INTRINSIC AND EXTRINSIC STUDENT'S MOTIVATION IN ENGLISH SPEECH CONTEST IN SMPN 3 BATANG HARI

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ABSTRACT

This research is based on students' motivation to participate an English speech competition. This research aims at knowing students' motivation to participate an English speech competition II at SMPN 3 Batang Hari in 2017/2018 academic year. This research is action class with qualitative presentation which describes students' motivation to participate an English speech competition II at SMPN 3 Batang Hari. Informants in this research were all students that participated an English speech competition II that consisted 25 participants trough snowball sampling. Instrument used in this research was interview. Interview was used to get the data about students' motivation to participate an English speech competition II that registered in 2017/2018 academic year.

Result of this research shows that there two kinds of motivation that students participate an English speech competition; intrinsic and extrinsic motivation. Intrinsic motivation is divided into 6 types, namely: 1) the need for self-confidence to speak in public; 2) the need for practicing English in order to improve English and to pronounce English well; 3) the need for measuring English speaking ability compete to others participants; 4) the need for showing that non-English students are able to speak English; 5) the need for happiness that can be participant an English speech competition; 6) the need for having relationship with other participants. Furthermore, extrinsic motivation can be divided into 5 types, namely: 1) the need for getting rewards; 2) the need for supporting by others; 3) the need for a test; 4) the need for winning and competing other participants; 5) the need for getting experience.

Dealing with students' motivation above, it can be said that "the need for self-confidence to speak in public" is the most dominant (30.8 %) of students' motivation to participate the English speech competition.

Key words: Students' Motivation, Speech Competition

INTRODUCTION

English is an essential need for human being, because it is used by many people in around the world to interact among them. English is as a tool of communication has an important role to reveal an intention to someone else. People will be able to express their thought and feeling by using English. English, language and life cannot be separated. English can be applied for many aspects, such as: education, society, politics, economics, and culture.

It is very important to master speaking skill, because it will be easier for people to communicate in English. To master speaking skill, the students must be trained to use English in daily communication. The frequency in using the language will determine the success of speaking ability. Without implementing the experience of learning language in the real life, it is difficult for students to master English. Hence, speaking competence can be accomplished by practicing it orally trough speech.

In other side, many students feel that speaking English is harder than other skills, such as reading, writing, and listening. Many people get difficulties to explore their

ideas and arrange the good sentences in speaking performance. According to Nunan (2003:48), Speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing.

Speech is a part of speaking ability. Speech is used by many people in their life. For example using speech will help teacher to explain the lesson to the students, give information, advice, persuade someone to change her or his behavior and moreover speech can entertain the listener.

There are many advantages of mastery speech skill, such as: speech skill will help the students in speaking performance, because the students will be easier to create their ideas in a real communication. Then speech skill will help students to build up self confidence in using English, and speech skill will give contribution to students how to learn English in real communication in order to help the students to overcome of making mistake.

Speech is not easy for students because speech has some parts that should be mastered for students, such as introduction, body, and conclusion. Most of the students get difficulties to have a good speech performance, because they do not know how to speech well in public forum.

One way to get mastery of speech skill is by conducting speech competition. Speech competition is a kind of speech activity, that can be used by many students to measure directly and empirically observed someone ability in speaking English. According to Brown (2004; 140) speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test.

There are many factors that influence students' success in learning, include speech competition, they are internal and external factors. According to Dimyati and Mudjiono (1999:90) someone's motivation can be influenced by two factors; they are the things that influence inside individual as internal, and the things that influence from outside of individual as external.

Based on the explanation above, one of students' success can be influenced by internal factor, such as motivation, anxiety, and enthusiastic, etc. As stated by Donal in Soemanto (1997:203) motivation is an energy change within the person characterized by effective arousal and anticipatory goal reaction. It means to goal reaction and to get the goal reaction he/she must have motivation.

Motivation is a force to push someone to do something in order to get result. According to Brown (2001:72) motivation is the extent to which you make choice about (a) goal to pursue and (b) the effort you will devote to that pursuit. Thus, to get achievement of foreign language learning the students must have motivation.

Students in SMPN 3 Batang Hari offers English subject for all off class. The English subjects are divided into two parts, first English subject for English Department, such as Speaking, Oral Comprehension, and Speech. Second English subject for non English department, such as Bahasa Inggris I and Bahasa Inggris II. Specially for non

English department, they learn Bahasa Inggris I and Bahasa Inggris II for English in general, not only for reading, writing, listening, but also for speaking. Speaking for students of SMPN 3 Batang Hari is one of main subject in learning process foreign language. In those subject the students demand to succeed in achievement of English speaking and to get achievement of English speaking the students must have motivation to speak English well.

