

# **Improving Students' Motivation and Speaking Skill through Negotiated Materials at Management Students in University of Pasir Pengaraian, Rokan Hulu, Riau**

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## *Abstract*

The purpose of this research was to improve the students' motivation and speaking skill through negotiated materials. Negotiated materials means that materials come from discussion by Lecturer and students and these negotiated materials which are based on their students' study program (Management). Motivation means those students' effort plus desire in speaking activity or in other words students' motivation in speaking. While speaking skill means that the capacity of the students to present their materials in front of the class. The participants of this research were the Second Semester students of Management Study Program at University of Pasir Pengaraian, Rokan Hulu, Riau. This class consisted of 38 students. One of the English Lecturer took part in this research as collaborator to assist the implementation of Negotiated Materials, particularly in observing the students' activities in the teaching and learning process. The method of this research is classroom action research that consisted of three cycles with nine meetings for each. The data were collected through observation checklist, interview, field notes and test.

Based on the data analysis of three cycles, it can be concluded that the Negotiated Materials could better improve the students' motivation and speaking skill. The speaking skill of the students was improved and the students could be involved in teaching and learning process, they became creative, they asked more questions, worked independently and has more aspirations. In addition, Negotiated Material can make the condition of teaching and learning process more communicative as well

**Key words:** Negotiated Material, Students' Motivation, and Students' speaking skill.

## **Introduction**

### **a. Background of the Problem**

Basically, English Lecturer have introduced students many strategies and techniques in order to make them able to communicate, including Lecturer in University of Pasir Pengaraian. Some methods have been applied in teaching and learning process, but in reality most students still face difficulty to express their ideas more over to speak. It can be seen from the percentage of First Semester of Management students in speaking score at last semester 2013/2014, only 10% of the students got "A-", 15% of the students got "B", 25% of the students got "C" and the last 50% of the students got "D". From this percentage we can conclude that the first semester of management students in University of Pasir Pengaraian absolutely have difficulty in speaking.

Based on the researcher's experience and observation as English lecturer in University of Pasir Pengaraian, the students' problem in speaking could be influenced by many factors. The factors may come from the students, the lecturer, or the materials given.

One of the factors comes from the students is that they cannot produce some words or sentences, because the lack of vocabulary and practice. The students feel silly in speaking since they know they will make mistake. It is not easy for them to state their ideas because they need to memorize some grammatical rules. They cannot express their ideas because they do not know

much about what people say. These situations will cause lack of motivation of the students to speak.

The factors that come from the lecturer may concern with the teaching method. Some of the Lecturer still uses lecturer-centered method in learning teaching process. This method cannot give students autonomy to express or create their thought or ideas in communication. So the lecturer must move on to the other method that allows students to be more interactive.

The last factor is materials given by the lecturer. Mostly, students are never given any chances to decide by themselves what materials they want to learn and how they learn it. So far lecturer always comes to the class with materials that has been prepared based on the curriculum the government made and the materials is not fully what students want. Students may come to the class just because they do not want to be absent as the frequency of their presence may be counted to determine their final mark. This means students have low motivation to study more over to speak English.

When Lecturer wants to have more motivated students, they should think about how to find out what students want to have and how they want to learn it. According to Silberman in Emilia (2001), enjoyment of one's work and pride in one's accomplishments are important motivations. Someone may enjoy and learn his work if he is interested in it. They can select the materials and topics that are meaningful for them and directly find how they want to learn it. After finding what the students want, lecturer has to make a list of materials based on it. Negotiated materials, on the other hand, is designed based on what students want. It allows learners' participation in selecting the materials, mode of working and assessment so they have a choice and self-expression.

Based on the explanation above, the researcher concludes that suitable way to improve students' motivation and speaking skill is through negotiated-materials. Negotiated materials are used because this method is available for students. It gives the students chance to choose the materials that encourage them to speak and automatically build their motivation to speak. Therefore, the researcher intends to do a research in applying these negotiated materials in class. The research will be conducted to the second semester of management Students University of Pasir Pengaraian, where the researcher does the teaching and learning process every week. So, the title of this research is improving students' motivation and speaking skill through negotiated materials at management students in University of Pasir Pengaraian Rokan Hulu.

## **Discussion**

### **b. Description and Analysis of the Data**

Based on the purpose of the research, this classroom action was conducted to find out whether the students' speaking skill better improved by applying the Negotiated Material. This technique was applied at Second Semester of Management students in Unversity of Pasir Pengaraian in 2013-2014 Academic Years. It was conducted in three cycles; each cycle had three meetings; each meeting was in 3 x 45 minutes.

