

THE EFFECT OF MOTIVATION ON STUDENTS' SPEAKING ABILITY

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Abstrak

Penelitian ini dimaksudkan untuk menemukan ada tidaknya pengaruh yang signifikan motivasi pembelajaran berbahasa Inggris terhadap kemampuan berbicara siswa. Desain penelitian ini adalah *ex-post facto* dengan menggunakan studi perbandingan. Penelitian dilakukan di SMAN 1 Kotabumi dengan populasi siswa kelas XI yang terdiri dari 36 siswa. Instrumen yang dipakai adalah kuisioner motivasi untuk mengukur motivasi dalam pembelajaran bahasa Inggris dan tes berbicara menggunakan *prepared talk*. Hasil penelitian ini menunjukkan bahwa ada pengaruh signifikan antara motivasi siswa terhadap kemampuan berbicara. Ini bisa dilihat dari analisis data bahwa $\text{sig} = 0.000$ ($\text{sig} < 0.05$). Selain itu, siswa yang memiliki motivasi tinggi memiliki kemampuan berbicara yang lebih baik dibandingkan dengan yang memiliki motivasi rendah. Oleh karena itu, penulis menyarankan para guru bahasa Inggris untuk mempertahankan motivasi siswa untuk semakin memperbaiki kemampuan bicarannya.

This research aims to find out whether or not there is a significant effect of motivation in learning English on speaking ability. The design of this research is *ex post facto* research design. This research was conducted in SMAN 1 Kotabumi, and the population was the second grade student consisting of 36 students. The instruments of this research are motivation questionnaire to measure the students' motivation in learning English and speaking test through prepared talk. The result of this research shows that there is a significant effect of students' motivation on speaking ability. It can be seen from the result of data analysis that $\text{sig} = 0.000$ ($\text{sig} < 0.05$). Moreover, the students with high motivation have better speaking ability than those with low motivation. Therefore, the writer suggests that English teacher should maintain students' motivation in order to improve students' speaking ability.

Keywords: *effect, high motivation, low motivation, motivation, speaking ability*

Introduction

It is known that the ability to speak English has become a very important goal for learners. The ability to communicate is the primary goal of foreign language instruction so that speaking is put ahead above the other skills. School-Based Curriculum (Depdiknas, 2006: 308) states that the objective of teaching learning English at Senior High School is that the students are expected to be able to develop communicative competence both in written and in spoken form to achieve informational literacy level. It means that the students have to be able to master productive skill, like speaking skill. Speaking is perceived as measurement of people's language mastery. Speaking is also the most important language skill that needs to be controlled, and they assess learning achievement based on mastery of speaking skills (Burnkart, 1998). People who know the language are referred to as "speaker" of that language, as if speaking included all other kinds of knowing; and many, if not most foreign language learners, are primarily interested in learning to speak (Ur in Nazara, 1996). This skill is important for communication among people in the society in order to convey information and ideas, and maintain social relationship.

The students are hoped to be able to express their idea using English in daily activity. But, in fact many language learners lack the ability to express their idea orally. Producing spoken language has often meant a difficulty for them. As the statement that speaking is the most complex and difficult skill to master (Hinkel, 2005, p. 485), whereas speaking is most often used to communicate by people.

Based on the researcher's experience when conducting Field Practice Program (PPL) in the second and third grade of SMP PGRI 4 Labuhan Ratu, it was found that the students mostly had limited mastery of speaking. Some of them have big desire to speak English, although they thought that speaking is the most difficult skill in learning English. Therefore, they also need a teacher who can motivate and bring them into interesting class. Most of the cases indicate that English become favorite subject in the beginning of class. The students feel curious to study English that is known as an International Language. But, during the process of learning, their motivation to learn English becomes lower than before. Consequently, the aim of teaching English is far from the objective. On the other occasion, the researcher interviewed one of English Teachers in SMAN 1 Kotabumi and it was found that the difficulties of teaching speaking might be caused by monotonous material, classroom situation, learning media, and student's motivation. Based on the statement above, the researcher realizes that motivation in learning English has important role to stimulate their mastery in the target language. The lower motivation they have in expressing their own idea, the lower chance to be successful in learning English especially in speaking will be.

Yufrizal (2008: 111) states that the factors which influence the second language learning are motivation and attitudes, anxiety, age difference, personality factors, cognitive factors, and other factors. Motivation can push someone to complete a course of work. Motivation is also a passion to do something. Therefore, motivation plays very important role in language learning. Success or failure in

language learning seems largely dependent on students' motivation to learn the target language.

Dörnyei (1998) further argues the importance of motivation by stating that motivation provides learners the primary stimuli for initiating second language learning, and later motivation become the driving force for learners to be persistent in tedious learning process, so that learners may be able to complete long-term goals if there is sufficient motivation. The theory implies that motivation is one of the determining factors in developing a second language. In particular, motivation seems to be very important in the development of speaking skills. One who has strong motivation might take a part in speaking. It can be inferred that one might speak well in English as a result of motivation which pushes to speak. So, motivation has main role for knowing someone's ability in speaking. For example, one who has strong speaking motivation will practice and train himself to speak fluently and accurately in order to be better speaker. On the contrary, one who has low motivation in speaking will rarely practice and train himself to speak fluently and accurately. So, it might influence his speaking ability stay the same or even get worse.

