The Effect of Teaching Techniques and Motivation on Students' Speaking Ability at SMA 8 Padangsidimpuan

Siti Isma Sari Lubis[1,*]

[1] *Fashion Design Vocational Education, Universitas Aufa Royhan, Padang Sidimpuan, Indonesia*
[*]*Corresponding author. Email: ismasarilubis@gmail.com*

ABSTRACT

There are such countless elements that make individuals troublesome in dominating talking expertise effectively, like absence of training, terrified of committing errors, reluctant to be snickered and don't feel certain, or at some point they appear don't have thoughts in rehearsing their talking, and it also faced by students of SMA N 8 Padangsidimpuan. According to information from English teachers, problems that often face by them such as new curriculum and position of this school that located in the edge of Padangsidimpuan. Many students still use mother tongue to communicate with others. Therefore, the purpose of this study is to investigate if pupils' speaking ability is significantly higher when taught using the fishbowl method than when taught using the debate method, students with high motivation have significantly better speaking ability than students with low motivation, and there is no significant interaction between teaching technique and motivation on students' speaking ability. This study conducted in SMA N 8 Padangsidimpuan. The participants in this study were all students in grade X during the academic year 2020/2021. There were a total of 209 students. Cluster random sampling was used to select the sample for this study. Cluster random sampling is a non-biased method of selecting a sample group of subjects. It used to only take into account two classes. The first class, X IA 1, was used as an experimental group and was taught using Fishbowl, while the second, XI IA 2, was used as a control group and was taught using Debate. The total number of sample was 45. This research used two instruments. They are questionnaires to determine a student's motivation and a speaking test to determine a student's speaking abilities, both of which are obtained using an Analytical Scoring Rubric. After obtaining the results of four post-tests given to both experimental groups, data analysis was carried out. The results were then analyzed using two types of statistical analysis: descriptive statistical analysis, which used terms like mean, median, mode, standard deviation, and variance to describe the data, and inferential statistical analysis, which used two–way ANOVA with a significance level of 5% or 0.05. (SPSS).The result of data analysis proved that there is significant effect both fishbowl technique and debate technique in speaking ability, students' motivation is significantly affect students' achievement in speaking ability both low and high motivation, there was a significant interaction both teaching technique and motivation on students' achievement in speaking ability with P-Value 0.014 < 0.05 (SPSS)

Keywords: Technique, Fishbowl, Debate, Motivation, Speaking

1. INTRODUCTION

Speaking is one of the four fundamental language abilities that students in school and society should master. Adversely, a number of variables impede people's ability to master speaking skills, including a lack of practice, deficit of confidence, fear of making mistakes, and a shortage of ideas. One of the factors to improve learning is motivation (Williams & Williams, 2011). It will make students are motivated, they will be easy in getting the purpose of learning. There are so many ways in motivating students' learning such as good techniques, strategy, to attract students' attention. Besides, the success of the learning process depends on whether the students are motivated or not.

The students with motivation help them to concentrate in doing the learning activity. By having the motivation, the students can develop their skill well. The students will be directed to certain goal that they

want to do. It will stimulate them to think and learn effectively.

According to Borah Self-determination Theory/SDT (2021), there are two types of motivation. They are intrinsic motivations that were sparked by a person's internal drive. It can be biological, emosional, spriritual or social. It is motivated by a person's interest or enjoyment in a task. It is a personal choice that is not influenced by external factors. Intrinsic motivation is a force within students that drives them to participate in academic activities because they are interested in learning and enjoy the process (Schiefele in Chow &Yong). The second is extrinsic motivation. The students was stimulate based on the outside of the person, It might have something to do with conditioning or social cognition. It refers to completing a task in order to achieve a goal. It could be in the form of a monetary reward, social approval, or gratitude.

Actually, those problems was also faced by students of SMA N 8 Padangsidimpuan. According to information from English teachers, problems that often were faced by them such as new curriculum and school position that located in the edge of Padangsidimpuan. Many students still use mother tongue to communicate with others. Therefore, teacher should use creative methods to encourage them. They misunderstand and fail to communicate as a result of these difficulties. It can be seen from their results that the majority of them (70 percent) did not achieve the minimum passing grade of 80.

