

STUDENTS' LEARNING MOTIVATION IN SPEAKING CLASS AT SMA NEGERI 10 PALEMBANG

A Thesis by

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English Education Study Program



**FACULTY OF TEACHER TRAINING AND EDUCATION
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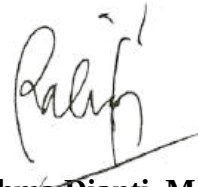
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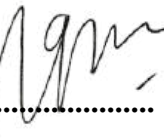
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LETTER STATEMENT

Saya menyatakan dengan benar bahwa seluruh data, informasi, interpretasi dan pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya adalah hasil pengamatan, penelitian, pengelolaan, dan pemikiran saya dengan pengarahan dari pembimbing yang ditetapkan.

Apabila ternyata di dalam naskah tesis ini dapat dibuktikan terdapat unsur-unsur plakan, saya bersedia untuk melewati ini dibatalkan dan gelar akademik yang telah saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 Tahun 2003, Pasal 25 ayat 2 dan pasal 70.

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Mahasiswa



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ABSTRACT

This study investigated the learning motivation of eleventh-grade students in speaking classes at SMA Negeri 10 Palembang. The objectives of the study were to identify the students' level of learning motivation and determine the dominant type of motivation in learning English speaking. A quantitative research method with a survey design was employed. The participants consisted of 184 eleventh-grade students selected through cluster random sampling from a population of 460 students. Data were collected using a closed-ended questionnaire consisting of 20 items adapted from Haya (2022), measuring intrinsic and extrinsic motivation. The instrument demonstrated acceptable reliability (Cronbach's Alpha = 0.804). The collected data were analyzed using descriptive statistics, including percentages, mean scores, and standard deviation. The findings revealed that the students generally demonstrated a high level of learning motivation in speaking classes, with 183 students (99.46%) categorized as having high motivation and only one student (0.54%) categorized as having moderate motivation. Furthermore, intrinsic motivation emerged as the dominant type of motivation ($M = 3.76$), slightly exceeding extrinsic motivation ($M = 3.73$). These findings indicate that students were primarily motivated by personal interest, self-improvement, and the desire to communicate effectively in English, while external support from teachers, parents, and the learning environment also contributed to their motivation. It is recommended that English teachers maintain supportive classroom environments and implement engaging instructional strategies to sustain students' motivation in speaking classes.

Keywords: *learning motivation, intrinsic motivation, extrinsic motivation, speaking class, survey research*

TABLE OF CONTENTS

	Pages
COVER.....	i
APPROVAL PAGE	ii
EXAMINER’S LEGITIMACY	iii
DEDICATION AND MOTTO.....	iv
LETTER STATEMENT	v
ACKNOWLEDGEMENT.....	vi
ABSTRACT	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	x
LIST OF FIGURES	xi
CHAPTER I INTRODUCTION	1
1.1 Background of the Research	1
1.2 The Problem of Study	6
1.2.1 The Limitation of the Study	6
1.2.2 The Problems of the Study	6
1.3 The Objectives of Research	6
1.4 The Significant of Research.....	6
CHAPTER II LITERATURE REVIEW	8
2.1 The Concept of Motivation	8
2.2 The Concept of Learning Motivation.....	10
2.3 The Characteristics of Motivated Students	11
2.4 The Roles of Learning Motivation.....	12
2.5 Factors Affecting Motivation in Learning	13
2.6 Types of Motivation.....	14
2.7 The Concept of Speaking.....	15
2.8 The Comonents of Speaking	16
2.9 Relationship between Motivation and Speaking Skill	19
2.10 The Importance of Motivation in Speaking Activities.....	19
2.11The Previous Related Studies	20
CHAPTER III RESEARCH METHODOLOGY	22
3.1 Research Method and Design	22

3.2 Research Procedures	22
3.3 Operational Definition	24
3.4 Population and Sample	25
3.4.1 Population	25
3.4.2 Sample.....	26
3.5 Technique for Collecting Data	27
3.5.1 Questionnaire	27
3.6 Validity and Reliability	28
3.6.1 Validity Instrument	28
3.6.2 Reliability Instrument	29
3.7 Technique for Analysis Data.....	30
CHAPTER IV FINDINGS AND INTERPRETATIONS	33
4.1 Research Findings.....	33
4.1.1 Students' Motivation in Speaking Class	33
4.1.2 The Level of Motivation in Speaking	38
4.1.3 The types of Motivation in Speaking Class	39
4.2 Interpretation.....	40
CHAPTER V CONCLUSION AND SUGGESTION	42
5.1 Conclusion	42
5.2 Suggestion.....	43
REFERENCES.....	44

