
Motivation on Students' Speaking Ability at SMA Negeri 8 Padangsidimpuan

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Abstract

Many factors prevent students in doing speaking especially in English. As one of the skills that need to be acquired by the students in learning English, they often face the problem such as they never practice, no confident, afraid of making mistakes, no ideas and lack of motivation. In fact, those problems was confronted by students of SMA N 8 Padangsidimpuan. One factor that gave big effect on students learning is Motivation. This research was done in SMA N 8 Padangsidimpuan. The population of this research is 209 students of grade X in the academic year 2020/2021. While the sample was taken from two classes, they are the class of X IA 1 and X IA with the total 45. The instrument that was used in this study is questionnaire and speaking test. After obtaining the score, the next step is analyzing the data by using two-way ANOVA with the level of significance 5% or 0.05. (SPSS). The result of data analysis showed that the score of the mean of students' achievement in speaking ability with high motivation was 79.12 and the mean score on students' achievement in speaking ability with low motivation is 62.981. data analysis by using two-way ANOVA test indicates the $P = 0,000 > 0.05$ (SPSS). Therefore, the null hypothesis (Ho) has been rejected and Ha was accepted.

Keywords: Motivation, Speaking Ability

Introduction

Motivation commonly have discussed especially in learning process. However, the motivation in learning is something about the expectation and unrealistic limitation that the students will get motivated in the process of learning to make them can get good result. Gardner (1985) stated that in the context of second language learning, how the learners works or strives to learn the language it depends on a desire to do so and satisfaction experience in this activity. According to the Pocket Oxford English Dictionary (2004), motivation is the reason or reasons behind one's actions or behavior or related to enthusiasm.' (p.587). Hence, the term of 'motivation' a little bit difficult to be defined. It is easier to explain that the 'motivated' learner is someone who is willing or even eager to invest effort in learning activities and to progress.

There are so many factors that prevent students in doing speaking especially in English. As one of the skill that need to be acquired by the students in English, they often face the problem such as they never practice, no confident, afraid of making mistakes, no ideas and lack of motivation. In fact, those problems was confronted by students of SMA N 8 Padangsidimpuan. The English teachers said that some problems were confronted by them such as new curriculum and the location of school in the edge of Padangsidimpuan that make them limited to access the information as the students in the centre of this city. Besides, in doing the daily communication, there are many students still use mother tongue. Therefore, using creative methods to encourage students should be done by the teacher. Those difficulties caused misunderstand and fail to do speaking. It was proven that 70% from their achievement could not get minimum passing grade in 80.

Teaching-learning processes involves the relation of teacher-students and students-students. Therefore teacher should use suitable technique to stimulate them. Teacher have to teach material espoused with good strategy, technique, method and well organize of teaching-learning process.

However, to increase students' score in doing speaking, using the worthy technique is not enough. One of the factor that gave big effect on students learning is Motivation. Menggo (2018) state that the motive of students' in speaking refers to their confidences, support from school, compatible curriculum, adequate teaching resources, efficient assessment instruments, English speaking environment support, time allocation which all of these items are covered by motivation. Bernard (2010) stated that motivation is vital in language learning. It makes language learners positive about their own learning and creates the drive in them to acquire the targeted language, enjoy the learning process, and experience. Hence, in line with Ihsan (2016) found that to make teaching-learning process don't monotonous is by giving the students more variations of techniques and increasing their motivation. Therefore, this research try to find out is there any significant effect of students' speaking ability between high and low motivation at SMA 8 Padangsidimpuan.

Gardner and Lambert (1959, 1972) have done experiment to explore the nature of motivation specific to language study. Gardner highlights motivation into two different types. The first is instrumental motivation is the desire to learn a language because it would fulfill certain utilitarian goals, such as getting a job, passing an examination, etc. The second is Integrative motivation. It is about the desire to learn a language in order to communicate with people from another culture that speak that language. The desire is also there to identify closely with the target language group.

A differences has been made both 'integrative' and 'instrumental' motivation: the desire to identify with and integrate into the target-language culture, contrasted with the wish to learn the language for the purpose of study or career promotion. Gardner and Lambert (1959, 1972) showed that success in a foreign or second language can be lower if the orientation of motivation under it is concern to instrumental rather than integrative. But many research doubt about this claim, especially apply it on foreign language learners. The research from Burstall et al., 1974 stated that it may be impossible to differentiate the practice of these two. (Another distinction, perhaps more useful for teachers, is that between 'intrinsic' motivation (the urge to engage in the learning activity for its own sake) and 'extrinsic' (motivation that is derived from external incentives).

There are some characteristics of motivation according to Naiman et al., (1978) which is related to positive task orientation, they are : Ego involvement, Need for achievement, High aspirations, Goal orientation, Perseverance, Tolerance of ambiguity.

Methods

This was in SMA N 8 Padangsidimpuan. The population was 209 students of grade X in the academic year 2020/2021. While the sample was taken from two classes, they are the class of X IA 1 and X IA with the total 45. The students were given the treatment of Fishbowl and Debate Technique before analyzing their motivation.

