STUDENTS' MOTIVATION IN SPEAKING ENGLISH

Mas Darul Ihsan
Universitas Gresik
masdarulihsan2@gmail.com

ABSTRACT

As the English teacher in the classroom, there will be some problems or conditions need to be accomplished. Teacher will see some of the students are very motivated, motivated or even feeling ignored in studying English. The learners who have contacted with English will find that some features are quite easy and extremely difficult. One of the more complicated problems of second or foreign languages learning and teaching has been to define and apply the construct of motivation in the classroom. Motivation is a concept without physical reality, we cannot see motivation; we see effort, interest, attitude and desire. For speaking, it is important first to give competence and then performance. Competence is more likely to the extent a communicator is motivated to be so. Motivation is the extent to which a communicator is drawn towards or pushed away from communicating competently in a given context then performed. This is a descriptive quantitative research. The data obtained from the questionnaire distributed and analyzed to get the result. The date taken from the students of Muhammadiyah 1 Senior High School Gresik in Easy-Speaking course. The researcher wanted to know the students' motivation in practicing speaking English in Easy-Speaking course. The results show that 1) the learners effort in practicing speaking English is 56.1 %. 2) The learners' interest in practicing speaking English is 49.7 %. 3) The learners' attitude towards practicing speaking English is 59.9 %. 4) The learners' desire in practicing speaking English is 71.43 %. Then, some suggestions are made: 1) Using media is very important both to increase the learners' motivation and to give a big opportunity to learners to explore their idea. 2) Giving more variations techniques in teaching and learning process in order do not monotonous. 3) Giving prizes, encouraging and giving extra points for learners who can express their idea by speaking English well. 4) Creating favorable atmosphere in the classroom.

Keywords: motivation, effort, interest, attitude, desire

ABSTRAK

Sebagai seorang guru yang mengajar Bahasa Inggris di kelas, pasti menemui permasalahan dalam proses pembelajaran yang harus diselesaikan. Salah satu permasalahan yang terjadi adalah kurangnya motivasi belajar. Motivasi adalah sebuah konsep tanpa bisa dilihat. Kita melihat usaha; keinginan; tingkah laku dan hasrat. Untuk kemampuan berbicara Bahasa Inggris, hal yang perlu dilakukan pertama kali adalah memberikan kemampuan kompetensi kemudian penampilan berbicara. Motivasi dalam berbicara Bahasa Inggris adalah kemampuan untuk memaksa diri berkomunikasi dengan yang lain. Penelitian ini adalah deskriptif kuantitatif. Data diperoleh melalui kuesioner kemudian dianalisis. Data diambil di SMA Muhammadiyah 1 Gresik pada pelajaran Easy-Speaking. Hasil menunjukkan bahwa 1) beberapa siswa mempunyai usaha untuk praktek berbicara Bahasa Inggris (56.1 %). 2) beberapa siswa mempunyai keinginan berbicara Bahasa Inggris (49.7 %). 3) beberapa siswa mempunyai keinginan berbicara Bahasa Inggris (59.9 %). 4) banyak siswa mempunyai hasrat berbicara Bahasa Inggris (71.43 %). Ada beberapa saran yang dibuat: 1) penggunaaan media sangat penting untuk meningkatkan motivasi siswa dalam memberikan kesempatan untuk menggali ide. 2) Memberikan variasi dalam mengajar agar tidak monoton. 3) Berilah hadiah, semangat dan nilai lebih bagi siswa yang bisa mengekspresikan ide mereka dengan baik melalui berbicara Bahasa Inggris dengan baik. 4) Ciptakan lingkungan kelas yang menyenangkan.

Kata kunci: motivasi, usaha, keinginan, tingkah laku, hasrat

INTRODUCTION

English, as a second and foreign language, has a great importance to be taught and learned. According to Lado, the learners who have contacted with a foreign language will find that some features are quite easy and extremely difficult. Furthermore, Brown (2001: 72) wrote;

One of the more complicated problems of second languages learning and teaching has been to define and apply the construct of motivation in the classroom. On the one hand, it is an easy catchword that gives teachers a simple answer to the mysterious of language learning. *"Motivation is the difference."*

Motivation is what pushes a learners try to learn, in the traditional language of the teacher, "to motivate," means *to get the students to apply them to the learning at hand* (Wingo and Morse, 1986: 287). Motivation is a concept without physical reality, we cannot see motivation; we see behavior. Thus, the measurement of motivation is indirect, just as measurement of other psychological construct such as attitudes, interest and values or desire.

