THE CONTRIBUTION OF STUDENTS' SPEAKING LEARNING STRATEGIES AND MOTIVATION TOWARD THEIR SPEAKING SKILL AT STAIN BATUSANGKAR

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Abstrak:*Penelitian ini bertujuan untuk mengetahui sumbangan strategi belajar berbicara dan motivasi terhadap keterampilan berbicara pada mahasiswa Tadris Bahasa Inggris STAIN Batusangkar. Jenis penelitian ini adalah penelitian korelasi. Populasi dalam penelitian ini adalah mahasiswa semester VI Tadris Bahasa Inggris STAIN Batusangkar tahun akademik 2011/2012, yang berjumlah 80 orang. Sampel penelitian diambil sebanyak 62 orang mahasiswa dengan menggunakan teknik Stratified Proportional Random Sampling.Data penelitian dikumpulkan dengan menggunakan angket untuk variable strategi belajar berbicara dan motivasi, dan tes untuk variable keterampilan berbicara. Seluruh data penelitian dianalisis dengan menggunakan program SPSS versi 16. Temuan menunjukkan bahwa terdapat sumbangan yang signifikan antara strategi belajar berbicara terhadap keterampilan berbicara, motivasi terhadap keterampilan berbicara, dan secara bersama-sama strategi belajar berbicara dan motivasi memberikan sumbangan terhadap ketereampilan berbicara pada mahasiswa Tadris Bahasa Inggris STAIN Batusangkar. Jadi dapat disimpulkan bahwa strategi belajar berbicara dan motivasi mahasiswa memberikan sumbangan terhadap keterampilan berbicara bahasa Inggris pada mahasiswa semester VI STAIN Batusangkar.*

Keywords: *Speaking Learning Strategies, Speaking Motivation,   Speaking Skill*

Introduction

Based on the researcher's observation toward students' English Department of STAIN Batusangkar, especially at semester VI, it was found that some students were willing to speak English voluntarily. Those who were willing to speak English voluntarily seemed to be better speakers of English. To speak English, they did not rely too much on their teachers or lecturers. They sought ever opportunity that could promote their speaking skills. The dependent learners, on the other hand, were often unwilling to speak English. They would speak up when they were asked to. Therefore, to help unsuccessful language learners to speak English, it hypothesized that they would need to be provided with foreign language learning tools, i.e. speaking learning strategies.

Furthermore, based on the researcher's interview with some

students, itwas found that there were some factors that made the students failure in learning speaking. First, they were very afraid of making mistakes. It could be one of effects of their previous learning experience. Second, students were reluctant to speak English; the students did not have enough opportunities to practice speaking English in the classroom. Besides that, the students were seldom to speak English because of the lack of vocabulary. Third, they were afraid of failure, laughter and ridicule. Fourth, it was also assumed that another source of the students speaking problems faced by English Education Department students of STAIN Batusangkar could take place in learning strategies in speaking used by students.

Considering the result of researcher's observation and interview with some students, so the researcher would like to look further and conduct a research about the contribution of students' speaking learning strategies and motivation toward their speaking skill at semester VI of STAIN Batusangkar.

Due to the problem above, the researcher could formulate the problem in question form, namely, (1) is there any the contribution of students' speaking learning strategies toward their speaking skill at semester VI of STAIN Batusangkar?; (2) is there any contribution of students' speaking motivation toward their speaking skill at semester VI of STAIN Batusangkar?; and (3) are there any contribution of both students' speaking learning strategies and motivation toward their speaking skill at semester VI of STAIN Batusangkar?.

In line with the formulation above, the purposes of the research were to identify and find out: (1) the contribution of students' speaking learning strategies toward their speaking skill at semester VI of STAIN Batusangkar; (2) the contribution of students' speaking motivation toward their speaking skill at semester VI of STAIN Batusangkar; and (3) the contribution of both students' speaking learning strategies and motivation toward their speaking skill at semester VI of STAIN Batusangkar.

Some experts have defined learning strategies. Some of them define it broadly namely by relating it to the process of getting information, while others define it specifically, focusing on the techniques applied in learning.

