

Students' Motivation to Improve Their English Speaking Skills

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Vina Restiana

20150810100

ENGLISH LANGUAGE EDUCATION DEPARTEMENT

LANGUAGE EDUCATION FACULTY

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Approval Sheet

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Muhammadiyah University of Yogyakarta
Language Education Faculty
English Language Education Department


We hereby approve the *Skripsi* of

Vina Restiana

20150810100


Candidate for the degree of *Sarjana Pendidikan*

March 22, 2019




Gendroyono, S.Pd., M.Pd.
The *Skripsi* Supervisor

March 22, 2019




Evi Puspitasari, S.Pd., M.Hum.
Examiner 1

March 22, 2019



Fitria Rahmawati, S.Pd., M.Hum.
Examiner 2

Yogyakarta, March 22, 2019



Dr. Suryanto M. H.Sc
Dean on Faculty of Language Education

Abstract

Motivation plays an important role to improve English speaking skills. In learning English motivation serves as one of the things that determine the success of students in learning. Having learning motivation, students in the English Language Education Department (ELED) find it easier to learn speaking skills. This research aimed to investigate the students' motivation to improve their English speaking skills. In addition, the study is conducted to find out how the students' motivate themselves to improve their speaking skills. Descriptive qualitative design was applied in this research in which the data were collected from four participants. The participants were one male student and three female students of English Language Education batch 2016 at an Islamic private university in Yogyakarta. Based on the interview, the findings showed that there were four students motivation to improve speaking skills revealed by the participants. These motivations include wanting to speaking fluently, feeling shame, afraid to be laughed at, wanting to get good grades, and fulfilling job requirement in the future. After that, the data collected from the interviews also revealed that all participants admitted that they had several ways to motivate themselves to improve their English speaking skills. These include sharing with others, learning with friends, and thinking positively.

Keywords: Students' motivation, speaking, to improve English speaking skills

Background of the study

In learning English, motivation serves as one of the things that determine the success of students. According to Liu (2010), motivation is one of the important factors that influence student's achievement. The importance of motivation influences many sectors. One of them is in the educational sector. Motivation has a very important role in improving students' learning motivation. Studies confirm the relationship between motivation and learning in improving students' learning motivation. This is widely discussed by researchers in the form of research and writing. According to Boonkit (2010), "motivation which is one of the keys to the success of teaching and learning process can be interpreted as an effort that can encourage someone to do something or the driving force of the subject to perform an action in a goal" (p.134). Motivation and learning are interrelated to become one unity that cannot be separated. Motivation is not only to encourage behavior but also to direct behavior to strengthen learning.

Learning a second language is not easy for some people. Since learners are accustomed to using Indonesian as a colloquial language, then learning a second language will be difficult. However, someone who has the motivation to understand the new language learned will tend to try to study harder in order to understand a new language. Motivation plays an important role in foreign language learning. Santrock (2013) asserts that motivation is an internal drive which pushes someone to do some things in order to achieve a certain objective. Motivation is instrumental in the education sector. In fact, motivation influences the success of teaching and learning in schools (Liu, 2010). Motivation is needed

for students to motivate themselves in learning English. It is one of the factors that can affect student achievement. Motivation is also considered important to improve the spirit to learn English.

Motivation can be regarded as a tool to make students successful in English skills. In addition, motivation will drive students to improve their effort to learn English. For example, if the students have an interest in learning English skills, they will try to make themselves motivated to learn English. They will continue to study in the classroom or outside the classroom. It is supported by Hakim (2015) stating that student who has motivation will actively learn by himself. William (2011) stated that factors influencing the motivation of students are related to the motivation of the student self.

Based on the researcher's observation in the class, motivation is very influential in student success while studying in English classes. It is noticeable that some students experienced difficulties in learning English speaking skill because they lack motivation. In addition, the researcher heard stories from some friends about speaking skills. They said that they were not interested in subject matter related to speaking skills because they did not master the aspects of speaking skills such as grammar, pronunciation, fluency, and vocabulary. Then, they also said that they were not confident when speaking in front of the class. As a result, their interest in learning to speak decreased due to their lack of enthusiasm and low motivation. Based on that researcher's analysis, students' lack of motivation in learning English can be caused by students themselves, teachers' teaching strategies, classroom facilities, and others. However, an important

element of the motivation of students majoring in English language education is closely related to their skill abilities. Student should master all English proficiency skills including speaking skill.

