

CHAPTER I

INTRODUCTION

This chapter discuss about background of the research, setting of the research, limitation of the research, formulation of the research, purpose of the research, significance of the research, definitions of the key term. The researcher explains about the problem analyzes in this research and also formulate it into a question and also limit it in order to avoid the misinterpretation purpose of the research.

1.1 Background of the Research

Speaking is one of the language skills that is important to be learned. Some people assume that someone is recognized to master English if they can speak English fluently. In learning English, Speaking is one of the skills that need to be mastered by students in order to be able to have good communication with others. Further, it is also considered as a necessary skill, because it plays an essential role in facilitating students in mastering English that helps students to express themselves better when speaking.

English language is a foreign Indonesian language. English students still often use a mixing language. On educations ways in which the motivation of students to lecturers to speak English. In teaching and learning English study

program in University of Pasir Pengaraian will use on the English language in campus.

In the head of the department students there who use Indonesian in communication with lecturers. There are some students who dared to speak English. There are many students to speak Indonesian in the classroom and in the area Campus because students do not have courage to start speak for fear there is no response from friends, fear laugh, if any one of those who speak English but other students responded with Indonesian language.

In the campus of University of Pasir Pengaraian many students have obstacles to speak English, Indonesian speaking student habits, prefer the Indonesian language than English. The cause is an interest or desire of students to speak English very little because it has become a habit of communicating with Indonesian. Fears that were grown in the English-speaking students in embarrass themselves fear in the classroom, fear humiliated by friends because they do not speak fluent English. Causing more students choose Indonesian language than English.

Lack of motivation of the campus and student friends made secretly feel not so eagerly wanting to communicate with English because less motivated student interest and make students not fluent in English and no opponent to communicate with the English language because students are generally the same use Indonesian in everyday communication and make the student can not pull his ability to speak English.

After analyzing, students have phenomenon to speak English among students. Many students still often use a mixing language. The learners have their own difficulties in encouraging in learning the language. Particularly in improving speaking skill is not easy for the students. Many students who prefer to communicate Indonesian language than English. Because in college there are some lecturers who require students to speak English and there are some lecturers serve students speak Indonesian.

The reviewed of phenomenon found by the researcher suggests that understanding students' problem in speaking English is crucial. However, this issue has received less attention at department of English study Program University of Pasir Pengaraian. Based on the researcher's observation at the English study class, it is clearly shown that students face some of the problems in English learning especially speaking skills. Based on what had been clarified by the lecturer, the main reason for this situation taken place is the fact that they have nothing to say and lack of confidence, inhibit to communicate structures of the text and use their mother tongue frequently when their speaking. Therefore, having confidence to speak the language is considered necessary. From the statement above, it could be understood that speaking needs several aspects to master. In other words, when the students are not able to master any aspects of language needed in speaking, the teaching and learning will not be effective. This study conducted to fill in the gap by exploring more about the problems that can influence students in speaking ability. Having this in mind, the researcher is very interested in conducting a research entitled: "Lecturer's strategies in encouraging

student's motivation to speak English at English study Program University of Pasir Pengaraian.”

1.2 The Identification of the Problem.

Based on what have been clarified in the background of the problem, the problems of this research are identified as follow:

- a. Some of students are not able to speak English fluently.
- b. Some of students have lack of vocabulary.
- c. Some of students are not confident to speak in English in front of the class.
- d. Some of students are afraid in doing mistake and fear of being humiliated in the campus
- e. Students have lack of motivation to speak English.
- f. Some of students still often use mix language between Indonesian and English.

1.3 Limitation of the Research

Based on the problem identified above, it is clear that there are several problems in this research. To avoid bias, and to make the research focused, the researcher needs to limit the problems in order to pay more attention to the specific problem. The researcher focused was the problems on “Lecturer's strategies in encouraging student's motivation to speak English at English study Program University of Pasir Pengaraian.”

1.4 Formulation of the Research

Concerning with the problem above, the researcher would like to formulate the problem “ How are Lecturers strategies in encouraging student’s Motivation to speak English at English study program University of Pasir Pengaraian ?”

1.5 Purpose of the Research

The purpose of the research is to find out “How are Lecturers strategies in encouraging students Motivation to speak English at English study program University of Pasir Pengaraian.”

1.6 Significance of the Research

The significances of the research are identified as follow:

1. To give some useful information of motivation to the students Speaking skill at university of Pasir Pengaraian.
2. To give some information to lecturers strategies in encouraging students motivation to speak English at University of Pasir Pengaraian.
3. For other researchers, this research is hoped to give ways for future research especially about speaking ability and its influencing factors.

