

THE CONTRIBUTION OF ENGLISH STUDENTS' SPEAKING STRATEGIES AND MOTIVATION ON THEIR SPEAKING ABILITY AT TARBIYAH FACULTY OF IAIN IMAM BONJOL PADANG

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Abstract: The aims of the study are to describe: 1. Speaking strategies that are most frequently used by the students of the English Department in Tarbiyah Faculty; 2. The contribution of Students' Speaking-Related LLS in developing their speaking ability; and, 3. The contribution of students' learning motivation in the development of their speaking skills. speaking test, strategy inventory for language learning (SILL), and learning motivation questionnaire were employed to collect the data. The research findings revealed that there were thirty-four speaking strategies which were most frequently used by high, average, and low achievement students. The findings also showed that both the students' speaking strategies and motivation give significant contribution on students' speaking ability. Thus, speaking lecturers are expected to be able to implement innovative and varied teaching techniques.

Abstrak: Tujuan dari penelitian ini adalah untuk menggambarkan: 1. Strategi berbicara yang sering digunakan oleh mahasiswa, 2. Kontribusi strategi berbicara dalam meningkatkan kemampuan berbicara dan, 4. Kontribusi motivasi dalam meningkatkan kemampuan berbicara mahasiswa. Tes berbicara, angket SILL (dikembangkan oleh Oxford, 1990), angket motivasi untuk mengambil data. Temuan penelitian menunjukkan bahwa terdapat 34 strategi yang biasa digunakan oleh mahasiswa. Temuan juga menunjukkan baik itu strategi siswa dan motivasi berkontribusi kepada peningkatan kemampuan berbicara mahasiswa. Karena itu diharapkan para dosen harus selalu menerapkan teknik mengajar yang bervariasi dan inovatif.

Kata Kunci: *Speaking, Speaking Ability, Speaking Strategies, Motivation*

INTRODUCTION

Language is a tool for communication. Through communication, one can interact, transfer one's knowledge, share one's ideas, exchange information, and solve problems and feelings with others as well. Furthermore, communication can be done through the spoken or written form. However, in general, sharing of information or expressing the message, the people use oral or spoken language. In other words, speaking is considered as the easier way to communicate.

Majority of students in Indonesia still encounter problems in the mastery of English, especially spoken English. It was proven, that a majority of them, still find it difficult to use spoken English even after studying it for around

six years in high school as well as in the university. They feel scared and lazy to speak in English. They are not only passive during teaching and learning activities, but also even outside the classroom. These phenomena are also faced by students of the English Department of Tadris at Tarbiyah Faculty in IAIN Imam Bonjol Padang.

Based on the preliminary observation and interview, the causes of the students' speaking problems or impediments to students' progress in speaking at the English Department of Tadris in Tarbiyah Faculty are both external and internal factors. The internal factors include linguistic components (what the students know about the language), interest (how much the students care

about the task at hand as well as their general mood about English and schooling), and the accumulation of speaking ability (how well the students are able to speak). The external factors on the other hand include non-linguistic elements (gestures and body language, the things the teacher does before, during and after speaking class to help students express their ideas and messages, the way peers react to the conversation, and the general atmosphere in which the conversation is to be completed). Other external factors are the length of material to be used, lack of time, inappropriate speaking strategies, students' condition, and discipline. The causal factors may be related to each other.

One example of students' speaking problem related to speaking strategies employed by the students that is regarded as a crucial factor in the success of students' English speaking is practicing naturalistically which will assist them to improve their speaking ability. Naiman et al (1976) noted that good language learners appear to use a large number and range of strategies compared to poor language learners. The implication of understanding the strategies used is increasingly becoming important. It is observed that second year students from the English Department at the Tarbiyah Faculty think that the strategies will not make any difference in their speaking ability. That is why, they either not use, or not even familiarize with better strategies of speaking or communicating in English for their daily communications.

In this case, the lecturers of speaking should pay more attention to the subject of speaking. They should actively create innovations for effective teaching and learning inasmuch as this is the era of learner-centered and process-oriented approach to prepare the speaking capabilities of their graduates. One is regarded as a skilled speaker of English as a foreign language if one is able to convey his/her messages effectively to the listeners, and fully grasp the response given by the listeners in return (Brown and Yule, 2001). In other words, he can produce English utterances with syntactic structures, a good deal of subordination, and confidence in marking-out what he is going to say.