The broad definition is proposed by several experts. Wenden and Rubin (in Hismanoglu, 2000:2) define learning strategies as "….any sets of operations, steps, routines used by the leaner to facilitate the obtaining, storage, retrieval, and use of information''. Next, Richards and Platt (in Hismanoglu, 2000: 2) argue language learning strategies "as intentional behavior and thought used by learners during learning so as to better help them understand, learn, or remember new information".

Then, the specifically definition is proposed by several experts. O'Malley and Chamot (1990: 9) state "learning strategies that focusing on selected aspects of new information, analyzing and monitoring information during the encoding process, evaluating the learning when it is completed, or assuring oneself that the learning will succeed as a way to ally anxiety". Moreover, Oxford (1990:8) states that "learning strategies are specific actions taken by the students to enhance their own learning easier, faster, more

enjoyable, more self-directed, more effective, and more transferable to new situation". Meanwhile, Chamot, et al (1999:2) state "learning strategies are procedures or techniques that learners can use to facilitate a learning task". Last but least, Nunan (2000:19) defines learning strategies is "mental process which employ to lean and use the target language".

From the experts' opinion above, it can be inferred that students' speaking learning strategies are any set of operations, attempts, steps, behavior or thought and also mental process that are used by the learner to help them comprehend, learn, retain new information and used the target language so the learning process felt easier, enjoyable by the learners, especially in speaking skill.

There are many experts that tell about language learning strategies. Language learning strategies can be used all language skills, namely, listening, speaking, reading, and writing. There have, however, been relatively few studies investigating the benefits of providing second language learners with formal training in the applications of strategies for speaking. In one study, O'Malley and Chamot (in Cohen et al, 1996:4) explain that the students are given explicit training such as metacognitive, cognitive, and social-affective strategies can improve their speaking task.

Alcaya, et. al(in Cohen, 1996:23-26) argue that speaking learning strategies involve three stages namely before you speak, while you are speaking, and after you speak. Next, Dave (2012) explains that language leaning strategies for speaking are divided into six points namely memory (applying images and

sounds by using key words), cognitive(practicing by recombining), compensation (overcoming limitations in speaking by the use of mime or gesture), metacognitive (centering your learning by delaying speech), affective (encouraging yourself by taking risks wisely), and social (cooperating with proficient users of the new language).

Moreover, in line with Dave's opinion, Oxford (1990:58-97and 152-173) explains "the applying of speaking language learning strategies. She divided the strategies into two groups; they are direct and indirect strategies." Furthermore, Oxford (1990:56-97, 151-173, 326-327) mentions that strategies are useful for speaking, namely, direct and direct strategies as follows:

First, direct strategies involve memory strategies (creating mental linkages, applying images and sounds, reviewing well), cognitive strategies (practicing, receiving and sending messages, analyzing and reasoning), and compensation strategies (overcoming and limitations in speaking). Second, indirect strategies involve metacognitive strategies (centering your learning, arranging and planning your learning, evaluating your learning), affective strategies (lowering your anxiety, encouraging yourself, taking your emotional temperature), and social strategies (asking questions, cooperating with others, empathizing with others).

In this research, the researcher uses Oxford's concepts to determine and finds the contribution of students'

speaking learning strategies. The reason the researcher chose Oxford's concepts is because this concept has more complex strategies than other experts above.

Harmer (2000:51) states that "motivation is some kind of internal which drive pushes someone to do things in order to achieve something". In addition, Brown (2000:72) argues that "motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit". Furthermore, Griffiths (2008:19) explains that "motivation concerns what moves a person to make certain choices, to engage in action, and to persist in action." In other words, motivation is in which can be construed to have determined a person's behavior. Thus, motivation is the need or desire that determines an individual's effort, behaviors and actions.

