

CHAPTER I INTRODUCTION

A. Research Background

Language is the most necessary thing for everyone to communicate with others, it is considered a social tool that develops in the interaction between individuals as a unit.¹ And speaking is ability to communicate with other people. Therefore, speaking is a key for communication. Brown stated that “Speaking is an interactive processing information orally”.² English is the important language at this time. English widely spoken by people all over the world. The language used in all spheres of life: politics, business, social affairs, education and culture.³

In the Islamic values also such as how to communicate, interact and socialising with family members, friends, neighbours, young people, and elders such as teachers, employers and leaders who are specially designed by Allah to build spiritually healthy individuals and societies can be realised if a Muslim puts it into practice.⁴ The researcher can relate the discussion activities in the learning process, which is also written in the Qur’an Surah Ash-Shura Verse 38:

وَالَّذِينَ اسْتَجَابُوا لِرَبِّهِمْ وَأَقَامُوا الصَّلَاةَ وَأَمْرُهُمْ شُورَىٰ بَيْنَهُمْ
وَمِمَّا رَزَقْنَاهُمْ يُنْفِقُونَ

¹ Lilly K. Yazdanpanah, “Understanding the Role of Language: Interactions between English Language Teacher Knowledge and Identity,” 2014, 71–84.

² Faisal Razi, Asnawi Muslem, and Dohra Fitrisia, “Teachers’ Strategies in Teaching Speaking Skill to Junior High School Students,” *English Education Journal* 12, no. 3 (2021): 399–415, <https://doi.org/10.24815/eej.v12i3.19136>.

³ Yeni Widyastuti, “Upaya Peningkatan Motivasi dan Keterampilan Speaking Melalui Metode Role Play” 1, no. 1 (March 21, 2020), <https://jurnal.ustjogja.ac.id/index.php/semnas2020/article/view/7479>.

⁴ Umar Alfaruq A. Hasyim and Suhono Suhono, “Restoring Moslem Identity by Integrating Islamic Values in English Speaking Class,” *ATTARBIYAH: Journal of Islamic Culture and Education* 2, no. 1 (August 7, 2017): 1–27, <https://doi.org/10.18326/attarbiyah.v2i1.1-27>.

And those have responded to their lord and established prayer and whose affair is (determined by) consultation among themselves, and from what We have provided them, they spend.⁵

According to Tafsir Al-Maraghi, the above verse can be concluded that if they want something, they can talk and discuss with each other, so that it can be learnt and studied together. Discuss with each other, so that the substance can be learnt and studied together, especially when it comes to the battlefield and other things.⁶

Based on Surah Ash-Shura verse 38 and Mubarak in his thesis on the interpretation of the verse above, the researcher relates it to the students who gather to conduct discussions. Including, when students can participate in the competition through talking to each other in order to get an understanding that is in accordance with the English language learning improvement.

One of the four skills to master is speaking, with constant practice, can be applied in our daily lives. In short, spoken language is very important for interacting with others and must be taught from elementary school to high school.⁷ In the context of language teaching and learning, speaking is a productive or active skill. While all four skills are equally important, speaking becomes the primary mode of communication. Speaking is the way we communicate with each other. It used to be used to express an idea colloquially. Speaking is a skill that students develop not only in formal

⁵ "Ash-Shuraa Verse 38 | 42:38 - Quran O," accessed August 18, 2023, <https://qurano.com/en/42-ash-shura/verse-38/>.

⁶ Ahmad Agis Mubarak, "Musyawarah Dalam Perspektif Al-Quran: (Analisis Tafsir Al-Maragi, Al-Baghawi, Dan Ibnu Katsir)," *MAGHZA: Jurnal Ilmu Al-Qur'an Dan Tafsir* 4, no. 2 (December 23, 2019): 147–60, <https://doi.org/10.24090/maghza.v4i2.3550>.

