

THE EFFECTS OF TEACHER'S MOTIVATIONAL STRATEGIES ON EFL LEARNER'S SPEAKING ABILITY IN JUNIOR HIGH SCHOOL

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ABSTRACT

The speaking ability is used to evaluate English comprehension. On the other hand, many EFL learners' ability to use English for oral communication is still low, due to fear and shy. Therefore, EFL learners need motivation to strengthen their confidence. There is one method to achieve it that is teacher's motivational strategies. Thus, this study aims to determine the effect of teacher's motivational strategies on EFL learner's speaking ability. In achieving this goal, the researcher used mixed method research. For the quantitative phase, experimental study was utilized to assess the effect between variables X, the teacher's motivational strategies as an independent variable, and Y, the learner's speaking ability as a dependent variable. Meanwhile, the field notes observation is used in qualitative phase. The post-test of both the experimental and control groups is .029 which is smaller than .05. It is acceptable to assume that there is a significant difference between the experimental and control groups. The calculation shows that the teacher's motivational strategies increase the learner's speaking ability. From the field notes observation, it showed that they can participate actively in classroom when teachers are applying motivational strategies or treatment. It can conclude that teachers' motivational strategies increase learner's speaking ability in experimental group.

Keywords: Teacher's motivational strategies, EFL learner, Speaking ability

INTRODUCTION

English is one of the most frequently spoken languages in the world, and it is also regarded a foreign language in Indonesia. English has been taught as a foreign language in Indonesia from elementary school to university level (Sadikin, 2016). English, as we all know, was taught in order to enable Indonesians to participate internationally and can communicate using English language well. As the ability to speak is utilized for measuring English comprehension, few foreign language learners are often more interested in improving their speaking skills than another skill (Ur, 2012, p. 117). Furthermore, mastering English speaking has appeared to be a difficult task for learners, and this is truly what Indonesian learners encountered while learning English, because they start to learn English at a young age in Elementary School for six years, then continue for another six years in Junior and Senior High School, but their English language improvement is chaotic, particularly in the speaking ability (Ariyanti, 2016).

Speaking is quite difficult, as another skill, it seems as simply pronouncing words. This statement strengthens by Zhang (2009), claimed that the most complex skill to master is speaking for majority of EFL learners. The majority EFL learners have low speaking ability because they are afraid and shy to speak English (Dörnyei & Ushioda, 2011; Putra, 2017). Many factors contribute to EFL learners' difficulty in speaking English. Amoah and Yeboah (2021) discovered that the factors influencing their speaking performances are either

linguistic, such as vocabulary knowledge, pronunciation, and grammar, or psychological, such as worry, shyness, fear of making mistakes, and lack of motivation. EFL learners require motivation to enhance their confidence in speaking English in order to succeed in learning a foreign language, because motivation is a key factor that has been identified as having one of the greatest impacts (Song & Kim, 2017). It can be happened because motivation exists in their minds and impacts their bodies to move and act in order to attain their goals, and it can have a good effect and impact on learners to improve their speaking ability (Putra, 2017).

Furthermore, motivation is the potential range of effects on human behavior and attitude (Dörnyei, 2001), which prompt people feel inspired to do something in order to succeed at it (Harmer, 2001) and initiate second language learning. Motivation can significantly increase English acquisition (Anderson et al., 1985), and encourage learners to study foreign language confidently and also feel willingness to speak English in order to attain long-term goals (Gardner, 2010). Absolutely, the teacher's role in enhancing learner confidence is required, because teachers are obviously a major factor in continuance of learner's motivation (Harmer, 2001) and social role figure who have an impact on the motivational quality of the learning process, either positively or negatively (Dörnyei & Ushioda, 2011). Harmer (2001) also stated that the majority of researchers and methodologists believe that intrinsic motivation is especially crucial for motivating success. Based on Harmer's statement, we can say that motivation which comes from teacher can increase learners' motivation greatly in learning.

There is one method, which comes from popular theory from Dörnyei (2001) that is about motivational strategies, can increase learner's motivation in speaking English that is teacher's MS (Motivational Strategies). Teacher motivation strategies are a sort of motivation that comes from teachers in a number of ways in order to encourage learners to learn English. The motivation of the teacher has a huge impact on English learning, particularly in speaking and it strengthen by Putra (2017) stated that the motivation of the teacher improves the learner's confidence in speaking English. Teacher motivational strategies are used to encourage students to be optimistic, confident, and proficient in their English study. Learners who are extremely have strong motivation have a higher chance of succeeding, in achieving good grades, less anxious, feeling confident, and enthusiastic than learners who are less motivation (Leong & Ahmadi, 2017; Ortega, 2013; Putra, 2017; Ur, 1999, p. 127), they consider learning English is hard and monotonous (Kong, 2009) also they are uninterested in speaking English (Dinçer & Yeşilyurt, 2013).

