An Analysis of Students' Motivation Based on Teachers' Strategies in Teaching Speaking at SMAN 1 Enam Lingkung

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Abstract

This research was done with the purposes to describe the strategies that teachers used in teaching speaking, and to describe students' motivation in learning speaking at SMAN 1 Enam Lingkung. Research design of this research was qualitative descriptive. This research were involved 3 English teachers and 30 students of the 3rd, 4th, 5th local of the first grade of MIPA. Sample of this research was chosen through purposive sampling technique. Data collected through interview and questionnaire. Data of these instruments were analyzed in different ways. Data from interview was analyzed through some steps: familiarizing and organizing, coding and reducing, interpreting and representing. Meanwhile, data from questionnaire was analyzed by dividing the total score with the ideal score. The result of finding showed that the strategies that teachers used in teaching speaking of text types were Storytelling and Role Play, and students' motivation was high category. This finding showed that the importance of ditermining teaching strategies in teaching speaking suit to the text types that taught and also need to put consideration about students' motivation.

Keywords: teachers' strategy, speaking, motivation, text types

Introduction

Speaking in a foreign language with other people become a challenge for majority of students. Because, it requires attention to precise details of the language. Also, students' environment does not use English widely. But, this skill become a prioritize to be mastered, as Richard (2008: 19) states "the mastery of speaking skill is a priority for many second or foreign language learners".

Ideally, the students are able to convey their expression suit to the context of speaking. But, most of them showed some incompetences while speaking such as; they were not able to keep the interaction going naturally. They also failed to pronounce the language correctly. Besides, they constructed the sentences in spoken form were wrong in its grammatical.

The main point, the skill to speak a foreign language is not acquired naturally but it is acquired through learning. By learning, the students will improve their skill in speaking effectively. But, there are some factors that influence students to get the expected learning outcome, some of them are teaching strategy and motivation.

Motivation in learning is needed by the students. Brophy (2004: 249-250) said that motivation to learn is primarily a cognitive response involving attempts to make sense of the activity, understand the knowledge, and master the skills. By motivation to learn, students have tendency to find meaningful academic activities and try to get the intended learning benefits from them.

Motivation can be differed in some types. Alderman (2004: 247), differed motivation into intrinsic and extrinsic motivation. Intrinsic motivation is typically defined as students engaging in actions for their own sake and without coercion such as satisfaction, interest, learning, and challenge. Meantime, Extrinsic-motivation occurs when students engage in activities for external reasons (outside of themselves) such as praise, grades, special privileges, and material rewards.

Meanwhile, strategies in teaching can be defined as teachers' effort to achieve a success in their teaching. Uno and Muhammad (2015: 5-6) said that teaching strategy was the ways or methods that chosen and used by a teacher to deliver learning material.

Furthermore, in choosing a certain strategy, the teachers need to have an understanding how students learnt, how their interest, how the proficiency, and how the teachers will facilitate them. This understanding is gained from following the principles in teaching.

Principles in teaching speaking as conveyed by Bailey (2004: 54-56) such as: (1)Be aware of the differences between second language and foreign language learning contexts. (2)Give student practice with both fluency and accuracy. (3) Provide opportunities for students to talk by using group work or pair work,

and limiting teacher talk. (4)Plan speaking tasks that involve negotiation for meaning. (5)Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Furthermore, there are a lot of speaking activities that can be used by the teachers to promote students' speaking ability. Harmer (2007: 348-352) offered some of the speaking activities, such as: role play, simulaton, information gap and so on. They should be selected matching to the objectives of the program that teachers teach.

In addition, teaching material can be not put aside because it is a tool to support teachers in teaching learning process. Genres or text types are materials of teaching which are taught at Senior High School level. In syllabus of curriculum of 2013, one of its core competencies (Kompetensi dasar), the students asked to have ability to construct the texts in form not only written but also spoken. Also, using the text types in teaching-learning of speaking to be relevant to make students more interesting to learn english. Because they are constructed based on different social function, language features, and structures.

In line with the background of the problem, this research has question as follow: 1) What are the strategies used by the teachers in teaching speaking through text types at SMAN 1 Enam Lingkung?. 2) How are the students' motivation in learning speaking based on teachers strategies ?.

Research Method
Research Design
The design of this research is descriptive qualitative. It has purpose to describe a certain phenomenon. In
this research , the phenomenon are teachers' strategies in teaching speaking and students' motivation in learning speaking.

Population
Population means target to be chosen in a research. According to Arikunto (2010: 173) "population is all subjects of the- research". Based on the description, population of this research were 6 English teachers and the first grade students of MIPA at local 3rd,4th,5th in SMAN 1 Enam Lingkung.

Sample
Samples who were involved in this research selected through purposive sampling technique. It means the way of selecting the sample based on the certain purpose or has prior information or data about the issues investigated. To determine the sample size, researcher takes theory of Sukmadinata (2009: 103) "qualitative research samples can range from 1 up to 40- people even more". Based on the Sukmadinata's opinion above, the sample size of this research were 3 English teachers and 30 students.

