

## **FACTORS AFFECTING STUDENTS LOW MOTIVATION IN SPEAKING AT MAN KOTA SOLOK**

Yolanda Gustari<sup>1</sup>, Arwemi<sup>2</sup>, Darmayenti<sup>3</sup>

**Faculty of Tarbiyah and Teacher Training , UIN Imam Bonjol Padang**

**\*Corresponding Author: Yolandagustari07@gmail.com**

### **ABSTRACT**

*This research was intended to find out factor do mostly affecting students" low motivation in English speaking at State Islamic Senior High School Kota Solok. Descriptive quantitative method was used in this research. Respondents of this research were 46 of 206 students" of the eleventh grade MAN Kota Solok respondents were taken by Simple random sampling technique. Questionnaire was the instrument of this research. The data analyzed by using percentage of questionnaire to compute the data. The result of the data analysis showed that the internal factors were affected by fear of making mistakes 8.80%, anxiety 10.30%, lack of confidence 13.26%. External factors friends 5.52%, parents 7.5%, and the environment 7.58%.Based on the two internal 12% and external factors 8%, internal factors mostly affected the students" low motivation in speaking English. It can be concluded that internal factor affecting students" low motivation in speaking was lack confidence and external factor affecting students" low motivation in speaking was environment. Internal factors mostly affected the students" low motivation in speaking English. It implies that English teacher should create an interactive learning method to make students confident in learning speaking*

**Keyword :** *Affect, students low motivation, speaking skill*

### **A. INTRODUCTION**

Speaking is one of four English skills should be mastered by the students in learning English. By mastering speaking skill, students can express their ideas, feelings, desire in English class. It is also used by people almost every time to interact with others. Therefore, it is an essential skill to be learned by students in learning English. In addition, through speaking, they can express meanings so that peoples can make senses of them”

Actually to get successful in learning speaking, students should be at the situation in which they are willing to speak in English. Besides, students also should have strength from inside to speak up. In other words, many factors affect students in learning speaking. One of factors affects students in learning speaking is motivation. Nunan as cited in juhanna state that motivation is important to notice in that it can affect student reluctance to speak in English. in this case motivation is the key consideration in determining in preparedness of learners to communicate.

Motivation can lead someone to act. In fact, motivated students will do everything which supports their performance. They will do the best way to get the best result so students with high motivation will get good score in speaking and students with low motivation will get low score in speaking.

Some researchers had done a research about students' motivation and its affect to students speaking. Hong Tuan had done a research about students' motivation at Le Hien, Vietnam. he found that there were a variety of factors that affected students speaking performance a majority of teacher said that the students speaking performance was affected by topical knowledge. The next two important factors mentioned were listening ability and motivation to speak.

Based on the explanation above, the researcher conducted preliminary research at the students of MAN Kota Solok. The data were obtained by interviewing the English teacher on 24 March 2022. The teacher said that while teacher was explaining the material, most of the students were not active in the classroom and they just kept silent when the teacher instructed them to response. it can be concluded that most of students got low score in speaking. The result of data interview with the English teacher and students record, it was found that one of factor made them unable to speak English was motivation. This research is conducted in order to find out the factor affecting the students low motivation to speak at State Islamic Senior High School Kota Solok.

This research focused on factors affecting students' low motivation in English speaking at class XI of State Islamic Senior High School Kota Solok. Based on the statement above, the formulation of the problem can be formulated “What factors mostly affecting students low motivation in English speaking at State Islamic Senior High School Kota Solok?”. The purpose of the study as To find out factor mostly affecting students low motivation in English speaking at State Islamic Senior High School Kota Solok.

## **B. RESEARCH METHOD**

The type of approach in this research was quantitative approach because there is no treatment and experiment in this study. The data from this research will be obtained from the respondents themselves. descriptive statistical research in this study is to see, review and describe in numbers about the object as it is and draw conclusions about it according to the phenomena that appear at the time the research was carried out.

The location of this research was conducted in MAN Kota Solok, this research conducted online because the Covid-19 pandemic do not allow the researcher to go directly to the field and the subjects of this study are twelfth-grade students at State Islamic Senior High School Kota Solok. In collecting the data, the researcher made

questionnaires in the form of Google Forms and distributed through students' Whatsapp groups.

The students at Class XI at Islamic Senior High School (MAN) Kota Solok were the respondents of this research. There were 206 students' at grade 11<sup>th</sup> in Islamic Senior High School Kota Solok. In selecting the respondents, it was used Arikunto's theory. He states if the respondents are more than 100 subjects, required the sample for at last 10%-15% or 20%-25% of the respondents. The respondents of this research were taken only 23%.

