CHAPTER 1
INTRODUCTION

This chapter presents a comprehensive description of the research. It comprises the background of the study, the formulation of the problem, operational definitions, the aim, and the significance of the study.

1.1 Background of the Study

Speaking is the most essential skill to acquire in learning English. Speaking is an interactive process of creating productive meaning in an oral mode that involves producing, receiving, and processing information (Martina et al., 2021). Although speaking is considered the most essential skill to acquire in language learning, mastering such ability is not easy. It is complicated and challenging to learn because it contains linguistic and non-linguistic components, including vocabulary, intonation, articulation, formal and informal expression, and gestures (Dincer & Yesilyurt, 2017). However, motivation has been a significant factor in students' becoming proficient at speaking (Maulana et al., 2020). Similarly, Nunan (1999), cited in Amoah and Yeboah (2021), also revealed that motivation can persuade passive students to speak up effectively.

Nevertheless, not all students have the same level of motivation in learning; some students have high motivation, and some have quite the opposite. High-motivated students are usually active, curious, working hard to achieve goals, enthusiastic, and courageous to take risks for their learning (Rakhmanina & Kusumaningrum, 2017). Likewise, in learning to speak, Noviana (2019) stated that highly motivated students tend to push themselves to speak in the target language and show interest during the learning process. Meanwhile, low-motivated students do not often perform hard to learn more, do not have enough encouragement to take risks to enrich their knowledge, and tend to be more passive during the learning process (Rakhmanina & Kusumaningrum, 2017). Moreover, students tend to act like they do not want to answer the teacher's questions voluntarily, more silently (Sari, 2021).

The differences in students' motivation were also found in one of the junior high schools in Tasikmalaya, Indonesia. Based on the results of the preliminary study, it was found that students had different motivation levels, especially when they were asked to speak English in the classroom. Some students are highly motivated to speak in the classroom, which was indicated by the students' active participation in the classroom activities during the learning process. When the teacher asked a question, the students always responded to the teacher's questions by speaking in English. Moreover, when the teacher asked the students to make a presentation or do a role play voluntarily, they always proposed themselves. However, some low-motivated students tended to be more passive in learning and reluctant to speak English. Instead of voluntarily answering the teacher's questions, the students did not want to speak and chose to be silent even when the teacher appointed them to answer. Based on this phenomenon, the researcher is fascinated to investigate what motivation appears in both high-motivated and low-motivated students to speak English in the classroom.

Apart from the level of motivation, every student's kinds of motivation differs from one another (Mahadi & Jafari, 2012). Motivation in learning can be divided into two types: extrinsic motivation, which comes from outside the students, and intrinsic motivation, which comes from within the students (Ihsan, 2016). One of the most well-known theories discussing intrinsic-extrinsic motivation is Ryan and Deci's (2000) self-determination theory. Besides, according to Parrish and Vernon (2022), the self-determination theory is the most appropriate framework for investigating students' motivation in language learning in an educational context. Extrinsic and intrinsic motivation are both crucial to the learning process because intrinsic motivation can lead to deeper engagement and a greater willingness to persist in the face of challenges, while extrinsic motivation can provide a useful initial impetus to start learning and can help maintain motivation over time (Berges-Puyó, 2018). Therefore, teachers need to understand the types of motivation and how it manifests, develops, and captures in students (Mahadi & Jafari, 2012).

There are numerous studies about students' motivation in speaking. Putra (2017), Menggo (2018), and Kafryawan (2019) found a significant correlation between learning motivation and speaking ability. Those studies investigated the relationship between motivation and speaking ability using a quantitative research method with a correlational research design. However, the previous studies above did not investigate in detail what motivates students to speak English in the classroom but only present concrete data regarding the correlation between learning motivation and speaking ability. Therefore, to fill this gap, this present study applied a qualitative research method focused on investigating students' motivation to speak English in the classroom. Involving semi-structured interviews to collect the data, three eighth-grade students from one of the junior high schools in Tasikmalaya have been chosen as the participants based on some characteristics. Finally, the thematic analysis (Braun & Clarke, 2006) was utilized to analyze the data.

1.2 Formulation of the Problem

Based on the background above, the researcher addresses the following question, "What is students' motivation to speak English in the classroom?"

1.3 Operational Definition

To avoid misunderstanding in this research, here are the operational definitions:

1.3.1 Motivation	:	It is the desire or willingness of students to speak in an English classroom.
1.3.2 Self-Determination Theory	:	It is a comprehensive theory of human motivation that focuses on behavior development and self-regulation.
1.3.3 Speaking	:	It refers to the student's ability to use English for oral communication in the classroom.

1.4 Aim of the Research

Based on the formulation of the problem, this study focused on determining the students' motivation. Therefore, this study aims to investigate the students' motivation to speak English in the classroom.

1.5 Significance of the Research

1.5.1 Theoretical Uses

This study provides literature regarding the sources or types of students' motivation to speak English in the classroom, specifically from the perspective of the self-determination theory by Ryan and Deci (2000).

1.5.2 Practical Uses

This study can be used as a reference for English teachers to determine suitable teaching strategies by knowing students' motivation in speaking English in the classroom, building the motivation of students who lack motivation, and maintaining the motivation of the students who are already motivated.

1.5.3 Empirical Uses

This study provided empirical insights for the researcher about the junior high school students' source or types of motivation to speak English in the classroom.