1.7 Definitions of the Key Terms

1. According to Henry (1994) Strategy is a plan, a "how," a means of getting from here to there. Its mean that strategy make a students will learn to speak English quickly and smoothly.

2. According to Pintrich and Schunk in Dornyei (1998:118) Motivation is the process whereby goal-directed activity is instigated and sustained. Best on the expert Motivation make a student become more confident to speak English, although not precise pronunciation.
3. Speaking Problem Fitria (2013, p.4) stated that speaking problem is something difficult in interactive process of constructing meaning that involves producing, receiving, and processing information. In learning English speaking, some students will make problems or errors when they try to utter words, phrases or sentences. Problems or errors in speaking cannot correct themselves, therefore it is need explanation. In this research, speaking problems refers to every problems and obstacles which prevent students in speaking English.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter describes about review of the related theories, review of related findings and conceptual framework. In the review of the related to this research, first, it proposes some lecturer strategies in encouraging students' motivation in speaking English, definition of Speaking, type of teaching speaking and type of learning speaking. It also describes definition of motivation, type of motivation. Type of motivation is intrinsic and extrinsic motivation, Integrative and instrumental motivation.

A. RELATED THEORIES

1. Concept of Speaking

a. Definition of Speaking

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth, and lips. There are many definitions of speaking that have been proposed by some experts. According to Harris (1974, p.81), speaking is a complex skill requiring the simultaneous use of the number of different abilities which often develop at different rates. From this definition, it is clear that speaking needs other ability that just speaks. It can be concluded that the aspects of the speaking ability in this research are: pronunciation competence,

grammatical ability, vocabulary mastery, the fluently of speaking, and the understanding of the topic of speaking.

Hughes (2002, p.6) states that speaking is the basic thing of interaction and to be able to speak. It means the ability of students should be explored by the school or by the students themselves. Furthermore, speaking is the use of language to communicate with other (Fulcher, 2003, p.23). It means that this activity involves two or more 9 people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants. So, the English teacher should active the students speaking ability by providing communicative language activities and interesting media in the classroom and then giving them the opportunities to practice their speaking skill as much as possible. From those theories, it can be concluded that speaking is related to communication.

b. Function of Speaking

Speaking is the ability to produce word, to express, to deliver thought, idea and feeling. In learning foreign language, speaking is one of basic skills besides listening, reading, and writing. It is not an instant skill to be acquired. It is need a long process. According to Rubi and Thomson (1994, p.9) stated that, language is a complex system, and each system is different and requires reorganization of students thinking with lots of exposure. So it needs for students to practice and to be more successful language learner. As speaking functions, Richards (2008,

p.21) states that the functions of speaking are classified into three; talk as interaction, talk as transaction and talk as performance. Talk as interaction it means about conversations used in daily activities in social interaction; When people meet, they exchange greetings, engage in small talk, recount the experiences, and soon. While talk as transaction is about the situation focusing on the meaning delivered or the message for instance, like teachers teach students, etc.

On the contrary, talk as performance refers to public talk which transmits information to an audience, such as classroom presentations, public announcements, and speeches. From those definitions above, speaking as activities by which human beings try to express thought, feeling, opinion, and to exchange information by using utterances in the form of communication. Therefore is the tool of communication, it is necessary for people to have a good speaking.

c. Purpose of Speaking

Basically the main goal of the speaking is to communicate, to be able to convey your thoughts effectively. The speaker should understand the meaning of everything and trying to communicate, he should be able to evaluate the effect of communication the listener so he can effectively convey their thoughts. The following are the general objective of Talk by Tarigan (1985, p.16), described that speaking has some purposes, which are:

1) To Inform

Informative speaking is used to give knowledge, decide the correlation between things Inform the process. The information that the teacher had will be communicated to students. Finally, it can be concluded that the aim of this purpose is to give knowledge as well as to give the information as the particular purpose.

2) To Entertain

In this purpose, an appropriate media that is used is story telling. For example, when the teacher told about the story to the students like in narrative text by doing it, speaking will be more interesting to be applied by the listeners.

3) To Persuade

Usually, this condition can be applied in teaching learning process. The teacher has to make a good service to the students by giving them the example in delivering the material. The teacher also has to make limitation of time. For instance, when the teacher wants to get students' score from an oral test, the teacher has to make limitation of questions and the students have to answer it as soon as possible. The students who want to answer the questions, they have to raise their hand. It is used to persuade the students to be the first.

4) To discuss

Deliberating speaking is used to make some decisions and planning. Discussion is done carefully because the students have to ask a suggestion

and thing about the facts. The methods are used simple and direct. By doing this activity, the students know the elements of speaking: clarify, orderliness, evidence, arguments, and straight thinking.

d. Indicators of Speaking

Speaking is not simply expressing something orally. However, the students need to acquire some speaking indicators to have a good speaking skill. Jill (2008, p.66) stated those aspects are pronunciation, grammar, fluency, vocabulary, and accuracy.

