

A Study Of Students Motivation And Risk-Taking In Learning Speaking At English Education Study Program Of Muhammadiyah University Of Bengkulu

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ABSTRACT

The title of this research is A Study of Students' Motivation and Risk-Taking in Learning Speaking at English Education Study Program of Muhammadiyah University of Bengkulu. The objective of this research was the students' motivation and risk-taking in learning speaking at fifth semester English students in Academic Years 2016/2017 at Muhammadiyah University of Bengkulu and the limited on the research only focus on learning speaking. The design of the research was descriptive research. This method used to get the description by analyzing, interpreting and concluding. In the case, the researcher wanted to find out about the type students' motivation and risk-taking in the fifth semester. In collecting the data, the researcher met the students in the fifth semester inside and outside of the class. Then the researcher gave the questionnaire. Next, ask the students to answer the questionnaire. After that the researcher took back the questionnaire and accumulated it to reinforce the result of this research. After that the researcher analyzed the data, so the researcher concluded that the type of students' motivation and risk-taking of fifth semester was extrinsic motivation (62.2%) and analytical risk-taking (60.6%). The researcher suggested that the students to learning speaking more seriously and use the spend time to practice and study. The result of this research could be as a reference for the next researcher.

Key word : Motivation, Risk-Taking

INTRODUCTION

Learning is a relatively permanent change in a behavioural tendency and is the result of reinforced practice. Learning may be viewed as a process, rather than a collection of factual and procedural knowledge. The purpose of learning is to learn the number of results indicate that the student has done the task of learning, which generally covers the knowledge, skills and new attitudes, which is expected to be achieved by the students. According to Brown (1994:7) learning is acquisition or getting, retention of information or skill, retention implies storage system, memory, cognitive organization, active, conscious, focus on and acting upon events outside or inside the organism, relatively

permanent but subject to forgetting, involves some form of practice, perhaps reinforced practice, change in behavior.

Learning English consists of four skills; they are reading, speaking, listening, and writing. Other elements of four skills are grammar, vocabulary, and pronunciation. These are expected to enable students to master the language quickly (Brown, 1994).

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.

Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage (Departmen Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviors. Motivation is very important to find willing of student in learning. According to Ryan & Deci (2000) there are two types of motivation; intrinsic and extrinsic motivation. Intrinsic motivation is a motivation to do an activity because of itself. In fact, the individuals who are intrinsically motivated do and practice the activities and works because they feel that those activities are enjoyable. Extrinsic motivation is a motivation that refers to individual need to learn a language because of external rewards. This reason can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark.

Risk-taking also influences to make learning to be successful. It is an eagerness to try something new and different, willingness to venture into the unknown. It is an eagerness to try something new and different without putting the primary focus on success or failure. According to Young (1991:8) there are four levels Risk Taker in Risk-taking behavior, they are Uninhibited, Analytical, Cautious, and Non- Risk Taker. Risk-taking is an important characteristic of successful learning of a second language. Learners have to be able to gamble a bit, to be willing to try out hunches about the language and take the risk of being wrong. Successful of learning is the reward of taking risks.

Based on preliminary study conducted on Monday 14th and Wednesday 16th September 2015 the researcher interviewed some students from fifth semester by giving some questionnaires about Motivation and Risk taking in learning English speaking skill. In fact, some students still have low motivation like they did not care about their speaking, and also they did not willing to take a risk like using English language in their spend time to practice or discussed with their friends. This situation can influenced the students' speaking ability, and also they still feel difficult how to improve

their speaking skill like poor vocabulary, grammar and pronunciation. This being challenging by the researcher to analyze the motivation and risk taking of the students in learning English, because in learning English the students should have high motivation and willing to take a risk.

Based on the explanation above, the researcher is interest to investigate and analyze what are the Motivation and Risk - Taking of the students at English Language Education Study Program at Muhammadiyah University of Bengkulu in learning English.

RESEARCH METHODOLOGY

The design of this research is descriptive qualitative method. According to Maxwell (1996) descriptive method is method converse some possibilities to solve actual problem with transcription the data, to code the data identifying and making conclusion. According to Gay (1990:10) a description method involves collecting the data in order to test hypothesis or answer questions concerning to the current status of the study. The researcher used this method to describe with the study of risk-taking, and motivation in learning English at English Study Program of Muhammadiyah University of Bengkulu in Academic Year 2015 / 2016. The subject of this research was English students of Muhammadiyah University of Bengkulu in Academic Year 2015 / 2016. They are fifth semester of the student in English Study Program. The total of the students are 108.

The researcher only used questionnaire as the instrument of this research. Questionnaire is written in Bahasa Indonesia to avoid misunderstanding and the students can answer it easier. The questionnaire is about motivation and risk taking in learning English using Likert scale based on Ryan, Deci, and Young.

