

**MOTIVATIONAL ACTIONS USED BY THE ENGLISH
TEACHERS TO MOTIVATE STUDENTS TO SPEAK
AT SENIOR HIGH SCHOOLS IN SOLOK**

THESIS



BY

**LELI LISMAY
51477**

**ENGLISH EDUCATION SECTION
LANGUAGE EDUCATION PROGRAM
GRADUATE PROGRAM
STATE UNIVERSITY OF PADANG
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ABSTRAK

Leli Lismay. 2013. Tindakan Memotivasi yang Digunakan oleh Guru Bahasa Inggris untuk Memotivasi Siswa Berbicara di SMA N Se-kota Solok. Tesis. Jurusan Pendidikan Bahasa . Konsentrasi Pendidikan Bahasa Inggris. Program Pascasarjana Universitas Negeri Padang.

Penelitian ini dilatarbelakangi oleh kurangnya tindakan memotivasi yang digunakan oleh guru bahasa Inggris dalam pengajaran berbicara bahasa Inggris. Hal tersebut menyebabkan rendahnya motivasi siswa untuk berbicara bahasa Inggris. Tujuan dari penelitian ini adalah untuk menjelaskan tindakan memotivasi yang digunakan oleh guru bahasa Inggris untuk memotivasi siswa untuk berbicara di SMA N se-kota Solok. Penelitian ini dilakukan pada kelas satu SMA N se-kota Solok. Berdasarkan pengamatan awal peneliti dan wawancara dengan beberapa siswa, kebanyakan dari mereka tidak bisa berkomunikasi dalam bahasa Inggris. Oleh karena itu, guru yang mengajar di SMA seharusnya memberikan tindakan memotivasi dalam pengajaran. Bagaimanapun juga, guru masih ragu untuk menerapkan tindakan memotivasi dalam pengajaran berbicara.

Jenis penelitian ini adalah deskriptif kualitatif yang menggunakan pendekatan fenomena yang ada. Sumber datanya adalah semua informasi yang terkait dengan tindakan memotivasi yang digunakan oleh guru bahasa Inggris dalam mengajar berbicara bahasa Inggris. Sumber data di ambil dari semua guru bahasa Inggris yang mengajar di SMA N se-kota Solok dan informan penelitian adalah guru bahasa Inggris yang mengajar di kelas satu. Data diambil dengan cara observasi dan rekaman menggunakan handycam. Hasil

Hasil penelitian ini menunjukkan bahwa dari sepuluh indikator tindakan memotivasi yang dikemukakan para ahli, guru bahasa Inggris di SMA N se-kota Solok hanya menerapkan enam indikator. Tindakan memotivasinya adalah; menggunakan alat dan media, memberikan kesempatan kepada siswa untuk menunjukkan kemampuannya, memberikan pujian, membuat situasi yang menyenangkan, memberikan ekstra poin, dan memberikan contoh yang positif. Guru bahasa Inggris di SMA N 3 Kota Solok telah menerapkan tindakan memotivasi dengan baik, tetapi guru di sekolah lain harus bisa meningkatkan penerapan tindakan memotivasi dalam pengajaran berbicara bahasa Inggris. Dapat disimpulkan bahwa tindakan memotivasi yang dilakukan oleh guru bahasa Inggris kurang. Sehingga siswa SMAN solok tidak mampu berbahasa Inggris.

Key Terms: Tindakan Memotivasi, pengajaran berbicara bahasa Inggris, Sekolah Menengah Atas.

ABSTRACT

Leli Lismay. 2013. Motivational Actions Used by the English Teachers to Motivate Students to Speak at Senior High Schools in Solok. Thesis. English Education Section. Graduate Program. State University of Padang.

The background of the research was lack of motivational actions used by the English teachers in teaching speaking English. It caused students' motivation remains low. This research aimed at describing the motivational actions used by the English teachers to motivate students to speak at SMA N in Solok. This was conducted at the first grade. Based on the researchers' pre observation and interview to some students at the first level of university, many of them are not able to communicate in English orally. Thus, the teacher who taught at SMA should give motivational actions in the class while teaching. However, the teachers are still confused how to apply the motivational actions in teaching speaking.

