STUDENTS' MOTIVATIONAL BARRIER OF MA MODEL ZAINUL HASAN IN USING ENGLISH AS COMMUNICATIVE LANGUAGE

THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I) in Teaching English

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ABSTRACT

Islam, M. Hifdil, 2010, Student's Motivational Barrier of MA. Model Zainul Hasan in Using English as Communicative Language, Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies, Surabaya, supervisor lecturer I, Dr. Khoirun Ni'am, Phil, supervisor lecturer II, Siti Asmiyah, M. Pd

Key word: motivational barrier, English, communicative language.

Today, there are many schools that have basic competence in English language, concluding model Islamic senior high school of Zainul Hasan which becoming English as one of daily language either in school environment, or in student's dormitory. But there are many problems that are faced by school when they obligate student to speak English.

From that background, it can be concluded that the problem of study of this research are the motivational barrier of student, the cause of motivational barrier, the effect of motivational barrier of student in English speaking, how to solve the problems of motivational barrier of student in speaking English and how to motivate student of model Islamic senior high school of Zainul Hasan to develop their English speaking ability. Because English speaking becomes one of the important factors in measuring the student's ability in English.

According to the title of the research, researcher uses descriptive qualitative as a research method. This method tries to describe the condition of students and their motivational barrier in speaking English and all the factors of motivational barrier that effect to their English speaking, like the environment of school and students' dormitory, background of student, and the psychological factor of student.

English speaking become important factors in measuring ability in English, because speaking is used directly when we communicate with other people who use English as his daily habit. Beside that, English will train the mental of student when they are forced to speak with native speaker. But, to make student develop their English ability and to make them speak English fluently, there are many barrier, one of those barrier is motivational barrier. In specific, the purpose of this research are: 1. To know what is the motivational barrier which faced by student of Zainul Hasan model Islamic senior high school, 2. To know the cause of the motivational barrier of student of Zainul Hasan model Islamic senior high school, 3. To The effect of the motivational barrier for student, 4. To know the solution in solving the motivational barrier of student.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Boarding school as Islamic educational school has its own education system. The purpose of Islamic boarding school itself is to teach the civil society to know about Islamic way and behavior. Islamic boarding school tends to teach about the Islamic norms to the students and how to behave politely to other people. In Islamic boarding school, *Kyai* is the leader of Islamic boarding school. And the students are called by *Santri.* Then, Mosque becomes the learning center for the students. Islamic boarding school has characteristic in its educational system, which is called by *salafi* education. It is a traditional system in Islamic boarding school, which uses *sorogan* learning method. In *Sorogan* , the students read and translate the lesson from Arabic into Bahasa Indonesia and the teacher listens then correct them. Besides, the students of boarding school have to master and memorize some prayer in purpose to become teacher of Islamic learning in their region.

Islamic boarding school grow rapidly in Indonesia, it spreads in many regions mainly in Java and Kalimantan. This is because civil society of Indonesia believes that boarding school can change the behavior of their children to become a good and polite person. In Indonesia, there are many Islamic boarding schools, from the oldest and traditional ones like Sidogiri, Ploso, Lirboyo, to the modern ones, like Gontor. The difference between the traditional Islamic boarding schools

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and the modern ones is in the system. Traditional boarding schools still use the sorogan system as method of teaching and learning. They give more focus to Islamic material education, like *Tafsir, Ushul Fiqh* and *Fiqh*. The modern ones combine Islamic material and general knowledge like math, science, and social knowledge. it's the system is the more modern; i.e. they open a formal school.

Zainul Hasan Islamic boarding school is one of the biggest Islamic boarding schools in Indonesia, located in Probolinggo regency. It was founded by KH. Zainal Abidin. Then it was continued by his son in law, KH. Moh. Hasan. Like other traditional Islamic schools, Zainul Hasan uses sorogan system in teaching-learning. Then, after KH. Moh. Hasan passed away, KH. Moh. Hasan Saifurridzal became the third leader in the boarding school. During his leadership, the traditional system was modified. He opened the formal school for students in the morning and in the afternoon, student study an old book (kitab) using *Sorogan* system. In a period of the fourth leader of Zainul Hasan up to now, KH. Moh. Hasan Mutawakkil Allallah, Zainul Hasan does the breakthrough in the system of Islamic boarding school learning methodology. Now, Zainul Hasan Islamic boarding school opens many formal schools and university such as SMA Regular, MA Regular, MA Model, SMA Unggulan and STIKES. The distinction the traditional system from modern system is that uses mosque as a central of teaching-learning, Zainul Hasan Islamic boarding school uses schools and university as the central of teaching learning.

Zainul Hasan Islamic boarding school opens one school, MA. Model Zainul Hasan, that aims to develop skill of the students in mastering English as

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international language and Arabic as Islamic language as the basic competence of the students. This is based on the consideration that communication and interaction develops rapidly in global era, language becomes something important to be studied especially English as international language. Specifically, English becomes something important to transfer and develop knowledge, science, technology, culture and art, and relationship between countries.

MA. Model as one of the formal school in Zainul Hasan has characteristic, those are language basic competence and technology skills. All students have to speak Arabic and English language in school environment.

To make all of students speak foreign languages, especially English as a habit, MA. Model runs the obligation for students to speak Arabic and English in school environment such as in office and classroom. However, there is problem when the obligation is run by school. Sometimes students do not have the interest to speak English. It seems that this is because low motivation of students to use English as communicative language. Meanwhile, motivation is important to achieve good learning, because with good learning, human especially student can get an achievement.

The students of MA Model's low motivation seem to affect the progress of their study. In using English as communicative language, often they do not have the interest to speak in English. It seems that the students have motivation barrier which become an obstacle for student to reach high achievement, especially to speak English.

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Based on that phenomenon, the writer wants to find the MA Model students' motivational barrier with the title: **STUDENTS' MOTIVATIONAL BARRIER OF MA MODEL ZAINUL HASAN IN USING ENGLISH AS COMMUNICATIVE LANGUAGE.**

By researching this, it is hoped that the students' motivation barriers could be identified and the teachers and schools can respond accordingly to improve the students' motivation in using English.

KEMENTERIAN AGAMA PERPUSTAKAAN SURABAYA

B. Problem of Study

From the above background this study is aimed to find the answers to the following research question:

a. What are the motivation barriers of MA Model Zainul Hasan students in using English as communicative language?

b. What causes the motivation barrier?

c. What are the effects of motivation barrier to students' English communication in MA Model Zainul Hasan?

d. What is the solution to overcome those motivation barriers?

C. Purpose of the Research

Based on the above research questions, the purpose of this research is to know about:

1. the causes of the students' motivation barrier of MA Model Zainul Hasan in using English as communicative language,

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2. the barrier of students motivation of MA Model Zainul Hasan in using English as communicative language,
3. the effect of motivation barrier to student English communication in MA Model Zainul Hasan, and
4. the solution of motivation barrier of MA Model Zainul Hasan in using English as communicative language

D. Significant of the Study

1. **Theoretical Advantage**

It is hoped that this research could become a resource for physiological science, especially for educational psychology

2. **Empirical Advantage**

a. **Student**

Student of MA.Model and all students who learn English language can use this research to solve the problems related to motivation barrier so they can improve their motivation in using English as communicative language.

b. **Teacher**

Teachers are able to know how students' motivation in using English as communicative language, and how to make the ideal environment and methods to improve students' English communication so the students can get the highest achievement.

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c. **Researcher**

Researcher can learn and know the motivation barrier and can find the solution of this problem. This research can add the knowledge about motivation theory in psychology material. Being a teacher trainee, this result of the research can improve the researcher's way English of teaching learning methods.

E. RESEARCH ASSUMPTION

Arikunto state that motivation is something that was believed as truth by the researcher. The assumption in this research is:

a. Students of MA. Model gets the same facility and attitude in teaching learning.
b. Students' achievement can be seen in their academic report every semester.

F. Scope and Limitation of the Study

The scope and limitation in this research are:

1. This study takes place in MA. Model Zainul Hasan Probolinggo.
2. This study is just research about student motivation's barrier in using English as communicative language.
3. Researcher interviews the student and teacher of MA Model Zainul Hasan only.

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G. Definition of Key Term

Operational definition can give an explanation about terms used in this research.

1. Motivation is defined as a reason and stimulation the interest of someone to do or act[1]. In this research, motivation is the students' reason and stimulation to use English as a language of communication in school. Motivation here is to stimulate student to speak English. Then, when students have a high motivation student can develop their English ability especially in English speaking.
2. The barrier in this research is defined as thing that prevents an activity or movements of someone[2]. Barrier here is meant by motivational barrier that can prevent student to develop their English speaking ability. Motivational barrier here is trying to be solved in purpose student can speak English fluently.

