

ENGLISH ZONE FOR MOTIVATING STUDENTS TO SPEAK

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Abstract: The purpose of this research is to know whether the English Zone in English Language International Course can motivate students to speak English or not. This research was conducted to the students of English Language International Course Pontianak in academic year 2014/2015. Descriptive method was applied in this research. The subjects of this research were the eight students of English for Youth level 3 in speaking class at English Language International Course. The research applied observation technique, as well as indirect communication technique. The tools of collecting data were observation checklist and questionnaire guide. Gardner Attitude/Motivation Test Battery (AMTB) was used as the primary tool of data collection. Based on the observation data, the students motivated to speak. The findings showed that 76.37% students motivated to speak in English zone in the category high. Among to the instrumental motivation, intrinsic motivation, integrative motivation, extrinsic motivation, and resultative motivation, the motivation mostly owned by the students was instrumental motivation which scored 43.21% in the category moderate. The conclusion, English zone can motivate students in English for Youth level 3 of English Language Internasional Course in academic year 2014/2015 to speak.

Key words: Motivation, English Zone, Speaking

Abstrak: Tujuan penelitian ini adalah untuk mengetahui apakah Zona Bahasa Inggris di English Language International Course dapat memotivasi siswa untuk berbicara atau tidak. Penelitian ini dilakukan terhadap siswa di *English Language International Course* Pontianak pada tahun akademik 2014/2015. Penelitian ini menggunakan metode deskriptif. Subjek penelitian ini adalah delapan siswa dari *English for Youth level 3* di *English Language International Course*. Penelitian ini menggunakan teknik observasi, serta teknik komunikasi tidak langsung. Alat pengumpulan data adalah observasi checklist dan kuesioner. *Gardner Attitude/Motivation Test Battery* (AMTB) telah digunakan sebagai alat utama pengumpulan data. Berdasarkan data yang di dapat saat observasi, para siswa termotivasi untuk berbicara. Hasil penelitian menunjukkan bahwa 76,37% siswa termotivasi untuk berbicara dalam zona Bahasa Inggris dalam kategori tinggi. Di antara motivasi instrumental, motivasi intrinsik, motivasi integratif, motivasi ekstrinsik, dan motivasi resultative, sebagian besar yang dimiliki oleh siswa adalah motivasi instrumental yang mencetak 43,21% dalam kategori sedang. Kesimpulannya, zona Bahasa Inggris dapat memotivasi siswa dalam bahasa Inggris untuk *English for Youth level 3* dalam *English Language International Course* pada tahun akademik 2014/2015 untuk berbicara.

Kata Kunci: Motivasi, Zona Bahasa Inggris, Berbicara

Motivation is an important role in people's life, especially students. Motivating the students is not an easy process. Although there is no certain thing can symbolize motivation as it is an abstract and hypothetical concept, it provides causes and origins of human's action. It explains why people think and behave as they do. The importance of motivation is strictly related to the success of each action of human being, especially to gain long-term goals. Since human behaviour has two basic dimensions – direction and magnitude (intensity) – motivation concerns both areas by providing reasons why people decide to do something, the intensity of how hard they are going to pursue it and the continuity of how long they are willing to sustain the activity.

Motivation can improve students' reason for learning English, because it creates a desire to achieve the learning goal. A good maintaining motivation can bring positive attitude of the students toward the learning situation and/or learning process. The attitude gives impact on the students' behavior in increasing their learning ability. Gardner (2001) states that motivation is a central element along with language aptitude in determining success in learning another language. He further argues that the individual who does not have motivation to learn a language probably will not use risk taking in language learning process. As Dornyei (2005) said that without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish their learning goals. The motivation may decrease or increase over time. It may be caused by several factors.

Nowadays, many people have learned English, because they realize that English is very important as one of International language in the world. There is an effort done by the people to learn English. They also think that learning English can help them to improve their ability and motivation in English at school or the society. In communication, people share information with others by speaking, writing or using other media. By speaking, it shows someone is able to use the language is primarily conveyed in spoken form. It means that speaking is a tool how the language is used for communication to one another. Speaking is important, especially for student. The students are expected to be able to express themselves in the target language. But in fact, the students were not able to master the speaking skill, not motivated and unwilling to speak clearly.