The instrument that was used in this study is a questionnaire. It is used to know students' motivation whether, they are high motivation or low motivation. It is indicated by 5 points, they were : very agree (SS), agree (S), rather not agree (KS), not agree (TS) and not agree at all (STS). Students choose often (SS) in a questionnaire will get 5 points, if they choose always (S) will get 4 points, they get 3 points for sometimes (KS) and get 2 points to choose seldom (TS) and get 1 point for answer never (STS). There are 20 questions that related about it. Then the students are also given the speaking test to know their speaking ability that will be obtained by speaking rubrics.

After obtaining the score, the next step is analyzing the data. It analyzed by using two forms statistical analysis. They are descriptive statistical analysis that was used to describe the data of mean, median, mode, standard deviation, variance and inferential statistical analysis which was done by using two-way ANOVA with the level of significance 5% or 0.05. (SPSS).

Results and Discussion

The achievement of students' Speaking Ability with Low Motivation

Students with the low motivation showed the achievement of mean 62.981. Then standard deviation error was 1.288 while the lower bound is 60.379 and upper bound 65.582.

The achievement of Students Speaking Ability with High Motivation

While the high motivation score showed the mean was 79.120 and standard deviation error 0.912. The lower bound was 77.279 and upper bound was 80.961. It described in the table below:

Table 1. Descriptive Statistics
Dependent Variable: Speaking Ability

Teaching Techniques	Motivation	Mean	Std.	N
			Deviation	
Fishbowl	Low	66.50	1.291	4
	High	86.68	4.282	19
	Total	83.17	8.742	23
Debate	Low	59.46	5.379	13
	High	71.56	4.333	9
	Total	64.41	7.793	22
Total	Low	61.12	5.611	17
	High	81.82	8.340	28
	Total	74.00	12.537	45

Testing Hypotheses

The hypotheses of this study were using two-ways ANOVA. It has been revealed in the Table 1. Data analysis showed the result of mean score on students' achievement in speaking ability with high motivation was 79.12 and the low motivation was 62.981. The result of data analysis by using two-way ANOVA test indicates that the $P = 0,000 > 0.05$ (SPSS). The result indicates that null hypothesis (H_0) has been rejected and H_a was accepted. Therefore, it can be concluded that there were significant differences between students' achievement in speaking ability with high motivation and students with low motivation. It is described at Table 2.

Table 2. Motivation
Dependent Variable: Speaking Ability

Motivation	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound

Low	62.981	1.288	60.379	65.582
High	79.120	.912	77.279	80.961

It was found that both high and low motivation students, there was significant differences. It was proven from the students' with high motivation mean score was 79.12 while the mean score with low motivation was 62.98. In addition the data analysis by using two-way ANOVA test showed that $P = 0,000 > 0,05$. The fishbowl technique worked for both of the category of students with high and low motivation. It is different with Meggo et al (2013), they used discussion technique that can works for both students which is similar to the fishbowl technique, In this research, the score in fishbowl technique of high motivation students is higher than debate technique. In both technique they get higher result than the low one. It can be caused of students with high motivation do more activities learning process. The students with high motivation tends to support themselves to have speak more rather than their friends. But in contrary with the students with low motivation that, do speaking less because they lack the vocabulary and not force themselves more and difficult to deliver their ideas well.

In line with Bakar (2014) who found that motivation is one of the important variable that need to be considered especially in improving the productive competence. As it show in researcher' result that there is significant effect on the productive competence on vocational high school. In means that, not only in senior high school students but also vocational school students also need the motivation. That related to Naiman et al., (1978) that put goal orientation as one of the characteristics of motivation. The students in achieve their goal certainly have support.

Bojovic and Antonijevic (2017) found that the students with the high level of self perception of competences show the high score in their academic achievement. The social goals, the development of nonconformity, gender, grade and school achievement variate in the students' motivation to learn. However, not all the teaching strategies can motivate them equally.

It is also happen in this research that certain strategy can affect or raise the students' motivation to be involved in the learning process itself. As a result in this research can be seen that there was significant differences between students' achievement in speaking ability with high motivation and students with low motivation. In testing this, the techniques actually had been applied to the students (Lubis, 2021). The students had gotten the treatment by applying the Debate and Fishbowl. The students showed that their mean score by using Fishbowl techniques is higher that using Debate Techniques. It means that certain technique or strategy also give the affect to the students whether they had categorized into low and high score.

However, the students with high motivation showed that their score is always higher than the students with low motivation whether they are teaching with fishbowl or debate. In these both techniques, the students with high motivation show that significant difference with the students with low motivation. It is in line with Atma et al (2021) who found that learning motivation have a significant and positive relationship with learning achievement, even they relate this with they teaching style, they way teacher organize teaching and classroom environment certainly involved the technique or strategy in it.

It also means that the students are affected by some factors out of the context of learning process itself. Hamdani (2011) stated that in achieve the learning the students were affected by two factors of internal and external. Internal factor can be intelligence, physical, attitude, interest, talent, and motivation, while the external factor includes social and non-social environments. Therefore, there are other factors that can affect the students' motivation and apply the best suitable one of the motivation factors can be help them in getting the purpose of teaching – learning process..

Conclusion

Based on the result and discussion above, it can be seen that the null hypothesis (H_0) has been rejected and H_a was accepted. Therefore, it can be concluded that there was significant differences between students' achievement in speaking ability with high motivation and students with low

motivation. Motivation itself can be affected by many factors that can help them in achieve the purpose of teaching-learning.

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