1) Pronunciation

Based on Nunan and Carter (2001, p.14) pronunciation is the way a certain sound or sounds are produced. It covers the way for speakers to produce clear language when they speak. In Addition, Thornbury (2005, pp. 128-129) has said pronunciation refers to the students' ability to produce comprehensible utterances to fulfill the task requirements. Harmer (2001, pp.28-33) deliver more issues about pronunciation. He suggests pitch, intonation, individual sounds, spelling, and stressing. It is clear showing pronunciation one of the aspects that has become important for the students to pay more attention. Wrong pronunciation may cause misinterpretation and misunderstanding.

2) Fluency

Hedge (2000, p. 54) stated that fluency is an ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation. It means that fluent speaker should be able to

speak coherently and using correct words with good pronunciation. Thornbury (2005, pp.6-8) said that research into listeners' perception suggests that pausing is one of the factors of fluency. People can be said as fluent speakers if they fulfil the following features:

- 1) Pauses may be long but not frequent
- 2) Pauses are usually filled
- 3) Pauses occur at meaningful transition points
- 4) There are long runs of syllables and words between pauses Foster and Skehan in Nunan (2004, p.87) propose a model in assessing speaking in which fluency is measured by considering the total number of seconds of silence and time spent saying „um“ and „ah“ by subjects as they complete a task.

3) Vocabulary

Based on Nunan and Carter (2001) vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately. According to Edge (1993) knowing a lot of words in a foreign language is very important. By knowing variative vocabularies make students easier to speak and deliver their idea effectively and communicatively.

3) Accuracy

Thornbury (2005) stated that correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses. To gain accuracy in terms of vocabulary means to select suitable words in the suitable contexts. So, learners should be able to use words and expression correctly. According to Nunan (2015) accuracy refers to the extent which the learners' speech is grammatically acceptable, with clear, intelligible pronunciation and appropriate choice of vocabulary. So that accuracy is also the important role for the students/learners of English language to pay attention in learning.

2. Concept of Teaching Speaking

a. Definition of Teaching Speaking

The way for teacher to transfer their knowledge to the students is usually called teaching. Sudjana (2000, p.1) stated that teaching is an interaction between teacher and students in its interaction process. The aim of teaching speaking is to communicate efficiently. They have to try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to achieve the social and cultural rulers that apply in each communication situation. Harmer (2007, p.) stated there are three reasons for teaching speaking, as follows:

1. Speaking activities provide rehearsal opportunities chances to practice real life speaking in the safety of the classroom.

2. Speaking task in which is students try to use any or all of the languages they know provide feedback for both teacher and students.
3. The more students have opportunities to activate the various elements of languages.

Furthermore, language activities in the speaking class should focus on language individually. They require the teachers do not only create warm and humanistic classroom atmosphere. Thus, also to provide each student to speak that clear language is really important. The teacher speaking by carrying out the students in certain situation when the ideas have an oral command of the language need to describe the topic.

Brown (2003, p. 278) stated that the procedures of teaching speaking are:

- a) Pre Teaching
 - Arouse students' interest in planning task.
- b) While Teaching
 1. Setup the initial pair work and give the students five to ten minutes to discuss, add to, or modify the list of suggestions.
 2. When the initial discussion is over, you should facilitate the setting up of groups. Allow the group a maximum of twenty minutes to complete the planning task.

c) Post Teaching

Chair the report back session in which each group presents its suggestions.
Make posters available to help the groups presents their ideas.

As the teacher those steps in teaching speaking is paramount importance to get the maximal goal in the learning process. Because in teaching and learning process consist many aim in it especially in teaching speaking, mastered the speaking ability and pronunciation correctly are being the target in learning at least students brave to speaking with others in class.

b. Teacher's Problems in Teaching Speaking

In teaching English process especially in speaking as a teacher usually finds some problems in teaching speaking activity. There are some problems faced by the teacher in teaching speaking activity in the classroom as follows:

1. Students will not talk or say anything. It can be solved by arranging the classroom desks differently, in groups instead of lines. Giving positive feedback also helps to relax and encourage shy students to speak more.
2. When students work in pairs or groups they just end up chatting in their own language
3. When all the students speak together it gets too noisy and out of hand and lose control of the classroom.

