



# Student Learning Motivation of Management Study Program in Improving English Speaking Skill

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## ABSTRAK

Bahasa Inggris merupakan salah satu mata kuliah yang dipelajari oleh mahasiswa meskipun mereka sudah mempelajarinya dari Sekolah Dasar hingga Sekolah Menengah Atas. Namun kemampuan berbicara mereka cukup lancar. Tujuan penelitian ini adalah untuk menganalisis motivasi belajar mahasiswa Program Studi Manajemen dalam meningkatkan kemampuan berbicara Bahasa Inggris. Jenis penelitian ini yaitu kualitatif. Sampel dalam penelitian ini adalah mahasiswa semester 1 Program Studi Manajemen sebanyak 87 orang. Teknik pengumpulan data pada menggunakan data primer berupa kuesioner. Analisis data yang digunakan adalah analisis kualitatif deskriptif. Hasil dari penelitian ini adalah motivasi belajar mahasiswa program studi manajemen terhadap peningkatan keterampilan berbicara sangat tinggi. Indikator yang menunjukkan bahwa siswa memiliki motivasi yang sangat tinggi dengan frekuensi dan ketekunan menyelesaikan tugas hampir 100% yang merupakan motivasi intrinsik. Selain itu, siswa juga memiliki motivasi ekstrinsik yang ditunjukkan dengan rasa senang pada lingkungan belajar dan prestasi yang baik atas usahanya dalam menguasai keterampilan berbicara dan siswa memiliki keinginan untuk menguasai keterampilan berbicara dengan lebih baik sehingga nantinya dapat digunakan dalam mencari pekerjaan.

## ABSTRACT

Even though they have studied it from elementary school to high school, English is one of the subjects studied by students. However, their speaking ability is quite fluent. This research analyzes the Management Study Program students' learning motivation to improve their English speaking skills. This type of research is qualitative. The sample in this research was 87 first-semester students of the Management Study Program. The data collection technique uses primary data in the form of a questionnaire. The data analysis used is descriptive qualitative analysis. The results of this research show that the learning motivation of management study program students towards improving speaking skills is very high. Indicators showing that students have high motivation with frequency and persistence in completing assignments are almost 100% intrinsic motivation. Apart from that, students also have extrinsic motivation, which is shown by a sense of enjoyment in the learning environment and good achievement for their efforts in mastering speaking skills; students desire to master speaking skills better so that they can later be used in looking for work.

## 1. INTRODUCTION

Learning is a process or action taken by someone to know and understand something. Learning is a lifelong process, so the learning process is not limited by space and time (Azlan et al., 2019; Halim & Sunarti, 2021; Jamilah & Isnani, 2017). During the learning process, various obstacles or disabilities can occur that make it difficult for students to absorb useful knowledge and information (Fajrin & Wulandari, 2021; Primasari & Zulela, 2019; Rigiante, 2020; Rosnaeni & Prastowo, 2021). The causes of learning disabilities can be broadly divided into two groups. Namely, intellectual abilities, affection such as emotions and self-confidence, motivation, learning maturity, age, gender, study habits, memory, sight, hearing, and sense of touch (Shifrer, 2013; Supratiwi et al., 2021; Wang & Kuo, 2019). Factors originating from outside the students (external factors) include factors related to the conditions of the learning process. This includes teachers, learning quality, learning equipment or equipment in the form of hardware and software, and the environment, both social environment. And the natural environment