[1] A S Hornby, 1995, *Oxford Advance Learners Dictionary*, Oxford. Oxford University Press, Pg. 758
[2] A S Hornby, 1995, *Oxford Advance Learners Dictionary*, Oxford. Oxford University Press, Pg. 84

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. MOTIVATION

Motivation is derived from the word motive that means motion or stimulation to do an activity[3]. Motivation is the common term in psychology that show all process of an activity or behavior, including the situation that push someone, stimulation from inside of person, goal and direction in the end of the behavior[4]. According to Winkel, motivation is something that pushes somebody to do an activity to reach the highest achievement. De Coco and Crowford define a motivation as a hope to get satisfaction in a challenge and difficult performance[5]. Hardjana defines motivation is stimulation from inside human that activates his conscious behavior to fill his need and reach his purpose.

Heckhausen shows the following characteristic of people who have motivation[6].

a) Oriented to the winning and has high self confidence to face all his duty or job.

b) Has a future goal or purpose.

c) Prefers a hard and difficult work.

d) Never waste time.

e) Prefers working with clever man although he does not like.

---

[3] Sarwono, sarlito W, 1982, pengantar umum psikologi, Jakarta: penertbit bulan bintang, Pg. 61
[4] Sarwono, sarlito W, 1982, pengantar umum psikologi, Jakarta: penertbit bulan bintang, Pg. 62
[5] Winkel. W. S. 1987. *Psikologi Pengajaran.* Jakarta. Gramedia Pg. 17
[6] Winkel. W. S. 1987. *Psikologi Pengajaran.* Jakarta. Gramedia Pg. 20

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According to David C. Mc Clelland[7] people who have motivation will try to do better than other people. Concept about motivation that forms the behavior is known as pushed, want or need, and drive[8]. Undoubtedly the most frequently used catch the term to explain the success or failure of virtually any complicated task, motivation is a star player in the cast if character assigned to second language learning scenarios around the world. Such assumptions are of course not erroneous, for countless studies and experiment in human learning have shown that motivation is a key to learning in general.[9]

Mc. Donald in Sudirman defines motivation as changing of energy of inside of person that can be signed by the rising of feeling that consist of three important elements as summarized below.

1. Motivation is a beginning of changing of energy in every individual. The development of motivation will bring some changes of energy inside neurophysiologic system that will display the strength of their physic.
2. Motivation is signed with raising a feeling of person. In this thing motivation is relevant to psychological and emotion that can determine the behavior of a person.
3. Motivation will be planned because there is a purpose. So, the motivation is a response from an action; that is purpose[10].

The theory motivation of Moslow state that the need of human being is arranged in the following hierarchy.

---

[7] Hasibuan, M.S.P. 1994. *Manajemen Sumber Daya Manusia.* Jakarta : C.V. Masagung.hal 55
[8] Sobur, Alex. 2005. *Pengantar Psikologi Umum.* Bandung: Gramedia, Pg. 289
[9] Brown, H. Douglas, 2007, *Principles of Language Learning and Teaching*, Fifth Edition, New York: Pearson Education.Inc, Pg. 168
[10] Sardiman, 1996, *Interaksi Motivasi Belajar Mengajar*, Jakarta: Rajawali Press, Pg. 74

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a. Survival; the basic need of human like water, air, food.

b. Safety; the need of human in safe condition, either in physic or mental.

c. Belonging; the need to be accepted and to be loved.

d. Self esteem; the need to get an agreement and acknowledgement.

e. Intellectual achievement; the need to know and investigate.

f. Aesthetic appreciation; the need to find a beautiful thing.

g. Self actualization; the need to realize an action, which other people are able to do.[11]

In a simple way, Moslow's theory is divided into two, deficiency and development. Deficiency need is the need related with safety, physic, belonging, and self esteem. The other one is development needs that consist of self actualization, intellectual achievement and aesthetic appreciation.

This theory has important implication to education. Student that comes to school with hunger condition will never be motivated to follow the teaching learning program. Student will focus to find a safety, safety here is student try to hide his lost concentration, and then try to show his attention in learning than teaching learning program. This understanding can be developed a system and method of learning and learning that can motivate student and full fill the student's need.

[11] Djiwandono, sriesti W, 1989, *Psikologi Pendidikan*, Jakarta: Depdikbud, hal 159

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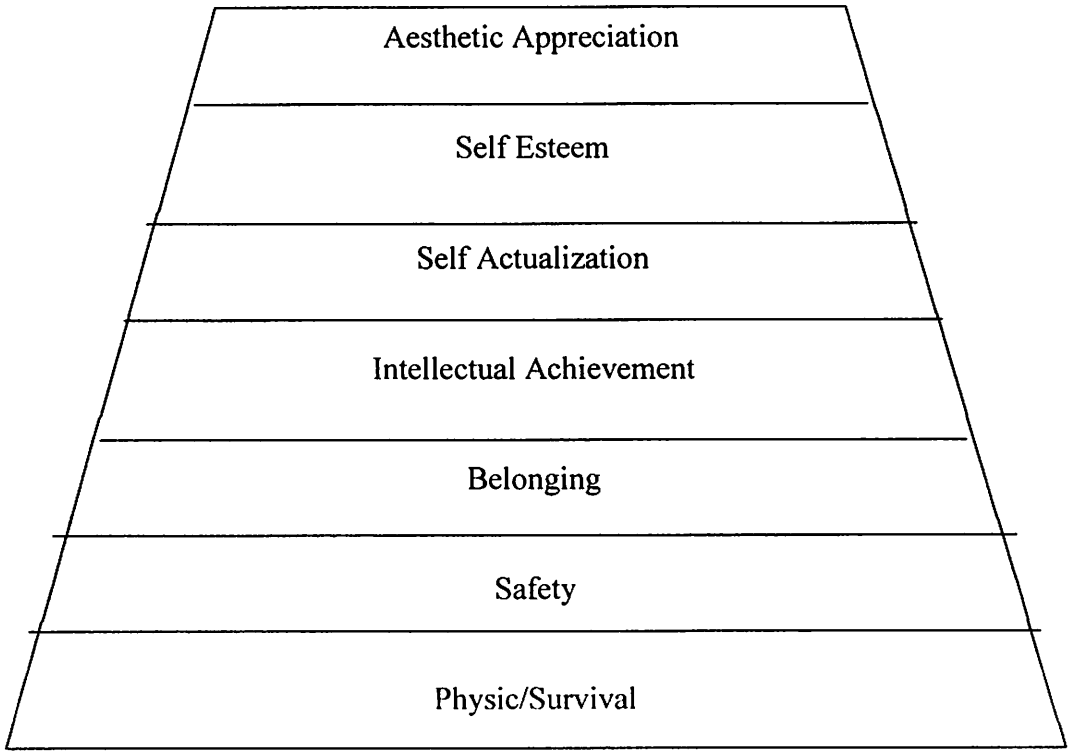

Figure 1.1. Maslow's theory of hierarchy of human's needs

The theory of Moslow assumes that human being tries to fill the basic and physical needs before mental need. For example, when a student tries to study hard and wants to get high achievement, but the condition and environment of school does not support the student to get what student wants, the motivation of student can be lack. The other example is when a student comes to school and they have not breakfast yet, it will affect the student studies ability, because they will lack of concentration. Theory of Moslow tends to mean that the desire and motivation of student will not increase when the physical need is not fulfilled.

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Soekamto and Udin Saripuddin Winataputra[12] state the following theory of motivation.

a. Pushed Away Theory

This theory says that someone's behavior is pushed to the purpose because there is a need. This need causes the internal stimulation to do something. The achievement of the purpose will decrease the stimulation.

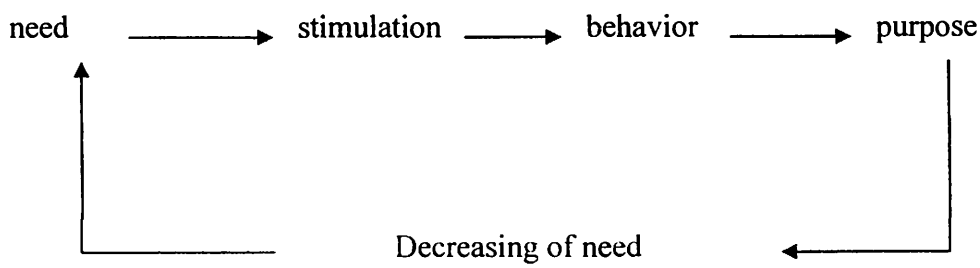

Figure 1.2 The relationship between need and motivation according to the stimulation theory[13].

b. Incentive Theory

Incentive theory implies that the characteristic of the purpose will affect the behavior of person to reach the purpose. The purpose that affects the behavior is called incentive. Everybody needs happiness by reaching an incentive which has positive characteristic.