Based on the writer pre-observation to the students of ELI Course in English zone commonly students' problem in speaking are lack of motivations, lack of self confidence, and afraid of making some mistakes. Some others might state that they only said short of word in conversation. Therefore, they tend to avoid the communication in English. Properly, students need to practice the target language with effective situation which force students to create their own chance to practice communication in order to make them speak English well.

In addition, the teacher also stated there were some external factors of students' problem that might influence their motivation in learning. Based on the students' background most of them who joined this course because they had no option to choose because they need to increase their ability and they need is guide them to choose course. Therefore, to motivate students' to speak is using English zone.

Based on the various problems and reasons above, the students were less motivated. In order to achieve the goal to make students being motivated to speak and to learn English. It is important to know students' motivation with the course or not. It is focus on student to student, aims to make students to communicate and the teacher plays a role more as facilitator rather than as a teacher (Widiati & Cahyo, 2006).

The writer was interested in investigating *English zone for motivating student to speak*. The subject of this research is the students in English for Youth level 3 in speaking class of English Language International Course Pontianak in Academic Year 2014/2015. By investigating this study, the writer concerns to inform that, students motivated to get more practice because they have many occasion on it. In English zone, they had focused one goal that learning English, especially in speaking. So they were not worried about making mistakes and were not shy. Moreover, learning English in English zone is more interesting for students. They pay more attention to English zone itself because it is the area that can give students speak totally.

METHOD

In doing this research, the witer used the appropriate method that is descriptive method. Where the writer pays more attention in observing in teaching learning process. Danim (2002) defined descriptive research as a research which is being conducted to explain or describe a factual phenomenon or characteristics of certain individual, situation, or group in an area of population or certain time in systematic and accurate way. Thus, the writer observed the activity in English zone and expected that can motivate students to speak.

The writer used descriptive form because this research described how ELI Course motivate its students to speak in English. In this case the students' motivation in speaking and the aspects of speaking skills that mostly applied by students. It is supported by a statement of Best in Cohen, et al (2005) that:

“Descriptive research is concern with conditions or relationships that exist that prevail; beliefs, points of view, or the attitudes that are held; processed that are going on; effects that are being felt; or trends that are developing. At times, descriptive research concerned with how what is or what exist is related to some preceding event that has influenced or affected a present condition or event.”

The population of this research were the students of Senior High for Youth program of English Language International Course Pontianak in academic year 2014/2015. The number of population were 8 students which consist of one class. The writer took all of the students as sample of this research, because the number of the students was less than 100. Cohen (2008) as cited in Arikunto (2010) states that if the population less than 100, it's better to take all of them. But if the subjects are more than 100 or large number of subjects, we can take 10% - 15% or 20%- 25% or more”.

The writer chose the senior high school students and large number of sample, because this research has a survey research type where a larger number was involved to release more reliable result. In addition, the students had been

learning speaking skill subject in their school. In brief, the writer considered that the students have had a lot of experiences in learning process of speaking and understood what they have done to improve their speaking skill.

Technique of data collecting applied in this research is direct and indirect technique. The writer uses questionnaire as the tools to ask participants' point of view indirectly. The writer also interview the participants to ask about what the factors which influence their motivation and to make sure the participants answer in questionnaire. And the writer uses observation checklist to know about how the course works.

The tools of data collection in this research are observation checklist and questionnaire. The questionnaire is arranged by adapting from Gardner Attitude/Motivation Test Battery (1985), Gardner developed Attitude/Motivation Test Battery (AMTB) to measure second language learners' motivation. It is using 5-points rating scale assessing participants attitude on motivation, desire to learn English, motivational intensity, and the students' types of motivation. The writer gives the questionnaire to the participants. The questionnaire contained 20 questions (see Appendix 1). And the writer used observation checklist to know how the English zone will be like in that course.

Observation checklist is a form of table that consists of action applied by the writer to watch the object carefully in order to notice everything of the course, the teacher, and the students. The result of observation was judged by observation checklist as a guidance to notice how the course, the teacher and the students' activities and facilities that support them in teaching learning process.

Questionnaire is the other tool of data collecting in this research. The kind of questionnaire is closed-ended questionnaire in purposing to straightforward and leaving no subjectivity. In this kind of questionnaire, the students are provided by ready-made response option to choose. the students do not need to produce any free writing.