The research was classified into descriptive qualitative which uses phenomenological approach. The sources of data were all the information related to the motivational actions used by the English teachers in teaching speaking. Sources of the data were all the English teachers who taught at SMA N in Solok and the informant was all the English teachers who taught at the first grade of SMA N in Solok. The data were taken through observation, and recorded activities.

The finding of the research shows that among ten indicators of motivational actions suggest by expert, the English teachers at SMA N in Solok only applied six of them. The motivational actions were: using visual aids, making a fun situation, giving praise, giving direct rewards, giving chance to show ability and giving positive example. The teachers at SMA N 3 Solok have applied motivational actions successfully but the other teachers have to increase their motivational actions in teaching speaking. In conclusion, it was explained that motivational actions used by the English teacher to motivate students to speak English was poor. Because of that most of the students in SMAN in Solok was not able to speak English.

Key Terms: Motivational Actions, Teaching Speaking, Senior High Schools

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Padang, February 2013

The researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English, as a foreign language in Indonesia, has an important role in supporting national competencies. It is studied by the students from elementary schools to universities. Students are expected to have communicative competence in spoken and written. According to Well (in Depdiknas 2006) there are four levels of literacy namely; performative, functional, informational, and epistemic. In performative level, the students are able to read and write the symbols of the language, in functional level the students are able to use the language to fulfill their daily needs, in informational level the students are able to access the knowledge by using the language, and in epistemic level the students are able to express the knowledge into target language.

The government stated the objective of English teaching at senior High School, based on “*Kurikulum Tingkat Satuan Pendidikan*” (KTSP)”, are directed to develop the students’ ability to reach the informational literacy level. In the regulation, the four skills should be mastered by the students in order to reach informational literacy level. They are listening, speaking, reading, and writing. By requiring those skills, the students are expected to increase the ability in competing in international world. The objective of English teaching at senior high school are not only to enable students to speak English orally but also to enable

them to have the competencies in using English as a tool of accessing the knowledge through language itself.

Speaking is one of the English skills that should be mastered by the students besides the other skills like listening, reading, and writing. In speaking, the students are expected to be able to speak English, whether it is the short or long dialogues. They are also expected to pronounce the words properly in order to be able to communicate with others. Some people say that speaking is difficult skill for foreign language learners because it is not only memorization or repetition but more to make the meaningful communication.

Based on the researcher's observation to some students at the first level of university of Mahaputra Muhammad Yamin Solok. From 40 students in one class, 30 of them cannot speak English well. It can be said that many of them are not able to communicate in English orally, even in simple dialogue. During the teaching and learning process, the students just kept silent. Just few students actively response the lecturers speech. Meanwhile, some of them used *Bahasa Indonesia* and other students used their mother tongue to respond the lecturer's speaking. They were not motivated to use English, probably because it is easy for them to express their ideas and feeling in *Bahasa Indonesia* used in teaching speaking when they were at senior high schools, they answered that most of the teachers only asked them to repeat the sentences, memorizing the dialogues, even drilling what teachers say without giving them any motivation.

Furthermore, the researcher also did pre-observation to some of the senior high school in Solok, at that time many of them were not able to communicate in

English orally, even in simple dialogue. During the lessons, many students just kept silent. Meanwhile, few students used Bahasa Indonesia and mostly used their mother tongue while responding what their teacher said. They were not motivated to use English, possibly because it was easier for them to express their feelings and ideas in their mother tongue.

Then, the students are not interested in learning speaking and many of the students are not motivated. This condition causes the students low in competences of English, especially speaking. Actually the teacher can give motivational actions in teaching speaking. Those are very important for the teachers to apply in order to have a dynamic class in teaching speaking.

Therefore, motivation is very important to make the students be able to speak in English. Students who have motivation in learning will have much interest and attention to the learning process. Moreover, they will be more creative and serious in learning. They will be not bored or give up to the task given by the teachers. They will think that the task given is something interesting for them. On the other hand, student who has low motivation will try to avoid any kind of task, they will think that it is useless and do not give contribution to them.

