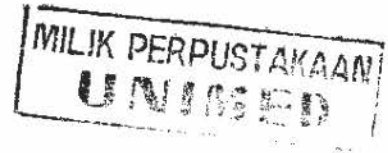


CHAPTER I
INTRODUCTION



1.1. Background of the study

Facing the information and globalization era, many people are obliged to learn English as the global language. There are lots of facts to support the idea that learning English is crucial such as: 1) 400 million speakers of first language; 2) 700 million speakers of second or foreign language; 3) over 80% of the information stored in the world's computers is in English; 4) more than half the world's scientific journals are in English; and 5) it's the main language on the internet, films, songs, and so on (Porter Keith, 2003).

In line of this, Acha (2003: 45) said that English is one of the important things that we have to know because in this era of globalization there is much information written down in English.

Indonesia is one of the developing countries which treat English as a foreign language, as the consequence this English is taught to the students from primary up to the University level. With this fact, it is hoped that the students realize English is important to learn. In addition, they can pass their exam, graduate from school, speak English, get better jobs, enter the college or university, etc.

In connection with the result of learning English, learning will be effective when an individual is ready to learn, that is when someone wants to know something. In secondary level, the students do not realize yet that English is very important since

it is taught as one of the subject matters. The importance of learning English hold by the teachers of English subject at school, so they have to motivate their students in learning English.

Motivation is the willingness to persevere in a learning task; the drive or impulse that causes one to act in a certain manner; the process of providing with a motive or motives; the force or incentive within a person that stimulates him/her to have an active interest; the drives, impulse, and intention and causes a person to do something (act) in certain ways. Student's motivation naturally has to do with students' needs. Needs is a lack of something useful; required or desired (Webster, 1996: 906).

Motivation to learn a foreign language is seen as referring to the extent to which the individual works or strives to learn the language because they are need to do so and the satisfaction experienced toward the activity. So different learners will have different motivation depends on their needs.

The major recognizable concepts of motivation are internal and external motivation. Internal motivation is an internal source used to urge a person forward. This includes an inner sense of accomplishment and purpose that can boost self-esteem and performance in the classroom. While external motivation comes from external source of motivation can be from people such as watching television (TV), reading books, teachers, and parents, but most often involve objects in a reward and punishment system. Both of the motivation can be activated in the learning process (Littlejohn, 2001).

External motivation is seeking external rewards and avoiding punishment. A student can be described as extrinsically motivated when he or she engages in learning. School practices that seek to motivate students extrinsically include rewards and on the basis students' academic performance (Ames and Ames, 1989).

External motivation is also a motivation where fear is the key. To be success, all the teachers were expected to sign the forms. Active participation provides a stimulating environment. To provide this environment, learning strategies should be flexible, creative and constantly applied. Stimulating learning environments provide variety in presentation styles, methods of instruction and learning materials.

External motivation that is given to the students is enhanced by the way in which the instructional material organized. In general, the best organized material makes the information meaningful to the individual, and it will also enhance students to speak (Nicholas and Miller, 1994).

So in order to help the students to be able to speak, the teachers have to give them motivation in the process of teaching- learning English as a foreign language. With this fact, it is hoped that the students realize English is important to learn. But talking with Senior High School (SMU) students, the external motivation applies to them, because they need to pass the exam, high score, etc. In order to make it short, the writer informed that the using of Senior High School did not use any more, but the writer only used SMU.

Many students have less motivation in learning English. Generally, classes are big consists of 40-50 students in one class. This will make them have little time to

practice. Language is perfected when it is practiced and using plentiful of time. Due to lack at practice, their speaking is weak. These conditions make them shy to speak.

Based on explanation above, the writer is only interested in motivating the students to speak. The writer wanted to improve the students' speaking by giving them an external motivation, and used films which are displayed by private television in Indonesia and through conversational practice in English classes. In this study, the writer was only examining the external motivation to activate SMU students speak.

1.2. Scope of the study

This study has specific intention to the external motivation to activate SMU students speak.

1.3. Research Problems of the study

The problems of this study are formulated as the following:

1. What factors of external motivation are significantly motivated students to learn English?
2. Is there any significant correlation between external motivation and students' achievement in speaking?

1.4. Objectives of the study

The objectives of this study are:

1. To identify factors of external motivation which are significantly motivated students in learning English

2. To find out the significant correlation between external motivation and students' achievement in speaking.

1.5. Significance of the study

After completing this study, the writer hopes that her thesis would be able to help teachers of English with a clear idea of strategy in giving external motivation to activate SMU students speak.

The result will lead English teachers to teach their students to motivate the students for their own advantages. In addition, it can be said that an analysis of external motivation to activate SMU students speak give the students evidence of their current competence in the process of learning foreign language. Besides, they will gain valuable information which is important to design teaching materials to make their class more enjoyable.

1.6. Assumption

The spread of English as a universal language is a clear cultural sign of the globalization taking place at the end of the century, but the teaching of English as an English language in traditional schools is unsatisfactory in Indonesia. There is insufficient awareness of the impediment to globalization that the inability to communicate in English represents. Once again education looks elsewhere instead of mobilizing sufficient material.

So in order to help the students enhance their interest to learn English, the teachers have to give them motivation, and the motivation must be from the outside of the students.