⁷ Marsika Sepyanda, "THE IMPORTANCE OF ENGLISH SUBJECT IN ELEMENTARY SCHOOL CURRICULUM," *English Language Teaching and Research* 1, no. 1 (December 1, 2017), <https://ejournal.unp.ac.id/index.php/eltar/article/view/8722>.

educational settings but also in private learning, setting such as English class.⁸

Trough speaking, allows everyone to freely and spontaneously express their thoughts and ideas. However, it is not easy to communicate in the target language, especially because students do not know much about their vocabulary is insufficient, which leads to fear of using the language.⁹ Many factors can affect the performance of students who are not fluent in English, such as lack of sufficient and acceptable vocabulary, shyness, nervousness, fear of speaking an lack of confidence.¹⁰ It is undeniable that the strategies used to teach these oral skills have an impact on teaching and learning outcomes. A teacher's teaching strategies are very important because they help students speak English well. To this end, English teachers can use different teaching strategies in the teaching process.¹¹ Based on the researcher experience, most of the student at the second grade of MA NU Kudus, Central Java, have difficulties in speaking. It has not mean they have lack of ideas, but is related with their motivation to speak out in front of class. They still have low motivation for speaking English.¹²

One of the factors affecting the choice of second language learning strategies is motivation. As an important aspect of learning process, motivation is also seen as a panacea for addressing negative educational outcomes and

⁸ Dinda Putri Ainunnisa, Zaitun Zaitun, and Muhammad Sofian Hadi, "Effective Strategies Applied In English Speaking Class(A Case Study of 8 Graders of MTs Muhammadiyah 1 Ciputat)," *English Community Journal* 5, no. 2 (January 5, 2022): 102–11, <https://doi.org/10.32502/ecj.v5i2.3492>.

⁹ Khaira Maulidar, Sofyan A Gani, and Iskandar Abdul Samad, "Teacher's Strategies In Teaching Speaking For Cadets," *I. A.*, 2019.

¹⁰ Atallah Al-Roud, "Problems of English Speaking Skill That University Students Encounter from Their Perspectives," *British Journal of Education, Society & Behavioural Science* 18, no. 3 (January 10, 2016): 1–9, <https://doi.org/10.9734/BJESBS/2016/28404>.

¹¹ Widya Anggraeni, Wahibah, and Amir Faqihuddin Assafari, "Teachers' Strategies in Teaching Speaking Skills at SMAN 1 Palopo," *FOSTER* 1, no. 1 (July 1, 2020), <https://doi.org/10.24256/foster-jelt.v1i1.9>.

¹² Observation, at MA NU Nurul Ulum Kudus, 10 August 2022.

behaviours.¹³ Gardner categorized levels of motivation language learning is guided by ‘integrative’ and ‘instrumental’. Synthesis emphasizes that a learner’s motivation to learn a second language stems from positive attitude toward members of the target language and desire to interact with them. The “instrumental” approach, on the other hand, emphasizes motivation based on the belief that learning a second language can help in finding a job or further study. Gardner and colleagues hypothesize that “integrative” motivation may have a greater impact on the long-term motivation required for most second language learning tasks. Some students have no strong motivation to learn English. They think that knowing English will be difficult to understand. Another factor contributing to this issue was teachers who still used traditional teaching models, which bored him.¹⁴ If a person has the desire to learn, he will be successful and creative in learning, the desire or urge to learn is called motivation.¹⁵

In addition, this motivation motivates students to further improve their English learning efforts. For example, if students are interested in learning English skills, they will try to motivate themselves to learning English. Keep learning in and out of the classroom.¹⁶ Motivation is what drives learners to learn. Motivation is concept that has no physical reality. We cannot see motivation, but we can see action. Therefore, measuring motivation, is as indirect as measuring other psychological construct such as attitudes, interest, values and

¹³ Ali Dincer and Savas Yesilyurt, “Motivation to Speak English: A Self-Determination Theory Perspective,” *Juni* 53 (2017): 1–25.

¹⁴ Lai-Mei Leong et al., “An Analysis of Factors Influencing Learners’ English Speaking Skill,” *International Journal of Research in English Education* 2, no. 1 (March 1, 2017): 34–41, <https://doi.org/10.18869/acadpub.ijree.2.1.34>.

¹⁵ Tri Nengsi Puspita Sari, “AN ANALYSIS OF ENGLISH STUDENTS’ MOTIVATION IN SPEAKING CLASS DURING NEW NORMAL ERA (A Descriptive Quantitative Study at the Second Semester of English Department of IAIN Bengkulu Academic Year 2020/2021)” (diploma, UIN FAS Bengkulu, 2021), <http://repository.iainbengkulu.ac.id/7071/>.

