



**STUDENTS' MOTIVATION IN SPEAKING  
AT GRADE XI SMK N 1 BATANG ANGKOLA**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidimpuan  
as a Partial Fulfillment of the Requirements for the Degree  
of Islamic Educational Scholar (S.Pd.I) in English*

**WRITTEN BY:**

**IMAM SYAFI'I DAULAY**  
**Reg. No. 10 340 0083**

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
THE STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2015**





**STUDENTS' MOTIVATION IN SPEAKING  
AT GRADE XI SMK NEGERI 1 BATANG ANGKOLA**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidimpuan  
as a Partial Fulfillment of The Requirement for Degree of  
Islamic Education (S.Pd.I) in English*

Written By:

**IMAM SYAFI'I DAULAY**  
**Reg. No. 10 340 00083**

**ENGLISH EDUCATIONAL DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2015**



**STUDENTS' MOTIVATION IN SPEAKING  
AT GRADE XI SMK N 1 BATANG ANGKOLA**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidempuan  
as a Partial Fulfillment of the Requirements for the Degree  
of Islamic Educational Scholar (S.Pd.I) in English*

**WRITTEN BY:**

**IMAM SYAFI'I DAULAY**  
**Reg. No. 10 340 0083**



**ADVISOR I**

**EKA SUSTRI HARIDA, M.Pd**  
**NIP. 19750917 200312 2 002**

**ADVISOR II**

**HAMKA M. Hum**  
**NIP: 19840815 200912 1 005**

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
THE STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2015**

Term : Munaqosyah Padangsidimpuan, May 2015  
a.n. **Imam Syafi'i Daulay**  
Item : 7 (seven) Exemplars To:  
Dean Tarbiyah and Teacher  
Training Faculty  
In-  
Padangsidimpuan

*Assalamu'alaikum Wr. Wb.*

After reading, studying and giving advice for necessary revise on thesis belong to **IMAM SYAFI'I DAULAY** entitle "**Students' Motivation in Speaking at Grade SMK N 1 Batang Angkola**", we assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Islamic Education (S.Pd.I), in english Department of tarbiyah and teacher training faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of thesis examiner team of English Department Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan.

Thank you

*Wassalamualaikum Wr. Wb.*

Advisor I



**EKA SUSTRI HARIDA, M. Pd**  
NIP. 19750917 200312 2 002

Advisor/II



**HAMKA M. Hum**  
NIP. 19840815 200912 1 005

## DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : **IMAM SYAFI'I DAULAY**  
Reg. No. : **10 340 0083**  
Faculty/Department : **TARBIYAH AND TEACHER TRAINING  
FACULTY/ ENGLISH EDUCATION**  
Title of Thesis : **STUDENTS' MOTIVATION IN SPEAKING AT  
GRADE XI SMK N 1 BATANG ANGKOLA.**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisor team and without doing plagiarism along with the students' ethnic code in article 14 subsections 2.

I made this declaration truthfully, if there is a derivation and incorrect of my declaration later on, I resign to get the punishment as what has involved in student's ethic code of IAIN Padangsidimpuan in article 19 subsections 4 that is about dispossession of degree disrespectfully and other punishment accord with the norms and accepting legal requirement.

Padangsidimpuan, 19 May 2015  
Declaration Maker,



Imam Syafi'i Daulay  
Reg. No. 10. 340 0083



## AGGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY

---

As academic civity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name : IMAM SYAFI'I DAULAY  
Nim : 10 340 0083  
Faculty/Department : Tarbiyah and Teacher Training/TBI-3  
Kind : Thesis

To develop science and knowledge, declare for giving to the State Institute for Islamic Studies Padangsidimpuan **Non-exclusive Royalty Right** on my thesis with the title:

**"STUDENTS' MOTIVATION IN SPEAKING AT GRADE XI SMK N 1  
BATANG ANGKOLA"**

With all the sets of equipment (if needed). Based on this Non-exclusive Royalty Right, the State Institute for Islamic Studies Padangsidimpuan has the right to save, format, organize in data base form, keep and publicate my final task as long as I determine as a writer and own creative right.

Thus, this stattement is made trully.

Made in : Padangsidimpuan

Date : 19 May 2015

The Signed




(IMAM SYAFI'I DAULAY)

## EXAMINERS

### SCHOLAR MUNAQOSYAH EXAMINATION

Name : IMAM SYAFI'DAULAY  
Reg. No. : 10. 340 0083  
Thesis : STUDENTS' MOTIVATION IN SPEAKING AT GRADE XI  
SMK N 1 BATANG ANGKOLA.

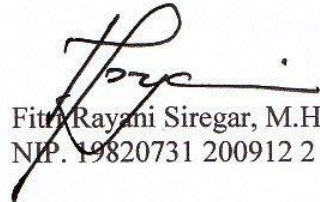
Chief,



Dr. Lelya Hilda, M.Si  
NIP. 19720920 200003 2 002

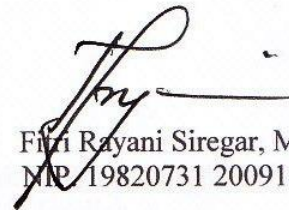


Dr. Lelya Hilda, M.Si  
NIP. 19720920 200003 2 002

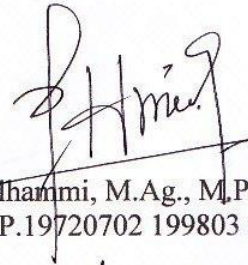


Fitri Rayani Siregar, M.Hum  
NIP. 19820731 200912 2 004

Secretary,



Fitri Rayani Siregar, M.Hum  
NIP. 19820731 200912 2 004



Zulhammi, M.Ag., M.Pd  
NIP.19720702 199803 2 003



Eka Sustri Harida, M.Pd.  
NIP. 19750917 200312 2 002

Members,

Proposed:

Place : Padangsidempuan  
Date : May, 15<sup>th</sup> 2015  
Mark : 73. 12 (B)  
IPK : 3.01  
Predicate : Very Good



RELIGION MINISTRY  
STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN  
TARBIYAH AND TEACHER TRAINING FACULTY  
Alamat: Jl. H.T. Rizal Nurdin KM. 4.5 Sihitang Padangsidempuan  
Telpn.(0634)22080 Fax.(0634)24022 Padangsidempuan 22733

### LEGALIZATION

Title of Thesis : STUDENTS' MOTIVATION IN SPEAKING AT GRADE XI  
SMK N 1 BATANG ANGKOLA  
Name : IMAM SYAFFI DAULAY  
Reg. Number : 10 340 0083

The thesis has been accepted as a partial fulfilment of requirement for the degree  
of Islamic Education (s.pd.i) in English.



Padangsidempuan, 20 May 2015

Dean

Hj. ZULHIMMA, S. Ag., M. Pd.  
NIP. 19720702 199703 2 003



## ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Praise is to Allah Lord of the word who has bestowed upon me in completing this thesis. Peace and blessing upon our prophet Muhammad SAW, his families, his companies, and his followers.

In writing this thesis, I found various difficulties. Fortunately, there are many people who help me to finish this thesis. May be without their helped and supported, this thesis would not be as it is now.

Therefore, I would like to express my thanks to:

1. Mrs. Eka Sustri Harida, M.Pd, as the first advisor and Mr. Hamka, M.Hum, as the second advisor who always give their time, valuable help, guidance, correction, and suggestion for completion of this thesis.
2. Dr. H. Ibrahim Siregar, MCL., the Rector of IAIN Padangsidimpuan who has given chance and time. So, I could learn and got some knowledge from IAIN Padangsidimpuan
3. Mrs. Hj. Zulhimma, S.Ag., M.Pd., the Dean of Tarbiyah and Teacher Training Faculty.
4. Mrs. Rayendriani Fahmei Lubis, M.Ag., the Leader of English Department.
5. Magdalena, M.Ag, as academic advisor who has given advice and motivation to me.

6. All lecturers and staff in English Department who had give their valuable, advice, and cooperative.
7. IAIN Padangsidimpuan Librarians, for their cooperative and permission to use their books.
8. My beloved parent (Mara Hakim Daulay and Masliyah), my beloved brothers (Ilham Syaputra Daulay and Ibnu Sofyan Daulay) and my sisters (Fitri Hidayani Daulay and Langga Sari Daulay) who always give their materials, prays, motivation, and moral encouragement to finish my study.
9. My beloved friends who was patience and care to support me.
10. All my friends in IAIN Padangsidimpuan, good luck for you.
11. All the people who have helped me to finish my study that I can't mention one by one.

May Allah, The almighty bless them all, Amin. Finally, I realize that there must be some weaknesses in this thesis. Therefore, I welcome to all good and value critics that can improve this thesis.

Padangsidimpuan, 19 May 2015  
The Researcher,



**IMAM SYAF'I DAULAY**  
**NIM. 10. 340 0083**



## TABLE OF CONTENT

	Page
<b>TITLE PAGE .....</b>	<b>i</b>
<b>LEGALIZATION OF ADVISOR SHEET .....</b>	<b>ii</b>
<b>AGREEMENT OF ADVISOR SHEET .....</b>	<b>iii</b>
<b>DECLARATION LETTER OF WRITING OWN THESIS .....</b>	<b>iv</b>
<b>PUBLICATION THE LAST OF THE TASK FOR ACADEMIC .....</b>	<b>v</b>
<b>MUNAQOSYAH EXAMINATION PAGE .....</b>	<b>vi</b>
<b>LEGALIZATION OF DEAN TARBIYAH AND TEACHER</b>	
<b>TRAINING FACULTY .....</b>	<b>vii</b>
<b>ABSTRACT .....</b>	<b>viii</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>ix</b>
<b>TABLE OF CONTENTS.....</b>	<b>x</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>LIST OF APPENDICES .....</b>	<b>xii</b>

### CHAPTER I INTRODUCTION

A. The Background of the Problem .....	1
B. The Focus of the Problem .....	5
C. The Definition of Key Terms .....	5
D. The Formulation of the Problem .....	6
E. The Objective of the Research .....	7
F. The Significances of the Research .....	7

### CHAPTER II THEORETICAL DESCRIPTION

1. Motivation in Speaking .....	8
a. Definition of Motivation .....	8
b. Kinds of Motivation .....	13
2. Speaking .....	17
a. Definition of Speaking .....	17
b. Principle for Designing Speaking Technique.....	19
3. Review of Related finding .....	24

### CHAPTER III RESEARCH METHODOLOGY

A. The Place and Time.....	26
B. Kinds of the Research .....	26
C. The Source Data .....	27
D. The Instrument of Data .....	27
E. Technique of Analysis Data.....	29
F. Technique of DataTrustworthness .....	29

### CHAPTER IV RESULT OF THE RESEARCH

A. Description of the Findings.....	31
1. The students' motivation in speaking .....	31
2. Students' problem in speaking motivation .....	52
a. Interview.....	52
1) Interview to Students .....	52
2) Interview to English Teacher .....	53
b. Result of Questionnaire .....	54
B. Discussion .....	57
C. Threats of the Research.....	58

## **CHAPTER V CONCLUSION AND SUGGESTIONS**

A. The Conclusion .....	59
B. Suggestion.....	59

## **REFERENCES**

## **CURRICULUM VITAE**

## **APPENDICES**



## LIST OF TABLES

	Page
Table 1 : Indicators of Motivation in Speaking.....	16
Table 2 : Questionnaire 1.....	35
Table 3 : Questionnaire 2.....	36
Table 4 : Questionnaire 3.....	37
Table 5 : Questionnaire 4.....	37
Table 6 : Questionnaire 5.....	38
Table 7 : Questionnaire 6.....	39
Table 8 : Questionnaire 7.....	40
Table 9 : Questionnaire 8.....	40
Table 10 : Questionnaire 9.....	41
Table 11 : Questionnaire 10.....	42
Table 12 : Questionnaire 11.....	43
Table 13 : Questionnaire 12.....	43
Table 14 : Questionnaire 13.....	44
Table 15 : Questionnaire 14.....	45
Table 16 : Questionnaire 15.....	46
Table 17 : Questionnaire 16.....	47
Table 18 : Questionnaire 17.....	48
Table 19 : Questionnaire 18.....	49
Table 20 : Questionnaire 19.....	49
Table 21 : Questionnaire 20.....	50
Table 22 : The Criteria Score Interpretation.....	51

## **LIST OF APPENDIXES**

- Appendix 1    Observation
- Appendix 2    List Interviews to the Teacher
- Appendix 3    List Interviews to the Students
- Appendix 4    Questionnaire of Students' Motivation in Speaking
- Appendix 5    The Result of Questionnaire Students' Motivation in Speaking



## **ABSTRACT**

Name : **IMAM SYAFI'I DAULAY**  
Reg. No : **10 340 0083**  
Faculty : **TARBIYAH AND TEACHING TRAINING FACULTY**  
Department : **ENGLISH EDUCATION**  
Title of Thesis : **STUDENTS' MOTIVATION IN SPEAKING AT GRADE XI SMK N 1 BATANG ANGKOLA**

This research was about students' motivation in speaking. The objective of research was to describe the students' motivation in speaking at grade XI SMK N 1 BatangAngkola andto find students' problems in speaking motivation at grade XI SMK N 1 BatangAngkola.

