

## IMPROVING STUDENTS' MOTIVATION IN SPEAKING ENGLISH THROUGH ACTIVE LEARNING STRATEGY

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### ABSTRACT

This research is to analyze the implementation of active learning strategy in improving students' motivation in speaking English. Active learning strategy was intended to improve students' motivation. The researcher undertakes in three procedures; trading place, question students have, and action learning. In this research, the researcher uses classroom action research in three cycles. The model used is Kemmis and Mc Taggart. The stages are four stages including planning, action, observation, and reflection. The calculation of student's mean score, the data of motivation improvement in every cycle; the pre-test is 54.65%, the cycle 1 is 82.55%, cycle 2 is 92.35 and cycle-3 is 98.60. Every cycle is done in three meetings. The test is given in four times; the first is pre-test, the second test is in the end of cycle 1, the third test is in the end of cycle 2, and the fourth test is in the end of cycle 3. The result of research indicates the improvement of students' speaking ability. In this case, quantitative data in every cycle describes the improvement. The pre test has average score 31, cycle 1 has average score 57.83, cycle 2 has average score 69.17, and cycle three has average score 95.34.

**Keywords:** *Motivation, speaking ability, active learning strategy*

### Sari

Penelitian ini bertujuan untuk menganalisis penerapan strategi pembelajaran aktif dalam meningkatkan motivasi siswa dalam berbicara bahasa Inggris. Strategi pembelajaran aktif dimaksudkan untuk meningkatkan motivasi siswa. Peneliti melakukan dalam tiga prosedur; trading place, question students have, dan action learning. Dalam penelitian ini, peneliti menggunakan penelitian tindakan kelas dalam tiga siklus. Model yang digunakan adalah Kemmis dan Mc Taggart. Tahapannya adalah empat tahap termasuk perencanaan, tindakan, observasi, dan refleksi. Perhitungan skor rata-rata siswa, data peningkatan motivasi dalam setiap siklus, pre-tes 54,65%, siklus 1 adalah 82,55%, siklus 2 adalah 92,35 dan siklus-3 adalah 98,60. Setiap siklus dilakukan dalam tiga pertemuan. Tes diberikan dalam empat kali; yang pertama adalah pre-test, tes kedua ada di akhir siklus 1, tes ketiga ada di akhir siklus 2, dan tes keempat ada di akhir siklus 3. Hasil penelitian menunjukkan peningkatan siswa kemampuan berbicara. Dalam hal ini, data kuantitatif di setiap siklus menggambarkan peningkatan. Tes pra memiliki skor rata-rata 31, siklus 1 memiliki skor rata-rata 57,83, siklus 2 memiliki skor rata-rata 69,17, dan siklus tiga memiliki skor rata-rata 95,34.

**Kata Kunci:** *motivasi, kemampuan berbicara, strategi active learning*

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Received 03 April 2018

last revision 29 April 2018

published 18 May 2018

**Introduction**

English lesson is one of the difficult subjects in students' view. It is indicated with the difficulty in speaking and understanding the meaning what they hear. Of course, this problem will affect students' speaking competence, the students cannot understand the meaning therefore they had difficulties to speak English. Harmer (2007:123) states that there are three main reasons for getting students to speak in the classroom. Those are chances to practice real-life speaking in the safety of the classroom, trying to use any or all of the language they know, and having opportunities to activate the various elements of language.

Based on the researcher experience, most of the students at the second grade of MTs Galaherang Kuningan, West Java, have difficulties in speaking. It hasn't mean that they have lack of ideas, but it is related with their motivation to speak out in front of class. They still have low motivation for speaking English. The alternative strategy the researcher will practice is active learning strategy. From this view point, the researcher tried to diagnose, analyze, and follow up the activity that the researcher should do in the future for making progress in teaching and learning process, especially in learning English language. The researcher realized that the difficulty comes from many factors that are related with the activities in the class. Furthermore, the researcher would like to take part in the activities in the class by means of action research. Giving different treatment, engaging the students, and giving motivation by using three strategies, namely, trading place, question students have, and action learning for speaking, are the procedures that the researcher did.

