

# IMPROVING STUDENTS' MOTIVATION THROUGH ENGLISH ONLINE LEARNING: SPEAKING SKILLS

Tsabita Ananda Harahap<sup>1</sup>

<sup>1</sup> Universitas Singaperbangsa Karawang

<sup>1</sup> 1810631060094@student.unsika.ac.id

## Abstract

This study aims to discuss the efforts that can be made to increase students' motivation to learn English related to speaking skills in online learning during the pandemic. In this study, researchers are expected to provide information related to student motivation in carrying out learning related to speaking skills through online learning and the role of the teacher as a material deliverer who can provide more effective learning speaking material to students. By using the secondary data collection method, researcher uses related previous findings with research being written regarding increasing students' motivation in learning speaking skills during online learning. The specific purpose of this research is to help teachers to be able to find out what factors and media can help increase students' motivation in learning speaking skills. The findings of this study reveal that motivation becomes an important role in the process of students learning speaking skills through online learning, by using the right media students can pay more attention to the material presented.

**Keywords:** Online Learning, Motivation, Speaking Skills

## INTRODUCTION

Considering the current Corona Virus (COVID19), all activities outside the home are limited in efforts to prevent the spread of this virus, this also has an impact on the scope of education. At this time, Indonesian Ministry of Education instructs to organize distance learning and advises students to learn from their homes.. As of March 2020, the enactment of this policy all forms of activities in the learning process have been carried out online. Online learning also greatly impacts students motivation in English learning lessons, especially in learning speaking skills which has many practices in its application.

In Indonesia, English is a foreign language (EFL), in a journal written by Si (2019) defined that EFL refer to those who learn English in non-English speaking countries. Even though English is not a language commonly used in everyday life, English subjects are still given to students at school. During this time of the pandemic students also studied English online. The teaching and learning processes are very influential in regards to the success of students in understanding the material presented. In this case, the teacher must know how students can increase learning motivation. Student' motivation in learning a material has a huge impact on the results of students' understanding of the material being studied. Artino & Stephens (2009) found that motivation variables, such as self-efficacy and task value, are positive predictors of course satisfaction; whereas negative emotional variables, such as boredom and frustration, are negatively related to students' course satisfaction in a self-paced military course. Given the importance of student motivation, teachers must be able to understand the factors that can increase as well as the factors that reduce student motivation in learning English subjects so that the material presented can be mastered by students, including speaking skills that must be mastered by students.

Based on Kertengan from Mounika & Thamarana (2018) Speaking is the most basic part of communication and hence to be a good communicator one should speak competently and fluently, using appropriate grammar and vocabulary and apply proper social and cultural etiquettes apt to the situation. The goal of teaching speaking skills is to make the learner communicate effectively. Therefore, in this article the writer will discuss how to improve students' perceptions of the motivation to learn English, especially in learning speaking skills. In order to be able to provide information for educators and students to be able to indicate what things can increase student motivation with the result that the material presented can be mastered well by students.

Motivation is an internal condition that can arouse students to act, direct them to certain behaviors and assist them in maintaining that passion and action regarding important and important behaviors. According to Wiseman, Denise G and Hunt (2013) in the learning environment, motivation becomes an inseparable part of students in their learning to achieve their goals. Furthermore, the author states that motivation is a process that can generate and initiate student behavior, give direction and purpose to behavior, help behavior survive, and help students choose certain behaviors. Students should generate learning motivation to direct their behavior and thoughts for good learning outcomes. In addition, Elliot (2000) also states that motivation is defined as an internal state that arouses us to act, pushes us in a certain direction, and keeps us engaged in certain activities. The definition of motivation relates to that students' motivation is integrated with their behavior. In general, students who are more motivated will have good behavior in learning activities, and they have a higher level of achievement. Amotivation is the absence of motivation either from within or from outside. This occurs when students are hesitant to learn or are not motivated to do so. Students who have low self-efficacy and believe that they are unable to learn because there will be no desired consequences and completing activities will not help them. Student motivation in learning is very important to be discussed further so that both teachers and students can increase motivation in learning and students can understand the material presented by the teacher.

Based on an article written by Gustiani (2020) summarized the definition of online learning from various experts. Online learning can be characterized by its two main points: content and instruction. First, online course content greatly affects student learning outcomes. It's necessary involve students remotely based on technology through the internet with various interactives content from audio, video, animation, and simulation. Content can be customized and tailored based on the needs of learners to express their competence to understand the learning material and are ready to move on to the new material. Second, instruction is being carried out via the internet where learners can comment on their job directly. Similar to flexible content and individually, instruction can also be adapted to the demands of pedagogy, interaction rules, and the availability of gadgets based on the policies of the educational institution that administers it.