First the data of each participant were analyzed to identify students speaking activity and the problems faced by students during English zone. The data of participants were found from the observation and questionnaire that were done by the writer. Descriptive analysis would mainly use to project participants' motivation trend from the students. Each alternative answers of each question of the questionnaire item can be seen in the table below.

Table 1
Questionnaire Scores

Frequency	Score	
	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

*adopted from Walker, 1999

Data from questionnaire were arranged and tabulated by participant question. To analyze data, the writer used this formula. Each formula would help the writer to explain tendency of English zone to student's responses.

1. To quantify of each students' motivation, the writer used questionnaire. The percentage of success in motivate was calculated by using formula as follow:

$$M\% = \frac{f}{N} \times 100\%$$

Note:

M is the percentage of students' personal response

F is the total score of students

N is the maximum score

2. To quantify of each motivation that owned by the students. The percentage was calculated by using formula as follow:

$$M\% = \frac{\Sigma f}{N \times S} \times 100\%$$

Note:

M is the percentage of students' motivation

Σf is the total score of student

N is the number of questions

S is the number of students

3. To measure the motivation of the students during the English zone was using the formula as follow:

$$M\% = \frac{\Sigma f}{N \times S} \times 100\%$$

Note:

M is the percentage of overall students' motivation

Σf is the total score of students responses

N is the maximun score

S is the number of students

Table 2
Response and Classification

Percentage of students' response	Classification
0%-20%	Very low
21%-40%	Low
41%-60%	Moderate
61%-80%	High
81%-100%	Very high

*adopted from Cohen, 2008

FINDINGS AND DISCUSSION

Findings

1. The Result of Observation Checklist

a. Observation checklist for the course.

English Language International Course since 1986 with the tagline “Train You For Success” have four programs of study. The first is English for Kids, this program is for elementary school students. English for kids is a program that help the students for increasing their ability in English from the earlier ages in any aspects in a real life. The course uses an audio-visual learning tools and character building programme in every session. The second is English for teens, this program is for junior high school students. English for teens is a program that help students to increase their English skill ans to communicate in English as their lifestyle for a better future. In this program, the course uses individual student learning plan and initial assessment. The third is English for Youth, this program is for senior high school students. English for youth is a program that help students for facing the higher level of education or for enter a job. The last is talk a lot spoken English course, this program is for college students or professional people. Talk a lot spoken English course is a structure class so that every students can practice and improve English grammar, vocabulary, pronunciation, fluency, word and sentence stress, and interpersonal skills by working in pairs, groups and one with the teacher.

In every program, there are 6-12 students in a class because the course wants every students get more opportunity to be interact. Every class will be lead by one teacher, except in talk a lot spoken English program there are two teachers who handle the class. The course uses audio visual leraning tools and character building program. The objectives of the course are every student talking in English, every student listening and understanding English, every student thinking in English, and every student taking part in class.

By observing the course, the writer found that the course actively engaged students with the materials and subject matter that appropriate for the students in every levels. The course uses whole class, group, and individual activities efeectively. The staffs or the teachers are interact well with students and addresses students’ needs and questuons. The course is knowledgeable in key terms, concepts, ideas, and theories and conveys them in manner that is understandale to the average students. The course is professional, appropriately dressed, punctual, and prepared every single thing for class. The course adheres the schedule and syllabus. And the last the course used the technology, instrument, tect or reading sheets in learning process.

b. Observation checklist for the teacher.

By observing the teachers, there are nine points to be observed. The writer found that the teacher used full English to interact with the students in the teaching learning process. The teacher as a role model for students. The teacher explained the material until the students understand well, and gave examples. The teacher gave guidance to the students when they were doing the task. The teacher asked the students to practice in front of the class with the pairs or not. The teacher monitored and arranged the class well. The teacher gave clear instruction about the materials. The teacher motivated the students in doing their performance or if the students got difficulties in doing their task. The teacher made conclusion and closed the lesson well. But the teacher rarely gave a reward for the students.

c. Observation checklist for the students.