The teachers at MTs Galaherang, especially English teachers, have conducted classic strategy in teaching and learning process, namely conventional strategy, dictation, and hearing the recording of conversation. They use the strategy in accordance with their experience in the past time when they stated as a teacher. In this case, they undertake the teaching process without an academic consideration well to get the students better than before. This situation is realized that as the educational place in the village with the simple perception of societies in education, the teachers have a little competition in enriching their knowledge of teaching and learning theory.

## **THEORETICAL REVIEW**

Brown (2000:160) states that motivation is probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task. It is easy to assume that success in any task is due simply to the fact that someone is “motivated”.

According to Keller in Brown (2000:160), in cognitive terms, motivation places much more emphasis on the individual’s decision, “the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect. Besides according to Williams and Burden in Brown (2000:161), a constructivist view of motivation places even further emphasis on social context as well as individual personal choices.

Each person is motivated differently, and will therefore act on his or her environment in ways that are unique. Maslow in Brown (2000:161) viewed motivation as a construct in which ultimate attainment of goals was possible only by passing through a hierarchy of needs, three of which were solidly grounded in community, belonging, and social status. Maslow saw motivation as dependent on the satisfaction first of fundamental physical necessities (air, water, food), then of community, security, identity, and self-esteem, the fulfillment of which finally leads to *self-actualization*.

Meanwhile, Moore (2005:372) states that motivation can be defined as something that energizes and directs our behaviors. That is, motivated behavior is behavior that is energized, directed, and sustained. As many experts’ opinion is declared, motivation in general can be divided into two kinds. They are intrinsic and extrinsic. Intrinsic is meant as the influences can come from within the individual. Extrinsic can come from outside the individual. Moore states motivation focused on behavior. It relates with the real performance resulted from the inner forcing called ‘energized’. He also tells ‘directed’, as understood that motivation can be appeared in many actions we can observe. From Moore’s opinion above, motivation is clear understood that it gives the mobilization of someone’s behavior. Someone’s behavior means an individual action that can be proved with the encouragement to do something. Furthermore, motivation -in Moore’s point of view- mentioned as the steps gradually and sustainability from time to time.

### **Teaching Speaking**

Harmer (2007:123) states that there are three main reasons for getting students to speak in the classroom. Those are chances to practice real-life speaking in the safety of the classroom, trying to use any or all of the language they know, and having opportunities to activate the various elements of language. Besides the three main reason above, Classroom speaking activities should be created like a dynamic class as Harmer (2003:271) states there are several preparation making classroom activities active. There are acting from a script, communication games, discussion, prepared talks, questionnaires, simulation and role-play.

Some theories above explains the prominent cases for preaparing dynamic class. in creating dynamic or active class, not only the prepation of material concepts, but the teacher performance in managing class as well. The teacher's duty is to make sure that his teaching is appropriate to his class, that is organized systematically, and that it is exciting (Broughton, et al;175). And of course, in supporting the understanding of students' situation before starting the class, the teacher should observe th speaking framework (Luoma;24). The speaking framework lists the potential social and contextual factors influencing speech as; situation, participant, ends, act sequence, key, instrumentalities, norms, and genre.

### **Active Learning Strategy**

John Dewey and many others (J.Millis, 2012:1) were clearly on target: Active learning is a crucial element of the new thrust toward what is now commonly called "learner-centered" or "learning-centered" teaching. If teachers' desire increased student learning, then active learning is an essential component of effective teaching. Active learning is generally defined as any instructional method engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think what they are doing (Michael, 01:2004). In this case, the students are interested in doing their activities as their initiation. A teacher gives the facilities to develop their skill development. For making the class dynamic, active learning strategy should be applied by the teacher who can elaborate some activities that engage the students like demonstrations, structured activities, small group discussion, quizzes, interactive lecture

cues, videos, humorous stories, taking field trips, and games (Hackathorn, et al, 2011:41). While Michael and colleagues in Hackathorn (2011:42) described that class is called as 'active' class if it is containing quizzes, critical thinking exercises, demonstrations, discussion, and in-class activities.