Not only do teacher-student relationships exist, but so do student-student relationships. As a result, the teacher should employ a variety of effective techniques to motivate and assist them in mastering a skill. To ensure that the teaching-learning process runs smoothly, the teacher must use effective methods, techniques, and organization.

There are many ways to make teaching speaking in the classroom a fun activity, such as using the Jigsaw technique, group discussion, and other techniques that bring the class joy. Fishbowl is among the methods for speaking skill since it is one of the process in which learners can try to reach a conclusion, exchange ideas about an occasion, or find an answer. Furthermore, the Fishbowl technique aids students in improving their speaking skills and gaining confidence. Furthermore, debate is one of the techniques used to teach speaking skills. It's a public speaking situation in which opposing viewpoints are presented and debated (James:2000).

Debate techniques are used to discuss a real or simulated issue. The learners' roles confirm that they have a satisfactory understanding of the issue and can defend a variety of points of view or preferences.

It is not enough to use a worthy technique. Low speaking ability can be caused by a variety of factors, including a lack of motivation. Menggo (2018) said that students' motive in speaking refers to their confidences, school support, appropriate curriculum, sufficient teaching resources, efficient assessment instruments, English speaking environment support, time allocation which all of these covers by motivation. Motivation is crucial in language learning, according to Bernard (2010). It instills in language learners a sense of pride in their own learning and motivates them to master the target language, appreciate the process of learning and earn experience. Hence, in line with Ihsan (2016) found that to make teaching-learning process don't monotonous is by giving the students more variations of techniques and icreasing their motivation.

Therefore, this research try to find out the impact of teaching technique and motivation on students' ability to speak and formulated as follow:

1. Is there a distinction in oratory skills among students who learn in a fishbowl and students who are trained in a debate?

2. Is there a link between high motivation and low motivation and students' speaking ability?

3. Is there any considerable influence between techniques of instruction and motivation on students' speaking ability?

1.1 Speaking Ability

According to Richard and Rinandy (2002), speaking is used for a variety of purposes, each requiring different skills. On the other hand, when we engage in conversation with someone, we may be seeking or expressing opinions, persuading someone about something, or clarifying information. It means that when someone wants to share ideas or express their feeling orally they can do it through speaking.

1.2 Teaching technique

1.2.1 Fishbowl

Fishbowl, as defined by Silberman (1996), is a discussion model in which several students form a discussion circle and others form a listener circle around the discussion group. Furthermore, according to Cholewinsky (2015), fishbowl is an interactional

conversation activity that offers some inspiring ideas for overcoming this learning barrier.. It means that Fishbowl is a communicative conversation activity that typically uses two formats. It's a circle with an open and closed format. Both provide opportunities for every student to speak and share their thoughts on the subject given directly and teacher need to make students as the provocateur so that other students will give their argument that can against the students who state as the provocateur before.

1.2.1.1 Description of Fishbowl

1) Arrange the students' chairs in two concentric circles facing inward, with no empty seats in between.

2) Have students volunteer for positions if at all possible.

3) The inner circle has the rights to talk, while the external circle is required to keep quiet.

4) An outer circle member must stand up, tap an inner circle member, and switch seats to make a comment, change the topic, or simply sit in the inner circle (a non-negotiable act). An inner circle participant, on the other hand, is only allowed if they are chosen by a member of the outer circle.

5) There are no incentives or penalties for participating or not participating. Individuals are allowed to do whatever they want as long as they follow the rules.

6) Depending on the language level, number of participants, time availability, and teacher goals, the task can last anywhere from thirty minutes to over an hour.