Crookes and Schimts (in Norris, 2001: 2) stated, "Motivation has been identified as the learners' orientation with the regards to the goal of learning a second language." In line with the idea of motivation, (Falk in Norris, 2001: 2) expressed that "It is taught that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which language is used. It means that students who are most successful when learning a target language at least will imitate not only the culture itself but also a desire and integrate into the society in which language is used. (See: Leaver, *et al*: 2005).

From the ideas of motivation, there are some pinpoints in drawing the concepts of motivation. They are:

1. Motivation is something different and it cannot be seen, but there is a psychological construct; behavior or effort, attitudes, interest and values or desire.
2. Motivation can be seen as the successful aspect when learning a target language deals with speak the language (speaking skill).

Furthermore, the focus of this research is the students of Muhammadiyah 1 Senior High School of Gresik in the tenth grade students and they are in the Easy-Speaking class. The Easy-Speaking class is the local based content class which is given to students in focusing to improve the students' skill especially for the speaking skill of English. The students attend this class once a week and at the end of every semester they must practice speaking English in a monologue and dialogues way based on the topics given. They practice their English both in the daily activities of teaching and learning process and in front of the assessor who come from other teacher (at the end of every semester). From this idea, the researcher wants to know:

1) the students' motivation in practicing speaking English through this local based content, Easy-Speaking. 2) The students' behavior or effort, attitudes, interest and values or desire in practicing speaking English through this local based content, Easy-Speaking.

Speaking is the oldest and most universal way for human being to express their thought and feeling (Widdowson, 1998: 5). Spoken language refers to linguistic competence or capacity and linguistic performance (Chomsky, 2001: 2). For speaking, it is important first to give competence and then performance. Competence is more likely to the extent a communicator is motivated to be so. Motivation is the extent to which a communicator is drawn towards or pushed away from communicating competently in a given context (Morale, *et al,* 2001: 38).

Defining Motivation

The teacher's job is somehow to get the students engage in activities that will result in the desired learning. This process is an essential ingredient in both instruction and discipline, and we call this process motivation (Clark and Starr, 1986: 74). One of the characteristics of good teaching English as a Foreign Language is motivation; it is suggested that students' motivation towards the subject should be maintained before starting a program (Kemp, in Rachmadie, *et al,* 2002: 28).

According to Gardner (1985: 50-51), motivation involves four aspects: *a goal*, *effortful*behaviour, a *desire* to attain the goal and favourable*attitudes* towards the activity, and motivation is a diffuse concept and is often tied to other factors that influence the energy and direction of behavior factor such as *interest,* need, value, attitude, aspiration, and incentives.

A Framework for Motivational Strategies

Skill in motivating students to learn is paramount important. Teachers are forced to rely on tricks approaches in their attempt to manage their classroom and motivate their learners. The central question in designing a framework for motivational strategies is to decide how to organize learners into separates themes. Dorney and Otto (in Thanasoulas 2002: 2) delivered key unit of motivational strategies:

1. Creating the Basic Motivational Condition

Motivational strategies cannot work in vacuum. There are certain preconditions to be met before any attempt to generate motivation to be effective. Some of these conditions are the following:

a. Appropriate teacher behavior and good teacher-students rapport

Whatever is done by a teacher has motivational, formative and influence on students. In other words, teacher behavior is powerful "*motivational tool"* (in Thanasoulas 2002: 3). A key element to establish a relationship of mutual trust and respect with the learners, is by means of talking with them on a personal level. This mutual could lead enthusiasm.

b. A pleasant and supportive classroom atmosphere

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To motivate to learn, students need both ample opportunities to learn and steady encouragement support of their learning efforts. It is important that the teacher organize and manage the classroom as an effective learning environment. Furthermore, because anxious or alienated students are unlikely to develop motivation to learn, it is important that learning occurs within a relaxed and supportive atmosphere.

c. A cohesive learner group characterized by appropriate group norm

Fragmented group is characterized by lack of cooperativeness, can easily became effective, thus reducing the individual members' commitment to learn. There are several factors that promote group cohesiveness, such as the time spent together and shared group history, learning about each other, interaction, inter group competition, common threat, and active present of the leader.

