EFL Students' Speaking Motivation in Speaking for Informal Interaction Class at English Department UNP

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Article History

Keywords:

Abstract

This study aims to determine the level of speaking motivation of EFL students. The sample of this study consisted of 31 students who had participated in the Speaking Informal Interaction class in the English Department of UNP in the 2019 academic year. This research was a survey by distributing questionnaires and the results of the questionnaire were analyzed quantitatively and descriptively. Students were given a questionnaire to find out their level of speaking motivation. The questionnaire used is the Attitude / Motivation Test Battery (AMTB). The results of this study indicate that in grades K5-19 in the course Speaking for Informal Interaction they have a high level of speaking motivation and a few of them have a moderate level. None of them are at a low level of motivation. It can be concluded that this class has very high speaking motivation.

INTRODUCTION

In this global era, the ability to speak foreign languages, especially English, is a must. Jobs, scholarships, and outreach mostly require good English language skills. Currently, foreign workers are free to enter and exit our country, so without adequate English language skills, it becomes difficult to compete. This includes not being able to take advantage of opportunities to work abroad even though they have expertise in certain fields. Supported by Maulana, Wahyuni, & Siregar (2018) argues that English is a consideration to face the new globalization, people who cannot speak English will be left far behind even to achieve success.

However, there is very little public awareness of learning English. In addition, difficult and boring excuses discourage society from encouraging their children to seriously study them. Parents should realize that learning English is very important

for children, so parents must motivate children to learn and not be afraid of English anymore.

The motivation for learning English varies. An individual can learn English because he has an interest in the language, for example, he wants to work in a foreign language country so that having English language skills is necessary. Besides, someone learns English because he wants to learn the culture of other nations.

Motivation is used as an effective tool in considering the failure or success of a learner. Dörnyei (1998) states that motivation is one of the key factors in learning to speak English. Motivation is an effort made to create certain situations so that someone has the desire to do something that can be obtained from external or internal factors. In the learning process, motivation has an important role because motivation can foster interest in learning. Siska (2015) reported that motivation is a very important aspect that can help students to speak English as a foreign language. Someone motivated will study harder than someone who is not motivated.

Students in learning English are required to master three aspects of language, namely pronunciation, grammar, and vocabulary. These three aspects are realized in four language skills, namely listening, speaking, reading, and writing skills. One aspect of language that students must master is speaking because speaking skills support other skills. Speaking skills are not a skill that is directly owned by every individual but needs practice and direction.

UNP's English Language Education students have varying proficiency in English. The motivations that underlie students in taking English Education majors must be different. Therefore, the researcher wanted to conduct research on the motivation of English Education students in speaking English to find out what the level of motivation to speak English education students.

Several studies have also conducted research on student motivation in speaking English. For example, Siska (2015) researchers became aware of the importance of motivation so that researchers conducted research by applying films as a learning medium and this study aimed to determine whether students' speaking motivation could be improved by using this medium. Oktaiany, Suhartono, & Supardi (2015) this study is to determine whether the English Zone in the International English Course can motivate students to speak English or not. This research was conducted on students of the Pontianak English International Course for the 2014/2015 academic year. Putri (2016) this study aims to determine student motivation in learning to speak. Ihsan (2016) investigated students' motivation in speaking English. Susilowati (2017) this study is a study to determine student motivation in speaking through talking sticks and snowball throwing. Badroeni (2018) this research analyzes the application of active learning strategies to increase student motivation in speaking English. Jabri (2018) this study aims to determine whether students are motivated to speak English by using communication games and also to determine the role of students. Astuti (2019) This study uses a correlational design, which is to determine the level of student achievement motivation and their speaking performance. Maulana, Ikhsanudin, & Suhartono (2020) investigated the factors that influence students' motivation to speak in group discussions.