As grand tour observation, the researcher found that English speech competition has been conducting by OSIS SMPN 3 Batang Hari two times since 2010. OSIS SMPN 3 Batang Hari conducted English speech competition because it the first time of English speech competition to all students of SMPN 3 Batang Hari. English speech Competition I conducted at 27 of November 2010. The participants of the English speech competition I were thirteen participants. Then, English speech competition II conducted at 26 of October 2011. The participants of English speech competition II were twenty five participants consist of students from VII until IX class in SMPN 3 Batang Hari. From the fact above, the researcher found there were additional participants of English speech competition; there were twelve participants or 92.31% additional participants of English speech competition.

Next, as mini tour observation, the researcher has done an interview to two participants of speech competition II at SMPN 3 Batang Hari on 2 of November 2011. Based on the interview result, apparently they want to get the reward, try to build self confidence, and measure speaking ability in the real competition. Beside that, the researcher had experiences during study in English of SMPN 3 Batang Hari, the researcher found there were some students still reluctant to speak English. They only speak English when they are asked to speak English. beside that, only a few students who have motivation to speak English. And then the researcher found most of the students do not speak English for some reasons, such as being afraid to make mistake, miss pronunciation, and there is no something that make them to speak English like English Competition. Based on the researcher experience above, the researcher got fact that the students who have motivation to speak English, they are going to speak English by their selves. In other hand, the students who do not have motivation, they are going to not speak English by their selves.

Dealing with the theories and phenomena above, the researcher is interested in conducting a research about the students' motivation to participate in English speech competition II at SMPN 3 Batang Hari.

1. The Nature of Motivation

There are many definitions of motivation states by experts. According to Brown (2007:168), motivation can be described for three different perspectives, they are:
1) From a behavioral perspective, motivation is seen in very matter of fact term. It is quite simply the anticipation of reward. Driven to acquire positive reinforcement, and driven by previous experiences of reward for behavior.

2) In cognitive terms, motivation place much more emphasis on the individual's decisions, the choices people in order to what experiences or goals will approach or avoid, and degree of effort will exert in the respect.

3) A constructivist view of motivation places even further emphasis on social context. Each person is motivated differently, and will therefore act on his or her environment in ways that are unique. But these unique acts are always carried out within a cultural and social milieu and cannot be completely separated from that context.

According to Donal in Soemanto (1997:203), motivation is an energy change within the person characterized by effective arousal and anticipatory goal reaction. It means to goal reaction and to get the goal reaction he/she must have motivation. According to Harmer (2011:98) motivation is some kind of internal drive which pushes someone to do things in order to achieve something. And then Brown (2001:72) mentions motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit. Next Ur (1996:278) states that motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective. Then, Hamzah (2008:37) mentions one way to effort students' motivation ismaking atmosphere's class competition among the students. This atmosphere will give a chance to the students to measure their selves toward someone's ability. And then studying along with competition will produce learning of students seriously. In this term will use a principle, that each student is better than others.

Based on several definitions from experts above, it can be concluded that motivation is an essential component as the driver that cause someone behave desires to efforts to achieve the goal. In English speech competition's context, motivation is important factors that influence student language learning desire to get the goal of learning especially in communicating in English language. In other words, The students' motivation are eager to speak and they will have such competition to measure their ability in speaking performance, and they desire to get the goal of speaking performance.

Motivation can be described in two categories, they are intrinsic and extrinsic.

1) Intrinsic Motivation.

According to Brown in Deni (2005:24), states that Intrinsic motivation is choosing to do an activity for no compelling reason, beyond the satisfaction derived from the activity itself and it is what motivates us to do something when we do not have to do anything. Then, Brown in Deni further states that intrinsic motivation influenced by several factors, they are: First is the need for autonomy. Individual seek a quality of human functioning that has as its core the desire to determine their own behavior, they have an innate need to feel autonomous and to have control over their lives. Second is the need for competence. An individual has a need to feel successful in their attempt to understand and master their environment. This need for competence motives people to behave in ways that allows them to feel capable and effective. Third is the need for belonging and relatedness. The need to belong

and to other has a significant influence on a student intrinsic motivation in the classroom. Having one's being recognized and accepted by peers is a psychological need of a student. Fourth is the need for self-esteem. Self-esteem and personal social responsibility defined self-esteem as appreciating one's own worth and importance, loving the character to be accountable for one self. Fifth is the need for involvement and enjoyment. The need for fun is basic to all human being. The need for involvement in learning is often lost when educators are restrained when designing curriculum and lesson plans.