LIST OF TABLES

	Pages
Table 3.1 Research Population.....	25
Table 3.2 The Distribution Sample of the Study	27
Table 3.3 Likert Scale Questionnaire	28
Table 3.4. Item Specification of Motivation Questionnaire	29
Table 3.5. The Cronbach's Alpha Reliability Level	30
Table 3.6.The Reliability of Instrument	30
Table 4.1 The Result of Percentage Analysis	33
Table 4.2 The Percentage of Motivation in Speaking Levels	38
Table 4.3 Types of Motivation.....	40

LIST OF FIGURES

	Pages
<i>Figure 1. Research Procedures</i>	<i>24</i>
<i>Figure 2. Result the Levels of Motivtion in Speaking</i>	<i>38</i>

CHAPTER I

INTRODUCTION

This chapter presents research background, problem limitation, research problem formulating that help research objectives, and research significances.

1.1 Background of the Research

Language is a fundamental means of communication that enables people to exchange ideas, express thoughts and feelings, and understand one another. This indicates that language and communication are closely interconnected, as effective communication relies on the appropriate use of language. Language is generally defined as a systematic and organized set of symbols used to convey meaning. In this sense, language serves as a medium through which individuals communicate ideas, information, and experiences within a particular speech community (Fridani, 2014).

Furthermore, Noermanzah (2017) states that language functions as a medium for conveying messages through various forms of expression in different communicative contexts. These expressions involve both segmental elements (such as sounds and words) and suprasegmental elements (such as intonation and stress), as well as verbal and nonverbal (kinesic) aspects of communication. Consequently, the same sentence may convey different meanings depending on how it is expressed, highlighting the important role of language in achieving effective and meaningful communication.

Nowadays, English is widely recognized as a global language and serves as a primary medium of international communication. It functions as a first language, a second language, or a foreign language depending on the

sociolinguistic context of each country. As a global language, English plays a significant role in facilitating communication across nations and cultures, making proficiency in English increasingly essential for academic, professional, and social purposes.

English is used as a first language in several countries, including the United States, Canada, the United Kingdom, Ireland, Australia, New Zealand, South Africa, and several Caribbean nations (Rohmah, 2005). However, its status as a global language is not solely attributed to the number of native speakers or the countries where it is spoken as a first language. Rather, English has attained global prominence because it has been widely adopted as a second or foreign language in many countries. Consequently, people around the world learn and use English as a common means of communication in international education, business, science, technology, diplomacy, and cultural exchange.

Besides as second language, English is also given special status as foreign language in Indonesia. As a English foreign language (EFL), English is used as a means of communication in various contexts such as government, courts, media, and education systems. English as a foreign language does not have official status, but it is the language most likely to be taught to children and learned by adults for a variety of reasons. Currently, English is the most widely taught foreign language in more than 100 countries, including China, Russia, Germany, Spain, Egypt, Brazil, and Indonesia. And then, There are various reasons why English is chosen as the language to be learned, ranging from business and trade needs, academic activities, cultural and technological contacts, to political convenience (Zuliati, 2005).

Language learning and motivation are interconnected. Both of them are important to achieve something. Language learning makes the student gain new knowledge, skill, and motivation to go through the learning process. Motivation can push someone to complete a course of work. Motivation is also a passion to do something. Motivation arises because of one's own desire, hobby, self-awareness, the practical reasons (to get a better job, to pass an exam, etc), and the drive from other people as a parents, peers, teacher (Hasbawati, 2018).

Moreover, Uno (2009) emphasized the role of motivation in learning, such as motivation can determine the strengthening of learning, motivation clarifies learning goals and motivation makes learning persist. Furthermore, Astuti (2012) reported that motivation is a psychological factor that can influence the learning process and outcomes. If students have high learning motivation, students will do more learning activities. So it is recommended that teachers should increase students' motivation to learn English. As teachers, they often forget that all their learning activities are filtered through their students' motivation. In this case, students control the flow of the class. Without student motivation, there is no pulse; there is no life in the classroom. When teachers learn to apply a hands-on approach to arouse student motivation in their teaching, they will become happier and more successful teachers. Thus, motivation contributes to the success of second language acquisition (Anjomshoa & Sadighi, 2015).