Therefore, this research was conducted at the second grade of SMAN 1 Kotabumi that is intended to answer the following questions:

- a. Is there any significant effect of motivation in learning English on students' speaking ability?
- b. What aspects of speaking is the most achieved by high and low students' motivation?

Methodology

The design of this research is ex post facto research design by using comparative study. The population of this research would be all of students of the second grade of SMA Negeri 1 Kotabumi, which consist of six classes. They are XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4 , XI IPA 5, XI IPS 1, XI IPS 2. There is no such favorite class which consists of clever students only. So, the writer chose sample through random sampling. It is believed that this method can fulfill the external validity aspect and get normal distribution data. The students' motivation in learning English, as independent variable, is measured by using Motivation Questionnaire from Uniroh (1990, p. 91-97), consist of 25 items. The writer apply Likert Scale for the questionnaire where each item has mainly four alternative answers that is A, B, C, and D. Meanwhile, students' speaking ability as dependent variable is measured by Prepared Talk activities. The researcher as the teacher set the class to prepare their talks (free topic based on the three purposes: Promoting a product, Entertaining people, How to make/Doing something).

Results of the Research

The researcher distributed motivation questionnaire consisting of 25 questions before conducting english speaking test by prepared talk activities. The result of research contains the students' motivation questionnaire and their speaking test which is scored by the oral ability scale proposed by Heaton (1991).

Based on the result of motivation questionnaire, it was obtained that the high score was 88 and the lowest score was 37 and the average was 58,5 . From the result, the writer categorized the students who got score up to 82 into very high motivation and under 43 into low motivation. It was found that 8 % students (3 students) have very high motivation, 17 % (6 students) students have high motivation, 47 % (17 students) have medium motivation, and 28 % students (10 students) have low motivation.

Then, based on the result of speaking ability, there was no student who got both 81-90 or 41-50, 9 students (25 %) who reach 71-80 in. Meanwhile, there were 25 students (69 %) who get 61-70. The last, there were 2 students who reach only 51-60 (6 %).

In order to answer the first research question, the writer analyzed the data by using SPSS by comparing both of high and low motivated students in One Way Anova computation. The output of Anova computation showed that the F_{Value} was higher than F_{Table} ($F_{\text{Value}} = 15.963$, $F_{\text{Table}} = 3.164993$, $F_{\text{Value}} > F_{\text{Table}}$). It can be seen that there is a significant effect of motivation on their speaking ability with the coefficient significant about 0.000 ($p = 0.000$, $p < 0.05$) by using comparative study (One Way Anova).

In order to answer the second research question, the researcher analyzes students' speaking performance through three aspect of speaking that is pronunciation,

fluency, and comprehensibility. The researcher only analyzed 3 students as very high motivation and 10 students as low motivation in learning English.

The means score of very high motivated students for fluency is 73.3. Meanwhile, the students with low motivation showed mean 63.3. Pronunciation becomes the lowest achievement for both very high and low motivation students. The means of very high motivation students score for pronunciation is 73; while for low motivation is 62.4. For comprehensibility, both very high and low motivation students got the highest achievement compared other speaking aspect. Very high motivation students got mean 73.3 (equal with fluency aspect), meanwhile low motivation students got mean 64.6.

The result above shows that student with very high motivation achieved fluency and comprehensibility aspect better than pronunciation aspect. Meanwhile, the students with low motivation only got better achievement in comprehensibility aspect.

Discussions

The more motivated the learners the better their learning process will be (Ur, 1996). So, the more motivated the learner the better their speaking ability will be. Based on this idea, we can conclude that when students have good motivation in learning English, they will do anything that can improve their speaking achievement. They will try to finish speaking assignment. They also will try to

practice their speaking with their friends without being afraid to make mistakes. The more practice in speaking, the better their English will be.

The researcher analyzed speaking performance of students in speaking test used Prepared Talk. They had to choose topic focused in three purposes; promoting product, entertaining people, and procedure of making something. Most of students choose promoting a product. It might be caused that promoting product is easier than other choice. The students who had good enough motivation were brave to perform their speech in front of class. They were success in delivering their product promotion and practicing procedure of making something. While for students who were low motivated tended to be afraid and shy to speak English in front of class.

It also supported by Cook (1991: 96) who states that some L2 learners do better than others because they are better motivated. So, high motivation can cause high achievement in learning English, especially speaking.

Conclusions And Suggestions

Based on the result of the data analysis and discussions, the researcher draws the conclusion as follows:

(1) There is a significant effect of motivation in learning English on students' speaking ability. The result shows that the students with very high motivation have better ability in speaking compared with the students with low motivation. It

means that the higher their motivation in learning English, the better their ability in speaking will be.

(2) The students with very high motivation got better achievement in fluency and comprehensibility aspect. Meanwhile, the students with low motivation got better achievement in comprehensibility aspect.

Therefore, the writer suggests the English teacher to maintain students' motivation. The teacher should give interesting material. Besides that, they should also use appropriate teaching method based on students' ability to magnetize students to practice a lot in speaking English. For students, they must have good confidence in speaking English. Having good confidence will encourage themselves to produce spoken English easier without feeling shy.

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