

CHAPTER I

INTRODUCTION

A. The Background of Study

English has four skills; listening, speaking, reading, and writing and three components; vocabulary, grammar and pronunciation. The four skills and three components ideally must be taught integratedly by the teacher in the school in order that the students have good English proficiency either written or spoken language. But for most learners, speaking is the most important one to be learnt and mastered because they want to employ English as a tool for more global communication. Mastering the art of speaking is the single most important aspects of learning a second or foreign language, and success is measured in term of the ability to carry out a conversation in the language. It is clear that speaking should be paid more in teaching English in the school in order that the students are able to speak English actively.

Teaching speaking does not only teachsing students to produce spoken words to express their feeling, idea and mind but also to make students active in negotiating meaning using social knowledge of the situation and the topic. Speaking refers to the ability to speak effectively in different context to give information, to express idea and feeling, as well as to bulid social relationship in the form of activity which is various, natural, interactive, and interesting.

According to Chaney and Burk (1998: 20) argue that speaking is the process of sharing and constructing the sense of using oral/verbal in variety context. Through speaking, everyone can express their minds, ideas and thought freely and spontaneously. However, to communicate in target language is not easy, especially if students have little understanding about linguistic competence of the target language, lack of vocabulary and confidence which make them tend to be afraid of using the language.

To increase learner's speaking skill, the learners should have motivation in learning English. Motivation is one of the most important factors that influence the success in language learning and much needed in doing everything, including in learning something. In learning language, a learner needs motivation because it helps him or her in trying and developing his or her understanding of a new language. With motivation, a learner wants to succeed. So, without it, he or she will certainly fail to make the necessary effort.

According to Dornyei (2001) states that motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it. Brown (1987: 114) defines motivation as "an inner drive, impulse, emotion, or desire that moves one to a particular action". Thus a motivated learner is the learner who wants to achieve a goal and who is willing to invest time and effort in reaching the goal.

Carlton (2003) in Hanafi (2008) explains some behavioral characteristics which are the indicators of high motivation.

a. Persistence. It is the ability to stay with a task for a reasonably long period of time. A highly motivated child will stay involved for a long period of time, whereas an unmotivated child will give up very easily when not instantly successful. Children learn persistently when they are successful at a challenging task. The art in building persistence is in offering a task that is just challenging enough, but not overwhelming.

b. Choice of challenge is another indicators of motivation. Children who experience success in meeting one challenges will become motivated, welcoming another. There motivated learners will choose an activity that is slightly difficult for them, but provides an appropriate challenge.

When they successfully complete such a task, children gain a high level of satisfaction. Unmotivated children (those who have not experienced early success) will pick something that is very easy and ensures an instant success.

c. The mount of dependency on adult is another indicator of motivation. Children with strong intrinsic motivation do not need an adult constantly watching and helping with activities. Children who have a lower level of motivation or are

extrinsically motivated need constant attention from adults and cannot function independently. Since independence is an important aspect of quality learning, this dependence on adults will greatly limit children's ability to succeed in school.

- d. The last indicator of motivational level is emotion. Children who are clearly motivated will have a positive display of emotion. They are satisfied with their work and show more enjoyment in the activity. Children without appropriate motivation will appear quiet, sullen, and bore. They will not take any apparent in their activity and will often complain.

To increase learner's motivation in speaking English, it is needed integrating local culture in teaching English. According to Wutun, Burhanuddin and Abdul Hakim on their study, integrating local culture in English language teaching is increasingly practiced in non English speaking countries, local culture has significant influence on a classroom atmosphere in learning English as foreign language. The classroom becomes a cheerful situation for students. the learner's anxiety reduces and they get confidence to learn to speak English. They also have grat desire and motivation to speak in English.

Culture is a set of shared beliefs, values, and concepts which enables a group to make sense of its life and which provides it with directions for how to live (Fay, B., 1996). Culture is dynamic and

changing. Culture content is a crucial issue in ELT in multicultural context. The integration of local culture in ELT is increasingly practiced particularly in non English speaking countries. Local culture is not regarded as the obstacle in foreign language learning; it is however seen as the tool that helps language learners to acquire a new language. Vygotsky (1978) states that each culture functions as learning tool to develop mental function in learning.

As stated by Harmer (2007), students are often reluctant to speak with their classmates because they are shy especially when a teacher asks them to give personal opinions. Based on preliminary data, the researcher found that the students of grade eighth at SMPN 3 Perbaungan had lack of confidence in using English and they also had lack vocabularies or there were some English words they never heard before. Because of the problems, they became shy to speak English in the classroom. Furthermore, most of the students had lack intrinsic motivation to learn English. Most of them learn English just because of their parents so they will be able to speak in English. It is not coming from their own will.

Transcript of Dialogue

I

Student A : Do you like to cook?

Student B : Yes I like

Student A : What the food you like to cook?

Student B : I like fry chicken

Student A : Why?

Student B : Because it is my favourite food

Student A : I also like the food

Student B : That sounds good

II

Student C : Good morning

Student D : Good morning, how are you?

Student C : I am fine, and you?

Student D : Oh I'm fine too thanks. Hey do you know about Bromo mountain

Student C : I think that I ever hear the place, but I dont know "pastiny" "pastinya" the place

Student D : I hear that is very good place, I want to come to the place

Student C : Me too, I want to go to the place

B. Problem of the Study

The problem of the study can be formulated as how is local culture integrated in English language teaching to increase learner's motivation to speak English?

C. The Objective of the Study

To find out the factors of how the local culture that integrated in English language increasing the learners' motivation to speak English.

D. The Scope of the Study

This study focused in increasing learner's motivation in speaking English by integrating local culture for the grade eighth students at SMPN 3 Perbaungan. The scope of the study is the grade eight students that lack of motivation in speaking English.

E. The Significance of the Study

Findings of this study are expected to be relevant and useful theoretically and practically. Theoretically, the findings of the study later will add some new theories and information of integrating student's local culture to increase student's motivation in speaking skill.

Then practically, the findings become source of reference for the English teacher.

1. For the researcher, the result of this research is expected to be useful as a resource for the next research.
2. For the students, the result of this research are expected to reduce student's anxiety in speaking English and enrich the student's motivation in learning English especially in speaking. Students can know clearly the information of achieved learning outcomes from their performance as the real result of their competency.