CHAPTER I
INTRODUCTION

This chapter comprises of research background, problem of the research, objective of the research, operational definition, significance of the research and scope of the research are included.

1.1 Research Background

Proficiency in English has become an essential skill in the context of globalization, impacting education, business, and international communication. As a global lingua franca, proficiency in English is a crucial skill that students must acquire, particularly in nations where English is designated as a foreign language (EFL). In Indonesia, English is taught from elementary through high school levels. Nonetheless, despite adding it into the curriculum, speaking effectively frequently offers a challenge for students.

Speaking proficiency is crucial in both educational and professional areas, particularly within an international environment. Richards, (2008) states that speaking is among the most challenging and crucial skills for foreign language learners to acquire. Proficiency in speaking frequently serves as the primary criteria for assessing students' progress in language acquisition. This indicates that the capacity for speech encompasses not only the transmission of words but also the proficiency in engaging effectively within diverse social and cultural contexts. In Indonesia's English language education, speaking skill is

1

frequently neglected due to the curriculum's emphasis on reading and writing, resulting in students' inadequate speaking proficiency (Lestari et al., 2019)

A significant factor influencing students' speaking skills is motivation, encompassing both intrinsic and extrinsic elements. Motivation is a crucial element in the learning process, as motivated students are generally more engaged and strong-willed in their studies. Steinmayr, Weidinger, Schwinger, & Spinath, (2019) highlighted that academic motivation includes multiple components, including self-concept, task value, and achievement goal. Students with higher motivation typically attain greater success due to their determination to achieve academic success

Self-Determination Theory conducted by Ryan & Decy, (2000)highlights that intrinsic motivation, derived from an internal desire for personal fulfilment, significantly impacts students' engagement in learning. On the other hand, extrinsic motivation, demonstrated by external rewards, may instantly encourage students but is frequently less enduring. Dornyei, (2015) believes that while extrinsic motivation can enhance short-term engagement, intrinsic motivation is more stable and provides more sustainable outcomes over the long term.

Multiple research investigations in Indonesia indicate that students often face challenges in speaking skills due to insufficient motivation, confidence, and practice. According to research by Lestari et al., (2019), around 46.5% of students at Senior High School Srijaya Palembang experienced challenges in English speaking, mostly due to anxiety and a lack in confidence. Moreover,

factors such as fear of making mistakes and insufficient opportunities for speaking practice influence students' low speaking abilities.

A study conducted by Raudya Haya et al., (2022) showed that internal factors, including lower intrinsic motivation and self-confidence, beside external factors such as a not supportive learning environment, influenced students' speaking proficiency at Jambi Vocational School . Arofah, (2024) found that students at Banyuwangi high school had similar issues, with anxiety of mistakes and lack of inspiration providing as the most significant obstacles to enhancing of their speaking abilities.

According to Wang, Liu, & Wang (2023) active engagement in speaking activities is essential for improving speaking abilities. Students lacking of opportunities for genuine speaking practice frequently show less confidence and find difficulties in improving their speaking abilities.

Although many studies have examined the importance of motivation in English language learning, most the existing studies focus more on the effect of motivation in general without separating the role of intrinsic and extrinsic motivation specially int the context of EFL classroom in Indonesia. In addition, studies on the role of intrinsic motivation in improving English speaking proficiency at the high school are limited. This lack of focus on intrinsic motivation creates a gap in the literature that this study can fill. This study aims to fill that gap by investigating the correlation between intrinsic motivation and student's speaking proficiency context, thus provide a more in- depth

understanding of the impact of intrinsic motivation on the learning of speaking proficiency.

