



Improving English Speaking Competence Using Motivational Strategies

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Abstract

In learning English, students need to have good attitudes toward the language. Teachers should make good atmosphere in the classroom so students become confident especially in speaking. Management students of STIE Putra Bangsa Kebumen are prepared to face ASEAN Economic Community (AEC). Unfortunately, they are lack of English speaking competence. This study proposes to solve that problem by applying Motivational Strategies. This research is a Classroom Action Research. The Researcher analyses in both qualitative and quantitative. In quantitative data, researcher compares the mean of pre-test and also post-test. In measuring students' achievement, researcher uses the concept from Hudghes (2003). In qualitative data, the researcher does reduction, display and verification. The result of this research shows different number. The post-test mean increases from 60,72 to 79,68. This study will contribute as alternative strategies to improve the students' English speaking capacity and possible to be applied by teachers from other subjects.

Abstrak

Dalam belajar bahasa Inggris, siswa harus memiliki sikap yang baik terhadap bahasa. Guru harus membuat suasana yang baik di kelas sehingga siswa menjadi percaya diri terutama dalam berbicara. Mahasiswa manajemen STIE Putra Bangsa Kebumen siap menghadapi ASEAN Economic Community (AEC). Sayangnya, mereka kekurangan kompetensi berbahasa Inggris. Penelitian ini mengusulkan untuk memecahkan masalah itu dengan menerapkan Strategi Motivasi. Penelitian ini merupakan Penelitian Tindakan Kelas. Peneliti menganalisa secara kualitatif dan kuantitatif. Dalam data kuantitatif, peneliti membandingkan mean pre-test dan juga post-test. Dalam mengukur prestasi siswa, peneliti menggunakan konsep dari Hudghes (2003). Dalam data kualitatif, peneliti melakukan reduksi, display dan verifikasi. Hasil penelitian ini menunjukkan angka yang berbeda. Nilai rata-rata post-test meningkat dari 60,72 menjadi 79,68. Penelitian ini akan berkontribusi sebagai strategi alternatif untuk meningkatkan kemampuan berbahasa Inggris siswa dan mungkin untuk diterapkan oleh guru dari mata pelajaran lain.

Keywords: Speaking competence; classroom action research; motivational strategies

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Introduction

Facing globalization era forces people to learn English as the international language. English, the most used language, has function as a tool to convey some ideas, opinions, and feelings to the other members of society (Wardhaugh, 1986, p.100). As everybody knows, in this era, most of technology, information, and knowledge are provided in English. People use English in transaction, selling products and many others. It is not excessive if (Yamazumi, 2000, p.39) says that in more recent English teaching methods, an emphasis has been placed on the importance of English as a tool or a weapon to survive in the age of globalization.

If one masters English one will be very easy to know anything around the world. Gaining knowledge is very important because the benefit is not only for the person in facing the globalization era but also for the degree of the person in the sake of Allah. As written in Qur'an Surah Al Mujadilah verses 11. *“Allah will exalt in degree those of you who believe, and those who have been granted knowledge.”* Another reference tells that Allah also will give reward toward people who search knowledge. *Narrated by Abu Hurairah Rasulullah Muhammad said that Allah makes the way to Jannah easy for him who treads the path in search of knowledge.”*

Learning English in Indonesia has not achieved the goal yet. The goal of learning language is communication. Indonesian students have learnt English as a compulsory subject more than five years. Even though English has been learnt for very long time, some students still get difficulties in communication in English.

It is not different with Management students of STIE Putra Bangsa Kebumen. As part of economic university, management department of STIE Putra Bangsa also forces their students to master English. It is because they need to be ready to face ASEAN Economic Community (AEC). English is very important in AEC because it is used as the medium language. Communication in English is also the vehicle: “par excellence” of social solidarity, of social making of professional achievement and of business (Bygate, 1987, p.6).