In analyzing that research, the researcher used likert scale. Likert scale is a scale can be used to measure attitude, opinion or perception of the person about certain object or phenomenon. The instrument has alternative options based on likert scale: Always, often, sometimes, rarely, never.

#### **Likert Scale**

| No | Alternative answer | Scale |
|----|--------------------|-------|
| 1. | Always             | 5     |
| 2. | Often              | 4     |
| 3. | Sometimes          | 3     |
| 4. | Rarely             | 2     |
| 5. | Never              | 1     |

In this research, the researcher follows the formula:

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

Notation:

P = Percentage of questionnaire

F= Number of frequency

N = Number of students

### **C. FINDING AND DISCUSSION**

This research is focused on finding factors affecting students' low motivation for speaking. The result of the research can be seen in the following explanation. Internal factors were affected by fear of making mistakes, anxiety, and lack of confidence.

**Table**  
**Internal Factor Affecting Students' Low Motivation in Speaking**

| No   | Factor   | Aspects                 | Frequency | Percentages (%) |
|------|----------|-------------------------|-----------|-----------------|
| 1    | Internal | fear of making mistakes | 405       | 8.80%           |
|      |          | Anxiety                 | 474       | 10.30%          |
|      |          | lack of confidence      | 610       | 13.26%          |
| Mean |          |                         | 496       | 10.79           |

Based on the data on the table, it can be stated that there were three aspects of internal factors affecting the low motivation for students to speak. The students feared making mistakes while they were speaking English. The mean percentage was 8.80%. In addition, they felt anxiety while they wanted to speak. The mean percentage was 10.30%. Lack of confidence was also an aspect why they were low at speaking classroom. The mean percentage was 13.26%.

**Table**  
**External Factor Affecting Students' Low Motivation in Speaking**

| Internal Factor Affecting Students' Low Motivation in Speaking |                                             |             |           |                 |
|----------------------------------------------------------------|---------------------------------------------|-------------|-----------|-----------------|
| No                                                             | Factor affecting low motivation in speaking | Aspects     | Frequency | Percentages (%) |
|                                                                | External                                    | Parents     | 245       | 5.52%           |
|                                                                |                                             | Friends     | 345       | 7.5%            |
|                                                                |                                             | Environment | 349       | 7.58%           |
| Mean                                                           |                                             |             | 313       | 6.87%           |

Based on the data, lack of confidence mostly affected students low motivation in speaking in the classroom. For external factors, students with low motivation for speaking were affected by friends, parents, and the environment. 5.52% of the students didn't want to speak since their friends laughed at them while they were speaking. 7.5% of students were affected by parents. They stated that when they were speaking English, their parents disturbed and laughed at them. The percentage was 5.52%. The

environment was also affecting students in speaking. The percentage was 7.58%. It can be seen on the following chart.

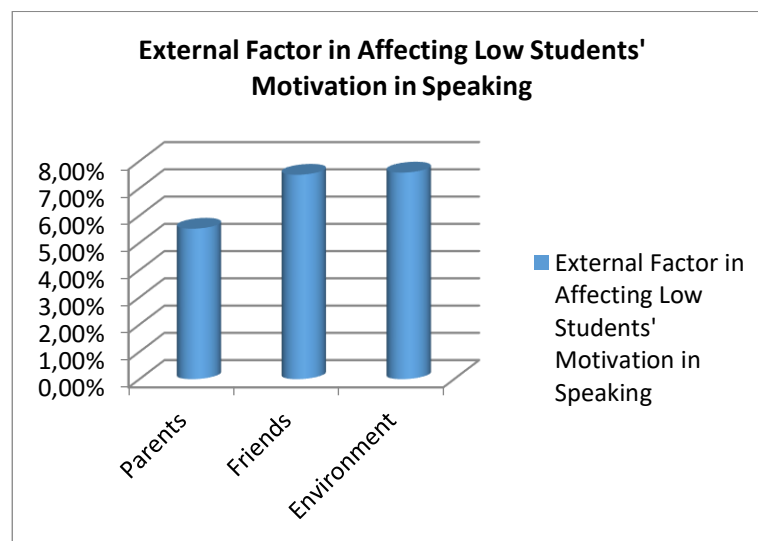


**Chart. External Factor in Affecting Low Students' Motivation in Speaking**

Based the two internal and external factors, internal factors mostly affected the students' low motivation in speaking English. It can be seen on the following chart.

