STUDENTS’ SPEAKING MOTIVATION THROUGH WORD ASSOCIATION

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ABSTRACT

This research was conducted to know the kinds of intrinsic and extrinsic motivation that students have when learning through word association game and the student’s attitude performed. In conducting this research, the researcher used qualitative design. The data were collected through questionnaires and observations. The participants of this research were 28 students. The result of this research showed that the kinds of intrinsic motivation that the students showed on their desire (82.14%) could be seen from the aspects of happy, curious, and interested in learning speaking using game. The second intrinsic motivation showed in learning speaking using game was their interest (71.43%). The students needed the game because it was useful, relevant with their need, appropriate with the lesson and they could achieve the learning outcomes (85.72%). The last, the students had intrinsic motivation of goal (78.57%) and it could be seen from their understanding and mastered the lesson successfully, found new vocabulary and implemented the moral value from game. Furthermore, they had extrinsic motivation and it could be seen. From the fact that for the teacher did not only teach the lesson but also supported and made in learning process easier, their parents gave support to learn English and the classroom was comfortable to learn (92.86). The students’ attitude was shown from the fact that they understood the content of game and they answered teachers’ question correctly and actively. From the result, the researcher concluded that using game influenced students’ motivation in learning speaking using game and the students’ attitudes are positive.

Keywords: Motivation, Speaking, Games

INTRODUCTION

There are some problems of student to learn English, especially in speaking. To solve the problems, teacher should motivate students to increase their confidence and find the effective method or games. There are so many kinds of games that can be chosen for teaching English speaking and one of them is word association game. Malley (2004, p.45) states, “Word association game is the act of thinking laterally to connect words or phrase to each other”. In learning English by word association game, students can memorize new vocabularies easily, without any boredom. Lots of research has been done on students’ motivation. such as Mulyati (2014, P.20) and Ghofur (2016,P.24). Mulyati’s study focuses on teaching students in speaking class by using word association game and Ghofur focuses on motivates the students in telling speaking text by word association game.

Both research only explore speaking in relation to game, and little research has been done on motivation. This research investigates motivation in learning to speaking. Therefore success motivation and game.

Based on the result of word association game above, the writer is
interested in implementing this method in senior high school and the writer intends to stimulate students to learn English speaking by using word association game, where the students can be easier to master and enjoy the learning.

LITERATURE REVIEW
Definition of Speaking
Speaking is needed by students to convey information, ideas and maintain social relationship by communicating with others. According to Fisher and Frey (2007, p.16), “Speaking is the uniquely human act or process of sharing and exchanging information, ideas, and emotions using oral language. Whether in daily information interactions or in more formal settings, communicators are required to organize coherent messages, deliver them clearly, and adapt them to their listeners”. It means speaking is an ability that learned by people to communicate with each other.

On the other hand, Fulcher (2003, p.23) defines “Speaking is the verbal use of language to communicate with others”. Verbal communications includes rate, volume, pitch as well as articulation and pronunciation. Almost people use verbal when they communicate each other, because it can give them more easiness and understanding about the purposes of the speech that they want to share. It also can help people in exchanging thought, feeling, or emotion. Because of verbal communication, we can know about someone thought, attitude and feeling directly.

Teaching Speaking
Teaching speaking is one way to make students to finding information through oral communication in the world becomes more and more useful. To know English perfectly the English speaking should be taught separately. However, the students’ in general can read and write English better than speak it. Teaching of English in Indonesian school has become perceived and realized need. The perception and realization of this need are based on the nationwide. Assumption that good mastery of the language will instrumentally function not only as the key to many doors to development.

In most conversation, the word flows with just the least of mental urge. People think about what to say, who they are talking to, where they are, and they also need to know how many times to talk. So, focusing on their accuracy and fluency is the main learning process to get developing of the students in their speaking performance.

Those condition probably caused by their lack of knowledge or there is not idea toward the material being tough, and also the methods are used not interesting for the students. Those cases are very influence the students learning achievement. Therefore, this research wants to improve the speaking proficiency of the students because many students have less skill in speaking.

Especially in at the tenth grade SMA have a same problem in speaking the students sometimes face many problems in learning English specially in speaking, for examples the student are shy to speak, low motivation, less self confidence, afraid of making mistakes, the students sometimes are reluctant to speak English, and the students look confuse if the teacher call one by one of them came in front of class to performance their speaking because they do not know what their aims to speak, so their speak English grows slowly and also states that many students who wants speak other usually faces some troubles such as cannot produce their ideas, argument feeling communicatively.

They sometimes can understand what other say but cannot be able to communicate it. Today, the teachers have been trying some methods in teaching English to make the students easy to
understand the language and applied it in their life. One of the ways in teaching English is using method as apart that cannot separate in education. Strategy refers to a plan of action designed to achieve a particular goal.