[12] Soekamto, tuti., Udin Saripuddin Winaputra, 1997, *Teori Belajar Dan Model-Model Pembelajaran*, Jakarta: Depdikbud, Pg. 40.
[13] Soekamto, Tuti., Udin Saripudin Winaputra, 1997, Teori Belajar Dan Model-Model Pembelajaran, Jakarta: Depdikbud, hal , 40

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c. Achievement Theory

According to Mc Celland that is cited by Soekamto and Udin, people will study and work hard because there is a need to achieve something.

Need of achievement has intrinsic characteristic and is stabile. People who have a high motivation will improve and increase their job, work and performance. And people who have high motivation like a challenge in their work, and want to get a high achievement[14].

d. Competence Motivation Theory

Robert White states that every human has desire to show the competence by conquering his environment, for example the motivation of student is internal stimulation to the behavior which bring to the skill and competence[15].

The term motivation tends to "effect" or "why" from all behavior. So, the motivation is included in all psychological aspects. Despite this, psychologists limit the concept of motivation to factors that strengthen the behavior and give the path[16]. People which are motivated will do an activity diligently and efficiently more than people which is not motivated. Besides strengthening people, motivation tends to direct the behavior; for example person who is hungry will be directed to look for food.

According to the Mc Clelland, there are three basic needs of human that can motivate human. Firstly is need of power; second is need of

[14] Soekamto, Tuti., Udin Saripudin Winaputra, 1997, Teori Belajar Dan Model-Model Pembelajaran, Jakarta: Depdikbud, hal , 40.
[15] Soekamto, Tuti., Udin Saripudin Winaputra, 1997, Teori Belajar Dan Model-Model Pembelajaran, Jakarta: Depdikbud, hal , 42.
[16] Atkinson, Rita L Dkk, 1996, pengantar psikologi, eight edition, Jakarta: penerbit erlangga, Pg. 5

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affiliation, and need of achievement. Need of achievement is the highest one that motivate human to reach highest achievement, it is done for achieve human itself[17].

Motivation can be generally as extrinsic and intrinsic motivation. "Intrinsically" motivated people will want to learn language "for its own sake " (because it is somehow interesting as a subject if the study), rather than of extrinsic reason than they wish to integrate into any community which speaks that language, or wish to benefit materially. Factor from internal motivation can be different in two; those are physical factor like health, tiredness, and etc. second is physiological factor like interest, intellectuality and motivation. Then, external motivation, this is motivation is come from outside of human like a condition of environment, friend and family. The motivation of student in using English as communicative language itself can be effected by those two factor of motivation. And student has to be motivated to increase their motivation to speak English.

1. Intrinsic Motivation

Intrinsic motivation is a factor that comes from human inside, and it is not be stimulated from outside because from the personal individual has a stimulation to do something. For example, somebody who likes reading do not need to be forced to read again. Edward Dici, in book *Principles of Language Learning and Teaching* by H. Douglas Brown defines intrinsic motivation as follows.

[17] Winkel. W. S. 1987. *Psikologi Pengajaran.* Jakarta. Gramedia, Pg. 96

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> Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. . . . intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination[18].

2. Extrinsic Motivation

Extrinsic motivation comes from outside factor that can stimulate someone to do something. For example, somebody will learn if there is an examination, or he will get ad admiration from his friend or his family[19].

Extrinsic motivation is that which derives from the influences of some kind of external incentive, as distinct from the wish to learn for its own sake of the teacher: for example, the desire of student to please some other some other authority figures such as, parents, their wish to succeed in an external exam, or peer group influences. However, other sources are certainly affected by teacher's room. Extrinsic motivation comes from the desire to get reward or avoid punishment; the focus is on something external to learning activity itself.

With the motivation, people will be stimulated to work and reach their purpose because they are sure and conscious that it is good, important and has advantages. For student, motivation is important thing because it will activate their behavior to positive way, in purpose to face pressure, difficulty and the risk in their study. According to M. Dalyono motivation can decide the purpose of something. Then, we know that if the motivation of people is bigger they will

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[18] Brown, H. Douglas, 2007, *Principles of Language Learning and Teaching*, Fifth Edition, New York: Pearson Education.Inc. 172.

[19] Djamarah, Syaiful Bahri., 2002, *Psikologi Belajar*. Cet I. Jakarta: Rineka Cipta., Hal 34

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reach their purpose easily. Motivation as the internal factor functions to react, base and direct learning activity. People who have high motivation will try hardly, look persevering, never give up, and always try to increase and upgrade their achievement and solve the problem. On the contrary, a person who has low motivation looks pessimistic, easy to give up, his attentions is not focused on his study, and finally he has difficulty in studying. Motivation activate person to behave and choose his purpose of studying that will give advantage in his personal and society life. By studying about the motivation, the reasons a why person behave something will be found, but it is cannot be observed directly. What we can observe is the manifestation of that motivation in someone's behavior. From this we can know about the motivation of that person.

B. THE IMPORTANCE OF ENGLISH SPEAKING AS COMMUNICATIVE LANGUAGE

Speaking is an important factor in learning language. Finocchiaro states".....the spoken language is considered primary. Writing is thus considered a secondary system, derived from speech". A child who learns a first language has the function to speak or to communicate. Language is a tool to use in order to communicate and to satisfy his need. It is clear that language's functioned to fulfill his need by communicating with others, such as his parents and peers. Carroll (1977:1) also supports that opinion, but he says that importance of learning a second language.

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"...For most second language learners, however, the ability to speak the language fluently, and to understand English when spoken by native speakers, is kind of competence that most valued and desired."

It is clear; then, the important of competence to be owned by second language learners is oral fluency ant the ability to understand it when spoken by native speakers. Besides the learning a second language is not compulsory for adults. They learn it because they need it as a tool to achieve a certain purpose. For example, a student learns English because he wants to be able to speak in English and later on to find a job with it.

To reach the ability to speak, learners should be encouraged to use it as a tool of communication in formal and informal environment or inside and outside the classroom in order that they are accustomed to use it by practicing it over and over s supported by Little wood (1981:18)

....Many aspects of language learning can take place only through natural processes, which operate when a person is involved in using the language for communication. If this is so, communicative activity (inside or outside the classroom) is an important part of the total learning process.

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C. EFFECT OF SCHOOL ENVIRONMENT OF STUDENT MOTIVATION

Education environment is where teaching and learning proceed or we can say the place of education happens[20]. Education environment consists of physical environment like facility and social environment like family factor.

School environment can influence the motivation of student, if the situation of school environment do not support student to concentrate, it will be difficult for student to get what teacher teach.

According to Alex Sobur, the highs and lows of the study achievement is influenced by two factors. The first factor is endogen factor that belongs to student's internal factor like his motivation and intelligence. The second factor is exogen factor that comes from outside the student like school facility, teacher personality and situation of teaching learning and environment[21]. From both factors, we can conclude that motivation to achieve and environment has effect to study achievement.

D. MOTIVATIONAL BARRIER

The motivational barrier in book of teaching and researching motivation, authored by Zoltan Dornyei is called by demotivation. He state that demotivation become counterparts of motivation. Demotivation defines as specific external forces that reduce or diminish the motivational the motivational basis of behavioral intention or an ongoing action. Demotivation does not mean that all

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[20] Tirtarahardja, Umar dan La Sula. 2000. *Pengantar Pendidikan.* Jakarta: Rineka Cipta. Hal 163

[21] Sobur, Alex. 2005. *Pengantar Psikologi Umum.* Bandung: Gramedia hal 165

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positive influence that builds motivation is annulled. It is only the resultant force has been dampened by strong negative influence, and some other positive influence is still remaining operational. For example, a learner who has lost his interest in English lesson and speaking English because English is a foreign language and it is hard for Indonesia student to speak it.

Exactly, the term of demotivation is unused in motivational psychology, it uses concept 'amotivation' in the term of motivational psychology. But, Deci and Ryan's[22] state that amotivation refers to a lack motivation caused by realization, thus, amotivation is related to general outcome expectation that are unrealistic for some reason, whereas demotivation is related to the specific external cause. Because of that reason, it will suitable to use a term demotivation. Some demotivation can lead a general amotivation regarding the particular activity. But with some other demotivation as soon as the detrimental external influence ceases to exist, other positive, and thus far oppressed, motivation may again get the upper hand.

According to Vallerand's[23], amotivation has four sources. People can amotived because

1. They think they lack of ability to perform the behavior (capacity's ability belief)
2. they do not consider the strategies to be followed effective enough (strategy belief)

[22] Deci E L and ryan R M, 1985, intrinsic motivation and self-determination in human behavior, New York: Plenum

[23] Vallerand R J, 1997, toward a hierarchical model of intrinsic and extrinsic motivation : advance in experimental social psychology, Pg. 271

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3. they think the effort required to reach the outcome is far too excessive (capacity-effort beliefs)
4. they have the general perception that their efforts are inconsequential considering the enormity of the task to be accomplished (helplessness belief)

Sadirman state in his book, that motivation has many barriers such as[24] :

1) Less confidence
2) Worry
3) Negative opinion
4) Thinking futureless
5) Feel unimportant
6) Less knowledge

Motivational barriers above have relationship with four human dimensions; mental, emotional, spiritual and physical dimension. One human dimension affects each other. So if one of them do not support each other, it will cause less motivation. And every human dimension has a trigger to grow a motivation. Those trigger are:

1. Visualization for mental dimension.
2. Responsibility for spiritual dimension
3. Excited for emotional dimension
4. Move for physic dimension.