Another way to discourage students speaking in their mother tongue is to walk around the classroom monitoring their participation and giving support and help to students as they need it. Maybe they just need some extra reassurance or they do not like working with certain students or there is some other problem that can help them resolve. According to Ur (1991, pp. 121-122) there are solutions to speaking problem as follows:

- 1) Group Work: Working in groups also lowers the inhibitions of shy students who are not comfortable speaking in front of the whole class.
- 2) Easy Language: Simple language can make the students easier to speak for longer without hesitation and gives them a sense of accomplishment.
- 3) Interesting Topic: Choosing a topic according to the interests of the class ensures students motivation.
- 4) Clear Guidelines: Feedback reveals the result of the discussion and motivates each student to follow the guidelines.
- 5) English Monitor: A monitor can be appointed to each group to remind students" speaking their mother tongue to switch back to English.

Related to explanation above, the teacher is expected to be able manage classroom. Then, the teacher can make some acts that can make the students are not noisy and feel ashamed, such as; first working in groups can help the shy students interacting more comfortable, second simple language can help the

students more understand about the materials. Third choose the interesting topics can make the students interesting to the material, fourth try feedback the students to reveals the result after discussion and motivates each student to follow the guidelines, fifth monitoring the classroom is another way to discourage students speaking in their mother tongue. The teacher can monitor the students naturally move over to the part of the classroom where the noise is coming from and calm the rogue students down and focus them back on the task without disrupting the rest of the students who are working well.

3. Concept of Learning Speaking

Learning speaking has a purpose that is to make the students can speak English fluently. In learning process, speaking is the only one way to show and express the ideas and thoughts from speaker. Speaking ability is the ability to communicate orally. Richard (2002, p.201) stated that the ability to speak a second or foreign language well is very complex task if we try to understand the nature of what appears to be involved. It means that, to speak well, we have to know that speaking not only to apply the grammatically correct sentences, but also to know when, where and to whom we use the sentences.

Speaking ability is an important aspect and beneficial skill in learning language. It is a part of the goal or skill in learning English in the curriculum besides writing, reading, and listening. It is supported by Brown (2007, p. 157) stated that speaking is making use of language in ordinary voice, uttering words,

knowing and being able to use a language, expressing oneself in words, and making a speech. It means that besides mastering listening, reading and writing, the students should be mastering speaking as one of goal learning English. Speaking skill is the ability to use the language for expressing idea. In addition, speaking is a difficult one to assess with precision, because speaking is a complex skill to acquire. The following five components are generally recognized in analysis of speech process such as vocabulary, grammar, pronunciation, fluency and comprehension that already explained before.

From the statements above, it can be concluded that speaking ability is ability to express ideas, opinion, thoughts, experiences and feelings by using English with good mastery of grammar, vocabulary, pronunciation, fluency and comprehension.

e. Inhibiting Factors in Speaking

1. Anxiety

Anxiety is a problem that can cause and influence the students' foreign language speaking ability. There are some assumptions of anxiety. As we know the anxiety is a negative feeling that someone having in certain time. Spielberger in Ying Zheng (2008, p. 2) stated that anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. It means anxiety is a feeling where the people uncertain or hesitant with their ability or what they want to do. This anxiety can be described

that someone who has a feeling anxious, so that they cannot do something with maximal in their life. For the people who learn about a foreign language, anxiety may impact in their acquisition of the language.

Brown (2007, p. 161) defined that anxiety is associated with feeling of uneasiness, frustration, self-doubt, apprehension, or worry. It means that the students will be led to negative impact on their performance especially in speaking ability. Scovel in Renko (2012, p. 23) anxiety is commonly seen as a state of apprehension and vague fear linked only indirectly to the object in question, be it the language itself of the learning situation. It means that anxiety is feelings that cannot someone predict and control it when it comes indirectly.

Based on the some definitions above, the writer can conclude that anxiety is a general term for several disorders that cause nervousness, fear apprehension and worrying. In addition, anxiety is concern and fear about what might happen and it is not easy to master speaking well. The students always feel nervous and anxious when they learn speaking although they can do it.

2. Incorrect Pronunciation

Pronunciation is one of the most important things that they have to be paid attention to. According to Fraser (2001, p. 6) pronunciation includes an essential ingredient of oral communication. It also relates to grammar, vocabulary choice, and cultural consideration. It is not merely about the correct utterances or production of students' sounds and words, but it should be seen as an essential

part of communication integrated into classroom activities. In English learning activities, pronunciation refers to all those aspects of speech which makes for an easily intelligible flow of speech including segmental articulation, rhythm, and intonation. The accuracy of pronouncing English words determines the appropriate meaning that interlocutor perceives it. It is supported by Kelly (2000, p.12) who states that pronunciation can affect the perceived tone or mood of an utterance. It means the students' first language can interfere with the pronunciation of a second language not only in terms of accent but also in terms of mood.