The word association game, which arrived at the end of the tenth century, was the product of reform movement which was reacting to the restrictions of grammar translation. Translation was abandoned in favors of the teacher and the students speaking together, relating the grammatical forms they were studying to objects and pictures, etc. in order to establish their meaning. The sentence was still the main object of interest, and accuracy was all important.

**Games**

A game is an amusing activity. Most of students like playing games. They can get not only enjoyment but also many other benefits of playing game. Games help and encourage many students to sustain their interest and work. Play is a purposeful activity and games are a part of playing. Games are very appropriate teaching technique in the classroom (Linse and Nunan, 2005). Paul (2003: 49-50) expresses that games supply a nonthreatening environment for coping with new learning. Game is the most effective and interesting activity to teach language to students. Game is also an activity with role. Thus, teachers should be careful in choosing the game. They have to choose the game which is appropriate to practice speaking. It should depend on an information gap. According to Bailey (2003:56),

“If information gap is a useful activity in which one person has information that the other lacks. They must use the target language to share that information”. It means that in information gap exercise; one student must be in the position of telling.

Another something that the second student does not know yet. The concept of information gap has become one of the most fundamental in the whole area of communicative language teaching.

When the learners are having fun, they are likely to accept risks, make mistakes without having feeling of failure, and try to solve their initial feelings and use it in their daily life. Paul also adds that games are the most effective learning to take place. A learner who encounters a new English word, expression, pattern or even reading English text she/he is immersed in a game, is far more motivated to learn it and much more likely to internalize it than a child who receives the new knowledge from her/his teacher before game. Lewis (1999) writes that games are fun and the students like to play it.

Playing games is a vital and natural part of growing up and learning. Through games the students experiment, discover, and interact with their environment. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. Games can provide their stimulus. The game context makes the foreign language immediately useful to the children. It brings the language life.

The descriptions above suggest that games are useful to stimulate students in the English teaching and learning process. Students are more relaxed in learning English language because they feel fun and confident. It gives students an optimum opportunity in using English and they seem less embarrassed. Since it provides stimuli, games make English useful and meaningful for the students

**Word Association Games**

Teaching speaking is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well chosen games are invaluable as they give
students a break and the same time allow them to practice language skills.

Teaching speaking through games in one effective and interesting way that can be applied in any classroom. According to Wyldeck (2007, P.5), “Games are very useful for English teachers who may wish to practice vocabulary and speaking comprehension with their ESL students”. The result of research suggest that games are use not only for fun, but more importantly, for the useful practice and review of language lesson, thus leading toward the goal of improving learners’ communicative competence.

Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom setting are factors that should be taken into account. There is a game that can be used for teaching speaking it is Word Association Games what word association game is? Here is the definition based on the book.

Word association game is a common word game involving an exchange of words that are associated together, Malley (2004, P.7) states that, “Word association utilized children enjoyment of playing with word they are mostly for older children as they involve spelling and writing”. The game is based in the noun, verb, adjective, and adverb, word association, meaning stimulation of associative pattern by a word or the connection and production of other words in response to a given word, done spontaneously as a game, creative technique, or in a psychiatric evaluation. “Word association game is extremely simple”. Meara and Malvern (2009, P.21)

**Motivation**

Motivation has an important role in teaching learning process. The teacher has to give motivation in the classroom so the students will get better achievement in the learning activities.

There are various description of motivation by psychologist because the important of motivation from personal. To know and understand the motivation, are:

Harmer (2001, P. 51) states, “Motivation is some kind of internal drive with pushes someone to do things in order to achieve something”. Moreover Douglas (2000, P. 162) adds, “Motivation is something that can, like self-esteem, be global, situational, or text oriented”. Ur (2009, P. 8) states, “Motivation is easy to comprehended the motivated learners then motivation itself. The motivated learners, who are willing or even eager to invest effort in learning activities, make teaching and learning process more pleasant and easier”.

**Kinds of Motivation**

A classic distinction in motivation is between intrinsic and extrinsic. Harmer (2001, P.51) says, “Intrinsic motivation comes from within the individual”.

But according to Steers and Porter (1994, P. 20, “Intrinsic motivation includes desire, interest, need, goal”.

Harmer (2001, P. 51) says, “a person might be motivated by enjoyment of the learning process itself or by a desire to make them self feel better”.

From the explanation above that somebody has wishes to learn by happiness they will do the best thing in learning. The other examples of the desire are: happy, attract, curiosity, feel curious and have learned.

The second motivation comes from extrinsic. There are two kinds of extrinsic motivation that researcher taken; by teacher and environment. Gordon (1956, P. 6), “Teacher is directly and intimately involved in all guidance activities”. He plays a rule in the total program, although there are definite responsibilities which are relegated to specialist. This hold through at all level of education from kindergarten through college. The teacher
does not only give the lesson but they have to give motivation.