In addition, motivation is commonly thought of as inner drive, impulse, emotion, or desire that moves one to a particular action, and then motivation has long been identified as one of the main factors affecting English language learning process (Brown, 1980). English as a foreign language involves four kinds of

language skills namely: listening, speaking, reading and writing. The skills are required to be able to master. Therefore, the student can communicate both in spoken and written discourses. As the response to that condition, the students will be successful if they have motivation especially in speaking. Motivation has a significant role in the teaching and learning process.

The students who have the higher motivation will get better opportunity to be success in their speaking learning activities than the lower one. It means motivation plays the important part in teaching and learning activity, so it has influence towards students' success or failure as language students. Without motivation, the objective of learning will be difficult to be reached because the students' effort and desire affect them to achieve the objective of learning. By having motivation, the student will be enthusiastic in learning activities, so they will be pushed to learn speaking course well (Hasbawati, 2018). Motivation is what encourages students to try to learn, in the teacher's traditional language, motivating means making students apply it to existing learning.

Motivation is a concept without physical reality, people cannot see student motivation just by looking at behavior. Motivation can also be described as a desire to create a certain condition that is desired or desired by someone to do something. Therefore, motivation can be stimulated by external factors, but the motivation grows from within the person. In learning activities, motivation can be explained as the driving force of students that induces learning activities, ensures flexibility in learning activities, and directs learning activities to achieve the goals desired by the subjects (Haya, 2020). Students who have high motivation to learn English will show greater effort to learn than students who are low motivated. In

addition, students who have good motivation to learn English will be more successful than students who are not motivated to learn. It is clear that motivation plays an important role in the learning process (Gitawaty, 2018).

Speaking skill is the most important skill to learn a foreign language or a second language. Among the four main language skills, speaking is considered the most important skill in learning a foreign language or a second language. According to Bueno et al (2006), speaking is one of the most difficult skills that language learners have to face. Speaking is considered the most important skill of the four English language skills. Although learners have been studying the language for years, they find it difficult to speak in real situations when needed. There are many reasons for this. First of all, English learners should understand the importance of speaking skill and try to acquire it because they need it to compete in this competitive world. Speaking skill is the most important skill that they have to master in beginning because they are hoped to be able to express their ideas using English in daily activity. But, in fact when researcher did field practice (PPL) at SMA Negeri 10 Palembang, the researcher observed that students had lack ability to express their ideas orally, producing spoken language often presents difficulties for them. Most of them have limitations in mastering speaking. This may be caused by some obstacles, such as; the students get confused in stating or expressing the ideas, low motivation, and so on.

Based on the background above, the researcher was interested in conducting a research entitled “Students’ Learning Motivation in Speaking Class at the Eleventh Graders of SMA Negeri 10 Palembang”.

1.2 The Problem of Study

1.2.1 The Limitation of the Study

This research was limited to investigate the students' learning motivation in speaking class at the eleventh graders of SMA Negeri 10 Palembang.

1.2.2 The Problems of the Study

The problems of the study were formulated as follows:

1. What was the students' level of motivation in speaking class to the eleventh graders at SMA Negeri 10 Palembang?
2. What type of motivation did the eleventh grade students have?

1.3 The Objectives of Research

Referring to the problems of research above, the objectives of the research were formulated as follow:

1. To identify the students' level of learning motivation in speaking class among the eleventh graders at SMA Negeri 10 Palembang.
2. To find out which motivation influence students' learning motivation in speaking class.

1.4 The Significant of Research

The results of this research are expected to contribute positive feedback to the following groups:

- a. For Students

This research is expected to provide an overview of students' motivation in particular in learning speaking.

b. For Teacher

This research gives new information, knowledge and reference to the teachers of English about students' motivation especially in learning speaking.

c. For Researcher

The results of the research can be used as reference material for future researchers related to motivation and learning speaking. The next researcher can obtain some information about students motivation in learning speaking.

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