The source of the data is the grade XI students, and the English Teacher of SMK Negeri 1 Batang Angkola. The kind of the research is qualitative research by using descriptive method. The instruments of collecting the data were observation, interview and questionnaire.

Based of the resul of research, researcher found that the students' motivation in speaking was enough categories (60.58%).Based on the result of interview to the students, the researcher found that students had problems in speaking motivation.There were stilllazy in speaking English and they were less in speaking motivation.So, all of students were hoped to be motivated in speaking.

# **CHAPTER I**

## **INTRODUCTION**

### **A. The Background of the Problems**

Language is a universal and recognizable part of human behavior and of the human faculties, perhaps one of the most essential to human life as we know it, and one of the most far reach of human capabilities in relation to the whole span of mankind's achievement. At the same time, language is intimately connected with society through its function, which is primarily that of communicating messages from individual to one or more others, not could human society exist without language. Absolutely, language is a systematic means of communicating ideas or feelings by the use of conventional signs, sound, gesture, or marks having understood meaning. One of the most popular languages is English, because most of the world uses this language and it is accepted as an international language. Thus, there are many people who study English in their life. So, it means that language is very important in our life.

English is an important language which is studied at school, Colleges and universities. Now days, English is used by people in many countries in the world because English is one of the international languages besides Japanese and Mandarin language. English as a global language can make the people use it as a medium to communicate with the other people from many countries.

Actually many people cannot speak English. In fact, in Indonesia just a little people can speak English. On the other hand, the other people say that English is difficult to learn because they think that in English between the writing and speaking is different. Because in Indonesia not use English as second language, so that in Indonesian people is categorized low in English.

In the context of English, communicative competence includes four major aspects categorized in two main ways that is receptive competence and productive competence. Receptive competence consist of two different modes of language behavior, namely listening and reading; and productive competence consist of two modes namely speaking and writing.

Speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language, or Speaking is the process of building and sharing meaning thought in verbal and symbol of varieties in context. As a result, speaking is crucial part of second language teaching and learning. Many people feel that speaking is difficult and many students feel boring to speaking. Speaking happens in real time cannot be edited and revised. They will be possible to do mistakes in pronunciation or grammar. This case caused by less motivation of students to speaking, they not have motivation in speaking and they not have interesting in speaking, so that cause the students difficult to speaking, and also that cause students less in speaking in English language. The following illustration will present some of significances of speaking. The first, it can transfer idea or information. Many ideas and information can be transfer to other

people. This is the way to transfer idea or information; by asking information or asking opinion.

The second, it can take and give the information. Much information can be received. It gives and takes the information to other people and they will receive the new information. The last, can activate of brain directly. Definitely, in speaking does not have much time of thinking. It is directly without preparation. It can be improved. Then, it must be practiced and make it happen every day whenever and wherever. Based on the result of interview to the English Teacher in SMK N 1 Batang Angkola, there are so many students who studied at SMK N 1 Batang Angkola do not able to speaking well.<sup>1</sup>

Based on the illustration above, it has showed that speaking is necessary for everybody in daily activity especially English students. However, speaking is problematic at SMK Negeri 1 Batang Angkola in aspect of ability and mentalist. The fact is revealed in the following illustration. It has found from the English teacher and the students.

Unfortunately, based on the result of interview in SMK N 1 Batang Angkola, not all students are successful in learning English especially in speaking ability. Most of students say that English is difficult, it can be seen from their daily life, they never speak English, even when they are having English subject, and they are lazy to practice English and also the students are afraid to

---

<sup>1</sup>*Private Interview*, English Teacher of Grade XI (Batang Angkola: SMK Negeri 1 Batang Angkola), on 8<sup>th</sup> October 2014, at 10 am.



speak because the students less in speaking in English language and then the students difficult to speaking. They still use their own language and the other students think that English is just as a foreign language. So that, they think English is not important for them to learn English especially speaking.

Many efforts have been done by teachers to increase the students' ability in speaking. A lot of conversation materials, methods, has been done but the reality in the society shows that there are many senior high school students still unable to express their idea, opinion, experience, and felling. This condition is signal that they do not have ability in speaking. It is same as the writer during teaching in SMK N 1 Batang Angkola.

In addition, the teacher has said that students' speaking ability is low. In addition, there are some students' problems in speaking ability. Therefore, the English teachers at SMK Negeri1 Batang Angkola seldom make group discussion in teaching learning process. It has found the reason is the students will make noisy in the classroom. They often do reading and doing the exercises. It makes students get bored. One of ways to make effective teaching speaking is making the students active by using good and interesting method in teaching learning process so they enjoy and improve their speaking ability.

Based on the illustrations above, the researchers analyze motivation of students in speaking. So, the writer interested to choose the topic: **“Students’ Motivation in Speaking at Grade XI SMK Negeri 1 Batang Angkola”**.

## **B. The Focus of the Problem**

This research is focused to analyze students’ motivation in speaking it will be done at grade XI SMK Negeri1 Batang Angkola of Pintu Padang area.

## **C. The Definition of Key Terms**

### **1. Students**

Student is a person who is studying at school or college or student is the member of society that develop his or her self through education level process and kind of certain try education. So, researcher concludes that students are a person who has a level of skill or intelligence in analyzing works that person is studying at Senior High School.

### **2. Motivation**

In Wasty Sumantos’ book, Mc Donald said that motivation is the energy change within a person that is characterized by the effective encouragement and the reactions to reach the goal.<sup>2</sup>Hoy and Miskel says that motivation is a complex force, impulses, needs, statements, tension, or other mechanisms that initiate and maintain the desired activities towards the achievement of personal goals.<sup>3</sup>

---

<sup>2</sup>Wasty Sumanto, *Psikologi Pendidikan*, (Jakarta; Rineka Cipta, 1990), p. 203.

<sup>3</sup>Abdul Rahman Shaleh & Muhibb Abdul Wahab, *Psikologi Suatu Pengantar dalam Perspektif Islam*, (Jakarta: Prenada Media, 2004), p. 132.

Therefore, motivation is the fuel to drive the vehicle of daily routine actions necessary to persistent endeavor towards accomplishing the goal.

### 3. Speaking

Speaking is one of the four language skills that is used to communicate orally to express idea and feeling. Speaking should be mastered by students besides listening, reading and writing. In order to be able to achieve these aims, they should master a number of speaking. It can be made a powerful vehicle for conveying our feelings and emotions for expressing our hopes, illusions, fears, or wisdom and also speaking will be helpful to build up oral communication among the people from different areas.

Based on the explanation above, students' motivation in speaking is a person who studies in school has the energy that initiates and maintains the desired activities towards the achievement of personal goals in speaking to share their feeling in oral form.

#### **D. The Formulation of the Problem**

Based on the explanation above, so the writer takes the formulation of the problem as below:

1. How are the students' motivation in speaking ability at grade XI SMK N 1 Batang Angkola?
2. What are students' problems in students' speaking motivation at grade XI SMK N 1 Batang Angkola?

#### **E. The Objective of the Research**

Based on the formulation of the problem above, there are two purposes of this research, they are:

1. To describe of the students' motivation in speaking ability at grade XI SMK N 1 Batang Angkola.
2. To find students' problems in speaking motivation at grade XI SMK N 1 Batang Angkola.

#### **F. The Significances of the Research**

The significances of the research are:

1. The result of this research is expected to be useful for English teacher in improving their ability especially in speaking motivation.
2. The result of this research is expected to increase students' interest and motivation in learning speaking.
3. The result of this research is also expected to develop all information and knowledge for those who are interested in doing research related to this research.



## CHAPTER II

### THEORETICAL DESCRIPTION

#### 1. Motivation in Speaking

##### a. Definition of Motivation

Motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action.<sup>1</sup> It is probably the most often catch-all for explaining the success or failure of virtually any complex task. The countless studies and experiments in human learning have shown that motivation is a key to learning. So that, try the techniques all times to appeal to students' ultimate goals, interest of their motivation, to their need in teaching learning process.

According to Mc. Donald that motivation is change of energy in someone self-marked with appear "feeling" and the first with reaction to the goal. Motivation can be said to effort to prepare the conditions, so that someone will and want to do something, and if she/he not like, so she/he will effort to avoid the not like feeling it.<sup>2</sup>

---

<sup>1</sup> H. Douglas Brown. *Principle of Language Learning and Teaching*, (New Jersey: Prentice Hall, 2000), p. 112.

<sup>2</sup> Sadirman A.M, *Interaksi & Motivasi Belajar Mengajar*, (Jakarta: PT. Raja Grafindo Persada, 2011), p. 73.

Based on the definition above, Mc. Donald make three important elements are:<sup>3</sup>

- a. That motivation begins happened change of energy in individual self. Developing of motivation will bring some changing of energy in neurophysiologic system in human organism. Because it connect to change of human energy (although the motivation appear from human self), its appearances will connect action of human physic.
- b. Motivation marked by appear feeling, someone affection. In motivation relevance with soul problems, affection and emotion can secure human behavior.
- c. Motivation will be excited cause any goal. So the motivation actually is respond of an action, is goal. Motivation appears from human self, but its appearances because exited/ motivated by other element, it means is goal. The goal will connect to necessary problem.

According to Sadirman that motivation stems from the word “motive” which can mean driving force that lies within a person to perform certain activities in order to achieve a goal.<sup>4</sup> Alex Sobur state that motivation is a more general term that shows the entire process of movement, including situations that

---

<sup>3</sup> Sadirman A.M, *Interaksi & Motivasi Belajar Mengajar*, (Jakarta: PT. Raja GrafindoPersada, 2011), p. 74.

<sup>4</sup> Sadirman A.M, *Interaksi & Motivasi Belajar Mengajar*, (Jakarta: PT. Raja GrafindoPersada, 2011), p.102.

encourage, urge that arise within the individual, the resulting behavior, and the purpose or end of movement or action.<sup>5</sup>

In addition, Abdul Rahman Salih & Muhibb Abdul Wahhab in their book,<sup>6</sup> they stated that in defines the concept of motivation is difficult, when there is a term in the discussion of psychological motives in its use sometimes different in terms of motivation. And sometimes the motives and motivation that are used simultaneously and in the same sense, this is because understanding the motives and motivations of both difficult to distinguish unequivocally. In theirs' book also<sup>7</sup>, some psychologists have a term that distinguishes motives and motivation; this will be presented under some definitions as follows:

- a. Henry E. Garret said that motive is a need, aspiration, ambition, or purpose.

