

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Speaking is one of English skills which is learned by Junior High School students in Indonesia. Based on the *Permendikbud No. 58 Tahun 2014*, the aim of the English subject at Junior High School is to develop the learner potency in order to have a communicative competence in the interpersonal discourse, transactional discourse and functional discourse using the kind of texts in oral and written English language.

One of factors that influence students to speak is motivation. Nunan in Mazouzi (2013:36) stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Furthermore Babu in Mazouzi (2013:36) argues that lack of motivation in learning causes students' hesitation to speak English in the classroom.

Motivation can lead someone to act. As in Longman dictionary (2002:343) motivation is the driving force in any situation that leads to action. Harmer (2007:20) says that if motivation is strong enough, it provokes a decision to act. Thus, someone who has motivation and it is strong enough; it can lead him or her to choose decision and act.

Some researchers had done a research about students' motivation and its affect to students' speaking. Hoang Tuan (2015:17) had done a research about students' motivation at Le Thanh Hien, Vietnam. He found that there were a variety of factors that affect the students' speaking performance. A majority of the teachers said that the students' speaking performance was affected by topical knowledge. The next two important factors mentioned were listening ability and motivation to speak.

Another study was conducted by Trong Tuan (2015:430) in Vietnam. He found that the students have positive towards English learning and motivational activities. They were both extrinsically and intrinsically motivated in English subject. However, they had many difficulties in succeeding in the English subject and their English learning was influenced by various elements, among which two main factors influencing their English learning most were their personal ways of studying and the heavy learning curriculum with different textbooks. Teachers' attitudes as well as their perceptions toward learning motivation are positive since they all find the necessity of motivation in improving students' English performance.

The researcher did an observation at class IX of Junior High School 2 Payakumbuh. While teacher was explaining the material, some students were active in the class and enthusiasm to answer the teacher's questions. They seemed enjoy the subject. On the contrast, the others ignored the teacher's explanation, made a noise and felt bored. In performing a dialogue, sort of

them could perform the good performance and the others were not. The students' score of speaking performance can be seen in the following table:

**Table 1.1 Students' Midterm Test Score at class VIII in Junior High School 2 Payakumbuh**

No	Classes	Total of students	Mean score	MAC
1	IX.1	32	77.56	70
2	IX.2	33	56.06	
3	IX.3	31	74.90	
4	IX.4	32	75.46	
5	IX.5	33	71.66	
6	IX.6	34	53,08	
7	IX.7	32	55.78	
8	IX.8	32	59.21	

*Source: English teachers at class IX of State Junior High School 2 Payakumbuh*

Based on the table, it can be seen that students got good score in English. The highest mean score is 77.56 by IX.I and the lowest is 53,08 by IX.6. The classes could pass the minimum achievement criteria were IX.1, IX.3, IX.4, and IX.5 and the classes could not the minimum achievement criteria were IX.2, IX.6, IX.7 and IX.8. In the contrast, the researcher's experience in teaching practice when they were in class VIII showed different students' act. They tend to be silent in the class and shy to answer's the teacher question. They did not seem enjoy the English subject.

Then, a question appeared based on that phenomenon, do the teachers' action influences the students' motivation to speak? Or do their motivation is influenced by their pleasure in learning English?

Based on the explanation above, the researcher was interested in doing a descriptive study entitled "Factors Influencing Students' Motivation in Speaking Performance at Class IX of State Junior High School 2 Payakumbuh."

### **B. Focus of the Study**

This research focuses on describing students' motivation in speaking performance at class IX of State Junior High School 2 Payakumbuh and factors influencing students' motivation in speaking performance at class IX of State Junior High School 2 Payakumbuh.

### **C. Formulation of the Study**

Based on background and focus of the study above, the researcher formulated the problem of this research as:

1. How is the students' motivation in speaking performance at class IX of State Junior High School 2 Payakumbuh?
2. What factors do mostly influence students' motivation in speaking performance at class IX of State Junior High School 2 Payakumbuh?

#### **D. Purpose of the Study**

Considering to the background and formulation, this study has purposes:

1. To describe students' motivation in speaking performance at class IX of State Junior High School 2 Payakumbuh
2. To find out the factors mostly influencing students' motivation in speaking performance at class IX of State Junior High School 2 Payakumbuh.

#### **E. Significance of the Study**

By this research, researcher hopes that it can give positive impact in English, especially for teacher to know the factors that influence students' motivation in speaking performance. Researcher also expects that students can get information about the factors that influence students' motivation in speaking performance. The last, the researcher hopes this research will be good experience to develop her knowledge about the factors that influence students' motivation in speaking performance.

#### **F. Definition of the Key-Terms**

Motivation : the driving force in any situation that leads to action

Speaking : the action of conveying information or expressing one's thoughts and feelings in spoken language.

Performance : the overtly observable and concrete manifestation or realization of competence. It is the actual doing of something:

walking, singing, dancing, speaking. In refers to language, performance is actual production (speaking, writing) or the comprehension (listening, reading) of linguistic events.