Based on the observation in the early research, many students said that they were not confident to speak English. They also said that their previous classroom atmosphere was really boring. The effects were students were only silent because they were shy to speak English, afraid of making grammatical mistakes, afraid of being mocked by other friends and teachers. Language learning that they got in their memory was only writing the materials in the classroom. Spending their time in the classroom only copying and reproducing language written down by others is part of traditional learning (Nunan, 1999, p.89). Whereas the goals of language learning were to make students active and to be able to cooperate with other people by using the language.

Those conditions became crucial problems for the students. Researcher believes that the ability of speech especially in English is important. (Louma, 2004, p.10) says that one's personality, oneself image, one's knowledge of the world and one's ability to express one's thoughts are reflected in his/her spoken performance in a foreign language. That explanation actually has to become consideration for teacher so that teacher can be aware to motivate students to be confident in speaking especially in English. The duty of teacher is not only preparing the materials well but also motivating students to be confident and making good and comfortable atmosphere in the classroom. (Dornyei, 2001, p.2) says that he has experienced that 99 percent of language learners who really want to learn foreign language (i.e. who are really motivated) will be able to master a reasonable working knowledge of it as a minimum, regardless of their language aptitude.

Teaching is not easy moreover teaching something that is very different with culture, rule, or law of the learners. Some teachers sometimes forget that beside they teach the materials they also need to motivate learners in learning something. (Cameron, 2001, p.24) says that teaching and learning are not two sides of the same coin, but are essentially different activities, although they both take place in the public arena of the classroom.

By using Motivational strategies in the classroom, researcher can generate and maintain the learners' motivation. It is also believed that these strategies can give different atmosphere in teaching and learning process especially in English speaking section. That comfortable atmosphere is believed can give significant difference of students' motivation and give improvement in the score of their speaking competence.

Motivational Strategies

In learning process, teachers need to motivate the students. Motivation is an internal state that arouses, direct, and maintains behavior (Woolfolk, 2007, p.372). Learner cannot have negative attitudes towards the language and its users. If they feel personally threatened by having to use the language, this will make difficult for students to progress in learning the language (Nation, 2010, p.62).

Motivational strategies are taken from Motivational Teaching Practice by Zoltan Dornyei. The strategies that are used to motivate the students are creating basic motivational conditions in the classroom. In creating basic motivational strategies, teachers need to have (a) appropriate teacher behavior, (b) a pleasant and supportive atmosphere in the classroom and (c) a cohesive learner group with appropriate group norms. The explanations are as follows.

Appropriate Teacher Behavior

There are some points that teacher can do in giving appropriate teacher behavior. The first, the teacher needs to attract the *Enthusiasm* of the learners by giving the good model. A good model in this case means teacher can attract students *Enthusiasm* by sharing teachers' personal interest of English speaking and showing students that English speaking competence enriches teachers' life. The second is the teacher takes the students' learning very seriously by giving a good care about their progress and always having high expectations for what students can achieve.

The third is the teachers accept and care about them by showing a non-judgmental positive attitude in the classroom, always pay attention and listen to each of them by moving around the class, greet students, remember students' names, and indicate teachers mental and physical availability by giving email and phone number incase students need to ask about the material outside the classroom.

A Pleasant and Supportive Atmosphere in the Classroom

In giving pleasant and supportive atmosphere in the classroom, teachers establish a norm of tolerance. It can be done by making sure if they speak in English they will not be embarrassed or criticized by their friends or their teachers if they make a mistake. Second, the teachers have mistakes accepted as a natural part of learning. The last is the teacher brings in and encourages humor and encourages learners to personalize the classroom environment according to their taste.

A Cohesive Learner Group with Appropriate Group Norms.

In doing a cohesive learner group with appropriate group norms, there are some points that can be done. The first is teacher needs to always make interaction, cooperation and share personal information among the learners especially related to English speaking competence. The second is the teacher uses ice-breakers at the beginning of the class. The third is teachers regularly use small-group tasks where students can mix. The last point is never letting any violations go unnoticed even though students are in the small group.

