

## CHAPTER I

### INTRODUCTION

This introduction chapter presents the background of the study, formulation of the research question, purpose of the study, significance of the study, scope and limitation, and definition of the key term.

#### 1.1 Background of the Study

Communication is the most important thing for people's interaction to transferring information from one person, place, or group to another. In this global era, English as an International language of communication has a decisive role and it makes people who come from different countries to be easier in making interaction. English is the nearest thing there has ever been to a global language. Its worldwide reach is much greater than anything achieved historically by Latin or French, and there has never been a language as widely spoken as English. Many would reasonably claim that, in the fields of business, academics, science, computing, education, transportation, politics, and entertainment, English is already established as the *de facto lingua franca*. English as International language is important to learn and master. Speaking English, especially as a foreign language is a very necessary activity.

Speaking is one of the fundamental skills essential to master in learning a foreign language. Speaking is the oldest and most universal way for human being to

express their thought and feeling (Widdowson, 1998:5). For speaking, it is important first to give competence and then performance. Competence is more likely to the extent a communicator is motivated to be so. Motivation is the extent to which a communicator is drawn towards or pushed away from communicating competently in a given context (Morale, 2001: 38). Besides, speaking is partly reflection of mastery in English or not. Speaking is one of the main purpose of language learning in that it is an ability transfer some ideas to other people clearly and correctly.

As the students in a university, mastery English as a global language is important. English is the greatest language spoken universally. At the University level, learners in many countries study almost all their subjects in order to make the material more accessible to international learners. The study of learner strategy has already been started from 1975 up to now. It was started by (Rubin, 1975) by giving a description of successful language learners. He mentions three characteristics of good learners namely: (1) The good language learner is a willing and accurate guesser, (2) The good language learner has a strong drive to communicate, and (3) The good language learner is often not inhibited (Rubin, 1975). Referring to Rubin findings, the researchers are trying to prove whether these findings also behave to EFL learner in the university. Based on the national curriculum of Indonesia, English has become a compulsory subject since junior high school up to university levels and even before the enactment of the 2013 curriculum, English classified into additional subjects or local content taught in primary schools from grade 4 to grade 6. Based on these facts,

English should no longer a frightening subject for the pupils as well as students of the university. Nevertheless, the fact that only a small number of students who successfully mastered English well (Iftanti, 2012; Patahuddin, Syawal, & Bin-Tahir, 2017; Taylor & Henry, 2000), in other words, more than fail. The fact is, of course, a big question mark leads to learning English in Indonesia either about the teacher, method, strategy or about the pupils or the university students themselves. English language is imperatively taught as a foreign language subject as it has become a perceived and realized need. Some needs for English are school curriculum, English for academic purposes, promotion, and reputation (Agustina, 1999:2). English proficiency is inseparable from motivation. English proficiency is needed to develop an interest in speaking, especially the college student. As a consequent, the researcher examines students who are good at speaking and have fulfilled the characteristics of good learner at speaking in English Department of IAIN Tulungagung. Therefore students who are not fluent in speaking and lack of achievement can be motivated and learn from good learners and are able to become achievers.

Good language learners at least depend on three variables : motivation, aptitude and opportunity. Motivation is important to arouse student's desire in learning speaking. Motivation is a psychological condition to encourage someone to do something. So, learning motivation is a psychological condition for encourage someone in learning speaking. "Motivation is a support inside of individual; it also causes the strong or weak of someone's motivation" (Ahmadi, 1997:109).

Falk added, “It is taught that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which language is used (Falk in Norris, 2001: 2). It means that the learners who are most successful when learning a target language at least will imitate not only the culture but also a desire and integrate into the society in which language is used.

From those ideas, there are some pinpoints in drawing the concepts of motivation. They are: motivation is internal support and it cannot be seen, but there is a psychological construct; behavior or effort, attitudes, interest, and values or desire and motivation can be seen as the successful aspect when learning a target language deals with speak the language (speaking skill).

Furthermore, the focus of this research is the good learner motivation in speaking English mastery at the English Department of IAIN Tulungagung.

### **1.2 Formulation of Research Question**

Based on the background of the study, the research question is:

What are the good EFL Learners’ motivation in speaking English?

### **1.3 Purpose of the Study**

According to the formulation of research question, this study is aimed :

To know the good EFL Learners’ motivation in speaking English

### **1.4 Significance of the Study**

By this study, the writer hopes that it will give significance for :

a) Students

The result of this study is expected to be a motivation to the EFL learners to speak English fluently.

b) Teacher

Teachers can already begin to help their less successful students improve their performance by paying more attention to learner motivation as already seen as productive.

c) Future researcher

For the future researcher, they can learn the study and get inspiration to find the similarity topic and make it more complete and interesting.

### **1.5 Scope And Limitation of the Study**

The scope of this study focuses on the good EFL colleges students whose mastery in speaking English. This research is limited only to explore the factors in speaking English mastery.

The limitation of the data collection method is using questionnaires and interviews.

The interview is done by the researcher to college students.

## **1.6 Definition of Key Terms**

The following terms are the core key words dealing with the study :

### **1. Good EFL Learner's motivation**

Winkel (2003) defines that the motivation to learn is the overall driving force within the students who lead activities and provide direction on learning activities. Thus, motivation is born from the need to achieve the goal. Good EFL Learner's motivation is the desire and the process of EFL learners to achieve the goals in speaking English mastery. The Learner gets stimulate from inside or outside. The stimulation as director to be a good EFL Learner.

### **2. Motivation in Learning Speaking**

Suprijono (2009) states that motivation to learn is the process that gives the spirit of learning, direction, and persistence of behavior. That is, the motivated behavior is behavior that is full of energy, focus and enduring. Motivation in learning speaking is someone's effort to reach the goal based on her/his willingnes that also affects the learner's speaking performance in the college. Motivation create focus and full of energy in learning speaking activity.

### **3. English Speaking Mastery**

English speaking mastery is the ability of EFL learners in mastering English speaking as a productive skill. This skill must be appropriate with the criteria such as fluency and accuracy.