STUDENTS' MOTIVATION IN ENGLISH SPEAKING LEARNING USING E-MODULE

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Abstract: Students who learn English are said to be successful if they can use the language to communicate. Therefore, students are expected to be able to communicate using English fluently. However, in reality students rarely use English even in speaking class. The aim of this study was to describe students' motivation in English speaking learning using E-Module. This research was quantitative descriptive method. The samples were 44 students who were determined by using total sampling technique. The research instrument used in the research for collecting the data was a questionnaire. There were 50 statements in the questionnaire, then the score categorized into three categories such as low, medium, and high. The results of the analysis showed that there were 9 students or 20% categorized as low, 30 students or 68% students were categorized as medium, and 5 students or 12% students were categorized as high. It can be concluded that students' motivation in English speaking learning using E-Module was medium.

Keywords: Motivation, Speaking English, E-Module

INTRODUCTION

Speaking is one of skills that should be mastered in learning language. But it is not easy considering Indonesian students learn English only at school as academic subject. It is still foreign language for it is not commonly used in daily life. While, as language learners they are

classified as success learners when they can use the language in any situations. One of the considerations is the ability of students in communication to deliver their thoughts effectively both in written and oral. Both of them are very useful for the students to make them ready to encounter the reality of life (Putri et.al, 2017). It is also emphasized by the Law No. 12 of 2012 on Higher Education Article 35 Paragraph 2 that qualifications of graduate abilities include attitudes, knowledge, and skills. Based on thought above, researchers concluded that the learning outcome especially in English speaking learning is the ability to speak in English fluently. It is expected that English Education students are using English as their language in communication. However, in real condition students rarely used English even in English speaking class.

The problem strengthened by the result of several observations in English speaking class at fourth semester. The preliminary observation was done by Zoom meeting on speaking class of English Education students. The researchers found some indications that indicating students were unmotivated in learning. During preliminary observations was done by zoom meeting three times at 2nd December 2021, 14th December 2021, and 22nd March 2022 on speaking class that the learning environment seems passive. The students rarely spoke in English for they are still mix language and lack in participation. They seemed to be afraid and shy to convey their thoughts and gave comment to the team who presented at that speaking

class. The lecturer even had to call their name first to encourage the students to be able to express their thoughts. Students also seemed bored and unmotivated in learning which proved by some students who not pay attention to the class and busy doing other things. Besides, they are also the lack of readiness and involvement in learning, which can impact to their academic achievements. Based on the explanation above, the researchers concluded that it needed an extra effort for lecturer to make students motivated more in learning English. The lecturer needs to ensure that the learning process can go well and students are able to achieve the learning goals. The lecturer realized that teaching English is not only transferring four basic skills which are reading, writing, listening, and speaking to the students, but also

make the students can use this skill in their real life later as the communication tool.

One aspect of achieving the target in learning languages related to speaking skill is motivation. As stated by Ihsan (2016), "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". Motivation is considered as an important element along with language capacity in shaping success in learning a new language in the classroom environment. Motivation causes a change in the energy that exists in humans. Therefore, it clings to problems with psychological symptoms, feelings and emotions, to then act or do something. All of this is driven by a purpose, need or desire (Sardiman, 2016).

As explained by Uno (2012), explained that someone who has experienced the learning process is characterized by a change in behavior as the successful learning criteria. He also stated that there are three visible characteristics of people who study a certain object (knowledge), such as (1) the existence of an object (knowledge, attitude, or skill) that is the goal to be mastered, (2) the occurrence of a process, in the form of interaction between a person and his environment or learning resources (people, media, etc.), either through direct experience or learning to participate by doing something or substitute experiences, and (3) the occurrence of new behavior changes as a result of studying a certain object (knowledge).

Students' motivation is believed to be an element of learning that determines learning success. It is the main stimulus of the successful learning. As stated by Kember (2016), motivation is a complex construction with various aspects. The complex nature is further enhanced by the possibility of students holding several primary and secondary goals or motivations. Therefore, according to Mahadi & Jafari (2012), motivation can be divided into two types which are integrative & instrumental motivation and intrinsic & extrinsic motivation. Integrative motivation means learning a language with a view to participating in the culture of its people. Meanwhile instrumental motivation indicates and implies that learners learn language to support work-related goals or further useful motives.