Lestari (in Endrian, 2011:19) mentions that there are six indicators as generally to see students' speaking motivation in learning English namely students' attention when the teacher explained, students' activeness in doing exercises, students' attendance, students' activeness in asking question, students' courage in answering teacher's question and students' activeness in doing homework. Next, Hamzah (2011:23) explains that the indicators of students' speaking motivation in learning English come from the intrinsic and extrinsic motivation namely students' desire and want to be successful person, students' encouragement and requirement in learning, students' expectation and ambition for the future, students' reward in learning process, students' interesting in learning, and have the conducive environment.

Furthermore, Clement,et.al(in Dornyei, 2010:112) state that the specific content areas in speaking motivation as follows:

(a)criterion measures (related to intended effort); (b) ideal L2 self; (c) ought-to L2 self; (d) parental encouragement; (e) instrumentality-promotion; (f) instrumentality-prevention; (g) linguistic self-confidence; (h) attitudes toward learning English; (i) travel orientation; (j) fear of assimilation; (k) ethnocentrism; (l) interest in the English language; (m) English anxiety; (n) integrativeness; (o) cultural interest; and (p) attitudes toward L2 community.

Mastering speaking skill is essential to connect to the audience. Widdowson (in Asrida, 2005:14) explains that "speaking is the active or productive skill and makes use of the oral medium. He further argues that communication through speaking commonly performed face to face and occurs as part of dialogue or other forms of verbal exchange." In addition, Wilkins (in Zaim, 2005:24) states that "speaking is the ability to compose sentences is needed but it is not only ability needed because oral communication takes place when someone makes use of sentences to perform a variety of different social nature."

From the above opinions, the researcher can be concluded that speaking is conveying message orally to others and, of course, he/she has to consider the structure and spoken production. Speaking is not only the ability to pronounce sounds or words but also the ability to communicate some ideas which are set and develop

confirming with a speaker or hearer whether the speaker understands or not either the materials of the hearer: whether he is able to adjust calmly to a situation while he is communicating his ideas.

Shumin(in Richard and Renandya, 2002:205-2006) states that there are four factors that affect students' oral communication ability (speaking skill) that are age or maturational constraints, aural medium, socio-cultural factors, and affective factors. The affective factors related to foreign language learning emotions, self-esteem, empathy, anxiety, attitude and motivation.

To be a good English speaker is not easy because there are many factors or components that support speaking skill. Shumin(in Zainil, 2006) the factors or components that support speaking skills are language component and non linguistic component.

Hughes (2003:131-132) states that "the indicators of oral proficiency consists of five components which are vocabulary, fluency, grammar, pronunciation, comprehension". It is expected that by having those skills and components, the students can perform communication well and in turn the goals of teaching can be obtained. Furthermore, Brown and Abeywickrama (2009:219) mention that "the criteria or indicator of speaking skill (oral presentation) involve content (introduction, body, and conclusion) and delivery (gestures, body language, eye contact, voice quality and others)". Thus, it can be concluded that the indicators of speaking skill relate to pronunciation, grammar, comprehension, fluency, vocabulary, delivery (gestures and

body language), content (introduction and conclusion).

Based on the explanation above, there are ten components or indicators in speech process.First, the indicator of pronunciation refers to how well the students pronoun English word. Second, the indicator of structure refers to the form of English sentences that used by students when they have spoken English. Third, the indicator of vocabulary refers to whether the students can use the suitable vocabulary or diction in speaking. Fourth, the indicator of fluency refers to how fluent the students speak. Fifth, the indicator of content refers to how far the students can explain the content or information of their speech in detail. Sixth, the indicator of introduction refers to how the students to develop and consider the speaking situation. Seventh, the indicator of voice quality refers to how the students to control their voice. Ninth, indicator of non verbal communication (gestures and eye contact) refers to how the students can control and manage their non verbal communication effectively. Finally, the indicator of conclusion refers to how the students make the conclusion in order to the audience understanding about their talking about.

Brown and Abeywickrama (2009:213-214) argues that "the oral proficiency scoring categories consists of fluency, pronunciation, task, grammar, vocabulary, and comprehension." In line with Hughes (2003:131-132) and Harris (1974:111-113)state "the same criteria to rate a candidate's speaking proficiency. They are accent, grammar, vocabulary, fluency, and comprehension. Based on each criterion, a candidate's speaking

proficiency is rated using six-point scale".