Motive initiates behavior. Motivation is a term which referred “set” or drive within the organism which impel to action.

- b. Dennis Coon said that Motive is a drive or forces within the organism that activities behavior or directs it toward a goal to be more specific. Motivation refers to the dynamics or behavior, the prose of initiating, sustaining and directing activities of the organism.

- c. Silverstone said that Motive see drive, drive is stimuli that arise from a need and direct the organism toward a goal, the first state of the motivation process;

---

<sup>5</sup>Alex Sobur, *Psikologi Umum*, (Bandung: Pustaka Setia, 2003), p. 268.

<sup>6</sup>Abdul Rahman Shaleh & Muhibb Abdul Wahab, *Psikologi Suatu Pengantar dalam Perspektif Islam*, (Jakarta: Prenada Media, 2004), p. 130.

<sup>7</sup>Abdul Rahman Shaleh & Muhibb Abdul Wahab, *Psikologi Suatu Pengantar dalam Perspektif Islam*, (Jakarta: Prenada Media, 2004), p. 131.

also called motive. Motivation is general term that referees to driven behavior that seeks to fulfill a need.

From the description definition above, it can be concluded that the motivation is something that is inside a person, which encourages people to behave and act in order to achieve certain goals. The motive may be the ideal. This motif is an early stage of the process of motivation, so a new motive is an internal condition or disposition only, because motive is not always active. Active motif at certain times only, is when the need to achieve goals that are very urgent. If a perceived urgent need to be met, then the motive and the driving force become active. Motif that has become active this is called motivation. Motivation can be defined by everything that becomes the driving behavior that require or encourage someone to make ends meet.

Therefore, Abdul Rahman Shaleh and Muhibb Abdul Wahab stated that motivation is the driving force that generates activity in living things, and cause behavior and directing it toward a specific goal. Motivation has three main components, namely:

- a. Menggerakkan. Dalam hal ini motivasi menimbulkan kekuatan pada individu, membawa seseorang untuk bertindak dengan cara tertentu.
- b. Mengarahkan. Berarti motivasi mengarahkan tingkah laku. Dengan demikian ia menyediakan suatu orientasi tujuan. Tingkah laku individu diarahkan terhadap sesuatu.
- c. Menopang. Artinya, motivasi digunakan untuk menjaga dan menopang tingkah laku, lingkungan sekitar harus menguatkan intensitas dan arah dorongan-dorongan dan kekuatan-kekuatan individu.<sup>8</sup>

---

<sup>8</sup>Abdul Rahman Shaleh & Muhibb Abdul Wahab, *Psikologi Suatu Pengantar dalam Perspektif Islam*, (Jakarta: Prenada Media, 2004), p. 132.



It means move is in this occasion motivation bring the power to the individual, directing is to motivated behavior, so that individual behavior directed to something, then shore up is the motivation used to keep and to shore up the behavior and must strong the individual intensity.

Moving, this raises the strength of individual motivation, to bring someone to act a certain way. For example, the strength in terms of memory, effective responses, and a tendency to get pleasure. Directing, means of behavior motivation. As such it provides a goal orientation. Individual behavior directed toward something. Prop. That is, motivation is used to maintain and sustain the behavior; the environment must strengthen the intensity and direction of the drives and the forces of the individual.

James W. Vander Zanden's book,<sup>9</sup> Levine said that most of us assume that behavior is functional, that people do certain things because the consequences somehow meet their needs. This premise underlies the concept of motivation. In the same book, Ball said that, motivation involves those inner states and processes that prompt, direct, and sustain activity. It is a central concept in educational psychology. Yet, motivation is something we never directly observe. Instead, we observe people's behavior and the environment in which that behavior occurs. From these observations, we make inferences regarding their motivation.

---

<sup>9</sup>James W. Vander Zanden, Ann J. Pace, *Educational Psychology in Theory and Practice*, (New York: Random House, 1984), p. 344.

## **b. Kinds of Motivation**

Motivation influences the rate of learning the retention of information, and performance. Accordingly, psychologists have attempted to identify the factors that affect motivation. They broadly group motives in two general categories. The first group consists of biological motives, since they derive from various physiological needs such as hunger, thirst, sleep, sex, pain avoidance, elimination, oxygen, and temperature control. The second category involves social motives, since they arise in the course of human interaction, for instance, the need for social status, achievement, affiliation, security, and self-esteem.<sup>10</sup> It so that motivation could be divided into two:

- a. Physiological drives, which drive the physical nature, such as hunger, thirst, sex and so forth.
- b. Social Motives, the impulses associated with others, such as aesthetic, the impulse to always do good, and ethical.

While Wood Worth and Marquis,<sup>11</sup> they stated that motivation could be classified into three kinds, namely:

- 1) These needs are organic, that is motivation related to the self, a case of: eating, drinking, needs to move and rest sleep, and so forth.

---

<sup>10</sup>James W. Vander Zanden, Ann J. Pace, *Educational Psychology in Theory and Practice*, (New York: Random House, 1984), p. 344.

<sup>11</sup>James W. Vander Zanden, Ann J. Pace, *Educational Psychology in Theory and Practice*, (New York: Random House, 1984), p. 344.

- 2) Motivation emergency that includes the drive to save themselves, the urge to retaliate, the urge to try, the urge to chase, and so forth. This motivation arises if the situation demands a rapid onset and strong activity of the human self. In this case motivation arising from one's desire, but because the stimulus from the outside.
- 3) Motivation objective, namely motivation directed at a specific object or purpose around us, this motif include: the need for exploration, manipulation, took an interest. This motivation arises because of the encouragement to face the world effectively.

In addition, Wood Worth also said that motivation could be divided into two parts, namely:

- a) Unlearned Motives, that is the main motivation is not learned or innate motivation, such as the urge to eat, drink, sex, movement and rest. This motif is often referred to as the implied biological motivation.
- b) Learned Motives, namely motivation arising studied, such as the urge to learn something branches of science, the pursuit of office, and so forth. Motivation is often called a social motivation that is hinted at, because humans live in social environments.

Therefore, there are few psychologists stated that motivation could be divided into two:

1) Intrinsic Motivation.

Motivation is derived from a person without stimulation from the outside. A stimulus is a temporally discrete, momentary happening in the life of an organism.<sup>12</sup> The most common definition of intrinsic motivation involves performing an activity for its own sake rather than as a means to an end.

This definition has been interpreted to mean that intrinsically motivated behavior occurs independently of any forms of reinforcement or reward.<sup>13</sup> For example, people who like reading, do not have that drive, he'll find your own books to read. Intrinsic motivation also is interpreted as the motivation that the pusher is a direct link with the values contained within their own work goals. For example, a diligent student studying psychology course because she wanted to master that subject. Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure.

---

<sup>12</sup>Brian H. Ross, *the Psychology of Learning and Motivation*, (London: Elsevier Academic Press, 2004), p. 86.

<sup>13</sup>Carol Sansone, Judith M, Harackiewicz, *Intrinsic and Extrinsic Motivation the Search for Optimal Motivation and Performance*, (Landon: Academic Press, 2000), p. 315.



2) Extrinsic motivation. Sadirman said that extrinsic motivation is mobile motives and functioned because of the simulation from outside.<sup>14</sup> Then, John W. Santrock said that Extrinsic Motivation is do something to get something else.<sup>15</sup>

For example: a student will study hard for exams. Extrinsic motivation can also be interpreted as a pusher motivation has nothing to do with the values contained in the destination job. Extrinsic motivation came from outside of the individual. Common extrinsic motivations were reward like money and grades, coercion and threat of punishment. Competition was in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity. A crowd cheering on the individual and trophies were also extrinsic incentives.

**Table 1.**

**Table Indicators of Motivation in Speaking**

<b>No.</b>	<b>The Indicators</b>	<b>Sub Indicators</b>
1.	Intrinsic Motivation	-Physicological drives -Unlearned motives
2.	Extrinsic Motivation	-Social motives -Learned motives

---

<sup>14</sup>Sadirman A.M, *Interaksi & Motivasi Belajar Mengajar*, (Jakarta: PT. Raja GrafindoPersada, 2011), p. 90.

<sup>15</sup>John W. Santrock, *Psikologi Pendidikan*, (Jakarta: Kencana, 2008), p. 514.

## 2. Speaking

### a. Definition of Speaking

Speaking is an activity through ordinary face to face, from telephone and other media to express ideas, opinions, feeling some one's purpose of reaching speaking target. Henry Guntur Tarigan said, Speaking is the ability to pronounce sound articulation of words to express, to declare and to deliver the idea, feeling or sense, as a large of these limitations we can say in speaking.<sup>16</sup> David Nunan states speaking is the productive aural/oral skill; it consists of producing systematic verbal utterances to convey meaning.<sup>17</sup>

Speaking is fundamentally an instrumental act.<sup>18</sup> Speakers talk in order to have some effects on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to do things for them. And they promise, bet, warn and exclaim to affect them in still others ways. Basically, speaking is intended for two-way communication. The speaker and listener negotiate the meaning of what they say. Allah states in the Qur'an surat thaha: 44

فَقُولَا لَهُ قَوْلًا لَّيِّنًا لَّعَلَّهُ يَتَذَكَّرُ أَوْ يَخْشَىٰ

---

<sup>16</sup>Henry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1986), p. 15.

<sup>17</sup>David Nunan. *Practical English Language Teaching*, (New York: Mc. Grown-Hill Companies Inc, 2003), p. 48.

<sup>18</sup>Clark and Clark, *Psychology and Language*, (New York: Harcourt Brace Jovanovich Inc, 1977), p. 223.

Means: “*And speak to him mildly; perhaps he may accept admonition of fear (Allah)*”.<sup>19</sup>

Speaking skill is described as the ability to express oneself in life situations or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently. The ability is used in essentially normal communication situations the signaling systems of pronunciation, stress, intonation, grammatical structure, and vocabulary of the foreign language at a normal rate of delivery for native speakers of the language.<sup>20</sup>

Based on the definition above, it can be concluded that speaking is a process of communication which conveys message from a speaker to listener. A speaker has to encode the message and listener has to decide or interprets the message which contains information. Encoding is the process of conveying message of information to listener while decoding is the process of receiving information given by the speaker, in speaking there is interaction between speaker and listener that convey the message from a speaker to listener. For example, listener may give the speaker feedback whether the listener has understood what the speaker just said. The speaker will then need to reformulate what was just said in order to get the meaning across in different way.

---

<sup>19</sup>Muhammad Taqi-ud-Din al-Hilali and Muhammad Muhsin Kahn, *Translation of the Noble Qur'an in the English Language*, (Madinah: King Fadh Complex for the printing of the Holy Qur'an, ttt), p. 417.

<sup>20</sup> Robert Lado. *Language Testing: the Construction and Use of Foreign Language Tests*, (USA: McGraw Hill Book Company, 1961), p. 240-241.

## **b. Principle for Designing Speaking Techniques**

Speaking can appear to be divided into two types of activities; planning and execution.<sup>21</sup> Speaker first plans what they want to say based on how they want to change the mental state of their listener. Then, they put their plan into execution, uttering the segments, words, phrases and sentences that make up the plan. The process of speech planned and executed as follows:<sup>22</sup>

- a. Discourse Plans. The first step for speakers is to decide what kind of discourse they are participating in. Are they telling a story, conversing with other people and etc? Each kind of discourse has a different structure, and they must plan their utterance to fit.
- b. Sentence plans. Given the discourse and their intention to produce a sentence with the right message, speakers must select one that will do this.
- c. Constituent plans. The speakers must pick the right words, phrases, or idiom to inhabit each constituent and put them in the right order.
- d. Articulator Program. As specific words are chosen, they are formed into an “articulator programs”. It consist a representation of the actual phonetic segments, stresses, and intonation pattern that are able to be executed at the next step.