(Drigas et al., 2020; Hofmann & Müller, 2021). Motivation is associated with internal factors that cause learning disabilities (Aguirre et al., 2016; Kassem, 2018). It is an action or process that gives someone a reason to do something. Learning motivation is very important to achieve excellent and complete learning outcomes (Amdany et al., 2018; Bal-Taştan et al., 2018; Indah Perawansa et al., 2019). In connection with learning a foreign language or a second language, especially English, it is also very closely related to learning motivation (Aguirre et al., 2016; Alshenqeeti, 2018). In addition, in the ability to speak English (speaking), learning motivation is very important to support the success of students to be able to speak well and fluently. The problem currently occurring among students in the STIE Satya Dharma Singaraja Management study program is the low motivation for students to learn English. Especially at this time, all learning activities are carried out online via zoom or google meet. Of course, students need a big and strong motivation to be able to speak English. Being able to speak English, especially speaking skills, is very important for STIE Satya Dharma Singaraja students to become one of the collage that can compete with other. To achieve the wishes and ideals, it is necessary to develop learning motivation, especially mastery of speaking skills (Kristiani & Pradnyadewi, 2021; Yolanda et al., 2022). If students do not improve their English skills carefully, they will not be able to compete in the real world and may be delayed due to lack of speaking skills and be fluent in English. They are hoped to be able to express their ideas using English in daily activity. But, in fact, many students lack the ability to express their ideas orally. Producing spoken language has been often meant a difficulty for them (Saed et al., 2021; Widiasmara & Wachidah, 2022). They mostly have limited mastery of speaking. It might be caused by inhibition, the lack of theme to be spoken, the low participation, and so fort. Therefore, this research can provide important benefits for motivating students to learn with English language skills.

On the other hand, high motivation can increase the lack of both language talent and learning conditions (Aguirre et al., 2016; Hashemi, 2011). Motivation is the most interesting variable used to explain differences between learners during language learning. Motivation to learn a second language also represents a complex and unique situation in motivational psychology, as far as these various situations and language rules are concerned (Alshenqeeti, 2018; Kassem, 2018). Language also plays the following roles: a) the communication system that is taught as a subject in schools (Pratama et al., 2020; Yeh et al., 2017). b) It is an integral part of individual identity, including almost all intellectual activities (Pratama et al., 2020; Putra, 2021), and c) as a means of social organization, especially related to the culture of the people who use it (Pratama et al., 2020; Putra, 2021). Therefore, the motivational basis for language achievement is to compare it directly with the acquisition of other subjects by understanding that the target language also involves the development of multiple target language identities and the incorporation of cultural elements from the second language. In addition, cognitive and contextual factors are now naturally associated with the learning of educational psychology, and motivation to learn a second language includes important social aspects and personality traits (Chang, 2013; Evi Suryawati & Osman, 2018). In the realm of foreign language or second language learning, motivation has been identified as one of the key factors that determine the achievement and acquisition of a second language (Alshenqeeti, 2018; Triarisanti & Purnawarman, 2019). Motivation runs the initial machine to drive learning and further serves as a force that helps support the usually difficult and long journey of acquiring a foreign language. Thus, it can be said that without adequate motivation even smart learners will not last long to achieve really useful language skills, while most learners who have strong motivation can achieve an understanding of the target language, regardless of their language intelligence or unpleasant learning conditions (Pratama et al., 2020; E. Suryawati & Osman, 2017).

In the learning process, motivation is very necessary because student who does not have motivation in learning will not be able to do learning activities (Rianita et al., 2020; Suprpto et al., 2021). This is a sign that something to be done does not touch his needs. Everything that interests others does not necessarily interest a particular person as long as it is not in contact with his needs (Alshenqeeti, 2018; Triarisanti & Purnawarman, 2019). A person who performs learning activities continuously without motivation from outside himself is an intrinsic motivation that is very important in learning activities. However, a person who does not have the desire to learn with encouragement from outside himself is an extrinsic motivation that is expected (Ferrer et al., 2022; Nasution, 2010). Therefore, extrinsic motivation is needed when intrinsic motivation does not exist in a person as a subject of study. Other research said that motivation is the driving force that has become active (Edu et al., 2021; Ryan & Deci, 2020). Motives become active at certain moments, especially when the need to achieve a goal is strongly felt or urgent. It means motivation plays the important part in teaching and learning activity, so it has an influence towards students' success or failure to achieve goals in the future (Amdany et al., 2018; Ferrer et al., 2022). Without motivation, the objective of learning will be difficult to be reached because the students' effort and desire affect them to achieve the objective of learning. By having motivation, the students will be enthusiastic in learning activities, so they will be pushed to learn speaking course well. Therefore, the

researcher conducted this study by focusing at the first semester students (Azlan et al., 2019; Namaziandost et al., 2019). It is because the first semester students are the fresh graduated after high school who have just learned speaking course. Moreover, if their abilities are known early on then the lecturers can evaluate and provide options to improve the ability. The aim of this research is to analyze the learning motivation of Management Study Program students in improving their English speaking skills