By observing the students, the writer found that the students did not avoid English zone. The students were communicated well without using a lot of gestures. The students did not get frustrated when trying to speak. The students think that English is important and interesting. It is interesting because learning English is hard but they want to learn it well. English is important because it helps them in conversation with each other, in playing games because the instruction uses English, in finding a job, and traveling around the world. The course and English zone gave them big influences because they improve their English, and their confidence when they think that their English is still bad. And the students are motivated to learn English because they want to be good in English especially in speaking.

2. The English zone for motivating students to speak.

The first finding in this research is about the motivation of students through English zone by the English for Youth students. The finding was collected from the questionnaire which consists of 20 statements of motivations that are divided into nine purposes of questions (to know students' instrumental motivation, to know students' attitude toward learning English, to know students' desire to learn English, to know students' motivational intensity, to know students' intrinsic motivation, to know students' integrative motivation, to know students' extrinsic motivation, to know students' resultative motivation and to know students' motivation development). The data has been calculated with percentage of total score in each student.

The frequency of the motivations can be seen by recognizing the percentage score. There are five levels (see table 3, page 18) the range of percentage score begins with 0%-20% - very low, 21%-40% - low, 41%-60% - moderate, 61%-80% - high, 81%-100% - very high score. By seeing the percentage score of each motivation, it can indicate whether the students have very low, low, moderate, high or very high motivation

of English zone. The percentage formula has stated in Chapter III page 16. The calculation shown below:

- a. Student 1 that already received very high; 89%

$$M\% = \frac{89}{100} \times 100\% \\ = 0.89 \times 100\% = 89\%$$

- b. Student 2 that already received very high; 85%

$$M\% = \frac{85}{100} \times 100\% \\ = 0.85 \times 100\% = 85\%$$

- c. Student 3 that already received high; 79%

$$M\% = \frac{79}{100} \times 100\% \\ = 0.79 \times 100\% = 79\%$$

- d. Student 4 that already received high; 78%

$$M\% = \frac{78}{100} \times 100\% \\ = 0.78 \times 100\% = 78\%$$

- e. Student 5 that already received high; 75%

$$M\% = \frac{75}{100} \times 100\% \\ = 0.75 \times 100\% = 75\%$$

- f. Student 6 that already received high; 70%

$$M\% = \frac{70}{100} \times 100\% \\ = 0.70 \times 100\% = 70\%$$

- g. Student 7 that already received high; 68%

$$M\% = \frac{68}{100} \times 100\% \\ = 0.68 \times 100\% = 68\%$$

- h. Student 8 that already received high; 67%

$$M\% = \frac{67}{100} \times 100\% \\ = 0.67 \times 100\% = 67\%$$

And the total score of the students' motivation: high 76%

$$M\% = \frac{611}{100 \times 8} \times 100\% \\ = 0.76375 \times 100\% \\ = 76\%$$

The first research question of this research has been answered. By this finding, it is known that English zone in the course is motivate students to speak and learning English well. The reports that two students had very high motivation and six students had high motivation.

3. The kinds of motivation mostly owned by the students

The second finding in this research is about the kinds of motivation that mostly owned by the students. There were 20 statements in the questionnaire that covered five types of motivation they are instrumental motivation, intrinsic motivation, integrative motivation, extrinsic motivation, and resultative motivation. The data has been calculated with percentage of each motivation. The percentage formula has stated in Chapter III page 16. The result showed that there were 43.21% in instrumental motivation, 14.37% in intrinsic motivation, 30.62% in integrative motivation, 38.75% in extrinsic motivation and 37.5% in resultative motivation. The calculation shown below:

a. Instrumental motivation

$$\begin{aligned} P &= \frac{69}{20 \times 8} \times 100\% \\ &= \frac{69}{160} \times 100\% \\ &= 0.43215 \times 100\% = 43.21\% \end{aligned}$$

b. Intrinsic motivation

$$\begin{aligned} P &= \frac{23}{20 \times 8} \times 100\% \\ &= \frac{23}{160} \times 100\% \\ &= 0.14375 \times 100\% = 14.37\% \end{aligned}$$

c. Integrative motivation

$$\begin{aligned} P &= \frac{49}{20 \times 8} \times 100\% \\ &= \frac{49}{160} \times 100\% \\ &= 0.30625 \times 100\% = 30.62\% \end{aligned}$$

d. Extrinsic motivation

$$\begin{aligned} P &= \frac{62}{20 \times 8} \times 100\% \\ &= \frac{62}{160} \times 100\% \\ &= 0.3875 \times 100\% = 38.75\% \end{aligned}$$

e. Resultative motivation

$$\begin{aligned} P &= \frac{60}{20 \times 8} \times 100\% \\ &= \frac{60}{160} \times 100\% \\ &= 0.375 \times 100\% = 37.5\% \end{aligned}$$

Thus, the finding of the second question of this research reports that the most dominant motivation owned by the students of English for Youth level 3 in speaking class of ELI Course 2014/2015 is instrumental motivation.

