it is simple and good to know information about students' skill in depth. The test will be evaluated into four criteria; they are: 1) Speech rate; 2) Pause rate; 3) Disfluent syllable rate; 4) mean length of run. These four are the disfluency components of speaking fluency. In this research, the students will be scored based on these four components.



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### e. Relevant Research

There are some researches that have been conducted and they are relevant to this research paper, such as:

- 1) The research by Zulfa Ulinni'mah entitled The Correlation Between Motivation in Learning English and English Achievement of The Sixth Year Students at Sdn III Kedungwaru Tulungagung (Gitawaty, 2010). She concluded that student's feeling of joy, pleasure, satisfaction and motivation in English and in engaging the activities related to English as very important for the student because it will determine their level of attention and intensity of effort in learning English.
- 2) Mulyani conducted a research entitled "The Correlation between Students' Anxiety Levels and Their Ability in speaking at the Second Year of the Senior High School 1 Enoch Indragiri Hilir Regency" which was a correlational research design. She found that the anxiety level of the second year students at SMAN 1 Enoch was Categorized into moderate level. So, she concluded that the higher students 'anxiety level was, the lower students' ability of speaking English would be and the lower students 'anxiety level was, the higher students' ability of speaking English would be.

### f. Operational Concept

Operational concept is the concept which is used to clarify the literature reviewed in order to avoid misunderstanding and misinterpretation. In planning the research, the operational concept can be formulated into

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particular words to get easy in measuring the research operation. There are two variables used, they are variable X as the independent variable and variable Y as the dependent variable. In this research, variable X refers to students' motivation in learning English and variable Y refers to students' speaking fluency.

Indicators of students' motivation in learning English (variable X) are:

- 1) The students pay attention when studying English.
- 2) The students always review the lesson.
- 3) The students always read English books.
- 4) The students are always active during learning process.
- 5) The students always complete their tasks.

Indicators of students' speaking fluency (variable Y) are:

- 1) Students' utterance exhibit smooth native-like rhythm and phrasing, with no more than one hesitation, repetitions, false start, or non-native phonological simplification. The overall speech sounds natural.
- 2) Students' utterance has acceptable thym, with appropriate phrasing and word emphasis. Utterances have no more than five hesitation, repetitions or false starts. There is only one to five significantly non-native phonological hesitations.
- 3) Students' speech has acceptable speed, but may be somehow uneven. Long utterances may exhibit some hesitations; but most words are spoken in continuous phrases. There are several repetitions or false starts per

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utterance. Speech has no too many long pauses nad does not sound staccato.

- 4) Students' speech may be uneven or somewhat staccato. Utterance (if  $\geq 6$  words) has at least one smooth 3-word run, and there are several hesitations, repetitions or false starts. Speech may have several long pauses, but not unlimited.
- 5) Students' speech is slow and has irregular phrasing or sentence rhythm. Poor phrasing, staccato or syllabic timing, multiple hesitations, many repetitions or false starts render the spoken performance notably uneven or discontinuous. Long utterances have several long pauses.

**g. The Assumptions and the Hypothesis of the Research**

**1) Assumption**

Based on the theories and explanations above, the writer assumed that there is correlation between students' motivation in learning English and their speaking fluency. If the students have high motivation in learning English, the students' speaking fluency level will be high. In other words, the higher the motivation in learning English (Variable X) they have, the better speaking fluency (Variable Y) they achieve.

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## 2) Hypothesis

Hypothesis is statement about the possible outcomes of a study.

The writer proposed hypothesis as follows:

$H_0$ : There is no significant correlation between students' motivation in learning English and their speaking fluency

$H_a$ : There is significant correlation between students' motivation in learning English and their speaking fluency