[24] A. M. Sardiman., 1994 *Interaksi dan Motivasi Belajar Mengajar*. Cet V. Jakarta: Raja Grafindo Persada., Pg. 21

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E. CAUSE OF PSYCHOLOGY IN ORAL ENGLISH

a. Subjective Factors

a.1. Psychological Factor

Some psychological factor barriers such as feeling of being self abased, nervousness, pride, fear of difficulty and indifferent psychology, are concerned with individual personality and psychology. Research psychologist shows that student's personality determines their attitude toward difficulty in the process of oral English learning. Some students are introvert and not good at talking. They will be nervous and feel uneasy when speaking with other people. It becomes a great challenge for student to communicate in oral English naturally.

a.2. Interest and Attitude

Interest determines students' attitude towards oral English learning, and all of them play an important role in using oral English in college. All of the factors are for restricting oral English development of student.

a.3. Learners' Original Ability of Listening and Speaking.

Most of the college student have learned English for many years and acquired certain amount of language knowledge. They are able to express themselves to some extent. However, not all of them have the same ability in oral English communication and because of their original speaking ability, some of them do not have any confidence in themselves and show fear of difficulty, some of them could only speak simple English sentence and use inappropriate words owing to the limited amount of vocabulary. Additionally, some of them wrong expression in communicative activities, for example use informal words in formal

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situation, like use word "just, may be, think, you know" and some grammatical mistake.

All these subjective factors mentioned above are unfavorable barriers which obstruct the progress English ability in oral.

b. Objective Factors

b.1. Traditional Language Mode and Method

In the traditional enclosed teaching method, teaching activity is limited in textbook, teacher and classroom. The teacher emphasizes language knowledge on textbooks rather than the living knowledge outside classroom. Student lost opportunity to practice oral English in language context of situation in this kind of aching enclosed to enclosed teaching mode; therefore this mode prevents the improvement of college student's oral ability.

b.2. Environment of English Language

For second language learners, English is not their native language, so they lack the environment of the target language. And in the past few decades there is a research which restricts the English learning and method. It essential to find out the possible factors, which affect oral English development. Only this is done, the weak points in oral English learning can be found, and then be overcome.

F. STIMULATING STUDENT STUDYING MOTIVATION, FOSTERING AND INTEREST ON ORAL ENGLISH LEARNING

Among affective factors, people have found that self confidence has an inverse relation in anxiety, and so does motivation to anxiety. Highly motivated

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people may be able to cope with anxiety about learning experience better to others. In the process of foreign language learning, learner possibly meet with a lot of difficulties, anxiety is arouses quite frequently in the course of learning. Highly motivated learners can overcome their anxiety more easily. Motivation is positive factors in foreign language learning and it may have a role to play in anxiety management.

KEMENTERIAN AGAMA PERPUSTAKAAN IAIN SUNAN AMPEL SURABAYA

Stimulating can also beneficial with their emphasis on teacher centered classroom, grades, test competitiveness; most school encourages only extrinsic motivation. This has the effect of the leading student t work to please teacher or authorities, rather than developing a love of knowledge in independent mind. Bruner states of the autonomy of self reward, affirming that one of the most effective ways to help children think and learn "free" them from the control of rewards and punishment. So does in the college oral English learning and communication. In ay event, what matters is how learners internalize the external aspects, making personal sense of them, although feedback leading to increase feelings and competence. So giving favorable feedback is helping to stimulate students' studying motivation and foster an interest on oral English learning.

In the result, People can see the difference between motivated student which is motivated by intrinsic and extrinsic motivation. And the characteristic of motivated student in learning according to Sadirman[25] are:

1. Working hard and do the job continually before the working is not finished yet.

[25] A.M. Sardiman., 1994, *Interaksi dan Motivasi Belajar Mengajar*. Cet V. Jakarta: Raja Grafindo Persada, Pg. 23

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2. Never surrender in facing a problem and never satisfied in reaching achievement.
3. Showing an interesting to all problems in studying like religion, economy, politic, moral and etc.
4. Prefer to work independently
5. Bored to regular work and job quickly (continuously and lack of creative)
6. Prefer to learn about anything curiously.

From those characters, we can know that the motivated student has desire to develop their ability and not easy to surrender to reach a high achievement. If those characteristic are owned by student in learning English speaking, it will not possible for them to develop and speak English fluently. Beside that, those characteristic can be measurement for teacher to know which student which has high motivation and student who has lack of motivation. If teacher can different between motivated student and demotivated student, teacher can decide the suitable material and method to teach and stimulate them to speak English.

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CHAPTER III

RESEARCH METHODOLOGY

A. RESEARCH DESIGN

In the research, there are two kinds of research; those are qualitative method and quantitative method. In this research, researcher is using a qualitative descriptive, which will describe condition and situation in the research field. Researcher tries to know the attitude and the motivation of student in using English as communicative language. And, researcher tries to know to motivational barrier which is faced by student when they try to develop and increase their ability in English speaking. After knowing the motivational barrier of student, researcher tries to offer some of solution to overcome this problem.

According Muhammad Nasir, qualitative research is research in social and humanistic study, with the activity that based on science and knowledge discipline, in purpose to collect, analyze and interpret facts and its relationship with nature, civilization, attitude and spiritual to find knowledge principal and new method to response the problem[26].

B. SUBJECT OF RESEARCH

This research takes place in MA Model Zainul Hasan Genggong – Pajarakan – Probolinggo.

This study is qualitative research, which is the free variable is an achievement motivation in Model Islamic senior high school environment. And

[26] Muhammad Nasir, 1988. *Metode penelitian,* Jakarta: PT Raja Grafindo, hlm. 12.

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for non-free variable is learning achievement and student activity. This research digs about the motivation in using English as communicative language in Model Islamic senior high school. Subject of this research is student of Model Islamic senior high school. The place for the research is in environment of Model Islamic senior high school and student dormitory where is located in Zainul Hasan Islamic boarding school, Probolinggo.

C. DATA RESOURCE

Data resources is divided into two part by researcher, firstly, researcher find a primary data, which is belong from main informant, such as, teacher and student. From those main informants, Researcher interacts and interview the teacher and student in purpose to know and to dig more information that has relationship with the problem. From that interview, researcher will collect and analyze the data.

Secondly, researcher collects and finds the secondary data. Secondary data is the data that support the primary data, such as the data about the environment of Zainul Hasan model Islamic senior high School, its facility and people who are around Zainul Hasan Model Islamic senior high school Student.

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D. DATA COLLECTION TECHNIQUE

Data collection technique is done with:

a. Observation

Observation is an activity to observe directly, then making a note an event and subject behavior which is match with reality[27]. This technique obligates the researcher to observe directly to subject environment.

The activities of MA Model Zainul Hasan student will be became a data of the researcher.

b. Interview

Interviewing is the way to collect data with asking some questions to the doer directly and has a purpose[28].

Interviewing is done with the student and teacher of MA MODEL ZAINUL HASAN. Interview conclude about motivation of student, the cause of the motivation, how they speak English, and the motivation barrier which is faced by the student.

c. Documentation

Documentation technique is from word "documentation". According arikunto document is a written stuff like a book, magazine, bulletin, report, rules and etc[29]. This technique is the way to know progress of the student in using english as communicative language, with the way seeing a report of the student.

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[27] Lexy J. Moeleong, *Op.Cit,* hlm 125
[28] Bambang Budi Wiyono, *Metodologi Penelitian (Pendekatan Kuantitatif, Kualitatif dan Action Research).* Malang: FIP Universitas Negeri Malang hlm 49
[29] Suharsimi Arikunto, 2002. *Prosedur Penelitian,* Jakarta : PT Rineka Cipta, hlm 135

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E. DATA ANALYSIS TECHNIQUE

Descriptive analysis is method that has relationship with collecting and presentation of data, in purpose give used information. Descriptive analytic is used to give information about the data in the result to make a conclusion. Then the data can be edited. And researcher does many steps in this research to analyze the data. Firstly, researcher collects data from the field with the way, interviewing the primary object like student and teacher, documenting all the documentation either in school or dormitory. After collecting the data, researcher will compare the data with the review of literature in purpose to know the real problem, and hoped the problem can be solved. Then, researcher will present the data with the way describing the data consist of the problem, cause of problem, effect the problem and the solution of problem.

