

## **An Islamic Boarding School: A Motivational Orientation and Students' Speaking Ability in Indonesia**

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**Abstract:** The objective of study was to find out the correlation between motivational orientation towards students' speaking ability and to figure out the most type of motivational orientation which encourage students speaking ability in Islamic boarding school. To collect the data, purposive sampling were employed to select the participant in the eleventh grade and the instruments were used based on the types motivational orientation questionnaires and speaking test. The result showed that integrative motivation as the highest types of motivational orientation which effected students' speaking ability. Meanwhile, the lowest one was extrinsic motivation that were very low correlated towards students speaking ability. However, there were two types of motivational orientation namely: intrinsic and instrumental which were largely influence students' speaking ability in Islamic boarding school.

**Keywords:** Motivational Orientation, Speaking Ability, Islamic Boarding School

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### **I. INTRODUCTION**

Nowdays, many studies have been explored about motivation and learning. According to Schiefele (1991) stated that one of the most interesting and relevant educational research is to determine the relationship between motivation and learning. In the context of foreign language, the previous studies provided much evidence about motivation and language learning were associated to the perspectives of teaching and learning a foreign language Wen & Johnson, (1997); MacIntyre & Noels, (1999); Khamkhien, (2010); Chang & Liu, (2013).

However, studies on students' motivation in Islamic boarding school are still rare investigated, which is have different environment in the learning process are usually not discovered in public schools. According to Farchan & Syarifudin (2005), Islamic boarding school is a social institution of religious education for Muslims who want to explore religious sciences. Moreover, there are thousands of Islamic boarding schools in Indonesia nowadays, but each Islamic boarding school has its own peculiarities, such as differences in Kyai figure, social environment and Islamic boarding school orientation in facing the problems that develop in the society Shodiq (2011). Additionally, in the system education is well-known by its education quality and its superior in teaching language to its student. Islamic boarding school gives priority to foreign language learning especially Arabic and English. Nurajaman (2013); Lestari & Pratolo (2019). Thus, analyzing motivation in the learning language towards learners' environment is a necessary to do because of the environment can encourage both achievement and motivation Richards & Theodore (1988).

Numoreous studies about motivation and language. According to Mo'inivaziri (2009), students were simultaneously motivated instrumentally and integratively. It was indicated students were highly motivated towards learning English. Al-Otaibi (2004) declared that motivated students spend much of their time to gain aims in learning foreign language and motivated students can also learn language more effectively than unmotivated ones. According to Al-Hazemi (2000), learners with strong desire to learn a language can obtain high level of competence in the target language. Students gained high motivation by which can provide a big opportunity to students in speaking English. Ihsan (2016).

Furthermore, many research had been conducted that figure out that types of motivation in language learning. Lucas (2010) said that students are intrinsically motivated to learn speaking and reading skills and are also intrinsically motivated through knowledge and achievement. According to Hong & Ganaphaty (2017) find out students are more instrumentally motivated than integratively motivated in the learning process of ESL. Tercanlioglu (2001) stated that Turkish students have positive attitudes towards reading because they read both for intrinsic and extrinsic motives. Based on the studies previous above, there is no consistent agreement or views on the superiority of one type of motivation over the other due to the dominance of one type of motivation to another might vary among the subjects or contexts that are being investigated. Therefore, the current study

have to focus on the environment and learners context that might provide a result which is related to about the condition of teaching and learning foreign language.

Many previous studies discussed about motivation towards students' skill in learning language and its motivational orientation types but the study of motivational orientation in Islamic boarding schools is still , in which have different environment to the public schools. According to Suardi et al (2017) There two were different environments in Islamic boarding school. In the formal environment such as; the learning process situation in the classroom which is guided by the educator. Meanwhile, the natural environment is related to the process in the informal environment (i.e. communicating in a dormitory, in a mosque, in a dining area and so on). Therefore, the objective research is to find out the correlation between students' motivational orientation toward their speaking skill.