---

<sup>21</sup>Clark and Clark, *Psychology and Language*, (New York: Harcourt Brace Jovanovich Inc, 1977), p. 224.

<sup>22</sup>Clark and Clark, *Psychology and Language*, (New York: Harcourt Brace Jovanovich Inc, 1977), p. 224.

e. Articulation. The final step is to execute the contents of the articulator program. It is done by mechanisms that add sequences and timing to the articulator programs. This step results in audible sounds, the speech the speaker intended to produce. The term speaking skill means the ability to apply grammatical and discourse to communicate effectively in particular context for particular purposes. Alexander arranges the speaking ability within these purposes:<sup>23</sup>

- 1) The ability to understand English dealing with everyday subjects and spoken at normal speed.
- 2) The ability to answer question which require short and extended answer.
- 3) The ability to ask question to elicit short or extended answer.
- 4) The ability to use orally a large number of elementary sentences patterns.
- 5) The ability to reproduce orally the substance of a passage of English after having heard it several times and read it.
- 6) The ability to conduct a simple conversation on everyday subject.
- 7) The ability to give short talks.

It is useful for teacher to develop speaking skill to know the characteristic of spoken language in order to interactive student with each other. The various forms of language are mention below:

---

<sup>23</sup>L.G. Alexander. *Fluency in English*, (London: Longman, 1967), p. 1.

- a) Incomplete sentence
- b) Very little subordination (subordinate clauses, etc).
- c) Very few passive.
- d) Not many explicit logical connector (moreover, however).
- e) Topic moment structure. The syntax of the written language would probably have a subject-verb-predicate structure.
- f) Frequent reference to things outside the text, such as the weather for example.
- g) The use of the same syntactic form
- h) The use of pauses and filters

In order to guide the students' speaking practice the teacher should be aware to the elements of speaking, question and answer. There are a number of ways or techniques to use as guide the students' speaking. And there are some principles to design those techniques, namely: <sup>24</sup>

- 1) Techniques. Techniques should cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. As a teacher, to do techniques for improving students' speaking, for example jigsaw group, debate, play a game, he must make sure that his task include techniques design to help student to perceive and use the building block of language. At the same time, not to bore students to death with lifeless, repetition. As already noted above, make any drilling as interactive as possible.

---

<sup>24</sup>H. Douglas Brown. *Teaching By Principle*, (New Jersey: Prentice-Hall, 1994), p. 254.

- 2) Techniques should be intrinsically motivating. Motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action.<sup>25</sup>

It is probably the most often catch-all for explaining the success or failure of virtually any complex task. For countless studies and experiments a human learning has shown that motivations are keys to good learning. So that, try the techniques all times to appeal to students' ultimate goals, interest of their motivation, to their need in teaching learning process.

- 3) Techniques should encourage the use of authentic language in meaningful contexts. It is not easy to keep coming up with meaningful interaction but by searching resource material, although it takes energy and creativity to devise authentic contexts and meaningful interaction, it can be structured to provide a sense of authenticity.
- 4) Provide appropriate feedback and correction. English as Foreign Language (EFL) the use of language is not available in the society such as in our country Indonesia. In this situation, students are totally dependent on the teacher for useful linguistic feedback. It is important that we take advantage of our knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

---

<sup>25</sup> H. Douglas Brown. *Principle of Language Learning and Teaching*, (New Jersey: Prentice Hall, 2000), p. 112.

Speaking tasks where students are trying to use all and any language they know provides feedback for both teacher and students. Teachers can show how well their class is doing and what language problems they are having; students can see how easy they find a particular kind of speaking and what they need to do to improve.<sup>26</sup>

- 5) Capitalize on natural link between speaking and listening. Many interactive techniques involve speaking and listening. Don't lose on opportunities to integrate these skills. Skills in producing language are often initiated through comprehension.
- 6) Give students opportunities to initiate oral communication. A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask question, give directions, provide information, and students have been conditioned only to speak. As we design and use speaking techniques, we also allow student to initiate language.
- 7) Encourage the development of speaking strategies. The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal techniques for accomplishing oral communicative purposes. For example:
  - a) Asking for clarification (What?)
  - b) Asking someone to repeat something (Huh? Excuse me?).
  - c) And getting someone attention (Hey, Say, So).

---

<sup>26</sup> Jeremy Harmer. *How to Teach English*, (London: Longman, 1998), p. 88.



Teacher must choose better techniques for improving students speaking. Good speaking activities can and should be highly motivating. If all the students are participating fully-and if the teacher has set up the activity properly and can give useful feedback-they will get satisfaction from it. Many speaking techniques for example, role-play, debate, problem solving, are intrinsically enjoyable in themselves.

So, from the explanation above, researcher can concludes that students motivation in speaking is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action when students communicate to another in spoken form.

### **3. Review of Related Finding**

The research is related to Sainnah <sup>27</sup> in University Muhammadiyah of South Tapanuli (UMTS), research on the title “The Comparative Study between Clustering Strategy and Constructivism Technique on the student’ ability in Speaking (A Study of the Grade IX at SMP Negeri 1 Lembah Sorik Marapi in 2010-2011Academic Year)”. This research conducted by experimental method. After calculating and analyzing data, it states the application of clustering was better than constructivism technique on students’ ability in speaking.

---

<sup>27</sup>Sainnah, *The Comparative Study between Clustering Strategy and Constructivism Technique on the student’ ability in Speaking A Study of the Grade IX at SMP Negeri 1 Lembah Sorik Marapi in 2010-2011Academic Year (Unpublished Thesis)*. Padangsidempuan: FKIP, Universitas Muhammadiyah Tapanuli Selatan.

The second, Marwah<sup>28</sup> in University Muhammadiyah of South Tapanuli (UMTS), had done research about “The Comparative Study between Direct Instruction Technique and Question Technique to the student’ speaking ability in Teaching Speaking of the Grade XI Students’ at SMA Negeri 6 Padangsidempuan in 2012-2013 Academic Year”. The result of the research said that direct instruction was better than question technique.

The last, Shaulia Febriyoldini Elwan<sup>29</sup> had done research about the “Using Cue Card in teaching speaking to Junior High School Students”. Based on the research, she found that using Cue Card in teaching speaking at Junior High School, students were confident when they practice in front of the class and they can express their idea or their feeling by giving improvisation in their speech.

From the explanation above the researcher can concluded that the differentiate between my research with them is they use many technique to know students’ speaking mastery but the researcher just analyzed students’ motivation in speaking, and the similar my research with their research actually to know about students’ speaking skill.

---

<sup>28</sup>Marwah, The Comparative Study between Direct Instruction Technique and Question Technique to the student’ Speaking ability in Teaching Speaking of the Grade XI Students’ at SMA Negeri 6 Padangsidempuan in 2012-2013 Academic Year (*Unpublished Thesis*). Padangsidempuan: FKIP, Universitas Muhammadiyah Tapanuli Selatan.

<sup>29</sup> Shaulia Febriyandi Elwan. Using Cue Card in Teaching Speaking to Junior High School, (Padang : UT, 2010). p. 21.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Place and Time**

This research was taken at SMK N 1 Batang Angkola. SMK N 1 Batang Angkola is one of school that takes place in street Mandailing 13 Km. This research was taken from October 2014 until May 2015.

#### **B. The Kinds of the Research**

This research was conducted with descriptive analysis with qualitative research. Descriptive data are usually collected by questionnaire, interview, telephone, or observation.<sup>1</sup> Then, this research is a descriptive qualitative research that describes the data has been obtained, it aims to systematically and accurately describe the facts and the characteristics of a particular population. In generally, this research is non hypothesis, so that the measure of this research does not need the hypothesis. Descriptive method is a investigation to determine and allocate the technical investigation with interviews, observation, questionnaires, or technical tests, case studies time and motion, comparative analysis or operational.<sup>2</sup>

---

<sup>1</sup>L. R Gay & Peter Airasian. *Education Research Competencies for Analysis and Application*, (New Jersey: Merrill, 2000), p.275.

<sup>2</sup>WinarnoSurakhman. *Pengantar Penelitian Ilmiah Dasar Metode dan Tehnik*, (Bandung: Karsito, 1982), p. 2.

Based on the explanation above, the researcher concludes that descriptive research means to analysis or make a sense perception (descriptive) about situation or event. It is use to describe how is students' motivation in speaking at SMK N 1 Batang Angkola.

### **C. The Source of Data**

The data have been taken from the students SMK N 1 Batang Angkola. The students were divided into five classes. The classes XI-1 are 35 students, XI-2 are 30 students, XI-3 are 34 students, XI-4 are 35 students, XI-5 are 37 students, XI-6 are 33 students.

This research had been taken by using purposive sampling. Purposive sampling referred to as judgment sampling, the researcher selected a sample based on his or experience or knowledge of the group to be sample. Riduan said purposive sampling is one of technical that can be used by researcher has some of considerations take the certainly sampling the aim.<sup>3</sup> Actually, the researcher took one class to do the research. It was from XI-2.

### **D. The Instrument of Data**

The key instrument of this research is the researcher self. The research has been taken the data by the teacher and the students to collect the valid data. Suharsimi Arikunto says, the instrument of the research is a tool of facility is

---

<sup>3</sup>Riduan. *Belajar Mudah untuk Guru-Karyawan dan Peneliti Pemula*, (Bandung: Alfabeta, 2005), p. 63.

used by the researcher in collecting data<sup>4</sup>. To get the data in this research, the researcher was used instrumentation such as:

1. Observation

Observation is a technique of collecting data to gain insight on understanding the natural environment as lived by the participants. This observation is used to know how situation of the school, how many students in the school, how many teachers in the school, especially English teacher.

2. Interview

Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person. In this research, the researcher does interview directly with the headmaster to know about condition of school, asks English teacher to know about the students' difficulties in understanding references in speaking and the researcher also does interview with the students to ask them about their difficulties in understanding references in speaking.

3. Questionnaire

Questionnaire is collection of question which is submitted in written manner to some one (in this section called respondent), and answer manner also done with written.

---

<sup>4</sup>Suharsimi Arikunto. *Manajemen Penelitian*, (Jakarta: PT Rineka Cipta, 2003), p. 223.

So, questionnaire is a tool to collect the information by giving the questioner in written form to the respondent to answer it, and then the researcher gives the questionnaire to the respondent to check it.

#### **E. Techniques of Data Analysis**

After collecting data, the researcher analyzed the data using some steps below:

- a. Grouping the data of students' motivation in speaking.
- b. Describing the data of students' motivation in speaking.
- c. Interpretating the data of students' motivation in speaking.

#### **F. Techniques of Data Trustworthiness**

There are nine techniques to determine the data trustworthiness stated by Lexy J. Moleong as:

1. The extension of participation is the extension not only done at the short time, but need the long time.
2. The application of research is the researcher must do the research with careful, detail and continuous to the object of the research.
3. Triangulation is the technique of cheking data trustworthiness that using something beside the data to verification or as a comparison of the data.
4. Checking with friendly through discussion is done with expos the interview result or the final result that gotten in discussion with friends.