## 2. METHOD

The research method used was a qualitative research approach with descriptive methods. The strategy and type of qualitative research with descriptive are heuristic, meaning that descriptively, the reasons for a problem or research issue will be found (Sugiyono, 2017). The researcher conducts a literature review and preliminary study. At this stage the researcher conducts a literature review by collecting various relevant references related to the problem that will be examined by the researcher. Researchers went directly to the place of research to be carried out to collect facts about the problem to be studied. From the results of the literature review and preliminary studies, the researcher began to develop the focus of the research problem, by looking at the facts in the field that were deemed necessary to be the focus of the research. After determining the focus of the research problem, the researcher begins to determine the research sample.

The location in this study is STIE Satya Dharma Singaraja. The parameters observed in this study are the learning motivation of management study program students in mastering English speaking skills. Meanwhile, population is a generalization area consisting of: objects or subjects that have certain qualities and characteristics determined by the researcher to be studied and then drawn conclusions. The population in this study were all students of the 1st semester management study program STIE Satya Dharma Singaraja, totaling 87 students. The sample is part of the subject in the population under study, which of course is able to represent the population in a representative manner. The sample in this study used 87 respondents. With a sampling technique based on criteria or random. Data collection techniques in this study is to use primary data in the form of a questionnaire. The questionnaire contains statements answered by respondents based on the indicator criteria of the instrument, namely motivation in improving students' English speaking skills at STIE Satya Dharma Singaraja. The data analysis method used is descriptive qualitative analysis, namely the analysis carried out to obtain an overview by collecting data, looking for facts, then explaining and analyzing the data by compiling and collecting data, then interpreting based on the existing theoretical basis.

## 3. RESULT AND DISCUSSION

### Result

Based on data analysis, it can be describe that the respondents have studied English for a span of 4 to 12 years and have studied speaking skills for a period of 6 to 12 months. Almost all respondents stated that they enjoyed learning speaking skills in class. Judging from the frequency and persistence in completing the exercise, active participation and persistence in working on and completing tasks was very high. The learning motivation of management study program students towards mastery of speaking skills was very high. An indicator showed that students have very high motivation with the frequency and persistence of completing tasks that are almost 100% which is intrinsic motivation. One of the factors of learning is motivation. The students will be success if they have the motivation to motivate what will be learned and to understand why they learn, so the students can gain information and get knowledge from what they have learned. Motivation has a significant role in teaching and learning process. The students who have the higher motivation will get better opportunity to achieve their learning goals than the lower one. The students' learning motivation in speaking ability is the desire or drive which comes from inside and outside to learn about speaking ability.

Motivation is a change in energy in a person which is characterized by the emergence of 'feeling' and is preceded by a response to the existence of a goal and there are three important elements, namely as follows: a. That motivation initiates energy changes in each individual in the "neurophysiological" system that exists in the human organism because it involves changes in human energy (although the motivation arises from within humans), its appearance will involve human physical activities. b. Motivation is characterized by the emergence, feeling, and one's affection. In this case motivation is relevant to psychological problems, affection and energy that can determine human behavior. c. Motivation will be stimulated because of a goal. Thus, motivation is actually a response to an action, namely goals. Motivation does arise from within humans, but its emergence is due to being stimulated or driven by the presence of other elements. In this case goals and objectives will involve a matter of needs.

