

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, formulation of research question, objective of the research, significance of the research, scope, and limitation the research, hypothesis of the research, and definition of key terms.

A The background of The Story

Background Research There are so many factors that involve teaching learning. Such as teaching media, the materials, teaching methods, school environment, students or teacher psychology. Before attending the classroom, all those factors are only taken role inside classroom and could not handle students outside the class. But motivation does.

Before entering the classroom, the student brings their own motivation that drives them to force their self to learn the material even though it hard or something new for students to become understand. Motivation provides extra power from will of fire to achieve the goal. But the effect will be rebound if the students have zero motivation that inflicts student performance such as lazy in attending class or getting bad scores in a particular subject.

The student who motivated will keep moving forward, even though there are so many barriers across their way to achieving the goal. The intrinsic motivation, from the inner student will give power of motivation will drive to wake up in the middle of night to study harder and harder. The student who

intrinsically motivated believes that what they do will allow them to reach desired goal because 2 there nothing come from luck. (Wigfield, A., Guthrie, J. T., Tonks, S., & Perencevich, K. C., 2004).

The miss understanding about the importance of motivation could lead to a fatal error on learning teaching program. Teacher often confuse when there are some student who had bad score and sometimes teacher blame the students for their understanding, in the other hand the teacher master the material or arrange the lesson plan perfectly. It will be useless effort if the teacher did not know the students motivation because the material will not interest the students.

The researcher also has different psychological perspectives to explain in different ways, such as behavioral perspective. Behavioral emphasizes external reward and punishment as keys in determining a students' motivation. Incentives are positive or negative stimuli or events that can motivate a students' behavior .advocates of the incentives emphasize that they add interest or excitement to the class and direct attention toward appropriate behavior and away from inappropriate behavior (emmer & Everton, 2009).

On the other hand, the humanistic perspective has a different opinion about motivation. Another motivation why student attending school come from Abraham Maslow. Maslow has seen motivation as hierarchy and stated that before achieving higher needs, human must fulfill their basic needs (in Feldman, 2012). Basic needs are primer needs including food, water, sex, etc. Once one level needs are satisfied, "higher" needs emerge to be satisfied such as needs of being loved, needs of selfesteem. After the first four of needs are fulfilled, it is a

hard job for human to fulfill 3 the last human needs: self-actualization. Self-actualization is a condition where someone aware of them self-potential by their own uniqueness.

Maslow's hierarchy of needs also came into another perspective of motivation. Edward Deci and Richard Ryan (in Feldman, 2012) in selfdetermination theory. Propose that humans have three basic needs: competition, autonomy, attachment. The competition means need to achieve something that expected. Autonomy means perception to control our own life. The last, attachment means need to have close relationship. Self-determination theory believes that those three needs are inborn and universal in all cultures, and those needs are basic needs.

Sometimes, affiliation or relatedness is the motive to be securely connected with the other people. This involves establishing, maintaining, and restoring warm close relationships, students' need of affiliation or relatedness is reflected in their motivation to spend time with peers, their close friendships, their attachment to their parents and their desire to have a positive relationship with their teacher (Grolnick, friendly, & Bellas, 2010).

Futhermore, the importance of motivation should be dig deeper on educational field such as students motivation in speaking skill. Speaking Seems to be othe most important skill of all skills (listening, speaking, reading, and writing) because people who know a languange are usually referred as speakers of that one 4 particular languange (Ur,1996). The major goal of all English languange teaching should be give learners the ability to use English effectively,

accurately in communication (Devies & Pearse, 1998). In onther words, they are expected to be able to communicate or speak English as foreign language being learned. Unfortunately, many foreign language students are reluctant to speak English eventhough the students are expected to be able to convey meanign through producig verbal utterances systematically (Bailey,2008); can do the verbal use of language to communicate with others (Fulcher,2003).

Unlike the other English language skills, speaking is an anxiety-provoking skill. When individuals speak in the target language, students often experience a high level of anxiety and thus become unwilling to take part in conversational activities (Horwitz,Horwitz, & Cope, 1986). Most of the time in language classrooms, students do not want to speak for a number of reasons, including the fear of making a mistake, the fear of their teachers, feeling embarrassed if their peers laugh at their mistakes, low self-esteem and confidance, a lack of vocabulary and fluency, setting unrealistic goals, such as being as good as a native speaker, negative demeanour and attitute (Ariyanti, 2016; Curtone, 2009; Dwyer & HellerMurphy, 1996; Khan and Ali, 2010; Liu & Jackson, 2008, 2011; Nation & Newton, 2009; Riasati, 2014; Shumin, 2002; Subasi, 2010; Thornbury, 2005; Woodrow, 2007). By conducting this research, researcher bealive that those barrier are not effected to students who are motivated in learning English speaking.

The researcher is not the only one who conducts students motivation research, Duc Doan (2016), find that students reason for students to learn English 5 is to meet the requirement of the future job. Besides many students revealed

that they want to learn English to get more knowledge of culture and people of English speaking countries. A small percentage of students claimed that they learn English speaking because its compulsory subject. Futhermore, Ihsan (2016) find that 56,1 Hendriani and Januariza find that 50% of students feel anxious in learning speaking such as fear of mistake, fear of being mocked by other students, students lack of English speaking skill, lack of vocabulary, students' lack of self-confidence. When teacing speaking, the teacher should be aware of the fact that the student's anxiety is the biggest problem in speaking. This awareness is highly needed.

B Formulation of The Research

Based on the background of the research, the problem of this study is formulated as follows:

1. What kinds of intrinsic motivation that influence students in learning English speaking at semester 1 IAIN Tulungagung.
2. What kinds of extrinsic motivation that influence students in learning English speaking at semester 1 IAIN Tulungagung.

C Scope of limitation

The scope of the study focuses on students' semester 1 intrinsic and extrinsic motivation in learning English speaking at semester 1 IAIN Tulungagung

The limitation of the data collection method, the researcher using a questionnaire. There are two aspects to describe in this study. They are what are the student's intrinsic motivation? What are student's extrinsic?

D Significance of the Research

1 For students

For students, the researcher willing to show them the importance of motivation to achieve the goal. The researcher also suggest to seek your own way how to achieve your goal because the only one who knows your own wish or goal is you itself

2 For lecturers

For lecturers, the researcher willing to show them, what is the importance and kinds of motivation and what makes student learning English speaking, so it will one of consideration for lecturers to make a proper lesson that makes the student interested to study.

E Definition of Key Term

1 Motivation

Is an approach to human motivation and personality that uses traditional empirical methods while employing and organismic metatheory that highlights the importance of humans evolved inner

resources for personality and behavioral self-regulation (Ryan, Khul, & Deci, 1997).

2 Extrinsic Motivation

Is behavior that influenced by external factors such as reward and punishment such as student will study harder when they face final examination (Santrock, 2008).

3 Intrinsic Motivation

It is a natural behavior that comes from inner person to seek and achieve the goal because she/he enjoy the process (Santrock, 2008). As example, student who intrinsically motivated will learn English because he/ she really enjoy the subject, not because reward or punishment from he/ her parents.

4 Speaking

communication deals with two basic activities: listening and speaking. In speaking, people express their though through words and talk about perceptions, feelings and intentions they want other people to grasp and understand (Clark and clark, 1997)