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ДОБРЕДОЉОВТЕ WĒLLKOMM स्वागत छ  
VÄLKOMMEN FÄILTE VÍTEJTE HERZLICH ΚΑΛΩΣ ΗΡΘΑΤΕ  
Laipni lūdzam كَبِ اَلْهَأُ WILLKOMMEN  
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VELKOMINN walujeung sumping  
SALUTATIO வரவரேல் BI XĒR HATĪ  
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*Abstract: This study aims at identifying whether or not the new national examination policy (NNEP) which operated in 2015 and is strikingly featured with “non-qualification-determination” impacts on the students’ motivation and teachers’ professionalism at junior high schools in Mataram Municipality year 2016. To obtain data needed, this quantitative study used two questionnaires. One questionnaire consisting of 37 was distributed to 60 students in ten junior high schools (JHS) for assessing the students’ motivation. The other one consisting of 67 main items was distributed to the 20 English teachers from the selected schools. The data were tabulated and then presented in Average Format. It was found that as whole both students’ motivation and the teachers’ professionalism were slightly influenced. Upon these findings, it is suggested that both the students and the teachers not be impacted on by the imposition of the NNEP. Motivation and professionalism should retain because learning is not just for national examination.*

*Keywords: Motivation, Vocabulary Mastery, Speaking Skill*

The English language, as it stands today, is not the language of a particular people or particular country; it has assumed a world-wide significance. It is a language understood and spoken by more than half the population of the world. In a sense, English has become an international language. There are 1.5 billion speakers of English in the world, while there are only 330 million native speakers. English is the sole official language in 31 nations. An additional twenty nations identify English as one of two or more official languages. English has a huge vocabulary, with over 250000 different words listed in the Oxford English Dictionary. It has long been accepted that English is a global language, used in all corners of the world as a means of communication. The latest statistics tell us that these days around 50 per cent of spoken English is spoken between non-native English speakers.

English is the universal form of communication in science and technology and is currently the best way to share one's research findings with scientists in other parts of the world. However, we must take into account the fact that English as a language of science and technology puts non-native English speakers at a clear disadvantage compared with native speakers when it comes to writing and promoting interest in their research. It also makes it more challenging to evaluate a scientific study based purely on the findings. Lack of clarity can take away from even the most interesting study. Imagine if Einstein's Theory of Relativity, for example, was available only in a poorly translated version for non-German speakers!

What does the future hold for everyday speakers of English? While linguists agree that the situation of English today is at a global all time record, they do not necessarily agree on where the language is heading. Two of the world's leading experts on the English language, David Crystal and David Graddol, disagree on the path that English is likely to take. David Crystal is a British linguist, academic and author and David Graddol who has worked in applied linguistics, discourse analysis, sociolinguistics, and history of linguistics. Graddol's views about English as a world language are similar to, though not identical with, those held by his linguist colleague David Crystal. David Graddol points out that although the number of people speaking English as a first language is rising, it is not rising as fast as the number of people speaking other

languages around the world. He believes that English will soon be put to second place after Chinese and will be equal in dominance to Arabic, Hindi and Urdu. With 25 per cent of the world's population speaking English as a second language, David Crystal suggests that Graddol has underestimated the future dominance of English. He was telling that nobody really knows what the future holds for English because at no other time in history has a language been in such a position. He draws attention to the escalating growth in the use of English between non-native speakers and sees no reason for this trend to stop. Graddol thinks in a different way. While he does not dispute the fact that the number of people speaking English in the world is growing, he emphasises the fact that this is a recent trend. He disagrees with the idea that English will become a dominant world 4 language to the exclusion of other languages. Just because people are learning English, it does not mean to say they are abandoning their own languages. They are instead becoming multilingual. He continues by suggesting that the growth of English is responsible for the spread of multilingualism and that native English speakers who are monolingual will necessarily become disadvantaged. Regardless of which Mr. Graddol agrees with, one thing is certain - the future of English is just around the corner and whichever direction it chooses to take, it will be difficult to ignore its impact. A lot of predictions were made in sphere of business. David Graddol suggests that the long-term future of English is far from certain. If money makes the world go around, then forecasts place China as the world's dominant economy by 2050, ahead of the US. According to David Crystal, non-native speakers of English now outnumber native speakers by three to one. Non-UK companies have long spent money improving their employees' language skills. In general, works by David Crystal and David Graddol offer contrasting views on such questions. Their positions may be summarized thus: Crystal thinks all the evidence suggests that the position of English as a global language is going to become stronger. Graddol believes that the future for English will be a complex and plural one. The language will grow in usage and variety, yet simultaneously diminish in relative global importance. However, the predictions of the great scientists were made more than 10 years ago and nowadays we observe that more and more people will start learning English and using it. It is already the language of international communication, and this will only be support as speakers of other languages become increasingly proficient at using it as a result of realizing that it is the language they need to learn and use in order to get ahead in the world. Already, China is making a huge effort to ensure that its citizens learn and become fluent in English. China accounts for approximately one-fifth of the world's population - all potential users of English in the near future. To conclude, it should be noted that, as more and more non-native speakers begin to use English as a second or third language, they will help to the evolution of the language. Words, phrases, and grammatical constructions from other languages will gradually find their way into English and eventually become accepted as part of Standard English. It has been going on for at least two hundred years and certainly since the heyday of the British Empire. What is different today is the Internet and cyber culture especially social networking, which have, in the past decade or so, provided enormously and will continue to contribute even more strongly in the future to the popularity, spread, and evolution of the English language.

The objective of this present study is to identify whether or not the new national examination policy (NNEP) empirically impacts on the student's motivation and teacher's professionalism in English teaching and learning at Junior High School level in Mataram Municipality year 2016. Teachers' Four Competencies PEDPERSOCPRO

10As far as the research results data of this research are concerned, the research findings reveal that the NNEP impacts on both the students' motivation and the

teachers' professionalism in a different degree. Both students' motivation and the teacher's professionalism were, in general, slightly influenced. It is worth noting here that the most greatly impacted component of the students' motivation is the students' learning strategies. It is, however, not the focus of this study to find out why it happens in that way. This quantitative study only identifies the general description of the impact based on the empirical research data.

Since adult learners who are working in certain sectors have different motivation, vocabulary needs and speaking ability from young learners, it is crucial to examine the relationship between those aspects in English learning context. This study aims at finding out the correlation between motivation and vocabulary mastery to speaking skill of hotel employees. This research applied a quantitative approach which was also supported by a qualitative approach. Thirty employees at Ombak Sunset Hotel chosen by using purposive sampling become the samples of this study. There were four instruments used to collect the data from the participants; questionnaire, vocabulary test, speaking test and interview. In order to analyze the data, multiple regression was used. The results show that motivation and vocabulary mastery has a significant correlation with speaking skill; therefore, null hypothesis is rejected. It is concluded that there are other factors that can contribute to speaking skill of hotel staffs.

The mastery of English vocabulary is necessary to speak English for second/foreign language speakers such as employees in the work field, like in big hotels. All of employees are required to speak English. It is because they have to provide what the guests need and want, so they should understand many vocabularies related to tourism and hotel. It is supported by Lazaraton (2001) who suggests that oral communication is based on four dimensions or competences: grammatical competence (phonology, vocabulary, word and sentence formation); sociolinguistic competence (rules for interaction, social meanings); discourse competence (cohesion and how sentences are linked together); and strategic competence (compensatory strategies to use in difficult strategies). Hence, vocabulary mastery is one of the essential factors in learning second/foreign languages, because it can influence learners' speaking performance, and it is impossible to build communication since learners will find it difficult to understand what other people say to them.

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