

Students' Motivation on Speaking Skill at the X Grade of Vocational High School 1 Jambi City

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ABSTRACT

The purpose of this study was to find out what is the motivation of students in terms of speaking skills in class X SMKN 1 Jambi City. This study uses quantitative methods and data collection is done by distributing questionnaires to students. The subjects of this study were 31 students of class X SMKN 1 Jambi City. The results of this study indicate that there are two student motivations in speaking skills, namely intrinsic motivation, namely motivation to be active or not need to be stimulated from outside because everyone has the urge to do something and extrinsic motivation, namely motivation that is motivational. lively and functional. with external stimuli. Thus, from the results of observations and questionnaires, this research concluded that students' speaking skills were caused by intrinsic motivation and extrinsic motivation.

Keywords: *Student Motivation, Speaking Skills*

INTRODUCTION

Learning is a process or action taken by someone to know and understand something. The learning process is not limited by space and time because learning is a lifelong process. In the learning process, there can be various obstacles or obstacles that will make it difficult for students to absorb useful knowledge and information. The causes of learning difficulties can be grouped into two major groups, namely factors that come from within the learner (internal factors) which include: intellectual abilities, affection such as feelings and self-confidence, motivation, maturity to learn, age, gender, study habits, memory, and sensory abilities such as seeing, listening, and feeling. While factors that come from outside the student (external factors) include factors related to the conditions of the learning process which include: teachers, quality of learning, instruments or learning facilities in the form of hardware and software as well as the environment, both the social environment and

the natural environment (Sugihartono et al. 2007 :155)

Related to internal factors in the cause of learning difficulties is motivation which is an action or process that gives a reason to someone to do something. Motivation in learning is very important to achieve good and complete learning outcomes. In the context of learning a foreign language or a second language, especially English, it is also very closely related to learning motivation. In addition, in English speaking skills, learning motivation is very important to support the success of learners to be able to speak well and fluently.

However, does every learner of a foreign language or a second language, especially English among class X TKJ 3 students at SMKN 1 Jambi City already have 2 motivations? The two motivations in question are intrinsic motivation (from within) and extrinsic (from outside). This is a strong determination that which of the two motivations is the motivation that exists in students in

learning speaking skills. Of course, great and strong motivation is needed for students to be able to master English speaking skills.

Wingo and Morse (1986: 287) state that motivation is what encourages students to try to learn, in the teacher's traditional language, "motivating" means making students apply it to existing learning. Motivation is a concept without physical reality, we cannot see student motivation just by looking at behavior. According to Sardiman (2016: 75), motivation can also be described as a desire to create a certain condition that is desired or desired by someone to do something. Therefore, motivation can be stimulated by external factors, but the motivation grows from within the person. In learning activities, motivation can be explained as the driving force of students that induces learning activities, ensures flexibility in learning activities, and directs learning activities to achieve the goals desired by the subjects. The problem above shows that some students have problems in learning English.

REVIEW OR RELATED LITERATURE

Students' Motivation

According to Harmer (2007: 28) Motivation is a kind of inner drive that pushes someone to do something to achieve something." For student learning motivation, one of the factors that come from outside the individual has an impact on students in learning, one of which is the influence of parents and teachers.

Motivation can be understood as a mental impulse that moves and directs behavior in humans, including learning behavior. Motivation, dream-based motivation to trigger, move, channel, and direct learning attitudes and behavior. In motivation, there are two main components: needs, motives and goals.

Gage and Berliner (2009:114) suggest a number of ways to increase student motivation

without having to reorganize the class on a large scale, namely: 1. Use praise, 2. Use tests, 3. Arouse curiosity and desire to explore, 4. To keep attention, 5. Stimulate students' desire to learn, 6. Use familiar materials as examples to make it easier for students understand teaching materials, 7. Apply concepts or principles in unique and extraordinary contexts so that students are more involved, 8. Ask students to use things that have been studied previously, 9. Use simulations and games, 10. Minimize the attraction of conflicting motivational systems, 11. Minimize the unpleasant consequences of student involvement, 12. Teachers need to understand and monitor the social atmosphere in the school environment, 13. Teachers need to understand the power relationship between educators and students. A number of ways to increase student learning motivation can be done at the time of learning. Teachers must really understand students so that actions in motivating students can be done properly.

Speaking Skill

According to Tarigan (1983), fluency is the ability to pronounce articulation and words to express, speak and convey thoughts, ideas and emotions. According to Arsjad and Mukti A.S. (1993), speaking ability is the ability to speak to express, express, and convey thoughts, thoughts, and emotions.

Harmer (1990:12) states that speaking skills can be obtained by applying three things, namely introducing a new language, training, and communicative activities. When you speak English, there is a search and implementation process. Introducing and using this foreign language will increase your diversity and communication skills.