Speaking, according to Rizvi (2005) is an interactive communicative process that involves both speakers and listeners. There has to be a listener who listens and pays attention to the content and message while someone is speaking. As a result, the speaker partners must be capable of understanding and comprehend what is being said. Meanwhile, according to Bygate (1997) speaking is the most frequently judged skill, although it is through speaking that people establish or lose friends. This ability is a communication tool that can deliver any message. The speaker must have good speaking skills in order to develop a communicative process of speaking and an intelligible message.

## METHOD

The research method consists of how researchers collect, analyze, and interpret data in research Creswell (2009) In this study, researchers used the secondary data collection method. Secondary data analysis, according to Heaton (2004), is a research technique that uses pre-existing quantitative or qualitative data to investigate new problems or verify previous literature. In other words, the secondary data method is a data collection method that uses related previous findings with research being written. There is also an advantage in choosing the secondary data collection method, that it is also assessed in order to reduce the amount of costs incurred on data collection Corti (2012). This method is very suitable for use in this research, researchers collect data from various sources of scientific journals, books, and research related to the topics to be discussed in this study.

## RESULTS AND DISCUSSION

### Results

As a teacher, the activities used to teach speaking skills must be balanced between language input, structured output, and communicative output. Language input occurs from the language heard or read inside and outside the classroom. From listening to speech language from various sources, listeners get material to produce their own speech. Content-oriented input and form-oriented input are two types of language input. Students receive information through content-oriented input.

According to Mounika & Thamarana (2018), students should be interested and feel comfortable to talk about the chosen topic for conversation. In learning speaking activities will be more effective if students are divided into small groups or pairs. Small groups are preferred because students may become more aware if they want to speak in front of a large group. Teachers must force students to speak in formal and informal situations. Speaking learning activities will help students to speak confidently in real-life situations. Good pronunciation can be developed among students from various interesting and meaningful activities. Listening to the teacher pronounce the sounds and repeating after them is one of the commonly practiced exercises for teaching sounds. Teaching the pronunciation makes the learner understand better in learning English speaking skills.

Guan et al. (2018) in learning, and that using useful and auxiliary teaching tools may improve teachers' teaching activities much easier, and that teacher' excitement for teaching may indeed be recalled. Submission of speaking skills material must be delivered in an interesting way so that students are motivated to learn it, the following are some media options that can help teachers deliver more innovative material using the latest technology.

#### a) Internet

In this modern era, we can do many things through the internet. as well as its implementation in the education sector, Students can use the internet to learn English. Online teaching in the classroom seems interesting and makes students look for materials that are suitable for them. Students are instructed to do grammar exercises which are available online. Through the Internet students can collect data from various sources for any instruction to improve speaking skills, students can use Zoom Meeting, Google Meet, Messenger, Google talk (used to hold online classes) and other applications where students can connect with friends, students others, teachers and even native speakers. This way of learning through the internet has been observed to improve students' verbal prowess and cover the shortage of native speakers in the area where

students live and what's more, online conferencing also increases intercultural awareness, motivation and increases the level of interaction. Through the internet, students can find many learning materials, such as audio learning, video learning, listening to radio and TV shows, educational games, voice recordings, quizzes, educational podcasts and other interesting media, in this way students can be exposed to many speaking skill learning materials.

b) TELL

The use of computer technology, including as hardware, software, and the internet, to improve language teaching and learning is referred to as TELL. This gives students access to all accessible technology to help them improve their English language skills. Students can utilize an online dictionary, chat, and view current happenings across the world.

c) Podcasting

Podcasts are media that can be uploaded or downloaded. podcasts can help students familiarize themselves with listening to English and teachers can use them as useful audio materials that can be used in the classroom for activities such as discussions. In addition, there is a podcast that students can use to cover pronunciation for students studying English. Podcast media is very helpful for students to master speaking pronunciation. Podcasting makes it possible for students to use their technology-based entertainment system for educational purposes. Asoodar et al. (2016) was found that podcasting as a whole proved to be very effective in motivating students to learn in an online environment, the results of this research show that students who had no prior podcast experience for academic purposes outperformed students with moderate experience.

d) Quick Link Pen

Students can use the Quick Link Pen to copy and save printed text and Internet links. This facilitates data flow to the computer and allows the reader to learn the definition of a word in the dictionary included. This approach of accessing machines appears to be more convenient. Translation machines such as U-Dictionary, GO Translator, and Bablefish are examples of scientific advances in machine translation.