1. Is there any correlation between motivational orientation towards students' speaking ability in Islamic boarding school?
2. What is the most correlated types of motivational orientation to students' speaking ability in Islamic boarding school ?

The contribution of this research is to find out whether there is a relationship between motivational and students' speaking ability who is living in Islamic boarding school, in which the results can be used as a reference to increase learners interest in learning English especially in speaking English without coercion so it will carry over into the habit of using English.

## **II. LITERATURE REVIEW**

Speaking is a crucial skill that have to be mastered by learner in learning English. Based on experts in different ways. According to Scoot and Ytberg (2000) stated that speaking is perhaps the most demanding skill for the teacher to teach. Hornby (1994) says that speaking is not only uttering ideas in or mind, but also delivering and presenting new information to other people. To present speaking is an act to express one's ideas, feeling and purpose through orally in order the interlocuter get the points what the speaker have conveyed. The goal of teaching speaking is related about how the way to present language orally that can be called as communicative efficiency. Based on Hughes, (2002), students should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

In improving speaking ability normally there are several aspects that can affect our desire to learn language in a language acquisition there are several kind of general factors that influence language namely, aptitude, intelligence, cognitive style, attitudes, motivation and personality Ellis (1985). According to Ihsan (2016) Motivation can be seen as the successful aspect when learning a target language deals with speak the language (speaking skill). In the same with Wingo and Morse, cited in Ihsan (2016). Motivation is what pushes students try to learn, in the traditional language of the teacher, "to motivate," means to get the students to apply them to the learning at hand. Hence, students become familiar when they attempt to learn about something that they never know before or to attain what their target especially in speaking English.

Motivation is construction used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior Maehr & Meyer in Brophy (2010). On the other hand, motivation is an internal process that process that activities, guides, and maintains behavior overtime Slavin (1999:). In plain language, motivation is what gets you going, keeps you going, and determines where you are trying to go. Moreover, motivation to learn is a psychological condition that encourages students to learn with fun and to learn in earnest, which in turn will stimulate systematic ways of learning, concentration and prioritising learning activities.

Regarding to motivation, Brown (2000); argued that there are two basic types of motivation: integrative and instrumental. Gardner (2010) integrative motivation is related to language learning for internal: aspect growth and cultural enrichment. For instance, learner wants to learn target language in order to enter successfully into the target language society. Meanwhile, instrumental motivation appears due to the students needs which related to the external reason (i.e. passing exams and financial reward).

In addition, there are also other types of motivation. Dörnyei (1998) defines the terms intrinsic and extrinsic motivation. Intrinsic motivation remains an important construct, reflecting the natural human propensity to learn and assimilate (Ryan & Deci, 2000). In other words, extrinsic motivation is vary considerably in its relative autonomy and thus can either reflect external control or true self-regulation (Ryan & Deci, 2000). Hence students are motivated to learn a language because someone else (externally) is either going to reward them for doing it or penalize them for not doing it. In other words, presence of motivation can increase learning behaviour. Teachers need to know the type of motivation and its sources to meet the students particular needs.

From the explanation above that motivation plays an important role in our lives not only in a foreign language but holds all aspects of daily life and different contexts. Hence, the study attempt to find out the motivational orientation in Islamic boarding schools which there are two different context from public schools, which isthe context might be figured out the different motiavational orientation in the learning a foreign language. According Krashen (1982) there are two language environments that allow language students to get input on the language they learn, namely “the formal language environment and natural language environment”.

### III. METHODOLOGY

#### Participant

There were 30 students in the second grade students of Diniyyah Putri Lampung in academicyear 2019/2020. Meanwhile, The participant were selected froma purposive sampling was implied for data collection. In addition, batch of 2019 from the eleventh grade was living in one dormitory or place that was Rosunasaid.

