

CHAPTER I

INTRODUCTION

1.1 Background of The Problem

Learning English is compulsory for K12 students in Indonesia; however, some students still take extra English course outside of their school time. This may mean vary, such as studying English at school does not give adequate experiences and knowledge about English, or the complexity of the English subject at school is so high, that students search for the other alternative ways to learn English. Nevertheless, students' motivation to undertake extra English course in Madrasah Aliyah Negeri Dabo Singkep has received less attention in research. Understanding students' motivation to learn English by taking extra course is important to do. Understanding students' motivation can help schools and other stakeholders to provide supports that can sustain their motivation, and teacher in understanding and selecting their strategies to teach students of different age (Wong, 2008). Motivation is positive energy that keeps students reaching better.

Achievement in learning process. This statement is supported by Paul (1994, p.4 as cited in Cut Rahmi, 2013) that motivation is the process whereby goal-directed activity is instigated and sustained. Motivation is what stimulates students to acquire, transform and use knowledge. Students' motivation in learning is naturally students' desire to participate in the learning process. Although students may be equally motivated to perform a task, the sources of their motivation may be different.

Therefore, motivation plays an important role in foreign learning. Learning motivation is to promote, guide and maintain learning activities which have been conducted an internal strength or internal mechanism. Learning motivation once formed, the student will use an initiative study attitude to learn, and express a keen interest in learning, and can focus attention in class to master knowledge. But also, the student will have a kind of motivation to make state of attention, especially in the process of learning. Learning motivation that there is a dialectical relationship, which learning can produce motivation, and motivation can promote learning again, as Ausubel (1968) says, there is the complementary typically relationship between Motivation and Learning.

In addition, the English learners have become younger and youngest. English has been a compulsory subject in middle school for a long time. As for the junior students, students need motivations in learning a foreign language. Moreover, teachers should know the psychological theory and the process of English learning in order to encourage and enhance students' English learning. Learners' motivation plays a crucial part in learning English. Indeed, the role of learners' motivation in learning has been examined by many researchers who are interested in this subject area. Gardner (1985) seems to support this idea and point out that motivation in language learning is of particular importance. Students who have strong learning motivation take a correct and positive attitude towards study and make great efforts to master English with clear goal and desire and consequently gain better grade. It is true that motivation is such a basic factor in language learning that no teacher could avoid being concerned with students'

motivation. Therefore, teachers and students also pay more attention to motivation, which can drive students to learn English actively.

However, in this study the researcher also pay attention to students' motivation dan speaking difficulties. Then, the researcher conducted a study entitled **“AN ANALYSIS OF STUDENT MOTIVATION IN SPEAKING ENGLISH IN MADRASAH ALIYAH NEGERI SINGKEP”**.

1.2 Identification of The Problems

In relation background of the problem above, the researcher problems can be identifying several problems as follows:

1. The students get difficulties to focus on the subject.
2. The lack of students' interest in learning English.
3. The lack of motivation of students in learning English.
4. The students did not pay attention on their teachers during the teaching learning process.
5. The lack of students and teacher responses.
6. The lack of students' confidence to speak actively

1.3 Limitation of The Problem

Based on the identification of the problem, the limitation of the problem in this research will be students' motivation and students' difficulties in speaking English.

1.4 Research Question

Based on the limitation of the problems that has been described, the problem formulate will be “What are the most motivations in students’ speaking English in Madrasah Aliyah Dabo Singkep?”

1.5 Purposes of The Problem

Based on the formulation problem, the purpose can be found out is to know and describe the most motivations in students’ speaking English in Madrasah Aliyah Negeri Dabo Singkep.

1.6 Significance of The Problem

Based on the above research objectives, researches will be the following research benefits:

1.6.1 Theoretical benefits

1. Extend the knowledge about the importance of motivation for students in speaking English.
2. Become a proponent the development of the theory for further research.

1.6.2 Practical benefits

Practically, this study provides benefits for students and teachers. The benefit is as follow:

1. For students

The result of this study provides information of students about their motivation is very important to achieve the desired achievement. They will be able to support themselves to learn English, they will know that learning English not only through one place but there are many places to learn

English such as English courses, and English learners will know the benefits and factors that encourage them to learn English at course.

2. For school

This research can be supports and help teachers and other stakeholders at school in designing relevant curriculum and they will be able to create the good atmosphere of school environment, so the students are motivated in learning English at school.

3. For Teachers

The findings can be beneficial for English teachers to provide and appealing materials and many interesting strategies to motivate students in learning English.

1.7 Definition of The Key Terms

1. Motivation

Motivation is the driving force that inspires people to engage in certain behaviors or activities. In the context of learning English, motivation refers to the reasons or incentives that drive a person to study and learn the language.

2. Speaking

Speaking is the process of using language to communicate with others through spoken words. In the context of English language learning, speaking refers to the ability of a student to use the English language to convey ideas and express themselves effectively in spoken form.

3. Speaking Class

Speaking Class is where the teacher teaches the students to speak with the hope that the speaker's students will be able to speak English well according to the lessons given. not only that, the next hope is that students can communicate with each other using English.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Review of Related Theory

2.1.1 Motivation

Motivation is an impulse or will that cause a person to perform an action to achieve a certain goal. 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. Motivation is a ability of students to achieve the achievement.

Motivation is very important in learning a second language. The primary motivation for learning a single language is being able to relate to the target. Pupils also have to pay attention whether they are motivated from the outside or inside. It seems to have been known that there are two types of motivation that can affect the will of students in learning English.

The teacher understands how important motivation is for learning and does many things to increase student motivation (Schunk, 2012 :346). Their learning

experience becomes more meaningful and they go deeper into submission to fully understand this. On the other hand, motivation caused by external circumstances is an external factor to the individual and not related to the task they are carrying out.

2.1.2 Types of Motivations

According to Prihartanta (2015:4), there are most of types of motivation which are explained as follows:

1. Intrinsic Motivation

Intrinsic motivation is motives that become active or functioning do not need to be stimulated from the outside, because in every individual there is already an urge to do something. Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards. The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behaviour, where it was discovered that many organisms engage in exploratory, playful, and curiosity-driven behaviours even in the absence of reinforcement or reward (White, 1959). Intrinsic motivation is an eternal individual motivation which is normally derived from involvement with previous learning activities and people around them. Every student or teacher always feel good at appreciation and interested in rewards they get.

Their feeling and interest need to be reminded and developed to keep them motivated. Leo (2008), reminds both the teachers' and students' intrinsic motivation. his excellent reminder makes everybody realize to motivate themselves through the jobs they have chosen.