Intrinsic motivation is the desire and interest to do and take part in certain activities because individuals find them interesting and enjoyable. In addition, intrinsic motivation is very important and fundamental to the integration process in which the elements of consciousness and internal knowledge that are accessible to a person are assimilated or mixed with new knowledge. It can be said that intrinsic motivation is the motivation to do an activity because of itself. As stated by Davalovska et.al (2012), intrinsic motivation comes from the learners and their attitudes towards the language, their learning aims and goals, their emotions, their ambitions, and so on. Factors that influence the intrinsic motivation are attentiveness, necessity, and target.

Attentiveness is one of aspect in intrinsic motivation. It affects students in learning, as they have desire to learn from themselves. It was accordance with statement by Djamarah (2015) stated that students who have desire in learning will be motivated within a certain period. Another aspect in motivation is necessity. It is one of aspect in intrinsic motivation. It also affects students in learning that makes students has willingness to learn comes from themselves. As stated by Djamarah (2015) that willingness to learn is based on the necessity of students to become educated individuals and get knowledge. Another aspect in intrinsic motivation is target. Motivation involves a desire to achieve the target (Ihsan, 2016).

On the other hand, extrinsic motivation is the tendency to take part

in an activity for reasons unrelated to the activity. It is motivation to do a job or activity as a means or a way to achieve a goal. Factors that influence the extrinsic motivation can be from lecturer, parent, or environment. Lecturer related to students' motivation in learning. The communication that exists between lecturer and students is very important to support the motivation of students in learning (Sahara, 2021). It is not only the communication between lecturer and students, but also what kind of teaching media and material that used in learning. Other aspect aspect in extrinsic motivation is parents. Parents are the main part of the family who have an important role in education of students. Attention from parents is able to make students become active and more motivated in learning (Mustika, 2021). Another

aspect that can motivate students in learning is environment. The good and supportive environment will make it easy to strengthen the enthusiasm and motivation to learn (Akhiruddin et.al, 2019). In conclusion, it can be said that extrinsic motivation arises because of external stimulant.

Thus, extra efforts are needed to make students motivated in learning English. The lecturer needs to find or even develop an interesting teaching media that can attract and motivated students in learning. In order to overcome the problems, one of the options is using interactive teaching material like E-Module that can support the students in learning. Module is an effective teaching material in achieving learning objectives. Zaharah & Susilowati (2020), claimed module as an

independent learning package that is systematically designed to help students achieve learning goals. E-Module is an electronic version from the printed module, where the module is a component which has crucial role in the learning processes (Adawiyah, 2021). It is a display of information in the form of presenting self-study materials that are arranged systematically into the smallest learning components to achieve certain learning goals which are presented in electronic book format using hard disks, diskettes, CDs, or flash disks and can be read using a computer or electronic book reader (Zaharah & Susilowati, 2020).

According to Inanna et.al (2021). It was found that teachers who used the media in their teaching and learning process were able to ease their challenges in motivating students in learning. E-Module teaching material is one of the teaching materials whose publishing process in digital form consists of text, audio, video, images or a combination of them. Due to its practicability, efficiency and attractive features, the usage of E-Module in the learning process will grow creativity, productive thinking habits, creating an active condition, effective, innovative, and fun (Budiarti et.al, 2016). Furthermore E-Module considered the most effective way to attract students' interest in learning. It is a media that can foster creativity, productive thinking habit, create active, effective, innovative and fun conditions and can develop abilities in students. Students' activities will support learning, such as expressing opinions, asking questions, taking notes, listening,

doing assignments, and practicing questions, will increase students' skills and motivation.

The using of E-Module as a media is expected to increase students' learning motivation which leads to increased learning outcomes. As the finding of previous research conducted by Puspitasari (2019), research results on the application of learning media using print modules and electronic modules for high school students stated that the use of print modules was effective in supporting learning. The use of E-Module is related to E-learning. It utilizes technological developments so that students are able to learn anytime and anywhere without being limited by time and space (Fitriawan, 2020). Considering of its form which is digital, the using of E-Module can attract students' attention in learning

and grow their motivation. It statement was supported by Fitriawan (2020) which stated that there is an increase in the effectiveness of learning outcomes and student motivation in learning using E-learning.

Therefore, this research aims to describe the categorization of students' motivation in English speaking learning using E-Module. Based on the description above, the researchers formulated the problem as follows: How is the categorization of students' motivation in English speaking learning using E-Module? The answer of this formulation hopefully can give information and preference related to the using E-Module in English speaking learning.

