

CHAPTER I

INTRODUCTION

As an introduction, this part presents the background of the study, research questions, purpose of the study, significance of the study, scope and limitation, and the definition of the key terms.

1.1. Background of Study

Learners should possess the skills of language when learning English. The language skill enables the students to comprehend and produce the language, whether spoken and written. There are four basic language skills that should be learned and possessed by the students. These skills are Reading, Listening, Writing, and Speaking. Listening and Reading are known as passive ability or receptive ability. Meanwhile Writing and Speaking are known as active ability or productive ability.

On the other hand, English language is still a foreign language in Indonesia. Al Hosni (2014: 22) argues that English as foreign language (EFL) learners still face many difficulties; does not matter how much they understand about English language. English has always been familiar since it is taught in most of educational level (starting to be taught in basic primary school, secondary school until university). However, it will influence the motivation of English Department students to learn English as EFL learners.

Speaking is an active or productive skill. According to Harmer (2007: 265), productive skill is the term for speaking and writing, the skill where

speakers really have to produce their own language. Speakers think of every single thing themselves, the thoughts, the expressions, and the grammar. Eventually, the entire of the expressions and grammar have to be pronounced obviously. Besides that, the speakers also have to be able to listen, recall the vocabulary quickly, and say right things. This is much more difficult than other language abilities.

Speaking is an essential ability to be mastered in the process of learning English. Nunan (2000: 39) says that mastery of speaking is an essential aspect of learning a second or foreign language. He also notes that success in language learning is measured in terms of the ability to carry out a conversation.

Besides that, Motivation is also a key factor that determines the success or failure in language learning. Soureshjani and Riahipour (2012: 18) defines motivation as a key to the factors that influence the rate and success of the second or foreign language learning. Students who have strong motivation will be more able to learn English faster than students who have no motivation. Following Reece and Walker (1997) as cited in Gomleksiz (2010: 914) also states that a less skilled student who is truly motivated can attain greater success than the smarter student who is not well motivated. It implies that students with very high motivation are better at learning English language than the students with low motivation.

In the learning process, motivation may be interpreted as a driving force or stimulus to achieve learning activities so that learning objectives can be maintained in the educational environment. There are individual differences in

motivation which arise from a number of factors. The motivation may come from the students themselves that are intrinsic, or outside of the students, that is, extrinsic. For those who have intrinsic motivation, they will have a strong responsibility for learning. Conversely, for those who have extrinsic motivation, their willingness to learn depends on the situation outside themselves.

Ihsan (2016: 32) states that motivation can be seen as an aspect of success when learning a target language related to speaking the language (speaking skill). It can be said that motivation has an influence on students' speaking ability. According to Mayer (2003) as cited in Liu (2010: 136) states that when students are motivated to learn, they attempt harder to comprehend the material and thus learn more deeply, resulting in better ability to transfer what they have learned to a new situation. Hence, having motivation is important for a student in the development of speaking skill. Students with high motivation level did more attempts and had more resolution to reach their goals. On the one hand, students who had low motivation level did not do more attempts in learning and in achieving their goals so that their speaking was low.

Saville-Troike (2006) as cited in Gomleksiz (2010: 913) claims that the more motivated students are, the better they will learn a new language. It implied that motivation is one of the determining factors in developing language learning. In particular, motivation might influence the development of student speaking ability. If the students possess high motivation in speaking English they will be interested in learning speaking English. However, students have less motivation in speaking

English they will not interest to learn how to speak English. It can be concluded that one may speak well in English as a result of motivation which drives to speak.

The students have different motivation when learning to speak even they have been given the same material, approach and time allocation. As Dornyei (2009: 117) said, without adequate motivation, even individuals, with the most remarkable abilities unable to achieve long-term goals and neither are proper curriculum and sufficiently good teaching to ensure students achievement. This means that even good teaching methods and proper curriculum do not guarantee success in learning without a presence of motivation.

According Ur (1996) as cited in Dincer and Yesilyurt (2013: 1) most foreign language learners are especially interested in speaking and want to improve their speaking skill more than other skill. In speaking English, learners are required to express their idea using English language orally and carry out the conversation. If they have lack of motivation they will face difficulties during speaking English even with good teaching and proper curricula.

The students of Azmania Boarding School use foreign language as communication with their friends and the teacher. The language used is Arabic and English. They have more opportunities to practice English communication skill than students of many other school. Moreover, they also learn English language in the class with the teacher so that they can develop their communication skill more deeply.

And according to preliminary research that researcher conducted before, the school, Azmania Boarding school, really promotes the students to develop their speaking foreign language, which is English. The school prepares graduates to have knowledge and skill in foreign language.

Considering the importance of motivation in learning Foreign Language, this research aims to investigate the students' motivations to speak English and the factors affect students' motivation in speaking class.

1.2. Research Questions

Based on the background of the study in the previous part, research questions on this research can be formulated as follows:

1. What type of motivation of the students in speaking class of the fourth grade students of Azmania Boarding school Ponorogo?
2. What factors affect students' motivation in speaking class at fourth grade students of Azmania Boarding School Ponorogo?

1.3. Purpose of the Study

Focusing on the statement of problem above, the researcher states the purposes of the study below:

1. To investigate the students' speaking motivation types in the class at the fourth grade students of Azmania Boarding school Ponorogo.

2. To identify the factors affecting students' motivation in speaking class at the fourth grade students of Azmania Boarding school Ponorogo.

1.4. Significant of the Study

This research is expected to give advantage for:

1.4.1 The students

The students can do self-evaluation on their own motivation in learning speaking so they know how to improve their speaking skill.

1.4.2 The institution

The institution know the motivation of the students and what factors that influence student motivation so the institution can support the students to develop speaking skill of their students

1.4.3 The teacher

The teacher know how to motivate the students in appropriate way

1.4.4 The next researcher

The next researcher can take this research as references and develop it more detailed

1.4.5 The writer

This study is expected to the writer to increase her ability in conducting a research.

1.5. Scope and Limitation

Scope and limitation of this study are:

1.5.1 Scope of this study

The scope of this research is motivation of Junior High School students of Azmania Boarding School Ponorogo

1.5.2 Limitation of this study

The limitation of this research is the students' motivation factor in speaking class at fourth grade students of Azmania Boarding School Ponorogo

1.6. Definition of Key Terms

To avoid misunderstanding of this research, the researcher gives some definitions of the key terms below:

Speaking skill : is the action of passing on information or expressing the thought and feeling in spoken language. (Sutjiati, et al., 2018: 162)

Learning motivation : is the reason on why a person decides to do something, how hard she or he will pursue it and how long he or she is willing to restrain the activity. (dornyei and Ushioda, 2011: 4)