EXPLORING BOARDING SCHOOL STUDENTS' MOTIVATION AND STRATEGY IN SPEAKING ENGLISH

Thesis

Submitted by

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Exploring Boarding School Students' Motivation and Strategy in Speaking English

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka saya akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat pernyataan

Nabilah Firdha Zairani

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(In the name of ALLAH the most Gracious the most Merciful)

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Banda Aceh, 21 April 2025
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ABSTRACT

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Thesis working title : Exploring Boarding School Students' Motivation and Strategy in Speaking English

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Keywords : Motivation, Learning Strategies.

This study explores the motivation and strategies employed by boarding school students in learning to speak English. The study adopts a quantitative research design, with data collected through a structured questionnaire distributed to boarding school students. A total of 38 statements were categorized into two key areas: students' motivation in speaking English and students' strategies in speaking English. Data analysis was conducted using Microsoft Exel to determine trends and patterns in students' responses. The findings indicate that students are motivated by both intrinsic and extrinsic factors, including academic achievement, career aspirations, and personal growth in communication skills. Additionally, students employ various learning strategies, such as cognitive strategies (imitation of native speakers and vocabulary reinforcement), metacognitive strategies (goal setting and self-evaluation), and social-affective strategies (peer collaboration and anxiety management). However, the study also highlights certain challenges, such

as inconsistent practice outside the classroom and hesitation in using contextual inference techniques. Based on these results, the study recommends enhancing communicative environments, expanding extracurricular speaking activities, and fostering self-regulation strategies to improve students' speaking proficiency. Future research should explore the longitudinal effects of motivation and learning strategies to gain a deeper understanding of their impact on language development.

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is the tool for communication. As the world is divided into several parts and each uses a different language for communication, there should be a universal language that is spoken by most people. Since it is commonly used in many countries, English has turned into a truly global language (Rao, 2019). English is applied as an international language and used the most to explain things, particularly in publishing, business, commerce, entertainment, education, etc. In Indonesia, English is a required subject that is taught from elementary to high schools. The learners of English language have to master all the four English skills, they are writing, reading, speaking and listening, during the learning process. Despite the fact, yet, students still have a limited ability to communicate in the language. The problems vary from one to another since every student has different abilities in capturing material and understand the lesson.

According to Ihsan and Wahidah (2018), speaking and writing are considered productive skills, followed by listening and reading as receptive skills. Speaking is often seen as a predictor of a person's language skills. In reality, students frequently struggle to communicate in English even though it seems that they can easily pass speaking tests. To have the ability to speak English, students face various problems in their attempt to show a good performance. Factors

causing difficulties in learning English speaking can be various, including low motivation and lack of appropriate strategies.

Motivation is the inner drive which inspires a person to take action in order to reach a goal (Brown, 2007). In addition to that, motivation is essential to the learning process since students work hard to reach their goals and student will be highly responsible for learning. Students' enjoyment of speaking more fluently can be increased by motivation, which has a strong influence and effect on them (Putra, 2017). Nurjannah, et al (2013) states that students' chances of succeeding in learning speaking English depending on how motivated they are to communicate their own thoughts. When students are less motivated in speaking, they will become passive to speak in expressing opinions or conveying ideas that cause students to fail in improving their speaking skills. A person can speak well in English as a result of the motivation that drives him to speak (Nurjannah, et al, 2013).

Beside motivation, learning strategy also plays an important role in student performance, including his/her speaking performance. Based on Oxford (1990), learning strategies are specific acts made by learners to make learning simpler, easier, more comfortable, more self-directed, more efficient, and more adaptable to different situations. Thus, students need to have varied strategies in learning. They need certain learning strategies to support in acquiring knowledge and enhance the student's success in learning speaking.

Some researchers have conducted studies on students' motivation and strategy. One of the research was conducted by Nurjannah, et al (2013)

determining whether or not learning motivation has an important effect on speaking ability. The finding of this study shows a significant relationship between students' motivation and speaking ability. Students with high motivation have greater speaking abilities than low motivation students. Another research was conducted by Gani, et al (2015), this research aims to investigate the variations in the learning strategies employed by low and high performances speaking students in the development of their speaking abilities. The findings of this study show that students with high speaking abilities use learning strategies to enhance their communication skills with employing learning strategies more thoughtfully and accurately, but students with low speaking performance are unable to do the same.

Based on the mentioned previous research, the two studies are similar to each other in terms of how they would help students develop their speaking skills. By bringing together the relationship between motivation and strategies used by students, especially boarding school students, this research is similar to earlier studies on enhancing the ability of learners to learn to communicate. Due to the fact that students at Islamic boarding schools frequently speak English and Arabic, the researcher decides to focus on this category of students who learn English as a foreign language (EFL) at boarding school, which is undoubtedly challenging to employ as a form of communication for students who are not native speakers.

B. Research Questions

Based on the explanation in the background of study, this research focuses on a pair of research questions:

1. What are boarding school students' motivation in learning speaking English?
2. What are boarding school students' learning strategies in speaking English?

C. Aims of the Study

In accordance with the research questions, the aims of this study are:

1. To explore boarding school students' motivation in learning speaking English
2. To find out boarding school students' learning strategies in speaking English.

D. Significance of the Study

This study is expected to provide knowledge about bilingual students' in speaking. This research is expected to be useful for various parties academically. For teachers, this research can be used as a reference in helping teachers to teach speaking in class, especially in building students' interest in learning to speak as a means of communication. For students, the research hopes to help non-boarding school student programs as enlightenment for those who experience problems in the process of learning speaking. For researchers, this research is expected to be a contribution as information and reference to develop further research related to relevant topics.

E. Research Terminology

Definitions of the key terms used in this study are provided below in order to provide clear understanding.

1. Students' Motivation

In Education, motivation is a crucial factor which contributes significantly to the achievement of many important academic goals (Christiana, 2009). Therefore, when students feel it is hard or difficult to learn, they will try to understand it well because students are motivated to learn. It means motivation cannot be separated from students' when they do study because a student's motivation determines whether he/she succeeds or fails in achieving the goals of learning itself.

2. Students' Strategy

Learning strategy focuses on encouraging students to take an active role in their education since students already knew how to learn and how to implement what they had learned to succeed (Syafryadin, 2020). This means a strategy is a way or an act that students use to make themselves more aware of their learning and to prepare them to study more efficiently. This is a step that students take to improve their abilities in learning.