1.2.2 Debate

Debating allows us to improve our communication skills. It entails assembling and organizing persuasive arguments, as well as persuading and entertaining an audience, and persuading the adjudicator with your voice and gestures that our arguments outweigh our positions. Personal attacks, irrational actions, or purely emotional appeals are not permitted in debate. Debate is the process of weighing multiple points of view and making a decision, and it can be used by anyone from an individual to persuade others to agree with their point of view (Freeley & Steinberg, 2005). A debate technique is a form of public speaking in which opposing viewpoints are presented and discussed (Paulete, in James, 2000). To discuss a real or fictional issue, a debate technique is used. The learners' roles

verify that they have adequate understanding of the issue and can defend a variety of viewpoints or interests. They may be required to make a firm decision or put the issue to a vote at the conclusion of the activity. Ronald (1997:10) defines debate as "data in which users hold positions, follow arguments, and elaborate on their thoughts on a wide range of topics, with or without the presence of a lead figure or chairperson on a variety of topics". The following are some debate-related items:

1) Motion: A motion is a discussion topic.

2) Definition: Debaters should be "down to earth" or aware of current societal issues. There are two types of definitions: word-by-word and broad definitions.

3) Theme Statement

The reason for agreeing or disagreeing with a motion must be strong enough to cover the entire organization. The theme line is the underlying reason for one side of the house supporting or opposing a motion. The theme line is the primary reason for attacking the opponent's case and what a team must prove.

4) Argument

A debate is similar to a debate in which each team takes a stance, attacks the opposing team, and defends their own position. Using critical and logical thinking, praiseworthy jobs can be completed successfully. Argument is a thought fragment that supports the theme line.

5) Rebuttal

Orators should not only present a compelling case to succeed a debate, but they must also attack their opposition's claims and defend themselves effectively. As a consequence, one of the most crucial components of winning the victory crown is rebuttal.

6) Wrap-up/conclusion

Closing simply means bringing everything to a close. It is preferable to have a nice summary. To be a good debater, debaters should know these parts of debate before they begin debating.

Based on the theory above, this study has three hypothesis which is it has purpose to answer a certain specific question. They are:

1. H^0 : Students' speaking competence taught by fishbowl technique is no higher than that taught by using debate technique.

H^a : students' speaking competence taught by fishbowl technique is higher than that taught by using debate technique

2. H^0 : the students' speaking competence with high motivation is no higher than that of low motivation.

   H^a : the students' speaking competence with high motivation is higher than that of low motivation

3. H^0 : there is no discernible interaction between teaching technique and motivation on the students' speaking ability.

   H^a : there is any meaningful interaction between teaching technique and motivation on the students' speaking ability

2. METHODOLOGY

This research was carried out in SMA N 8 Padangsidimpuan. The participants in this study were all students in grade X during the academic year 2020/2021. There were a total of 209 students. Cluster random sampling was used to select the sample for this study. Cluster random sampling is a non-biased method of selecting a sample group of subjects. It used to only take into account two classes. The first class, X IA 1, was used as an experimental group and was taught using Fishbowl, while the second, XI IA 2, was used as a control group and was taught using Debate. The total number of people who took part in the study was 45.

This research used two instruments. The first is a questionnaire to determine whether students are highly motivated or lowly motivated. It had a series of statements with five points: very agree (SS), agree (S), rather not agree (KS), not agree (TS), and not agree at all (TS) (STS). Respondents receive 5 points if they choose often (SS) in a questionnaire, 4 points if they choose always (S) with the statement in the questionnaire, 3 points if they choose occasionally (KS) in the statement, 2 points if they choose rarely (TS), and 1 point if they choose never (STS) with the statement in the questionnaire.

The second is the speaking test, which contains the results of an oral individual performance test that was scored using an Analytical Scoring Rubric. To gather this information, students were asked to speak on a topic that was presented to them individually in front of the class.

The test was created using the speaking rubric as a guide. After obtaining the results of four post-tests given to both experimental groups, data analysis was carried out. The data was then analyzed using two different statistical methods: The mean, median, mode, variance, inferential statistical analysis, and measure of dispersion were used to describe the data in descriptive statistical analysis, which was done using two–way ANOVA with a significance level of 5% or 0.05 (SPSS) and followed by a Tukey test to determine the interactional effect between the teaching techniques used and the students' performance.

