

## THE EFFECT OF TEACHING METHODS AND LEARNING MOTIVATIONS ON STUDENTS' SPEAKING SKILL

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### **ABSTRACT**

This research is aimed at analysing 1) the difference between discussion and role play method in affecting students' speaking skill; 2) the interaction of teaching methods and learning motivation on students' speaking skill; 3) if role play is more effective for the students with high learning motivation than discussion on students' speaking skill; and 4) whether or not discussion is more effective for the students with low learning motivation than role play on students' speaking skill. This research was factorial design where the class was divided into two classes and four groups. The total of sample of each group is 20 students. So the total of sample is 80 students. This research was conducted for eight meetings. The instruments of this research are a learning motivation questionnaire and a test. The result of the research shows that, there was no correlation between learning motivation and teaching method. This result is supported by the result of two way anova  $F_{\text{observed}} 2.98 < F_{\text{table}} 3.97$ , but the implementation of group discussion method is effective to improve the speaking skill with students who are high motivation than students who are low motivation. The difference is based on the level of students' motivation. Thus, it can be concluded that for the students with high motivation, discussion is more effective than role-play on students' speaking skill. Role-play is more effective than discussion on students' speaking skill for students who have low learning motivation at the eleventh grade of SMAN 1 Pangkalan Karawang.

*Keywords: Role-play, Discussion, Learning Motivation, Speaking Skill*

### **ABSTRAK**

Penelitian ini bermaksud menganalisis 1) perbedaan antara metode diskusi dan *role-play* dalam keefektifan keahlian berbicara bahasa Inggris siswa; 2) interaksi metode mengajar dan motivasi belajar pada keahlian berbicara bahasa Inggris siswa; 3) apakah *role-play* lebih efektif bagi siswa dengan motivasi yang tinggi dari pada diskusi pada keahlian berbicara siswa; 4) jika metode diskusi lebih efektif bagi siswa dengan motivasi belajar yang rendah dari pada *role-play* pada keahlian berbicara siswa. Penelitian ini menggunakan desain faktorial dimana kelas telah dibagi menjadi dua kelas dan empat grup. Jumlah total sampel dalam satu grup adalah 20 siswa. Jumlah total sampel adalah 80 siswa. Penelitian ini ditentukan dalam delapan waktu pertemuan. Instrumen dalam penelitian ini, adalah kuesioner motivasi belajar dan tes. Hasil dari pada penelitian ini didukung dengan hasil *two-way anova* adalah  $F_{\text{observed}} 2.98 < F_{\text{tabel}} 3.97$  tetapi implementasi metode grup diskusi adalah efektif untuk meningkatkan keahlian berbicara bahasa Inggris siswa bagi siswa yang memiliki motivasi belajar tinggi dari pada siswa yang memiliki motivasi belajar rendah. Adapun perbedaan berdasarkan level motivasi siswa. Dengan demikian dapat disimpulkan bahwa metode diskusi bagi siswa yang motivasi belajarnya tinggi lebih efektif dari pada yang rendah. *Role-play* lebih efektif dari pada diskusi dalam keahlian berbicara bahasa Inggris siswa bagi siswa yang rendah motivasi belajarnya di kelas XI pada SMAN 1 Pangkalan Karawang.

## INTRODUCTION

Speaking, although it is a complicated skill, is definitely a skill that the language teachers must teach to their students. Speaking is very important since it is a process of building and sharing meaning using the usage of verbal and non-verbal symbols. Moreover, teaching speaking should improve students' communicative skills. However, speaking in English is still a problem for most Indonesian students although they have been studying English since the elementary school. Only a few of them have good speaking ability. Students' speaking ability in English is one of the main goals, which is stressed on the teaching of English in Indonesia. Hughes (1989: 48) said that "speaking has a great challenge in the teaching and learning activities in high school of which as second or foreign language". Therefore, it can be assumed that the objective of speaking skill in language syllabus is to enable the students to speak the target language. Even speaking, in their first language, is an ability the students acquire naturally; but it has to be taught. This means that if the EFL learners are not taught how to speak in the foreign language, their speaking skills will be left behind.