Research Model

This research was conducted at STIE Putra Bangsa Kebumen. The research subjects consisted of 29 of first semester students. This research is a Classroom Action Research (CAR) which means the researcher concerned changing individuals, on the one hand, and on the other, the culture of the groups, institution and societies to which they belong to (Kemmis and Mc Taggart, 1992, p.16) cited in (Cohen, Monion and Morrison, 2008, p.298). It also means researcher applies the strategies in one class and expects that the strategies can change the motivation of the students in learning English speaking competence and the score of students' English speaking.

Procedure of the Study

The research took 3 months, September until December 2017. The steps on collecting the research data were observation, a structured interview and a test. The observation was taken from program setting which means that researcher observes the resources and their organization, curriculum and their setting. As (Cohen, Manion and Morison , 2008, p.397) says that program setting is observation that observes about the resources and their organization, curriculum and their setting. Researcher did the observation to the students and collected the documented data in the form of syllabus.

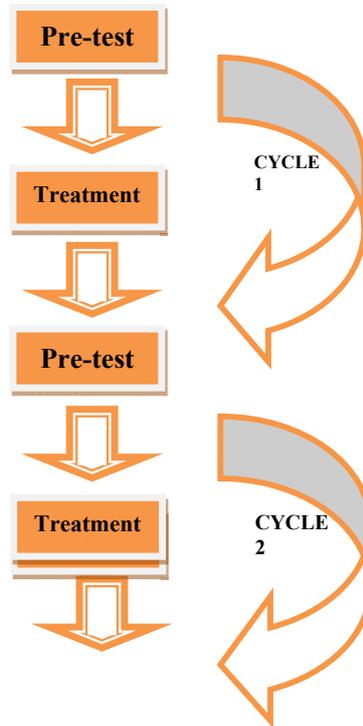
The structured interview was taken twice. The first was a structured interview before the treatment and the second was a structured interview after the treatment. The structured interview was mainly taken from motivational strategies terms suggested by (Dornyei , 2011, p.281-282).

Tabel 1. Motivational Strategies terms suggested by (Dornyei , 2011, pp.281-282)

| No | Motivational Aspects Assessment |
|----|--|
| 1 | Students' interest of English spoken |
| 2 | Students' interest of English in conversation |
| 3 | The difference of Vocabulary |
| 4 | Students' interest of the English rhythm. |
| 5 | Getting nervous in Speaking |
| 6 | Afraidness of getting laugh by friends |
| 7 | Getting nervous meeting native speaker. |
| 8 | Confusion how to direct |
| 9 | Afraidness of sounding stupid. |
| 10 | Afraidness of other people comments about their English. |
| 11 | Having good atmosphere |
| 12 | Gaining attention |
| 13 | Having interesting condition |
| 14 | Making enjoy classroom |
| 15 | More English class |
| 16 | Shyness |
| 17 | Afraidness of grammatical mistake. |
| 18 | Afraidness of getting mocked by other friends. |
| 19 | Motivation to speak. |
| 20 | Different atmosphere with usual English class. |

The structured interview is an interview that closely follows a pre-prepared interview schedule/guide, which contains a list of questions to be covered closely with every interviewee, and the elicited information shared many of advantages (e.g comparability across participants) and disadvantages (e.g limited richness) of a questioner data (Dornyei, 2011, p.236).

The test that was used in this research was pre-test and post-test. The pre-test was used to define the students' intakes of English before doing treatments. Post-test was used to find out the improvement of the students learning achievement through treatments. The procedure of the test is illustrated as follows:



In taking the score researcher used rubric scoring as suggested by (Hudghes 2003, pp.131-133). He states that speaking skill can be measured from five components, namely accent, grammar, vocabulary, fluency and comprehension. Each component has six-point scale that can be applied at scoring students' speaking skill competences. The total of the weighted scores is then looked up in the Table 3, which converts it into a rating on a scale 0 - 4+.

Tabel 2. Proficiency Descriptions (Hudghes, 2003, pp.131-133)

Accent

1. Pronunciation frequently unintelligible.
2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
3. "Foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.
5. No conspicuous mispronunciations, but would not be taken for a native speaker.
6. Native pronunciation, with no trace "foreign accent."