2. Extrinsic motivation

Is an active and functioning motives due to external stimuli. It can also be said as a form of motivation in which learning activities begin and continue based on outside encouragement that is not absolutely related to learning activities. Is the motivation that coming from teacher, classmates, people around them, or environment. To motivate students when the term or semester begin, some teachers use the first session of the class to introduce themselves, discuss the syllabus, to inform the books to read, evaluation mechanism, and rules. It is also the right moment for teachers to arouse students' intrinsic and extrinsic motivation. Each teacher tries to motivation them using their own ways such as giving advice, telling experience, informing tips how to be successful, and so on.

There are some ways needed to be done by the teacher to maintain students' interest or motivation. Although their different levels of intellectual and various personalities such as being smart, slow, enthusiastic, restless, disobedient, stubborn, frightened, emotional, lazy, trouble makers, and so on, the teacher should be able to make them learn and word according to the expected learning objectives.

3. Amotivation

In fact, the absence of both intrinsic and extrinsic motivation is called amotivation. It generates when learners have unwillingness or lack motivation in learning. They have low self-efficacy and feel incapable because the learning will result no desired outcome and doing the tasks have no value as well (Harnet, 2016).

There are various ways that can be selected as a teacher to make students interest and motivated. From those ways students would be knows their need, want, desires, so on.

a. Building students' confidence

As motivator, a teacher is able to encourage students who are lazy, silent, unconfident during the class to become more confident and hopeful gradually. Confidence is gained when students are able to do something which prides themselves on their abilities. This confidence develops when they get regular opportunities to demonstrate their abilities followed by feedback, appraisal, and praise from the other students or the teachers. Praise builds student' self-confidence, competence, and self-esteem.

For example, after giving a teaching presentation or an explanation, the teacher asks a question to students referring to it. A shy or unconfident student will never answer the question because he does not want to lose his face by making mistake in front of other students. If the student gets opportunity to discuss the aver with their friends in a relaxed atmosphere, he will have courage to join the discussion. This is the right opportunity to build confidence.

If that type of student is confident to express his idea in a small group, he is expected to have more courage to speak in a bigger one. The more opportunities he tries, the more confidence he will get. Indirectly, the student gets more confidence to show his learning abilities. It means as a motivator, the teacher should always be creative to search and explore students' motivation and potentiality. To do it, the teacher must explore them through various guided and free activities. From their performance, we can see that certain students are potential for certain things and are capable of doing something.

b. Creating self-motivated independent learners

To motivate students, teachers need to do a lot of different things that encourage them to become self-motivated independent learners. Lowman (1984), Lucas (1990), Weinert and Kluwe (1987), and Leo (2008) suggest the teachers to do these following things: to give frequent, early, positive feedback that supports students' beliefs that they can do well; to ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult; to help students find personal meaning and value in the material; to create an atmosphere that is relaxed, open and positive; to help students feel that they are valued members of a learning community, and to give them opportunities and challenge to demonstrate their abilities to do something.

A lot of different things which are well organized help learners to explore their interest. They are also able to identify and show that their

interest that becomes their prides which motivate them to explore more things. Davis (1999) states that, "Most students respond positively to a well-organized course taught an enthusiastic instructor who has a genuine interest in students and what they learn."

c. Fulfilling the needs of students

Students need a lot of things in learning. It is important to know what they need and how to fulfil their needs. McMillan and Forsyth (1991) in Davis (1999), suggest the needs of students as follows: the need to learn something in order to complete a particular task or activity, the need to seek new experiences, Students the need to perfect skills, the need to overcome challenges, the need to become competent, the need to succeed and do well, the need to feel involved and te interact with other people.

It is not simple to fulfil all those students' needs but teachers have to do their best to satisfy their needs. Satisfying them is rewarding in itself, and such rewards sustain learning more effectively, Davis (1999). To make them satisfied. teachers are suggested to do the following things: designing in-class activities. discussion questions to address these kinds of needs, design assignments, involving students to engage in low level learning activities until learning activities such as hearing, seeing, describing, explaining, relating, applying, and theorizing, as it is said by Glasser (1988), Biggs (2003), Waidi (2006), and Leo (2008).

d. Making students active

All those activities make students active to participate in the learning activities. When students are active, boredom decreases. Meyers and Jones (1993) define active learning as learning environments that allow "students to talk and listen, read, write, and reflect as they approach course content through problem-solving exercises, informal small groups, simulations, case studies, role playing, and other activities-all of which require students to apply what they are learning" (p. xi). Many studies show that learning is enhanced when students become actively involved in the learning process. Instructional strategies that engage students in the learning process stimulate critical thinking and a greater awareness of other perspectives.

It is therefore teacher needs to be creative to use various different activities. The more different activities show the more creativity. Out of activities, Sass (1989) suggests eight major contributors to student motivation: instructor's enthusiasm, relevance of the material, organization of the course, appropriate difficulty level of the material, active involvement of students, variety, rapport between teacher and students and use of appropriate, concrete, and understandable examples.

e. Applying different teaching methods

Teachers need to explore and apply different teaching methods to motivate students. Leo (2008) suggests the following teaching methods lecture, demonstration, contextual instruction, field study, tutorials, seminar and workshop, group discussion, role play, simulation, cooperative learning collaborative learning, problem solving, case study, discovery, research

project teaching and publishing. There are still many other teaching methods which can be adopted, developed, modified, or varied by teachers.

Forsyth and McMillan (1991) state that variety reawakens students' involvement in the course and their motivation. For those reasons, a teacher has to break the routine by incorporating a variety of teaching activities and methods in our course: role playing, debates, brainstorming, discussion, demonstrations, case studies, audio visual presentations, guest speakers, or small group work. They are all very important to avoid boredom. No matter how good a teaching method is, when it is used again and again, it is boring.

f. Giving constructive feedback

Feedback is to make students aware of their strength, weaknesses, and achievement and more importantly is to improve their achievement and motivation. That is why tests and papers should be returned promptly and success should be rewarded publicly and immediately. It is necessary to give students some indication of how well they have done and how to improve. Cashin (1979) suggests that rewards can be as simple as saying a student's response was good, with an indication of why it was good, or mentioning the names of contributors: "Cherry's point about pollution really synthesized the ideas we had been discussing."

Without feedback, students' motivation can decrease or even they lose their motivation as they are not able to improve themselves. Alwasilah (2003) shows teacher's feedback on students' compositions as follows: Graded and returned to students without corrections (47.3%); Collected but

never returned to students (31.2%); Read but never returned to students (17.2%); Recommended for revision (8.6%) and recommended for peer collaboration and revision (7,5%). This shows that teachers do not give sufficient feedback and the finding frustrates and disappoints students.