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CHAPTER IV

THE ANALYSIS OF STUDENT'S MOTIVATIONAL BARRIER OF MA. MODEL ZAINUL HASAN IN USING ENGLISH AS COMMUNICATIVE LANGUAGE.

After researching the students' motivational barrier of Zainul Hasan Model Islamic senior high school, researcher will explain the motivational barrier which is faced by student, the cause of motivational barrier, the effect to students' achievement and how to solve the problem.

A. The Motivational Barrier of Model Islamic Senior High School Student

According the data that is gotten by researcher in interviewing and documenting, many of students has lack of using English as communication language in Model Islamic senior high school environment. It is because many barrier that is faced by student, especially in motivation factor. There are many of motivation of student, either internal or external barrier.

A.1 **Internal Motivational Barrier**

Internal motivation barrier is the motivation barrier that comes from inside the student, or student psychology. The motivation barrier of student such as:

a. Lack of Self Confident of student

The first barrier that is faced by student is the lack of self confident. Self confident become a one important thing to make student brave to speak English. The lack of self confident is influenced by the mindset of the student that most of them is from village. And it is different with the people of city that have different

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mindset. People of village have a conservative and traditional mindset. The vice of principle explain that the problem of student when learning English is about their mindset of English, student think that English language is not important lesson to be studied, moreover to use English as communicative language. Still according to him, this problem is constrained from the village society mindset[30].

Civil society of village mindset is English language is unimportant language to be learned. They think that Arabic is more important than English language, because according to them English is language of infidel people (kafir). That mindset is owned by student, and make them do not pay attention English as one of academic lesson. Because of that reason, the mindset of student tends to consider that English is difficult to be learned.

Because of that, when student that come from village and have obligation to speak English, either in school and dormitory, they have lack of self confident, because English is not a habit language for them. The self confident itself is difficult to grow from inside of student. They are difficult to adapt with new environment and new person, it is caused by the culture of shyness which is still high in village.

b. Worrying About Mistaken In Speaking

Second barrier that is faced by student is worrying about mistaken in speaking English. It is because education background of student is not same with the condition in Model Islamic senior high school. Most of them is from

[30] *Interviewing with vice of principle, student section, Fajar Shodiq, SE, MM, date 23 June 2010 in model* Islamic senior high school office.

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Madrasah Tsanawiyah and junior high school which do no use English as communication language. Because the different of culture they get shock culture, and they have to adapt with new habit in model Islamic senior high school.

According the data and archive of model Islamic senior high school there are 85 % of student of Zainul Hasan Model Islamic senior high school who do not from the school that use English as communicative and daily language[31]. Because of that, student should start from beginning to speak English as daily communicative language. Because of lack knowledge in English, they are worry make mistake in pronouncing English. According interviewed student, eleven from fifteen student said that [32]the worrying is appear because they are shy if they have to pronounce English which do not fix with the structure of English. The shyness becomes a motivation barrier for student to speak English.

c. Less Knowledge In English

Like explanation above, there are many student who from different background and also they come from the village that still tend to see English as unimportant language to be studied and make Arabic language is more important to study than English. Because of those factors, student do not have enough ability to speak English which is become daily language in model Islamic senior high school. It becomes a motivation barrier of student to speak English as daily language.

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[31] School archive about student data, Model Islamic senior high school archive, year 2010.
[32] Interviewing with fifteen student of model Islamic senior high school, date 21 June in school environment.

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One of the English lesson teachers of Model Islamic senior high school said that there were many students who have to study English in beginner level, it is because they do not have enough knowledge in learning English, especially brave to speak English, and it is caused by their background when they were in junior high school grade[33]. Less knowledge of English make student study from beginning level of English. Because they are still in beginning of basic level, they feel difficulty to use English as daily language.

d. **Less Interested in English**

Beside from different background, there are many input student of Model Islamic senior high school who comes from traditional Islamic boarding school. Usually, the education of traditional Islamic boarding school emphasizes to religious studies by using religious studies book, and it is called by ***kitab kuning***. Furthermore, religious of traditional Islamic boarding school use ***kitab kuning*** as learning media. Whereas, all of ***kitab kuning*** is written in Arabic language.

Because of that culture, most of student has interested and more concentrate to study Arabic than English language. Moreover, they live in dormitory of Islamic boarding school, they have high intensity to study about *kitab kuning* and practice it with the teacher there. More intensity to study kitab kuning and Arabic language than English make the interested of student to English is decreased. We can see in the schedule of Zainul Hasan Islamic boarding school which dominates with many activities that use Arabic language.

[33] Interviewing with English lesson teacher, Ali Khotib S. Pd, 23 June 2010 in model Islamic senior high school office.

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O'clock	Activities
03.00 WIB	Tahajjud prayer
04.45 WIB	Shubuh prayer
05.00 WIB	Reading *kitab kuning* together with *Kyai*
06.30 WIB	Going to school
13.00 WIB	Take a rest
15.30 WIB	Ashar praying
16.15 WIB	Reading *kitab kuning* together with *Kyai*
17.45 WIB	Maghrib prayer
18.15 WIB	Reading kitab kuning in dormitory
19.00 WIB	Reading holy Qur'an together
19.30 WIB	Isya' Praying
20.00 WIB	Studying
21.00 WIB	Take a rest

Table 1. Schedule of Zainul Hasan Islamic boarding school

From that schedule, it can be seen that there are many activities that use Arabic language like *kitab kuning*, and student have more time to interact with Arabic language than English. It cause student more interested in Arabic language than English.

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A.2. **External Motivational Barrier**

External motivation barrier is the motivation barrier that comes from the outside student; most of external motivation barrier of Model Islamic senior high school student is influenced by the environment, such as:

a. The Unperfected Environment Of English Speaking

Environment becomes important factors in language learning, because environment becomes a place to make a usual language. For example, modern Islamic boarding school, Gontor, which run Arabic and English as daily language in its environment. Because supported language environment, the program to make foreign language a usual language is smooth and orderly. Whereas, an environment of model Islamic senior high school does not support student to speak English, it is caused by heterogenic environment.

In Zainul Hasan Islamic boarding school, there are many senior high schools. In note, there are six senior high schools in environment of Zainul Hasan Islamic senior high school, such as:

1. Zainul Hasan model Islamic senior high school (MA. Model Zainul Hasan)
2. Hafshawaty excellent senior high school (SMA. Unggulan Hafshawaty)
3. Zainul Hasan regular Islamic senior high school (MA Zainul Hasan)
4. Zainul Hasan religious Islamic senior high school (MAK. Zainul Hasan)
5. Zainul Hasan regular senior high school (SMA. Zainul Hasan)
6. Zainul Hasan vocational senior high school (SMK. Zainul Hasan)

According to student of Model Islamic senior high school because that heterogenic environment, student can not use English as communicative

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language, because they have to interact with student who come from other school. Then, the program of model Islamic senior high school to use English as daily language is difficult to do. In the result, student can not increase and develop their ability in English speaking[34].

b. **The Rare Chance for Students to Develop Speaking Skill Through Direct Speaking Practice With native speaker In Some Tourism Places**

In English speaking, actually student needs a practice to make a fluency in English speaking. One important thing to make speak fluency is practicing with the native speaker. Usually, student can find a native speaker in tourism place. Probolinggo as regency that is known with one tourism place, that is Bromo Mountain, and usually, there are many tourists that visit that place. Actually, this is chance to student to develop their skill in English speaking through practicing with native speaker. And surely, student of Model Islamic senior high school of Zainul Hasan have to visit Bromo Mountain, to meet and practice with native speaker.

But, there is problem that is faced by student when they try to go to tourism places, that is the rule of Zainul Hasan Islamic boarding school. This rule is called with *Qonun Asasy Pondok.* The rule state, they forbid all student who stay in boarding school, to go to outside of boarding school, without permission from the Zainul Hasan Islamic boarding school leader and supervisor[35]. This rule is to prevent the student to do and influenced by bad behavior from the outside.

[34] Interviewing with student of Model Islamic senior high school, Hikam Yudillah, date 24 June 2010, in model Islamic senior high school area.
[35] Qonun Asasy Pondok Documentation, Zainul Hasan Islmic Boarding School, Year 2010.

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This rule make the rare chance to student to develop their speaking ability directly through practicing with native speaker in tourism places located in Probolinggo.

c. **Students Feel Confused to Make English as Study Priority**

Like statement above, that Model Islamic senior high school have basic competence in language and technology that have to be mastered by student. But it is as the formal school, ma. Model have own curriculum. Then, model Islamic senior high school has many subject that have to be studied by student, such as chemistry, mathematics, economy, account, biology and others.

Every lesson has own score in school curriculum. And the lesson beside the basic competence lesson can not be ignored. Although those are not become a lesson priority, those are important in curriculum of school. Because every lesson has a score and it becomes reference in student studying achievement.