Each cycle in this classroom action research consisted of four phases; planning the research, acting the research, doing the observation and reflecting to what was found in three previous phases. The reflecting phase was as the base to go to the next cycle. Some finding started from what were found before the classroom action research, in cycle 1, cycle 2 and cycle 3.

Before conducting the classroom action research, the researcher had given the students preliminary questionnaires. This was meant only to get the data about the students' speaking condition and the ways the students learn English. From the students' responses, the researcher summarized that most of the time the students are nervous when pronouncing English word. This makes them ashamed of making mistakes when they start to speak. Yet, most the students are still thinking about grammar if they want to talk in English: with their friend or with their lecturer. Their responses showed that most of the students even cannot tell their personal details correctly.

- b. Data collected about the Improvement of the students speaking proficiency in each component from the Average of speaking skill in every Cycle

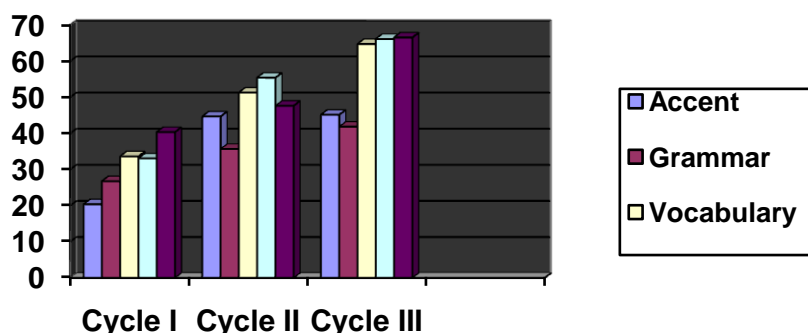
The Level of the Students speaking skill based on their Average Score

No	Component of Speaking Proficiency	The Average of Speaking Skill Cycle I	The Average of Speaking Skill Cycle II	The Average of Speaking Skill Cycle III
1	Accent	Poor	Average	Average
2	Grammar	Fair	Fair	Average
3	Vocabulary	Fair	Average	Good
4	Fluency	Fair	Average	Good
5	Comprehension	Fair	Average	Good

- c. The increase of the students' speaking Proficiency in each component in percentage from the average in every cycle as can be seen in from Diagram below:

Diagram

The Improvement of Students' Speaking proficiency in each component.

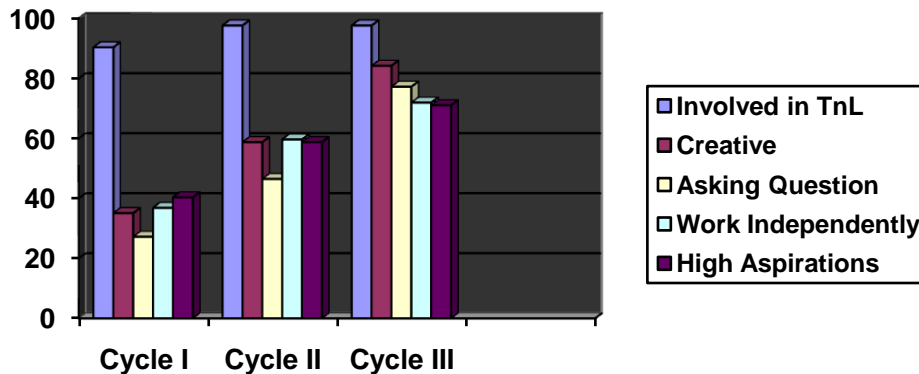


From the data above, it can be understood that their accent became better from the average of speaking test in cycle I (20,39) to (44,70) in the average of speaking test in cycle II and to (45,17) in the average of speaking test in cycle III. It can be read that the students' mastery on grammar better improved from (28,78) in the average of speaking test in cycle I to (35,70) in the average of speaking test in cycle II and to (41,87) in the average of speaking test in cycle III. According the data above there was an increase on the students' mastery in vocabulary: from (33,65) in the average of speaking test in cycle I to (51,30) in the average of speaking test in cycle II and to (64,77) in the average of speaking test in cycle III. Their fluency in pronouncing words and sentences became better: from (33,08) in the average of speaking test in cycle I to (55,43) in the average of speaking test in cycle II and to (66,14) in the average of speaking test in cycle III. The last, the student's comprehension throughout the three meetings showed an improvement: from (40,38) in the average of speaking test in cycle I to (47,66) in the average of speaking test in cycle II and to (66,56) in the average of speaking test in cycle III.