Constructive comments from teachers, either positive nor negative, influence motivation, but research consistently indicates that students are more affected by positive feedback and success. It is important for teachers to recognize students' sincere efforts even the result is not very good. When a student's performance is weak, let the student knows that you believe he or she can improve and succeed some time, said Lucas (1990).

g. Giving a challenge

Students are able to make teachers surprised when they are able to do their challenging assignments satisfactorily. Once, my hotel students were able to design a hotel brochure and the brochure was published and used by the hotel. They got complementary room from the hotel. They were very happy and proud of themselves, Next. I had a writing class for newspaper and magazine articles. At the beginning, only one of their articles was published by a local magazine. I am now a book writing trainer and publishing consultant. I give writing training to groups of lecturers and other certain groups and some of their books have been published by different publishers. Those learning achievements are surprising, aren't they? Those assignments are challenging and motivating not only for the learners but also the teacher, if assignments and exams include easier and harder

questions, every student will have a chance to experience success as well as challenge, said Cashin (1979). Once students feel they can succeed, we can gradually increase the level of assignment difficulty.

2.1.3 The function of learning motivation

Motivation will be determining the intensity of the learning effort for the learners. There are functions of learning motivation, namely:

- a. Encourage people to act, so as a mover of a motor that release energy. Motivation, in this case, is the driving force of every activity to be done.
- b. Determining the direction of action. i.e., toward the goal to be achieved. Thus, the motivation can provide direction and activities to be done in accordance with the formulation of its purpose.
- c. Selecting the action, which determines what actions, should be done harmoniously to achieve the goal, by setting aside the actions that are not useful for the purpose.

2.1.4 Speaking

Speaking, according to Harmer (2007), is the ability of people to speak fluently and convey feelings to other people, the ability not only to know the properties of language, but also the ability to process language and information. Like Mackey (2007), he said that speaking is the act of expressing something, which is not only about rhythm and intonation, but also about conveying information accurately and in a way that is easily understood by others.

According to Cooper (2010), speaking is also a skill that can be used to practice productivity, because by speaking, a person can use his speech organ for work, such as brain thinking. The ability to speak can also provide positive action, because a person can convey his feelings through speech. Good presentation skills also make our interlocutors answer what they are talking about.

Based on the above theories, it can be concluded that speaking is the ability of a person with positive influence to increase good speaking skills. We are not only talking about rhythm and intonation, but also how we conveyed our feelings or something to other people and conveyed the right meaning. If someone wants the interlocutor to listen to him or respond to him while speaking, the content or words must contain good manners.

2.1.5 The characteristic of successful speaking activity

In some cases, speaking English is difficult. However, in order for students to perform successfully, they must meet the characteristics of successful, such as (Brown, 2004):

1. **Students speaking more**

In order for students to be more active in speaking, the teacher must give more time to listen to his students. It would be more effective if the teacher just talked without giving the students a chance to ask questions or give answers.

2. **Balance participation**

In teaching and learning activities, every student must be given an equal opportunity to express his opinion on the subject under discussion.

The teacher should be fair in providing opportunities for each student to improve their English skills.

3. High motivation

The student will be more active during teaching and learning activities in the classroom are fun and make them have a role in the class. How the way the teacher when teach the students is also very important to build high motivation from students itself.

4. Language is at an acceptable level

In this case, a teacher must be able to provide understanding to students so that they are able to convey information, responses, or ideas in clear language and can be understood by other students.

2.1.6 Factors of the difficulties in speaking

There are some difficulties in speaking English according to Brown (2004), such as:

1. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2. Redundancy

The students often do the redundancy because they are confused what will they say. But the student has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3. Reduced forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4. Performance variables

In performance variables, the students often do performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate when they were talking.

5. Colloquial language

Sometimes in colloquial language, the students still do not know about the words, idioms, and phrases of colloquial language and that they do not get practice in producing these forms.

6. Rate of delivery

The other salient characteristic of fluency is rate of delivery. In this case, the students must acceptable speed along with other attributes of fluency. Through rate of delivery, a teacher will know the progressed of the students' ability in speaking English.

7. Stress, rhythm, and intonation

Sometimes, the student has a difficult in this case. Stress, rhythm, and intonation actually give the effect when someone speaks. The three of them, show the fluent or not in speaking English.

8. Interaction

When the students want to improve their speaking ability, automatically the students must do interaction with other people to help them in speaking English. Through interaction, the students will know their shortcomings in speaking.

2.2 Relevant of The Study

The relevant research result is a systematic description of the result of research conducted by relevant previous researchers in accordance with substance studied. Research relevant to this research, among others, as follow:

From the previous findings reviewed, it can be understood that instrumental motivation is the main factor of the students in learning English language. They are more interest in learning English for the sake of their careers, future plan or improving their achievements.

Wimolmas (2013) examined the type and level of English language learning motivation (instrumental or integrative) of first-year undergraduate students at an international institute of engineering and technology in Thailand. The main findings show that the students are relatively highly motivated and found to be slightly more instrumentally motivated to learn English. This reveals that instrumental motivation is a significant factor among this group of students learning English. One who has a positive belief or opinion to learn things has a high potential to achieve his/her desirability toward the things.

Schunk et al (2014) argued that the success of the students' learning was related to their motivation. Furthermore, Nayakama et al (2014) also argued that

the students were differently affected by their extrinsic motivation like learning environment and intrinsic one such as personalities.

Attitude is important to every event or object. In training or learning, attitudes affect motivation. Attitudes motivate ones to perform or learn more effectively. Motivation generally refers to the goals that people choose the activities they use in achieving the goals (Blanchard & Thacker, 2007). Based on P.N. Blanchard and J.W. Thacker's opinion, if students have positive attitude to learn certain courses, they will have high expectation and desirability toward those courses.

From all the previous studies above, the researcher will be discussing the motivation of students and difficulties in speaking English. For this study, the researcher used observation and questioner in collecting the data. The researcher wants to describe the analysis of student's motivation in speaking English in Madrasah Aliyah Negeri Dabo Singkep.

2.3 Conceptual Framework

Motivation is one part of the study. There is a slight change in the way of learning, namely teaching which is usually face-to-face to hybrid teaching. With so many media or applications that can be used above, not a few students feel they cannot learn with focus and that makes students not interested in learning English.

