CHAPTER I

INTRODUCTION

1.1 Background of the study

Communication has become a basic skill for every person to be able to speak, deliver and understand each person's thought. In the era of globalization, English becomes an important skill which every people must have. ASEAN has made an agreement agreed by all ASEAN countries that every country's human resources have chances to work in the country they want. It is considered as a threat for Indonesia's human resources. Without skills, we are lost in the work-field. Communicating with foreigners becomes important since the agreement was applied. English is one of the skills which every people must have. English is given to people through learning programme in our country. That is why English basic skills must be developed in school and college area. English Department of Widya Mandala Catholic University Surabaya develops English through many skills that the college masters. One of basic skills which must be improved is speaking skill. Speaking is one of primary skills which an English department student should accomplish to master the target language. According to Arthur (1987) speaking is important for each person to exchange information among speakers. It makes speaking become an important skill for every people who want to communicate with others.

Learning speaking is important because it will deliver your idea, your thought about something. Through the skill, a person who learns target the language will be able to communicate, share, deliver, change idea and message of an information clearly. Without understanding the idea and message in a conversation or talking among people, a person might get lost and cannot get involved into the environment.

There are many ways to achieve speaking skill. One way to create their willingness to achieve and master that skill is done by motivation. According to Dornyei (1998) motivation is one of factors which influences students in L2 learning process. Between the skill and motivation, it has relationship which benefits the person included. A good relationship among students and lecturers brings positive benefit and motivation to students to pass the course. Basically, motivation is needed by students not only to pass the course but also main purposes why lecturers give a lot of motivations to the students because lecturers want to give positive reinforcement to the students so that they want to try the task given, motivation brings positive effect to the students from the inside with compliments, students feel that they are taken care of the lecturers.

In this paper, the writer will give proofs which are able to show that motivating students with motivational strategies applied by the

lecturer of the subject which is Speaking, are able to help students to learn and develop their speaking skill in the classroom activity. The importance of motivation itself is to transfer positive thinking to deal with the task. To help motivating students in learning target lane, motivational strategies are implemented in the study.

1.2 Statement of the problem

In accordance with the title and background of the study, research questions are formulated as follows:

1. What strategies do the lecturers use to motivate students' willingness to be active in the class activity?

2. How do the strategies help the students perform better in Speaking C?

1.3 Objectives of the Study

This study aims:

1. to identify the strategies are usually applied for motivating students in the classroom.

2. to find out how motivational strategies help students to perform better in the classroom activity.

1.4 Theoretical Framework

- 'Motivation is the key to learning (Dornyei, 2001). It refers to the inner source, desire, emotion, reason, need, impulse

or purpose that moves an individual towards a particular action' (JETERAPS). Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS).

- 'Researchers seem to agree that motivation is responsible for determining human behavior by energizing it and giving it direction' (Dornyei, 1998). Motivation in second and foreign language learning by Dornyei 1998.

- According to Arthur (1987) speaking is important to each person to exchange information among speakers.

Richards (2008:19) states that in speaking we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together.

1.5 The Assumption

This study is established on the basis of this assumption that each lecturer teaching Speaking C applies particular strategies in motivating the students and the strategies can be observed during the classroom activity.

1.6 The Significance of the Study

This study is expected to give suggestions to the teaching of speaking for the fourth semester students of English Department of Widya Mandala Catholic University Surabaya which take

Speaking C course as one of the subjects. The suggestions are given to build and motivate students to be active and brave to speak during the classroom activity.

1.7 The Scope of the Study

The scope of the study includes teaching Speaking to English as Foreign Language students focusing on the motivational strategies. The data were non-verbal data such as: gestures and motivational talk from the lecturers and verbal data such as: audio recording from the classroom activity and interviewing the students.

1.8 Definition of the Key Terms

a. Speaking

Speaking is an important skill for communicating and exchanging the information according to Arthur (1987).

b. Motivation

Motivation, according to Dornyei (1998) & Dornyei and Clement (2001), is a bridge or a stimulant of learning L2 language which influences the students' learning process.

c. Motivational Strategies

According to Dornyei (2001), motivational strategies are seen as the techniques of improving students' individual goals, in this case, speaking skill.

1.9 Organization of the study

This study consists of five chapters and appendices. The first chapter is introduction. It is constructed from the background of the study, statements of the problem, objectives of the study, theoretical framework, assumption, the significance of the study, scope of the study, definition of the key-terms, and organization of the thesis proposal.

The second chapter is review of related literature. The chapter contains four sections which are the theories of speaking, motivation, motivational strategies, and the related studies. Section one tells us about the nature of speaking skill which everyone masters. Section two presents the definition of motivation and the further research of it. Section three presents the motivational strategies which are usually found in the classroom activities and have beneficial roles to take the students' ability to speak more inside the classroom. Section four presents the related studies of the topic.

The third chapter gives the research method. The chapter contains four sections which are the research design, respondents, the instrument, and data collection procedure. The research design tells reader the form of research which the writer conducts in this paper, and what to do in the observation. The respondents section declares the subject of the research. The instrument is the tool for

collecting the data and the last section is data collection procedure. It is the pattern of the writer to collect the data. There are steps to do the research.

The fourth chapter is data analysis and discussion. The data of this research will be provided and elaborated. There are two parts of this chapter: (a) data analysis, (b) discussion. Data analysis serves the result of the observation and percentage of the motivational strategies used in the classroom. Discussion will be the continuing elaboration of the data analysis. It delivers the reasons the motivational strategies are applied in the classroom activities or not.

The last chapter is conclusion and suggestions. This chapter is separated to conclusion which serves the final result and it is concluding answer of data analysis and discussion and suggestions which help the lecturer to be better in helping students to perform better in the classroom activity.