However, teaching speaking is not considered only teaching how to spell and memorize dialogue using the text available in the textbook, but the learners should also see the other teaching method used in learning speaking. For the eleventh grade students, English is one of the difficult lessons to study. It is the most difficult subject for them. They like to study it, but they do not know how to learn it. Most of them do not have basic knowledge of English. It is not all the teachers' fault. It happens because the time allocation for English lesson is very limited, only four hours a week. In a speaking lesson, certain students will have many difficulties in speaking. Even very often, a student who is assigned to speak, he/she will keep quiet or when he or she makes mistakes in speaking, the other students laugh at him/her.

Nowadays, many teachers thought that students should learn to speak the language by interacting to others. For this case, students should master several speaking components, such as comprehension, pronunciation, grammar, vocabulary, and fluency. In brief, English teachers should be creative in developing their teaching learning process to create good atmosphere, improve the students speaking skill, give attention to the speaking components, and make the English lesson more exciting. The teaching of English in SMAN 1 Pangkalan Karawang is intended to provide students with a brief knowledge of understanding any references of English written book and spoken. Furthermore, one of the objectives of recent English curriculum supplementary is to enable students to communicate in using the target language being learnt. Therefore, the process of teaching English at SMAN 1 Pangkalan in Karawang should be improved using the availability of proper facilities such as classroom, language laboratory, and library.

On the other hand, sufficient qualified teachers are needed to increase the required educational development especially in EFL teaching implementation. Sending them to any EFL upgrading will improve the capability of teachers' qualification. They are provided and introduced with many current teaching methods and methods that may improve brightly the expected teaching especially

in speaking such as role-play and discussion. In line with the idea that had been mentioned above, the students were also expected to complete such studying equipment as; adequate English textbook and actively participate in empowering this skill in order to get involved in learning English itself.

Moreover, the provided activities should also be adopted from the students' requisition. Hence, they are expected to engage with the English being spoken as their target language. In details, Cole reveals as in the following. The most aspect, which should put into consideration, is efficient communication. Cole and Chan (1994: 15) commented that "efficient communicators teachers present coherent and meaningful messages, able to sequences in the ways that may allow the students interpret and intended the meaning correctly". They usually emphasize the important aspect of subject matter and establish positive relationship with the students. Teachers who focus on communication skill are better able to develop the effective teaching style. It is obvious that English teachers should be able to create the atmosphere of classroom interaction between either teachers-students or students to students. They were also burdened with responsibilities on their shoulder like motivating the students in acquiring and using English skills. To make the students able to communicate in their target language, English teachers needed to be aware of implementing classroom-speaking process. Moreover Brown states: (1) Methods should cover the spectrum of learners' needs, from language based focus on accuracy to message-based focus on interaction, meaning and fluency, (2) Methods used also should encourage the use intrinsically motivating, (3) Language in meaningful context, (4) Provide appropriate feedback and correction, (5) Capitalize on the natural link between speaking and listening, (6) Give the students opportunities to initiate oral communication, (7) Encourage the development of speaking methods (Brown, 1994: 266).

It can be assumed that English teachers are required to be well prepared before performing the lesson such syllabus and lesson plan using supported activities in order to impress the students' motivation in achieving the skill on speaking. Thus, communicative language teaching will run more effectively and efficiently. Though the objectives of the English curriculum are not focused on speaking, it is reflected that teaching English should encourage the students to own speaking skill since the successful realization of this skill will strengthen their motivation to learn the target language. Moreover, based on pre-observation, some students have been suggested that speaking should be more priority treated than other skill such as reading, listening and writing. In fact, the process of teaching-learning English at SMAN 1 Pangkalan in Karawang particularly in teaching and learning speaking seems need serious attention and improvement. Furthermore, for some observation in speaking class, most of the students are worried about making mistakes, they cannot freely express their ideas because of their lack of vocabulary, lack of practice, and afraid of another students' will laugh at him/her, and also The teachers' teaching methods are still unsatisfactory, because the teachers still use questioning method and students answer as they know than the teachers involve students in learning like in role play, so the students are not motivated to learn.