2. Generating Students' Motivation

Ideally, all students exhibit an inborn curiosity to explore the world, so students are likely to find the learning experience intrinsically pleasant. Here are several factors for generating students' motivation:

a. Increase the learner "goal-oriented"

Goal oriented is the extent to which the group tunes into the pursuit of its official goal. Increasing the students' goal-oriented could be achieved by allowing students to define their own personal criteria for what should be a group goal.

b. Making the curriculum relevant for the learners

To inspire learners to concern themselves with most learning activities, teacher should find out their goals and the topics they want to learn, and try to incorporate them into the curriculum. According to Chambers (in Thanasoulas 2002: 4), "If the teacher is to motivate pupil to learn, then relevance has to be the red thread permeating activities."

c. Creating realistic learners beliefs

Learners need to develop an understanding of the nature of second language learning and should be understood of the fact that mastery of second language can be achieved in different ways, using a diversity of strategies, and key factor is for learners to discover for themselves the optimal method and techniques.

3. Maintaining and Protecting Motivation

There are two motivational maintenance strategies in motivating the learners in the classroom:

a. Increasing the learners' self confidence

There are five approaches that support to help the learners' self-confidence by this ways:

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1. Teacher can foster the belief that competence is a changeable aspect of development.
2. Favorable self-concept in second language competence can be promoted by providing regular experiences of success.
3. Everyone is more interested in a task if they feel that they make a contribution.
4. A small personal word of encouragement is sufficient.
5. Teacher can reduce classroom anxiety by making the learning context less stressful.

b. Creating learner autonomy

There are four types of practice fostering the development autonomy:

1. Resource-Based Approaches, which is emphasized on independent interaction with learning material.
2. Technology-Based Approaches, which is emphasized on independent interaction with educational technology.
3. Learner-Based Approaches, which is emphasized on the direct production of behavioral and psychological changes in the classroom.
4. Classroom-Based Approaches, which is emphasized on changes in the relationship between learners and teacher in the classroom.

According to Good and Brophy (in Thanasoulas, 2002: 5) "the simplest way to ensure that people value what they are doing is to maximize their free choice and autonomy."

4. Encouraging Positive Self-Evaluation

By employing appropriate strategies, then learners can evaluate themselves in a positive light, encouraging them to take credit for their advances. Here, there are three areas of such strategies:

1. Promoting attributions to effort rather than to ability.
2. Providing motivational feedback.
3. Increasing learners' satisfaction and the question of rewards and grades.

If a learner is motivated to learn something, s (he) often can do much more than anyone would have predicted was possible. Conversely, if a student is not particularly interested in learning something, result learning may not even be close to capability.

Types of Classroom Speaking Performance

Brown (2001: 271) offered six categories to the kinds of oral production that learners are expected to carry out in the classroom (see also: Murdoch and Wilson: 2008):

1. Imitative

One of the parts of legitimate language in classroom is drilling. Drill offer learners an opportunity to listen and to orally repeat certain strings that may pose some linguistic difficulties; drills offer limited practice trough repetition. Drills can allow one to focus on one element of language in a controlled activity. Drills can help to establish certain psychomotor

pattern and to associate selected grammatical forms with the appropriate context. Here are some useful guidelines for successful drills:

a. Keep the learner short (a few minute of a class hour only).
b. Keep them simple (preferably just one point at a time).
c. Keep them "snappy".
d. Make sure students know why they are doing the drill.
e. Limit them to phonology or grammar point.
f. Make sure they unlimitedly lead to communicative goal.
g. Do not overuse them.

2. Intensive

Intensive speaking is defined as the self-initiated or form part of some pair work activity, where the learners are "going over" certain form of language.

3. Responsive

A good deal of students' speech is responsive; short replies to teacher or learners questions or comments. These replies are usually sufficient. Such speech can be meaningful and authentic:

Teacher   : How are you today?
Learners   : Pretty good, thanks, and you?
Teacher   : What is the main idea of this essay?
Learners   : The UN should have more authority.
Learners 1 : So, what did you write for question number 1
Learners   : Well, I wasn't sure, so I left it blank.

4. Transactional

Transactional language is carried out for the purpose of conveying or exchanging specific information. The example is below:

Teacher   : What is the main idea in this essay?
Learners   : The UN should have more authority?
Teacher   : More authority than what?
Learners   : Than it does right now?
Teacher   : What do you mean?
Learners   : Well, for example, the UN should have the power to force the country like Iraq to destroy its nuclear weapon.
Teachers   : You don't think the UN has that power now?
Learners   : Obviously not.