5. Analyze the negative case is the research collects the example and inappropriate case with the model and the inclination of information that have collected and used as a substance of comparison.
6. The adequate and referential are the tools of them, which using the free time to compare the result of the research with critics are collected.
7. Checking the member is the most important in checking the credibility.
8. The detail description is a technique to demand the researcher to the result of his/her research, so description is done carefully and accurately to draw the context of the research.
9. Auditing used to check the truth and certainty of data, this point that done well to the process or result and extent.<sup>5</sup>

From the all of techniques to determine the data trustworthiness above, the researcher used the third number is triangulation. It was a technique that used to check the data trustworthiness data by compare the result of observation, interview and questionnaire.

---

<sup>5</sup> Lexy J. Moleong, *Metode Penelitian Kualitatif*, (Bandung: Rosda Karya, 2009), p. 135.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. Description of the Findings**

##### **1. The students' motivation in speaking at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba.**

Students' motivation in speaking at grade XI SMK N 1 Batang Angkola can be seen comprehensive and untied systematically after was done by data collecting with observation, interviews and questionnaire. That is given to the students and supported by interviews with the students and teacher. There is result as follows:

##### **a. Observation**

Based on observation conducted by researcher at Grade XI in SMK N 1 Batang Angkola, Students' Motivation in Speaking at Grade XI in SMK N 1 Batang Angkola looks monotonous and one-way, the learning methods in used various, teacher had mastered the material in teaching, but the mastery of matter and spirit teacher do not teach in line with the spirit of the students who are less visible.

Even students who did not focus and noise so that the activities have not conducive to teaching and learning, students also have less active to responded to the questions on the catapult by teachers, textbooks in used have



not relevant with the existing curriculum, plus the availability of books again there had only one of the books for two students.

The facilities provided by the school was minimal views of the condition of benches and tables that have not suitable to be used, so that students have often disturbed by the conditions already rickety bench, and a table that has been perforated to make it difficult for students to write on the table.

Teacher is the basic factor to do the education process, cause without teacher the learning would not happen. Teacher that would give developed talent and ability of students in learning. The functions and responsibility of the teacher were very big in the school caused the successful of the students in learning was determined by the teacher.

In learning process, the students were the factor that to be the target that will be guidanced and developed based on the potence of students. Without the students, an education institution didn't name an education. School caused the students that take the lesson and object of target in learning process. So that, the position of students as educated people is very important.

#### b. Interview

Based on interviews with Aldin Saputra, he said: "Menurut saya speaking tidak terlalu menarik dan sedikit membosankan karena saya tidak mengerti apa

yang dikatakan guru, meskipun guru telah menjelaskan dalam bahasa Indonesia tetap saja sangat sulit untuk saya fahami”.<sup>1</sup>

It means: I think speaking is not too exciting and a bit boring because I do not understand what the teacher said, even though the teacher had explained in the Indonesian language remains extremely difficult for me to understand it.

Based on interview with Asmya Sari, she said: “Dalam speaking di kelas bagi saya menyenangkan, karena saya sedikit bisa berbahasa Inggris, materi yang di ajarkan guru juga berkaitan dengan kehidupan sehari-hari sehingga mudah untuk di terapkan dalam percakapan sehari-hari”.<sup>2</sup>

It means: Speaking in the classroom fun for me, because I can speak English a little, the teacher taught the material also deals with everyday life so it is easy to be applied in everyday conversation.

Meanwhile, according to the interview with Putra Batubara: “Belajar speaking di kelas biasa saja, karena speaking yang di buat ole guru tidak berubah-ubah, hanya speaking yang sama dan terus di ulang-ulang sehingga membuat bosan belajar speaking”.<sup>3</sup>

It means: Learning speaking in my normal classes, because the speaking that is made the Teacher does not change, just the same speaking that kept on repeating that make learning speaking bored.

---

<sup>1</sup> Aldin Saputra. Students of Grade XI, *Private Interview*, in SMK N 1 Batang Angkola, 23 March 2015.

<sup>2</sup>Asmya Sari. Students of Grade XI, *Private Interview*, in SMK N 1 Batang Angkola, 23 March 2015.

<sup>3</sup>Putra Batubara. Students of Grade XI, *Private Interview*, in SMK N 1 Batang Angkola, 23 March 2015.

Based on the interview with Parida Wati Nasution as English teacher in at Grade XI SMK N 1 Batang Angkola about motivation of students in speaking, she said:

In this stage I also explained to the students how do the learning process need and motivate them to speak English, disciplined English lessons every student should bring a dictionary and for anyone who does not bring in the sentence given. Then say what materials will be studied for a semester, the most important thing for them to know that in one semester students are expected to master the vocabulary of 200 words they have memorized 10 words for each meeting, memorizing vocabulary of 10 words in meetings to make them more mild to master vocabulary and get used to memorize the words in the English language. For the next stage I started presenting the material to students, which I teach in accordance with what I have created in the Learning Implementation Plan, speaks to the lessons that can be used many methods, such as speech, holding a conversation with themes that are often used in everyday.<sup>4</sup>

Based on the interview with Parida Wati Nasution as English teacher in at Grade XI SMK N 1 Batang Angkola about students' speaking ability in the classroom, she said:

In this stage the students' ability in speaking was low because students' less vocabulary. I did a brief examination three times after each meeting to evaluate the student's ability to speak, whether they are able to master and apply the material learned in class or not. I did this evaluation with a conversation between students and students, sometimes I immediately assessed by giving students a few questions, and talk to my students could know with certainty their abilities.<sup>5</sup>

So, from explanation above the researcher concluded that the students' less in vocabulary. So, the students must memorizing vocabulary of 10

---

<sup>4</sup> Parida Wati, S.Pd , English Teacher at grade XI of SMK N 1 Batang Angkola, *private interview*, 23 March 2015.

<sup>5</sup> Parida Wati, S.Pd , English Teacher at grade XI of SMK N 1 Batang Angkola, *private interview*, 23 March 2015.

words in meetings to make them more mild to master vocabulary and get used to memorize the words in the English language.

c. Questionnaire

To know result of the data of questionnaire, the researcher presented the data by the table as:

**Table 2**  
**Questionnaire No. 1**

No	The item of questionnaire	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I like speaking in English	8	15	6	1
Percentage		26.67%	50%	20%	3.33%

Based on the pattern of the sentence as an item of questionnaire above, that students answered with strongly agree were 8 students (26.67%), while one declares for to agree were 15 students (50%) , that answers to disagree were 6 students (20%) and one declare for strongly disagree 1 student (3.33%). So, can be concluded that students' motivation in speaking that likes speaking in English there were 23 students (76.67%). It means that only 23.33% Students did not like to Speak English.

Next from the questionnaire number 2:

**Table 3**

**Questionnaire No. 2**

No	The item of questionnaire	Strongly Agree	Agree	Disagree	Strongly Disagree
2	I have confidence in speaking English in front of my classmates	1	19	9	1
Percentage		3.33%	63.33%	30%	3.33%

Based on the pattern of the sentence as an item of questionnaire above, that students answered with strongly agree were 1 student (3.33%), while one declares for to agree were 19 students (63.33%) , one that answers to disagree were 9 students (30%) and one declare for strongly disagree 1 student (3.33%). So, it can be concluded that students motivation in speaking that have confidences in speaking English in front of my classmates there were 20 students (66.66%). While 10 students do not have confidence in speaking English in front of the class.

Next from the questionnaire number 3:

**Table 4**

**Questionnaire No. 3**

No	The item of questionnaire	Strongly Agree	Agree	Disagree	Strongly Disagree
3	I can speak loudly in English class	2	11	11	6
Percentage		6.66%	36.67%	36.67%	20%

Based on the pattern of the sentence as an item of questionnaire above, that students answered with strongly agree were 2 students (6.66%), while one declares for to agree were 11 students (36.67%) , one that answers to disagree were 11 students (36.67%) and one declare for strongly disagree were 6 students (20%). So, can be concluded that students motivation in speaking can speak loudly in English class there were 13 students (43.33%). It means that there were many students would not speak English loudly, they were 17 students (56.67%).

Next from the questionnaire number 4:

**Table 5**

**Questionnaire No. 4**

No	The item of questionnaire	Strongly Agree	Agree	Disagree	Strongly Disagree
4	I can speak clearly in English class	-	10	13	7
Percentage		-	33.33%	43.33%	23.33%

Based on the pattern of the sentence as an item of questionnaire above, that students answered with strongly agree no body, while one declares for to agree were 10 students (33.33%) , one that answers to disagree were 13 students (43.33%) and one declare for strongly disagree were 7 students (23.33%). So, can be concluded that students motivation in speaking that can speak clearly in English class there were 10 students (33.33%). It means that there were many students would not speak english clearly, they were 20 students (66.66%).

Next from the questionnaire number 5:

**Table 6**  
**Questionnaire No. 5**

No	The item of questionnaire	Strongly Agree	Agree	Disagree	Strongly Disagree
5	I try my best pronounce some words even though I don't know how to pronounce them correctly	3	10	12	5
Percentage		10%	33.33%	40%	16.67%

Based on the pattern of the sentence as an item of questionnaire above, that students answered with strongly agree were 3 students (10%), while one declares for to agree were 10 students (33.33%) , one that answers to disagree were 12 students (40%) and one declare for strongly disagree were 5 students (16.67%). So, can be concluded that student motivations in speaking that try my best pronounce some words even though I don't know how to pronounce

them correctly there were 13 students (43.33%). It means that there were many students would not to try best pronounce some words even though, they were 17 students (56.67%).

Next from the questionnaire number 6:

**Table 7**

**Questionnaire No. 6**

No	The item of questionnaire	Strongly Agree	Agree	Disagree	Strongly Disagree
6	I like working in groups English class	10	14	6	-
Percentage		33.33%	46.67%	20%	-

Based on the pattern of the sentence as an item of questionnaire above, that students answered with strongly agree were 10 students (33.33%), while one declares for to agree were 14 students (46.67%) , one that answers to disagree were 6 students (20%) and one declare for strongly disagree no person. So, can be concluded that students motivation in speaking that like working in groups English class there were 24 students (80%). While 6 students (20%) do not like working in groups English class.



Next from the questionnaire number 7:

**Table 8**

**Questionnaire No. 7**

No	The item of questionnaire	Strongly Agree	Agree	Disagree	Strongly Disagree
7	Group work can help me learn better in English class	3	6	18	3
Percentage		10%	20%	60%	10%

Based on the pattern of the sentence as an item of questionnaire above, that students answered with strongly agree were 3 students (10%), while one declares for to agree were 6 students (20%) , one that answers to disagree were 18 students (60%) and one declare for strongly disagree were 3 students (10%). So, it can be concluded that students' motivation in speaking that group work can help me learn better in English class there were 9 students (30%). It means that there were many students would not group work help to learn better in English class, they were 21 students (70%).

Next from the questionnaire number 8:

**Table 9**

**Questionnaire No. 8**

No	The item of questionnaire	Strongly Agree	Agree	Disagree	Strongly Disagree
8	Working in groups can help to build my confidences in speaking	2	21	5	2
Percentage		6.67%	70%	16.66%	6.67%

Based on the pattern of the sentence as an item of questionnaire above, that students answered with strongly agree were 2 students (6.67%), while one declares for to agree were 21 students (70%) , one that answers to disagree were 5 students (16.66%) and one declare for strongly disagree were 2 students (6.67%). So, it can be concluded that students' motivation in speaking that working in groups can help to build my confidences in speaking there were 23 students (76.67%). While 7 students (23.33%) do not working in groups to build their confidence in speaking.