Speaking strategies are considered as one of the fundamental factors in promoting the students' ability to improve their English speaking capabilities. However, there are still many questions to be resolved about the matter. For example, "Do strategies used actually aid language learning?", or "Is it just something that good learners do?" "Are some strategies better than others?" or "Is it the number and range of strategies used that counts?" Are there bad strategies that actually teach good learners?"

Another possible source of speaking problem for second year students' from the English Department at the Tarbiyah Faculty at the State Institute for Islamic Studies Imam Bonjol, Padang, is the students' learning motivation. It can be seen that majority of the students in this department have low motivation to speak in English both inside and outside the classroom. That is why they cannot learn. Practice is a very important thing for the students, so they should speak on daily basis with natives of English or they should interact with their teachers and friends. These phenomena attracted the interest of the writer to conduct a research by observing and analyzing the students' speaking strategies, especially the second year students of English Department at Tarbiyah Faculty.

The purpose of this study is to analyze the students' speaking strategies preferences, and the contribution of students' speaking strategies and learning motivation to their speaking ability. The topic is likewise important for the teachers in providing them with the necessary background to teach spoken English both as a second and foreign language in general, and specifically in Indonesia to help the students discover some tricks and shortcuts to make it easier for them.

METHOD

Sample. Seventy Nine (79) of second year students from the English Department at Tarbiyah Faculty were involved from 63 females and 16 males. They had different levels of English proficiency, ranging from beginner to intermediate and advance levels.

Instruments. The instrument used for data collection were speaking test, strategy inventory for language learning (SILL), and

learning motivation questionnaire. The test was given to the students to know their proficiency levels or speaking ability. It was directly assessed by the researcher using band score. Questionnaire materials of SILL and learning motivation were taken based on the related literature. It consisted of some statements that were provided to the students to know their speaking strategies and learning motivation. Both questionnaires were ranged based on Likert Scale.

Methodology or Procedure. The data was analyzed using simple regression for hypotheses 1 and 2 with 5% ($\alpha = 0.05$) level of significance. It means null hypotheses was rejected if $P < .05$. The data was processed using SPSS. The formula for simple regression is:

$$\hat{y} = a + bxi \text{ (Sudjana, 1992: 2)}$$

FINDINGS

1. The High, Average, and Low Achievement Students' Speaking Related-LSS Preferences

Based on the data obtained from the speaking test, it was found that there were 12 high achievement students, 36 average achievement students, and 31 low achievement students. The data obtained from SILL described that there were generally thirty four speaking related- LLS strategies used in learning spoken English by the students of English department in Tarbiyah Faculty. The strategies were derived from the six strategies classified by Oxford (1990). The strategies used were practicing naturally, placing a new word into context, using mime or gesture, using circumlocution synonym, seeking practicing opportunities, finding about language learning, organizing, asking for correction, and so forth. The high, average, and low achievement students used the above strategies with varying levels of frequencies, which in turn were analyzed using the frequency level. The total average score of intensity of using speaking strategies by the students from the English Department of Tadris Faculty is 3.4 under the 2.50 – 3.49 level, which falls on the average level. By this, I mean, those students who use speaking strategies often in the process of learning spoken English.

In general, the most frequently used category of strategies by the high, average, and low achievement students is memory strategies when encountering knowledge barrier (mean 3.7). This is followed immediately by cognitive strategies (mean 3.6), and by compensation strategies (mean 3.4). Both of these strategy categories are in the “sometimes” range. Metacognitive strategies come next. The affective strategies (mean 2.99) and social strategies (mean 2.8) are last.

a. The High Achievement Students' Speaking strategies Preferences

In general, the high achievement students' learning strategy has a very high overall score (mean 4.1) out of a possible 5. The most frequently used strategy by high achievement students is the compensation strategies (4.33). It is followed immediately by the metacognitive strategies (4.29) and by cognitive strategies (mean 4.26). Both of these strategy categories fall on the “always” or “almost always” range. Memory strategies come next (mean 4.2). Affective strategies (mean 3.15) and social strategies (mean 2.79) are the least used strategy categories.

b. The Average Achievement Students' Speaking strategies Preferences

The average achievement students' learning strategy is average with an overall mean of 3.38 from a possible five. The most frequently used strategy by average achievement students is memory strategies (mean 3.81). Then, it is followed immediately by cognitive strategies (mean 3.57) and by compensation strategies (mean 3.56). Metacognitive strategies come next (mean 3.47). The affective strategies (3.15) and social strategies (2.79) are the last strategy categories.

c. The Low Achievement Students' Speaking Strategies

The low achievement students' learning strategies had an average level with an overall mean of 3.04 out of a possible five. The most frequently used strategy by low achievement students is memory strategies (mean 3.51). It is followed immediately by cognitive strategies (mean 3.34) and by compensation strategies (mean 3.20). Metacognitive strategies come next (mean 3.01). The affective strategies (mean 2.82)

and social strategies (2.50) are the last strategy categories.