Grammar

1. Grammar almost entirely inaccurate except in stock phrases.
2. Constant errors showing control of very few major patterns and frequently preventing communication.
3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5. Few errors, with no patterns of failure.
6. No more than two errors during the interview.

Vocabulary

1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc).
3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocution.
5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

Tabel 2. Proficiency Descriptions (Hudghes, 2003, pp.131-133) continued.**Fluency**

1. Speech is so halting and fragmentary that conversation is virtually impossible.
2. Speech is very slow and uneven except for short or routine sentences.
3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
5. Speech is effortless and smooth, but perceptively non-native in speed and evenness.
6. Speech on all professional and general topics as effortless and smooth as a native speaker's.

Comprehension

1. Understands too little for the simplest type of conversation.
2. Understands only slow, very simple speech on common social and touristic topics; requires constant repetitions and rephrasing.
3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
5. Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6. Understands everything in both formal and colloquial speech to be expected of an educated native speakers.

Tabel 3. Weighting Table (Hudghes, 2003, pp.131-133)

| No. | Component | Scale | | | | | | (A) |
|-----|---------------|-------|----|----|----|----|-------|-----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| 1. | Accent | 0 | 1 | 2 | 2 | 3 | 4 | |
| 2. | Grammar | 6 | 12 | 18 | 24 | 30 | 36 | |
| 3. | Vocabulary | 4 | 8 | 12 | 16 | 20 | 24 | |
| 4. | Fluency | 2 | 4 | 6 | 8 | 10 | 12 | |
| 5. | Comprehension | 4 | 8 | 12 | 15 | 19 | 23 | |
| | | | | | | | Total | |

Tabel 4. Conversing Table (Hudghes, 2003, pp.131-133)

| Score | Rating | Score | Rating | Score | Rating |
|-------|--------|-------|--------|-------|--------|
| 16-25 | 0+ | 43-52 | 2 | 73-82 | 3+ |
| 26-32 | 1 | 53-62 | 2+ | 83-92 | 4 |
| 33-42 | 1+ | 63-72 | 3 | 93-99 | 4+ |

In analyzing the data, researcher used two methods. They are qualitative and quantitative methods. According to (Cohen, Manion and Morrison, 2008, p.461) qualitative data analysis involves organizing, accounting for and explaining; in short; making sense of data in terms of the participants' definitions of the situation, noting pattern, themes, categories and regularities. 0

(Cohen, Manion and Morrison, 2008, p.501) says that quantitative data analysis is a powerful research form, emanating in part of positivist tradition. In this analysis, the interpretation was based on the both pre-test and post-test. The gap between the gain-scores showed the effectiveness or the significant improvement of the students learning using motivational Strategies. The followings are the formula used to compute the result of both of pre-test and post-test.

Mean of the score test (X) (Brown, 2001, p.119)

$$M = \frac{fx}{N}$$

M = Mean

fx = Sum of the score

N = Number of sample

Students' Motivation Difference

To analyze the difference of students' motivation in speaking, the researcher did two actions. They were a structured interview before treatments and a structured interview after treatments.

The condition of the students' motivation before treatment in the classroom found in this research was from a structured interview before treatment. Table 5 below shows motivational aspects assessment to know the condition of students before doing the treatment. The table shows that basically students have been interested with English spoken it is proved by 24 students agree that English spoken was interesting, 4 students strongly agree that English spoken was interesting and only one students disagree that English spoken is not interesting.

But the problem was students were still afraid of sounding stupid when speaking English, they still got confused how to use English, afraid of getting mocked by other friends, and nervous in using spoken English. It was proved by over 20 students from 29 students still agree about the problems as stated above. This condition made students were not confident to speak whereas students had high interests using English.