Instruments of the Research
This research use two instruments that are interview and questionnaire. The first, interview. Before use this instrument, researcher makes sure the validity and reliability. Validity of the interview meets the content validity. To test the content validity of interview, Sugiyono (2013:124) stated that test of content validity can be done by checking whether each item of questions were developed with reference to the indicators that derived from each objective of the measurement. After that, it consults to the experts. Meantime, to seek reliability of interview, researcher used Arikunto's opinion. Arikunto (2010: 256) states "look for reliability of interview guidelines are conducted with observation or documentation".

The second, questionnaire. This is also confirmed its validity and reliability. Validity of questionnaire meets the construct and content validity. And, to test the validity of questionnaire, Sugiyono (2013:129) stated that the items of questionnaires need to be consulted with the experts or it is known as judgment experts. Then, the- questionnaire was tried out to the unselected samples of the population. After that, Uno and Koni (2012: 158-167) stated that to test the item validity was done by using the coeficient correlation of product momment formula, as follow:

$$rxy = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2)\}\{N\sum Y^2 - (\sum Y)^2)\}}}$$

Where:
r_{xy} : Cooficient corelation
N : The number of respondents
X : Item score
Y : Total score of item

Then, to give interpretation whether the items valid or invalid can follow theory of Uno and Koni (2012:159), to know the result of items testing whether valid or not, the result of validity calculation compared to the r_{table}. If $r_{xy} > r_{tabel}$ then the item to be considered as valid otherwise if $r_{xy} < r_{table}$ the item to be declared as invalid.

The result of validity testing showed that some items were declared as invalid such 3,7,11,13,19,36,40. At early setting up, the instrument consisted of 40 items. But, after testing its validity, it was revised and became 33 items.

Moreover, reliability of questionnaire was counted by using Alpha formula. According to Arikunto (2010: 239), Alpha formula is used to seek the reliability of instrument that its score is not 1 and 0, for instance: questionnaire or test in the form of description,

Moreover, Uno and koni (2012:167-169) said that to count the reliability by using Alpha formula will pass some steps, they are:

1) Items that declared as invalid, it takes out of instrument. So, only the valid items that analysed its reliability.
2) Counting the variance (σ) for each item and total score by using the formula as:

$$\sigma^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

its explanation:

σ^2 = Variance

N = The number of respondents

$\sum X$ = Total score of item

$\sum X^2$ = Total score square of item

3) Then, coofecient reliability was counted by using the Alpha formula (r11) as follow:

$$r\,11 = \left(\frac{k}{(k-1)} \right)\left(1 - \frac{\sum \sigma_b^2}{\sigma^2_t} \right)$$

Its explanation:

r 11 : reliability of instrument

k   : the number of respondents

$\sum \sigma_b^2$: the number of items variance

σ^2_t : Variance total

In the end, the score that gotten from the formula above will be consulted to the r_{table}. Instrument will be reliable if $r_{counted}$ is bigger than r_{table} and vice versa. It is like Arikunto (2010: 227) said that after getting reliability score, next step is to consult the score with r_{table}.

The result of reliability testing showed that $r_{counted}$ was 0,94 meanwhile r_{table} was 0,36. It means $r_{counted}$ is bigger than r_{table}

Technique of Data Collection

The researcher used the interview, and questionnaire to collect the data. But, before collecting it, the researcher doing pre-research activity such as: survey the place and participants, make sure the administrative matters. Also, prepare everything that related to the collecting of data.

Then, the researcher interviewed the teachers to know more about the strategies they use and other related thing to the teaching. Researcher used the digital recorder to record the information. After that, the researcher conducted the questionnaire to the 30 students to know their motivation in learning speaking. The last, the raw data of two instruments would be analysed next.

Technique of Data Analysis

This research use two instruments that are interview and questionnaire. Technique analysis of data that come from both interview and questionnaire will be analysed in different ways.

Firstly, data from interview will be analysed by using theory of Ary et al (2010: 481-491), the process of data analysing can be done in three stages such as; Familiarizing and organizing; coding and reducing; interpreting and representing.

Secondly, data from questionnaire will be analysed by using theory of Sugiyono (2013: 93-95) and Arikunto (2010: 386-387). The steps are: *the first*, give the score to each answer criterion, for instance: Strong agree (SA) scored 4, Agree (A) scored 3, Disagree (DA) scored 2, and Strongly Disagree (DS) scored

1. The *second*, observe and calculate the number of checklist in each different column of answers criterion. *The third*, calculate the average answer and then total score is divided by the number of ideal score or its formula :

$$P = \frac{\text{Total scores}}{\text{Ideal scores}} \times 100\%$$

The last, give interpretation of the final result of questionnaire counting. It can be done by using theory of Arikunto (2010: 386-387) , such as:

a. Determine a certain percentage range to interpret the data, as showed at the table.

Table1. Interpretation of the Categories

Categories	Scoring percentage
Very high	81% - 100%
High	61% - 80%
Enough	41% - 60%
Low	21% - 40%
Very low	0% - 20%

(Modified from: Riduwan and Kuncoro, 2008: 22)

b. Represent the conclusion based on scoring categories .