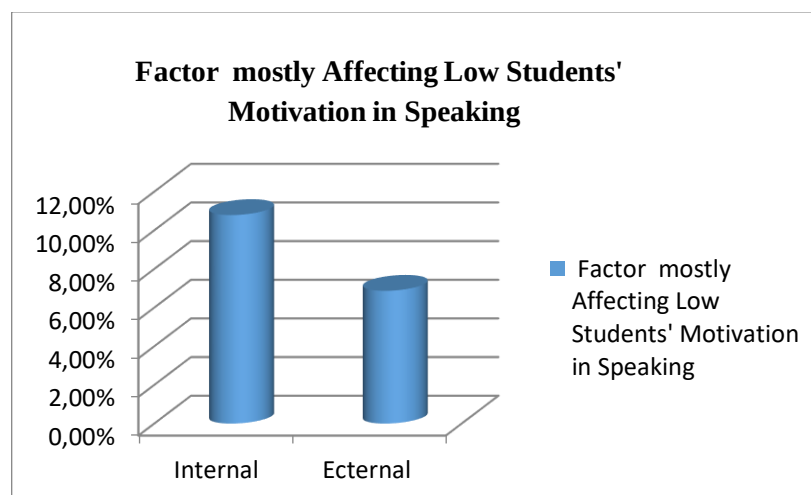


**Chart.Factor Mostly Affecting Low Students' Motivation in Speaking**

The chart above proved that factor mostly affected low students' motivation in speaking was internal factor.

Motivation is important to notice in that it can affect students' reluctance to speak in English (Juhana, 2012: 103). In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. In this research proved that there two main factors affecting students motivations in speaking. The results of data that

were taken from the questionnaire related to the factor affecting students' low motivation factors for speaking were divided into internal and external factors. For internal factors were affected by fear of making mistakes, anxiety, and lack of confidence. External factors were affected by friends, parents, and the environment. Fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom at State Senior High School Kota Solok.. The result of analysis proved that fear of being laughed at by other students or being criticized by the teacher. Anxiety is also one of factor affected the students didn't want to speak. It is supported by Ansari (2015) that a fear to express oneself verbally which can be characterized by psychological signs, such as tension, sweating, irregular heartbeat. Thus, anxiety is uncomfortable feeling of anxious, nervous, worried, fearful, powerless, and tension apprehension in learning foreign language.

Other factor affected the students low motivation in speaking is lack of confidence. Lack of confidence is mental and attitudinal obstacles that caused EFL learner getting difficult to speak or communicate either in first or foreign language and they feel incompetence about speaking. It is supported by Burton and Platts (2006) that confident is the ability to take appropriate and effective action in any situation.

External factors were affected by friends, parents, and the environment. The finding proved that family conditions greatly affect student learning motivation to speak. The influence of peers is an extrinsic factor that greatly affects student learning motivation; if students get along with students who have a high interest in learning then these students will follow friends.

#### **D. CONCLUSION**

Based on the research finding and discussion in the previous chapter in this study, the researcher concluded that: first, there were three aspects of internal factors affecting the low motivation for students to speak they are making mistakes, anxiety and lack of confidence. The high percentage based on students' questionnaire was lack of confidence. It can be concluded lack of confidence was most internal factor affecting students' low motivation in speaking. Second, there were three aspects of external factors parents, friends and school environment. The high percentage based on students' questionnaire was environment. It can be concluded that environment was most factor external factor affecting students' low motivation in speaking. between the two factor internal and external factor affecting students low motivation in speaking it show that internal factor lack of confident was the most affecting students low motivation in speaking. It implies that English teacher should create an interactive learning method to make students confident in learning speaking

## **E. ACKNOWLEDGEMENT**

The writer presents her sincere appreciation to advisors, Dr. Arwemi, M.Pd and Dr. Darmayenti, M.Pd. Who have given advice and guidance in the completion of this thesis from beginning to the end. Besides, the writer's deepest appreciation goes to prodi english department who have given encouragement and helped materially.