Table 5. A structured interview of the students' interest before treatment

| No | Motivational Aspects Assessment | Strongly Dis-agree | Total of statement | | |
|----|---|--------------------|--------------------|-------|----------------|
| | | | Disagree | Agree | Strongly Agree |
| | Students' interest of English spoken | | 1 | 24 | 4 |
| | Students' interest of English in conversation | | 4 | 24 | 1 |
| | The difference of Vocabulary | | 1 | 18 | 10 |

| | | | |
|---|----|----|---|
| Students' interest of the English rhythm. | 2 | 24 | 3 |
| Getting nervous in Speaking | 5 | 20 | 4 |
| Affraidness of getting laugh by friends | 6 | 17 | 6 |
| Getting nervous meeting native speaker. | 2 | 24 | 3 |
| Confusion how to direct | 5 | 24 | 1 |
| Affraidness of sounding stupid. | 9 | 18 | 2 |
| Affraidness of other people comments about their English. | 10 | 17 | 2 |

After doing the treatment, researcher did structured interview after treatments. The treatments from researcher made significant change toward the students motivation in the English speaking learning. Table 6 shows the result of a structured interview of motivational aspect assessment. Basically, there were 29 students but 1 of them was absent at that time. The table shows that all of students enjoyed the atmosphere of researchers' classroom because from 28 interviewees said that they enjoyed the atmosphere of the researcher' classroom. Some of them said that the class was more active and more fun.

Twenty seven students agreed that the class become more interesting and a student felt that sometimes the class was not interesting. Twenty seven students also felt that they enjoyed in the class and one student felt she did not really enjoy. Twenty five students wanted to be taught with the same condition and 3 students felt that they did not need more English lesson. From this research, the researcher also found that 22 students were not shy to speak English, 22 students were not afraid again of grammatical mistake, and 25 students were not afraid of getting mocked by others friends. Researcher found that there were 6 students sometimes felt shy in speaking English, 6 students were sometimes afraid of making grammatical mistake, and 3 students were sometimes afraid of getting mocked by other friends.

This research also showed that there were 24 students were motivated to speak English in the classroom, one student was sometimes motivated to speak English in the classroom, and 3 students were not motivated in the classroom. Twenty five students believed that the atmosphere were different with usual English class and 3 students said that the classroom maybe different with usual English class.

| No | Motivational Aspects Assessment | Total of statement | | |
|----|--|--------------------|-----------|----------|
| | | Negative | Sometimes | Positive |
| | Having good atmosphere | | | 28 |
| | Gaining attention | 2 | 4 | 22 |
| | Having interesting condition | | 1 | 27 |
| | Making enjoy classroom | | 1 | 27 |
| | More English class | | 3 | 25 |
| | Shyness | | 6 | 22 |
| | Afraidness of grammatical mistake. | | 6 | 22 |
| | Afraidness of getting mocked by other friends. | | 3 | 25 |
| | Motivation to speak. | 3 | 1 | 24 |
| | Different atmosphere with usual English class. | | 3 | 25 |

Table 6. A structured interview of the students' interest after treatment

The Improvement of Students Speaking Competence

To analyze the improvement of students speaking competence, the researcher did some actions. They were as follows: (1) Pre-test (2) Cycling, (3) Post-test. To make the data clearer to understand, researcher would explain as follows:

Pre-test Result

Before implementing this action research, the researcher gave a pre-test in the first meeting held on 18 September 2018. The purpose was to know the earlier students' speaking competence.

Students who got point 3 in accent were 28 students and only one students got points 4. Twenty two students got 4 point in grammar and 7 students got point 3. Six students got 4 point on vocabulary and 23 students got 3 point on vocabulary. Ten students got point 3 on fluency and 26 students got point 4 in fluency. Twenty eight students got point 4 in comprehension and a student got point 3 on comprehension.

From the data of the pre-test, the researcher concluded that the speaking competence was still low. From the data, it concluded that students' speaking competence needs to be improved. It was seen from the average value of the pretest was 60, 72.