Then, Knight (1992:295) states that "the criteria of assessing speaking skills are grammar, vocabulary, pronunciation, fluency, conversational skill, sociolinguistic skill, non verbal, and content." Louisiana voices web explains that the criteria for assessing oral presentation, namely, awareness of audience, strength of material/organization, and delivery. Moreover, information technology evaluation services argues that about evaluating students presentation in speaking skill that are organization, subject knowledge, graphics, mechanics, eye contact, and elocution.

Based on the experts above, it can be concluded that speaking skill can be seen in a process of socialization through communication and it has many aspects of language such as pronunciation, structure, vocabulary, fluency, and comprehension, sociolinguistic skill, conversation skill, and others. Based on the criteria proposed above, the researcher used several criteria using 6 point scale, as presented in the following table:

Table 1: Scoring Criteria for Assessing Oral Presentation

No	Aspect/Components	1	2	3	4	5	6
1	Accent/Pronunciation						
2	Grammar						
3	Vocabulary						
4	Fluency (Rate)						
5	Introduction (how effective?)						
6	Content (well organized?)						
7	Voice quality						
8	Non –verbal communication (gestures)						
9	Eye Contact						
10	Conclusion (effective and interesting?)						

Method

The correlational research design was used to see how much the contribution of students' speaking learning strategies and motivation toward their speaking skill. By using Stratified Proportional Random Sampling, 62 students of the semester VI of STAIN Batusangkar in academic year of 2011/2012 were taken as sample.

There were two instruments which were used in this research namely questionnaire and speaking test. The data of students' speaking learning strategies and students' speaking motivation were collected by using questionnaires. While, students' speaking skill data was collected by using speaking test which was helped by two lecturers of English Department of STAIN Batusangkar. The form of speaking test was oral production test (speech), namely student's performance individually in front of class in form of presentation.

After data of speaking skill and data of students' speaking learning strategies and motivation were collected, the collecting data were then analyzed by aid of descriptive and inferential statistic. Descriptive analysis was arranged based on mean score (M) and standard deviation (SD) score. Then, inferential statistic was used to make inference about parameters, based on the statistic from sample. They were some tests: normality, homogeneity, linearity, and multicolinearity testing were applied before preceding the correlation analysis.

Furthermore, data were analyzed by using correlation technique "Product Moment" or single regression technique for hypotheses 1 and 2, and multiple regression technique for hypothesis 3. In analyzing the data, the researcher used correlation technique and multiple linier regressions by using of SPSS program. In this way, it was used to see the influence of independent variables $(x_1, x_2,)$ toward dependent variable(y). Data analysis was expected to draw conclusion whether hypothesis that had been formulated was received or rejected.

Finding and Discussing

1. Data Description

Based on statistical analysis, the general description was shown in the table below:

Table 2: **Statistical Result of Variables of Students' Speaking Learning Strategies and Motivation toward Their Speaking Skill**

	Students' Speaking LS	Students' Speaking Motivation	Students' Speaking Skill
Mean	92.48	133.02	70.63
Std.	8.590	12.467	13.310
Minimu	77	96	47
Maxim	108	157	96
Sum	5734	8247	4379

a. The Description of Students' Speaking Learning Strategies

The data of students' speaking learning strategies was obtained from questionnaire scores. The score was obtained from students who filled the questionnaire. Mean of the score was 92.48, standard deviation of the score was 8.590 and median of the score was 90.50. The highest score was 108, and the lowest one was 77. The graph of the frequency distribution data was presented in following figure:
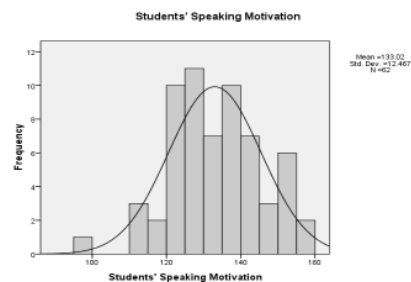
Figure 1: The Histogram of the Frequency Distribution of Students' Speaking Learning Strategies
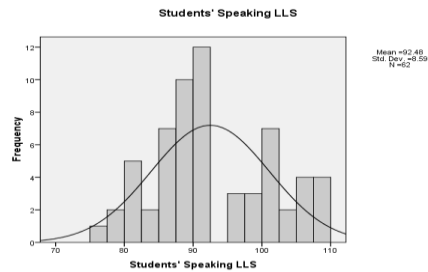
b. The Description of Students' Speaking Motivation