Discussion

Based on the result of data analysis, it can be seen that English zone for motivating students to speak is high with the score 76.37%. There are specific reason or goal that students used as their motivation in learning English especially in speaking.

The kinds of motivation covered were instrumental, intrinsic, integrative, extrinsic and resultative. It grounded on the data analysis by calculating the percentage. The result of each motivation was instrumental 43.21%, intrinsic 14.37%, integrative 30.62%, extrinsic 38.75% and resultative 37.50%. It is already shown from the result that the kind of motivation mostly owned by the students is instrumental. The instrumental motivation is a motivation where students learn English for some functional reasons or goal such as to gain a good job or scholarship abroad.

The result has answered all the research questions. It can be seen in the research finding. By observing the students, the writer found that the students did not avoid English zone. The students were communicated well without used a lot of gestures. The students did not frustration when trying to speak. The students think that English is important and interesting. It interesting because learning English is hard but they are want to learn it well. English is important because help them in conversation with each other, in playing games because the instruction use English, in finding a jod, and traveling around the world. The course and English zone gave them big influences because improve their English, and their confidence when they think that their English still bad. And the students are motivate to learn English because they want to be good in English especially in speaking.

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Overall, the complete result and finding of this research has proven that English for Youth students of English Language International Course in academic year 2014/2015 Pontianak motivated with English zone and deal with some certain motivation, there were 5 kinds of motivation that students do to motivating them, and instrumental motivation as one of the motivations which mostly owned by the students which has the highest score 43.21%. This revealed the fact that there is a need for students to get further learning to imply the speaking in the communication correctly in order to enhance the speaking skill in the future as they are now still having some problems in speaking. It will also provide a better chance for the next generation of the students to get more clear ideas of their motivation in learning process, especially for students who learn English as proficiency.

CONCLUSION AND SUGGESTION

Conclusion

Regarding the research findings it can be concluded that the students of English for Youth level 3 in speaking class of English Language International Course in academic year 2014/2015 Pontianak were motivated in English zone with the high score 76.37%. There are 5 kind of motivation that motivated them in learning, and the motivation that mostly owned by the students is instrumental motivation. The kinds of students' motivation done by the students on school or course learning. The students prefer do the activities in the course learning than the school as their facilities. Moreover, the students also prefer to do discussion and to ask the other students or teachers to give any comment and correction in their speaking performances.

The motivations mostly owned by the students showed clearly from the data percentage there were 43.21% which in the moderate category is instrumental motivation, 14.37% which in the very low category is intrinsic motivation, 30.62% which in the low category is integrative motivation, 38.75% which in the low category is extrinsic motivation, and 37.50% which in the low category is resultative motivation. It is indicated that the students of English for Youth level 3 in speaking class of English International Course are commonly used their functional reasons or goals in speaking process rather than other motivation. The students were improve their motivation because of they effort in speaking activity. They were participate in practice their speaking with their friends or teachers in the course. And also while their playing a game that uses English as the instructions. They gave their opinion and asked questions from the material of speaking performance with their friends. In conclusions, English zone can motivate students' to speak.

Suggestion

In this section, the writer would like to suggest several points related to result of this research. The suggestions are as follow: (1) The conclusion shows that the students are motivated through English zone and the motivations are relatively high across students. Therefore, the students suggested to reflect more on their language learning process. The reflection

may offer understanding how to increase their motivation in language learning. (2) Teachers and course content is one of the factors that contribute to students' motivation. As the best role model in English zone as the learning facilities, everything that teacher does in delivering the course content can effect to the students' motivation. Teachers high enthusiasm in teaching, good relationship with students and their high expectations for the students learning can give positive influence for the students' motivation. (3) Other writers could use this research as a reference to conduct relevance research.

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