Then, according to Deci in Brown (2001:76) intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. Next explained by Dimiyanti and Mudjiono (1998: 90), intrinsic motivation is caused by someone happy to do it. For example, a student reads a book, because he/she wants to know story of someone, not because of school assignment. It means the motivation comes from the student itself. Explained by Ur (1996:280), intrinsic motivation is desire to effort in the learning for its own sake.

Based on the theories above, it can be concluded that intrinsic motivation is the activities from within the students themselves that drives and gives them direction to reach the goal especially goal of learning. In addition in language learning intrinsic motivation is related to students' desires, interest in learning from inside

2) Extrinsic Motivation

According to Brown (2007:172), extrinsic motivation is fueled by the anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback. Then explained by Dimiyanti and Mudjiono (1998: 90), extrinsic motivation is motivated to someone's attitude that comes from his/her outside activity. He/she will do something, because it is something from outside, such present or avoiding punishment. Next, explained by Ur (1996:280), extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks. In addition, Ur (1996:278) states that extrinsic motivation is affected by some factors, they are:

a) **Success in its reward**. This is perhaps the single most important feature in raising extrinsic motivation. Learners who have success in past tasks will be more willing to engage with the next one, more confident in their chance of succeeding, and more likely to persevere in their effort.

b) **Failure and its penalties**. Failure, is not just matter of wrong answer, learners should be aware that they are failing if they have done significantly less than they could have if they are making unsatisfactory progress, or nor taking care.

c) **Authoritative demands.** Learner are often motivated by teacher pressure; they may be willing to invest effort in task simply because you have told then recognizing your authority and right to make their demand a trusting the judgment.

d) **Tests**. The motivating power of test appear clear; learners who know they are going to be tested on specific material next week will normally be more motivated to study it carefully than if they had simply told to learn it.

e) **Competition.** Learner will often motivated to give of their best not for the sake of the learning itself but in order to beat their opponents a competition.

Based on the theories above, it can be concluded that extrinsic motivation is factors from outside in the students that can be caused of rewards, the need to get the best result of studying, and to get ready in competition. In other words extrinsic motivation is the main factor those students to join English speech competition through competition and reward in order to be able in English speaking ability.

2. The Nature of Speech

There are many definitions of speech. According to Oxford Dictionary (2000:1292), speech is a formal talk that a person gives to an audience. Then according to Barret in Raudatul (2009:12) speech communication is an interpersonal and practical activity. It is humanistic involving people relating to people; it is functional involving ways of being effective in communication. Flether in Niki (2007:11) states that speech is the way to convey the ideas, fact, and feeling, in other words speech is one way to influence the listener or change the behavior of listener.

Based on the experts' opinion above, the researcher comes to a conclusion that speech is part of speaking where the speaker gives information clearly to the listener; It functions to change the listener behavior about the speaker's ideas, fact, and feeling.

Clark and Daniel (1982: 3), give three kinds of speech based on general purposes. They are:

1) Speech to inform. The purpose is to add to the knowledge of the audience. The speaker must provide a clear idea to the audience, it means the speaker must present new information to the audience.

2) Speech to persuade. The purpose is to change the members of the audience in some way, such change their opinion on a topic, their attitude, or ultimately, their behaviors. In short, the purpose is to made the audience to think, feel, or act in a particular manner. In speech persuade the speaker may add to the knowledge of some audience members.

3) Speech to entertain. The purpose is to provide a pleasurable experience for the audience. Speech to entertain is not a comedy routine or a collection of jokes, but rather a speech that entertains or amuses the listeners.

While other expert, wale and wolf (2000: 64) states that two kinds of speech. They are:

1) Informative speech is to state idea simply, clearly and interestingly. Informative speech presents information to an audience

2) Persuasive speech is to convince other to change their feeling, beliefs, or behavior. For example, salesperson is tries to convince someone to buy a

product, or a political leader is trying to get someone to vote certain way. Then, teacher gives lectures about why history class should be required.

Next, according to Vassallo in Satrina (2009:13): There are three kinds of speech. They are persuasive speech, informative speech, and entertaining speech. The first one is persuasive speech. Persuasive approach is to sell an idea to the members of an audience, change their minds about an issue, move them to take a certain action, or a combination of these. The second one is informative speech. Informative approach is appropriately used in teaching, in training situation, in the presentation of report, in demonstration, and book reviews. The third one is entertaining speech. Entertaining approach is entertaining the audience.