The data of students' speaking motivation was obtained from their raw score of questionnaire. The score was obtained from students who filled the questionnaire. Mean of the score was133.02, standard deviation of the score was 12.467, and median of the score was133.00. The highest score was 157, and the lowest one was 96. The graph of the frequency distribution data was presented in following figure:

Figure 2: The Histogram of the Frequency Distribution of Students' Speaking Motivation


c. The Description of Students' Speaking Skill

The data of students' speaking skill was obtained from their raw score of speaking test. The score was gotten from students who followed the speaking test. Mean of the score was

70.63; standard deviation of the score was 13.310, and median of the score was70.00. The highest score was 96, and the lowest one was 47. The graph of the frequency distribution data was presented in following figure:

Figure 3: The Histogram of the Frequency Distribution of Students' Speaking Skill
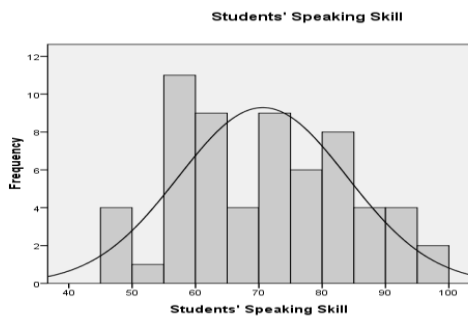
2. Inferential Statistic

The result of testing normality showed that the data of distribution of the three variables were normal. Where, values of asymptotic significant .116, .829 and .516 werehigher than significance table .05.

Then, the result of testing homogeneity showed that $\chi^2_{computed}$ (4.12) was smaller than χ_{table} (5.99) at the level of significance .05. It means that Ho which states the population variance is homogeneous accepted. It can be concluded that the data derived from homogeneous population.

Furthermore, based on the data analysis by using SPSS program was gotten the result of analysis was linear. The linearity was about 24.699 if it was compared with F-table on σ =.00 (4.98), it saw that F-calculated was greater than F-table. Ho was rejected. Thus, the multiple regression ($\grave{Y}$= -39.952 + 0.861X_1 + 0.233X_2) could be used as taking the conclusion of the independent variables with the
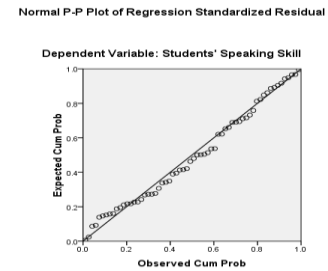
dependent variable. It could be shown on the figure below:

Figure 4: Normal P-P Plot of Regression Standardized Residual

Finally, the result of testing multicolinearitywas shown that the marks of VIF (1.203) are near to one for all independent variables and also tolerance (.831).It can be concluded that in regression on independent variables toward dependent variable did not have the multicolinearity to independent variables.

3. Hypothesis Testing

Based on statistical analysis of the hypothesis testing, there are three findings which would be discussed here:

a. There Is Contribution of Students' Speaking Learning Strategies toward Their Speaking Skill.

The research finding showed that there were positive and significant contribution students' speaking learning strategies toward their speaking skill at semester VI of STAIN Batusangkar. The contribution is 41.6%. It means that if students have good speaking language learning strategies, they can improve their speaking skill. On the other hand, students cannot improve their speaking skill if they do not have any good speaking language learning strategies.