#### Instrument

The instrument about motivational orientation were used as questionnaires. In this research, the participant were provided two questionnaires. The first questionnaire was adapted from Gadrner & Lambert (1972) which related about extrinsic and intrinsic motivation which consist of 18 items namely: (1) extrinsic motivation 1,2,3,4,5,6,7,8,9;(2) intrinsic motivation 11,12,13,14,15,16,17,18. The second questionnaires was adaptedfrom Zanghar(2012),there were 2 types of motivational: instrumental and intergrative motivation which was explore in the questionnaire: (1) instrumental motivation 1,2,3,4,5,6; (2) intergrative motivation 7,8,9,10,11,12. Two questionares were translated into Indonesia before these questionares were shared to students. The next step was provided speaking test in order to find out the students speaking skill by using short story as teaching material which had adjusted in 2013 curriculum in Senior High School. Then, the results of speaking skill were calculated by scoring categories from Haris (2004) as criteria for evaluating students' speaking ability. The scoring consisted of five items: Grammar, Vocabulary, Comprehension, Fluency, and Pronunciation. Score were reported in the range from 1-5.

### IV. DATA ANALYSIS

The collected data were calculated in SPSS, the data is using reliability analyses in order to know how reliable those questioneres and students speaking skill result. Then, indentifying the correlation motivational orientation and students' speaking ability.

**Table no1:** Questionnaire Scales and Motivational Orientations

Scale	Number of Items	Cronbach's Alpha
Extrinsic	9 Items	.729
Intrinsic	9 Items	.724
Instrumental	6 Items	.707
Intergrative	6 Items	.744

Based on the table above showed the reliability of all types in the motivational orientation by examining the these items to construct the questionnaire. There were 4 items was computed as emprical evidence namely: The alphas of extrinsic item were 0,729, intrinsic items were 0,724, instrumental items were 0,707, and the last for the alpha of intergrative item were 0,744 (see Table 1). Hence, it can be concluded that all of the results were including into the items that had a good reliability.

In addition, the result of speaking skill were analyzed through inter – rater reliability which adjusted of the ranting scalebased on Landis & Konch (1977) Namely: Inter-rater for Grammar aspect, 0,932. The number of 0,932 resided between kappa 0,81- 0,100, that means the inter-reliability was almost perfect agreement or excellent. Inter-rater for vocabulary aspect, 0,772. The number of 0,61 - 0,80, that meant the inter-reliability was subsantial agreement or good. Inter-rater for Comprehension aspect, 0,862. The number of 0,862 resided between kappa 0,81-0,100, that meant the inter-reliability was almost perfect agreement or excellent. Inter-rater for Fluency aspect, 0,615. The number of 0,61 > 0,80, that means the inter-reliability was subsantial agreement

or good. Inter-rater for Pronunciation aspect, 0,772. The number of 0,61 - 0,80, that means the inter-reliability is substantial agreement or good. Therefore, The results of the reliability are considered as a high reliability.

### V. RESULT

After obtained the reliability of the motivational orientations questionnaire items and speaking skill. The data were indentified to find out the corelation between motivational orientations and students' speaking ability with aims to figure out how the item motivational orientations were related with each other.

**Table no 2:** Correlations Motivational orientations and Speaking Ability

		Speaking ability Score
<b>Extrinsic</b>	R	,391
	Sig. (2-tailed)	,033
<b>Intrinsic</b>	R	,502**
	Sig. (2-tailed)	,005
<b>Intrumental</b>	R	,479**
	Sig. (2-tailed)	,007
<b>Intergrative</b>	R	,616**
	Sig. (2-tailed)	,000
** . Correlation is significant at the 0.01 level (2-tailed). * . Correlation is significant at the 0.05 level (2-tailed).		

Based on the table above, there were four types of motivational orientations (i.e Extrinsic, Intrinsic, Intrumental and Intergrative) which were correlated with students speaking skill by using the interpretation correlation based on Arikunto (1997). The data showed that there was 0.391 of extrinsic, which meant the correlation were very low with the students' speaking ability. Moreover, the intrinsic was 0.502 showed that moderately correlated with students speaking skills. Furthermore, the Instrumental was 0.479 that provide result quite related with students' speaking ability and the last was intergrative which showed that the scale is 0.616 which results in this are enough related with students' speaking ability.

