

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, purpose of the research, research questions, significance of the study, scope of the study, definition of terms, research hypothesis and organization of the paper.

1.1 Background

Motivation is believed to be one of the influential factors that are able to affect students' performance in language learning. This was proved by researchers, such as Deci and Ryan (2000a), Dörnyei (1994), Gottfried (2009) and Usher & Kober (2012) that had been studying students' motivation in language learning. The result of the studies showed that motivation was linked to students' attitude, achievement, performance, and ability.

Usher and Kober (2012) affirm that motivation affects students' attitude toward school, teachers, how much time and effort they spend on their learning, how much support they seek when they encounter problems, how they perform on assessment, and how much they try to interact with other students. Additionally, Gottfried (2009) explains that higher motivation has been linked to greater academic performance, better conceptual understanding, social adjustment, students' confidence in learning and feeling of satisfaction towards the environment. Lightbown and Spada (2013, p. 87) prove that there is a sufficient proof that positive motivation is linked to students' eagerness to keep learning. Motivated language learners will be more successful in reaching their goal compared to unmotivated learners (Jafari, 2013). Kong (2009) explains that motivation is not only students' desire to learn and gaining knowledge, but it is also one of the factors that make students learn a language with eagerness and excitement.

Students possess a different level of motivation at the beginning of the study (Harmer, 2001). Harmer explains that some students have a strong extrinsic motivation, while others have intrinsic motivation that drives them to work harder and some may have a low level of motivation (Harmer, 2001).

There are many studies on motivation that have been conducted in language learning. Nevertheless, only a few studies relate it to students' motivation in speaking. Whereas, Ur

(1996) states that, high motivation is considered as one of the characteristics of successful speaking activity. She explains that students with high level of motivation will be eager to speak and willing to contribute in achieving task objectives. Pratiwi, Setiyadi, & Suparman's (2015) research show that motivated students are aware of activity that they need to do to enhance their ability in the learning process. Awareness also makes students eager to practice, and practice helps students gain a good speaking ability (Pratiwi et al., 2015). Deci and Ryan (2000a) state that highly motivated students believe in his or her own ability and they believed that they are able to finish the tasks.

There are some researchers that have conducted research on students' motivation in speaking and students' speaking ability, such as Pratiwi et al. (2015), Rahayu (2002), Khan & Ali (2010), Madsa (2012) and Liu (2010).

Therefore, this research is intended to examine groups of private junior high school students. This study proposes to analyze the relationship between students' motivation in speaking and their speaking ability, whether highly motivated students have a high speaking ability and students with low motivation have low speaking ability

1.2. Research Questions

This study is conducted to answer the research questions as follows:

1. How is the relationship between students' motivation and students' speaking ability?

1.3. Purposes of the Research

This study intends to:

1. Estimate and explain the relationship between students' motivation and students' speaking ability.

1.4. Significances of the Study

This study contributes to several significances, which are the theoretical, practical and professional benefits.

1. Theoretical benefit

The finding of the research can be a support toward a theory of the correlation between students' motivation and students' speaking ability.

2. Practical benefit

The result of the study is expected to be able to give information on students' motivation and its correlation to speaking ability.

3. Professional benefit

The result of this study can help teachers in increasing and maintaining students' motivation and students' speaking ability

1.5. Scope of the Study

This study is focused on finding junior high school students' motivation in speaking and students' speaking ability and the correlation between students' motivation and their speaking ability.

1.6. Definition of Terms

Motivation

According to Deci and Ryan "to be motivated means to be moved to do something" (Deci & Ryan, 2000a, p. 54) such as a physical energy moves an object, motivation moves a person to react towards something. Brophy (2004, p. 4) additionally explains that "Students' motivation is rooted in students' subjective experiences, especially those connected to their willingness to engage in lessons and learning activities and their reasons for doing so".

Speaking

Speaking is defined as an important part of our lives that are used as an interaction and social activity (Louma 2009, p. 9). Speaking is an interactive process of composing meaning that includes constructing, acquiring, and processing information (Brown, 2001).

1.7. Organization of the Paper

This paper will be presented in five chapters. Each chapter is divided into subtopics that will elaborate the issues.

Chapter I is an introduction. This chapter consists of background of the study, purpose of the research, research questions, significance of the study, scope of the study, definition of terms, and organization of the paper.

Chapter II provides theoretical foundations which consist of theories that are related to students' motivation, speaking ability, and students' motivation and students' speaking ability.

Chapter III will elaborate the research methodology. This chapter discusses the research design, participants, study instruments, data collection and data analysis.

Chapter IV explains the findings and the discussion of the study. It explains and interprets the result of the study.

Chapter V presents the conclusions of the study and provides suggestions for further researcher.

1.8 Hypothesis

As Stated by Creswell (2012), hypothesis is a prediction about what the researcher assumes to discover in the research. He states that there are two kinds of hypotheses, null and alternative hypothesis. Null hypothesis means that there is no correlation between independent and dependent variables. In contrast to null hypothesis, alternative hypothesis proposes a relationship between variables (Creswell, 2012).

In this study, if alternative hypothesis are accepted it means that the null hypothesis is rejected and there is a significant relationship between students' motivation and their ability in speaking.

1. Null Hypothesis (Ho)

There is no relationship between students' motivation in speaking and students' speaking ability.

1. Alternative Hypothesis (Ha)

There is relationship between students' motivation in speaking and students' speaking ability