In presenting the data from the second and third research questions, the researcher used quantitative analysis using simple regression. Data from this study include three variables: students' speaking strategies (X1 variable), students' learning motivation (X2 variable), and students' speaking ability (Y variable). Seventy-nine students were involved. Data was analyzed using the median, mean, mode, standard deviation, variance, range, minimum score, maximum score, and sum score. Table 1 shows the results of the computation.

Data Distribution from Variable SILL (X1), SLM (X2), and SSA (Y)

	SILL (X1)	SLM (X2)	SSA (Y)
N	79	79	79
Valid	0	0	0
Missing	114.0506	99.5443	35.2405
Mean	115.0000	100.0000	35.0000
Median	102.00a	92.00a	39.00
Mode	18.85566	10.18395	5.33064
Std. Deviation	355.53586	103.71276	28.41577
Variance	91.00	43.00	23.00
Range	70.00	79.00	24.00
Minimum	161.00	122.00	47.00
Maximum	9010.00	7864.00	2784.00

- a. Multiple modes exist. The smallest value is shown

2. The Contribution of Students' Speaking Related-Language Learning Strategies to their Speaking Ability

Simple regression was used to prove the hypothesis whether there is a relationship between the students' speaking strategies and their speaking ability.

Ho Variable X1 does not contribute to SSA (Y) significantly.

Hi Variable X1 contributes to SSA (Y) significantly.

Accept Ho if significant probability is greater than α 0.5 or (sig. F change > .05).

Reject Ho if significant probability is lower than α 0.5 or (sig. F change < .05).

The correlation score (ry1) is .661. Determination coefficient (r square) .437 and sig. f change is .000. It means that sig. F change is lower than α .05. It can be concluded that there is

a significant relationship between students' speaking strategies and students speaking ability for English students. The relationship is placed at 43.7% while 56.3 % is from other factors.

Linear regression was used to know whether the form of correlation between X1 and Y has predictive correlation. The correlation can be seen from the table below:

Regression Coefficient between X1 and Y

Anova					
Model	Sum of Square	df	Mean Square	F	Sig.
Regression	969.451	1	969.45	59.863	.000
Residual	1246.979	77	16.195		
Total	2216.430	78			

- a. Predictors : (Constant), X1

- b. Dependent Variable : Y

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficient	T	Sig.
	B	Std. Error	Beta		
(Constant)	13.916	2.793		4.983	.000
X1	.187	.024	.661	7.737	.000

- a. Dependent Variable: Y

Based on the table above, the linear regression is :

$$\hat{y} = 13,96 + 0.187 X_1$$

It is concluded that, if the speaking strategies of English students of Tarbiyah Faculty increase, their speaking ability increases as well.

3. The Contribution of Students' Learning Motivation to Their Speaking Ability

It used the simple regression to prove the hypothesis whether there is correlation or not between students' learning motivation to their speaking ability.

Ho Variable X2 does not contribute to SSA (Y) significantly.

Hi Variable X2 contributes to SSA (Y) significantly.

Accept Ho if significant probability is greater than α 0.5 or (sig. F change > .05).

Reject Ho if significant probability is lower than α 0.5 or (sig. F change < .05).

The correlation score (ry1) is .716. Coefficient determination (r square) .513 and sig. F change is lower than α .05. It can be concluded that Ho was rejected and Hi was accepted. It means that there is a significant correlation between X2 and Y.