For more details, the research is described in the conceptual framework below:

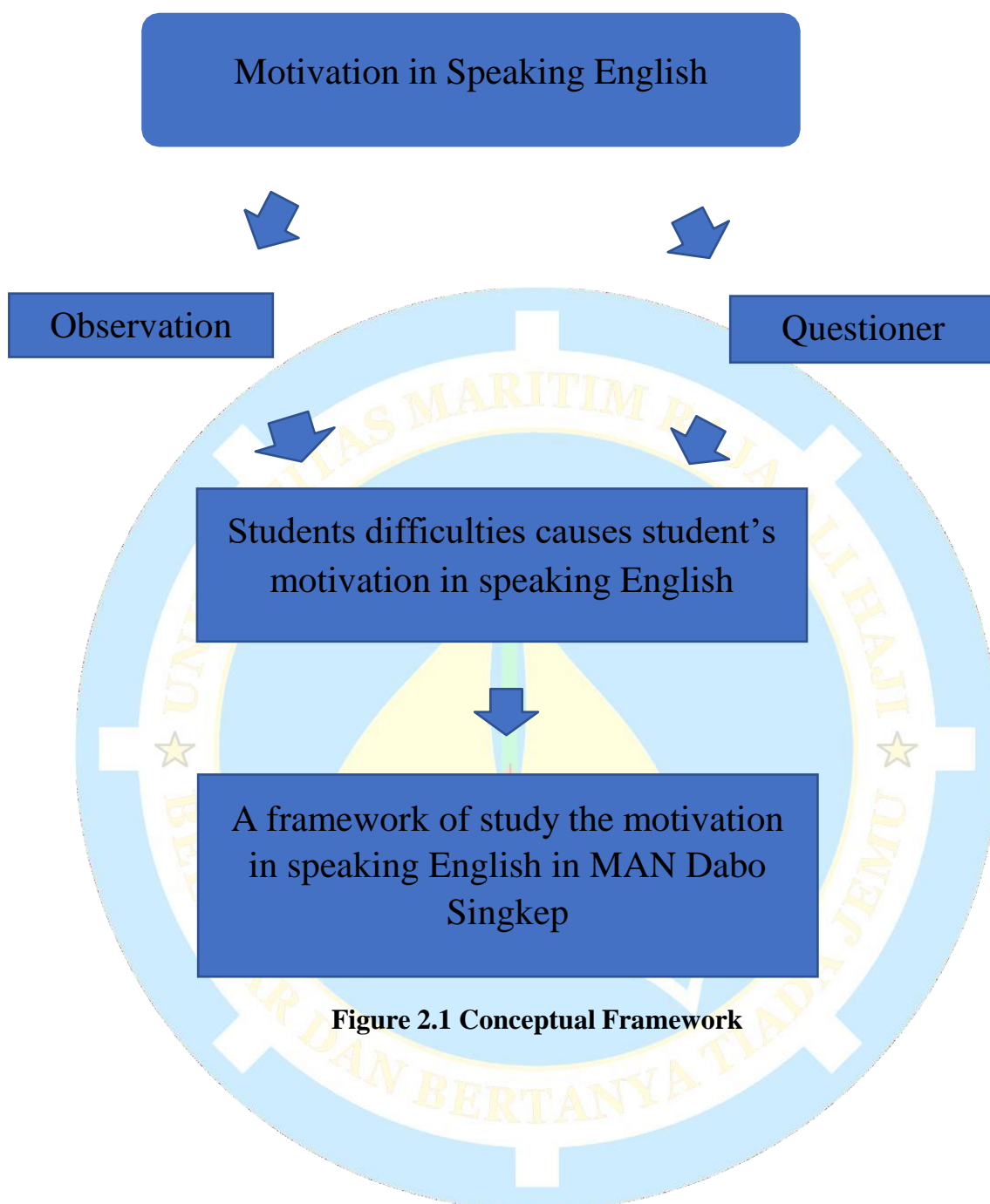


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHOD

This chapter describes the procedure of conducting the research ranging from research design, research participants, research instruments, the technique of collecting data, the technique of analysing the data, and trustworthiness.

3.1 Research Design

There are two types of research methods commonly used by researchers, qualitative and quantitative. The difference between qualitative research and quantitative research is that qualitative is essentially a word-use and an open-ended question. A typical example: a case study. Although quantitative is essentially framed by the use of numbers, it is a closed question. A typical example: experimental research (Creswell, 2017:32).

In addition to the two basic research methods, Creswell also proposed another type of research, mixed method research. Mixed methods research is an approach to research that combines two research methods, qualitative and quantitative, to collect data by integrating two forms of data using separate designs that may include philosophical assumptions and theoretical frameworks. This combination provides a more complete understanding (Creswell, 2017:32).

According to Creswell's three approaches, the researcher used mixed methods research, which also combined qualitative and quantitative data. In this work, the research methodology was dominated by the qualitative method, because the researcher used documentation and observation as an instrumental

data collection, and a copy of the material was made as is characteristic of the qualitative method. This study also used typical numbers, percentages for the quantitative method. This was necessary for a complete investigation and a proper conclusion.

According to Fitrah and Luthfiyah (2017:36), descriptive research is research that aims to describe existing phenomena, which occur now and in the past. This study does not make manipulations or changes to the independent variables but illustrates a condition based on facts. Furthermore, Mulyadi (2011:10) stated that descriptive research is a discussion for the exploration and clarification of independent variables on the dependent variable, by describing several indicators relating to the problem and the unit discussed.

3.2 Research Participants

Research participants were needed by researchers to get the data needed by researcher. There are students of Madrasah Aliyah Negeri Dabo Singkep were selected. There are 40 students participating in this research. The researcher chooses students at Madrasah Aliyah or Senior High School because of understanding about the importance of study English as foreign language and they have known the purpose of study. Of the total 40 students, 20 students selected as participants. Participants were selected by random sample method.

3.3 Research Instrument

Hadjar (1996) states that instrument is a measuring tool used to obtain qualitative information about objectively varying variable characteristics. For this research, the researcher used observation and questionnaire instrument.

1. Observation is the action or process of observing something or someone carefully or in order to gain information. In this research observation is to know, the student motivation in learning English and speaking difficulties during classroom activity.
2. Questionnaire to determine the level of students' motivation to speak English.

3.4 The Technique of Collecting Data

Based on the explanation above, the technique used by researcher to collecting data in this research is:

1. Observation

Observation method is used in cases where you want to avoid an error that can be a result of bias during evaluation and interpretation processes. It is a way to obtain objective data by watching a participant and recording it for analysis at a later stage. Observation undertaken by the researcher can describe the situation of the students. In this research, the researcher did the observation by observed the class to know the students' motivation in speaking and speaking difficulties and the cause that faced by the students.

2. Questionnaire

Questionnaire is an investigation carried out by sending a questionnaire to respondents who have been determined and after being filled out the questionnaire is returned to the researcher. The research questioner consists 10 statements that focused on students' motivation in learning English.

The researcher used distributed the questionnaire by himself to the eleventh-grade students at MAN Dabo Singkep. By the statements students only choose one of the 5 Likert scale. The data collected by the student's statement.

Table 3.1 Intrinsic Motivation Questions

No	Intrinsic Motivation	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I Learn English in order to improve my English-speaking skills.					
2	Knowing English helps me become a better person.					
3	I used the free time for learning English.					
4	I still study English because I enjoy study English it.					
5	English helps/will help me learn about other cultures, values and thoughts.					
6	When I speak English, I don't mind making mistakes.					
7	Learning English is very important					
8	Learning English will allow me to be more at ease with English speakers.					
9	When someone speaks to me in English, I tend to be nervous.					
10	If I could not go to Campus, I would learn English by myself.					