Next from the questionnaire number 9:

**Table 10**  
**Questionnaire No. 9**

No	The item of questionnaire	Strongly Agree	Agree	Disagree	Strongly Disagree
9	I share ideas with my classmates in group in speaking class	8	19	3	-
Percentage		26.67%	63.33%	10%	-

Based on the pattern of the sentence as an item of questionnaire above, that students answered with strongly agree were 8 students (26.67%), while one declares for to agree were 19 students (63.33%) , one that answers to disagree were 3 students (10%) and one declare for strongly disagree no student. So, can be concluded that students' motivation in speaking that share ideas with my classmates in group in speaking class there were 27 students

(90%). It means that 3 students (10%) do not share ideas with their classmates in group speaking class.

Next from the questionnaire number 10:

**Table 11**  
**Questionnaire No. 10**

No	The item of questionnaire	Strongly Agree	Agree	Disagree	Strongly Disagree
10	Performing plays in English increases my interest in learning English	5	19	6	-
Percentage		16.67%	63.33%	20%	-

Based on the pattern of the sentence as an item of questionnaire above, that students answered with strongly agree were 5 students (16.67%), while one declares for to agree were 19 students (63.33%) , one that answers to disagree were 6 students (20%) and one declare for strongly disagree no person. So, can be concluded that students motivation in speaking that Performing plays in English increases my interest in learning English there were 24 students (80%). It means that 6 students (20%) do not performing plays in English increases their interest in learning English.

Next from the questionnaire number 11:

**Table 12**

**Questionnaire No. 11**

No	The item of questionnaire	Strongly Agree	Agree	Disagree	Strongly Disagree
11	Performing plays in English increases my confidence in speaking English	7	16	5	2
Percentage		23.33%	53.33%	16.67%	6.67%

Based on the pattern of the sentence as an item of questionnaire above, that students answered with strongly agree were 7 students (23.33%), while one declares for to agree were 16 students (53.33%) , one that answers to disagree were 5 students (16.67%) and one declare for strongly disagree were 2 students (6.67%). So, can be concluded that students motivation in speaking that Performing plays in English increases my confidence in speaking English there were 23 students (76.66%). It means that 7 students (23.34%) do not performing plays in English increases their confidence in speaking English.

Next from the questionnaire number12:

**Table 13**

**Questionnaire No. 12**

No	The item of questionnaire	Strongly Agree	Agree	Disagree	Strongly Disagree
12	I like if the teacher invite me speaking English	2	13	10	5
Percentage		6.67%	43.33%	33.33%	16.67%

Based on the pattern of the sentence as an item of questionnaire above, that students answered with strongly agree were 2 students (6.67%), while one declares for to agree were 13 students (43.33%) , one that answers to disagree were 10 students (33.33%) and one declare for strongly disagree were 5 students (16.67%). So, it can be concluded that students motivation in speaking that like if the teacher invite me speaking English there were 15 students (50%). It means that there were many students would not like if the teacher invite their to speaking english, they were 15 students (50%).

Next from the questionnaire number 13:

**Table 14**  
**Questionnaire No. 13**

No	The item of questionnaire	Strongly Agree	Agree	Disagree	Strongly Disagree
13	I like communication in English with my friend	2	11	16	1
Percentage		6.67%	36.67%	53.33%	3.33%

Based on the pattern of the sentence as an item of questionnaire above, that students answered with strongly agree were 2 students (6.67%), while one declares for to agree were 11 students (36.67%) , one that answers to disagree were 16 students (53.33%) and one declare for strongly disagree was 1 student (3.33%). So, can be concluded that students motivation in speaking that like communication in English with my friend there were 13 students

(43.34%). It means that there were many students would not like communication in English with their friend, they were 17 students (56.66%).

Next from the questionnaire number 14:

**Table 15**  
**Questionnaire No. 14**

No	The item of questionnaire	Strongly Agree	Agree	Disagree	Strongly Disagree
14	I always increase my vocabulary by learning it every day	-	5	22	3
Percentage		-	16.67%	73.33%	10%

Based on the pattern of the sentence as an item of questionnaire above, that students answered with strongly agree no student, while one declares for to agree were 5 students (16.67%) , one that answers to disagree were 22 students (73.33%) and one declare for strongly disagree were 3 students (10%). So, can be concluded that students motivation in speaking that always increase my vocabulary by learning it every day there were 5 students (16.67%). It means that there were many students would not increase their vocabulary by learning it every day, they were 25 students (83.33%).

Next from the questionnaire number 15:

**Table 16**

**Questionnaire No. 15**

No	The item of questionnaire	Strongly Agree	Agree	Disagree	Strongly Disagree
15	I like speaking alone in English to sharpen speaking mastery	2	12	14	2
Percentage		6.67%	40%	46.66%	6.67%

Based on the pattern of the sentence as an item of questionnaire above, that students answer with strongly agree were 2 students (6.67%), while one declares for to agree were 12 students (40%) , one that answers to disagree were 14 students (46.66%) and one declare for strongly disagree were 2 students (6.67%). So, it can be concluded that students motivation in speaking that like speaking alone in English to sharpen speaking mastery there were 14 students (46.67%). It means that there were many students would not like speaking alone in english to sharpen speaking mastery, they were 16 students (53.33%).

Next from the questionnaire number 16:

**Table 17**

**Questionnaire No. 16**

No	The item of questionnaire	Strongly Agree	Agree	Disagree	Strongly Disagree
16	I feel happy when my friends ask me to speak English together	1	13	13	3
Percentage		3.33%	43.33%	43.33%	10%

Based on the pattern of the sentence as an item of questionnaire above, that students answered with strongly agree was 1 student (3.33%), while one declares for to agree were 13 students (43.33%) , one that answers to disagree were 13 students (43.33%) and one declare for strongly disagree were 3 students (10%). So, it can be concluded that students motivation in speaking that feel happy when my friends ask me to speak English together there were 14 students (46.66%). It means that there were many students would not feel happy when their friends ask them to speak English together, they were 16 students (53.33%).



Next from the questionnaire number 17:

**Table 18**

**Questionnaire No. 17**

No	The item of questionnaire	Strongly Agree	Agree	Disagree	Strongly Disagree
17	I invite my friends to always use English in learning English	2	9	16	3
Percentage		6.66%	30%	53.33%	10%

Based on the pattern of the sentence as an item of questionnaire above, that students answered with strongly agree were 2 students (6.66%), while one declares for to agree were 9 students (30%) , one that answers to disagree were 16 students (53.33%) and one declare for strongly disagree were 3 students (10%). So, it can be concluded that students motivation in speaking that invite my friends to always use English in learning English there were 11 students (36.66%). It means that there were many students would not invite their friends to always use English in learning English, they were 19 students (63.33%).

Next from the questionnaire number 18:

**Table 19**

**Questionnaire No. 18**

No	The item of questionnaire	Strongly Agree	Agree	Disagree	Strongly Disagree
18	I will not feel shy, if my friend laugh to me, because it can motivate me to repair my speak	2	11	17	-
Percentage		6.67%	36.67%	56.66%	-

Based on the pattern of the sentence as an item of questionnaire above, that students answered with strongly agree were 2 students (6.67%), while one declares for to agree were 11 students (36.67%) , one that answers to disagree were 17 students (56.66%) and one declare for strongly disagree no person. So, can be concluded that students motivation in speaking that will not feel shy, if my friend laugh to me, because it can motivate me to repair my speak there were 13 students (43.34%). It means that there were students would not feel shy, if their friend laugh to them, they were 17 students (56.66%).

Next from the questionnaire number 19:

**Table 20**

**Questionnaire No. 19**

No	The item of questionnaire	Strongly Agree	Agree	Disagree	Strongly Disagree
19	I more interest speaking in English, if who invite me is genre opponent	3	15	9	3
Percentage		10%	50%	30%	10%

Based on the pattern of the sentence as an item of questionnaire above, that students answered with strongly agree were 3 students (10%), while one declares for to agree were 15 students (50%) , one that answers to disagree were 9 students (30%) and one declare for strongly disagree were 3 students (10%). So, can be concluded that students motivation in speaking that more interest speaking in English, if who invite me is genre opponent there were 18 students (60%). While 12 students (40%) do not have more interest speaking in English.

Next from the questionnaire number 20:

**Table 21**

**Questionnaire No. 20**

No	The item of questionnaire	Strongly Agree	Agree	Disagree	Strongly Disagree
20	I like speaking in English, because I want have good ability in English	2	12	14	2
Percentage		6.67%	40%	46.66%	6.67%

Based on the pattern of the sentence as an item of questionnaire above, that students answer with strongly agree were 2 students (6.67%), while one declares for to agree were 12 students (40%) , one that answers to disagree were 14 students (46.66%) and one declare for strongly disagree were 2 students (6.67%). So, can be concluded that students motivation in speaking that like speaking in English, because I want have good ability in English

there were 14 students (46.67%). It means that there were many students would not like speaking in English with have good ability in English, they were 16 students (53.34%).

After analyzing the data that has been collected from the sources of the research, the researcher got the average scores of students at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba by using percentage. Students' motivation in speaking at grade XI in SMK Negeri 1 Batang Angkola Benteng Huraba were 60.58 and it can be categorized to enough categories. Riduwan stated about the classification or the criteria of competence of students as followed:

**Table 22**

**The Criteria Score Interpretation**

Percentage	Criteria
0% - 20%	Very low
21% - 40%	Low
<b>41% - 60%</b>	<b>Enough</b>
61% - 80%	High
81% - 100%	Very high <sup>6</sup>

---

<sup>6</sup> Riduwan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005) p. 89.

## 2. Students' Problems in Speaking Motivation

### a. Interview

#### 1) Interview to the Students

Based on the result of interview to the students, the researcher found that students had problems in speaking motivation. It was proven that there were still students who said that she/he was lazy in speaking. When the researcher asked how they had known about the speaking, (item number 1). “Apakah adik suka belajar bahasa inggris? ( Do you like study English?)” Rahmad said “tidak, Saya tidak suka belajar bahasa Inggris. (*No, I don't like study English.*)”.<sup>7</sup> Lia Saputri said “ya, Saya suka belajar bahasa Inggris, karena bahasa Inggris merupakan bahasa dunia. (*Yes, I like study Englis, because English is constitute world language*)”<sup>8</sup>. Next, Sintia Lestari said “tidak, karena Saya kurang mengerti artinya. (*No, because I less understand it's the meaning*)”.<sup>9</sup>

When the researcher asked Are you have high self-confidance to speak in English? (Item number 2), all of the students said “no

---

<sup>7</sup> Rahmad , Student of SMK N 1 Batang Angkola XI class, *Private interview*, 23 March 2015

<sup>8</sup> Lia Saputri, Student of SMK N 1 Batang Angkola XI class, *Private interview*, 23 March 2015

<sup>9</sup> Sintia Lestari, Student of SMK N 1 Batang Angkola XI class, *Private interview*, 23 March 2015

(tidak)".<sup>10</sup> After that, the researcher asked them what are the difficulties in speaking English (item number 3), Maria Lanna Sari said difficulties is to understand the words English.<sup>11</sup> Then Hasanuddin Harahap said that difficulties is to pronounce the words.<sup>12</sup> So, from the explanation above, the students difficulties to understand pronounce about the word English.

## 2) Interview to English Teacher

When the researcher asked the English teacher Miss Parida Wati Nasution, S.Pd. she also said the same thing. She said that there were some students who always chatting in speaking motivation. They were lazy for this subject and the students' speaking motivation a little have difficulties in Pronunciation.<sup>13</sup> It could be known that they were less in motivation. So, the researcher concluded that the students still lack in speaking motivation.