As has been stated above that the strategy of Active Learning to pay attention to the students in their development. Learners are given the widest opportunity to show the skills in the classroom with all the innovations and improvisations that they have the technical level. Associated with increased speaking skills is the main goal, the researchers chose some of the strategies practiced in class. These strategies are drawn from Mel Silberman, including: Trading Places Strategy, Question Students Have Strategy, Action Learning strategy.

## **Methods**

### **RESEARCH METHODOLOGY**

This method used in this research is Classroom Action Research design divided into several stages. This research was practiced into three cycles. The subjects of the research are the second graders of MTs Galaherang, Kuningan, West Java of academic year 2017/2018. The number of students in the class consists of 30 students.

## **FINDINGS AND DISCUSSION**

### **Findings**

#### **Pre-observation**

Formally pre-observation is held twice meetings which are on 27 and 28 of November, 2017. This includes the introduction of a field, observation during the learning process and comprehension of the problems faced by students in speaking. However, it will be observed and student questionnaires about the things that affect their speaking skills. In addition, there are also pre-test step to determine the ability of their inception.

#### **Observation**

Formally, the observation has been carried out on 25 and 26 of November, 2017. The activity includes the field observation related the teaching and learning process and the

problems faced on by the students during their practicing speaking in classroom. It's continued with the filling questionnaire for students about the influence factors of their speaking ability. For getting information more, the researcher gives students pre-test intended to know the pre-competence.

The object in this research is the students at the second grade of MTs Galaherang Kuningan District, West Java Province. The focus of research is to know closely the students' English speaking competence. It is as postulate of research to collect the information from many people, like students, collaborators and other observers.

The second is the identification of problem; observation undertaken by the researcher can describe the situation of the students. They look the awareness of English speaking problems. The lack of speaking competence is indicated on the former observation. They cannot use a good grammar, low vocabularies, and lack of English expressions contextually.

The researcher determines the main focus of the research is improving students' motivation in speaking English. In the same time, the researcher discusses with collaborators about the role of researcher is as observer and teacher directly. The researcher continues for gaining the comprehend data after pre-observation activity. The second case is giving questionnaire to the students. It's needed for taking the real condition of students in facing on English language class activity. Some data needed are from students' response in teaching activities. Here are the data of questionnaire given before teaching practiced. There are 20 statements given to the students in this case. Every student gives comment to the teaching activities experienced in the obvious. They respond some teaching strategies having been given as called as the strategy used by the teacher before the researcher undertakes this research. In the following case, the table will explain number of questionnaire from number 1 to number 20 by means of abbreviation criterion:

Strongly Disagree (SD) = 1; Disagree (D)=2; are Neutral (N)=3; Agree (A)=4; Strongly Agree (SA)=5

## **Planning**

Based on the research concept obviously, the research has several steps, including problem identification, determining focus, problem formulation and problem analysis. The research identifies problems from two aspects, namely skill aspect and learning process aspect. Based on the beginning skill collected on the pre-observation step, it's known that the problems faced on the students at the second degree of MTs Galaherang, Kuningan District West Java Province are the lack of awareness in practicing English. They do not have any bravery yet to speak out in front of the class and do not have any opportunity to demonstrate speaking skill in the class. Therefore, the solution the researcher finds is to try active learning strategy in learning process.

### **Acting**

The action of the first cycle was done on Monday, December 4<sup>th</sup> 2017 and Wednesday, December 6<sup>th</sup> 2017. The teacher starts the class by giving a choice for being practiced. The theme of material is asking, giving and declining opinion. The students are practicing in pairs. For 30 students in the class, they are divided into three groups, in every group there is one observer who helps the researcher observe the development students' speaking skill in practicing.