Another factors can influence the students’ condition in teaching learning process is environment. It is a crucial thing for our spirit. According to Ahmad (2009, P. 13), “In education, environment has the effect toward students’ growth, therefore any educator give the attention toward the principle of environment has one of the important principle in educational world. It is influenced by present, friends and the classroom.”

Its mean that environment very important for learning and studying, because the condition of teaching learning in the class has a big effect for students mood and concentration. Students Motivation in Learning English Speaking

Ames (1990) state student motivation has been described as one of the foremost problems in education. It is certainly one of the problems most commonly cited by teachers. Motivation is important because it contributes to achievement, but it is also important itself as an outcome.

Bernaus, Wilson & Gardner (2009) said motivation is the most important variable because if teachers are not motivated the whole notion of strategy use is lost. This study is unique therefore because it is one of the first that directs attention to these types of variables as they apply to the class as a whole, and, because it investigates the relationships among all of these measures.

Speaking is one of the most important things in life, thus any expression of thought that comes from mind can be conveyed by speaking. For instance in daily lives most of people speak more than write. On the other hands, speaking a foreign language usually seems much harder than learning to write and read it. Often the most important problem people have with foreign languages is that they cannot speak.

Often the most important problem people have with foreign languages is that they cannot speak. Probably it happens because they shame to speak in the public. In fact, there is a vicious circle of speaking problem. First, people make mistakes when speaking, then they become afraid of speaking, and thus they never get the practice which would enable them to correct their mistakes.

In nutshell speaks, some variables take part in the success of learning, it is not only the cognitive factors, but also the personality factors such as motivation. Gardner (1985: 27, cited in Fatriyani 2005) points that in some contexts, personality variables relate to listening comprehension and oral production and it is important. In addition, Krashen (1982: 31) cited by Fatriyani (2005) proposed three variables related to the success of the Second Language Acquisition (SLA). First is Motivation it is assumed that high motivational performance would generally do better in SLA. Second is Self-confidence, it is understood that performance tends to do better in SLA if self-confidence and good self-image involved. The final is Anxiety; it is believed that the one of good support for SLA is the measurement of anxiety as personal or classroom anxiety. Motivation and learning are so closely bound together, so dependent upon and affected by one another.

Lai (2011) said educators interested in assessing motivation in the context of classroom learning will need to identify or design tasks with characteristics designed to optimize the observing students’ motivation. An important point to note is that because the expression of motivation is so strongly related to the classroom assessment environment (through self-efficacy, goals, attributions, and the effect of evaluation on students’
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willingness to approach challenging tasks), suggestions for measuring or assessing student motivation tends to mirror the suggestions for fostering motivation in the classroom.

METHOD
This research focuses to investigate the relationship between motivation and game in speaking class. Refers to Fraenkel & Wallen (2008, P. 422). “A qualitative research is research that investigates the quality of relationship, activities, situation, or materials which frequently appear”.

The researcher investigates students’ motivation in learning speaking through word association game especially to know the kinds of intrinsic motivation and extrinsic motivation when the students play word association game, and how these kinds of motivation relate to attitude.

The population of this study is the total of the tenth grade in two classes of SMAN 1 Ciseeng Bogor, as many as 78 students. The school is chosen because the implementation of game to motivate the students is rarely implemented there and also it is to make the students attracted in learning speaking. This is the reason for the researcher why chooses that school to know the students’ motivation to learn speaking using game.

Meanwhile, the sample of this study is taken from one class (X-1) which consists of 28 students. The instruments of this study are questionnaires and classroom observation.

a. To know the intrinsic motivation of desire
b. To know the intrinsic motivation of curiosity

1. Happy
2. Attraction
3. Curiosity
4. Feel curious
5. Have learned interesting something

FINDINGS AND DISCUSSION
The following table is the result showing the kinds of intrinsic motivation through word association game:

| Indicator | Poin | Strongly Agree (1) | Agree (2) | Doubtful (3) | Disagree (4) | Strongly Agree (5) |
|-----------|------|--------------------|-----------|--------------|--------------|-------------------|
| a. To know the intrinsic motivation of desire | 1: happy | 25% | 67.86% | 3.57% | 3.75% | - |
|          | 2: Attraction | 21.4% | 60.71% | 17.8% | - | - |
|          | 3: Curiosity | 17.8% | 75% | 7.14% | - | - |
| b. To know the intrinsic motivation of curiosity | 4: Feel curious | 25% | 50% | 21.4% | 3.57% | - |
|          | 5: Have learned interesting something | 20.5% | 57.14% | 14.2% | - | - |
The Kinds of Extrinsic Motivation that the Students Have When Learning Speaking Through Word Association Game as follow:

| Interest | 6: Develop interesting in learning | 20.5 7% | 67.86% | 3.57% | - | - |
|----------|-----------------------------------|---------|--------|-------|---|---|
| 7: Useful | 39.2 9% | 10% | 7.14% | - | 3.5 7% |
| 8: Relevance | 10.7 1% | 82.15% | 3.57% | - | 3.5 7% |
| 9: Appropriateness | 21.4 3% | 50% | 17.8 6% | 7.14% | 3.5 7% |
| 10: Achieve | 10.7 1% | 67.86% | 17.8 6% | 3.57% | - | - |
| 11: Understand | 21.4 3% | 64.20% | 14.2 9% | - | - |
| 12: Mastery | 21.4 3% | 67.86% | 10.7 1% | - | - |
| 13: Implementation | 39.2 9% | 46.42% | 14.2 9% | - | - |
| 14: Find new vocabulary | 25% | 39.29% | 35.7 1% | - | - |
| c. To know the intrinsic motivation of need | - | - | - | - | - | - |
| d. To know the intrinsic motivation of goal | - | - | - | - | - | - |

The Attitudes the Students Performed When Learning Speaking Through Word Association Game
The second data was collected from classroom observation. It answered the research question number 3. When the researcher observed the students of SMAN 1 Ciseeng Bogor, there were four kinds of students’ attitude when they were learning speaking through word association game. The attitudes were cognitive, dimensional, predispose and learnt. The researcher used Hosseini theory to determine the kinds of attitudes used by students speaking in the classroom. These were the result of students’ attitude performed when they were learning speaking through word association game.

| Statements | Real Classroom Process |
|------------|------------------------|
| 1. Attitudes are cognitive (i.e. are capable of being thought about) and affective (i.e. have feelings and emotions attached to them) | The students understood the content of game and they answered the teacher’s question correctly and actively. |
| 2. Attitudes are dimensional rather than bipolar – they vary in degree of favorability/unfavorability. | Students seemed like the game that show in observation. It was evidence that they were happy during playing the game. |
| 3. Attitudes predispose a person to act in a certain way, but the relationship between attitudes | The students’ attitudes showed that they played game seriously and the others did not seem |
and actions is not a strong one.

| 4. | Attitudes are learnt, not inherited or genetically endowed. |
|----|------------------------------------------------------------|
|    | During the students played the game, they tried to give the best attitude such as following the learning process through game from the beginning until the end. |

Hammer was said “Thus a person might be motivated by enjoyment of the learning process itself or by a desire to make themselves feel better.” From the explanation and also the result of students who have intrinsic motivation. It seemed evident that the students were happy in learning speaking by using game, and the game attracted them to learn then their curiosity grown up when playing the game to know more about speaking. The students were indicated that they had desire in their selves when playing game in learning speaking. Hurlock (2016, p.420) interest are source of motivation which drive people to do what they want to do when they are free to choose. According to the statement and also the result showed the students had intrinsic motivation. It seemed evident that the students felt curious to the game, they found an interesting something in learning and their interesting developed to learn more about speaking from their selves so there was no compulsion from the other. The students indicated that they had interest in learning speaking using game as a method. While Ahmad said (2011, p.12) in teaching process, the goal should be understood by the students, because it would be an important motivation for them. If they know the appropriate goal they have to prepare everything that can help them to achieve their goal.

The statement above and the result showed that the students who have intrinsic motivation. It appeared the students understood the lesson after that they mastered the lesson successfully then they could implement the moral value from the game and they were successful to find new vocabulary. The students could understand the lesson from the game as a method and they could learn by their selves to achieve their goal in learning speaking.

In extrinsic motivation, Gordon (1956, p.6), “Teacher is directly and intimately involved in all guidance activities. He plays a role in the total program, although there are definite responsibilities which are relegated to specialist. This holds true at all level of education from kindergarten through college. The statement above can with students who have extrinsic motivation. It seemed evident before the learning began, the teacher motivated the students to learn speaking using game, the teacher did not only teach the lesson but also she or he supported in learning process and the teacher made easier in learning speaking using game.

CONCLUSION
The results of this research showed that students had 4 kinds of intrinsic motivation. They had desire, interesting, achievement and had a goal. In kinds of extrinsic motivation, students need motivation from teacher, parents and environment. It could be seen that the teacher did not only teach the lesson but also she supported and made easier in learning process, their parents gave support to learn English and the classroom is comfortable to learn.

Another important aspect is the attitude. Several students understood the content of game and they answered the teacher’s question correctly and actively, they were happy during playing the game, they played game seriously and the others did not seem like the game, it was evidence that they played the hand phone,
their head were on the table and they tried to give the best attitude such as following the learning process through game from the beginning until the end.

Base on the finding research, the researchers suggest to the teachers to use game as a method to improve students’ motivation because it can help them interesting and easier in learning speaking.

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