METHODOLOGY

The research was conducted using descriptive quantitative as the research method for the data were presented in numerical and descriptive form. Descriptive research is a research which made description about situations or events (Suryabrata, 2011). This method is used to emphasize the result in numeric and afterwards to describe the result from the research. Population of this research was 44 students. This research subject consisted of 44 students as the sample of research by using total sampling technique due to the total of population is less than 100 people (Sugiyono, 2009).

The researchers used close-ended questionnaire to collect the data. There were 50 statements in the questionnaire such as intrinsic motivation consists of 29 statements and extrinsic motivation consists of 21 statements. In order to measure the result of questionnaire, the researchers used Likert scale. The answer for each statement in questionnaire was set in 5 points like Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA). Then, the data was categorized into three categories such as low, medium, and high.

RESULT AND DISCUSSION

This research focused on the categorization of students' motivation in English speaking learning using E-Module. The data collected by using close-ended questionnaire consisted of 50 statements. The result of students' score in questionnaire can be seen in the figure below:
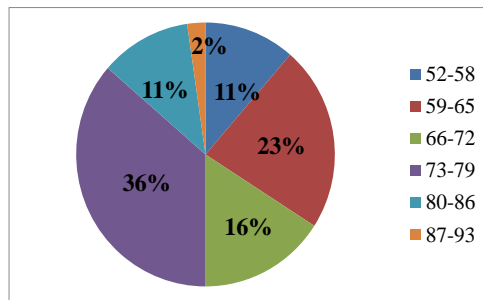
Figure 1. Distribution Frequency Students' Motivation Score

There were six classes of interval score. The lowest interval score was 52-58 consisted of 11% of all samples. On the other hand, the highest interval score was 87-93 consisted of 2% of all samples. The majority of samples were in interval score 73-79 which is 36% of all samples.

Furthermore, the researchers categorized students' motivation in learning using E-Module into three categories by calculated mean and deviation standard. The categories used as follow: (1) Low, the formula was X<(M-SD), (2) Medium, the formula was (M-SD) ≤ X < (M+SD),

(3) High, the formula was $X \geq$ (M+SD). The calculation of students' motivation categories can be seen as follow:

Table 1. Students' Motivation Categories

Category	Formula	Score	Frequency	%
Low	X < (M-SD)	X < 61,2	9	20%
Medium	(M-SD) $\leq$ X < (M+SD)	61,2 $\leq$ X < 79,6	30	68%
High	X $\geq$ (M+SD)	X $\geq$ 79,6	5	12%
	Total		44	100%

Based on the table above, it can be concluded that the students who are in low category were 9 students which were 20% of the total students. Meanwhile, the students who are in medium category were 30 students which were 68% of the total students. Lastly, the students who are in high category were 5 students which were 12% of the total students. Furthermore, the researchers categorized students' motivation from each aspect in questionnaire. There

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were six aspects contained in the questionnaire, such as:

1. Attentiveness Aspect

The result of attentiveness aspects categorized into three categories such as low, medium and high. It can be seen in the table below:

Table 2. The Categorization of Attentiveness Aspect

Category	Formula	Score	Frequency	%
Low	$X <$ (M-SD)	$X < 52$	1	2%
Medium	(M-SD) $\leq$ X $<$ (M+SD)	$52 \leq X < 78$	40	91%
High	$X \geq$ (M+SD)	$X \geq 78$	3	7%
	Total		**44**	**100%**

Based on the table above, the low category includes of 1 student or 2% of the total students. The medium category has 40 students or 91% of the total students. The last, in the high category has 3 students or 7% of the total of students. In summary, the highest category students had in attentiveness aspect was medium category.

2. Necessity aspect

The result of necessity aspects categorized into three categories such as low, medium and high. It can be seen in the table below:

Table 3. The Categorization of Necessity Aspect

Category	Formula	Score	Frequency	%
Low	$X <$ (M-SD)	$X < 53$	4	9%
Medium	(M-SD) $\leq$ X $<$ (M+SD)	$53 \leq X < 87$	35	80%
High	$X \geq$ (M+SD)	$X \geq 87$	5	11%
	Total		**44**	**100%**

Based on the table above, the low category has 4 students or 9% of the total students. The medium category has 35 students or 80% of the total students. The last, in the high category has 5 students or 11% of the total of students. In summary, the highest category students have in necessity aspect was medium category.