e) Quicktionary

Quicktionary is a translation tool in the form of a pen. This enables the learners to quickly scan the word and gain its meaning and translation on its own LCD screen. Enounce and Sound-Editor technologies, for example, allow learners to control the speaking tempo of listening material to enhance understanding, as well as give speech wave spectrums and visual representations of mouth and tongue motions to support learning and improve pronunciation.

f) Youtube

YouTube is an American online video-sharing platform headquartered in San Bruno, California. YouTube allows users to upload, view, rate, share, add to playlists, report, comment on videos, and subscribe to other users. It offers a wide variety of user-generated and corporate media videos. Available content includes video clips, TV show clips, music videos, short and documentary films, audio recordings, movie trailers, live streams, and other content such as video blogging, short original videos, and educational videos. Based on research written by Meinawati et al. (2020) show the results of using

YouTube as a tool for teaching speaking in the lesson could be a good alternative media. Students communicate more expressively as a result of this, and they don't even have to worry about the phrases they use when speaking. Students' ability to comfortably speak English is aided by their ability to imitate native speakers.

Teachers may face a number of challenges in teaching students in speaking class activities. According to Mounika & Thamarana (2018) The challenges can come from external sources, from students and the level of teacher confidence can be a challenge in itself. Students speaking in their mother tongue can be another challenge. To overcome this, students can be rewarded for their courage to speak in English, teachers can give higher marks to students who speak more English and good lesson plans can help in managing time and students can be asked to prepare before arrival the teacher helps to immediately start the activity. By making students who are passive or introverted to actively participate in activities, it becomes a challenge for teachers. This can be overcome by having students work in pairs, assigning a definite role to each group member and designing activities with students' interests in mind.

## CONCLUSION

In this study the researchers found the results that there are several factors that can affect the process of student success in learning speaking skills. Motivation becomes an important role in the process of students learning speaking skills through online learning, not only motivation in students is also a factor for the continuity of learning, therefore teachers must pay attention to media options that will be used in delivering online material.

The researcher hopes that this research can provide information to both teachers and students regarding efforts to increase students' motivation in learning speaking skills online.

## ACKNOWLEDGMENTS

The researcher expresses her gratitude and highest appreciation to the research funders and publications: PROJECT (Journal of English Education Professionals) IKIP Siliwangi who helped to publish the researcher's writings.

## REFERENCES

- Artino, A. R., & Stephens, J. M. (2009). Academic motivation and self-regulation: A comparative analysis of undergraduate and graduate students learning online. *Internet and Higher Education*, 12(3–4), 146–151. <https://doi.org/10.1016/j.iheduc.2009.02.001>
- Asoodar, M., Marandi, S. S., Vaezi, S., & Desmet, P. (2016). Podcasting in a virtual English for academic purposes course: learner motivation. *Interactive Learning Environments*, 24(4), 875–896. <https://doi.org/10.1080/10494820.2014.937344>
- Bygate, M. (1997). *Speaking*. Oxford University Press.
- Corti, L., & Thompson, P. (2012). *The Secondary Analysis of Archived Qualitative Data* (2nd ed.). SAGE Publications Ltd.
- Elliot, S. N., Kratochwill, T. R., Cook, J. L., & Traver, J. F. (2000). *Educational Psychology : Effective Teaching , Effective Learning*. (3rd ed.). McGraw Hill.
- Guan, N., Song, J., & Li, D. (2018). *The Application of Multimedia Technology in Senior English Teaching*. <https://doi.org/https://dx.doi.org/10.2991/ifmeita-17.2018.73>
- Gustiani, S. (2020). Students ' Motivation in Online Learning During Covid-19 Pandemic Era : a Case Study. *Holistics Journal*, 12(2), 23–40.
- Heaton, J. (2004). *Reworking qualitative data*. SAGE Publications Ltd.

- <https://doi.org/https://www.doi.org/10.4135/9781849209878>
- John W. Creswell. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. <https://doi.org/10.4324/9780203093917>
- Meinawati, E., Rahmah, N. A., & Harmoko, D. D. (2020). *Increasing English Speaking Skills*. 16(1), 1–13.
- Mounika, K., & Thamarana, S. (2018). Teaching speaking skills online: prospects and possibilities. *ELTAI Tirupathi Chapter 6th Annual International Conference, February*, 1–8.
- Rizvi, M. A. (2005). *Effective Technical Communication*. New York: Tata McGraw Hill. (Tata (ed.)). Mcgraw Hill.
- Si, P. (2019). *A Study of the Differences between EFL and ESL for English Classroom Teaching in China*. 15(01), 32–35.
- Wiseman, Denise G.; Hunt, G. H. (2013). *Best Practice in Motivation and Management in the Classroom*. 3rd Edition (Charles C. Thomas Publisher. (ed.); 3rd ed.). Charles C. Thomas Publisher, Ltd.