Referring to the elaboration in the previous paragraph, the researcher interested in examining about students' motivation in improving their English speaking skill at ELED (English Language Education Department). Additionally, there are some problems dealing with students in learning speaking skill at English Education Department. Those problems were; many students feel lazy and not enthusiastic when learning speaking skills. So, it automatically can be related to their motivation in studying English at English Education Department. Whereas, students who already joined at English Education Department should master all English proficiency skills, including speaking skill. Thus, it can support the research curiosity about how do the students' motivate them self in improving speaking skills and what are the students motivation in improving their speaking skills.

Methodology

This research is a qualitative research which is started by reviewing related literature and collecting related information. This study had no special variables because some explanations are needed to complete the concept of the participants. Creswell (2012) asserts that qualitative research is needed to explore the best method to address the research problems of phenomenon and to know how the difficulty in society works.

This object of this research took place in the English Language Education Department (ELED) in one private Islamic university in Yogyakarta. The reasons of choosing that department were covered in several subjects. The first reason was because that department implements speaking skills classes so the students have the basic speaking skills then students was more easily to motivate themselves to improve their speaking skills. The second was because the researcher had an easy access in that department to conduct the study.

The participants for this research were the students of ELED at one Islamic private university in Yogyakarta batch 2016. There were reasons why the researcher took these research subjects. The first was the research subject must have good speaking. The researcher knew that they were good speaking students because they participated in one of the organizations at ELED which requires members to speak fluently. The second was that research subjects had been practicing speaking skill for two years at ELED. Therefore, those students had the experience in speaking classes.

The researcher used interview to collect the data. This technique was suitable with the need of the research that should investigate the students' perception and experiences in learning English speaking skill. Cohen, et al (2011) said that "the interview is a flexible tool for data collection, enabling multisensory channels to be used; verbal, non verbal, spoken and heard.

Findings and Discussions

What motivates the students to improve their English speaking skills.

The first question is about students' motivation to improve their speaking skills. There are two aspects, namely intrinsic motivation and extrinsic motivation. The researcher found five students' motivations revealed by the participants through analyzing the interview data.

Intrinsic motivation. Intrinsic motivation can be caused from within the individual. At this point, the two participants stated that they had the motivation to improve their speaking skills. The motivation arose from within the individual, namely wanting to speak fluently and feeling shame.

Wanting to speak fluently. This motivation was found from Kiki and Timi who mentioned that the motivation came from themselves because they wanted to speak fluently. To increase their motivation to learn speaking skills they must have an interest in speaking. It was supported by Khoiriyah (2011), who mentioned that one way to improve speaking skills is by involving students to speak fluently.

Feeling shame. Feeling shame when the pronunciation is incorrect when speaking makes the students motivated to improve the pronunciation. This motivation was found from Angel who mentioned that the motivation came from themselves because she felt embarrassed when the pronunciation was wrong while talking. That statement was supported by Nakhalah (2016) the learners feel shy when speaking English because they are afraid of making mistakes so students need to fix it.

Extrinsic motivation. All the participants admitted that they were motivated because the motivation arises when there were several stimuli from other people. Furthermore, there were four things that could influence the emergence of extrinsic motivation as mentioned by the participants, namely afraid to be laughed at, wanting to get good grades, fulfilling job requirements in the future.

Afraid to be laughed at. Student motivation was found from four participants that their motivation in improving speaking skills arose from within individuals because they were afraid to be laughed at ashamed when they could not speak English. Kiki, Timi, Angel, and James admitted that they felt embarrassed when they spoke English in front of the public because they were afraid to be laughed but they could not speak fluently. This notion is in line with statement of Santrock (2013) who said that motivation as a psychological process in a person that creates feelings of anxiety or shame that can increase one's motivation in achieving certain goals.