Actually, motivation is very important in learning speaking. As Adam and Faust in Prayitno (1989) state that students who have high motivation in learning will show their big interest and full attention to their learning task. Moreover, they will be more concentrated and serious in learning without getting bored or giving up easily. In this case, teachers should think some ways to motivate their students to speak in English. They need to create interesting lessons in which the students'

attention is gained. A good teacher should consider the suitable technique in teaching speaking. As the focus of teaching speaking; to improve the oral production of students, it requires the teacher not only to create a warm and humanistic classroom atmosphere, but also to provide each student with a turn to speak. In addition, Nunan (1991:3) writes that if students do not learn how to speak or do not get any opportunity to speak in the language classroom, they may soon get de-motivated and lose interest in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English classroom a fun and dynamic place to be. In short, one way to motivate students to speak is by giving them opportunity to express their feeling and ideas orally.

Base on the situation, to motivate students actively in speaking especially for senior high school students, the teachers need to give motivational actions in the class while teaching. Especially at the first class of senior high school, because if they have a big motivation in speaking, they will have self confidence and it will help them to be good in speaking. There are sort of motivation that can be applied in teaching speaking, such as tell a story, give praise, direct reward, play games, and many others which may help to motivate student to improve speaking proficiency.

At senior high school in Solok, especially on the first class, it was found that the process of teaching and learning English does not yet run well. they learn English 6 hours every week. They also get extra class for English namely English day on Saturday. On that day, the students should speak English all day. But in fact, the students only want to practice English if they saw a teacher. Ideally, they

should be more competent but they are still left behind. They are still many students who cannot speak English well compared with other students. It was noticed from the frequency of their speaking English in the classroom. They tend to use their mother tongue rather than English in communicating with each other, even with the English teacher.

In other words, the current teaching of speaking at Senior High School in Solok failed to achieve its purpose. It seemed that the teacher did not succeed to teach speaking English in the class. During teaching and learning speaking, the teacher seldom used English as means for communication in the classroom. They tend to use Indonesian or their mother tongue in teaching English. So, they did not give a model which will be imitated by students. Ideally, before the teacher asks the students to say or to do something, she/he gives a model by saying it in English. The teacher should use English all the time of teaching even outside of the class.

Then, the teacher did not give the same opportunity to all students to speak in classroom. The teacher asked questions that related to the topic to the class and wait for students to answer the question voluntarily. If one student can answer the question, the teachers only smiled and continue to the next question. It seemed that most students did not have opportunity to express their ideas, as consequences, many students were not motivated to speak in the classroom since they had no opportunity to speak. Nunan (1991:3) states that if the students do not learn how to speak or do not get any opportunity to speak in the language classroom, they may soon get de-motivated and lose interest in the right way,

speaking in the class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be.

However, the teachers are still confused how to apply motivational actions in teaching speaking. To overcome those problems, the teachers teaching at senior high school should acquire the information and knowledge about motivational actions in teaching speaking. Therefore, in order to obtain the knowledge on the ways to motivate , the English teachers have to join the upgrading, workshop and training in which the government should apply the good system of that as guidelines for the teachers that can be implemented in their respective school.

Based on the phenomenon above, it seems that the English teachers do not recognize much about motivational actions in teaching speaking. It means that the teacher do not want to motivate their student to speak. Meanwhile, in the curriculum the teachers have to bring the students to be able in speaking English in order they can teach speaking effectively. That is why the researcher is interested in discussing about motivational actions used by the teachers to motivate students to speak at senior high schools in Solok. Since, according to researcher there are a great number of teachers might not know motivational actions in teaching speaking at senior high schools students and also most of the students do not have motivation in learning speaking English.

B. Identification of the Problem

Based on the background of the problem above, it seems that the English teachers do not use motivational actions in teaching speaking . There are some

problems arising in teaching and learning process. The problems are identified as follows: the teacher did not give sufficient model for the students to speak English in the classroom. Then, the teacher did not give equal opportunities to all students to speak. Next, most of the students do not have motivation in speaking English. Furthermore, there are still most of the students use Bahasa Indonesia or mother tongue in English class. The students are also shy to speak English because they do not know how to communicate and form sentences. When they are in speaking class, they just kept silent and do not want to speak anything.

C. Limitation of the Problem

Since it is found that most of the students do not have motivation in speaking and most of the teachers do not give motivational actions in teaching speaking so, motivational actions given by the English teachers in teaching speaking in the class is considered to be an important problem to investigate. Here the focus of the study is limited on describing motivational actions given by the English teachers in teaching speaking at senior high schools in Solok. This research is to find out motivational actions used by the English teachers in teaching speaking.