In the result, student feel confuse to make English as priority lesson, because there are many lesson that have to be studied by student. But, students have to study English more to make their ability in English excesses especially in their speaking.

B. The Causes of Motivational Barrier

Motivational barrier of student can not be constrained by the cause of this, we have to dig the information about the cause of motivational barrier of student. And according many data such as interviewing and documentation, the cause of motivational barrier can be explained such as:

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a. Lack of Self Confident of student

As stated above, student do not have a high self confident. It is caused that most of them are from village, where the shyness culture is still very high. Village people culture and mindset cause lack of self confident of student. Mindset of villager which is very closed from the outside make their confident can not be grown like a usual, for example, parent forbid the daughter to interact with outside world tightly, because image which is raised in village that a woman who interact with outside tightly, they are not good woman. It is different with the boy who only together with his friend around his region, they will feel inferior when they interact with other region. Then, when they meet with new friend, they will feel inferior and raise the lack of self confident in them. And, parents tend to order them to study Arabic language than English, because they think that English is infidel language.

Those description, make student think that culture of shyness as accustomed and they think it is good for them. And student who study in model Islamic senior high school have lack of self confident inside them. And, they have to adapt with new environment and new person. Then, English which should be a daily language can not run well, because lack of self confident of student.

b. Worrying About Mistaken in Speaking

Beside of the lack of self confident which is very difficult to grow in student, afraid and worrying becomes one of motivation barrier that have to be

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solved. The meaning of worrying and scared is student have a worrying in mistaken to speak English, either in grammatical, pronunciation, word, and etc.

In a fact, worrying appears when student is scare to be criticized and laughed by other student. This is caused by their mental and self confident is still weak. Like statement one of student of Model Islamic Senior High School, she said *"Kami tidak menggunakan bahasa inggris sebagai bahasa sehari-hari, dikarenakan kami takut salah jika berbicara dengan bahasa inggris, kami jugaa takut untuk dikritik"*[36]. From that statement, we cab know that student still feel scare and worry to speak English. Beside that, they mindset still regard a mistaken is something embarrassing and very worse in learning process. Because of that barrier, student can not develop their English speaking ability correctly. And student should not to be afraid in mistaken in English.

c. Less Knowledge In English

As stated above, student of model Islamic senior high school have different education background and surely, student a different ability in English. This is based on student experience when they are in grade of junior high school.

When they are in junior high school, student only learn English in generally, or English as supplementary lesson. It cause student do not have enough English knowledge, especially in English speaking.. Beside that, student only study English in general, not in detail. The result is when student come into model Islamic junior high school, they do not have enough knowledge about

[36] Interviewing with Student of Model Islamic Senior High School, Rohmatul Maula, date 26 June 2010, Place in Model Islamic Senior High School Area.

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English, so they have to repeat to study from the beginning or study English basic. This thing, make student do not speak English fluently and correctly. Because of less knowledge, students are worry mistaken in English speaking.

d. Less Interested in English

This thing is based on the mindset of student who are in model Islamic senior high school. This can not be rid of the environment of student. All of student who study in model Islamic senior high school have to live in dormitory which is provided by Zainul Hasan Islamic boarding school. Whereas, in that dormitory, there are many activities such as reading holy Qur'an, reading Kitab and etc. Most of those activities use Arabic language. Because of this, student more interest to study an Arabic language, because they think that Arabic more be used in life than English.

The lack of student interesting to study English makes them get difficulty to speak English.

e. Unperfected Environment

Environment becomes important when student study about language, because it will support student to develop their ability in speaking English. If the environment is not good enough to support student to develop student ability in English, it will make student get difficulty to speak English.

Like the information which is explained above. That environment of student is not good enough of student to speak English. It is caused by the

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location of model Islamic senior high school is together with other school. Whereas, the purpose between other schools is different with model Islamic senior high school. They do not make language as a basic competence in their school. There is six schools that have different purpose and basic competence, they are:

No	Name of school	Basic competence
1	Zainul Hasan Model Islamic senior high school	Arabic, English language and technology.
2	Hafshawaty Excellent senior high school (SMA Unggulan)	Mathematic and IPA
3	Vocational senior high school (SMK)	Technology and automotive
4	Zainul Hasan regular senior high school (SMU)	General lesson
5	Zainul Hasan regular Islamic senior high school (MA)	General lesson
6	Zainul Hasan religious Islamic senior high school (MAK)	Religious studies

Table 2. Lists of School and the Basic Competence

From the table, we know that the environment in school location is heterogenic. The heterogenic environment which is caused by different purpose of school make student is difficult to develop and speak English. Beside that, student of model Islamic senior high school are not only interact with other student of model Islamic senior high school, but they also interact with other student from different school like Hafshawaty excellent senior high school. So this interaction make student do not speak English, because it is impossible for them to use

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English as communicative language, because student from other school do not use English as daily language.

Beside environment of school where do not support student to speak English, it is also happened in dormitory, the environment of dormitory do not support student to speak English. The problem that is faced by student is same with in the school. The dormitory of model Islamic senior high school is together with other student of Zainul Hasan Islamic boarding school.

Zainul Hasan divides student Islamic boarding school in dormitory according the school.

No	Name of Dormitory	Name of School
1	Dormitory A	Zainul hasan regular senior high school (SMA)
2	Dormitory B	Zainul Hasan regular junior high school (SMP)
3	Dormitory D	Zainul Hasan regular Islamic junior high school (MTs)
4	Dormitory E	Zainul Hasan religious Islamic senior high school (MAK) and vocational senior high school (SMK)
5	Dormitory F	Hafshawty excellent senior high school
6	Dormitory H	University of Zainul Hasan
7	Dormitory R	Al-Qur'an memorizer and Model Islamic senior high school

Table 3. List of the Dormitory According to the School[37]

From the table we know that model Islamic senior high school student is together with student of al-Qur'an memorizer. It makes high intensity between

[37] Dormitory Place Archive, Zainul Hasan Islamic Boarding School Archive, Year 2010

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student of model Islamic senior high school and other student who do not from the school. This thing makes student do not use English as communication language with other student. Beside student of al-Qur'an memorizer, student also interacts with other student from other school who live in their each dormitory. Because between one dormitory and other dormitory is near, and it is easy to make conversation with other student.

d. **The Rare Chance for Students to Develop Speaking Skill Through Direct Speaking Practice With native speaker In Some Tourism Places**

Actually, students need a chance to speak English with native speaker. It will make them feel confident when they are talking with their friend. But, the chance for student is so rare. It is because; there is a rule in model Islamic senior high school to live in dormitory of Islamic boarding school.

Whereas, when students stay in Islamic boarding school, they have to follow the rule of Islamic boarding school. One of the rules of Zainul Hasan Islamic boarding school is forbidding student to go out from the boarding school area without permission.

Constrained by that rule, student can not go to tourism place, where many tourists go there. Then, student can not speak and practice English with native speaker which can increase their English speaking ability.

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f. **Students Feel Confused To Make English As a Study Priority**

The confusing of student to make English as priority is becomes one of motivation barrier for student. Model Islamic senior high school is same with other formal school which has to follow the curriculum from the government. It is stated in PP 19/2005 section 7 which states structure and KTSP of elementary and middle has five lesson groups:

1. Lesson group of religion and good behavior
2. Lesson group of citizenship and personalization
3. Lesson group of science and technology
4. Lesson group of esthetics
5. Lesson group of sport and health

From that government rule, model Islamic senior high school make curriculum structure and study responsibility management. Principle of model Islamic senior high school said that all of formal school either from elementary school up to senior high school has to follow the rule of curriculum which is decided by government[38].

This is the responsibility of lesson for student according to the government curriculum:

A. Class X

Component	Time allocation	
	Semester I	Semester II
1. Al-Qur'an Hadist	2	2
2. Akidah Akhlaq	2	2
3. Fiqh	2	2

[38] Interviewing with Principle of Model Islamic Senior High School, Nasta'in SE, MM, date 26 June 2010, in Model Islamic Senior High School Office.

