

# CHAPTER I

## INTRODUCTION

In this chapter, the writer presents the background of the study, the statement of the problems, the objectives of the study, the theoretical framework, the significances of the study, the scope of the study, the definition of the key terms, and the organization of the study.

### 1.1 Background of the study

English is the language of science, of aviation, computers, diplomacy, and tourism. Knowing English increases your chances of getting a good job in a multinational company within your home country or for finding work abroad. It is also the language of international communication, the media and the Internet, so learning English is important for social and entertainment as well as work. English may not be the most spoken language in the world, but it is the official language of 53 countries and spoken by around 400 million people across the globe. Being able to speak English is not just about being able to communicate with native English speakers, it is the most common second language in the world. English is given to people through learning program in our country. That is why English basic skills must be developed in school and college.

English Department of Widya Mandala Catholic University Surabaya develops English through many skills that the college masters. One of the English competences which must be improved is speaking skill. To communicate with other people, a person needs a skill which must be achieved. According to Harmer (2001) speaking is a means to communicate with other people; it can be done in monologues or dialogues. So the role of speaking in human life is so important, because human cannot live normally without communicating with other

people. But the problem that is commonly faced by the teacher in speaking class is so complicated, such as the students who are mostly afraid to speak up. It is very difficult for the teacher to make them speak, the students are not only afraid to speak up but also they do not have much vocabulary to speak. So the teacher has important role in encouraging students to speak.

Learning speaking is important because it delivers 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. So, speaking is a skill that helps every person to be better in communicating and exchanging through verbal communication.

There are many factors to achieve proficient speaking skill. One factor to create your willingness to achieve that skill is the motivation. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective. According to Dornyei (1994) motivation is one of the main determinants of second/foreign language (L2) learning achievement and accordingly, the last three decades have seen a considerable amount of research that investigates the nature and role of motivation in the L2 learning process. According to Dornyei (1998) motivation is one of the factors which influences students in learning process. The skill and motivation, has relationship which are related and have benefits.

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. Lecturer needs to always motivate students and find strategies to motivate the students. It is currently assumed that the success or failure in learning a foreign language depends on some fundamental factors such as: The learner's social context, the learner's personal characteristics, the learning process and conditions under which learning takes place.

However, teaching English as a foreign language and as a compulsory curriculum subject in a non-supportive environment seems to depend very much on the didactic treatment applied by the teacher and the strategies and techniques employed in the classroom. Moreover, not only the didactic treatment in itself is important, the personal characteristics and personality traits of the person who applies that treatment in the classroom, his/her teaching style, attitudes and personal qualities are also of crucial importance Dornyei (2001).

## **1.2 Statement of the problem**

In accordance with the title and background of the study, the researcher wants to explore the motivational strategies applied by the lecturers in encouraging students' engagement in the Speaking A class.

## **1.3 Objectives of the Study**

This study aims to identify the motivational strategies by the lecturers applied for encouraging students' engagement in the Speaking A class.

## **1.4 Theoretical Framework**

In this study, the writer uses two motivation frameworks and one speaking framework. According to Dornyei (1994) motivation is one of the main determinants of

second/foreign language (L2) learning achievement and accordingly, the last three decades have seen a considerable amount of researcher that investigate the nature and role of motivation in the L2 learning process. Motivation is one of the factors which influences students in 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.

Harmer (2001) mentions that speaking means to communicate with other people; it can be done in monologues or dialogues. As a result, the role of speaking in human life is so important, because human cannot live normally without communicating with other people. However, the problem that commonly faced by the teacher in speaking class is complicated, since the students are mostly afraid to speak up. It is so difficult for the teacher to make them speak, the students are not only afraid to speak up but also they do not have much vocabulary to speak. So the teacher has important role in encouraging students to speak. The role of teacher in the classroom can affect the success of teaching and learning process.

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

This study is expected to explore the teaching of speaking for the semester two students of English Department of Widya Mandala Catholic University Surabaya who take Speaking A course as one of the subjects. The lecturer's motivational strategies are given to build and motivate the students to be engaged and brave to speak during the classroom activity.

### **1.6 The Scope of the Study**

The scope of the study includes teaching Speaking A class that focus on Daily Communication, semester two batch (2018/2019) of the English Department of Widya Mandala Catholic University.

## **1.7 Definition of the Key Terms**

### **1.7.1 Speaking A**

Speaking A is a subject conducted in the undergraduate school of English Department that aims to provide the students with knowledge and skills of conducting English conversations on daily topics, as well as expressing themselves in transactional and interpersonal conversations. In order to do so, the students are equipped with the necessary language functions for initiating and sustaining conversations in pairs. Partaking in this course will help students to utilize accurate word choice according to their level of formality, grammatical range fluency and pronunciation through recorded role play of real-life situation (English Education Study Program Faculty of Teacher Training and Education Widya Mandala Catholic University Surabaya, 2016).

### **1.7.2 Motivation**

Motivation is a significant determinant of success in learning a second or foreign language. “It can be defined as the driving force that pushes someone to do act” (Astuti, 2013). Without motivation, it seems to be impossible to achieve success in learning foreign language. Motivation could be considered as the emotion that a person could have towards learning a foreign language, and it is determined by his/her predisposition and personality characteristics. The teacher plays an important role in motivating the students especially in the foreign language classroom (Astuti, 2013,). The development of classroom engagement increases when the teacher has the ability to build students’ motivation throughout in the teaching and learning process.

## **1.8 Organization of the study**

The first chapter is introduction. It is constructed from the background of the study, statements of the problem, objectives of the study, theoretical framework, the significance of the study, scope of the study, definition of the key-terms, and organization of the study.

The second chapter is review of related literature. The chapter contains three sections which are the theories of speaking, the theories of motivation, theory of motivational strategy, and the previous study. Section two presents the definition of motivation and the further research of it.

The third chapter gives the research method. The chapter contains six sections which are the research design, the subjects, the research data, the instrument, the data collection procedure, and the data analysis techniques. Section three presents the process for taking data observation in the class.

The fourth chapter are data analysis and discussion. The data of this research were provided and elaborated. There are two parts of this chapter: (a) data analysis, (b) discussion. Data analysis serves the result of the observation worksheet of the motivational strategies used by the lecturers in the classroom. Discussion was continuing elaboration of the data observation. It delivers the reasons whether 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 of data observation and discussion and suggestions which help the lecturer to encourage the students' engagement in the classroom activity better.