



CHAPTER I INTRODUCTION

A. Background of the Problems

Language served as the main tool of communication used by humans to express thoughts, emotions and ideas to others. Through language, people were able to interact, cooperate and build social relationship. It was not limited to spoken words but also included writing, gesture or symbols that carried specific meanings. Language was the ability to acquire and use complex systems of communication among humans, spoken and written language were the most common form of these systems. The scientific study of language was called linguistics and language as a system existed to help people express and convey their thoughts, feelings and concern to others.

As stated by Al-Nadari (2008:10), language is a general human phenomenon in all human societies. It consisted of regular sounds in regular words in sentences to performed different meanings. Therefore, language played a crucial role not only in social interaction but also in the process of learning, where it became the foundation for developing other language skills such as speaking. The success of language learning, however, did not only depend on the ability to use language but also on learners' motivation, which determined how actively they engaged in communication.

According to Rianita (2023:360) motivation is a very important factor in explaining why students achieve different outcomes or process different levels of ability in language learning. Even when learners received the same instruction, materials and learning opportunities, their language achievement varied. This was because each learner had a different level of motivation.



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According to Nurul (2020) in Martina (2021:440) speaking is the ability to communicate with others by expressing ideas, opinions, and information through oral language. Speaking was a productive language skill that involved more than correct pronunciation. It also required vocabulary mastery, grammatical accuracy, fluency and the ability to convey ideas effectively during communication. Speaking was a communication process that occurred between two or more people to exchange and understand information. Through speaking, people were able to express their ideas, opinions and feelings orally. Speaking served not only as a means of conveying messages but also as a medium for receiving information and establishing effective communication with others. Therefore, speaking was regarded as one of the fundamental skills required in daily life.

A bilingual class program was a strategy for teaching students how to use a foreign language. Implementing bilingual classroom programs provides various advantages for students, including becoming fluent in both languages and becoming experts in literacy and other scientific subjects (Agustian & Sujarwati, 2023:17). According to Grosjean in Ila Amalia and Marzuki (2015:74-75), bilinguals are individuals who use two or more languages in their daily lives. They had a wide range of abilities, from migrant workers who could speak the language of the host country but might not have been able to read or write it, to professional interpreters who were highly proficient in two languages and were able to translate accurately. Thus, bilingualism did not necessarily require perfect mastery of both languages, but rather the ability to use more than one language according to communicative needs and context.

Based on this theoretical perspective, bilingualism could be implemented in



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educational settings through structured activities that encouraged the active use of more than one language. One of the implementations could be seen in bilingual activities conducted at MTsN 2 Indragiri Hilir. These activities were carried out every Tuesday to Thursday before students entered the classroom, taking place in the school field for approximately 15–20 minutes. In practice, the activities involved the use of two languages, namely English and Arabic, guided by two tutors according to their respective fields. The use of both languages was conducted alternately; however, the writer focused more on the use of English, which was more dominant in the activities. Students were trained to pronounce vocabulary, engage in simple conversations, and improve their pronunciation under the guidance of the tutors. The activities were conducted in a structured and interactive manner, allowing students to actively participate. Through these bilingual activities, it was expected that students could develop their motivation in speaking English.

Therefore, the researcher was interested in conducting a study entitled “Students’ Speaking Motivation in Bilingual Activities At Mts N 2 Indragiri Hilir”. This study aimed to describe students’ level of motivation in speaking English within bilingual classroom activities, as well as to students speaking motivation based on the indicators of motivation used in this study. Through this research, it was expected that the findings would provide valuable insights for teachers in developing effective bilingual teaching strategies that could enhance students’ motivation to speak English confidently and fluently.

B. Identification of the Problems

Based on the background above, several problems can be identified as follows:

1. Many students had difficulty remembering vocabulary.

2. Many students had difficulty pronouncing vocabulary.
3. Many students lack of self-confidence.
4. Many students had low motivation to speak English.

C. Limitation of the Problems

To make this research more focus, in this research the researcher limited this research on students speaking motivation in bilingual classroom activities.

D. Research Question

Based on the concern presented, the researchers decided that the research question used for this research was “How is students’ speaking motivation in Bilingual activities of grade 8 at MTs N 2 Indragiri Hilir?”.

E. Objective of the Research

Based on the previous discussion in the background, the objective of this study was to determine whether students were motivated to speak English through bilingual activities by class VIII students at MTs N 2 Indragiri Hilir.

F. Significance of the Research

It was hoped that this research would provide new insights for students, teachers, and researchers:

1. For the students: The results of this research were expected to improve students' speaking motivation by engaging them in bilingual activities. Through increased exposure to both languages, students were expected to gain confidence in their speaking abilities, enhance their language proficiency and become more motivated to participate actively in speaking tasks. This could lead to a better understanding of the material and higher academic achievement.
2. For the teachers: This research was expected to serve as a reference for English



teachers in implementing bilingual activities in their classrooms. By using bilingual methods, teachers could enhance their teaching strategies, create a more engaging learning environment and address the diverse language needs of their students. This could help teachers improve their instructional skills and better support students in developing their speaking motivation.

3. For the school: The findings from this study were expected to be used as a reference by schools in making decisions related to language education policies and programs. Schools could utilize the insights gained to promote bilingual activities that fostered a positive learning environment and improved students' speaking motivation. This could contribute to the overall quality of education and support the school's goal of developing students' language skills.
4. For the researcher: The researcher was expected to benefit from this study by gaining deeper insights into the effectiveness of bilingual activities on students' speaking motivation. This knowledge could be used to further contribute to the field of language education, providing evidence-based practices that could be shared with other educators and researchers. Additionally, it could support the researcher in their professional development and future research endeavors.

G. Definition of the Key-terms

1. Speaking

Speaking is a means of communication used by individuals to convey ideas, thoughts, and opinions to others for specific purposes (Ola & Efendi, 2023:20). In addition to serving as a means of communication, speaking skills played an important role in helping students practice accurate pronunciation, thereby minimizing errors and improving their fluency in speaking, particularly in English.

2. Motivation



Motivation is an internal drive that arises within an individual to take action in order to achieve specific goals (Ola & Efendi, 2023:19). In the context of education, motivation was a very important element for students, because without motivation, students would have had difficulty achieving the established learning objectives

3. Bilingual Activities

Utarida (2021:28) explain that bilingual refers to the use of two or more languages within a communicative context. A bilingual was commonly understood as a learning environment in which instruction was delivered using more than one language to support students' language development.



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