3. Target Aspect

The result of target aspects categorized into three categories such as low, medium and high. It can be seen in the table 5 below:

Table 4. The Categorization of Target Aspect

Category	Formula	Score	Frequency	%
Low	X < (M-SD)	X < 54	5	11%
Medium	(M-SD) $\leq$ X < (M+SD)	54$\leq$ X < 87	34	78%
High	X $\geq$ (M+SD)	X $\geq$ 87	5	11%
	Total		**44**	**100%**

Based on the table above, the low category has 5 students or 11% of the total students. The medium category has 34 students or 78% of the total students. The last, in the high category has 5 students or 11% of the total of students. In summary, the highest category students have in target aspect was medium category.

4. Lecturer Aspect

The result of lecturer aspects categorized into three categories such as low, medium and high. It can be seen in the table 6 below:

Table 5. The Categorization of Lecturer Aspect

Category	Formula	Score	Frequency	%
Low	X < (M-SD)	X < 56	3	7%
Medium	(M-SD) $\leq$ X < (M+SD)	56$\leq$ X < 86	37	84%
High	X $\geq$ (M+SD)	X $\geq$ 86	4	9%
	Total		**44**	**100%**

Based on the table above, the low category has 3 students or 7% of the total students. The medium category has 37 students or 84% of the total students. The last, in the high category has 4 students or 9% of the total of students. In summary, the highest category students have in lecturer aspect was medium category.

5. Parents Aspect

The result of parents aspects categorized into three categories such as low, medium and high. It can be seen in the table below:

Table 6. The Categorization of Parents Aspect

Category	Formula	Score	Frequency	%
Low	X < (M-SD)	X < 54	3	7%
Medium	(M-SD) ≤ X < (M+SD)	54 ≤ X < 90	33	75%
High	X ≥ (M+SD)	X ≥ 90	8	18%
Total			**44**	**100%**

Based on the table above, the low category has 3 students or 7% of the total students. The medium category has 33 students or 75% of the total students. The last, in the high category has 8 students or 18% of the total of students. In summary, the highest category students have in parents' aspect was medium category.

6. Environment Aspect

The result of environment aspects categorized into three categories such as low, medium and high. It can be seen in the table 7 below:

Table 7. The Categorization of Environment Aspect

Category	Formula	Score	Frequency	%
Low	X < (M-SD)	X < 52	1	2%
Medium	(M-SD) ≤ X < (M+SD)	52 ≤ X < 84	36	82%
High	X ≥ (M+SD)	X ≥ 84	7	16%
Total			**44**	**100%**

Based on the table above, the low category has 1 student or 2% of the total students. The medium category has 36 students or 82% of the total students. The last, in the high category has 7 students or 16% of the total of students. In summary, the highest category students have in environment aspect was medium category.

The research found that the students' motivation was in medium category. Furthermore, the researchers also categorized students' motivation based on each aspect. The researchers found that all the aspects of students' motivation were in medium category. In conclusion, result of the research showed that only 20% of all students had low motivation in learning. However,

there were 80% of all students motivated in English speaking learning using E-Module. The result is in line with (Novia et.al, 2021) who stated that the students' who taught using E-Module were higher in terms of motivation to learn and the students' achievement rather than students who taught using traditional tools in learning. It also in accordance with the research from Novia, (2021) etitled "Developing E-Module Based on Mobile Learning". After conducted the data, the research finding concluded that the students' motivation and their English ability improved after the implementation of E-Module based on mobile learning. It was proved by the students' mean score of each indicator that increased from cycle one up to cycle two. The mean score of speaking/listening was 60 increased to 73.

CONCLUSION

This research conducted to find out how is the categorization of students' motivation in English Speaking learning using E-Module in fourth semester of English education students at Muhammadiyah Kotabumi University. The research aims to describe students' motivation in English Speaking learning using E-Module. English education students in fourth semester at Muhammadiyah Kotabumi University have three category of motivation. The categories were low (20%), medium (66%), and high (14%). The majority category in students' motivation in learning using E-Module was in medium category. Based on the discussion and conclusion that described previously, the researchers would like to give some suggestion as follow: 1) For Students: Students are

expected to familiarize themselves to learn using various learning resources especially E-Module. Besides, it is also important for students to be able using the technology which can help them to increase their knowledge, 2) For Lecturer: the lecturer expected to socialize the use of gadgets and technology that can help students in learning. The lecturer also expected to be able to accompany and guide them during learning by using E-Module, and 3) For Further Researcher: Module is one of recommendations to be used to support the learning process. It is hoped that E-Module can be used not only in English speaking subject but also in other subjects.

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