3. Vocabulary

Vocabulary is one of language elements which important in English. Vocabulary is the main element for people, especially the students, in the process of learning, mastering and using language. Vocabulary is set of word in English that used to express our ideas, feeling and information to the others. Hiebert (2005, p. 3) states vocabulary is the knowledge of meanings of words. We must master vocabulary to be able using language. In learning vocabulary we have to know the meaning of words itself and can use it in sentences. Vocabulary is one of the major problems uncouneted by teaching of English as a foreign language. Vocabulary is foundation or a basic of a language.

Based on the explanation above, it can be concluded that vocabulary is knowledge the meaning of words which come in at least difference from to know

the meaning of words when listening, speaking, reading and writing. Vocabulary is used to express ideas, feeling, motivation and information to the people clearly, and it is each one of English subject at school that learns by students.

4. Definition of Motivation

According to Brewer & Burgess (2005)' Motivation is a basic and essential part of learning. Gardner (1885) believes that with the intention of being motivated, the learner necessitates, requires, and needs to have something to anticipate, foresee, expect and long for, a reason, principle, or rationale having to do with aim or target. Concerning second foreign language acquisition, this intention would be learning a foreign language. In fact, there must be something that the learner desires to achieve or do, being the target language the vehicle to attain it.

Student motivation is an essential element that is necessary for quality education. How do we know when students are motivated? They pay attention, they begin working on tasks immediately, they ask questions and volunteer answers, and they appear to be happy and eager (Palmer, 2007). Basically, very little if any learning can occur unless students are motivated on a consistent basis. The five key ingredients impacting student motivation are: student, teacher, content, method/process, and environment. For example, the student must have access, ability, interest, and value education. The teacher must be well trained, must focus and monitor the educational process, be dedicated and responsive to his or her students, and be inspirational. The content must be accurate, timely,

stimulating, and pertinent to the student's current and future needs. The method or process must be inventive, encouraging, interesting, beneficial, and provide tools that can be applied to the student's real life. The environment needs to be accessible, safe, positive, personalized as much as possible, and empowering. Motivation is optimized when students are exposed to a large number of these motivating experiences and variables on a regular basis. That is, students ideally should have many sources of motivation in their learning experience in each class

According to Woolfolk (1998)' Motivation is considered as an integral part in the achievement of any goal. It is an important factor that has a positive influence in any educational learning process especially in learning second language. Motivation as an internal state that arouses directs and maintains behavior. According to Salvin (2001)' Motivation is as an internal process that activates guides and maintains behavior over time.

According to Gardner (1985:11)' motivation is a combination of effort plus desire to achieve a goal plus favorable attitudes towards the goal to be accomplished. According to Gardner (1985)' Motivation is defined as the extent ones strive to acquire the language because of the desire to do so and the satisfaction derived from it. Motivation is considered significant in its role in language learning success. Along this line of thoughts, students' motivation toward English language learning can, to a certain degree, influence their learning results. It is worth investigating how students become successful or failed in learning English because it might affect their motivation and the way they learn

the language. Dornyei (2002)' stated that the learner's enthusiasm, commitment and persistence are the key determinant of success or failure.

According to Surya (2002:233)' Motivation is one of the internal factors considered very important in teaching and learning process. Motivation is one of the factors that influence the learning process. According to Purwanto (1990:120)' Motivation is assumed as a great role in determining the success of learning process to reach the goal of learning and the student's activeness. Having analyze that the students with low motivation or unmotivated students probably will face difficulties in learning process while students with high motivation or highly motivated students can reach the learning objectives easily. High motivation students tend to participate actively in learning process. They often ask questions and like to share ideas with their friends.

5. Type of Motivation

Type of motivation Integrative and Instrumental motivation :

According to Gardner and Lambert (1972), there are two types of motivation: integrative and instrumental. The integrative motivation means learning the language with the intention of participating in the culture of its people. And instrumental motivation suggests and implies that a learner learns the language in support of a purpose relating to occupation or further useful motive. These two types of motivation can affect and control the procedure and outcome of learning. Cook (2000) further believes that the integrative and instrumental

motivation suggested by Gardner and Lambert is useful and effective factor for second language learning. Gardner (1985) and Ellis (1994) also introduce the mentioned types of motivation; The former occurs when the student likes to join or be a member of the certain crowd and the culture. The latter crops up when the learner anticipate numerous benefits that he proposes to have while learning some particular language. Comparing these two types of motivation with each other, Ellis (1994) believes that the best and the perfect motivation is the integrative motivation. He believes that integrative motivation is more competent and well-organized. Students who don't have instrumental or integrative motivation, in fact, will face with problems and difficulties to learn and gain knowledge of a second language in the classroom and generally, learning the language would be difficult for them (Cook, 2000).

