CHAPTER I
INTRODUCTION

A. The Background of The Research

Speaking is one of four language skills. It is one of the goals of learning language and it is very crucial because without speaking or talking it is difficult to imagine how teachers would play their craft and how students would engage in meaningful learning. To be able to speak fluently in English is not easy.

Today, as we have known, many students have learned English and they understand about English structure and what the teachers or other people say in English language but some of them have difficulties to speak English, it can occur because of lacking their motivation, so, they do not apply what they have learned into their daily activities and lacking their opportunities to practice in speaking English because they just learn English only one or two days in one week.

For this reason, the teacher must motivate them in speaking English because motivation is one of psychology aspect that can influence our activities included speaking English. According to Mc Donald in Djamaroh (2000) '' Motivation is energy within person characterized by affective arousal and anticipatory goal reaction." So, it is very important for students.

Learning to speak English is one of the greatest challenges for all language students. So, it is necessary the strategies which are specific methodes of approaching a problem or task, models of operation for achieving a particularly or planned desingns for controlling and manipulating certain information (*From:Teaching by principles:*192)

Based on the statement above, the study will make a research with the title **THE STRATEGIES IN IMPROVING STUDENT'S MOTIVATION TO SPEAK ENGLISH FLUENTLY (A Case Study at year XII at Islamic Boarding School Al–Musri Mekarhurip Cikancung–Garut)**

B. The Reason for Choosing the Topic

The reasons for choosing the topic of this research as follows:

1. The title is very interesting in investigating because motivation is one psychology factor that can influence or actuate our behavior and thought to reach our goals.

2. Having high motivation is an important thing for student"s as a tool to encourage them to reach their ideas.

3. The research seems the strategies to improve student"s motivation in speaking English fluently and the relationship between student"s motivation and speaking fluently.

C. Assumption

In this research, the study will investigate the important of the strategies to improve students" motivation particularly for students who have the difficulties in speaking English. That motivation is energy or power or internal drive to move through direct behavior. According to (Ken Jones, 1972:10). So, the study will use their opportunity to practice English as well as possible.

D. The Limitation of the Research

In this research, the study will focus on the strategies used Islamic Boarding School Al–Musri in improving student"s motivation in speaking fluently in English.

E. The Statement of the Problem

As mentioned before, to be fluent in speaking English is not easy but there are many problems to be able to speak English. There are as follows:

1. What strategies do the teachers use to improve students" motivation in speaking fluently?

2. How is the students" speaking ability based on the strategy used by the teacher?

3. How is the correlation between students" motivation and their speaking skills?

F. The of Research purpose

The purposes of this study are follows:

1. To find out the strategies are used by the teacher in improving student"s Motivation in speaking English.

2. To find out how far of speaking ability student

3. To find out whether student"s motivation and speaking skills are related or not.

G. The Significance of the Research

It is expected this study can give some advantages for English teacher and students.

1. For English teacher

   This study can give some information that can be a salutation to motivate or encourage his/her student to fluent in speaking English.

2. For student

   This study is expected to arouse student"s motivation to be brave to speak English.

H. The Definition of Terminology

The study provides the some terms used in this paper:

a. Strategies, according to Brown (1994:192) " strategies are specific methods of approaching a problem or task, models of operation for achieving a particular and or planned desings for controlling and manipulating certain information and for keeping in the conversation going when words or expressions are lacking".

b. Motivation, according to Rosella Linskie (1986:188) "Motivation is generally described as the desire to achieve a goal that has value for the individual".

I. Rationale

The purpose of learning english in our country which places english as a foreign language is that student are expected to master for skills in english : They are listening, speaking, reading and writing. Those four skills in sequence are hearing before speaking, speaking before reading, and reading before writing (Tarigan, 1994: :1).

Speaking as one of those skills above is very important for those who learn english after they learn listening, writing, and reading. Student are required to be able to speak as well as to write. Undoubtedly, based on the goals of speaking its self, a teacher has to be responsible an forces their students to speak well and fluently.