Intrinsic motivation plays crucial role in the success of language acquisition, particularly in enhancing speaking competence. It motivates learners to take part in learning activities with consistency and enthusiasm, guided by their personal interest and internal aspiration instead of external reward

Based on the previously mentioned findings, this study emphasizes the importance of intrinsic motivation and speaking proficiency in learning English in EFL classroom. The main objective of this research is to determine whether there is significant correlation between students' intrinsic motivation and their speaking proficiency in EFL classroom. According to existing theories, intrinsic motivation is considered more stable influence on enhancing student's speaking proficiency than extrinsic motivation. This research seeks to provide deeper insights into how intrinsic motivation supports students 'speaking proficiency in the EFL classroom by employing a quantitative research method using questionnaire that adapted from the Intrinsic Motivation Inventory (IMI) and speaking assessment rubric adapted by David P Harish to measure students 'speaking proficiency.

1.2 Problem of the Research

Based on the research background, the researcher formulates the research problem:

1. Is there any significant correlation between students' speaking proficiency in EFL Classrooms and intrinsic motivation in the following subscale

   a) Enjoyment-Interest

   b) Perceived – Competence

   c) Effort-Importance

   d) Pressure- Tension?

1.3 Objective of the Research

The objective of this research is to examine whether there is a significant correlation between students 'speaking proficiency in EFL Classrooms and their intrinsic motivation, especially in the following subscale.

a) Enjoyment-Interest

b) Perceived-Competence

c) Effort-Importance

d) Pressure-Tension

1.4 Operational Definition

1.4.1 Intrinsic Motivation

Intrinsic motivation is the drive that comes from within an individual to perform an activity for personal satisfaction or achievement. It occurs when a person does something because they enjoy the process or feel challenged, not because of external reward. In this study, intrinsic motivation was measured using Intrinsic Motivation Inventory (IMI) adapted from Ryan and Deci. This

questionnaire uses a Likert scale, where participants select their level of agreement with each statement, which the range usually from 1(strongly disagree) to 7 (strongly agree). Aspect measured includes enjoyment, challenge, personal satisfaction, and student's perceived competence in learning English.

1.4.2 Speaking Proficiency

Speaking proficiency refers to the level of competence a person has in using language effectively and appropriately in spoken communication. In the context of language learning, it measures how well someone can speak smoothly and clearly, as their ability to adapt their speaking style to different situation and conversation partners. This encompasses not only technical aspect like pronunciation or grammar but also involves fluency, spontaneity, accuracy and understanding of social contexts. In this study speaking proficiency is evaluated using David P. Harris's speaking rubric, which provides a comprehensive framework for assessing verbal language skill. The rubric evaluates key components such as fluency, accuracy, pronunciation, vocabulary usage, and the ability to construct grammatically correct and contextually appropriate sentences. By employing this rubric, the study ensures a systematic and reliable measurement of the participants' speaking proficiency.

1.5 Significance of the Research

This research is expected to make theoretical and practical contributions. In the term of theory, the results of this study can enrich the theory motivation in language learning, particularly by showing the role of intrinsic motivation in improving English speaking proficiency in EFL. The empirical evidence obtained from study can support Self-Determination Theory, which states that intrinsic motivation plays an important role in maintaining engagement as well as improving language proficiency, thus supporting and improving the theoretical framework in EFL education. Practically, this study is expected to provide insight for educator on how intrinsic motivation relates to student's English-speaking proficiency. With this understanding, educators can design more effective teaching strategies, such as creating interesting learning activities and providing positive feedback that can increase student's confident and motivation in speaking English

1.6 Scope of the Research

This scope of this study focussed on analysing the correlation between intrinsic motivation and English-speaking proficiency among grade X students at Madrasah Aliyah Al- Hidayah located at Jl PDP Sumber Wadung, Karangharjo, Silo, Jember. This study measured intrinsic motivation variables using Intrinsic Motivation Inventory (IMI) scale. Meanwhile, speaking proficiency will be measured using David P Harris 'speaking assessment rubric. This rubric includes assessment of important aspect such as fluency, accuracy, pronunciation,

vocabulary use, and the ability to develop grammatically correct and in- context sentences. By limiting the study to this population and two variables, this study aims to understand the correlation between intrinsic motivation and students 'speaking proficiency in the context of EFL learning in the classroom.