It can be concluded that there was only one type of motivation that had a low correlation with students' speaking ability which was extrinsic motivation which meant focused on target demands. Meanwhile intrinsic motivation is arising from a person, there is no need for external stimuli and instrumental motivation is in the form of the desire to acquire language skills for practical reasons can be related to skills. Based on the two motivations above were including into quite correlated with students' speaking ability. The last was integrative which got the highest score which meant the integration correlated well with the students' speaking ability which they would feel threatened by other groups and would be more likely to be involved in "receptive learning" rather than "defensive learning" when they practiced speaking English formally and informally in a dormitory environment.

### VI. DISCUSSION

Based on the results of the two questionnaires, the research had been found that the research subjects have extrinsic, intrinsic, instrumental and integrative motivations in learning English in islamic boarding school. However, the extrinsic motivation had low correlation towards students speaking. Instead three types of motivation had a good relationship to students speaking skill but the research figured out integrative motivation more dominant, which integrative motivation has a big influence on the acquisition of student language. The higher level of integrative motivation someone, the better the mastery of foreign languages Gardner & Lambert (1972).

Additionally, Mun (2011) pointed out that integrative motivation makes learners have positive attitudes toward the target language group, and they intend to join together with the target language community. Students was not only interact but also make friends with English-speaking people. Furthermore, they provided their

intention to know about experience and the different cultures from English native speaker. Thus, they realize that it is good to increase their knowledge and insight about around the world.

In the current study, it was found that students have an instrumental motivation because they have a purpose why they must master a foreign language such as obtaining a job, or gaining more money. According to Snow (1998) instrumental motivation regarding positive attitudes toward the target language is not required for someone who is successful in learning and acquiring a foreign language. Nicholson (2013) added that instrumental motivation deals with the practical advantages of learning a target language as a means for achieving instrumental goals. While students got the experience in learning English that helped them to understand when they have to read materials in English for school assignments and preparation of English competition which required them to explore materials in the English language.

Furthermore, students got greater intrinsic motivation than extrinsic students who have a strong interest or desire in learning English as a foreign language without the intention to get rewarded and etcetera, and they believe when attempted to be mastered English, it will be useful in the future of learning. According to Kholid (2017), motivation involves curiosity in someone who continues to be kept consistent. Because curiosity can ebb and flow depends on the extent to which the learning tasks are in accordance with the interest of learners who can get them involved in various learning activities.

The last is extrinsic motivation often occurred in an environment where learners live in a dormitory that will meet with peers and ustaza (teacher who stay together with them in dormitory). Teacher usually was more supportive her students to encourage them in learning language especially when practicing it in the dormitory and it was very rare for teacher to give a gift to students when they attain their target in mastering English. In sum, extrinsic motivation was included in the low category because the environment was more focused on how to support learners in speaking English and help them to solve their problems in the learning process. In line with the earlier discussion, the people surrounds the students, involving the teacher, friend, and family also played the roles to increase the students' motivation in learning English. It suggested by Dörnyei & Ushioda, (2011), the teacher played the important role in motivating the student by giving frequently reading assignments and some compliments to the students in appreciating their courage in English reading class activities.

## **VII. CONCLUSION**

The conclusion of study find out the types of motivations that influences students' speaking ability in foreign language. Based on the current research explain about a very important the environment towards students who want to learn foreign language because they curious to know about native speakers' culture. In this particular, the teacher has important role to improve students' willingness to learn English so this situation is included into the integrative motivations. Meanwhile, the intrinsic motivation encourage students to have big effort in order to attain their target in mastering English. Moreover, Students have to avoid the nature of talking about being there. They only learn English as a means to meet practical needs (for example to get good jobs). Therefore students tend to learn English due to their required not their interest, this explanation is related to instrumental motivation. On the other hand, this study explains that students must realize what their goals in the learning process, because study is not related about giving a gift and any other but students have to know what the intention of learning English to themselves. Based on the explanation above, the further research is suggested to explore more about the motivational orientation toward students' skill in English and Arabic in order to examine how students' motivation in learning both languages in Islamic boarding school.

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