### **Reflecting**

After learning and teaching process, the teacher with other collaborators/observer participants reflects the weaknesses in teaching and learning process. From three groups that were observed, they still indicated the lack of motivation. They underwent the influence of the earlier teaching strategy that was not stimulated more to be developed one in speaking.

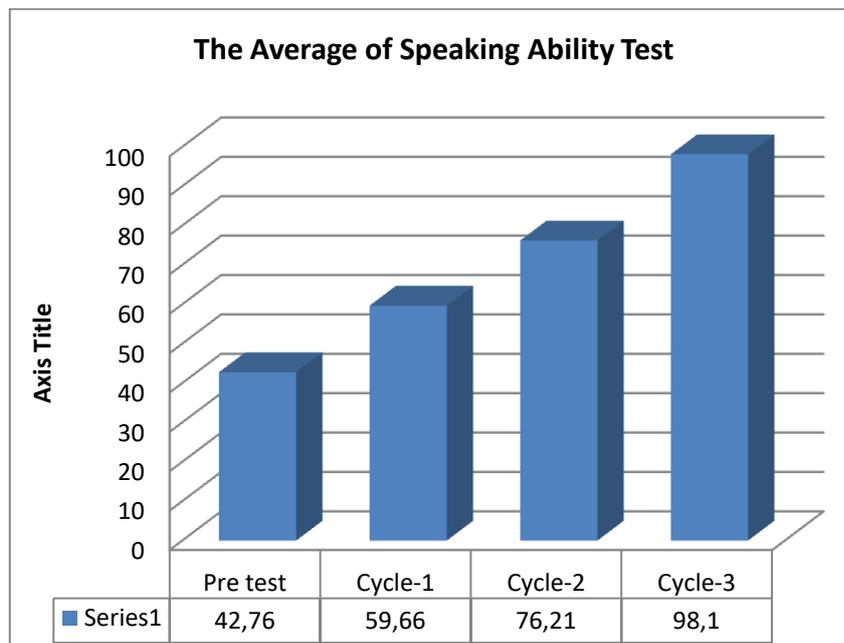
**Table1**  
**Data of Students' Speaking Ability**

No.	Subject	Pre-test	Cycle-1	Cycle-2	Cycle-3
1	S1	45	65	85	100
2	S2	35	55	75	95
3	S3	45	65	85	100
4	S4	40	60	80	100
5	S5	40	60	75	95
6	S6	40	60	75	95

7	S7	45	60	80	100
8	S8	45	60	75	100
9	S9	40	60	75	100
10	S10	40	60	75	100
11	S11	45	65	80	100
12	S12	35	55	80	100
13	S13	50	65	80	100
14	S14	45	60	75	100
15	S15	50	60	80	100
16	S16	35	55	75	95
17	S17	45	60	75	95
18	S18	35	55	75	100
19	S19	50	65	75	100
20	S20	40	55	80	100
21	S21	45	60	75	100
22	S22	35	50	70	95
23	S23	50	65	70	90
24	S24	40	55	75	95
25	S25	45	60	70	95
26	S26	40	55	75	100
27	S27	50	65	75	100
28	S28	40	55	70	95
29	S29	50	65	75	100
30	S30	35	55	75	95

### **The Result of Speaking Test**

After doing teaching in every cycle, the researcher did the test for students. For the first cycle, the researcher gave speaking test on December 6<sup>th</sup> 2017. The second cycle test was on December 13<sup>th</sup> 2017 and the third cycle test was done on December 20<sup>th</sup> 2017. For understanding simply, the result of speaking ability test can be described in the following diagram.