Therefore, teachers must encourage learners to speak English while also improving the learning environment in the classroom by utilizing a variety of English language opportunities (Oradee, 2013) and engaging various discussion or speaking activities that will help them interact in their daily life and achieving their communication aims (Pawlak, 2018; Putra, 2017), such as participating in appropriate activities for learners' age, interests, and cultural backgrounds, which can help learners succeed (Lightbown & Spada, 2015), for example, in an informal dialogue like, teachers can encourage learners to speak about their most memorable memories, using humorous discussion or discussing learner's favorite memories (Murcia, 2001), and short answer exercises for shy and low-confidence learners (Chastain, 1976). According to (Lightbown & Spada, 2015), this may increase positive

motivation and lead to even greater achievement when the content utilized for language acquisition has implicit value for the learners and creates an authentic and also direct urge to learn the language. Furthermore, Al Kaboody (2013) yielded precepts for teachers to motivate language learners, such as teachers should set a personal behavior, for example, ensure that the class situation is comfortable and enjoyable, present tasks effectively to the learners, have great teacher-learner relationships, collaborate on enhancing learners' self-confidence, ensure that the language class is fascinating to the students, and improve as much as possible. Learners will notice that their teacher is truly care with them of what they learned about, it will increase learner's efforts and motivations (Mifsud, 2011).

According to Dörnyei (2001) motivational strategies are motivational affects that are consciously applied in order to attain some structured and long-term positive impact. Motivational strategies should be purposefully generated and improve learners' motivation, as well as sustain ongoing motivated behavior and protect it from distracting or competing action tendencies (Dörnyei & Ushioda, 2011). Teachers should not build activities that can distract learners or compete learners to others to become the greatest learners which potentially to make others feel under pressure. The goal of a motivational strategy framework is to decide how to assemble a long list of appropriate motivational techniques into distinct "themes" (Dörnyei & Ushioda, 2011). Dörnyei (2001) proposed four points of motivational strategies called as MTP (Motivational Teaching Practice): (a) creating the basic motivational conditions, (b) generating initial motivation, (c) maintaining and protecting motivation, and (d) encouraging positive retrospective self-evaluation. Dörnyei (2001) also established the motivational teaching framework into some motivational conditions as follows below:

- 1) Creating the basic motivational conditions: appropriate teacher behaviors and a good relationship with the students; a pleasant and supportive classroom atmosphere; a cohesive learner group with appropriate group norms.
- 2) Generating initial motivation: enhancing the learners' L2- related values and attitudes; increasing the learners' expectancy of success; increasing the learners' goal-oriented; making the teaching materials relevant for the learners; creating realistic learner beliefs.
- 3) Maintaining and protecting motivation: making learning stimulating and enjoyable; presenting tasks in a motivating way; setting specific learner goals; protecting the learners' self-esteem and increasing their self-confidence; allowing learners to maintain a positive social image; creating learner autonomy; promoting self-motivating strategies; promoting cooperation among the learners.
- 4) Encouraging positive retrospective self-evaluation: promoting motivational attributions; providing motivational feedback; increasing learner satisfaction; offering rewards and grades in a motivating manner.

The MTP framework has been widely utilized to explored the types of strategies that will be used by teachers, according to Soraya et al. (2018). These four conditions will be the researcher's main model or references in deciding motivation way that will be given to learners in order to improve their speaking ability. Some studies proved that the motivational strategies were important (Deniz, 2010) and effective in the L2 teaching learning process (Cacho & Frondoso, 2018; Kouraichi & Lesznyák, 2022). By applying motivational

strategies, teacher can make attractive lesson (Cacho & Frondoso, 2018) which influence learner's motivation and increase learner's confidence and also score that indicates their successful language learner (Kouraichi & Lesznyák, 2022). Besides increasing learner's confidence (Kouraichi & Lesznyák, 2022), motivational strategies also involve learner's behavior (Lee et al., 2020) and affect teachers' and learners' ambition and enthusiasm to success in teaching learning process (Deniz, 2010). In achieving successful motivational strategies, the importance of teachers' contributions is needed in improving EFL learners' communicative skills and it was proven by Halima (2018), but teacher must think a variety of motivational strategies to ensure that it works well in improving learner's speaking ability and enhancing learner's motivation to learn language in their classrooms (Lee et al., 2020; Sugita & Takeuchi, 2010; Vibulphol, 2016).