Based on the result of interview to the students and the teacher, there were some problems from external factor that faced by students. For the first, the English teacher's teaching was too fast. When the researcher asked the students how they taught about the English teacher

---

<sup>10</sup> Putri Hairani Nst, Student of SMK N 1 Batang Angkola XI class, *Private interview*, 23 March 2015

<sup>11</sup> Maria Lanna Sari, Student of SMK N 1 Batang Angkola XI class, *Private interview*, 23 March 2015

<sup>12</sup> Hasanuddin Harahap, Student of SMK N 1 Batang Angkola XI class, *Private interview*, 23 March 2015

<sup>13</sup> Parida Wati, SPd, English Teacher at grade XI of SMK N 1 Batang Angkola, *private interview*, 23 March 2015

in speaking, some of them said that the teacher was enjoyed in teaching. But, when the researcher asked about their teacher in learning speaking about conversation all of students said that the teacher's teaching was seldom.

The second, English books in the library were not enough to help them for speaking motivation or variants of conversation. Though, the library in the school was functioned but not enough in as place to read especially in speaking. When the researcher asked them about the library, all of the students said the same answer.

Based on above explanation, it can be concluded that the student has problem in speaking was minim of books. It made them hard to understand the subject and the minim of books of conversation in library.

#### b. Result of Questionnaire

Based on the result of questionnaire, that the students' problems in speaking motivation from result of questionnaire number 3, only 13 students from 30 students can speak English loudly in the class. So, it means the students have problems in motivation to speak loudly.

Based on the result of questionnaire, that the students' problems in speaking motivation from result of questionnaire number 4, only 10 students from 30 students can speak English

clearly. So, it means the students have problems in motivation to speak clearly.

Based on the result of questionnaire, that the students' problems in speaking motivation from result of questionnaire number 5, only 9 students from 30 students in group work can help students learn better in speak English. So, it means the students have problems in learn better in speak English.

Based on the result of questionnaire, that the students' problems in speaking motivation from result of questionnaire number 12, only 15 students from 30 students like if the teacher invite students to speaking English. So, it means the students have problems in motivation if the teacher invite students to speak English.

Based on the result of questionnaire, that the students' problems in speaking motivation from result of questionnaire number 13, only 13 students from 30 students like communication in English with friend. So, it means the students have problems in motivation to speak English with friend.

Based on the result of questionnaire, that the students' problems in speaking motivation from result of questionnaire number 14, only 5 students from 30 students always increase the vocabulary by learning it every day. So, it means the students have



problems in motivation to speak English especially increase the vocabulary.

Based on the result of questionnaire, that the students' problems in speaking motivation from result of questionnaire number 15, only 14 students from 30 students like speaking alone in English to sharpen speaking mastery. So, it means the students have problems in motivation to speak alone in English.

Based on the result of questionnaire, that the students' problems in speaking motivation from result of questionnaire number 11, only 11 students from 30 students invite his/her friend to always use English in learning English. So, it means the students have problems in motivation to speak English use learning English.

Based on the result of questionnaire, that the students' problems in speaking motivation from result of questionnaire number 20, only 14 students from 30 students want have good ability in English. So, it means the students have problems in motivation to speak good ability in English.

## **B. Discussion**

After analyzing the collection data, it was gotten that the students' motivation in speaking at grade XI SMK N 1 Batang Angkola can be categorized in to *enough categories*. It can be known from the calculating score (see appendix I) that the students' motivation in speaking was (60.58%). This

category between with the researcher before that had been researched the first by Ida Marwah in University Muhammadiyah of South Tapanuli (UMTS), had done research about “The Comparative Study between Direct Instruction Technique and Question Technique to the student’ Speaking ability in Teaching Speaking of the Grade XI Students’ at SMA Negeri 6 Padangsidempuan in 2012-2013 Academic Year”. The result of the research said that total score was (57.86).<sup>14</sup>

The next, Shaulia Febriyoldini Elwan had done research about the “Using Cue Card in teaching speaking to Junior High School Students”. Based on the research, she found that using Cue Card in teaching speaking at Junior High School, students were confident when they practice in front of the class and they can express their idea or their feeling by giving improvisation in their speech total score was (63.25).<sup>15</sup>

To anticipate the students difficulties, the English often repeated to know style the speak especially in mean of word and sentence in speaking motivation, lesson the until the student understand about the lesson. English teacher must explain clearly about references, how to used it. English teacher must ask the students to know speaking motivation and the meaning.

---

<sup>14</sup>Marwah, *The Comparative Study between Direct Instruction Technique and Question Technique to the student’ Speaking ability in Teaching Speaking of the Grade XI Students’ at SMA Negeri 6 Padangsidempuan in 2012-2013 Academic Year (Unpublished Thesis)*. Padangsidempuan: FKIP, Universitas Muhammadiyah Tapanuli Selatan.

<sup>15</sup> Shaulia Febriyandi Elwan. *Using Cue Card in Teaching Speaking to Junior High School*, (Padang : UT, 2010). p. 21.

### **C. Threats of the Research**

The researcher as former in doing this research has many weakness. It was caused by many aspects. In this case the researcher stated many researchers' limited, they were:

1. The limited of english book (especially speaking motivation book) in the researcher's campus.
2. The researcher was lack of knowledge and experience in processing data.
3. The students always shy to share their ideas in english.
4. The students need more time to working questionnaire.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. The Conclusions

Based on the result of observation, interview and questionnaire, it was done by the researcher about the students' motivation in speaking at grade XI SMK N 1 Batang Angkola. The researcher takes the conclusion as follow:

1. The students' motivation in speaking can be categorized into *enough categories*. It can be seen in the result of questionnaire that grade XI students (Class XI 2) get 60.58% (enough category) after calculating their scores.
2. There were some problems of the students. The student was lazy in speaking, and less in vocabulary.

#### B. Suggestions

Based on the conclusions above, the researcher gave some suggestions as follow:

1. To the students; they have to increase their ability in reading English especially in speaking motivation by study harder. It can be done by speaking English book, following the English course and they have to be more seriously in study carefully in speaking motivation.
2. To the English teachers, all of the teachers have to be creatively in making the comfortable learning so the students are seriously in the read books about conversation, especially for the English teachers. They have to improve their

speaking ability and always motivate the students to be seriously in speaking motivation.

3. To the head master of SMK N 1 Batang Angkola. As a leader of school, the head master has to be more initiatives to organize the schedule of learning like to make English subject in the first reading much read a books especially in speaking motivation. The head master also has to motivate the English teacher in increasing their ability in teaching English that can be done by following upgrading program. The important thing that must be looked by the head master is to complete the books in the library so the library can be operated as well as possible. This is supported by the result of interview to the students that all of students hope the library will be operated again.
4. To the curriculum maker, as a subject of speaking motivation that is tested in the national final questionnaire, English have to be looked to make the best giving time in the speaking motivation.
5. To the readers, as a motivation to do better research and to improve the readers' ability in speaking English.

## REFERENCES

- Alexander L.G.. *Fluency in English*, London: Longman, 1967.
- Al-Hilali Muhammad Taqi-ud-Din and Muhammad Muhsin Kahn, *Translation of the Noble Qur'an in the English Language*, Madinah: King Fadh Complex for the printing of the Holy Qur'an.
- A.M Sardiman, *Interaksi & Motivasi Belajar Mengajar*, Jakarta: PT. Raja Grafindo Persada, 2011.
- Arikunto Suharsimi. *Manajemen Penelitian*, Jakarta: PT Rineka Cipta, 2003.
- Brown H. Douglas. *Principle of Language Learning and Teaching*, New Jersey: Prentice Hall, 2000.
- Clark and Clark, *Psychology and Language*, New York: Harcourt Brace Jovanovich Inc, 1977.
- Elwan Shaulia Febriyandi. *Using Cue Card in Teaching Speaking to Junior High School*, Padang: UT, 2010.
- Gay L.R & Peter Airasian. *Education Research Competencies for Analysis and Application*, New Jersey: Merrill, 2000.
- Harmer Jeremy. *How to Teach English*, London: Longman, 1998.
- Hornby, *Oxford Advanced Learner's Dictionary*, New York: Oxford University Press, 1995.
- Lado Robert. *Language Testing: the Construction and Use of Foreign Language Tests*, USA: McGraw Hill Book Company, 1961.
- Marwah, *The Comparative Study between Direct Instruction Technique and Question Technique to the student' Speaking ability in Teaching Speaking of the Grade XI Students' at SMA Negeri 6 Padangsidempuan in 2012-2013 Academic Year*. (Unpublished Thesis) Padangsidempuan: FKIP, Universitas Muhammadiyah Tapanuli Selatan.
- Moleong Lexy J., *Metode Penelitian Kualitatif*, Bandung: Rosda Karya, 2009.
- Nunan David, *Practical English Language Teaching*, New York: Mc. Grown-Hill Companies Inc, 2003.

- \_\_\_\_\_. *Teaching By Principle*, New Jersey: Prentice-Hall, 1994.
- Private Interview*, English Teacher of Grade XI (Batang Angkola: SMK Negeri 1 Batang Angkola), on 23<sup>rd</sup> March 2015, at 10 am.
- Ramayulis, *Ilmu Pendidikan Islam*, Jakarta: Kalam Mulia, 2010.
- Riduwan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* Bandung: Alfabeta, 2005.
- Ross Brian H., *The Psychology of Learning and Motivation*, London: Elsevier Academic Press, 2004.
- Sainnah, *The Comparative Study between Clustering Strategy and Constructivism Technique on the student' ability in Speaking (A Study of the Grade IX at SMP Negeri 1 Lembah Sorik Marapi in 2010-2011 Academic Year)* ".Script. Padangsidempuan: FKIP, Universitas Muhammadiyah Tapanuli Selatan.
- Sansone Carol, and Judith M, Harackiewicz, *Intrinsic and Extrinsic Motivation the Search for Optimal Motivation and Performance*, Landon: Academic Press, 2000.
- Santrock John W., *Psikologi Pendidikan*, Jakarta: Kencana, 2008.
- Shaleh Abdul Rahman & Muhibb Abdul Wahab, *Psikologi Suatu Pengantar dalam Perspektif Islam*, Jakarta: Prenada Media, 2004.
- Sobur Alex, *Psikologi Umum*, Bandung: Pustaka Setia, 2003.
- Sumanto Wasty, *Psikologi Pendidikan*, Jakarta: Rineka Cipta, 1990.
- Surakhman Winarno. *Pengantar Penelitian Ilmiah Dasar Metode dan Tehnik*, Bandung: Karsito, 1982.
- Tarigan Henry Guntur, *Berbicara Sebagai Suatu Keterampilan Berbahasa*, Bandung: Angkasa, 1986.
- Zanden James W. Vander and Ann J. Pace, *Educational Psychology in Theory and Practice*, New York: Random House, 1984.

## **CURRICULUM VITAE**

### **A. Identity**

Name : IMAM SYAFI'I DAULAY  
Nim : 10 340 0083  
Place and Birthday : Padangsidempuan, 03 September 1991  
Genre : Male  
Religion : Islam  
Address : Padangsidempuan, Perumahan Indah Lestari

### **B. Parent**

1. Father's name : Mara Hakim Daulay  
2. Mother's name : Masliyah

### **C. Educational background**

1. Primary School : SDN. 200101/1 Padangsidempuan  
2. Junior High School : MTs S Baharuddin  
3. Senior High School : MAN 1 Padangsidempuan  
4. Institute : IAIN Padangsidempuan





KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733

Telepon (0634) 22080 Faximile (0634) 24022

Nomor :In. 19/E.8b/TL.00/422 /2015

Padangsidimpuan, // Maret 2015

Hal : *Mohon Bantuan Informasi  
Penyelesaian Skripsi.*

Kepada  
Yth, Kepala SMK N 1 Batang Angkola

Dengan hormat, Rektor Institut Agama Islam Negeri (IAIN) Padangsidimpuan menerangkan bahwa :

Nama : Imam Syafi'i Daulay  
NIM : 103400083  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI  
Alamat : Perumahan Indah Lestari

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"Students' Motivation in Speaking at Grade XI SMK Negeri 1 Batang Angkola"**. Sehubungan dengan itu, dimohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul di atas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.