Finally, they just keep silent and do not have intended at all to speak English. Due to any reasons as mentioned, the students are unmotivated in learning English. Since foreign language teaching should have students achieve some kinds of communicative skills in foreign language, all situations in which real communication occurs naturally have to be taken advantage of and many more suitable ones have to be created. These situations will make the students more enjoyable taking part in class instruction and can foster on improving their speaking skill if the teachers has methods to motivate the learners to learn English effectively.

Generally, in appraising the interactive nature of the discussion teaching method, that cooperative spirit of learning inherent is quite crucial. Besides its emphasis on a high level of interaction for possible cooperative learning. The discussion method also is quite important in bringing about meaningful increase in students' speaking. In the same vein, in a discussion class, the sitting arrangement, the frequency and depth of eye contact are important variables that are determinants to students' level of participation and learning.

This study attempted to encounter the above phenomenon and tried to investigate the effect of teaching methods and learning motivation on students' speaking skill. Moreover, this study is also expected to be useful of developing and enrich English teachers' qualification, so that they will have valuable insight to improve their ability to teach English in making the students to communicate in English. Thus, learning a language means learning to perform communicative speech acts with it.

## METHODOLOGY

The approach of this research is a quantitative research. Research design applied factorial design. The instruments of data collecting, used questionnaire for learning motivation and speaking test for students' achievement in speaking skill in forming Role-plays and discussion method.

Thus, the analyzed quantitatively used formula Two-Ways Anova. The statistical analysis computerized used SPSS 11.5 program. Here is the following formula of two-ways anova as Table 1.

Table 1. Formula of Two-Ways Anova

	Role-play (A1)	Discussion (A2)	$\sum b$
High Motivation (B1)	A1.B1	A2.B1	$\mu_{A1.B1} = \mu_{A2.B1}$ $\mu_{A1.B1} \neq \mu_{A2.B1}$
Low Motivation (B2)	A1.B2	A2.B2	$\mu_{A1.B2} = \mu_{A2.B2}$ $\mu_{A1.B2} \neq \mu_{A2.B2}$
$\sum k$	$\mu_{A1} = \mu_{A2}$ $\mu_{A1} \neq \mu_{A2}$	$\mu_{B1} = \mu_{B2}$ $\mu_{B1} \neq \mu_{B2}$	$\mu_{int. AxB} = 0$ $\mu_{int. AxB} \neq 0$

## RESULT AND DISCUSSION

### RESULT

Data description is an illustration of data distribution by using inferential statistical analysis. The data description is taken from the

distribution of questionnaires for students' learning motivation and speaking skill test. The result of descriptive statistic for each variable can be seen in Table 2.

Table 2. Descriptive Statistic

	Role-play (A1)	Discussion (A2)	Column ( $\sum b$ )
High Motivation (B1)	n1 = 20 $\sum X_1 = 4435$ $\sum X_1^2 = 19669225$ Mean X1 = 221.75	n2 = 20 $\sum X_2 = 5380$ $\sum X_2^2 = 28944400$ Mean X1 = 269	nb1 = 40 $\sum Xb_1 = 9815$ $\sum X^2b_1 = 48613625$ Mean Xb1 = 490.75
Low Motivation (B2)	n3 = 20 $\sum X_3 = 4165$ $\sum X_3^2 = 17347225$ Mean X1 = 208.25	n4 = 20 $\sum X_4 = 4775$ $\sum X_4^2 = 22800625$ Mean X1 = 239	nb2 = 40 $\sum Xb_2 = 8940$ $\sum X^2b_2 = 40147850$ Mean Xb2 = 447.25
Row ( $\sum k$ )	nk1 = 40 $\sum Xk_1 = 8600$ $\sum X^2k_1 = 37016450$ Mean Xk1 = 430	nk2 = 40 $\sum Xk_2 = 10155$ $\sum X^2k_2 = 51745025$ Mean Xk2 = 508	$\sum nb_1k_1 = 40$

In analyzing the data, the researcher used Two Ways Anova. The result of data analysis was presented in the Table 3.