We can hand out the conversation with the learners in a part or group activity as well.

5. Interpersonal (Dialogue)

Interpersonal dialogue is carried out more for the purpose of maintaining social

relationship. The conversation is usually little trickier for the learners because they can involve some or all the following factors; a casual register, colloquial language, emotional charged language, slang, ellipsis, sarcasm, and a covert "agenda."

For instance:

Amy   : Hi, Bob, how's it going?

Bob   : Oh, so-so

Amy   : Not great weekend, huh?

Bob   : Well, far be it from me to criticize, but I'm pretty miffed about last week.

Amy   : What are you talking about?

Bob   : I thing you know perfectly well what I'm talking about.

Amy   : Oh, that … how come you get so bent out of shape over something like that?

Bob   : Well, whose fault was it, huh?

Amy   : Oh, wow, this is great. Wonderful. Back to square one. For crying out loud, Bob, I thought we'd settled this before. Well, what more can I say?

6. Extensive (monologue)

Finally, the learner at intermediate or advance levels are called on to give extended monologue in the form of oral reports, summaries and speeches. The form is more formal and deliberative. The monologue can be planned or unplanned.

Teacher can use one of the types of classroom speaking performance or make a combination based on which one is the most proper for being applied to the classroom based on the condition of the learners.

METHOD

The design of this study is descriptive quantitative. Creswell (2012: 13) said that quantitative identifies a research problem based ontrends in the field or on the need to explain why something occur. The data obtain through questionnaire then it is analyzed to get the result, by using this formula:

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

Explanation:

F   : The frequency of the numbers of students who filled the questionnaire.

N   : The total number of students.

Then, it is grouped into:

100 %   = all of them

80% - 99%   = most of them

60% - 79%   = many of them

40% - 59%   = some of them

21% - 39%   = few of them

1% - 20%   = very few of them

In this research, the population becomes the sample. It is 35 students in the tenth (X-1 grade students) in Muhammadiyah 1 Senior High School of Gresik, year 2011-2012. (See: Creswell: 2012; Creswell: 2002; Hatch: 2002).

FINDINGS AND DISCUSSION

The researcher wanted to know: 1) the students' motivation in practicing speaking English through this local based content, Easy-Speaking. 2) The students' behavior or effort, attitudes, interest and values or desire in practicing speaking English through this local based content, Easy-Speaking.

The first focus of the result from the students' behavior or effort in practicing speaking English: from the result of questionnaire, 20 % or *few* of students of Muhammadiyah 1 Senior High School of Gresik have efforts in practicing speaking English; 56.1 % or *some* of students of Muhammadiyah 1 Senior High School of Gresik have efforts in practicing speaking English; 16.19 % and 7.62 % or *very few* of students of Muhammadiyah 1 Senior High School of Gresik have efforts in practicing speaking English. It means that in average range *some* of students of Muhammadiyah 1 Senior High School of Gresik have efforts in practicing speaking English. This effort tells that the students speak English to express their ability in English rather than they write, listen or read English. The students also sometimes practice speaking. Furthermore, the students have the high internal motivation in practicing speaking English by their self. (See appendices: Table 1).

The second focus of the result from the students' interest in practicing speaking English: from the result of questionnaire,39.8 % students of Muhammadiyah 1 Senior High School of Gresik have interests in practicing speaking English; 49.7 % *some s*tudents of Muhammadiyah 1 Senior High School of Gresik have interests in practicing speaking English; 11.4 % or *very few* students of Muhammadiyah 1 Senior High School of Gresik have interests in practicing speaking English, and only 1.71 % or still *very few* of students of Muhammadiyah 1 Senior High School of Gresik have interests in practicing speaking English. It means that *some* students of Muhammadiyah 1 Senior High School of Gresik interested in practicing speaking English. It can be seen from the questionnaire that the students join English-speaking course, force themselves to practice. The students also said that practicing speaking English in the classroom is interesting and fun. (See appendices: Table 2).