## **. F. REFERENCES**

- Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: RinekaCipta, 2006
- Brown, (2007). *Principles of Language Learning and Teaching*. New York: Person Education
- Brown, H. Douglas. *Principles of language learning and teaching*, London: Longman, 5<sup>th</sup>Ed. 2007Education, Inc, Six Edition, 2012.
- Emaliana, I. (2011). *A Survey on Relationship Between Motivation and Their Achievement*. Malang: University of Malang.
- Engin, A. O. (2009). Second language learning success and motivation. *Social Behavior & Personality*, 37(8), 1035-1041
- Foreign Languages Daqing Petroleum Institute DaQing 163318, China, Vol. 5, No.1 January 2009
- Gardner, R. C. (1985). *Social Psychology and Second Language Learning: The role of attitudes and motivation*. London: Edward Arnold
- Gardner, R. C., & Lambert, W. C. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House.
- Gardner, *The Attitude/Motivation Test Battery: International AMTB Research Project*, The University of Western Ontario, Canada: 2004
- Gay, L.R. 2012. *Educational research: competencies for analysis and application*. 10<sup>th</sup> Ed. Pearson,
- Gitawaty, D. (2010). *The Correlation Between the students' Learning Motivation and Their Achievement in English*. Jakarta: „Syarif Hidayatullah“ State Islamic University.
- Hamalik, Oemar. *Kurikulum dan Pembelajaran*. Jakarta: Bumi Aksara, 1995
- Hanafiah, (2010). *Konsep Strategi Pembelajaran*. Bandung: PT. Refika Aditama.
- Harmer, Jeremy, (1990). *The Practice of English Language Teaching*. London: Longman
- Harmer, Jeremy. *The Practice of English Language Teaching*.

Hudson, G. (2000). *Essential introductory linguistics* Blackwell Publishers.

Hughes Arthur *Testing For Language Teacher* Cambridge university, 2003

Jayanti, Ni Luh Putri, *The Contribution of Learning Motivation and Language Learning Strategies to English Proficiency of the Second Grade student of SMP Dwijendra Denpasar*, 2012.

Krashen, Stephen D. 1982. *Principles and Practice in Second Language Acquisition*. First Edition. New York: Pergamon Press.

Kusumawati, F. H. (2014). *Students' Motivation in Learning English*. Tulungagung: State Islamic Institute (Iain) Tulungagung.

*Learning*. Journal of Research and Reflections in Education, 2008.

London:Longman, New Edition, 1991

Marsh, Colin. *Becoming a Teacher Knowledge, Skills and Issues*. New South Wales: Pearson Australia, 2010.

Mathers, N. (2009). *Surveys and Questionnaires*. The NIHR Research Design Service , 5-48.

Murcia, Cecle Marriane. *Teaching English as A Second Language*. Boston Massachusetts: Heinle publishers, 1991

Nurakhirah, (2014). *Students' Motivation in Learning English at Outdoor*. Makassar: Muhammadiyah University of Makassar.

*Oxford Learners' Pocket Dictionary*. (2003). New York: Oxford University Press.

Policy, C. o. (2003). *Student Motivation An Overlooked Piece of School Reform*. Washington, D.C: The George Washington university.

Reja, U. (2003). *Open-ended vs. Close-ended Questions in Web Questionnaires*. Metodološki zvezki , 1-19.

Rosalina, V. (2014). *The Relationship Between Students' Motivation and Their English Learning Achievement*. Jakarta: „Syarif Hidayatullah“ State Islamic University.

Ryan, R. M. (2000). *Intrinsic and Extrinsic Motivations*. Contemporary Educational Psychology , 1-14.

Safitri, E. (2016). *Teachers Teaching Skills and Student Learning Motivation as a Determinant of the Learning Outcomes*. Jurnal pendidikan manajemen perkantoran , 1-11.

Sanjaya, W. (2013). *Penelitian Pendidikan*. Jakarta: Prenamedia Group.

- Sardiman. (2014). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: PT.Rajagrafindo Persada.
- Schunk, Dale H. *Learning Theories an Educational Perspective*, Boston: Pearson
- Shams, M. *Students' Attitudes, Motivation and Anxiety towards English Language*
- Spolsky, (1990). *Condition for Second Language Learning*. Hong Kong: Oxford University Press.
- Stirling, D. (2014). *Motivation in Education*. Learning Development Institute , 124.
- Sudjana. 2005. *metoda statistika..* Bandung : Parsito.
- Sugiyono, (2010). *Metode Penelitian Kuantitatif dan Kualitatif*. Bandung: Alfabeta
- Sumaya Ali Al-badi, *Learners' Motivation to Speak English*√ Education journal.
- Thurnby Scott *How To Teach Speaking* London : Longman
- Tileston W.D. (2010). *What every teacher should know about student motivation*. California: Corwin Press
- Ur, Penny. (1996). *a course in languge teaching*. New York: Cambridge University Press.
- Wang, Bo, *Motivation and Language Learning, Asian Social Science*, College of
- Wimolmas, R. (1998). *A Survey Study of Motivation in English Language Learning of thailand*: Thammasat University.
- Zolt'n Dörnyei, *Motivation in second and foreign language lea*