

# Chapter I

## Introduction

### 1.1 Background of the Study

English has been regarded very important for most people in the world because it is “now widely viewed as a social, economic and educational commodity” (Burns, 2013, p. 27). As a precious commodity, most students and parents are willing to master it. Among language skills, speaking is regarded as the most important skill that students should learn when learning a foreign language (Rao, 2019). Speaking is a form of oral communication in which one communicates ideas or information to others. It is the most important way for the speaker to express himself in the language. The ability to speak can be used to assess the success of language learning. Speaking ability in the language should be taught and practiced. Although people speak more than they write in everyday life, most English teachers still spend the majority of class time on reading and writing practice while ignoring speaking.

There is a strong connection between speaking and listening. According to Liu (2017), speaking is a form of oral communication that involves two components: the speaker who delivers the message and the listener who receives it. To put it another way, communication entails both the productive skill of speaking and the receptive skill of listening. Furthermore, speaking makes use of the aural medium. Speaking is typically performed in a face-to-face interaction in a communication activity. To interact with someone and establish a good connection, one must be familiar with their language. It is important to practice speaking in the target language, both inside and outside English classes.

In English as a foreign language context (EFL), English is learned in formal situations, especially as a subject in elementary or middle school so that most of the process happens inside the classrooms. However, the importance of speaking English of course would be interesting when the students explored their skills outside because from this the students would be able to express their knowledge more easily, and then with the English outdoor learning the students would be more creative to think and describe something. Moreover, practicing English outdoors would make it easier to enhance their speaking skill.

Leong & Ahmadi (2017) argue that there are several factors determining the success of speaking skill. One of them is on affective factors, especially regarding students' motivation. Students who have strong motivation to practice English inside and outside classes will result in better proficiency. Some students are very motivated to learn English, while others may even feel ignored by their teachers since the teacher only observes without giving any feedback to their performance.

Students who have greater motivation usually have a good perception of the courses they take (Al-Hoorie & MacIntyre, 2019). When they perceive that English is very simple and fun, they are more motivated to learn it, not only in the classrooms but also outside the classrooms. When they practice without any supervision from their teachers, they have intrinsic motivation (Horeei and McEntire, 2022) since they are willing to practice from the bottom of their heart, rather than being endorsed or coerced by other people or teachers.

However, because students should have motivation from their heart to practice and learn the world outside classes they will need to create a perception about the world outside classes so they could feel motivated to practice speaking outside classes

that is why the word perception comes from this part of the research. That is why perception is the most important in education because “perception is basically a pattern recognition process coupled with some functional consequences for the system which performs such pattern-recognition” (Moreno, 2015, P.67). Sometimes perception leads to learning that is intrinsic to one's immediate goals, but it frequently results in learning that is directly relevant to the goals at hand. With practice and experience, perception improves, and perceptual learning can be viewed as the training of attention.

## **1.2 Research Problem**

There are some research about students' perception of using English outside classes in Indonesian context. In a case study on English senior high school students in Padang, Rahmah and Adnan (2005) found that a good questioning strategy is a good way to get students talking, especially when they are asking and giving opinions. It is very practical and appropriate to encourage senior high school students in Padang to speak English outside classes. Prakosa and Anwar (2017) in researching college students also found similar result of positive effect of practicing English outside class. Using questionnaire to know the participants' level of anxiety, they found that students who practice more outside the class perform better. Chandrasekhar and Ikhsanto ( 2020) also stated she had a favorable opinion of how well students' speaking abilities were improved by English outdoor learning. The results of English outdoor learning also supported students' speaking abilities, motivated them, provided a pleasant experience, increased their confidence and understanding, provided new knowledge, opened up horizons, solved problems for students, and enriched their vocabulary.

Despite the positive results of the research above, there has been limited research on the same topic in the context of English Language Education study Program (ELESP) students of EFL context on motivation for speaking English outside of the classroom. To enrich this literature, the writer is interested to do further research into some of the ways that the strategies of speaking English outside classes can encourage students to improve their enthusiasm for speaking.

### **1.3 Research Question**

The present study formulate the research question as follow:

What factors motivate Widya Mandala students of speaking A to frequently use English language during most conversation or daily activity outside speaking A class?

### **1.4 Purpose of the Study**

In line with the research question, this study was kin to explore the factors that motivates Speaking A student at Widya Mandala Catholic University to frequently use English during most conversation or daily activity outside speaking A class.

### **1.5 The Significance of the Study**

The findings of this study should help teachers and students by offering an alternate approach in motivating students to practice speaking outside classrooms. This research is expected to serve as a tool to illustrate how students perceive using English outside of speaking A classes. From the perspective of the students, this research could be beneficial for them because it can demonstrate the intensity of students who speak and use English outside of class. This could serve as a good example for some students who have not used English outside of class, and it might even inspire those students to do so which would help to increase their proficiency in speaking English. The researcher also hopes that through this research there would be

more students who speak English with other people outside English class without feeling hesitation or nervous anymore.

## **1.6 Theoretical Framework**

As it has been theorized by one of renowned linguists, Krashen, (in Ortega, 2010) who argues that one of the factors of successful mastery of a second language is affective factors. The more conducive the affective factors are, the more effective the meaningful inputs from outside to be acquired. This has led the importance of motivation for learning a second language, in which both internal and external motivation play roles. The present study employed Gardner's (1985 ) theory of motivation of learning a foreign as the main theory. Furthermore, he argued that motivation can be assessed via three constructs: Motivational Intensity (MI), Desire to Learn the Language (DESIRE) and Attitudes toward learning the language (ALL). The discussion of this theory is explored on chapter two (II)

## **1.7 Scope and Limitation**

The present study focused on the motivation of students of Widya Mandala Surabaya Catholic University of the students from its English Language Education Study program so that it does not argue that it can be generalized to all pre-service English teachers in Indonesian context. However, those students of similar situations: students majoring in English and studying in urban areas, might show similar result. Since the study employed survey research design, some limitations related to its nature such as the genuineness of the responses, its consistency and its practicality are assumed.

## **1.8 The Definition of Key terms**

## **Speaking**

Speaking is composed of several different processes and representations. We discuss debates as we go along while describing current opinions on these representations and procedures (Meyer et al., 2019)

## **Learning outside Classes**

Exploring or practicing new things and making a track for others to follow, both inside and outside our halls. At our University, you'll have the chance to get real world experience outside the classroom and apply coursework to improve your ability. (Eric, 2011).

## **Speaking A**

The course which provides the students with the aspects of intercultural understanding and practical use of language expressions to lead and/or contribute in meetings as well as to deliver presentations in both academics and business contexts.

## **Motivation**

“The extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (Gardner, 1985)

## **1.9 Thesis Organization**

This thesis consists of five main chapters. Chapter one is the introduction chapter which mainly discusses the research background, research questions, research objectives, theoretical framework, the significance of the study, definition of key-terms, limitation and scope, and organizational of the proposal. Chapter two is the review of literature chapter which mainly discusses the related theories of speaking, language learning motivation and previous studies. Chapter three is research methodology chapter which mainly discusses the research design,

participants, instrument, the procedure of collecting data, technique of data analysis, and research schedule. Chapter four is data analysis and discussion chapter which consists of findings from the data analysis and its discussion. In findings, the results of the questionnaire are shown via charts with its explanation, while in the discussion part, the findings are matched with the theory on Chapter II. Last but not least, chapter five which is conclusion and suggestions which consists of the conclusion, suggestions, and future research agenda.