Table 1
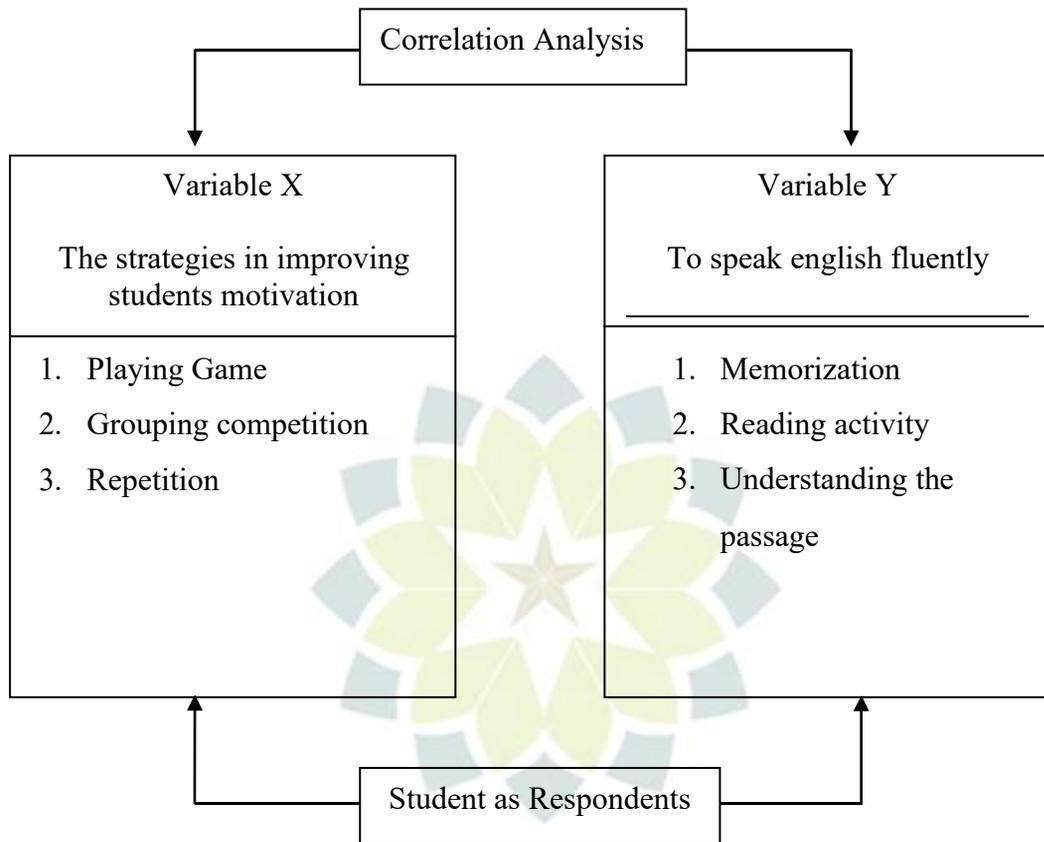
J. Hypothesis

Based on Kumar (1993:10) hypothesis is a statement of your assumptions about the prevalence of a phenomenon or about relationship beetwen two variables that you plan to test within the framework of your study. In this hypothesis they are two variables :

1. The strategies in improving students motivation (variables X)

2. To speak english fluetly (variables Y)

There is correlations significant variables X to significant variables Y, making the frequency of data distribution by the steps with the rumus : **Ha : r xy ≠ 0**

K. Research Methodology

1. Method

   In this study the research used the descriptive quantitative method to collect and describe something or data available with the fact. The study can do correlation between variables, test hypothesis, develop generalization and develop that have universal validities (West,1982)

2. Population and Sample

   To make easy in collecting the data, the study needed the subject to be research. These subjects consist of population and sample.

   a. Population

      According to Arikunto (2002:102), population is all of the subjects who are connected to the research. Gay (1987:102) gives clearer definition of population that is the group of interest to the research, the group to which she or he would like the results of the study to be generalized.

   b. Sample

      Sample is a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected (Arikunto,2002:109), the sample of research is one class about 31 students. That is class of XII in Islamic Boarding School Al–Musri.

   c. The instruments of Research

      The instruments of research such as observation, giving questionnaires and test.

- Observation

  In this research the study would like to observation the teacher activity in improving students" motivation in speaking fluently.