Type of motivation is Intrinsic and Extrinsic Motivation:

According to Ryan (2000)' There is also another concept in the field of motivation introduced as Self-Determination Theory; Ryan (2000)' say that Self-Determination Theory categorizes and tells apart diverse types of motivation in accordance with the different rationales, causes, or targets which strengthen a deed or an achievement. In proportion to this theory, the most fundamental difference is between intrinsic motivation and extrinsic motivation. Intrinsic motivation is the eagerness and interest to do and take part in some certain activities because an individual feels that they are attractive and pleasant. Students

who have intrinsic motivation are inclined to stay with intricate and complicated problems and gain knowledge from their slips and mistakes.

According to Greene (2006) Besides, intrinsic motivation is essential and fundamental for the integration process through which elements of one's accessible internal awareness and knowledge is assimilated or mixed with new knowledge. Extrinsic motivation, on the other hand, is the propensity to take part in activities because of the reasons which do not link to the activity. These reasons can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark (Vansteenkiste, Lens, & Deci, 2006).

According to Richards defines motivation as the factor that determines a person's desire to do something. In second language and foreign language learning, learning may be affected differently by different type of motivation (Richard, 1992). Two type of motivation are sometimes distinguished:

The first, Instrumental motivation: wanting to learn a language because it will be useful for certain "instrumental" goals, such as getting a job, reading a foreign newspaper, passing an examination.

More specific and shorter definition of motivation is used by Ur explaining that it is easier and more useful to think in terms of the „motivated“ learner: one who is willing or even eager to invest effort in learning activities and to progress. Different kinds of motivation are also proposed by Ur as intrinsic motivation (the urge to engage in learning activity for its own sake) and extrinsic motivation (motivation that is derived from external incentive) (1996) Teachers' responsibility in motivating students is crucial. As Gurrard emphasizes that it is an important part of the teachers' job to motivate learners. The more motivated the learner the better their learning process will be (1996). According to Krashen (1988) mentioned the following factors which are rather related to motivation that will attempt to relate the second language ability to these two functions.

1. Integrative motivation, defined as the desire to be a part of recognized or important members of the community or that society that speak the second language. It is based on interest in learning the second language because of their need to learn about, associate or socialize with the people who use it or because of purpose or intention to participate or integrate in the second language using the same language in that community; but sometimes it involves emotion or affective factors a great deal.
2. Instrumental motivation involves the concepts of purely practical value in learning the second language in order to increase learners' careers or business opportunities, giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school.

Furthermore, the motivation is further classified into two main categories as the following:

1. Extrinsic motivation refers to a desire to get a reward and avoid punishment.

It emphasizes external need to persuade the learner to take part in learning activity (Arnold, 2000, p. 14), such as homework, grade, or doing something to please teachers. Both integrative and instrumental motivations are also grouped under the branch of the extrinsic motivation (Harmer, 1991) As extrinsic motivation is based on external outcomes such as rewards and punishment. This motivation could bring a negative impact to the students, because with extrinsic motivation, students do not learn with their strong intention or will but they study it because they are pushed by the interest in the rewards or the punishment. When a student is learning because he is promised rewards or because he wants the rewards , he will be highly motivated to come to classes and learn and achieve the goal that is set for him. But when these rewards are taken away, or sometimes even if they do not see any punishment, the student will not be interested in coming to class and learn the language any longer.

2. Intrinsic motivation refers to learning itself having its own reward (Arnold, 2000) means the learners are willingly and voluntarily (not compulsorily) try to learn what they think it is worth or important for them. When students have intrinsic motivation, they have the internal desire to learn and they do not have the need for external outcomes. There are no negative impacts in having intrinsic motivation. In addition, intrinsic motivation pushes the student to learn without rewards, because the need is innate or come from inside or depends on their own will. Lightbown and Spada (1999, p. 56-57) mentioned that teachers do not have many effects on students' intrinsic motivation since the students are from different backgrounds and the only way to motivate students is by making the classroom a supportive environment.

Having analyzed motivation is a very important and effective factor in the field of learning language. Thus, the language teachers and lecturers should discover, realize, and pay attention to the personality of their students. Moreover, they should be aware of motivation, its high importance, and its types. They should also realize and get familiar with the character as well as the personality of each student. Afterwards, according to that specific personality type, they should identify and recognize the form of motivation relating to that and perform it in their teaching process. In this case, they can have practical, useful, and effective language classroom in addition to a positive outcome in their teaching context.

