

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

In learning English speaking, motivation plays a very important role because it determines whether students will engage in learning or not. Students' attempts and hopes of learning will fail if they lack strong motivation (Seven, 2020). Students who have less motivation to learn English speaking will be less interested in speaking activities. According to Rusmanayanti et al. (2021), students who have low motivation might exhibit a lack of confidence in their speaking skills, leading to reluctance to engage in speaking activities. So that might limit their progress in learning the language. In fact, several students in a senior high school in Tasikmalaya are less motivated to participate in English-speaking learning. It can be seen from their participation during the speaking class. Although most students are less motivated, at least some of them are still motivated. This can be seen from their participation and engagement in speaking class. During the class, they take part in the teacher's questions and do not hesitate to speak up when the teacher asks. They also seemed not to be afraid to speak up when the activity was doing English dialogue and performing in front of the class. In fact, the teacher never distinguished her strategies or methods during the teaching process. This situation requires further development to ensure that the needs of both motivated and unmotivated students are fulfilled.

Several variables influence the students' inadequate mastery of speaking skill, such as fear of failure, lack of confidence, lack of motivation, anxiety, having difficulty in pronouncing and the like (Illyin et al., 2019; Kiruthiga & Christopher, 2022; Suryani et al, 2020). These might have an influence on students' motivation for learning English speaking. According to Gardner (2007) cited in Uгла (2021) learners will never master the target language if they lack motivation, and they will struggle to do anything in

particular. They may struggle to overcome these obstacles, hindering their progress and overall language competence.

Several previous studies have explored students' motivation in acquiring English speaking skills. Fatimah et al. (2019) explored the relationship between students' motivation and their proficiency in English speaking at Halu Oleo University, utilizing a correlation design that may limit the generalizability of the findings to different contexts. Another study by Martina et al. (2021) focused on assessing the motivation levels of second-semester students in the English Department of IAIN Bengkulu during the new normal era. However, this study's limitations include potential incomplete coverage of the complexity of students' motivation and potential bias due to the quantitative methods employed, relying on self-reported data from questionnaires and interviews. Additionally, a study by Lestari and Asari (2023) examined students' motivation for speaking in online learning environments and their corresponding speaking scores. The study's limitations lie in its lack of depth and detail attributed to the quantitative approach. Moreover, considering the challenges of online learning settings, student participation is not easily attained, contributing to the prevalence of the moderate category in measuring student motivation levels.

Based on the limitations of the previous studies, this research portrayed the motivation of students in learning speaking English by taking a gap in the method used, settings and participants, which is the qualitative method and a senior high school in Tasikmalaya with several students who have different motivations at the school as participants.

1.2 Formulation of the Problem(s)

Derived from the background of the study, the research question has been formulated: “How are the motivations of Indonesian senior high school students in Tasikmalaya to learn English speaking?”

1.3 Operational Definitions

To prevent any confusion regarding the terminology employed in this study, the researcher provides a set of definitions of the subject matter as follows:

- Students' Motivation : Students who have encouragement to take action or engage in the process of learning. In this research, students at a senior high school in Tasikmalaya who have encouragement to learn English speaking.
- English Speaking : Skills that allow a person to accurately and clearly explain thoughts orally. In this context, the confidence to effectively participate and engage while learning speaking in the classroom
- Senior High School : Senior high school is the stage of secondary education that typically includes students aged 15 to 18, involving grades 10 to 12. In Indonesia, senior high school (*Sekolah Menengah Atas*, or SMA) prepares students for higher education.

1.4 Aim(s) of the Research

The main objective of this research is to depict the students' motivation to learn English speaking in a senior high school in Tasikmalaya. The expected result of this study is to offer valuable insights that can prove beneficial in various future contexts.

1.5 Significance of the Study

The significances of the study are:

- Theoretical Use : The study probably function as a

reference for interested future researchers in investigating how motivations affect students in learning English speaking.

Empirical Use : The research give the researcher firsthand knowledge of how motivation affects students in the classroom to learn English speaking.

Practical Use : The research findings will help English language teachers, policymakers, and curriculum developers design effective programs to foster students' motivation.