

CHAPTER I

INTRODUCTION

A. Problem Background

Speaking is a means of communication with others. According to Abugohar et al. (2019) speaking is one of the main four language skills (speaking, reading, listening, and writing) it is a communicating process of interaction. Communication is the act of conveying ideas, emotions, opinions, and more to people through interaction. It was also utilized for disseminating information, negotiating, problem-solving, and fostering social relationships and friendships. Speaking is a common method of communication used by individuals to engage with others. Thus, it is imperative for students to acquire this skill when studying English.

Speaking is a complex skill compared to the other three skills in English. Many students undoubtedly struggle with learning and practicing speaking skills. Acquiring speaking skills involves more than just understanding the language; it also entails knowing how to communicate effectively in real-life situations. Nevertheless, numerous students lack proficiency in utilizing English both in the classroom and in practical conversation. English is seldom utilized in daily interactions due to it not being their native language. They are not accustomed to using English either in the classroom or outside of it. To succeed in learning to speak English, students need to be in an environment or situation where they feel motivated to use English in everyday conversations. This means the learning environment must arouse interest and encouragement in students to speak English, whether in the classroom, outside the classroom, or in everyday social interactions.

The teaching and learning process particularly in speaking is impacted by a variety of contributing factors. According to Minda (2023) In general, the factors that affect the ability to speak English are internal factors and external factors. Some of which are internal to the students themselves, students may have low confidence in their English skills, which can prevent them from speaking confidently, fear of making mistakes or being criticized by classmates can cause anxiety and restlessness, which hinders a student's ability to speak fluently. Some students may have difficulty accepting correction from teachers or classmates, and this can make them lazy to speak because they are afraid of

being corrected. In addition, students' interests and motivation play an important role in their engagement with spoken English activities. Istianti (2019), one of the factors that affect students in learning speaking is motivation. Motivation is considered the most important component of the entire learning process. When students lack motivation or interest, they may be lazy to actively participate in speaking. Therefore, things that aim to increase students' self-confidence and foster motivation are very important in improving their speaking skills. Teaching a second language is not an easy task, especially if students lack interest in learning it.

External factors encompass broader societal and environmental influences that impact students' ability to speak English proficiently. Socioeconomic status, for instance, can significantly affect access to resources and opportunities for language development. Similarly, students' first language or mother tongue influences their language acquisition processes and proficiency levels in English. The role of educators is important; teachers who implement effective learning strategies and create a supportive classroom environment can increase students' self-confidence and participation in speaking activities. Furthermore, parental support and motivation are crucial external factors. According to Lestari (2019) Motivation to speak English is not only determined by the teaching and learning process on campus but also by the role and influence of parents in providing motivation and support to their children. However, challenges may arise when parents lack the necessary resources or knowledge to support their children's English language learning, particularly in speaking. Because of that, collaboration between educational institutions and families is crucial in addressing external barriers and fostering optimal language learning outcomes. Given these factors, researchers are interested in determining the factors that actually influence English speaking. Therefore, researchers focus on the motivation and support students' parents.

Based on the initial questionnaire that researcher obtained to obtain data on students of English education at Muhammadiyah University of Metro, researchers found that students felt lazy to practice speaking English because these students were not confident in using their limited English speaking skills. Usually when students make mistakes they are criticized by the people around them, this makes them lazy to practice speaking English and students have less motivation or interest, less active participation in speaking. When researchers

asked students initial questions about what caused them to be unmotivated, several factors identified were themselves, the environment, and parents. Students themselves lack motivation and are lazy to practice; they also lack self-confidence and feel embarrassed, which makes them lazy to practice speaking. In addition, the surrounding environment can hinder students' English speaking abilities because they use the local language more when interacting with family and friends.

The last factor is support from parents; there are also parents who do not give motivation and support in practicing speaking English, do not help when their children have difficulty learning English, especially speaking, and do not give rewards when their children excel. Moreover, some parents have obstacles and limitations that make it difficult for them to give motivation and support although their parents' educational background is high. However, in different cases students have high motivation because their parents provide enough motivation, even though their parents' educational background is low. Based on the quasioare in the effectors of finding out their educational background, it was found that some of parents graduated from Elementary School, Junior High School, Senior High School and University or collage.

In addition, researchers also carried out a series of observations on identifying problems related to the research title, researcher discovered several phenomena, including the following in the form of a table:

Table 1 Presentation table of the factor

| No | Factor | Students Frequency | Percentage |
|----|---|--------------------|------------|
| 1. | Parents are unable to motivate their children learn English especially speaking | 79 | 68% |
| 2. | Students lack motivation and are lazy to practice | 52 | 45% |
| 3. | Some students are not motivated by their parents' education background | 42 | 36% |

| No | Factor | Students Frequency | Percentage |
|----|--|--------------------|------------|
| 4. | Parents who have a higher educational background are able to motivate their children | 26 | 22% |
| 5. | Parents who have a low educational background can motivate their children | 42 | 36% |

Based on the table 68% parents are unable to motivate their children in this regard learn English especially speaking ,45% students lack motivation and are lazy to practice ,36% parents who have a higher educational background do not able to motivate their children ,22% parents who have a higher educational background are able to motivate their children and 36% parents who have a low educational background can motivate their children. From the phenomena above it can be seen that learning to speak English can be influenced by several factors, namely interest, talent, attraction, motivation and support from parents, personal background and even parents' learning background can also influence motivation in learning to speak English. Thus, the researcher decide to hold a research under a title "The Correlation between Parents Educational Background and Students' Motivations in Learning Speaking"

B. Problem Identification

The followings are the problems identified by the researcher based on the research background above:

1. Some students have low motivation in learning how to speak English
2. Students may have low confidence in their English skills
3. Parents lack the necessary resources or knowledge to support their children's English language learning, particularly in speaking.
4. Students have different motivations in speaking English due to their parents supports
5. Students have different parent educational background that may influence their motivation in speaking English

C. Problem Limitation

In order to restrict the scope of the study, the researcher emphasizes that the issues being studied in this research are the correlations between parents educational backgrounds from English students studying at English Education of Muhammadiyah University of Metro and their motivations in learning English Speaking.

D. Problem Formulation

Based on the research limitations above, the researcher already formulated the following questions:

1. Is there any correlation between parents' educational background and students motivations in Learning Speaking of the students of English education at Muhammadiyah University of Metro?
2. Does parents' educational background of the students of English education at Muhammadiyah University of Metro correlate significantly to their motivations in learning English speaking?

E. Research Objectives

Based on the research questions above, the objectives are as follows:

1. To find out the correlation between parents' educational background and students motivations in Learning Speaking of the students of English education at Muhammadiyah University of Metro
2. To know when parents' educational background have a significantly correlation to students motivations in Learning Speaking of the students of English education at Muhammadiyah University of Metro

F. Research Benefits

Followings are benefits that can be taken from the study:

1. For students

Findings from this research can lead to tailored support systems for students based on their family educational backgrounds. Students from varying backgrounds may require different types of encouragement or resources, which can be identified through this research.

2. For Teachers

Research outcomes can inform teacher training programs by providing evidence-based insights into effective teaching practices, classroom

management techniques, and strategies for student engagement. Educators can learn about the impact of family background on student motivation, enhancing their ability to support a diverse range of learners effectively.

3. For Future Researchers

This research can serve as a foundational study for future researchers interested in the intersection of family background and student motivation. It can inspire more in-depth investigations into specific aspects of this correlation.