6. Lecturer Strategies an Encouraging Students Motivation to Speak English.

According to Keachinre (2006)' Strategies in encouraging student's motivation to speak English is Positive Reinforcement As a Lecturer, Clear Goals and Instructions Students need to know exactly how an activity is done, The Element of Surprise Students usually know exactly what will happen in class and answer questions mechanically, Variety is the Spice of Life Very often when teachers find a good technique, they use it more and more and come to depend on it, and Friendly Competition automatically grabs students' attention.

The first, Positive Reinforcement a Lecturer, should focus on the students successful attempts to use English. At first, Reward any success however small. If students speak out loudly and clearly, but make a mistake, praise them just for speaking out or for pronouncing it well. As students improve, Lecturer can focus on the most outstanding successes. Whatever you encourage, students will continue to do. On the other hand, if the Lecturers do not encourage them, they will likely become passive in class.

The second, Clear Goals and Instructions Students need to know exactly how an activity is done, otherwise they will be out of control when the activity starts. If necessary, write the instructions on the blackboard or overhead projector. Or, model the activity with one of Lecturer best students so everyone can see what they need to do. Students also need to know why an activity is being done. Dictations are done to train the ear, so they will be more successful in learning in

the future. Pair practice is a simulation of real-life conversation, so they should not show their questions to their partner. Without understanding why, many students think an activity is not important and give up or practice half-heartedly. Be sure to include goals and instructions in the lesson plan. That way lecturer will be sure to remember to do them, and if the Lecturers do have any problems, lecturer will easily see how to fix them in future lessons.

The third, the Element of Surprise Students usually know exactly what will happen in class and answer questions mechanically. By adding surprises to your lessons, students will be forced to think about meaning and will pay more careful attention. For example, Lecturer might ask students about their families, and then ask if they are married, or if they can drive a car. Students who are answering without thinking will say "yes" automatically. In such cases, their classmates will usually laugh at their mistake, and they will realize the importance of paying attention. Whenever you have a list of questions or a lot of language to cover, add something funny or strange at the end of the lesson. Add some intentional mistakes to see who will find them. In a sense, this is a kind of listening exercise. If lecturers do this often, then some day if lecturers really do make a mistake, you can casually tell students it was just a test! A variation of the Surprise Principle is called the "information gap". When students all use the same textbook, they already have the same information. But if Lecturer give only some students certain information, a text or picture for example, the other students must use English to find out what information they are missing. Successful pair practice

and language games include "information gaps" to encourage students to discover what information they do not have.

The last, variety is the Spice of Life very often when teachers find a good technique; they use it more and more and come to depend on it. After some time, students become bored doing the same things and this wonderful technique no longer looks very good. In reality the technique is still good, but variety is required to keep students' attention. Various activities can be organized according to how communicative they are. Start with a simple, mechanical activity, then continue with something more meaningful, and finish with a communicative activity. When students do a variety of activities, classes are not dull for either students or Lecturers. Friendly competition automatically grabs students' attention. The easiest way to have friendly competition is to divide the class into two teams and play some kind of game. Lecturer could have the left side of the room against the right side, boys against girls, or each row against all the others. Competition can be used on an individual level as well, by giving points to students for their work. Make sure all students have a chance to succeed at getting some points so that nobody feels bad. Lecturer can give points for any written work such as dictations or mini-quizzes. Students enjoy seeing their progress over time, keeping them motivated in the long term. Lecturer can also give points during the, by giving points for all kinds of activities during your classes.

B. Review of Related Finding

Firstly, Liando (2005) By Redi Pudyanti, P.K.Nitiasih, I.W Suarnajaya Students and lecturers' perspectives on the Importance of motivational strategy in English Language teaching and learning process, English language teaching and learning in Indonesia, as in many Asian countries, is taught and learned in schools and universities as a foreign language (EFL) rather than as a second language (L2). Since English in Indonesia is a foreign language, it means that learning process takes place mainly in classrooms.

Secondly, Chamot (2012)' By Taksuriya Madsa motivating students' speaking skill through simulation in English for specific purposes students in class also experienced the poorest condition of speaking. This result from lack of speaking practice, but students, especially asian students tend to be reluctant to speaking English in class as well as after class. it is important for teachers to encourage and motivate them to speak english, especially in class.