METHOD

This research is a survey by distributing a questionnaire adapted from Attitude Motivation Test Battery (AMTB) by Gardner (2004), then the results of the questionnaire will be analyzed quantitatively and descriptively. Data was collected through a questionnaire distributed to respondents, namely students of the UNP English Department of Education. The questionnaire consists of 30 questions consisting of extrinsic and intrinsic factors. Extrinsic consists of lecturers (12 items), parents (6 items), and environment (6 items). Intrinsic consists of effort (6 questions), desire (5 questions), and attitude (1 question).

Data collection in this study was carried out using random sampling techniques. This technique is that all existing classes are randomly selected. The selected class is only one class. In the Department of English Education, UNP, in 2019, there are about 5 classes. From these five classes, one class was selected for the sample of this study. the selected class is class K5-19.

Table.1 Indicators of The questionnaire Speaking Motivation adopted from The Attitude/ Motivation Test Battery by R.C Gardner (2004)

Motivation Subtypes	Aspects		Indicators	Statements	
				(+)	(-)
Extrinsic	Lecturers		Lecturer encouranges students to learn English, such as:	1	4
		a.	Lecturer gives reward to students.		
		b.	Lecturer becomes an inspiration.	2	5
		c.	Lecturer uses interesting method in teaching.	3	6
	Parents		Parents encourange students to learn English by:	7	10
		a.	Asking students to follow English prive course.		
		b.	Helping students to overcome difficulties.	8	11
		c.	Giving rewards to students.	9	12
	Environment		Environment really influence students' ability to speak, such as:	13	16
		a.	The situation in the classroom is very interesting.		
		b.	Students are easy to speak wherever they are.	14	17
		c.	Students have high confidence to speak.	15	18
Intrinsic	Effort		Students attempt to learn English hard by:	19	22
		a.	Practice English Everyday.		
		b.	Asking to lecturer when getting difficulties.	20	23
		c.	Doing English assignment.	21	24
	Desire	a.	Students have strong desire to be able to speak English.	25	
		b.	English is very important for students' carrier in the future.	26	28
		c.	Students exercise English by watching English program on television	27	29
	Attitude	a.	Students considered English as an interesting lesson.	30	

Table 2 Mean Range for Motivation Level by Tahernezhad, Behjat, & Kargar (2017)

Mean Range	Interpretation
1.00-2.33	Low degree of Motivation
2.34-3.67	Moderate degree of Motivation
3.68-5.00	High degree of Motivation

RESULT AND DISCUSSION

Respondents of this study were students of class K519 who had taken the 2019 English Department Speaking for Informal Interaction subject at UNP. This research questionnaire is an adaptation of the Attitude Motivation Test Battery (AMTB). The questionnaire uses a Likert scale with points 5 (strongly agree), 4 (Agree), 3 (Neutral),

2 (Disagree), and 1 (strongly disagree). After all the data is collected. Researchers analyzed the level of speaking motivation possessed by students in grades K5-19. The following is the data from the speaking motivation.

Table 3. Descriptive Statistics from speaking motivation data

Students	Minimum	Maximum	Sum	Mean	Level
S.1	3	5	130	4.33	High
S.2	1	5	110	3.67	Moderate
S.3	1	5	115	3.83	High
S.4	1	5	99	3.30	Moderate
S.5	2	5	124	4.13	High
S.6	3	5	113	3.77	High
S.7	3	5	120	4.00	High
S.8	2	5	112	3.73	High
S.9	1	5	108	3.60	Moderate
S.10	3	5	132	4.40	High
S.11	1	5	123	4.10	High
S.12	2	5	106	3.53	Moderate
S.13	2	5	116	3.87	High
S.14	1	5	110	3.67	Moderate
S.15	3	5	119	3.97	High
S.16	2	5	134	4.47	High
S.17	1	5	118	3.93	High
S.18	1	5	113	3.77	High
S.19	1	5	130	4.33	High
S.20	2	5	121	4.03	High
S.21	2	5	108	3.60	Moderate
S.22	2	5	119	3.97	High
S.23	1	5	102	3.40	Moderate
S.24	3	5	111	3.70	High
S.25	2	5	132	4.40	High
S.26	2	5	116	3.87	High
S.27	1	5	109	3.63	Moderate
S.28	1	5	107	3.57	Moderate
S.29	1	5	128	4.27	High
S.30	2	5	114	3.80	High
S.31	1	5	108	3.60	Moderate