Based on the data, it can be concluded that there is a significant correlation and contribution between the students' learning motivation and speaking ability. The correlation is 51.3% while the 48.7% come from other factors. Linear regression was used to know whether the form of correlation between X1 and Y has predictive correlation. The correlation can be seen from the table below:

Regression Coefficient between X2 and Y

Anova

Model	Sum of Square	df	Mean Square	F	Sig.
Regression	1136.894	1	1136.894	81.091	.000
Residual	1079.536	77	14.020		
Total	2216.430	78			

c. Predictors : (Constant), X2

d. Dependent Variable : Y

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficient	T	Sig.
	B	Std. Error	Beta		
(Constant)	-2.077	4.165		-.499	.619
X1	.375	.042	.716	9.005	.000

b. Dependent Variable: Y

Based on the table above, the linear regression is :

$$\hat{y} = -2.077 + .373 x_1$$

It is concluded that if learning motivation of English students of Tarbiyah Faculty increase, their speaking ability increases as well.

DISCUSSION

Speaking strategies contribute a great deal of success in improving the speaking abilities of students. It is considered as one of the fundamental factors that promote improvement in the students' speaking capabilities. It also makes the speaking activity easier, more enjoyable, and more effective. Speaking strategies can be used in line with the students' needs, which in turn depends much on the individual language development, experiential background, attitude toward speaking, and the environmental situation.

Related to the first research finding, it was also found out that of the thirty-four speaking related-language learning strategies, practicing naturally and placing a new word into the right context garnered the highest points for speaking strategies used by the students. It is assumed that these strategies are more common

to most speakers. Thus, high, average and low achievement speakers can simply use these strategies. These two strategies help speaking learners develop their capabilities, especially in their everyday language to communicate about ideas, news, and information naturally.

The students always welcome the opportunity to practice speaking in various situations because they are aware of the importance of the use of the English language in real-life situations. They always use the strategy of trying to talk like a native speaker. It was something that came naturally to her, and that the native speaker understood her better. They often comment on their accents and say how good they were. In this case, they can practice the spoken English in a natural and more realistic setting, through conversations. They feel that the strategy is helpful to them. Placing a word or phrase to make a meaningful sentence, conversation or a story in order to remember, is the strategy used by the students in the high frequency level. They usually use this strategy because it is one of the effective ways to put the new information in context. It is easy to remember the word by using this strategy.

On the other hand, writing language learning diary, developing cultural understanding garnered the lowest frequency of speaking strategies used by the students. Writing language learning diary means to write the progress of speaking ability, and the problems encountered in speaking in the diary. Students do not prefer this strategy because of the need for extra time to write the entries. It was assumed that a majority of the speaking learners just wanted to speak without caring too much on the difficulties, mistakes, and errors related to linguistics and paralinguistic devices. That is why they feel reluctant to do this activity. Developing cultural understanding means to understand the culture of the target people to make them more tolerant and generous toward the strange ways that might be shown by the target language people. For example, the learner will study how the target language people make introduction, which involves eye contact, small talk after the introduction, cultural variation in the introduction, rule, and style of speaking.

Then, the second and third research findings revealed that there is significant contribution of both speaking strategies and learning motivation to the students' speaking ability. Two hypotheses will support this. First, students' speaking strategies contributed to their speaking ability. The contribution is significant. From the data analysis above, it can be seen that effective contribution of students' speaking strategies to their speaking ability is 43.7%. Second, the hypothesis is also proven by the significant contribution between students' learning motivation to their speaking ability. The effective correlation is 53.3%.

The findings of students' learning preference and the contribution of students' speaking strategies and learning motivation have supported the theories and findings suggested by some experts and researchers. They imply that speaking strategies are significantly related to speaking achievement of EFL learners. The relevance of this view can be seen in how the students integrate their background knowledge or schemata to involve in the speaking activity or interaction (Murcia, 2001; Bremner, 1999).

The speaking achievement of students of the English Department of Tadris Faculty was obtained from the speaking test used to classify the high, medium, and low achievement students. Twelve (12) students whose score were categorized as high were regarded as the high achievement students in speaking. They had a score of four and five. The speaking strategies that were frequently used by them would be the best basis for effective speaking strategies. These strategies were most frequently used by them, and were identified by looking at the indicator of speaking strategies chosen by the high achievement students.

The most frequently used speaking-related LLS by high achievement students are the following (1) practicing naturally, (2) taking risk wisely, (3) formal practice with sound and written systems, (4) use of mime or gesture, (5) well-structured review, (6) use of resources for receiving and sending messages, (7) self monitoring, (8) use of circumlocution or synonym, (9) paying attention, and, (10) seek opportunities to practice. The above are among the ten highest ranked strategies used by high achievement

students in speaking. Therefore, the strategies that were found to be most frequently used by high achievement students in speaking can be considered as effective strategies for a particular group of EFL lecturers and teachers in their attempt to develop effective English teaching.