Hj. Zulhimma, S.Ag., M.Pd  
NIP.197207021997032003



PEMERINTAH KABUPATEN TAPANULI SELATAN  
**DINAS PENDIDIKAN**  
**SMK NEGERI 1 BATANG ANGKOLA**

JLN. MANDAILING NO 2 BENTENG HURABA Telp. (0634) 7363157  
Email : [smkn1\\_batangangkola@yahoo.co.id](mailto:smkn1_batangangkola@yahoo.co.id)

Kode Pos 22773

**SURAT KETERANGAN**

Nomor : 422/1733/SMK/2015

Yang bertanda tangan di bawah ini Kepala SMK Negeri 1 Batang Angkola, berdasarkan surat Dekan Institut Agama Islam Negeri Padangsidimpuan Nomor : In.19/E.8b/TL.00/422/2015 tanggal 11 Maret 2015 perihal Mohon Bantuan Informasi Penyelesaian Skripsi, menerangkan bahwa :

N a m a : **IMAM SYAFI'I DAULAY**  
NPM : 103400083  
Fakultas/jURUSAN: Tarbiyah dan Ilmu Keguruan/TBI  
Alamat : Perumahan Indah Lestari

Adalah benar telah melaksanakan Pengumpulan data dan Informasi di SMK Negeri 1 Batang Angkola untuk keperluan Penyelesaian Skripsi dengan Judul :

**"STUDENTS' MOTIVATION IN SPEAKING AT GRADE XI SMK NEGERI 1 BATANG ANGKOLA"**

Demikian surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Benteng Huraba, 25 Maret 2015

Kepala SMK Negeri 1 Batang Angkola



**H. IHWANUDDIN PULUNGAN, S.Ag, M.Pd**

NIP. 19711212 199801 1 001





**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI (IAIN)  
PADANGSIDIMPUAN  
JURUSAN TARBIYAH**

Alamat: Jl. HT. Rizal Nurdin Km. 4,5 Sibitang Padangsidempuan, Telp. 0634 – 22080 Padangsidempuan 22733

Nomor : In.19/E.1/PP.00.9/Skripsi / 103/2014

Padangsidempuan, 7 April 2014

Lamp : -----

Kepada Yth;

Bapak/Ibu:

Perihal : *Pengesahan Judul dan Pembimbing Skripsi*

1. Eka Sustri Harida, M.Pd.
2. Hamka, S.Pd, M.Hum.

Di-

Padangsidempuan

*Assalamu 'Alaikum Wr. Wb*

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkaji kelayakan Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa tersebut dibawah ini sebagai berikut:

Nama : IMAM SYAFI'I DAULAY  
Nim : 10 340 0083  
Sem/Thn Akademik : VIII ( Delapan) 2013/2014  
Fak/Jur : TARBIYAH/TBI-3  
Judul Skripsi : STUDENTS' MOTIVATION IN SPEAKING AT GRADE XI SMK  
N 1 BATANG ANGKOLA.

Seiring dengan hal tersebut, kami akan mengharapkan kesediaan Bapak/Ibu menjadi pembimbing I dan Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terimakasih.

Ketua Jurusan TBI

*Ravendriani*

**Ravendriani Fahmei Lubis, M. Ag.**  
NIP. 19710510 200003 2 001

Sekretaris Jurusan TBI

*Fitri Rayani*

**Fitri Rayani Siregar, M.Hum.**  
NIP. 19820731 200912 2 004

Wakil Dekan Bidang Akademik dan  
Pengembangan Lembaga

*Dr. Lelya Hilda*  
**Dr. Lelya Hilda, M.Si.**  
NIP.19720920 200003 2 002

**PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING**

~~BERSEDIA/TIDAK BERSEDIA~~  
PEMBIMBING I

*Eka Sustri* 8/4/14

**Eka Sustri Harida, M.Pd.**  
NIP:19750917 200312 2 002

~~BERSEDIA/TIDAK BERSEDIA~~  
PEMBIMBING II

*Hamka*

**Hamka, S.Pd. M.Hum.**  
NIP:19840815 200912 1 005

## Appendix 1

### OBSERVATION

Material	Checklist	
	Y	N
Learning process are explained	✓	
Related to the students experience	✓	
Benefit of it to be learned	✓	
Relevant to the objectives and procedures	✓	
Brief presentation	✓	
Detail and united explanation	✓	
<b>Reinforcement and interaction with students</b>		
Individual performance reward		✓
Group performance reward	✓	
Celebration		✓
Stimulating students' responses	✓	
Stimulating students' questions	✓	
Responding students' questions	✓	
<b>Sound and classroom management</b>		
Audible sound	✓	
Talking intelligibly		✓
Rhythm and stress		✓
Neatness control		✓
Class noise control	✓	
Class formation arrangement	✓	
Efficiency time and learning	✓	

Observed by: researcher

## **Appendix 2**

### **List of Interview**

#### **A. Interviews to the Teacher**

1. Metode apa saja yang digunakan Bapak/Ibu dalam mengajar speaking?  
(What are your methods in teaching speaking?)
2. Bagaimana teknik Bapak/Ibu dalam mengajar speaking?  
(How is your technique in teaching speaking?)
3. Apa saja yang bapak/Ibu lakukan untuk meningkatkan kemampuan siswa dalam berbicara?  
(What do you do to appreciate the students' speaking?)
4. Bagaimana kemampuan siswa dalam berbicara?  
(How is the students' ability in speaking?)
5. Kesulitan-kesulitan apa saja yang dihadapi siswa dalam kemampuan berbicara?  
(What are the difficulties of students' speaking ability?)
6. Bagaimana Bapak/Ibu mengatasi masalah- masalah dan kesulitan siswa dalam kemampuan berbicara?  
(How do you solve the problems in students' speaking ability?)

### **Appendix 3**

#### **B. Interviews to the Students**

1. Apakah adik suka belajar bahasa inggris?

(Do you like study English?)

2. Apakah adik memiliki percaya diri yang tinggi dalam berbicara bahasa inggris?

(Do you have high self-confidence to speak in English?)

3. Kesulitan-kesulitan apa yang adik dapatkan dalam berbicara bahasa inggris?

(What are the difficulties in speaking English?)

4. Apa yang membuat adik tidak mau tampil di depan kelas untuk berbicara bahasa inggris?

(What are the factors to make you do not want to speak in English in front of the class?)

5. Apa yang adik usahakan untuk selalu percaya diri dalam berbicara bahasa inggris di depan kelas?

(What is your solution to be self-confidence in speaking English in front of the class?)

## **Appendix 4**

### **The Questionnaire Students' Motivation in Speaking**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Class No: \_\_\_\_\_

Gender: M / F (please circle)

- This questionnaire aims to collect your views on English lessons so as to improve lesson design in the future.
- All the information collected will be kept confidential.
- Please answer the following questions by ticking (✓) the box chosen.

		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I like speaking in English.				
2.	I have confidence in speaking English in front of my classmates.				
3.	I can speak loudly in English class.				
4.	I can speak clearly in English class.				
5.	I try my best to pronounce some words even though I don't know how to pronounce them correctly.				
6.	I like working in groups English class.				
7.	Group work can help me learn better in English class.				
8.	Working in groups can help to build my confidence in speaking.				
9.	I share ideas with my classmates in groups in speaking class.				
10.	Performing plays in English increases my interest in learning English.				
11.	Performing plays in English increases my confidence in speaking English.				
12.	I like if the teacher invite me speaking English.				

13.	I like communication in English with my friends.				
14.	I always increase my vocabulary by learning it every day.				
15.	I like speaking alone in English to sharpen speaking mastery.				
16.	I feel happy when my friends ask me to speak English together.				
17.	I invite my friends to always use English in learning English.				
18.	I will not feel shy, if my friends laugh to me, because it can motivate me to repair my speak.				
19.	I more interest speaking in English, if who invite me is genre opponent.				
20.	I like speaking in English, because I want have good ability in English.				

Thank you



# Appendix 5

## The Result of Questionnaire Students' Motivation in Speaking

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1	1	2	2	2	2	2	2	4	4	4	4	1	2	1	4	2	1	2	2	3	47
2	3	3	2	1	1	4	2	2	3	3	3	1	2	2	1	2	1	3	1	2	42
3	3	2	2	2	2	4	3	3	3	3	4	2	2	2	2	2	2	2	3	3	51
4	4	2	2	2	2	2	2	3	2	4	2	2	4	2	2	3	2	2	4	2	50
5	2	3	3	2	2	2	2	3	3	2	3	2	2	2	2	2	2	2	3	2	50
6	2	2	1	1	1	4	1	1	4	3	1	1	2	2	2	1	1	3	1	2	36
7	2	3	3	2	2	3	2	2	3	2	2	3	3	2	2	2	2	3	3	1	47
8	4	3	3	2	3	3	3	3	4	3	4	3	3	2	2	2	2	2	3	2	56
9	2	2	2	2	2	3	2	3	3	3	3	2	2	2	2	2	2	2	3	3	47
10	4	3	1	1	3	2	1	3	3	4	1	1	1	2	1	1	2	2	1	1	38
11	3	3	2	1	2	3	1	3	3	3	3	2	2	2	2	2	2	2	3	2	46
12	3	3	1	1	2	3	2	3	3	3	3	2	2	2	2	2	2	2	3	2	46
13	2	3	3	1	2	3	4	3	3	2	4	2	2	1	3	2	4	3	3	3	50
14	3	2	1	1	1	3	2	3	4	2	3	2	2	2	2	3	3	3	3	2	45
15	3	3	2	2	1	3	2	3	3	3	3	3	2	2	2	1	3	3	4	2	50
16	3	1	2	2	2	2	2	2	2	2	2	3	2	2	2	3	2	2	3	2	50
17	4	2	1	2	2	3	2	3	2	4	2	3	4	1	3	3	2	3	3	2	49
18	3	2	2	2	1	2	3	4	4	3	3	3	3	3	3	3	2	2	3	2	52
19	3	3	3	2	2	3	3	3	2	2	3	2	3	2	2	2	3	2	2	3	50
20	3	3	3	2	3	4	3	3	3	3	2	2	2	2	2	2	3	3	2	3	53
21	3	2	1	2	2	4	2	2	3	2	3	2	3	2	2	2	2	2	4	2	47
22	3	3	2	3	2	3	2	3	2	3	2	2	3	2	2	2	2	3	2	2	48
23	3	3	2	3	3	3	2	3	2	2	2	2	2	2	3	3	2	3	2	3	50
24	3	3	4	3	2	3	2	3	2	2	2	2	2	2	2	2	2	2	2	3	48
25	3	3	3	3	4	4	2	1	3	3	2	2	2	3	2	2	2	4	3	2	53

26	3	3	3	3	2	2	4	3	2	3	2	3	2	2	2	3	3	2	3	2	<b>52</b>
27	2	2	2	3	4	2	3	3	3	2	2	1	2	3	3	3	2	2	2	3	<b>49</b>
28	4	2	3	3	3	4	2	2	2	2	3	2	2	2	2	2	3	2	3	2	<b>50</b>
29	4	3	3	3	2	3	2	2	2	2	3	2	2	3	3	3	3	2	2	3	<b>52</b>
30	4	3	4	2	2	2	2	2	2	2	2	3	3	2	3	2	3	2	2	3	<b>50</b>
																					<b>1454</b>

Skor Perolehan : 1454

Skor Maksimal : 30 x 4 x 20 = 2400

Persentase :  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

$$: \frac{1454}{2400} \times 100 = 60.58$$