2.1 The procedure of research

It was first accomplished by posing motivation-related questions. It consists of 20 questions about the motivation of the students. The treatment was then completed. X IA 1 was taught using the Fishbowl Technique, and XI IA 2 was taught using the Debate Technique. The speaking test was given at the end of the treatment to see if the treatment had any effect on the students' ability to speak by asking them to speak on a topic.

3. RESULT

3.1 Students' Achievement In Speaking Ability By Using Fishbowl Technique

Score on studentsachievement in speaking ability on 23 students taught by fishbowl technique can be explain as the highest score is 93 and the lowest score is 65. The calculation indicates that mean is 76.59. While standard deviation error of the students' who taught by using fishbowl is 1.239. The lower bound of the students' speaking ability by using fishbowl is 74.089 and the upper bound is 79.095. It can be seen on the table.

3.2 Students' Achievement In Speaking Ability By Using Debate Technique

Score on studentsachievement in speaking ability on 20 students taught by debate technique can be explain as the highest score is 81 and the lowest score is 53. The calculation indicates that mean is 65.50. While standard deviation error of the students' who taught by using debate is 0.977. The lower bound of the students' speaking ability by using debate is 63.535 and the upper bound is 67.482. It can be seen on the table.

3.3 Students' Achievement In Speaking Ability With Low Motivation

Score on students achievement in speaking ability related to the motivation showed that the low motivation with mean 62.981 with standard deviation error is 1.288. The lower bound is 60.379 and upper bound 65.582

3.4 Students' Achievement In Speaking Ability With High Motivation

Score on student sachievement in speaking ability with high motivation showed the mean 79.120 with standard deviation error 0.912. The lower bound is 77.279 and upper bound 80.961

3.5 Students' Achievement In Speaking Ability By Using Fishbowl Technique With Low Motivation

Score on students achievement in speaking ability on students taught by fishbowl technique with low motivation can be explain as the highest score is 68 and the lowest score is 65. The calculation indicates that mean is 66.5, stadard error is 2.253. The lower bound is 61.95 and upper bound is 71.05

3.6 Students' Achievement In Speaking Ability By Using Fishbowl Technique With High Motivation

Score on students achievement in speaking ability on students taught by fishbowl technique with high motivation can be explain as the highest score is 93 and the lowest score is 79. The calculation indicates that mean is 86.684, stadard error is 1.034. The lower bound is 84.596 and upper bound is 88.772

3.7 Students' Achievement In Speaking Ability By Using Debate Technique With Low Motivation

Score on students achievement in speaking ability on students taught by debate technique with low motivation can be explain as the highest score is 68 and the lowest score is 53. The calculation indicates that mean is 59.462, stadard error is 1.25. The lower bound is 56.937 and upper bound is 61.986

3.8 Students' Achievement In Speaking Ability By Using Debate Technique High Motivation

Score on students achievement in speaking ability on students taught by debate technique with high motivation can be explain as the highest score is 81 and the lowest score is 65. The calculation indicates that

mean is 71.556, stadard error is 1.502. The lower bound is 68.522 and upper bound is 74.589.

3.9 Testing Hyphotesis

The research hyphotesis were calculated by using two-ways ANOVA. The sumary the calculation that tested the research hyphotesis is revealled in the Table below:

Table 1. summary on the calculation resutl of two-ways ANOVA

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	6083.442ᵃ	3	2027.814	99.861	.000
Intercept	164613.851	1	164613.851	8106.541	.000
Teaching Techniques	1001.458	1	1001.458	49.318	.000
Motivation	2123.409	1	2123.409	104.569	.000
TeachingTechniques *Motivation	133.393	1	133.393	6.569	.014
Error	832.558	41	20.306		
Total	253336.000	45			
Corrected Total	6916.000	44			

R Squared = .880 (Adjusted R Squared = .871)

From the table above, can be conclude as follow:
- The *P-Value* on Teaching_Techniques is 0,000 < 0,05, it can be concluded that there is significant differences of speaking ability based on the teaching techniques. In others words there is a significant differences bith fishbowl technique and debate technique.
- It was known that the *P-Value* on the motivation is 0.000<0.05. It can be concluded that there is a significant difference on motivation based on teaching techniques, in other words there was a significant difeerences between low and high motivation.
- It was known that *P-Value* on the teaching techniques and motivation is 0.014 < 0.05. It can be concluded that there was a significant

interaction between teaching technique and motivation in the effect on students' speaking ability.