Table 3. Two Ways Anova

Varians	Degree of freedom	Total of square	Average of square = K/db	$F_{\text{observed}} = \text{RK/RKD}$	$F_{\text{table}}$
Row (b)	(b)2-1 = 1	9570.31	9570.31	0.008	3.97
Column (k)	(k)2-1 = 1	1402.81	1402.81	0.001	3.97
Interaction (i)	1 x 1 = 1	3317582.2	3317582.2	2.98	3.97
Inter	76	84462151.25	1111344.09	–	–
Total of reduction	79	87790706.57	–	–	–

a) *There was any significant difference between students who used discussion and those who used role play in their speaking skill*

Discussion and role-play are methods that teachers use in improving students' speaking skill. But, in this research, there is no significant different between the students who used role play and discussion teaching method related to their level of motivation. As roles change, so might relevant concepts and arguments. Students may come, as a consequence, to appreciate more fully the relevance of diverse opinion, and where and how it is formed. Discussion let the students argue their idea, statement, and argument. The students are more active freely. In contrast, the students who are using discussion with the students who have high motivation also are more active. So, they are in their way to treat each group of students.

b) *There is any interaction of teaching methods and learning motivation on students' speaking skill.*

Based on the findings, there is no interaction between teaching method and learning methods. The result of data finding  $F_{\text{observed}} 2.98 < F_{\text{table}} 3.97$  means that there is no interaction between both teaching methods and learning motivation.

## DISCUSSION

Teaching method is the way teachers apply in teaching to reach the learning and teaching objectives. But, teachers should use and choose the method that in line with materials and the teaching objectives. Teaching method hopefully can improve students' achievement. In this study, the researcher focused on role-play and discussion method where both of them can improve students speaking skill. These data findings in line with Harmer (2007: 352) stated that "role-play and discussion have enormous benefit for the students." Different from role-play, in discussion method; the students are more active in dialog and sharing their ideas by the aim to push students to participate optimally in discussion. Teaching and learning by using discussion method is more giving opportunity to the students to take part actively in learning. Discussion also aims to give opportunity to the students in communicating orally what they have known. By discussing an interesting topic, they are enthusiasm to share their idea toward what the topic they are talking about. Students are more attend to be a good speaker than a listener because most of them want to their argument is listening to than others. This shown that, discussion is one of the teaching method which can improve students' speaking skill. The result of the research shows that, Based on the data findings, there is no interaction between teaching method and learning motivation.

The result of data finding  $F_{\text{observed}} 2.98 < F_{\text{table}} 3.97$  means that, there is no interaction between both teaching methods and learning motivation. Improving students speaking skill is not determined by the types of teaching methods that the teachers applied in the class related to the student levels of motivation.

## CONCLUSION

1. Discussion and role play are methods that teachers use in improving students' speaking skill. It improves interpersonal skills improves communication skills and enhances communication. Discussion lets the students argue their ideas, statement, and arguments. The students are more active freely. But in this research, just the students who have high motivation in taking part in discussion and are more interesting in arguing their idea as they know then just passive and heard.
2. There is no interaction of teaching methods and learning motivation on students' speaking skill. The result of data finding  $F_{\text{observed}} 2.98 < F_{\text{table}} 3.97$  means that there is no interaction between both teaching methods and learning motivation.
3. For the students with high learning motivation, discussion is more effective than role-play on students' speaking skill. This data shows that the students who have high motivation will be more active in discussion than the students who have low motivation.

4. Role play is more effective than discussion on students' speaking skill for students who have low motivation.

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