¹⁶ Vina Restiana, “Students’ Motivation to Improve Their English Speaking Skills,” 2019.

desire.¹⁷ Beside that, Motivation is also an important factor that determines the success of failure of language learning. (Sureshjani and Liahipur) defines motivation as a key factor influencing second or foreign language speed and success.¹⁸ In the learning process, motivation plays an important role in the learning process because it can stimulate interest in learning.¹⁹ So, in this opportunity. The researcher presented this study under title “STUDENTS’ MOTIVATION FACTORS AND TEACHER’S STRATEGIES TO ENHANCE SPEAKING SKILLS AT SENIOR HIGH SCHOOL” for the reason that the researcher can observe students’ motivation in learning English speaking class, and can also devise what strategies teachers usually use to increase student motivation in learning English speaking class.

B. The Research Focus and Scope

In this paper, there are three things will be done: to know how is students’ motivation in speaking, what are the factors that influence students’ in learning speaking sill and what do strategies does the teacher usually use to enhance students’ interest in speaking class of student in second grade at MA NU Kudus.

C. Research Questions

This problem formulation aims to limit a problem that will be discussed concerning the title “Teacher’s Strategies to Enhance Student’s Motivation in Speaking English Class at MA NU Kudus” which being discussed in this thesis and

¹⁷ Mas Darul Ihsan, “Students’ Motivation in Speaking English,” *JEES (Journal of English Educators Society)* 1, no. 1 (2016), https://www.academia.edu/52237308/Students_Motivation_in_Speaking_English.

¹⁸ Rosyida Wahyuriana, “Investigasting Students’ Motivation In Speaking Class At The Fourth Grade Of Azmania Boardinng School Ponorogo” (Skripsi, Universitas Muhammadiyah Ponorogo, 2019), <http://eprints.umpo.ac.id/5462/>.

¹⁹ Vivit Tania Agnes and Leni Marlina, “EFL Students’ Speaking Motivation in Speaking for Informal Interaction Class at English Department UNP,” *Journal of English Language Teaching* 10, no. 1 (2021): 146–52.

which in purpose to be clear and more focused some research problems extend below:

1. How is the students' motivation in speaking skills at MA NU Kudus?
2. What are the factors that influence students' motivation in learning speaking skills?
3. What strategies does the teacher use to enhance students' motivation in speaking skills?

D. Objectives

Based on the formulation of the problem above, this study achieved the objective point, there are:

1. To know the students' motivation in speaking skills at MA NU Kudus
2. To find out the factors that influence students in learning speaking skills
3. To find out what strategies the teacher used to build students' motivation to learn speaking English.

E. Research Significances

Based on this research, it expected to provide both theoretical and practical contributions to several related parties:

1. Theoretical Benefit
Contributing to concerned school in the form of insight related to the student's motivation for joining speaking class at MA NU.
Become consideration for the related school and future research who develops research in the same field.
2. Practical Benefit
This study aims to describe the learning of English speaking strategies. In order to find out how good strategies are for building student motivation in learning speaking. This research is also useful for teacher and future research because they can consider what strategies can strengthen students in learning speaking English.

F. Definition of Key Terms

In this study, three key terms used frequently in the discussion, There are:

1. Speaking skills is an important factor in learning English. This because when we can master speaking, then we can said to be fluent in learning English.
2. Students' motivation is very important aspect that push student in learning English process.
3. Teacher's strategies used to enhance student motivation is the key to make students more interested an enthusiastic in the learning process.

G. Organisation of Thesis

This paper is divided into five chapters which are follows:

Chapter I : Introduction. It contains the Research Background, Research Focus and Scope, Research Question, Research Objectives, Research Significances, Definition of Key Terms, and Organization of Thesis.

Chapter II : Review of Related Literature. It contains Theoretical Description, Theoretical Framework, and Review of Previous Study.

Chapter III : Research Methodology. It contains Research Method, Research Setting, Research Participant, Instruments and Data Collection Technique, Research Data Validity, Data Analysis Technique, and Research Ethical Consideration.

Chapter IV : Research Findings and Discussion. It contains Research Result and Discussion.

Chapter V : Contains Conclusion and Recommendation.