- d. Data collected about the Improvement of the students' motivation in each component in every Cycle in percentage (%)

To measure the Improvement of students' motivation through Negotiated Materials, the researcher asks the collaborator to fill observation checklist. This observation checklist consists of five indicators that indicate students' motivation in speaking based on Brophy (1997). In this case, the researcher takes the data from the students' motivation in every cycle and every meeting

Diagram  
The Improvement of the Students' Motivation in each component in Percentage (%)



From the data above, it can be understood that there was an improvement of students' motivation in three cycles in each indicators.

- a. The involvement of management students in teaching and learning process was increase from 90,34% in cycle I to 97,36% in cycle II and III. It's show that they were interesting in following the learning process through Negotiated Materials based on the Current Syllabus.
- b. Creativity of Management Students also had improvement from 35,08% in cycle I to 58,76% in cycle II until 84,20% in cycle III. In this case, the creativity of the students can be shown from their work, their discussion since the teaching and learning process
- c. There was also an Improvement of the students in asking questions. 27,19% in cycle I to 46,48% in cycle II until 77,21% in cycle III. The students asking question about the topic that they did not understand and how to present their topic in front of the class.
- d. Students' Independently in learning process had also improve from 36,84% in cycle I to 59,64% in cycle II until 71,92% in cycle III. It can be seen from the curiosity of the students in learning process
- e. Students' aspiration in teaching and learning process had also increase from 40,34% in cycle I to 58,76% in cycle II until 71,04% in cycle III. It can be seen from their participation in their group of work since the teaching and learning process.

## Discussion

Based on the findings throughout the observation, field note and speaking test it can be concludes that:

1. In the first meeting in cycle I, most of the students couldn't get involved in the teaching and learning process in speaking by using Negotiated Materials. It was because most of them still confused and couldn't know what does the topic of their presentation means because there were some weaknesses in term of speaking skill. In the second meeting of cycle I, the researcher give more chance for the students to work in their group of work and discuss about their each topic to improve their comprehend and the result of their speaking test was not really increased. In the third cycle in cycle I, the researcher still tried to improve their understanding about the topic because the researcher thought the more the students understand about the topic the better presentation they did. So the researcher asks the students to answer some questions related to their own topic.

2. In the first meeting in cycle II, the researcher focused on the vocabulary of students speaking skill. In the research, the researcher still used Negotiated materials and asks the students to discuss their own difficult word to their group of discussion. In the second meeting, the researcher asks the students to share in their group activity about their topic in terms of grammar. And the last meeting in cycle II, the researcher used Negotiated materials and asks the students made the main point in their each topic.
3. In the third cycle also consists of three meetings. In the first meeting in cycle III, in order to improve the student speaking skill in another indicator, the researcher ask the students to hear to Lecturer' pronunciation about their topic so it could be increased their accent In their presentation. In the second meeting in cycle III, the researcher focused in their fluency in speaking skill. Here, the researcher asks the students to practice aloud in their group discussion even in their home. In the last meeting on the third cycle, the researcher could find the improvement of the students speaking skill based on the each indicator by using Negotiated materials.

## **Conclusions**

### **a. Conclusion**

Based on the result of the research or findings, it can be concluded that:

1. Negotiated materials helpful teaching and learning process and made the students motivated and actively involved in speaking activity
2. Negotiated Materials helped the students develop better group work activities and made the students has high motivation to speak
3. Negotiated Materials could minimized the students' passiveness in the process of teaching and learning to speak
4. Negotiated materials guided the students to communicate especially based on students' background knowledge
5. Negotiated materials gave chance to the students to choose the topic for their speech and also build their motivation to speak

Besides, it can be concluded that there were some factors influences students' speaking skill and motivation through Negotiated Materials:

### **a. Some Factors influence the improvement of students' speaking skill**

#### **1 Negotiated Materials**

The materials that they have also take the influences in the Improvement of students' proficiency. In this case, because all of the students come from management students, the materials were also some topic that related to their background knowledge. So, the Negotiated Materials that the researcher conducted was really helped the students to increase their skill in speaking and it can be seen from the improvement of their speaking proficiency in every cycle

#### **2. Discussion**

The improvement of students' speaking skill in every cycle was also influenced by the discussion that the students did in their group of work. In this discussion, the students sharing about the topic means until they try to increase their comprehending about the topic by answering the question related to the topic that they has.

#### **3. Practicing**

The improvement of the students' speaking skill in every cycle was also influenced by practicing. From interview that the researcher did to the students it can be seen that the students' always practicing their topic was not only in classroom but also in their home, and sometimes they ask their friends to listen to their topic before their presented in front of the class.

#### 4. Lecturer

In this case, the lecturer tried to give a model to the students to present their topic and how to pronounce some difficult words

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