In table 1 of the speaking motivation data, it can be seen that the sample is 31 students. The minimum score for student answers is point 1 (Strongly Disagree), point 2 (Disagree), and point 3 (Neutral). 14 students answered that the minimum score was point 1 (strongly disagree), 11 students answered that the minimum score was point 2 (disagree), and 6 students answered that the minimum score was point 3 (neutral). For the maximum score, all student answers are point 5 (Strongly agree). From the data above, it can be concluded that 9 students with a mean range of 3.30 - 3.67 were at a moderate degree of motivation, and 22 students with a mean range of 3.70-4.47 were at a high degree of motivation level.

Results of Students' Speaking Motivation

The Speaking Motivation questionnaire is a questionnaire used to measure the level of speaking motivation possessed by students. Based on the data obtained, the number of data is 31 students, the lowest score is 99, and the highest score is 134, the

average score is 116.35, and std. The deviation is 9,286. Below is a table of descriptive statistics on the results of the FLSAS:

Table 4. Descriptive Statistics of Speaking Motivation

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
AMTB	31	99	134	116.35	9.286
Valid N (listwise)	31				

To find out the level of student motivation based on the Speaking Motivation Scale score can be seen in the table below:

Table 5. Speaking Motivation Level Frequency

No	Level	Mean Range	Frequency
1	Low degree of Motivation	1.00-2.33	0
2	Moderate degree of Motivation	2.34-3.67	9
3	High degree of Motivation	3.67-5.00	22

From the speaking motivation level data, it can be seen that the students in the Speaking for Informal Interaction class are at a high level of motivation. The results of the data stated that 9 students were at a moderate level and 22 students were at a high anxiety level, while there were no students with a low level of motivation.

Discussion

The students' speaking motivation questionnaire data in the Speaking for Informal Interaction class has a minimum score of 99 and a maximum of 134. From the speaking motivation data, it can be said that student motivation is high (9 students are at a moderate level of motivation and 21 students are at high motivation level). The speaking motivation of students in the Speaking for Informal Interaction class has a minimum score of 99 and a maximum of 134. From the speaking motivation data, it can be said that student motivation is high (9 students are at the moderate level of motivation and 21 students are high motivation level).

From the data that has been presented, it can be stated that in grades K5-19 in the Speaking for Informal Interaction course they have a speaking motivation level, which is more at the high degree of motivation level, and less of them have a moderate degree of motivation. None of them have a low degree of motivation. It can be concluded that their speaking motivation is very high.

In the English education study program, the Speaking for Informal Interaction Class is a class at the initial level of several speaking subjects taken by students. Even though the class sample from this research is their initial stage in the speaking field, other subjects also require them to speak English. Therefore they have high enthusiasm in speaking English.

CONCLUSION

The level of speaking motivation of K5-19 students in the Speaking for Informal Interaction class is the high degree of motivation. There are 22 students in this class who have a high level of motivation, 9 of them have a moderate level of motivation.

In terms of speaking motivation, none of the students have a low level of motivation to speak. This is because the samples of this study are new students, so they have high enthusiasm and motivation to learn and practice their abilities.

SUGGESTION.
Based on these findings, researchers provide suggestions for further researchers. Future researchers who are interested in conducting research similar to this research can use this research as a reference to support their research. However, further researchers are expected to be able to take more samples in their research because the sample of this study was only 31 students consisting of one education class in the English Department of Padang State University. Further researchers are also expected to add instrument files such as interviews and classroom observations in data collection for their research because this study only uses a questionnaire to assess speaking anxiety and speaking motivation in assessing students' speaking ability. This is because the situation in the COVID-19 period did not allow researchers to collect data by making classroom observations and for interviews that could be conducted online but the researchers did not. This study has many limitations and it is suggested to future researchers to conduct better research methods

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