The third focus of the result from the students' attitude towards practicing speaking English: from the result of questionnaire,21.7 % or *few* of students of Muhammadiyah 1 Senior High School of Gresik have attitude towards practicing speaking English; 57.1 % or *some* of students of Muhammadiyah 1 Senior High School of Gresik have attitude towards practicing speaking English; 59.9 % or *some* of students of Muhammadiyah 1 Senior High School of Gresik have attitude towards practicing speaking English; 9.1 % or *very few* of students of Muhammadiyah 1 Senior High School of Gresik have attitude towards practicing speaking

English. It means that **some** students of Muhammadiyah 1 Senior High School of Gresik have attitude towards practicing speaking English. This attitude tells that the students like the materials of Easy-Speaking course presented in the classroom, if the students do not understand the words or sentences uttered by teacher in Easy-Speaking course class the students will find out the meaning from the dictionary. (See appendices: Table 3).

The forth focus of the result from the students' desire in practicing speaking English: from the result of questionnaire, 71.43 % or **many** of students of Muhammadiyah 1 Senior High School of Gresik have desires in practicing speaking English; 20.7 % or **few** of students of Muhammadiyah 1 Senior High School of Gresik have desires in practicing speaking English; 5.71 % or **very few** of students of Muhammadiyah 1 Senior High School of Gresik have desire in practicing speaking English, and 2.14 % or **very few** of students of Muhammadiyah 1 Senior High School of Gresik have desire in practicing speaking English. It means that **many** students of Muhammadiyah 1 Senior High School of Gresik have desires in practicing speaking English. This desire tells that the students practice speaking English because they want to have a good mark on the report book, the students practice speaking English because they want to be able to speak English fluently, the students practice speaking English because they want to be able to speak and make a conversation with native speakers and they consider about their future in looking for the job that English is one of the considerations. (See appendices: Table 4).

CONLUSION

The following conclusion is based on the gathered information data from the questionnaire: The results show that 1) the learners effort in practicing speaking English is 56.1 % or *some* of students of Muhammadiyah 1 Senior High School of Gresik have efforts in practicing speaking English. 2) The learners' interest in practicing speaking English is 49.7 % or *some* of students of Muhammadiyah 1 Senior High School of Gresik have interests in practicing speaking English. 3) The learners' attitude towards practicing speaking English is 59.9 % or *some* of students of Muhammadiyah 1 Senior High School of Gresik have attitude towards practicing speaking English. 4) The learners' desire in practicing speaking English is 71.43 % or *many*of students of Muhammadiyah 1 Senior High School of Gresik have desires in practicing speaking English.

The findings are: 1)Using media is very important both to increase the learners' motivation and to give a big opportunity to learners to explore their idea. 2) Giving more variations techniques in teaching and learning process in order do not monotonous. 3) Giving prizes, encouraging and giving extra points for learners who can express their idea by speaking English well. 4)Creating favorable atmosphere in the classroom.

The researcher suggests to anyone who have read this journal, they can continue this study by applying to different populations and samples.

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APPENDICES

Table 1

The questionnaire 1) the students Effort in Practicing Speaking English

Statements	Options	Frequency	
1. Compared to the other skills I practice Speaking English in Easy-Speaking course …..	a. More	8	22.86 %
	b. Equally	26	74.29 %
	c. Less	1	2.86 %
2. In a daily conversation I mostly use ….. with my classmates.	a. English Language	3	8.57 %
	b. Indonesia Language	21	60 %
	c. Javanese Language	10	28.57 %
	d. Mother tongue Language	1	2.86 %
3. I ….. Speaking English in Easy Speaking course.	a. Always practice	12	34.29 %
	b. Sometimes practice	22	62.86 %
	c. Do not practice	1	2.86 %
	d. Do not care	0	0 %
4. I practice Speaking English in Easy-Speaking course …..	a. 3 hours a week	1	2.86 %
	b. 2 hours a week	17	48.57 %
	c. 1 hours a week	3	8.57 %
	d. If I am willing to practice	14	40 %
5. Besides practicing Speaking English at Easy-Speaking course, I …..	a. Join English Speaking course	6	17.14 %
	b. Practice with my friends	10	28.56 %
	c. Practice by myself	18	51.43 %
	d. Never practice	1	2.86 %
6. Compared to the other skills in Easy-Speaking course, I …..	a. Like speaking practice more	12	34.29 %
	b. Like speaking	22	62.86 %

By using graphic:

NO	A	B	C	D
1	22.86 %	74.29 %	2.86 %	--
2	8.57 %	60 %	28.57 %	2.86 %
3	34.29 %	62.86 %	2.86 %	0 %
4	2.86 %	48.57 %	8.57 %	40 %
5	17.14 %	28.56 %	51.43 %	2.86 %
6	34.29 %	62.86 %	2.86 %	--
AVR	**20 %**	**56.1 %**	**16.19 %**	**7.62 %**

Table 2

The questionnaire 2) the students Interest in Practicing Speaking English

Statements	Options	Frequency	
7. What do you think about practicing Speaking English in the classroom …..	a. Join another English Speaking course	21	60 %
		11	31.43 %
	b. Practice with my friends	3	8.57 %
	c. Practice by myself	0	0 %
8. In learning Easy-Speaking course, I …..	d. Not care at all	14	40 %
	a. Always pay attention to practice	15	42.86 %
		5	14.29 %
	b. Force myself to practice	1	2.86 %
9. I think Easy-Speaking course class …..	c. Sometimes day dreaming	16	45.71 %
	d. Feel bored	18	51.43 %
	a. Must be taught in	1	2.86 %
		0	0 %
10. I think practicing Speaking		6	17.14 %

By using graphic:

NO	A	B	C	D
7	60 %	31.43 %	8.57 %	0 %
8	40 %	42.86 %	14.29 %	2.86 %
9	45.71 %	51.43 %	2.86 %	0 %
10	31.43 %	57.14 %	17.14 %	2.86 %
11	17.14 %	65.71 %	14.29 %	2.86 %
AVR	**39.8 %**	**49.7 %**	**11.4 %**	**1.71 %**

Table 3

The questionnaire 3) the Students Attitude towards Practicing Speaking English

Statements	Options	Frequency	Percentage
12. Do you like the materials of Easy-Speaking course presented in the classroom?	a. Yes, I like it very much	5	14.29 %
		28	80 %
	b. Yes, I like c. No, I don't really like it	2	5.71 %
		0	0 %
	d. No, I hate it		
13. What are you going to do if you do not understand the words or sentences uttered by your teacher in your Easy-Speaking course class?		11	31.43 %
	a. I will ask my teacherabout the meaning	21	60 %
	b. I will look for the meaning in the dictionary	2	5.71 %
		1	2.86 %
	c. I will just keep silent		
14. What do you think about practicing Speaking English?	d. I will not care about it	3	8.57 %
		13	37.14 %
		12	34.29 %
		7	20 %
15. How is the material of Easy- Speaking course in the classroom?	a. It is very difficult	7	20 %
	b. It is difficult	23	65.71 %
	c. It is little difficult	3	8.57 %
	d. It is not difficult	2	5.71 %
16. I am forced to practice		12	34.29 %

By using graphic:

NO	A	B	C	D
12	31.43 %	80 %	5.71 %	0 %
13	14.29 %	60 %	5.71 %	2.86 %
14	8.57 %	37.14 %	34.29 %	20 %
15	20 %	42.86 %	8.57 %	5.71 %
16	34.29 %	65.71 %	5.71 %	17.14 %
AVR	**21.7 %**	**57.1 %**	**59.9 %**	**9.1 %**

Table 4

The questionnaire 4)the Students Desire in Practicing Speaking English

Statements	Options	Frequency	Percentage
17. I practice speaking English because I want to have a good mark on my report.	a. True	20	53.14 %
	b. Somewhat true	8	22.86 %
	c. Less true	5	14.29 %
	d. Not true	2	5.71 %
18. I practice speaking English because I want to be able to speak English fluently.	a. True	26	74.29 %
	b. Somewhat true	8	22.86 %
	c. Less true	1	2.86 %
	d. Not true	0	0 %
19. I practice speaking English because it is one of the important thing to get a job.	a. True	29	80 %
	b. Somewhat true	5	14.29 %
	c. Less true	2	5.71 %
	d. Not true	0	0 %
20. I practice speaking English because I want to be able to speak and make a conversation with native speakers.	a. True	26	74.29 %
	b. Somewhat true	8	22.86 %
	c. Less true	0	0 %
	d. Not true	1	2.86 %

By using graphic:

NO	A	B	C	D
17	53.14 %	22.86 %	14.29 %	5.71 %
18	74.29 %	22.86 %	2.86 %	0 %
19	80 %	14.29 %	5.71 %	0 %
20	74.29 %	22.86 %	0 %	2.86 %
AVR	**71.43 %**	**20.7 %**	**5.71 %**	**2.14 %**