Cycling

In doing every cycle, researcher did treatments that consist of action, test and reflection. It was used to evaluate whether or not the treatment run well. In every action, researcher have

to (1) share researcher's personal interest in the L2 with the students, (2) show students that researcher value L2 learning as a meaningful, (3) established a norm tolerance, (4) use Ice-breakers at the beginning of a course, (5) regularly use small-group task where students can mix, (6) make sure that researcher observe the established norms consistently and (7) never let any violations go unnoticed.

The first cycle is based on the situation in the pre-test, the researcher got a description of the situation of the class before action research and then made some plans to overcome that situation. This was done to determine how far the motivation of students in learning English speaking was. Because there were still many students who were lack of motivation and confidence to learn English speaking, the researcher supported the presumption of the lack of students' English speaking competence. In the first cycle, the researcher would conduct five meetings.

The first cycle was conducted in the class on Monday, September 25th 2017, Monday, October 2th 2017, Monday, October 9th 2017, Monday, October 16th 2017 and Monday, October 23rd 2017. The researcher decided five topics to be learnt. After finishing the first cycle, researcher did test to know the condition of students' speaking competence. And the result had not been enough yet. Considering the mean of the score was still 69, 76. Researcher believed that the students can still show better improvement. Researcher then did the reflection.

In doing reflection, researcher found that basically students were very enthusiastic in learning English speaking using Motivational Strategies. Most of the students said that the class was more active because there was ice breaking in the first meeting. They also said that the class was more fun than their previous class.

But there were some students who were still afraid of making a mistake. There were also some of them shy to speak English. Students said that they were enjoyed their speaking class if their friend gave their applause to them. Students also did the given assignment very well when the researcher asked them to do assignments. Students took very serious the assignment because they enjoyed the classroom and the activities. Based on that, researcher decided to do the second cycle.

In the second cycle, researcher still had to share researcher's personal interest in the L2 with the students, show students that researcher value L2 learning as a meaningful, established a norm tolerance, use Ice-breakers at the beginning of a course, regularly use small-group task where students can mix, make sure that researcher observe the established norms consistently and never let any violations go unnoticed.

The second cycle also consisted of five meetings. It was conducted on Monday, November 20th 2017, Monday, November 27th 2017, Monday, December 4th 2017, Monday, December 11th 2017, and Monday, December 18th 2017. The result of the second cycle

showed significant improvement. Students were more familiar with the situation. Students also prepared the assignment well that researcher asked to do. The researcher observed students motivation which was considered more positive in the teaching and learning process. The students seemed more active and seriously in learning. The students felt happy in getting respect of what they have done.

Post-Test Result

After the implementation of the second cycle was completed, the researcher aimed at finding out information about students' competence. After implementing the treatments, the students were given post-test to know how far the students achieved and gained the goal of their learning. This step was taken to see the changes and improvement of students speaking competence.

Based on the result of the post-test after the first and the second cycles, it could be proved that there was improvement of the average score which was 79, 68. It could be concluded that all students had achieved good score. Having joined the used Motivational Strategies for two cycles, the students speaking skill competence was increased. The general increasing indicated better and better score. The students speaking competence increase as indicate by the increasing mean of the result on the post test.

Conclusion

The improvement of students speaking competence using Motivational Strategies was developed based on available evaluation. Ultimately, the effectiveness of improving students speaking competence using Motivational strategies can be proved by conducting pre-test and post-test. The test focused on students' speaking skill mastery. The scoring system used rubric speaking assessment adapted from (Hudghes, 2003, pp.131-133). The difference improvement is seen from the means of computation result of pre-test and post-test from the students speaking competence. The result of the test showed that the Mean in pre-test was 60, 72 and the Mean in post-test was 79, 68. It can be concluded that improving students' speaking competence is effective and matched with the aim of learning English speaking and needs of the first semester students of STIE Putra Bangsa Kebumen.

Students of STIE Putra Bangsa Kebumen showed different motivation in learning English especially learning English speaking. It is proved from the structured interview that researcher gave to the students. Ultimately, Motivational strategies were effective strategies to motivate students in Learning English Especially English speaking.

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