

# **THE MOTIVATION OF ARABIC DEPARTMENT STUDENTS IN SPEAKING ENGLISH : INSIGHT FROM ISLAMIC UNIVERSITY**

THESIS

Submitted by

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THE MOTIVATION OF ARABIC DEPARTMENT STUDENTS  
IN SPEAKING ENGLISH : INSIGHT FROM ISLAMIC  
UNIVERSITY

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*  
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In partial fulfillment of the requirement for  
The Bachelor Degree of Education in English Language Teaching

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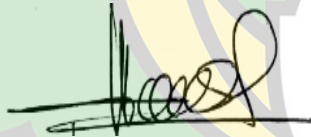
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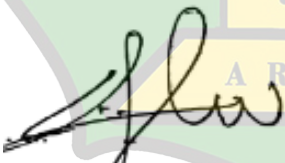
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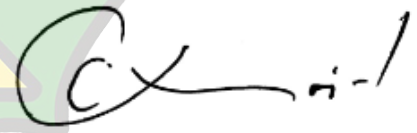
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## ABSTRACT

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Thesis working title : The Motivation of Arabic Department Students In Speaking English: Insight From Islamic University

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Co-supervisor : Dr. Salami Mahmud, MA  
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The aim of this study is to explore Arabic students' motivation to speak English. This research employs a qualitative approach. The participants were ten students who have graduated from Boarding school particularly Arabic Department students, UIN Ar-Raniry. The data was gathered by interview. In collecting the data, the interviewees were selected by random sampling. Semi-structured interviews were used as instruments to answer two research questions; What factors motivating the Arabic department students to speak English and What are the Arabic students' efforts in speaking English through their daily activities. The finding of this research showed that participants mostly had intrinsic motivation to speak English, furthermore students also showed that they had a supportive effort to increase their motivation both intrinsically and extrinsically, then students also really wanted to expand their vocabulary and also communicate effectively with English.

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## **CHAPTER I**

### **INTRODUCTION**

This chapter describes the reasons for conducting the research. It presents the background of study, research questions, aim of the study, significance of the study, limitation of the study and followed research terminology

#### **A. Background of the Study**

Motivation is a notion without physical substance, we cannot see motivation; we see effort, interest, attitude and desire. For speaking, it is important first competency must be demonstrated followed by performance. Competence is more likely when a communicator is driven to communicate well. Motivation is the extent to which a communicator is drawn towards or pushed away from communicating competently in a given context (Morale et al., 2001). Crookes and Schimts (in Norris, 2001) stated, "Motivation has been identified as the learners' orientation with regards to the goal of learning a second language." In line with the idea of motivation, (Falk in Norris, 2001) expressed that "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. It means that students who are most successful when learning a target language at least will imitate not only the culture itself but also a desire and integrate into the society in which language is used. (Leaver et al., 2005). From the ideas of

motivation, what the researcher means here is motivation had affected students in encouraging them to speak a second language. There are factors and efforts that motivate someone to speak English.

A lot of English foreign learners want to have good ability in speaking English, but indirectly they speak in their daily life mixing mother tongue with English. For English Department students, speaking English is a normal activity in their daily life, even though not in the same level for each person. However, for Arabic students who speak English well is an additional value for them. Some of them even speak English more fluently than Arabic. Based on this phenomenon the researcher wants to know how their motivation in improving the ability to speak English, so they can have the ability to speak English that is almost the same as students in the English department.

Speaking is one of the language skills that must be mastered by foreign language learner. Speaking is required by the people to communicate and interact among them. In speaking activity many things should be paid attention not only to the topic related to the dialogue, what the language that we used but also the partner of our conversation on speaking. In other word, the speaker should have a care on what the topic will he speak, what language he used to be easily understood by the listener and to whom he/she speaks. Speaking as the use of language quickly and confidently with few unnatural pauses which is called fluency. According to Chaney (in Kayi, 2006), speaking is the process of building and sharing meanings through the use of verbal and nonverbal symbols in a variety of contexts.

Al Hosni (2014) Speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt. Rather than oral skills being simply one aspect of learning language, the spoken form in the young learner's classroom acts as the prime source of language learning.