Student learning motivation towards mastery of speaking skills is very high. An indicator that shows that students have very high motivation with the frequency and persistence of completing tasks that are almost 100% which is intrinsic motivation. In addition, students also have extrinsic motivation which is indicated by a sense of pleasure in the learning environment and good achievements for their efforts in mastering speaking skills and students have aspirations and desires to master speaking skills better with various efforts such as studying, practicing and taking English courses. The students engage or they are enthusiastic in learning the speaking course because they have the good intrinsic motivation but it does not mean that they do not have other supporting motivation factors. For example, a student learns the speaking course because he is happy and interested in going through the learning process. Moreover, because he wants to get a better job in the future, pass an exam, learn the people related to English, learn the culture related to English, and so forth. Those are included integrative and instrumental motivation. Therefore, the researcher concludes that the emergence of intrinsic motivation because it is supported by other kinds of motivation namely integrative and instrumental motivation.

## Discussion

Generally speaking, the achievement results illustrated that more students were have enough motivation in learning material in the classroom in improving their speaking skill than students who do not have motivation enough. Most of students pointed out that motivation can help them in progressing their speaking skill thus it indicated that having motivation help them focusing attention during class time and increases their level of concentration and anxiety (Azlan et al., 2019; Dincsoy, 2017). In addition, almost all of the students believed motivation do have an effect on increasing speaking skill in the classroom. Other research found that motivation can give him or her strength, feeling of self confidence in learning English as second language, and only sometimes boost their attention (Escobar Fandiño et al., 2019; Kassem, 2018; Kumar, 2021; Namaziandost et al., 2019). motivation promotes the feeling of understanding and helps to hold the attention of EFL students, regardless of having no motivation in learning situation (Aisyah et al., 2021; Namaziandost et al., 2019; Selivanova et al., 2018). Furthermore, high learning motivation has significant effect on the development of student's speaking skill. This was proven by the result of achievement who have high learning motivation got higher score than low learning motivation however, their motivation does not play totally in their speaking class achievement. The research found that that the students who high motivation will not always get good score in their presentation (Jang & Protacio, 2020; Meşe & Sevilen, 2021; Putra, 2021; Ratminingsih et al., 2018). Thus, the grades obtained by the students are more likely related to their background knowledge and aptitude rather than only their motivation (Rakhmanina & Kusumaningrum, 2017; Setiawan & Wiedarti, 2020).

Previous research findings state that motivation can be interpreted as an action or process that gives someone a reason to do something (Iaremenko & Viaremenko, 2017; Rahmat & Akbar, 2019). Motivation is closely related to second language learning, especially English because it can encourage students to master the important target language in their lives. In addition, motivation provides the impetus to start second language learning and further provides the strength to support a long-term and tedious learning process. Indeed, all other factors, including second language mastery, imply the broad importance of motivation (Ahmed et al., 2022; Awan et al., 2011; Namaziandost et al., 2019). So if teachers increase student motivation or students realize the important role of motivation, then the resulting scores will be better than what researchers obtained from the data. Intrinsic motivation comes from within the individual. Students are motivated by the enjoyment of the learning process or the desire to make them feel better (Alakrash & Razak, 2019; Alibakhshi et al., 2020). Based on the data presentation, most students answered strongly agree and agreed with the statements from the questionnaire. It provides clear information that students are motivated to learn to speak based on their intrinsic motivation (Souriyavongsa et al., 2013). On the other hand, their high motivation generally helps them pass or even get good grades in their English speaking skill. Therefore, in getting speaking mastery, the students should be having some characteristics. Such as: students talk a lot, participation is even, language is an acceptable level, and motivation is high. These students do not experience regulative motivation. They are slightly more instrumentally motivated than interactively motivated. Since this study covers English major students only, it might be worthwhile to undertake similar study using other college students as well as students from other universities in Indonesia.

## 4. CONCLUSION

Based on the results of the study, it can be concluded that learning motivation of management study program students towards mastery of speaking skills is very high. An indicator that shows that students have very high motivation with the frequency and persistence of completing tasks which is

intrinsic motivation. In addition, students also have extrinsic motivation which is indicated by a sense of pleasure in the learning environment and good achievements for their efforts in mastering speaking skills and students have aspirations and desires to master speaking skills better with various efforts such as studying, practicing and taking English courses. This means that the motivation of students has a good influence on improving English speaking skills, so that it has an impact on increasing grades and comfort in learning so that speaking skills also increase.

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