Wanting to get good grades. This motivation was expressed by three of four participants who stated that their motivation in improving speaking skill because they wanted to get good grades. To get good speaking value, students must have motivation in learning speaking to make it easier for them to get good grades. Angel, Timi, and James admitted that they had motivation in improving speaking skills because they wanted to get good grades in speaking skills. This notion is in line with statement of Santrock (2013) who said that extrinsic

motivation refers to someone or individual who has eagerness to gain something, to get reward, to avoid the punishment, and get maximum grades.

Fulfilling job requirements in the future. This motivation was expressed from Angel who said that she would work with requirement that required speaking English fluently. It was because she had the desire to work which required her to speak English fluently. It was supported by Danish and Usman (2010) asserted that motivation contains those psychological processes that cause the arousal for their own interests in the current environment that explicitly create and include a positive impact on the importance of work.

How the students' motivate themselves to improve their English speaking skills.

The second research question was related to the ways students motivated themselves to improve their speaking skills. The researcher found that there were three strategies used by four participants to solve the difficulties in motivating themselves in learning to improve English language skills.

Sharing with others. Three participants stated that they often shared with others to share problems about difficulties while studying. They believe that by sharing with parents, friend, and lecturer, they will be motivated in learning speaking skills.

With friends. Kiki and James admit that sharing with friends makes them feel comfortable so that they become motivated in learning speaking skills. It was because support from friends is very influential to increase their motivation.

Wolley, Kol, and Bowel (2009) said that sharing the problems with friends is one way for the student to find solutions when experiencing learning problem.

With parents. James admitted that to achieve success in learning students need support from parents. He said that “I often tell my parents about my problems if I cannot speak English fluently and my mother gives support not to be lazy while studying”. Angel also admitted that when she felt lazy in learning English speaking she contacted her mother to get support. She stated “To motivate myself not to be lazy to learn speaking skills, I usually contact my parents to tell my problems to get support ”.

With lecturers. Lecturers played a very important role in the framework of fostering students’ motivation. Support from lecturers plays an important role in student motivation to achieve success in the learning process. Angel admitted that she always contacted the lecturer to consult about the difficulty in English speaking skills to get a solution from the lecturer. It was supported by Turner, Chandler, and Heffer (2009) said that the students who tend to share their experiences with their parents would be motivated in learning.

Learning with friends. Learning with friends was one of the strategies undertaken by participants to increase students’ motivation in learning speaking skills. This method was found from interviews with Kiki, Angel, and Timi that learning with friends can help them to improve their motivation in learning speaking skills. That statement was supported by Bernaus and Gardner (2008) who said that friends were motivators for achieving learning success.

Thinking positively. For the last finding, the researcher found that there were two participants who spoke English in front of many people. They built confidence by developing assumption that every new person whom they met was a friend, ignoring fear and embracing positive thinking. It could be seen from Kiki's and Timi's statement that to overcome fear and feeling shame when speaking in front of many people they built self-confidence. They think positively to their friends that their friends would not laugh when they are wrong while talking. Kiki's believes that she has good abilities in speaking than other people. According to Baggour (2015), in speaking context, students usually bring positive thinking to their audiences to decrease their fear when speaking English and gain their confidence level.

Conclusion

This research is aimed at investigating the students' motivation to improve their English speaking skills. In addition, the study is to find out how the students' motivate themselves to improve their English speaking skills. The two objectives were discussed based on the four participants' perceptions.

The finding of the first research question revealed that the participants found the student motivation to improving their speaking skills. There are several student motivation found from participants that can be included in two aspects, namely intrinsic motivation and extrinsic motivation. Some participants revealed that they got some motivation to increase their speaking abilities related to their intrinsic motivation namely wanting to speak fluently and feeling shame. All participants also admitted that they were motivated in extrinsic motivation. These

motivations were afraid to be laughed at, wanting to get good grades, and fulfilling job requirement in the future.

The findings of the second research question showed that all participants admitted that they had several ways to motivate themselves to improve their speaking skills. The first way students do to motivate themselves is sharing with others. This method was carried out by several participants who admitted that they believed that by sharing with parents, friends, and lecturers, they would be motivated to learn speaking skills. Concerning the second way some participants revealed that their way of motivating themselves was to improve speaking skills through learning with friends. Lastly, the way students motivate themselves is to thinking positively in improving their speaking skills. This method was found from participants who stated that they were thinking positively to build their confidence to improve their speaking skills.

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