Implementing motivational strategies has been resulted a significant increase in learners' L2 motivation in the class (Moskovsky et al., 2013), such as learners feel enjoy the opportunity in practicing their English-speaking ability with their teacher or friends in classroom (Astuti, 2016). Teachers should allow learners to make mistakes and comments should be given in an appropriate way by focusing on the error rather than the learner in order to decrease learner's nervousness (Deniz, 2010; Halima, 2018) and a freedom also autonomy to adjust their L2 courses (Sanjay, 2020), so students will be willingness to express themselves, ask questions, and even respond to teacher's questions which is involved a communication between teacher and learners. Thus, motivational strategies and teacher's contribution are needed in building a successful English language learning in EFL classroom especially on speaking skills, because teacher is the main role in motivating learners in classroom (Astuti, 2016).

The several finding above found the same result that motivational strategies have a big impact on English learning languages, especially on speaking ability. They demonstrated that motivational strategies can successfully overcome EFL learner's problems such as low self-esteem, fear of making mistakes, shyness, and so on. Based on the previous studies above, they inspire the researcher to investigate the teacher's motivational strategies can increase learners speaking ability by focusing on EFL learners in Junior High School level. This study only concerns on the effect of teacher's motivational strategies in motivating learners to speak English in one of Junior High School in Sidoarjo. This study did not cover other problems that are not related to the effect of teacher's motivational strategies on EFL learner's speaking ability in one of Junior High School in Sidoarjo. The purpose of this study is to find out the effect of teacher's motivational strategies on learner's speaking ability, whether to know that teacher's motivational strategies can increase learners to speak English well or not. The research participants were learners in one of private school in Sidoarjo, East Java. Therefore, this study examined one research question, as follows;

1. Do the teacher's motivational strategies have significant effect on EFL learner's speaking ability to speak well?

METHOD

In achieving this goal, the researcher used mixed method research. This research is more focus on quantitative research method. The qualitative research method only as a supporting data for quantitative data. The study would begin with a quantitative method that

calculate the test score, followed by a qualitative method that involves the field notes. The quantitative method research that this study used is experimental study in order to measure the effect between variables X, teacher's motivational strategies as independent variable and Y, learner's speaking ability as dependent variable. For the qualitative method research, the researcher used field notes observation in order to know the teacher-learner interaction or learner-learner interaction in classroom which can support the calculation in quantitative section. There would be two groups from 8 grades as the experimental group and the control group. The two groups would do pre-test before the treatment is given and post-test after the treatment administered. The group of experimental would obtain the treatment, whereas the control group would not obtain any treatment.

The instruments of this study are test and field notes observation. The tests consist of pre-test and post-test. The test model adapted from the IELTS test model. There would be two parts of the test. Test was used to collect data which address the research question with the aims to examine the learner's performance of speaking in the pre-test and post-test. The field notes observation was presented the interaction between teachers-learners interaction and learner-learner interaction such as "what teachers do" and "what learners do" in detailed from teaching and learning activities. This study provided the result of the pre-test and post-test and observation of field notes.

The first procedure that the researcher has done, the researcher executed pre-test to measured learners' speaking ability for the quantitative phase. The rubric was adapted from Brown (2001). Second step, the researcher gave treatment (teacher's motivational strategies) to experimental group, whereas the control group would not get any treatment. While conducting the treatment, the researcher also took a notes of teaching learning activity. After the class end, the researcher summarized the activities and made them into field notes observation. Then, post-test has been conducted to found out the enhancement of learner's speaking ability from experimental group. The qualitative phase utilized field notes observation which has stated all experimental group learner's response in treatment stage.

The researcher used IBM SPSS 26 to calculated the data. After the researcher got all the data that answered the research question, the researcher analyzed pre-test and post-test score by using independent sample t-test to found out the significant difference in the mean score of experimental and control group. After that, the researcher calculated the post-test score using eta squared formula to inquire the effect size of the treatment. Then, the researcher presented the field notes observation by citing learner's response in classroom.