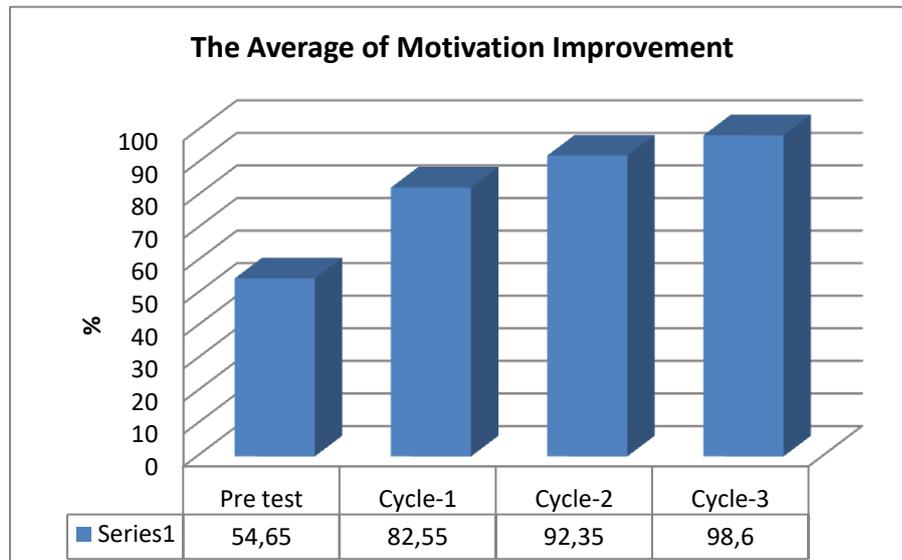
Graphic 1

The Average Data of The Result in every cycle

From the result of pre-test, cycle-1, cycle-2, and cycle-3, it indicates the progress report of speaking English skill. The students got the better encouragement in practicing without the obstacles they found before. Active learning strategy gave the good stimulation to improve students' motivation in communicating or practicing English speaking in front of the class.

**The Result of Motivation Improvement**

After doing teaching in every cycle, the researcher gave the questionnaire to the students for knowing how far the students have motivation in English speaking practicing. For the first cycle, the researcher gave questionnaire on December 6<sup>th</sup> 2017. The second cycle test was on December 13<sup>th</sup> 2017 and the third cycle was done on December 20<sup>th</sup> 2017. The result of motivation improvement can be described in the following diagram.



Graphic 2

The Average Data of motivation improvement in every cycle

From the result of pre-test, cycle-1, cycle-2, and cycle-3, it indicates the progress report of motivation in speaking English. The students got the better encouragement in practicing without the obstacles they found before. Active learning strategy gave the good stimulation to improve students' motivation in communicating or practicing English speaking in front of the class.

## CONCLUSION

The researcher would like to sum up this research using Classroom action research (CAR) method. Having conducted the research on teaching speaking by using active learning strategy in secondary high school, it can be seen that active learning strategy is very effective to improve student's motivation in speaking English. This statement is answered in research question. Active learning strategy is one of the alternative teaching

strategies. The researcher undertakes the active learning strategy in three procedures; trading place, question students have, and action learning. The students have many opportunity to develop their encouragement in speaking practice. They can find out, share and practice their experience in speaking in group. Trading place procedure gives the opportunity to students to open their mind for preparation in practice, question students have procedure gives the opportunity to share their ideas before practicing, and action learning procedure gives the real practice in speaking. The data of motivation improvement and speaking ability improvement are described as the following: Based on the calculation of student's mean score, the data among pre-test, cycle-1, cycle-2, and cycle-3. In the pre-test, motivation in speaking English is 54.65%, the cycle 1 is 82.55%, cycle 2 is 92.35 and cycle-3 is 98.60. These data indicates that there is improvement of students' motivation in speaking English by means of using active learning strategy. Active learning strategy indicates the improvement of students' speaking ability too. In this case, quantitative data in every cycle indicates the improvement. The pre test has average score 42.76, cycle 1 has average score 59.66, cycle 2 has average score 76.21, and cycle three has average score 98.10.

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### **Biography**

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