Table 3.2 Extrinsic Motivation Questions

No	Extrinsic Motivation	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Learning English is useful in getting a good job.					
2	I learn English because I need it to further my studies overseas.					
3	I study English in order to please my family.					
4	I feel that no one is really educated unless he is fluent in English language.					
5	Knowing English gives me a feeling of success.					
6	Others will have a better opinion of me if I speak English.					
7	In an English class, the teacher's personality is important.					
8	In an English class, the group is important.					
9	I study English because I want to do well in my Examination.					
10	In an English class, the teacher's method is important.					

The students were asked to answer the question by choosing five categories SA=5, A=4, N=3, D= 2 and SD=1. The score of questionnaires is based on the table below:

Table 3.3 Likert Scale Rating

Optional	Score	
	Intrinsic	Extrinsic
Strongly Agree	5	5
Agree	4	4
Neutral	3	3
Disagree	2	2
Strongly Disagree	1	1

3.5 The Technique of Analyzing the Data

3.5.1 The Quantitative Data

The data obtained from the questionnaire was then analyzed using the Microsoft Excel program. Data on subjects' general background and their comments were calculated and presented as percentages. Measure the study motivation level of the subjects with the Likert scale points of the questionnaire. Then, agree or disagree based on the following criteria Mean-Range Interpretation.

Table 3.4 Motivation Level

No.	Mean	Interpretation
1.	3.68 – 5.00	High degree of Motivation
2.	2.34 – 3.67	Moderate degree of Motivation
3.	0.00 – 2.33	Low degree of Motivation

Once the information is received, the scores of the questionnaire completed by the students are calculated. Data will be analyzed using descriptive methods. The results are presented as quantitative data. In the first part of the motivation questionnaire, the question consists of two parts as follows; number 1 to 10 questions to measure intrinsic motivation; questions 11-20 to measure extrinsic motivation. In the first part, the motivation level of successful students is measured on five scales of Likert.

Based on the results of data acquisition, it means that if the total value of intrinsic motivation is higher than extrinsic motivation, it means that students have intrinsic motivation, on the other hand, if the total value of extrinsic motivation is higher than intrinsic motivation. part, one can conclude. that students have extrinsic motivation to learn. A more dominant level of motivation is achieved in learning English and is determined after the scores for each intrinsic and extrinsic motivation are calculated. The following Sudijono formula is used for data analysis:

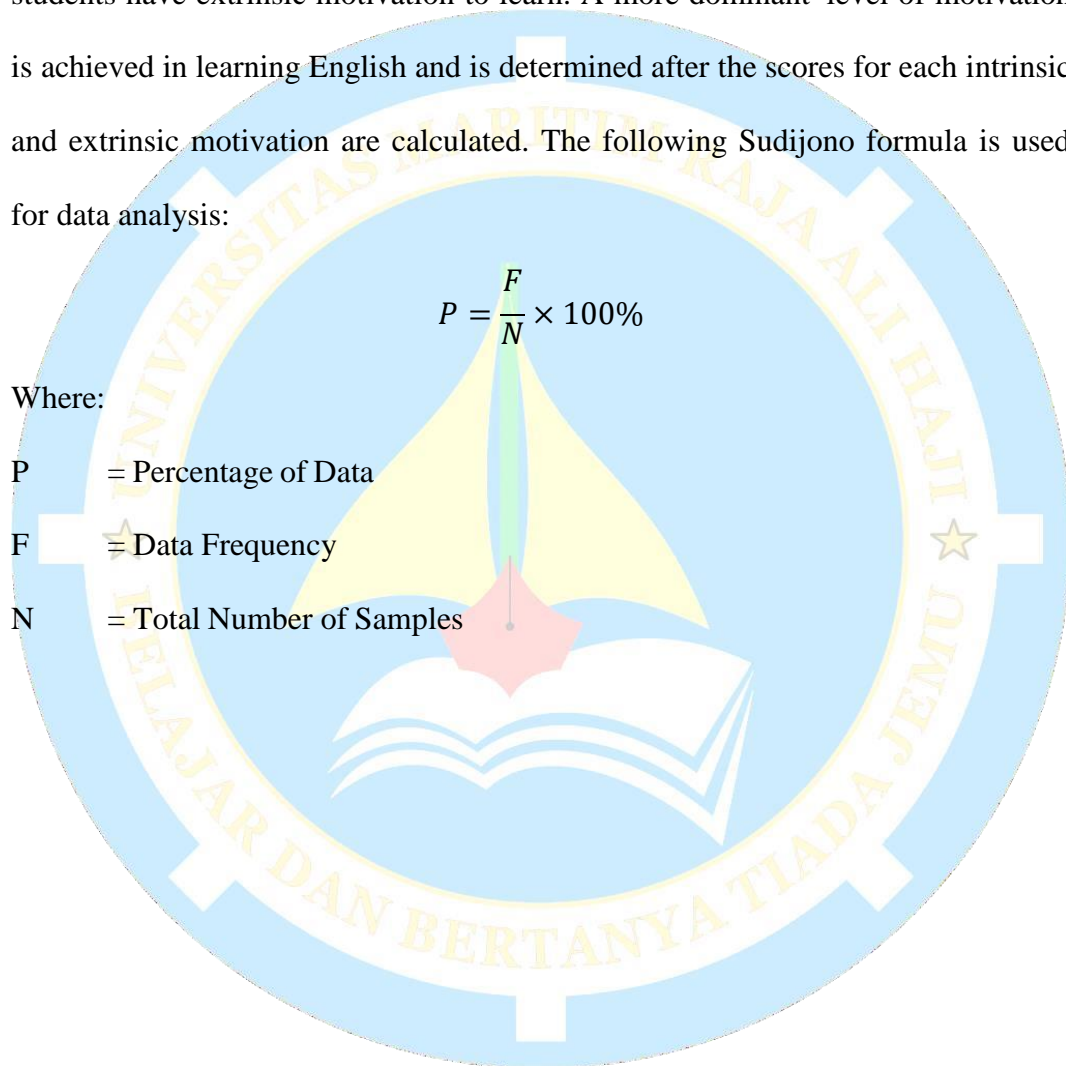
$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage of Data

F = Data Frequency

N = Total Number of Samples



3.5.2 The Qualitative Data

There are several steps to analyze qualitative data, the steps are:

1. Data Reduction

Quite a lot of data was obtained from the field, so careful and detailed consideration should be given to the researcher. As already explained, when the researcher in the field grows, the volume of data becomes more numerous, complex and complex. In addition, the data must be analyzed immediately using data reduction. Data reduction means making summaries, selecting key points, focusing on important issues, looking for themes and patterns. The data thus reduced gives a more accurate picture and makes it easier for the researcher to collect information and, if necessary, look for it. In this study, the researcher uses observation and questionnaire to collect data.