RESULT AND DISCUSSION

The researcher revealed that the teacher's motivational strategies increase the learner's speaking ability. The calculation shows that there is a significant effect of the teacher's motivational strategies on the experimental group which answers the research question that focused on whether teacher's motivational strategies have significant effect on EFL learner's speaking ability.

Furthermore, the learner's response from experimental group in field notes showed that they can participate actively in classroom when teachers are applying motivational strategies or treatment in the second day until fourth day. It can be concluded that teacher's motivational strategies are effective in enhancing learner's speaking ability.

First, the researcher conducted an independent-sample t-test to examine the pre-test scores of both the experimental and control groups to determine the significant different score and demonstrate that they are equivalent. The researcher used IBM SPSS 26. The significant difference score from both groups before the treatment is as below:

Table 1 Independent-sample t-test of Pre-test Score

Group	Sig. (2-tailed)	Mean Difference	Mean score of Pre-test
<i>Experimental group</i>	.932	.31250	46,8125
<i>Control group</i>	.932	.31250	46,5

As shown on the table above, in the pre-test, the significant difference (Sig. (2-tailed)) between the experimental and control groups is .932, which is greater than .05. As a consequence, it is possible to declare that there is no significant difference (Pallant, 2016) or both the experimental and control groups are same or equal.

Then, the researcher utilized the independent-sample t-test to examine the post-test scores of both the experimental and control groups. The independent-sample t-test was executed to determine the enhancement of the learner's speaking ability by looking at their post-test score and to find out if the treatment is working or not. The researcher utilized IBM SPSS 26. The significant difference score for both groups is as below:

Table 2 Independent-sample t-test of Post-test Score

Group	t	df	Sig. (2-tailed)	Mean Difference	Mean score of Post-test
<i>Experimental group</i>	2.238	62	.029	8.06250	52,875
<i>Control group</i>	2.238	61.919	.029	8.06250	44,8125

As seen in table 4.4, the Sig. (2-tailed) value of the post-test of both the experimental and control groups is .029. The value of Sig. (2-tailed) is smaller than .05. It is acceptable to assume that there is a significant difference between the experimental and control groups. It can determine that teachers' motivational strategies increase learner's speaking ability in experimental group.

On the other hand, the researcher wanted to ensure that the teacher's motivational strategies enhance the learner's speaking ability through calculating the effect size in order to figure out whether the treatment was effective or not. According to (Pallant, 2016), the eta square formula is able to utilized to find the effect size, as demonstrated below:

$$Eta\ Squared = \frac{t^2}{t^2 + (N1 + N2 - 2)}$$

The researcher followed the guidelines suggested by Cohen in Pallant (2016) to interpret the *Eta Square*, which are listed in the table below:

Table 3 *Eta Square* Scale

<i>Eta Square</i>	Scale
.01	Small effect size

.06	Medium effect size
.138	Large effect size

Afterwards, the Eta Square computation to determine the effect size from an independent-sample t-test is shown below:

$$\begin{aligned}
 \text{Eta Squared} &= \frac{t^2}{t^2 + (N1 + N2 - 2)} \\
 &= \frac{2.238^2}{2.238^2 + (32+32-2)} \\
 &= \frac{5.00864}{5.00864 + 62} \\
 &= \frac{5.00864}{67.008644} \\
 &= 0.0747462372 \\
 &= 0.074
 \end{aligned}$$

The Eta Square value is .074, according to the computation above. According to the guidelines, .074 is greater than .06. As a result, the treatment's effect size is estimated to fall in the medium effect size scale.

The research question above which asked about “do the teacher’s motivational strategies have significant effect on EFL learner’s speaking ability to speak well?” has been answered. The Eta Square value is .074 which is greater than .06 and it means that the teacher's motivational strategies had a significant effect on the experimental group. The treatment is effective for the experimental group.

Moreover, the field notes also tracked the learner’s progression in classroom. Teachers applied all motivational strategies in treatment section that has been stated in introduction. In the first meeting of treatment section, they are still shy, but teachers often engage them in a small talk to push them to speak English. Some of these proofs are shown in the excerpts below (in all cases, L stands for learner, T stands for teachers, and Q stands for question). The excerpts below are from learners in experimental group. Teachers engage a short conversation to all learners in classroom about their answer in pre-test section as a stimulation like asking:

Did you still remember my question yesterday? (T, Q1)

Did you still remember your answer? (T, Q2)

One of learners is still remember teacher’s question yesterday and answer:

Yes, Miss. (L14, Q1)

Then, some of them answer teacher’s second question like:

Yes, Miss. In Malang. (L2, Q2)

