

## **I. INTRODUCTION**

In order to introduce this research, this chapter discusses background, problems, objectives, uses, scope, and definition of terms that would be used in this study.

### **1.1. Background**

As a foreign language in Indonesia, English is taught at senior high school as a compulsory subject. The students in senior high school are hoped to master English to have good English ability especially for communication. By having good communication, the students are expected to be able to access knowledge by using English (Depdiknas, 2006). The ability to communicate is the primary goal of foreign language instruction that speaking is put ahead on the other skills.

Communication orally comes out through speaking. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking is very important in order to enable students to communicate effectively through oral language because the disability of the students to speak may lead them to be unable to express their ideas even in a simple form of conversation. Learning a language means using the language in communication in oral or written form, and be able to express feeling, thoughts and experiences in various content.

There are several elements that should be fulfilled so that speaking can be performed optimally; speaker, information, and listener. Speakers have an active role in delivering and expressing the information. Processing the information is done by speakers when they deliver the ideas or information. Besides, the speakers have to have good language aspects, such as pronunciation, grammar, vocabulary, and fluently. By having good language aspects, the process of producing, receiving and accessing information will be done well. In studying, the students have the goals which have to be achieved by them. When students can get those goals that means they have good achievement.

Some problems in speaking are still encountered by the students of senior high school. The majority of the students are difficult to express their ideas in English orally. According to the result of research carried out by Susilawati (2007), in an oral discussion, shyness, nervousness, feeling afraid of making mistakes, not knowing the way how to pronounce certain words, is the potential problems that can hinder the students to speak.

That condition is also supported by the researcher's own experience as the coach of English club at SMA Negeri 1 Pringsewu. Students often get difficulties in using English when they try to interact with others. They still look hesitated to interact with their friends and their coach by using English. Even though they have enough time to speak English at school, they lack of motivation to speak. The students will brave to practice English orally in front of class if only they want to join English competition.

Regarding the factors of learning language, motivation is one of the factors that can cause the learning process and give impact to the students' achievement. As proposed by Gardner (1985), the motivated individual is one who wants to achieve a particular goal, devotes considerable efforts to achieve this goal, and experience satisfaction in the activities associated with achieving this goal. That is, motivation is defined by three components: desire to achieve a goal, effort extended in this direction and satisfaction with the task. From those statements, it can be said that motivation is one of the factors that influence people in successfully learning language.

Therefore, students who have high motivation are expected to have good achievement. Tremblay and Gardner (1995) state motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language. Gardner wants to show that describing motivation as effort is not enough, but that has to include desire to get something by doing favorable attitudes. After that, Tremblay and Gardner (1995) put attitudes as factor that can cause motivational antecedent. Motivational antecedent has function as mediator for building motivational behavior that will become factor that gives impact directly towards success in learning.

Motivation has important role in learning language by considering that the process of learning depends on effort or energy and time that is used to study. Tremblay and Garner (1995) state that motivational behavior refers to individual characteristic that someone who wants to observe can feel it. If we refer at the

concept of motivation that is described as effort, persistence and attention, we can conclude motivational behavior is individual characteristic that belong to the form of intensity, persistence and attention that are implemented by the learners.

According to the result of research carried out by Devianti (2010), it is found that motivation influenced English speaking ability of the students with 60,8 %; that is, motivation as a psychological factor that had a positive correlation with students' English speaking ability. Furthermore, Hasan (1999) also investigated the impact of motivation to students' English achievement and she found that motivational behavior that refers to the effort, attention, and persistence gives positive impact to the students' achievement in learning English.

## **1.2. Problems**

Based on the background mentioned earlier, the research problems which are formulated by the researcher are:

1. Is there any relationship between students' motivational behavior and their speaking proficiency at SMA Negeri 1 Pringsewu?
2. What kind of motivational behavior gives the most influence to the students' speaking proficiency?

## **1.3. Objectives**

In relation to the research problems already formulated, the objectives of this research are:

1. To find out the relationship between the students' motivational behavior and their achievement in English speaking.
2. To find out the kind of motivational behavior that gives most influence to the students' speaking proficiency.

#### **1.4. Uses**

The uses of this research are:

1. Theoretical Benefit

This research will complete the lack of previous research relates to students' motivational behavior in learning process of English Speaking. Besides, this research will become a reference for the next researcher if they want to do the same research.

2. Practical Benefit

This research might help someone who read this script to understand more about the students' motivational behavior and the influence of that for the students' English speaking proficiency. Besides, the result can be used for English teachers to analyze the kind of motivational behavior most influence the students' proficiency in speaking. Furthermore, the teachers can arrange new strategies to build students' motivational behavior and increase their proficiency in speaking.

#### **1.5. Scope**

This research is quantitative research which was conducted to students of grade XI of SMA Negeri 1 Pringsewu. The students' motivational behavior would be

classified as; motivational intensity, attention and persistence. This research focused on the students' speaking proficiency, such as pronunciation, grammar, vocabulary, and fluency by giving transactional English speaking test. The data were taken through questionnaire which was given to the students to find out the students' motivational behavior in studying English. Then, the data about kind of motivational behavior which most influence the students' speaking proficiency was taken from the analyzing of the questionnaire and the test.

### **1.6. Definition of Terms**

In this research, the writer uses some definitions of key terms in order to avoid misunderstanding as stated below:

#### **Motivation**

In teaching learning process, the term motivation is concerned with the process that describes students' thoughts, beliefs and emotion which influence the students' behaviour in learning process. Motivation affects the reason of why and how the students' behaviour is activated and directed.

#### **Motivational behavior**

By looking at the concept of motivation, motivational behavior refers to the learners' effort, persistence and attention that are implemented in learning process and gives direct impact to the learner's achievement.

**Intensity**

By summarizing the definition of the experts, intensity is the learners' effort in learning and the average time that they spend in doing their work.

**Attention**

The concept of attention gives the conclusion that attention is the learners' concentration and interest in doing something to gain their purpose.

**Persistence**

By looking at the definition of persistence, persistence is the learners' action in solving the problem when they do something to get their purpose.

**Speaking**

Generally, speaking refers to the means of communication used by people in daily interaction. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing the ideas or information.

**English Speaking Proficiency**

English speaking proficiency is defined as an ability or skill that the learners have to communicate, to convey meaning, and to have a meaningful conversation in English.

The introduction of the research such as: background, problems, objectives, uses, scope, and definition of terms that would be used in this study already discussed in this chapter.