Conclusion will be explained based on the standard that has ditermined. This conclusion is adjusted to the problems investigated.

Findings and Discussion

Finding

The finding of this research would be presented to answer the two research question, the first is what were theachers' strategies in teaching of speaking through text types. The second is how students motivation in learning speaking basen on teachers' strategies. It can presented based on the result of two instruments used.

Based on the interview result, it was found that the English teachers at SMAN 1 Enam Lingkung in academic year 2018/2019 used two strategies of many strategies in teaching of speaking through text types, they were: storytelling and role play.

The teachers used the storytelling and role play while teaching speaking for recount and narrative texts. Eventhough, there are many teaching strategies that can be used in teaching speaking like explained in chapter two. Teachers chosen a particular strategy based on consideration of what material was taught. For Instance, teacher YA considered to choose the storytelling strategy while teaching speaking for narrative text. Similarly to teacher YA, teacher AT also used the storytelling strategy to teach speaking but for different text types that were narrative and recount text. Contrast to teacher AT, teacher NF considered   to use different strategy in different texts for teaching of speaking. Teacher NF used storytelling strategy for teaching speaking of recount text and used role play strategy for teaching speaking of narrative text.

Moreover, based on questionnaire result, it was found that the amount of the 30 first grade students who have the high category was 8 students about 26,67% and very high category was 22 students about 73,33% . Overall, they have high category of motivation.

Discussion

There are two research questions proposed in this research. *The first discussion* is about teachers' strategies in teaching of speaking throught text types. Based on the finding, it was found that the teaching strategies that the English teachers used in teaching of speaking through text types at SMAN 1 Enam Lingkung were storytelling and role play.

Storytelling as an oral activity that can help to increase fluency in speaking because students can practice more by telling a story. There are various activities that involve storytelling for instance; students tell the story about their own experiences, tales, legend etc. Related to the result finding, the teachers at SMAN 1 Enam lingkung used Storytelling in teaching recount by asking students to tell their own experiences and telling a legend while teaching narrative.

Meanwhile, role play as an activity where the students play their roles and even act out of themselves. It helps students to be fluent. For instance; student play a role as prince and princess in

Cinderella story. It designs in pair or group. Related to the result finding, teachers at SMAN 1 Enam Lingkung used Role play in teaching narrative by asking students play a drama.

Moreover, teachers used different strategies for different teaching material while teaching speaking. They created activites such as: storytelling and role play. It made students talking and limited teachers talk. This suit to the principles of teaching speaking based on Bailey's viewed (2004:54-56) the principles were: (1)Be aware of the differences between second language and foreign language learning contexts. (2)Give student practice with both fluency and accuracy. (3)Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. (4)Plan speaking tasks that involve negotiation for meaning. (5)Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

The second discussion is about students' motivation in learning speaking. Based on the finding, it was found that majority of students were high category of motivation in learning speaking. It shows that the first grade students of MIPA of SMAN 1 Enam Lingkung were highly motivated.

Motivation in learning is important thing for students. As Slavin (2006: 317) stated that motivation is not only important in getting students to engage inacademic activities but also important in determining how much students will learn from the activities. Also, Slavin in Uno (2015: 193-194) said that motivation was one of preconditions that important in learning. If there is no- motivation, so the learning proses will not happen. Motivation can affect the process and result of learning.

Conclusion and Suggestion

Conclusion

Based on the research result about teachers' strategies in teaching speaking through text types and students' motivation in learning speaking, it can be concluded that:

The first, teaching strategies used by the teachers in teaching speaking of a certain text types were storytelling and role play. These strategies can be used for the same or different text types such as; storytelling was used in teaching recount and narrative text. And, role play was used in teaching narrative text only.

Moreover, these strategies were able to make students pleased and motivated to speak in English by using it through its procedure based on text types that being taught. Importantly, to ditermine which one the appropriate strategy to be used in teaching of speaking, it can be done by following the principles of teaching speaking.

The second, students' motivation in learning speaking was high category. Motivation is important thing in learning process both intrinsic and extrinsic. It will determine the process and the result of learning.

Suggestion

Based on the research result that has been concluded above, there were some suggestions as follow:

1) For teachers
   a. The teachers were expected to be able to help students improving their speaking skill by using the various teaching strategies in teaching speaking.
   b. Strategies that teachers used in teaching of speaking need to consider the teaching material such text types and students' motivation therefore make students pleased and motivated in learning.
   c. Teachers were expected to follow the principle of teaching speaking so that they have direction to choose an appropriate strategy in teaching of speaking.
2) Students
   a. Students were expected to manage and keep their motivation. By keeping the motivation, it will help students to engage in learning English with pleased. Also, it will determine the process and the result of learning.
3) Other researchers
   a. This research is not comprehensive because it only analyses and describes the teachers' strategies and students' motivation. For further research, it can be investigated about what the effect of teachers' strategies toward students' motivation in learning speaking especially in improving of speaking skill.

Acknowledgment

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