

CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is one of the most crucial skills to learn because it is used every day. Speaking is a challenging skill to learn that is sometimes disregarded in education, particularly in foreign language instruction (Ur, 1996). Speaking is the process of communicating the meaning of two or more individuals through oral or nonverbal communication. Speaking facilitates interaction by allowing people to express their feelings and thoughts. People who want to share in a foreign language will consider the right words, accurate grammar, and sentence structure so that the person hearing them can understand what they are saying. In the teaching and learning activities, the teacher and the students are confronted with the notion, particularly in the foreign language classroom. (Handayani, 2019).

Allah SWT has already revealed His commandment regarding speaking in the holy Qur'an, as stated in surah Al-Isra verse 53:

..... وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ

The surah instructs the readers to utter their best. It means that humans must utter excellent language. Ideally, speaking requires practice and can serve as an example of good speaking to encourage others throughout the teaching and learning activities.

The teaching and learning process requires appealing methods for selecting instructive tasks that both the teacher and the students understand. Choosing elective media, tactics, or enjoyable tasks that pique students' curiosity and motivation must be the teacher's focus, particularly in English topics (Devana and Afifah, 2021). Speaking skills is the teacher's most significant challenge in imparting material to students in an EFL (English as a Foreign Language) classroom. In teaching, the teacher requires something to encourage them to perform so that the way they interact is understandable to the students. For example, motivation.

The importance of motivation in the teaching and learning process cannot be overstated. People that are motivated to learn can efficiently reach and demonstrate their abilities. Furthermore, motivation helps to improve English performance and competence. It means that if people are motivated, they will succeed. On the other hand, they will only succeed in their studies if they are motivated. Motivation is required when learning a foreign language, specifically English speaking skills. Dornyei (1998) stated that motivation is crucial in education, especially in speaking in English. It is an internal resource, feeling, cause, demand, or aim that drives a person to engage in a particular activity. Motivation is considered the prime factor was influencing foreign language learners' speed and success.

The ability to speak English is the objective of English language learners. Hence the motivation to do so is crucial. The purpose of the teaching and learning process is for students to comprehend the topic and

express their feelings through daily English conversation. If learners can accomplish this, they are highly motivated to practice and acquire fluent, accurate speaking (Nurjannah and Lestari, 2021). Motivation and speaking skills have positive relationships in the teaching and learning activities.

The relationship between speaking abilities and motivation is crucial. The teacher can provide motivation or something else to the students during the teaching and learning process since motivation can enhance their speaking skills (Putra, 2017). A teacher must be motivated to master speaking English to provide students with clear explanations. Then each student must have a diverse motivation in learning to speak English well. Before teaching, Pre-Service English teachers were necessary to master speaking skills.

When speaking, motivational orientation is necessary. Motivational orientation consists of extrinsic, intrinsic, and amotivation (Ryan and Deci, 2002). Consequently, intrinsic motivation originates from within an individual. Extrinsic motivation is derived from outside the individual, whereas amotivation implies a lack of motivation.

Pre-Service English teachers must complete a teaching practicum to experience the ambiance of authentic teaching. They will discover current classroom strategies that might help pre-service teachers stay motivated in the teaching industry (Fajardo & Miranda, 2015). The Pre-Service English teachers comprehend the teaching strategies, scenarios, and classroom

management for language education in English. (Trujillo & Hernández, 2018).

The investigation is carried out at UIN Antasari Banjarmasin's English Education Department. It investigates Pre-Service English teachers who complete their teaching practicum during the sixth semester. In their teaching practice, the researcher attempts to observe and interview Pre-Service English Teachers regarding their speaking motivation.

This study is of interest to the researcher because some Pre-Service English teachers feel under pressure and lack the confidence to be competent English teachers to students (Maulimora, 2019). One approach to becoming an excellent English instructor is to speak English while instructing. However, due to this pressure, Pre-Service English teachers must be motivated to speak English fluently in front of their students. In addition, this study investigates the motivation of Pre-Service English teachers to speak English.

This study combines quantitative and qualitative research approaches or mixed methods in order to solve the research questions. The researcher employs a design of explanatory sequential. The objective of this strategy is to use qualitative data to explain or expand on original quantitative findings.

Given the preceding context, the researcher is attracted in studying the speaking motivation of Pre-Service English teachers at UIN

Antasari Banjarmasin., entitled **“Exploring Pre-Service English Teachers’ Motivational Orientation in Practicing Speaking Skills.”**

B. Definition of Key Terms

To make this study more comprehensible, the researcher adds some definitions of key terms:

1. Speaking

McDonough and Shaw (2003) claimed that speaking is a means of communication to make a conversation meaningful. Speaking is one of the primary English skills. In this study, speaking refers to how Pre-Service English teachers use the English language when giving explanations, instructing students, and interacting with them.

2. Motivational Orientation

Motivational orientation affects the system's processing of positive and negative feedback throughout learning and teaching situations (Linke et al., 2010). Motivational orientation is a strategy for motivating others to take action. Motivational orientation is the topic of this study, which focuses on the encouragement that can affect the need for Pre-Service English teachers' speaking skills.

3. Pre-Service English teacher

As Apriani (2017) claimed, a pre-service teacher is a university person in a step before becoming a real teacher and understanding how

to face the problem in education reform to be a professional teacher. A pre-Service English teacher serves as a trainer before the presence an actual English teacher. In this study, Pre-Service English teachers are the teachers-to-be still doing teaching practice II in the academic year 2021/2022 of the English Education Department UIN Antasari Banjarmasin.

C. Research Questions

The research question of this study is as follows, based on the preceding context:

1. What are the motivational orientations of the pre-service English teachers in speaking English?
2. How do pre-service English teachers' motivational orientations influence their speaking skills during teaching practice?

D. The Objective of Study

The objective of the study describes the target that reaches in the study. It replies the research question. The objective of the study is stated as follows:

1. To explore the motivational orientation of pre-service English teachers in speaking.

2. To find out the influence of motivational orientations of pre-service English teachers on their speaking skills during teaching practice

E. Significance of Study

The results of this study provide the following benefits:

1. For the teacher, the results of this study can provide them with the motivation to advance their motivational orientation in speaking when teaching English.
2. For the students, the results of this study can serve as motivation to enhance their speaking skills.
3. For readers, the outcomes of this study can inform knowledge about the speaking motivational orientation of Pre-Service English Teachers.
4. For the researchers, this study will hopefully serve as a reference for future research and pique the curiosity of researchers to learn more about speaking motivation from other perspectives.