RESEARCH LIMITATIONS

There are limitations to this study. These are the (1) Limitation of time, energy, and fund; the study only focuses on three aspects, students' speaking strategies, and preferences, the contribution of students speaking strategies, and learning motivation to their speaking ability. There are many aspects that affect the students' speaking ability, which were not considered by this writer. These are the writer's own limitation. That is why, only the above factors were chosen which in turn is based on the related theory. (2) The study was conducted only among the English students in the English Department in Tarbiyah Faculty. Thus, the results cannot be fully used to a wider area of research on speaking strategies all over Indonesia, especially West Sumatra. (3) Although this study involves a well-thought out methodology and procedures that is suitable for mixed method of teaching, the writer believes that there are other intervening factors that may affect the results of the research. This includes the honesty of the students in answering the questions. The more objective the students in answering the questions, the more valid the results of the research since it will describe the real conditions of the population. The implication of the above weaknesses and limitations is the need to conduct further research to provide significant contribution toward the development of teaching strategies for speaking from beginners to advanced learners.

CONCLUSIONS AND RECOMMENDATIONS

Using the research questions on speaking strategies and learning motivation used by the students of English in Tarbiyah Faculty, and the data analysis on chapter IV, it can be concluded that there were thirty-four speaking strategies employed by high, average, and low achievement students of the English Department in Tarbiyah Faculty in IAIN Imam Bonjol Padang. Likewise, it was found out that the use of

speaking-related LLS and learning motivation are demonstrably related to the students' achievement and proficiency.

Specifically, the findings show that: (1) The first research question about speaking related- LLS employed by high achievement students, it was found out that the compensation strategies with mean score of 4.70 is ranked first. It is then followed by the metacognitive strategies (Mean Score = 4.61), and by the cognitive strategies (4.56). Memory strategies come next (Mean score = 4.30). The affective strategies (Mean score = 4.22), and social strategies (Mean score 4.20). Out of the thirty-four speaking strategies, practicing naturally, placing a new word into context strategies got the highest score while writing language learning diary and developing cultural understanding strategies got the lowest score in speaking strategies used by students. (2) In the second research question pertaining whether there is a significant contribution to students' speaking strategies to their speaking ability, it was identified that there is a correlation between students' speaking strategies and their speaking ability. The significant relation is 43.7% while 56.3% come from other factors. (3) Analyzing the third research question as to whether there is a significant connection between students' learning motivation to their speaking ability, it was identified that there is a significant relationship between the students' learning motivation and their speaking ability. The significant connection is 51.3% while 48.7% come from other factors.

IMPLICATIONS

Based on the above findings, the following outcomes are put forward. The findings are expected to become useful for other researchers, lecturers and teachers of English, curriculum designers, and for others who may be concerned with English education, and most specially with teaching speaking. (1) There are many causal factors for the failure of students in speaking English. This includes linguistic discrepancy, cognitive case and family environment. Since this study only focused on speaking strategies and learning motivation, there is still a lot of aspects that can further be explored by

other researchers in order to overcome the speaking problems of students in general. (2) The students of the English Department in Tarbiyah Faculty or any other English speakers as EF learners should attempt to use some of the speaking strategies, especially those who have been found to be effective in order to improve their speaking ability. (3) The result of this research has proven that the students' speaking ability and learning motivation can increase the students' speaking ability in Tarbiyah Faculty by using the various strategies as exercises that deal with the students' speaking strategies. (4) The development of the speaking capabilities of lecturers should include both qualitative and quantitative strategies to carry out well-planned exercises in order to improve the students' speaking ability. (5) In designing a syllabus for speaking, lecturers and curriculum designers should consider and pay more attention to speaking-related-LLS especially those that have been used by high achievement students in speaking. (6) A lecturer can then use this data in the planning and execution of an integrated strategy training program that: (a) lets students discover more about themselves as language learners; (b) encourages them to evaluate the learning strategy used; and, (c) gives them the opportunity to explore their new learning approaches/techniques and make own personal improvements to their existing learning behavior. With the contents of speaking strategies, we are helping learners to take greater control of their own learning development and encourage them to make a pro-active involvement and personal investment.

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