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4. Arabic Language		
a. Durusul lughoh	3	3
b. Qiroatur rosyidah	2	2
c. Nahwu wadih	1	1
d. Alfiyah ibnu malik	1	1
e. Sorf	2	2
f. Al-insya'	2	2
g. Tarbiyah wa ta'lim	1	1
5. English Language		
a. Reading	3	3
b. Listening	1	1
c. Speaking	1	1
a. Grammar	2	2
6. Indonesia Language	3	3
7. Citizenship Education	1	1
8. Mathematic	3	3
9. Science Education		
a. Physic	2	2
b. Chemistry	2	2
b. c. Biology	2	2
10. Social Education		
a. Economy	2	2
b. Accountancy	2	2
c. History	1	1
d. Geography	2	2
e. Sociology	2	2
11. Art and Culture		
a. Speech art	2	2
b. Scout	1	1
12. Sport and Health Education	3	3
13. Technology Education and Web design	4	4
14. Self Assessment	2	2
Total	60	60

Note: all allocation time is in a hours for a week

Table 4. List Lesson of Model Islamic Senior High School and its Time Allocation for Class X[39]

[39] List of the Lesson in Curriculum Archive, Model Islamic Senior High School Archive , Year 2010

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From that table, we can count that total to study English that consist of reading, listening, writing and grammar is 6 hours in a week for one semester. If we compare with the other lesson, it will be difficult for student to learn more detail in studying English, especially for X (tenth) class which still need more time to develop their English ability. If student only have little time to study English they will feel difficult when they have to speak English.

B. Class XI and XII science program (IPA)

Component	Allocation time			
	Class XI		Class XII	
	Smt I	Smt II	Smt I	Smt II
1. Al-Qur'an Hadist	2	2	2	2
2. Akidah Akhlaq	2	2	-	-
1. Fiqh	2	2	2	2
2. SKI	-	-	2	2
3. Arabic Language				
a. Tamrinat	2	2	2	2
b. Qiroatur rosyidah	2	2	2	2
c. Nahwu wadih	2	2	2	2
d. Alfiyah ibnu malik	2	2	2	2
e. Sorf	2	2	2	2
f. Al-insya'	2	2	2	2
g. Ilmu balaghah	2	2	2	2
h. Tarbiyah wa ta'lim	2	2	2	2
6. English Language				
d. Reading	3	3	3	3
e. Listening	2	2	2	2
f. Speaking	1	1	1	1
c. Grammar	2	2	2	2
7.Indonesia Language	3	3	3	3
8.CitizenshipEducation	1	1	1	1
9. Mathematic	3	3	3	3
10. Science Education				
4. Physic	3	3	3	3
5. Chemistry	3	3	3	3
d. Biology	3	3	3	3
11. History	1	1	1	1

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12. Art and Culture c. Speech art d. Scout	 2 1	 2 1	 2 1	 2 1
13. Sport and Health Education	3	3	3	3
14.Technology Education and Web design / informatics	4	4	4	4
15. Self Assessment	2	2	2	2
Total	60	60	60	60

Note: all of time allocation is in hours in a week.

Table 5. List Lesson of Model Islamic Senior High School and its Time Allocation for Class XI and XII (IPA)[40]

C. Class XI and XII Social Program (IPS)

Component	Allocation time			
	Class XI		Class XII	
	Smt I	Smt II	Smt I	Smt II
1. Al-Qur'an Hadist	2	2	2	2
2. Akidah Akhlaq	2	2	-	-
3. Fiqh	2	2	2	2
4. SKI	-	-	2	2
5. Arabic Language				
a. Tamrinat	2	2	3	3
b. Qiroatur rosyidah	2	2	2	2
c. Nahwu wadih	2	2	2	2
d. Alfiyah ibnu malik	2	2	2	2
e. Sorf	2	2	2	2
f. Al-insya'	2	2	2	2
g. Ilmu balaghah	2	2	2	2
h. Tarbiyah wa ta'lim	2	2	2	2

[40] List of the Lesson in Curriculum Archive, Model Islamic Senior High School Archive , Year 2010

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6. English Language				
g. Reading	3	3	3	3
h. Listening	2	2	2	2
i. Speaking	1	1	1	1
e. Grammar	2	2	2	2
7. Indonesia Language	3	3	3	3
8.CitizenshipEducation	1	1	1	1
9. Mathematic	3	3	3	3
10. Social Education				
f. Economy	2	2	2	2
g. Accountancy	2	2	2	2
h. History	2	2	2	2
i. Geography	2	2	2	2
f. Sociology	2	2	2	2
11. Art and Culture				
e. Speech art	2	2	2	2
f. Scout	1	1	1	1
12. Sport and Health Education	3	3	3	3
13.Technology Education and Web design / informatics	4	4	4	4
14. Self Assessment	2	2	2	2
Total	60	60	60	60

Note: all of time allocation is in hours in a week.

Table 6. List Lesson of Model Islamic Senior High School and its Time Allocation for Class XI and XII (IPS)[41]

In XI and XII class, the total time for student to study English is increase become 7 hours in a week for one semester. The added time for English study is still not enough for student to mastering English, moreover students are divided into two programs, and those are IPA and IPS. This dividing influence student lesson, and surely it influence their concentration in learning, for example student

[41] List of the Lesson in Curriculum Archive, Model Islamic Senior High School Archive , Year 2010

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of IPS Program tend to learn accountant, economy, sociology than English, it is because in that program, the lesson like economy, accountant, sociology and etc are more emphasized. Whereas, student English speaking ability is still not enough, and student have to improve their English speaking ability. In this case, student feel confuse to decide what study that have to be priority in their studies.

Vice of principle in curriculum of Model Islamic senior high school aware that Because many studies that have to be studied by student, student feel confuse to make English become priority in their study, whereas student still need to develop their English to make their speaking fluently. Moreover for student who still in basic level, they have less time to develop their English, in the result, they have less knowledge. Then it will influence to their ability in speaking, it make them less confidence to speak English. Finally, they will not speak English to their friend because of worrying mistaken in English[42].

C. THE EFFECT MOTIVATIONAL BARRIER IN USING ENGLISH AS COMMUNICATIVE LANGUAGE.

After knowing all of problem motivation barrier, it can be concluded that there is an effect in student speaking when they get motivation barrier. If we classify that there are many effects, such as:

- Student can not speak English fluently
- Student can not develop their English speaking ability
- Student have less spirit in speaking English

[42] Interviewing with vice of principle, curriculum section, Agus Supriyanto, date 28 June 2010, in Model Islamic boarding school office.

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- Student feel speaking English is difficult
- Student is not enjoy in speaking English

From that effect, we can conclude that motivation barrier become problem in using English as communicative language, and it have to be solved in purpose student are able to speak English.

D. THE SOLUTION TO OVERCOME THE MOTIVATIONAL BARRIER

The motivational barrier of student becomes big problem when it is not solved immediately, because it will affect to student English speaking ability. Because of that problem, there are many solutions to solve student motivational barrier, such as:

a. Lack of Self Confident of student

Lack of self confident can influence a student's desire to speak English, and can make student do not want to speak English and learn English regularly. Because of that, this problem has to be solved. And the writer tries to offer the solution for this problem.

Students want to learn when they appreciate the value of the classroom activities, and when they believe that they will succeed if they apply reasonable effort. Hence, student motivation to learn is an acquired competence developed through general experiences but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by

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significant others - especially teachers and parents[43]. When it comes to lower performing learners, teachers realize that such learners are accustomed to experiencing failure; hence, the teacher's task is to help them experience success.

Here are some strategies and tips that may motivate students and stimulate them to learn.

- Provide a supportive environment and establish a trusting bond. Greet the students, interact with them, and indicate a personal concern about them as individuals.
- Cater levels of activity to students' level - try and make sure that the learning tasks pose a reasonable challenge to the students - neither too difficult nor too easy.
- Help students recognize links between effort outcome - learning is a long term plan of effort and investment.
- Minimize student's performance anxiety during learning activities.

For the first, the teacher has to change to mindset of student. They have to explain to the student, that English language and Arabic language is equal, there is no different between both of them. Then, the teacher has to explain that culture of shyness is not suitable again with this present condition. Beside that, teacher has to explain and describe that English is not difficult language to be learned. In other way, English is easy and fun to be learned.

[43] Brophy, J. Synthesis of Research for Motivating Students to Learn. *Educational Leadership*, Oct. 1987. p.40-48

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Secondly, teacher has to push student to speak English with the way, teacher speak English tightly with student. It will make self confident of student excess, because they use English as daily language. Because of that habit, student will feel comfort and fun. Finally, student will feel easy in speaking English.

b. Worrying About Mistaken In English Speaking

Worrying about mistaken in English speaking is based worrying to be criticized and laughed by other student either in grammar or pronunciation. Actually, school can solve this problem by giving daily training to student how to pronounce word of English correctly. And this program emphasize in drilling a word in purpose to make tongue of student usual in speaking English. Then, student also is introduced about the grammar which is often used in daily English speaking. This program can be run before starting the lesson and it is done in five minute.

From that program, student can reduce a worrying to speak English. Because they make English as daily habit and know how to pronounce and the grammar well, they will decrease a mistaken in English speaking either in grammar or pronunciation. That habit can decrease the worrying in using English as communicative language.

c. Less Knowledge In English

Less knowledge becomes one of problem that should be solved immediately. Less knowledge in English that become barrier for student is caused

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by their different background when they are in junior high school. And they do not have habit to speak English as communicative language. Then, when they come into model Islamic senior high school, they get shock culture, because they have less knowledge in English, especially in speaking.