3.10 Students' Speaking Ability Taught By Fishbowl Technique and Taught By Using Debate Technique

The mean score on students' achievement in speaking ability taught using the fishbowl technique is 76.59, while the mean score on students' achievement in speaking ability taught using the debate technique is 65.5, according to the data analysis. P = 0.014 > 0.05, according to the results of data analysis using the two-way ANOVA test (SPSS). The result indicates that the null hyphothesis (Ho) has been rejected and the alternative hypothesis (H) has been accepted. As a result, there is a significant difference in students' achievement in speaking ability when taught using the fishbowl technique versus teaching using the debate technique. It's outlined in the table below.

Table 2. Teaching_Techniques
Dependent Variable: Speaking_Ability

Teaching_Techniques	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Fishbowl	76.592	1.239	74.089	79.095
Debate	65.509	.977	63.535	67.482

3.11 The Students' Speaking Ability With High Motivation and Low Motivation

The average score for students' achievement in speaking ability with high motivation is 79.12, while the average score for students' achievement in speaking ability with low motivation is 62.981, according to data analysis. The results of the data analysis using the two-way ANOVA test show that P = 0,000> 0.05. (SPSS). The result indicates that the null hypotheses (Ho) and H were both rejected. As a result, there were significant differences in speaking ability achievement between students with high motivation and students with low motivation. It's shown in the table below.

Table 3. Motivation
Dependent Variable: Speaking_Ability

Motivation	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Low	62.981	1.288	60.379	65.582
High	79.120	.912	77.279	80.961

3.12 There Is Significant Interaction Between Teaching Technique And Motivation On The Students' Speaking Ability.

The summary of ANOVA calculation in the table 1 indicates that P = 0,014 < 0.05 (SPSS). The result indicates that null hyphothesis (Ho) has been rejected and H $_a$ was accepted. It shows that the impact of teaching method and motivation on students' ability to speak is considerable. It's depicted in the diagram below.

Figure 1. the effect of interaction between teaching techniques and motivation on Students' Achivement In Speaking Ability
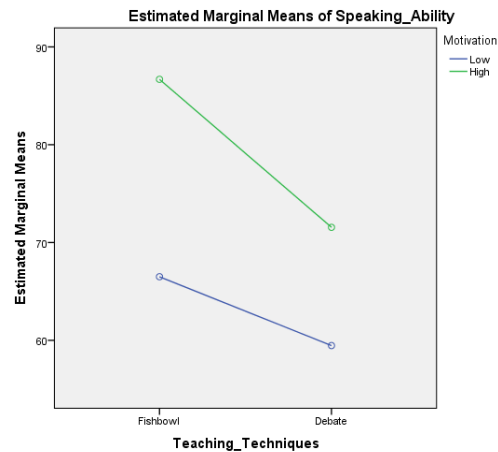
4. DISCUSSION AND CONCLUSION

The results show that teaching students using Fishbowl techniques and debate technique had a significant impact on their speaking ability. It means that both of this techniques can be used in teaching learning process, especially when teaching speaking. The students' score who taught by using fishbowl techniques is higher than taught by using debate technique. It can be seen from the mean score of student' taught by using fishbowl technique is 76.59

while students' taught by using debate technique is 65.5. Related to Effendi (2017) found that Fishbowl technique has positive effect toward speaking ability. The students' speaking ability raised after he used fishbowl technique than role play. It happens due to fishbowl technique is one of the cooperative learning that motivate students and establish them. In other words fishbowl method is effective as the teaching tool for modelling the process of the group in the classroom and can improve students' speaking ability. In addition, it also make students to be more active in the classroom in practicing speaking English. In line with what have been told by Taylor (2015) that fishbowl technique is used to organize a moderate to larger group discussion that will promote the students to speak. The students become more communicative in doing the speaking because they have the larger chance than the students taught using debate. Pradana (2016) stated that in debate students are expected to be fluent while do speaking. The topic that can be debatable can be a factor that make students to be more motivated in doing speaking. However, there is a factor that make students' score who taught by using debate lower than taught by using fishbowl. It is students have difficulties to deliver their ideas while do speaking because they lack of vocabulary.