In garden. (L5, Q2)

In Banyuwangi. (L10, Q2)

Meanwhile, in the second and the third meeting of treatment section, a few of learners start to be brave to speak English. Teachers engage a short conversation to all learners in classroom about

What is your favorite memory in your last weekend class? (T, Q3)

There are six learners answer the question like:

I eat a lot of seafood when I go to beach. (L21, Q3)

I meet a friendly tourist in Jogja. (L2, Q3)

I take picture when sunset in Kuta beach. (L18, Q3)

I eat a lot of street food in Malang. (L21, Q3)

When I see a lot of kind of vintage car in Angkut museum in Malang, because I like car, Miss. (L17, Q3)

When I find a good photo spot. (L20, Q3)

After learners answer teacher's question, teacher often give them compliment or give reward to increase their confident and willing to speak English. Meanwhile, the interaction between teacher-learner or learner-learner in control group classroom did not go so well because teachers are not applying treatment (teacher's motivational strategies) in control group class. The effects are learners are easily getting bored, they do not want to listen to their teachers when explaining material, and some of them are sleeping in the classroom.

According to the explanation above, it has been shown in the pre-test and post-test result between experimental group and control group that in the post-test result table the experimental group's score was enhanced. In the pre-test, the researcher found that there is no significant difference which means that they are equal. It shows .932 which is greater than .05. Then, the significant difference was changed after the researcher carried out a post-test. It shows .029 which is smaller than .05. It assumed that there is a significant difference between the experimental and control groups. It was also supported by Kouraichi & Lesznyák (2022); Moskovsky et al. (2013) argued that motivational strategies have generated a significant increase in learners' L2 motivation and self-esteem in the class. Furthermore, Lee et al. (2020); Sugita & Takeuchi (2010); Vibulphol (2016) also mentioned that a variety of motivational strategies work well in improving learner's speaking ability and enhancing learner's motivation to learn language in their classrooms. The data result of this research could decrease learner's obstacles when they try to speak English such as, linguistic (vocabulary knowledge, pronunciation, and grammar) or psychological (worry, shyness, fear of making mistakes, and lack of motivation) (Amoah & Yeboah, 2021).

Furthermore, the field notes observation from experimental group showed that they are more motivated and willing to speak English in classroom. Meanwhile, learners in control group are lack of motivation to speak English in classroom. The comparative of the experimental and control groups showed dissimilar. The researcher concluded that learners in experimental group are more confident and not fear of making mistake. It was supported by Dörnyei (2001); Kouraichi & Lesznyák (2022) stated that teacher's motivational strategies influence learner's motivation and learner's confidence. Based on the field notes, teachers are trying to encourage learner to do not afraid to make a mistake when speaking English. Likewise, Deniz (2010); Halima (2018); Sanjay (2020) supported that teachers who respect the learners' mistakes, it decreases learner's nervousness and give them freedom which affects learners' willingness to speak English. Therefore, learners in the experimental

group have a higher motivation than learners in the group of control because of motivational strategies that teachers have applied in the experimental group classroom.

CONCLUSION

The execution of the teacher's motivational strategies was a process that is gradual for learners. However, according to the interpretation of the study's result, it can conclude that teacher's motivational strategies affect the learner's speaking ability. Their post-test result reflects the improvement. The experimental group received a higher mean score which is 52.8 than the control group which is 44.8 on the post-test. On the post-test, it is acceptable to assume that the experimental group outperformed than the control group. This is achievable because the treatment or teacher's motivational strategies are only given to the experimental group. The learners in the experimental group are quite confident and can handle their fear when speaking English in front of the classroom.

Furthermore, the field notes observation from experimental group showed that they are more motivated and willing to speak English in classroom. Meanwhile, learners in control group are lack of motivation to speak English in classroom. It can conclude that the experimental group is more confident, not fear of making mistakes, believes that they can speak English, and more motivated than the control group, because the researcher and the English teacher only applied the motivational strategies in experimental group classroom. The significant different post-test score could be support by this field notes data that the experimental group were outperformed than control group. The teacher's motivational strategies had a significant effect on the experimental group which means that the treatment is effective for the experimental group.

This study has shown that the teacher's motivational strategies on EFL learner's speaking ability affect the learner's speaking ability especially in experimental group. This may have potential for other researcher in conducting the same topic and teachers in the English teaching speaking process to assist learners in building their confidence and overcoming both internal and external difficulties that they confront while attempting to speak English.

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