In line with Oxford (1990:1) states that learning strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency or speaking skill and greater self-confidence. It can be concluded that speaking learning strategy is important for students to improve their speaking skill. They can speak English very well when they have good speaking strategy. On the other hand, they cannot speak English well if they do not have good speaking strategy.

b. There is contribution of students' speaking motivation toward their speaking skill.

Research finding showed that there was positive and significant contribution students' speaking motivation toward their speaking skill at semester VI of STAIN Batusangkar.The contribution is 19.9%. It means that the students who want to be skillful in speaking, they must have motivation. They will not be able to speak if they do not have motivation to understand speaking component. Even though they have understood all aspect of speaking, but they will not be able to speak something if they are not motivated to learn how to speak effectively. In short, speaking ability will not be constructed without having motivation.

Yasin in Syafrin (2005:9) states that "attitudinal and motivational factors have more to do with the successful attainment of communication language skills in second language." Via attitude,

motivation and self-discipline/learning strategy teachings variable can play its role in gaining the ability in speaking. Furthermore, Shumin in Richard and Renandya (2002:205) states that "there are four factors that affect students' oral communication ability (speaking skill) that are age or maturational constraints, aural medium, socio-cultural factors and affective factors." The affective factors related to foreign language learning emotions, self-esteem, empathy, anxiety, attitude and motivation.

Students' speaking motivation not only comes from the inner side but also from outer side, mainly from their lecturers. The lecturers have to motivate their students in order to make them diligent to study and to master speaking lesson. In students' university level, they are expected to have the independent learning because they are demanded to reach the goal teaching and learning process. Then, they can improve their speaking skill.

It can be concluded that student can improve their speaking skill if they have high motivation and good independent learning. On the other hand, they cannot improve their speaking skill when they do not have high motivation and good independent learning.

c. There Is Contribution of Both Students' Speaking Learning Strategies and Motivation toward Their Speaking Skill.

These result showed that there was positive and significant contribution of students' speaking learning strategies and motivation toward their speaking skill at semester VI of STAIN Batusangkar. The contribution is 45.6%. Generally, it is

line with the theoretical that mentioned before, there are many factors that might affect or contribute to students' achievement in English learning. Students' speaking skill is affected by several factors, which are internal factor and external factor. The external factors come from outside of the students such as learning sources, lecturer, and method of teaching. Meanwhile, the internal factors which come from inside of the students selves such as motivation, IQ, learning strategy, and others.

In speaking, language learning strategies and motivation can improve students' speaking skill. It means that if students have good language learning strategies and high motivation, they will get good mark and can communicate each other. On the other hand, if students do not have any good language learning strategies and high motivation, they will not get good mark and cannot communicate each other in English. In other word, researcher can say that students can speak English very well if they have good language learning strategies and high motivation to learn English language. It means that language learning strategies and motivation can give the positive contribution for teacher, student and school.

Conclusion

Based on the research findings above, it could be concluded that: (1) there is positive and significant contribution of students' speaking learning strategies toward their speaking skill. The contribution of students' speaking learning strategies was 41.6% toward their speaking skill and effective contribution was 45.66%, (2) there is positive and significant contribution of students' speaking

motivation toward their speaking skill. The contribution of students' speaking motivation toward their speaking skill was 19.9% and effective contribution was 21.84% and (3) there is positive and significant contribution of both students' speaking learning strategies and motivation toward their speaking skill. The contribution of both students' speaking learning strategies and motivation altogether toward their speaking skill were 45.6% and effective contributions were 67.5%. It means that 54.4% of students' speaking skills were affected by other factors such as attitude, self-confidence, IQ and many others.

Suggestion

Based on the conclusions previously stated, several suggestions are proposed, first, students should learn and use their understanding of speaking strategies and have motivation in speaking activities to improve their speaking skill.Second, students are suggested to seek more speaking learning strategies and improving motivation in the books, journals, internet, and so on to add more information about the latest speaking learning strategies and motivation that could be applied in their speaking activity.Last but not least, it is suggested to other researchers to investigate other factors that can affect speaking skill in order to have brief description about the factors that contribute speaking skill both internal and external factors.

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