Less knowledge can be solved with tasyji'ul lughah programs, this program is adapted from Gontor, one of modern Islamic boarding school where is located in mid java. Tasyji'ul lughah in English language means brave in language. Tasyi'ul lughah program do not run in school, but it is run in dormitory. This program tends to give knowledge of English and it will be started in basic level. This program is suitable with student who has less knowledge in English. Tasyji'ul lughah is done twice in a day, firstly, after Maghrib prayer, then after Shubuh prayer. This program consists of four parts of Basic English that have to be studied by student, such as speaking, grammar, writing and listening. This program has a supervisor to guide and teach student to know and maser four basics of English. In this program, student is forced to more active than a supervisor either in speaking or writing. Beside that, there is a given a new vocabularies in every meeting. Furthermore, student can ask to supervisor if they have a difficulty in English. This program is run regularly in purpose student always remember the knowledge of English. By this program, student is able to speak English, because they have a basic skill of English.

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d. Less Interested in English

Student's motivation in English learning also includes their motivation orientations, interest in English language, attitudes toward the English,. Some students do not like English class because it is very hard for them to speak English, and their writing is full of mistakes tightly[44]. They can not use English fluently and most students are afraid to study English because they are fear in mistaken of English and the condition of environment of student.

Teachers should develop students' self-efficacy. Teachers also need to help students to raise their self-efficacy in order to enhance motivation for learning by providing opportunities of achieving success and help students set criteria to be compared with their own progress. However, teacher can implement various teaching methods and student activities that will build students' interest in learning English. The forming of motivation needs teachers and students. The class must be interesting for students and involve themselves in their study of English the teachers shall encourage the students to participate in various activities such as acting out play.

Giving a speech, participating in a debate, listening to English songs and watching English films (Henry & Apelgren, 2008) based on the basic theories and approaches, teaching activities are part of motivation in English classes. It is proved that all these activities greatly arouse the students'enthusiasm and strengthen their interest. Teachers who offer a relaxing and joyous study atmosphere and merge student interests with their teaching promote student

[44] Faver, S. (2008, December). Repeated reading of poetry can enhance reading fluency. *Reading Teacher*, *62*(4), 350-352

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interest in their classroom instruction. If the teachers can organize their classroom teaching nimbly by the above methods, they can achieve a great success in teaching and learners'linguistics can be improved as well.

As stated above, less interesting of student is caused of many activities in Islamic boarding school tend to use Arabic language more than English, it is can not be released from the activities that use many media in Arabic language, like *kitab kuning*. And to make student interest to learn English is with make the program or activity that consists of English as media of language, for example, English speech, debate and English discussion. Although, it is only done in student dormitory of model Islamic senior high school, it can influence the mindset of student that English is also an interesting lesson to be studied. And, in that program should be supervised by language supervisor in purpose to make student understand and interest to the program.

Beside that, if in dormitory in Islamic boarding school there are many media with Arabic language, it can be equaled with English media which is provided by school. school can provide a mini library in student dormitory that consist of English books such as a novel, short story, English supplementary book, and other book that consist English language. It is in purpose student can interact with English tightly. By interacting with English tightly, student has interesting in English. Interacting with English tightly is needed to equal interacting student with Arabic language.

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e. The Unperfected Environment Of English Speaking

Environment becomes important thing to support developing English ability. When the environment is not suitable with language atmosphere, it will be difficult for student to develop and speak English well. The good environment will push student to speak English regularly.

Model Islamic senior high school is school that has language as its basic competence, but one of problem that influence students' motivation barrier to speak English is unperfected and unsuitable environment. It is caused of heterogenic environment in model Islamic senior high school environment, like there are many schools which is under supervision of Zainul Hasan Islamic boarding school. This barrier is not only happened in school but also in student dormitory. The heterogenic environment make student feel difficult to speak English

There are two main solutions that can be offered to solve problem. Firstly is a non technical solution, it is mean to solve this problem; teacher can use the psychological factor to push student to speak English. Teachers and supervisor have to always motivate student to speak English and explain the important English for the future. Then, teacher and supervisor have to make language atmosphere either in school or in dormitory in purpose to affect student psychology, with the way teacher and supervisor of dormitory have to speak English when they communicate or make a conversation with student. By this thing, student is hoped will get high motivation from the teacher.

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Second solution is a technical solution; it means school adds the program that uses English as language. For example, tasyji'ul lughah (brave in language), English debate club, English study club, English speech. By adding the program that uses English as its language, students are able to develop their English regularly. Although the environment do not support student to use English, as their language but with this program student always interact by using English tightly. Beside that, student can create their own environment with English atmosphere although in narrow area, but it will stimulate student to always speak English.

e. **The Rare Chance for Students to Develop Speaking Skill Through Direct Speaking Practice With native speaker In Some Tourism Places**

Native speaker can be teacher for student to make them fluent in English. And usually, native speaker visit some tourism places in Indonesia. In Probolingo, there are many tourism places; one of them is Bromo Mountain. Actually, student of model Islamic senior high school is able to go to tourism places in purpose they can speak with native speaker to make their speaking fluently, and make them brave to speak English. But, there is barrier that is faced by student, that is a forbidding for student who stay in Zainul Hasan Islamic boarding school, to go to outside without permission. With that forbidding, student can not to go to tourism place and practice their English with native speaker.

But this problem can be solved with study excursion program. This program has purpose to go to some tourism place which is followed by student,

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teacher and language supervisor. And for the permission to the Islamic boarding School, model Islamic senior high school can make permission for student collectively to go to tourism place. This program is done when holiday time, so the permission tend to be easy, because this program is not done in active day.

f. **Students Feel Confused To Make English As a Study Priority**

In model senior high school there are many studies which the study have load in student achievement in school. Because of many studies that is learned by student, student feel confused to make priority in studying, especially in English that become daily language in model Islamic senior high school. One side, student have to master English in purpose to be able to speak English, especially for the beginner, in other way, student have to study other lesson, because they have responsibility to know and understand those lesson. The confusing that happened to student becomes one motivation barrier to speak English.

Actually, this problem can be solved with add the load of English lesson in model Islamic senior high school. Beside that add the English program in dormitory with arranging the schedule for student, in purpose to know when student have to make priority English to be studied and when they make priority to other lesson. In that way, student do not feel confuse again when they face that problem

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CHAPTER V

CONCLUSION

A. Conclusion Students' Motivational Barrier in Using English as Communicative Language

When students of model Islamic senior high school try to develop their speaking ability, they have to face many motivation barriers, either internal factors or external factors. Students' motivation barrier of model Islamic senior high school is caused by many factors, the first factor is internal factors such as lack of self esteem and confident, worrying about mistaken in speaking English, less knowledge in English, less interested in English, and the second factors is external factor such as the unperfected environment of English speaking, The rare chance for student to develop speaking skill through direct speaking practice with native speaker in some tourism places, student feel confused to make English as study priority. And those motivational barriers prevent student to improve their English speaking ability.

Besides that, those motivational barriers give an effect to students' speaking ability, like Student can not speak English fluently, Student can not develop their English speaking ability, Student have less spirit in speaking English, Students feel speaking English is difficult, Students do not enjoy in speaking English.

Then, because of that, there are many solutions to overcome those problems, there are many solutions that can be used in developing English ability. Firstly, Teacher gives model to student how to speak English, and they always

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invite student to speak English and motivate them. Then, school adds the new program that use English as a language for example, tasyji'ul lughah (brave in language), English study club, English discussion group and etc. those programs is done either in school or dormitory in purpose student can feel a language atmosphere and student can develop their English ability. Thirdly, Supervisors of student dormitory always control student speaking, they have to motivate student to always speak English. And, adding English media for student either in school or dormitory in purpose to equal the program from Islamic boarding school that uses many Arabic literatures. After that, school can make a permission to Islamic boarding school to give a chance for student to go to some tourism place like Bromo Mountain to speak with native speaker in purpose student speak English fluently. Then, School gives more time in English lesson and reschedules the program in school and dormitory in purpose student know when to make English as priority lesson and when they have to study the other lesson.

Finally, those solutions are hoped can solve the problem that is faced by student. Especially those solutions can increase the motivation of student to speak English and improve their English speaking ability.

B. Advices

As we know, English speaking is as important lesson in Zainul Hasan Model Islamic senior high school and the other school that have basic competence in language, researcher has many advice, such as:

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1. Teacher should support and motivate student to speak English by giving an example for student in speaking English. And teacher always support them not to worry in mistaken in English.
2. School give a more time for student to develop their speaking ability in purpose student can speak English fluently.
3. School provides a facility that can support student to develop their ability for example English library, English area, English week program and etc.
4. Teacher also pays attention to psychological of student when they have lack of self confident. Teachers are able to build the self confident of student by supervising in English learning, especially in English speaking.

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