The study's second finding was that students who were highly motivated and those who were lowly motivated had significantly different levels of speaking ability. It is proven from the students' score that the mean of students with high motivation is 79.12 while the mean of students with low motivation is 62.98. Furthermore, the data analysis using the two-way ANOVA test shows that P = 0,000>0.05. The fishbowl method worked for both high and low motivation students. It is in contrary with Meggo et al (2013) that used discussion technique in students speaking ability, which this technique works for the students with high motivation but also for the students with low motivation. The score of students with high motivation is higher in fishbowl and debate technique. Students with high motivation tends to have the score higher that the low motivation. It happens because the students with high motivation do more activities in teaching learning process. The students with high motivation support themselves to speak more rather than their friends. It is different with the students with low motivation that, they less in doing speaking because they lack of the vocabulary as a result they cannot deliver their ideas well.

The third finding is that teaching technique and motivation have a significant impact on students' ability to speak. It is proven from the ANOVA calculation in the table 1 indicates that P = 0,014 < 0.05 (SPSS). It is showed that motivation is one of the factor that help students in improving their speaking skill. Due to students have a high motivation, they push themselves to do speaking. They practice more to speak than the students with low motivation.

REFERENCES

1. Bernard, H., & Gery W. 2010. Analyzing Qualitative Data : Systematic Approaches. Singapore. Sage Publication.

2. Borah, Mayuri (2021). Motivation in Learning. Journal of Critical Reviews ISSN- 2394-5125 VOL 8, ISSUE 02, 2021

3. Brown, D, H. 2001. Teaching by Principles: An Interactive Approach to Language Pedagogy. (Second Edition). New York: Addison Wesly Longman Inc.

4. Brown, D. H. 2007.Principles of Language Learning and Teaching (Fifth Edition). San Fransisco: Pearson Education, Inc.

5. Brown, Douglas. 2004. Language Assessment (Principle and Classroom Practice). Unite State of America. Longman

6. Brown, H. (2003). Language Assessment: principle and classroom. New Jerseyr Prentice Hall.

7. Carter, Ronald and Mc Carthy. 1997. Exploring Spoken English. United Kingdom: Cambridge University Press.

8. Cholewinski, Michael. 2015. Fishbowl: A Speaking Ability

9. Freeman, D. L. (2000). Techniques and Principle in Language Teaching. Oxford University Press.No.2.

10. Harmer, J. 2001. The Practice of English LanguageTeaching. England: Longman.

11. Ihsan, Mas. (2016). Students' Motivation in Speaking English. Journal of English Educators Society. 1. 10.21070/jees.v1i1.147.

12. L. R. Gay & Peter Airasian,2000. Educational Research, New Jersey: Prentice Hall Inc, 2000

13. Mel, Silberman. 2009. Active Learning: 101 strategies to Teach Any Subject, U.K: A Pearson Education Company.

14. Menggo, S. 2018. English Learning Motivation and Speaking Ability. JPAI (Journal of Psychology and Instruction) Volume 2, Number 2, 2018, pp. 64-69

15. Nunan, D. 2003. Practical English Language Teaching. New York : Mc Graw Hill.

16. Paulette Dale, James C. Wolf. 2000. Speech Communication Made Simple: A Multicultural Perspective. Longman Publishing Group

17. Richards, J. C & Rodgers, T. S. 2002. Approaches and Methods in Language Teaching. Second Edition. New York: Cambridge University Press.

18. Sumanto .2014. Teori dan Aplikasi Metode Penelitian, Jakarta: CAPS