2. Data Display

After going through the data, the next step is to display the data. In the qualitative method, data can be shown in the form of short descriptions, diagrams, relationships between categories, flowcharts, etc. In qualitative research, text is most often used to present data rather than narrative text. By showing the data, it is easier to understand what is happening, to plan the next work accordingly. In addition, it is recommended to display information, in addition to text, such as narrative text, it can also be charts, matrices, networks and diagrams. In this study, the researcher was presented with information about students' speech difficulties and their causes.

3. Conclusion Drawing

The third step in Miles and Huberman's qualitative data analysis is inference and verification. However, preliminary findings indicate that this is temporary and will change if strong support is not found in the next phase of data collection. However, if the conclusions are tentatively presented at this stage and supported by valid and consistent evidence when the researcher returned to the field of data collection, the conclusion presented is credible. The conclusion of qualitative research is the discovery of something new that was never there before. Findings can be a description or description of an object that was previously unclear or dark so that after investigation it becomes clear, it can be causal or interactive, hypothesis or theory. In this study, the researcher received the result of the study based on the problem statements obtained as a result of the analysis.

3.6 Trustworthiness

In qualitative research method, this method uses certain methods to get accurate data. Good data is on average valid data, for the data to be valid the researcher uses triangulation. The technique used in this study to improve data validity is triangulation. In this study, the researcher used the methodology of triangulation. In methodological triangulation, the researcher uses three data collection techniques; they are observation and questionnaire. The observation focuses only on the activities of students who learn to speak English in class. At the same time, the questionnaire are data that provide deeper information and support the observational data.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

4.1 Research Finding

4.1.1 The Quantitative Data

In this part, the researcher analyzed the questionnaire that has been distributed to the students of MAN Dabo Singkep. The aim is to answer the research questions of the first chapter. The purpose of this study was to find out the motivation level of students in the second semester of eleventh grade of MAN Dabo Singkep in the new regular academic period of the 2022/2023 academic year. To find out the dominant motivation of the students in the second semester of eleventh grade of MAN Dabo Singkep in the academic year 2022/2023 internal or external motivation in speaking.

1. Respondent information

This section provides general information about the survey respondents. The results obtained from the questionnaire are as follows.

Table 4.1 Respondent Gender

Gender	Frequency	Percentage (%)
Male	6	30%
Female	14	70%
Total	20	100%

Based on the table above, it can be seen that there are a total of 20 respondents. The respondents consist of 6 (30%) male and 14 (70%) female.

Table 4.2 Respondent Age

Age	Frequency	Percentage (%)
14	1	5%
15	14	70%
16	3	15%
17	2	10%
Total	20	100%

Based on the table above, it can be seen that the research respondents are between 14 to 17 years old. These are the usual age range for students of eleventh grade.

2. Level of students' motivation in speaking English

In this part, the researcher provides the overall research results. It will describe all items totaling of 20 questionnaire items, the result is a detailed average scored, which calculated using Microsoft Excel program.

a. ★ Intrinsic motivation

The figure and table below are the score of students' intrinsic motivation of the eleventh grade of MAN Dabo Singkep academic year 2022/2023.

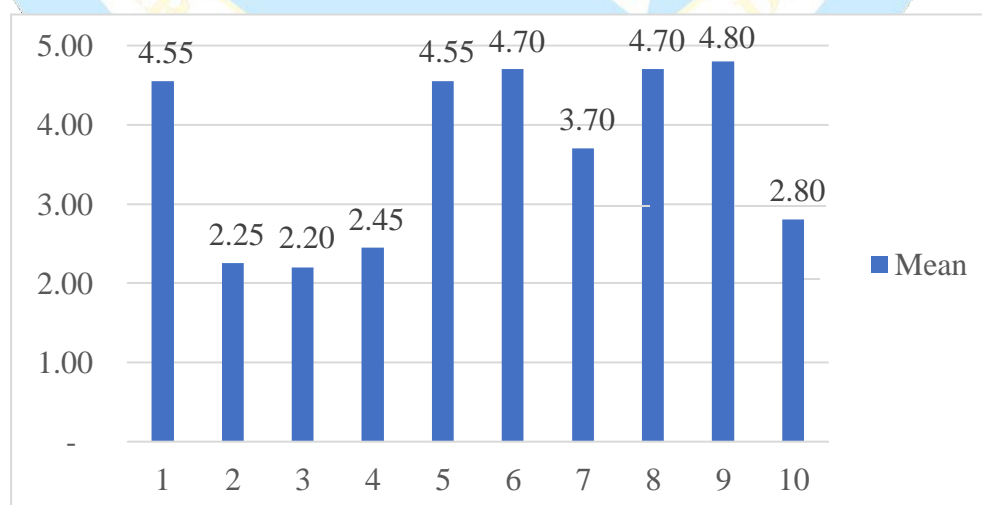
**Figure 4.1 Student Score of Intrinsic Motivation**

Table 4.3 Student Score of Intrinsic Motivation

No	Intrinsic Motivation	Mean	S.D.	Rating of Motivational Level
1	I Learn English in order to improve my English-speaking skills.	4.55	0.50	High
2	Knowing English helps me become a better person.	2.25	0.83	Low
3	I used the free time for learning English.	2.20	0.75	Low
4	I still study English because I enjoy study English it.	2.45	0.80	Moderate
5	English helps/will help me learn about other cultures, values and thoughts.	4.55	0.50	High
6	When I speak English, I don't mind making mistakes.	4.70	0.46	High
7	Learning English is very important	3.70	1.05	High
8	Learning English will allow me to be more at ease with English speakers.	4.70	0.46	High
9	When someone speaks to me in English, I tend to be nervous.	4.80	0.40	High
10	If I could not go to Campus, I would learn English by myself.	2.80	1.03	Moderate
TOTAL		3.67	0.23	Moderate

Based on the Table 4.3 reveals that respondents have a moderate intrinsic motivation level with the total of score Mean is 3,67 and Standard Deviation is 0,23. Highest score from the statement is number 9 (*When someone speaks to me in English, I tend to be nervous*) with mean score of 4,80 and S.D. 0,40 and this statement was rated in high motivation level. While the lowest score from the statement is number 3 (*I used the free time for learning English*) with mean score of 2,20 and S.D. 0,75 and this statement was rated low motivation level. So, it can be concluded that their intrinsic motivation of speaking English is moderate. This affects their learning habits such as sleeping or not understanding lessons, not listening

to teachers, not doing assignment, and not speaking English while outside of the English class.

b. Extrinsic motivation

The figure and table below are the score of students' extrinsic motivation of the eleventh grade of MAN Dabo Singkep academic year 2022/2023.