D. Research Questions

The main objectives of this study are to find out what motivational actions are applied by the English teachers in teaching speaking at senior high schools in Solok. Therefore, in conducting this research the researcher formulates the research question as follow:

1. What motivational actions were used by the English teachers in teaching speaking at senior high schools in Solok?
2. How did the teachers apply motivational actions in teaching speaking at senior high schools in Solok?

E. Purposes of the Study

The purposes of the research are:

1. to find out what motivational actions that were used by the English teachers in teaching speaking at senior high school in Solok.
2. to find out how the teachers apply motivational actions used by the teachers in teaching speaking at senior high school in Solok in accordance with the materials.

F. Significance of the Study

The research is expected to give contribution to language teaching theoretically and practically. Theoretically, the research finding gave more information to the teachers about the motivational actions in teaching speaking. It is hoped that the teachers realize that the application of the motivational actions use in teaching and learning process will help the students to have self confidence in speaking. Practically it is hoped that the teachers will apply motivational actions in teaching and learning process and also give motivation to the students in learning speaking. Hopefully, it will be beneficial for English teachers to make them know about their motivational actions that usually used when they teach in

the classroom. The researcher will inform the result to the teachers as informants. It is hoped that the result of the research will give an input for the teachers to use motivational actions in teaching speaking English.

G. Definition of the Key Terms

In order to avoid misunderstanding about this study, the researcher defines the term as follow:

1. *Motivational actions* are ways and expression used by the teacher in the classroom to motivate the students to speak English at the senior high school in Solok.
2. *Teaching speaking* means an effort to provide the students with the components of the language, expecting that their ability in using the language in spoken form will improve.
3. *Senior High Schools* mean the high schools that are located in Solok town. They are: SMA N 1 Solok, SMA N 2 Solok, SMA N 3 Solok, and SMA N 4 Solok.

CHAPTER V

CONCLUSION, IMPLICATIONS AND SUGGESTION

A. Conclusion

1. The activity of teaching and learning speaking in the classroom at SMA N Solok still do not run well. It was caused by many factors, especially the factors of teachers' style in teaching. Most of the teacher did not apply motivational actions in teaching speaking. They teach the students with the same technique every meeting. It was found that they difficult to give motivation to their students in speaking. When they teach speaking most of the student did not want to speak. The students tend to use Bahasa Indonesia or even mother tongue in speaking class.

The English teachers at SMA N in Solok applied six indicators of motivational actions in teaching speaking in the classroom. They are; using visual aids, making a fun situation, giving praise, giving direct rewards, giving chance to show ability and giving positive example. From the fourth SMA N in Solok, the teachers who teach at SMA N 3 have applied motivational actions well in teaching speaking. They made the students interest to speak English in the classroom and brought a fun situation for learning speaking English.

2. Furthermore, the other teachers did not applied motivational actions optimally in teaching. It is caused by some factors; they are: lack of knowledge about how to give motivation to the students, lack of tools in their school and the last is lack of support from the environment. When the researcher asked about motivational actions in teaching speaking, they did not know. They are also difficult to find some tools before coming to the class. The environment around SMA N in Solok also became factors blocked the students' motivation in speaking English.

B. Implications

The teachers must know motivational actions given to the students and understand how to apply the techniques. If the teacher did not understand about the motivation, they would not able to motivate their students to speak in the classroom. So, related to the finding of the research, it is hoped that the English teachers at senior high school in Solok will learn more about motivational actions. They should give more motivation to the students in speaking in the classroom. It is expected that the students will be able in speaking English in the future.

C. Suggestions

Based on the findings of the study, the researcher would like to give some suggestions for the teachers in giving motivation to the students to speak English in the classroom. Firstly, teacher should read more about the theories of motivation and applied it teaching. Secondly, it is suggested to the teacher to follow the seminar about the way of given motivational actions in teaching

speaking. Furthermore, the students will be motivated in speaking English if the teachers give more motivation in teaching speaking. For further research the researcher suggests other researchers to see these problems from the student's point of view, for instance, their reasons for refusing to speak English in the class and their suggestion to teachers to increase their motivation.

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