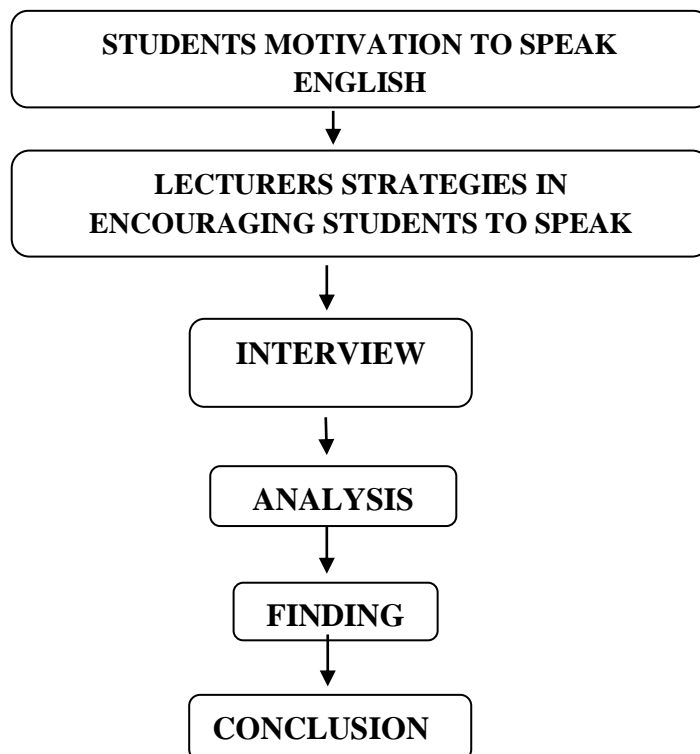
Thirdly, Crookes and Schmidt (1991)' By Abbas Pourhosein Gilakjani, A Study on the Role of Motivation in Foreign Language Learning and Teaching motivation is defined as-an attribute of the individual describing the psychological qualities underlying behavior with respect to a particular taskl. This goal directed behavior shows itself through distinct actions of the motivated individual. described this explicitly when he wrote the following: The motivated individual expends effort, is persistent and attentive to the task at hand, has goals, desires and aspirations, enjoys the activity, experiences reinforcement from success and

disappointment from failure, makes attributions concerning success and or failure, is aroused, and makes use of strategies to aid in achieving goals.

Based on the explanation, motivation of students to be more persistent and full of desire to accomplish a desire. the desire to speak English in the role campus. Big of the motivation to make students more actively communicate using English language. To generally motivate people who will be at the forefront and has a strong desire.

C. Conceptual Framework

Conceptual framework is a diagram of the outline this research, the researcher describes the process of the research into a diagram in order to ease the reader to understand the outline of the research was concluded by the researcher by the following diagram :



Based on the figure of conceptual framework, the researcher wants to find out the lecturer's strategies in encouraging students' motivation to speak English. The researcher give question to the lecturer related to their English lecturer's strategies. The result of the lecturer's answer analyzed by the researcher and becomes finding in the next chapter.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the research methodology of the research. It consists of research design. The researcher used the descriptive qualitative method. This research also discusses about setting of the research, instrument of the research, and discusses about technique of collecting data and technique of analyzing data.

A. Research design

This research is designed as a descriptive qualitative research. Gay (2000:275) said that a descriptive research determines and describes the things are. In this problem a descriptive research is used to analyze from what the researcher wants to analysis of Lecturer strategies in encouraging Students Motivation to speak English at English Study Program University of Pasir Pengaraian.

B. Setting of the Research

This research will conduct at university of Pasir Pengaraian. It is located at Kumu Village, Rambah hilir sub district of Rokan Hulu Regency. The research will conduct on June 16, 2016.

C. Population and sample

1. Population

In this research, the researcher is to take the population of the research from lecturers of English study program university of pasir pengaraian. According to arikunto (2012:70), there are nine lecturers in English study program university of pasir pengaraian.

2. Sample

The sample will be used in this research is purposive sampling. Purposive sampling is when a researcher chooses spesific people within the population to use for a particular study or research project, unlike random studies, which deliberately include a diverse cross section of ages, background and cultures, the idea behind purposive sampling is to concentrate on people with particular characteristics who will better be able to assist with the relevant research. so the researcher will used three sample to take the data.

D. Instrumentation

In this research, the instrument used to collect data is close interview. The researcher gives an interview and records it. One the interview, the instrument gives a question to the lecturer.

Close interview :

1. What do you think about students speaking English in the class?
2. How are your strategies to make students brave to speak English?
3. What do you think about motivating the students? Is it easy or difficult?

4. Does the motivation only come from the lecturers ? Is it possible if the motivations come from the students?

E. Technique of Collecting the Data

It is the most important step for researchers to collect data, because it influences the result of the research. In collecting the data of this research, the researcher preparing some interviews question, the researcher asking the free time of the lecturers, do the interview by recording.

F. Technique of Analyzing the Data

After collecting the data, the researcher will compare the data from the three samples. The researcher will find many lecturer motivation. According to Widoyoko (2012:50) says test is one of tool to doing measuring. The data collected from lecturer strategies in form interview. The researcher will give the lecturers interview. The researcher analyzed lecturer's strategies.