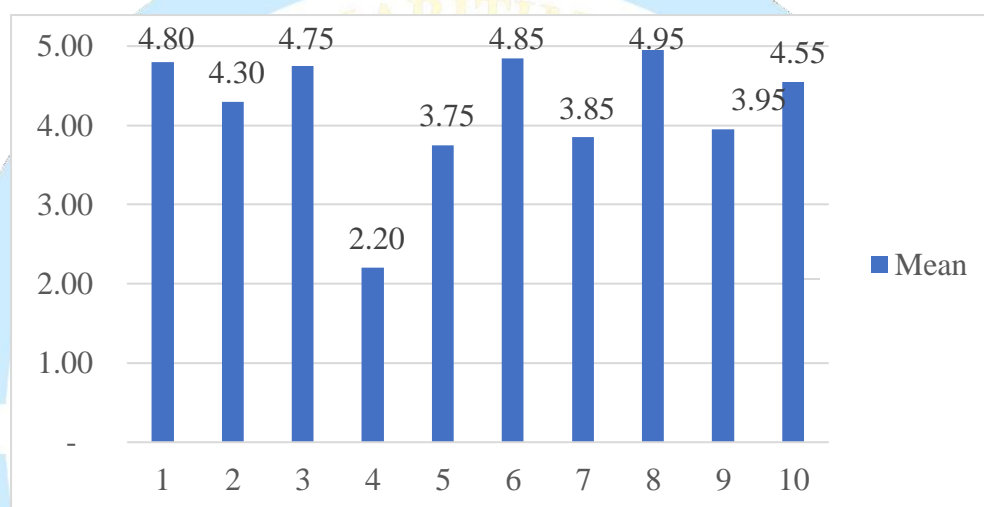


Figure 4.2 Student Score of Extrinsic Motivation

Table 4.4 Student Score of Extrinsic Motivation

No	Intrinsic Motivation	Mean	S.D.	Rating of Motivational Level
1	Learning English is useful in getting a good job.	4.80	0.40	High
2	I learn English because I need it to further my studies overseas.	4.30	0.90	High
3	I study English in order to please my family.	4.75	0.43	High
4	I feel that no one is really educated unless he is fluent in English language.	2.20	0.68	Low
5	Knowing English gives me a feeling of success.	3.75	0.77	High
6	Others will have a better opinion of me if I speak English.	4.85	0.36	High
7	In an English class, the teacher personality is important.	3.85	0.57	High
8	In an English class, the group is important.	4.95	0.22	High
9	I study English because I want to do well in my Examination.	3.95	0.80	High
10	In an English class, the teacher's method is important.	4.55	0.50	High
TOTAL		4.20	0.21	High

Based on the Table 4.4 reveals that respondents have a high intrinsic motivation level with the total of score Mean is 4,20 and Standard Deviation is 0,21. Highest score from the statement is number 8 (*In an English class, the group is important*) with mean score of 4,95 and S.D. 0,22 and this statement was rated in high motivation level. While the lowest score from the statement is number 4 (*I feel that no one is really educated unless he is fluent in English language*) with mean score of 2,20 and S.D. 0,68 and this statement was rated low motivation level. So, it can be concluded that their intrinsic motivation of speaking English is high. They will study hard and be active in speaking English if they have a friend to speak with. This causes

them to easily gain their enthusiasm in speaking English if they are advised.

Therefore, their success in speaking English will be easy to achieve.

3. Dominant intrinsic or extrinsic motivation in speaking English

The researcher made a comparison chart on the comparison score between intrinsic and extrinsic motivation which can be seen in the following figure below:

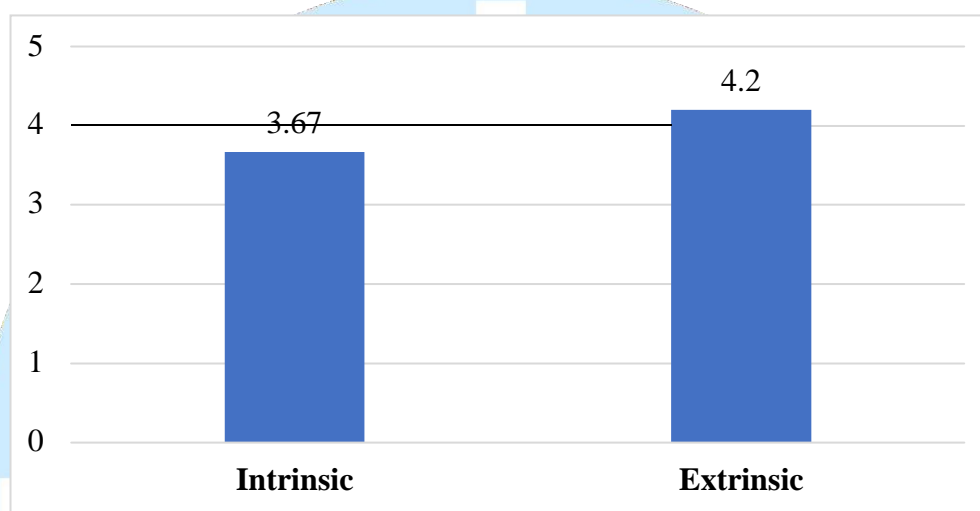


Figure 4.3 Comparison Between Intrinsic and Extrinsic Motivation

Based on the above data, the research results include internal and external motivation in the MAN Dabo Singkep students of the eleventh grade for the academic year 2022/2023. According to the results, students are generally highly motivated and have higher extrinsic motivation. Extrinsic motivation has the highest mean of 4,20 while intrinsic motivation has the lowest mean of 3,67.

4.1.2 The Qualitative Data

The researcher describes the results of research to answer the research questions. The research findings in qualitative have been concluded from observation and of the eleventh-grade students of MAN Dabo Singkep. Therefore, each instrument will be explained as follows:

1. Observation result

The researcher has conducted the observation two times, namely on Wednesday, 26th October and 2nd November 2022. During the observation, the researcher found the following results:

a. Observation I

In first observation, the researcher was conducted on Wednesday, 26th October 2022. The students always start the study with read Al-quran for 15 minutes. After read al-quran, teacher will start the lesson.

In this meeting, the subject of the lesson was Pronoun. The teacher asked the students, *“What is pronoun?”* and the students answered together: *“We don’t know, Ma’am.”* After that, the teacher explains about pronoun. The teacher then asked the students to give an example of a pronoun and do it in front of the class. Some of the student said, *“Ma’am, malu kalau harus ke depan. Gak pandai ngomongnya, Ma’am. Susah.”* The teacher said, *“It’s okay guys. Kita sama-sama belajar kok.”*

Finally, the other student came in front of the class and gives the example of pronoun. *“These pens are he pen”*, he said. *“Sorry ya Ma’am, masih salah kayaknya”* she continued. The teacher said, *“Give applause.”* Then, the teacher gives the feedback for her students’ example that there was error grammatical in her sentence. Suddenly, the bell was ringing, and the lesson is closed by saying *hamdallah*.

b. Observation II

This meeting was held on Wednesday, 2nd November 2022. The topic of this meeting is Expressing compliment. Students recited the Al-Quran

before starting the lesson. The teacher called the number of absentees after the students had read the Qur'an.