- Questionnaire

  The questionnaires a set of question related to students" motivation so the study will give this questionnaires consist of 15 questions that must be answered by students.

- Test

  The last instrument that will used by the test. This test would be given to students to know their speaking ability. This test was formed of oral test; the study will give the topic.

L. Techniques of Research

The tehnique used to collect data is test and questionaires that is and ployed to get data of the strategies in improving students "motivation to speak english fleuntly test is unity of question or exercise or other tool, which used measure skill, knowledge, intelligent, ability or talent, which possessed by individual or group. (Arikunto, 2002:123).

Operationally, this tehnique will be used to know the correlation the strategies in improving students "motivation to speak english fleuntly. For this purpose the from of this test is multiple choice test, in order that the respondents can choose the only correct one on the alternative of for strongly agree (SS), for agree (S) for doubt (RR), for disagree (TS), for strongly distagree. (STS).

To test the student we`re given to student to get the data about student motivation consist of 15 questions that must be answer by student.

M. Analysis Data

In analyzing data, the study used descriptive quantitative method because of this case. The student not only collected the data but also put the test ti know the corellation between students motivation and speking ability. In technique of analyzing the data the study provide as follows :

a. Making the frequency of data distribution, by this steps :

- Determining the range of data

$$R = H - L + 1$$ (Subana, 2005:38)

- Determining class interval :

$$K = 1+3,3 \ log \ n$$ (Subana, 2005:39)

- Determining class interval :

$$P = \frac{R}{K}$$ (Subana, 2005:40)

- Counting Mean :

$$- X = \frac{\sum f_i x_i}{\sum f_i}$$ (Sudjana, 2002:67)

- Determining the Median (Md) :

$$Me = b + p\left[\frac{\frac{1}{2}n - F}{f} \right]$$ (Sudjana, 2002:79)

- Calculating Modus (Mo) :

$$Mo = b + p\left[\frac{b_i}{b_i + b_i} \right]$$ (Sudjana, 2002:77)

b.Testing Normality test of data distribution of sample :

- Determining Standard Deviation

$$S^2 = \sqrt{\frac{Fi(xi - \overline{x})^2}{(n-1)}}$$

(Sudjana, 2002:95)

- Calculating Z account :

$$Z = \frac{BK - \overline{X}}{SD}$$ (Sudjana, 2002:99)

- Calculating chi kuadrat (χ^2) account :

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$ (Sudjana, 2002:273)

- Search for Freedom Derajat (*DK*)

$$DK = K - 3$$ (Sudjana, 2002:293)

c. Determining the the similarity regression

$$Y = a + b x$$

$$a = \frac{(\sum Y_1)(\sum X_1^2) - (\sum X_1)(\sum XY)}{n\sum X_1^2 - (\sum x_1)^2}$$

$$b = \frac{n\sum X_1Y_1 - (\sum X_1)(\sum Y_1)}{n\sum X_1^2 - (\sum X_1)^2}$$

(Sudjana; 2002:315)

d. Determining teh coefficient of correlation

[10] $$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\left\{n\sum x^2 - (\sum x)^2\right\}\left\{n\sum y^2 - (\sum y)^2\right\}}}$$ (Subana, 2005:148)

After the coefficient value of correlation is known, it can be

continued by examining hypothesis meaningfulness of the relationship those

to variables.

$$t = r\frac{\sqrt{n-2}}{\sqrt{1-r^2}}$$ (Sudjana, 2002:377)

e. Determining the value correlation by using the criteria of coefficient correlation as

follows :

0.800 - 1.000 $\longrightarrow$ The correlation is very hight

0.600 – 0.800 $\longrightarrow$ The correlation is hight

0.400 – 0.600 $\longrightarrow$ The correlation is very average

0.200 – 0.400 $\longrightarrow$ The correlation is low

0.000 – 0.200 $\longrightarrow$ The correlation is very low

(Sugiyono, 2004:183)

There is not correlation derajat

$$K = \sqrt{1-r^2}$$

To tehe determine whether the influence of X variable to Y high or low will be

used :

$E = 100 (1-k)$

(Gaos, 1983 : 112)

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