Generally, it can be concluded that there are three kinds of speech. First is speech to inform. It is to state and sell ideas to audience. Second is speech to persuade. It to convince and change the audience's thought. Third is speech to entertain. It is to entertain the audience by providing a pleasurable experience.

METHOD OF THE RESEARCH

This research is class action research which focuses on evaluation research which explains and describes events, phenomena, and data happened in the field based on the reality. Dealing with the theory, this research concerned with students' motivation to participate in English before speech competition in cycle 1 and after speech competition in cycle 2 (a study of the participants of speech competiton II at SMPN 3 Batang Hari in 2011/2012 academic year).

The data sources of this study were the informants of speech competition II at SMPN 3 Batang Hari. The informants of speech competition II were selected to interview based on the need of the research.

FINDING AND DISCUSSION

The results of interview and recording showed that there were two kinds of motivation that students had, they were intrinsic motivation and extrinsic motivation. In intrinsic motivation, there were 20 informants' motivation came from the need for autonomy, and there were 3 informants' motivation came from the need for self-esteem and the need for involvement and enjoyment. And extrinsic motivation, there were 9 informants' motivation came from authoritative demands, and there was no response came from failure and its penalties.

Besides that, in this research, the researcher found that there were two additional students' motivation to participate in English speech competition, they were: (1) The need for having relationship for intrinsic Motivation, and (2) The need to have experience for extrinsic Motivation.

The data about students' motivation to participate in English speech competition (a study of the participants of the English speech competition II at SMPN 3 Batang Hari in 2011/2012 academic year) can be seen in table I below:

Table 1.
Descriptions of the Research Finding

No	Intrinsic and Extrinsic	Total	%
1	The need for autonomy	20	30.8 %
2	The need for competence	14	21.5%
3	The need for belonging and relatedness	6	9.2%
4	The need for self-esteem	3	4.6%
5	The need for involvement and enjoyment.	3	4.6%
6	Success in its reward	2	3.1%
7	Failure and its penalties	0	0%
8	Authoritative demands,	9	13.8%
9	Tests	1	1.5%
10	Competition	7	10.8%
	Total	**65**	**100%**

Based on the data description and data analysis above, it was found that there were two kinds of students' motivation to participate in English speech competition II at SMPN 3 Batang Hari in 2011/2012 academic year, they were: intrinsic and extrinsic motivation. The dominant of students' motivation to participate in English speech competition came from intrinsic motivation in the need for autonomy; they desired to build self confidence to speak in public speaking. Then, there were no responses' interview of students' motivation related to extrinsic motivation in failure and its penalties. In addition, Maslow in Brown (2007:173) claimed that intrinsic motivation is clearly superior to extrinsic. Then, Harmer (2011:98) states that most researcher and methodologist have come to the view that intrinsic motivation produces better results than its extrinsic motivation. The result of this research proved that idea.

Besides that, in this research, the researcher found that there were two additional students' motivation to participate in English speech competition, they were: First is the need for having relationship for intrinsic Motivation. The students' motivations of the need for having relationship wanted to be friendlier to the others. And second is the need to have experience for extrinsic motivation. The students' motivations of the need to have experience was to get experience of English speech competition

CONCLUSION

After analyzing the data that were found from the informants of English speech competition II at SMPN 3 Batang Hari in 2011/2012 academic year, the researcher concludes that there were two kinds of students' motivation to participate in English speech competition, they were: intrinsic and exrtinsic motivation. The intrinsic motivations are: 1) The need for autonomy, 2) The need for competence, 3) The need for belonging and relatedness, 4) The need for self-esteem and 5) The need for involvement and enjoyment. Next, extrinsic motivations are:1) Success in its reward, 2) Failure and its penalties, 3) Authoritative demands, 4) Tests and 5) Competition.It can be concluded that the dominant students' motivation to participate in English speech

competition came from intrinsic motivation in the need for autonomy; they desired to build self confidence to speak in public speaking.

Besides that, in this research, the researcher found that there were two additional students' motivation to participate in English speech competition, they were: First is the need for having relationship for intrinsic Motivation. The students' motivations of the need for having relationship wanted to be friendlier to the others. And second is the need to get experience for extrinsic Motivation. The students' motivation ofthe need to have experience was to get experience of English speech competition.

SUGGESTION

The conclusion permits a number of suggestions for students' motivation to participate in English speech competition:
1. OSIS SMPN 3 Batang Hari must conduct English speech competition every year. Because English speech competition is one way to improve students' ability to communicate in English well.
2. For speech teachers should inform to students that they should be participant in English speech competition.
3. For next researcher can do research about contribution of students' motivation to participate in English speech competition.

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