The teacher explained the lesson, the students listened attentively and seriously. The teacher always asked the students to ensure enthusiasm in the class. After the explanation, the teacher asked the students to mention an example of a compliment. Students then try to set an example.

The students gave their examples one by one and the teacher helped to compose the sentence. Suddenly the bell rang, the class had to be closed and *hamdallah* was said.

In observations I–II, the student was always afraid to try to speak English.

An example of the statements below:

Student 3 : *“Less knowledge about English such as grammar and tenses.”*

Student 5 : *“Difficult to memorize vocabulary, the teacher less give feedback.”*

Based on the above statements or words of the students, the researcher can know that the students have difficulties in speaking English. Difficulties come from within the students themselves. The difficulties of the students based on the above observation was that the students were still afraid to speak English, the students were afraid if their pronunciation is wrong when they speak English.

The reasons for the students' difficulty in speaking English can actually come from the internal and external students themselves, it depends on how the students think about the English language. As with the results of the survey, the researcher found that the cause of students' difficulties can become serious and very important for the teacher. A statement like the example below.

“Ma'am, malu kalau harus ke depan. Gak pandai ngomongnya, Ma'am. Susah.”

“Sorry ya Ma'am, masih salah kayaknya”

After finding out the students' difficulty in speaking English, the researcher also found out what is the reason for the students' difficulty in speaking English. Based on the above informant's statement, the researcher knows that the students cited shyness, fear of making mistakes, anxiety and lack of self-confidence as the reason for the difficulty in speaking English. Students are afraid of making mistakes when their teacher asked them to speak in front of the class because the students did not pronounce well. This result is related to Brown's claim that one factor in speech difficulties is the fear of being wrong.

In addition, in the student's answer in the researcher's observation, it was also written that the reason for the students' difficulty in speaking English is the statement below.

Student 1 : *“English is difficult, English class is bored, rare to speaking English, shy to speaking English, not confident.”*

Student 4 : *“English class is confusing, less interest in speaking English, afraid to speaking English, shy if speaking in front of class.”*

From the students' statement above, the researcher finds out that the students' sense of self was not interesting in the English class, so the students' perception of speaking English was difficult and became shy throughout their life. Other reasons are that writing and reading English are very different. This issue confuses the student and finally the students say their plan to speak in English. In

addition, mastering grammar and tenses also creates difficulties for students in speaking English, because students have less knowledge about it and the teacher gives less feedback to students. In addition, the reasons have become imperative that the school teacher must respond quickly so that the students can speak English better.

4.2 Discussion

Learning motivation is a motivation for students who are motivated to do learning activities to determine the continuity of learning and the direction to achieve academic success. Based on data from the results of the observation, and questionnaires described above, the eleventh grade of MAN Dabo Singkep English class was given directly or offline. Direct classroom learning is considered more effective and makes it easier to understand the material presented by the lecturer.

The teaching method can influence the learning motivation of students in learning speaking lessons. Although they have difficulties and some obstacles with the current education system, the motivation of MAN Dabo Singkep students to study in the eleventh grade is still high. This is because their desire to speak English comes from a desire that comes from the environment.

From the above information, it can be seen that the students of the academic year 2022/2023 of MAN Dabo Singkep students have a greater motivation to learn English, especially speaking. Based on the discussion, motivation is divided into two viz. intrinsic motivation and extrinsic motivation. Thus, a person can be motivated by the enjoyment of learning itself or by the desire to improve oneself

(Harmer, 2007). Harmer states that extrinsic motivation is the result of some external factors, such as the need to pass an exam, the hope of financial reward, or the opportunity to travel in the future. In addition, this type of motivation appears from outside and provides a person with certain influences such as incentives, social pressure and punishment (Harmer, 2007).

That is then compatible with the opinion of psychologists that to see the level or dimension of motivation and what can influence the motivation of a person, you can look at two factors that can influence the motivation of a person to learn. For example, intrinsic factors that come from within the person, then extrinsic factors such as the school environment, family support, learning opportunities, *etc.* (Badriah, 2021).

Based on the results of this study, it was revealed that the indicators of intrinsic motivation were classified under a moderate level of motivation, which means that students have an interest and enthusiasm to learn additional material to achieve learning achievements, and the internal will is adequate. Then, the extrinsic motivation indicators are classified based on the average of the total survey results for each indicator into a high level of motivation, which means that students find learning English and speaking English a difficult lesson, but students find willingness and determination to learn.

The mean scores for all items were high and moderate levels of motivation. Therefore, it can be concluded that the eleventh-grade students of MAN Dabo Singkep academic year 2022/2023 are highly motivated and more motivated to extrinsic. Based on the results of the calculation of the score between intrinsic and

extrinsic motivation of the students above, it was found that the total average score for intrinsic motivation was (3,67) and the total average score for extrinsic motivation was (4,20). So, even though there are many the difficulties they experience during the learning process, they learn based on desires that arise from within themselves and external encouragement.

Based on the observation, the researcher found that the students had a lot of difficulty in speaking English. Students are very afraid when they are in the English class and afraid when the teacher asks them to speak English. Students have the impression that the English language course is difficult and very intimidating. Their feelings are when the English speaking goes bad and their friends laugh.

When speaking in English, students also find it difficult to acquire grammar and pronunciation. These problems become serious and always prevent students from speaking English fluently. Almost every student has the same difficulty in speaking English, students need a new strategy or a different atmosphere to learn English. In addition, students should always provide motivation to learn English. The teacher as a role model plays an important role in supporting students by helping them improve their speaking skills in class. Furthermore, the condition of the class is also an important aspect to support students so that students feel comfortable in learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of the research, the researcher found that the motivation and difficulties in speaking English at MAN Dabo Singkep as follow:

There are two types of motivation in MAN Dabo Singkep, they are intrinsic and extrinsic motivation. This means that they have different goals to learn when they speak English. Some have motivation because it comes from within them to actively speak English, then because of external factors. Most students of the eleventh-grade of MAN Dabo Singkep are have extrinsic motivation in learning to speak English. This can be seen from the mean score of extrinsic motivation (4,20) which is higher than the mean score of intrinsic motivation (3,67).

5.2 Suggestion

After the research has made research findings, the researcher wants to give suggestions to the English teacher, students and other researchers in this regard.

1. For English teacher

The teacher must use a new strategy in teaching English to make the student interested and enjoy learning English. The teacher must create a good atmosphere in the class and know how to lead the class. The teacher should motivate the students more and give the best feedback to the students.

2. For students

Students should pay attention to the teacher while learning to speak English. Students should be confident, dare to try hard and study hard to speak English. Students must respect other students and be a positive influence

3. For other researchers

Hopefully, future researchers can do the same research with a larger population and sample than before. Because other studies have different results. However, this skripsi is still useful in providing input and information for further research. So that other researchers can also experience the advantages and benefits.