Furthermore, the focus of this research is specific students of Arabic department who motivated to speak English in daily activity, they practice or speak English especially at UIN Ar-Raniry. From this idea the researcher wants to know; 1) The factors motivating the Arabic student to speak English in their daily activity. 2) Arabic department students' efforts in speaking English through their daily activity.

The motivation in speaking English has been supported through findings several previous studies. The first previous study was coonducted by Menggo (2016) In his research, he did this study is to know and describe the English learning motivation affecting students' speaking ability of 48 students of XI grade of science program at Catholic Senior of Saint Ignasius Loyola Labuan Bajo, West Flores, Indonesia. A learner has been sued to perform the micro and macro components in each utterance produced. Consequently, students need to know the linguistics forms, meanings and functions of that target language. They need to know that many different forms can be used to perform a function and also that single form can often serve a variety of functions. Students must be able to choose the most appropriate form, given the social context and manage the process of negotiating meaning with their

interlocutors. However, knowing learner's English learning motivation is an urgent variable to be considered in creating conducive atmosphere classroom which will raise the learners to do more toward speaking achievement.

The second previous study was conducted by Sari (2019) The purpose of this study was to find out the level of motivation in learning English among second-year students in the English Department of IAIN Bengkulu, and to find out the dominant type whether integrative or instrumental motivation. This study uses descriptive quantitative analysis. The technique used in collecting data is questionnaires and interview. The modified motivational survey of 20 items adapted from Gardner's Attitude / Motivation Test Battery (AMTB) was carried out. Data is presented statistically using percentage, frequency, arithmetic mean, and standard division. The results showed that the mean score of integrative motivation (3.83) was higher than the mean score of instrumental motivation (3.64). However, the overall mean motivation of (3.73) was considered a high level of motivation. The results of this study indicate that the majority of students learn English because of integrative motivation. They learn English to understand the people and culture they have. Based on the findings of this study, some of the implications of learning relevant and useful motivations are recommended for increasing student motivation.

This research has been researched but is limited in relation to previous research. This research needs to be explored more intensive. The researcher wanted to continue the research with a similar topic but choose different process and gaps in participants



in the study. The researcher wants to look student's motivation in speaking English by specific students of Arabic department who are motivated to speak English in daily activity at UIN Ar-Raniry.

### **B. Research Question**

Based on the background above, there are two problems that could be formulated. The research questions are:

1. What factors motivating the Arabic department students to speak English?
2. What are the Arabic students' efforts in speaking English through their daily activities?

### **C. Research Aims**

Based on the research question the aim of study can be stated as follows:

1. To know the factors that motivate the Arabic department students to speak English
2. To find out what Arabic students' effort in speaking English through their daily activities.

### **D. Significance of Study**

The researcher hopes this study will give some significance as follows:

### 1. English foreign learner

The result of this study can be used to see how to motivate foreign learners to speak English even though it is not their main study and they can understand how the development of speaking English in the campus area

### 2. Researcher

Through this research the researcher will find some motivation of foreign learners to speak English and it can be used to evaluate the influence of speaking English in daily activity

### 3. Reader

The reader can learn and find out the motivation to speak English and influence others to speak English.

## E. Terminology

Several terms in this research need to be explained or to be defined to avoid any unnecessary confusion, the terms are:

### 1. Motivation

Retrieved from (UKEssay, 2018), Motivation is the word derived from the word 'motive' which means needs, desires, wants or drives within the individuals. It is the process of stimulating people to actions to accomplish the goals. While

(Cavallo et al., 2020) stated that motivation is the element that moves humans to decide taking certain choices to be engaged and to be able to continue a behavior.

## 2. Speaking English

According to Kirkgoz (2011), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking is an ability to talk to someone (have a conversation) in a particular language and to express ideas and opinions. While Harmer (2007) stated speaking is the ability to speak fluently and presupposes not only knowledge and language features but also the ability to process information and language 'on the spot'. Based on theories above, it can be concluded that the definition of speaking in the context of this research is a student's ability to communicate well in English, in terms of conveying information, expressing the ideas, and with regard to social relationships