When teaching English, students need to acquire four language skills: listening, speaking, reading and writing. Oral expression is one of the most important language skills, and oral

expression is considered the most difficult skill to learn in a language. As Bailey and Savage (1994:7) point out, speaking a second or foreign language is often considered the most difficult. Of the four skills. Speaking is one of the four most important language skills, as reinforced by (Ur, 2000) and people who learn a language are called speakers of that language.

RESEARCH METHODOLOGY

In this study, this research analyzed the motivation with the quantitative method as stated (Creswell, 2019) that quantitative research is definitive research, namely identifying research problems based on trends in the field. or the need to explain why something happened by analyzing trends, comparing groups or related variables.

Nana Sudjana (1997: 53) explains that descriptive research with a quantitative approach is used if the goal is to describe or explain an event or current events in terms of numbers. This research analyzed the research using a questionnaire, then students were asked to fill out a questionnaire, students were asked to read the report and then check the list according to their abilities. In this study, this research wanted to know the students' motivation to speak English. In this study, this research used a questionnaire with a quantitative approach. Questionnaires are useful when this research collect data on measures of attitudes and opinions that cannot be absorbed directly (such as motivation in English skills).

This research chose Vocational High School No.1 Jambi City as the research subject because the quality of the school was quite good and this research because the quality of the school was quite good and this research did PPL there. The population of this study were all students of class X TKJ 3 Vocational High School No.1 Jambi City, totaling 31 students.

According to Creswell (2012), the sample is part of the population that this research wants to study and generalize. The subjects of this study were first grade students at Vocational High School No.1 Jambi City. The Likert scale is a survey scale used to measure attitudes and opinions. This Likert scale respondents to fill out a questionnaire that asks them to ask questions. Therefore, this study attempted to collect data using a questionnaire, the table below shows the specifications of the questionnaire as a tool used in this study.

To get quantitative result, the data would calculate and draw up in the table as follow :

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

Where P : The Percentage

F : Frequency of Student's Answer

N : Highest Total Score

FINDINGS AND DISCUSSIONS

This research completes and discusses the data to identify the factors that motivate students to learn English, and uses a questionnaire to find the results. The questionnaire is divided into two parts. That is, 10 questions about intrinsic motivation and 10 questions about extrinsic motivation. And the results will be explained in the following points.

Based on the above calculations, it can be seen that student learning motivation is the most important factor. There are 23 students who are motivated to learn English from internal factors (74%) and there are 8 students who are motivated to learn English from external factors (26%). From the table above, there are two factors that facilitate learning English in Class X SMKN 1 Jambi City. From the calculation above, we can see that students' willingness to

learn is the most important factor. There are 23 students (74%) who are sold by internal factors to learn English and 8 students (26%) who find it by external factors to learn English.

By using a questionnaire, this research found the factors that motivate students to learn English in Class X TKJ 3SMKN No.1 Jambi City. This is explained below. There are two types of motivation: intrinsic motivation and extrinsic motivation. This research found that many students of class X TKJ 3 at Vocational High School No.1 Jambi City depended on the type of motivation.

These two factors influence each other in the individual learning process and therefore determine the quality of student learning outcomes, especially when learning English. In addition, based on the results of Vocational High School No.1 Jambi City, this research is more motivated than himself and is an important motivation to play a bigger role in the process of learning English skills in the classroom. Intrinsic and extrinsic motives are under observation and questioning.

Intrinsic motivation is that everyone has the urge to do something, so they are motivated to act positively and not stimulated by the outside world. In this case, the clear observation that most students are interested in learning English skills shows that they are very serious about learning English skills in order to study seriously. And from the observations of student this research, who tend to be more fundamentally motivated, they will be more motivated to explore on their own what they learn.

In addition to intrinsic factors, there are also external factors that influence students in learning English. Extrinsic motivation factors are active motivation and the functioning of external stimuli such as the role of parents, teachers, and the environment. First, as a result

of observation, if the condition of the learning environment is very influential, students concentrate on learning English, the class is clean and the atmosphere is comfortable, and the teacher's teaching methods are fun, students will also learn. I am looking forward to it. Based on the above results, this study concludes that X TKJ 3 class students at Vocational High School No.1 Jambi City have intrinsic and extrinsic motivation in learning English. However, these data indicate that intrinsic motivation is more dominant in students than extrinsic motivation.

COCLUSIONS

This research found that there are some students whose intrinsic motivation is more dominant than extrinsic motivation. In contrast, extrinsic motivation is more dominant than intrinsic motivation. Most of the students who answered the questionnaire, both intrinsic motivation and extrinsic motivation agreed, then students who answered continuously the specification strongly agreed, the specification was undecided, the specification disagreed and the specification strongly disagreed. And intrinsic motivation is 74% more dominant than intrinsic motivation is 26%. The difference between intrinsic motivation and extrinsic motivation 48%. Thus, in this study, intrinsic motivation is more dominant than extrinsic motivation.

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