FINDING

In the case, the researcher wanted to find out about the type students' motivation and risk-taking in the fifth semester. In collecting the data, the researcher met the students in the fifth semester inside and outside of the class. Then the researcher gave the questionnaire. Next, ask the students to answer the questionnaire. After that the researcher took back the questionnaire and accumulated it to reinforce the result of this research. After that the researcher analyzed the data, so the researcher concluded that the type of students' motivation and risk-taking of fifth semester was extrinsic motivation (62.2%) and analytical risk-taking (60.6%).

DISCUSSION

In this section, the researcher discussed the student's motivation and risk-taking toward learning Speaking at English Language Education Study Program of Muhammadiyah University of Bengkulu in Academic Year 2016/2017.

1. Motivation and Risk-Taking V A Class

Based on the research, the first was the students of this class tended to choose **extrinsic motivation** (61.2%). Extrinsic motivation is a motivation that refers to individual needs to learn a language because of external rewards. It was motivation driven from outside the individual such as praise, money, and grades. The second was the English students of this class tended to choose **intrinsic motivation** (52.2%). Intrinsic motivation is a motivation that involves the arousal and maintenance of curiosity and can

ebb and flow as' a result of such factors as learners' particular interest and the extent to which they feel personally involved in learning activities. In acquiring English because the student felt personally involved in learning activities, such as they dare to try and always practice speaking English and enjoy their English class. The next, students tended to choose **analytical risk-taking** (63.2%). Analytical risk-taking is eager and willing to experience new learning and sees this as its own reward. It was more inclined to study the situation, analyzing important factors before engaging in the task. The second was the students tended to choose **cautious risk-taking** (58.8%). it was still eager and less willing to take risks because the students felt used the spend time is very important to more study and practice. The third was the students tended to choose **uninhibited risk-taking** (45.6%). It was the most eager and the most willing to experience new learning and truly views learning as its own reward. In acquiring English, the students want get good mark and good score in exam so they must study hard. The last was the English students of V A Class tended to **non-risk-taking** (44.4%). There is mostly no risk in learning. Only routine learning tasks that have expectations will be attempt.

2. Motivation and Risk-Taking V B Class

Based on the research, it showed that, the first was the English students of V B Class tended to choose **extrinsic motivation** (59%). Extrinsic motivation is a motivation that refers to individual needs to learn a language because of external rewards. It is motivation driven from outside the individual such as praise, money, and grades. The second was the English students of V B Class tended to choose **intrinsic motivation** (51%). Intrinsic motivation is the eagerness and individuals feel that they are attractive and pleasant. Students who have intrinsic motivation are inclined to stay with intricate and complicated problem and gain knowledge from their slips and mistakes. The next was students tended to choose **analytical risk-taking** (55.4%). Analytical risk-taking is eager and willing to experience new learning and sees this as its own reward. It is more inclined to study the situation, analyzing important factors before engaging in the task. The second was the English students of V B Class tended to choose **non-risk-taking** (53.2%). There is mostly no risk in learning. Only routine learning tasks that have expectations will be attempt. The third was they are tended to choose **cautious risk-taking** (52.2%). it is still eager and less willing to take risks because the students felt used the spend time is very important to more study and practice. The last was the students tended to choose **uninhibited risk-taking** (52%). It is the most eager and the most willing to experience new learning and truly views learning as its own reward. In acquiring English, the students want got good mark and good score in exam so they must study hard.

3. Motivation and Risk-Taking V C Class

Based on the research, it showed that, the first was the students tended to choose **extrinsic motivation** (66.6%). Extrinsic motivation is a motivation that refers to individual needs to learn a language because of external rewards. It is motivation driven from outside the individual such as praise, money, and grades. The second was they are tended to choose **intrinsic motivation** (58.8%). Extrinsic motivation is a motivation that refers to individual needs to learn a language because of external rewards. It is motivation driven from outside the individual such as praise, money, and grades. It is the propensity to take part in activities because of the reason

which do not link to the activity. The next was students tended to choose **analytical risk-taking** (63.2%). Analytical risk-taking is eager and willing to experience new learning and sees this as its own reward. It is more inclined to study the situation, analyzing important factors before engaging in the task. The second was the students tended to choose **uninhibited risk-taking** (62.2%). It is the most eager and the most willing to experience new learning and truly views learning as its own reward. In acquiring English, the students want good score in exam so they must study hard. The third was they are tended to choose **cautious risk-taking** (57.8%). it is still eager and less willing to take risks because the students felt used the spend time is very important to more study and practice. The last was the English students of V B Class tended to choose **non-risk-taking** (44.6%). There is mostly no risk in learning. Only routine learning tasks that have expectations will be attempt.

In learning speaking the students need a motivation to raises the willing of studying and practice English speaking. In the other hand a motivation can help the students to get the target and improve their ability in other condition. In this research, there are two type of motivation (intrinsic and extrinsic) where, both of motivations are very important. The researcher found the dominant type of students' motivation at fifth semester was **extrinsic motivation**. According to Deci (2006) "extrinsic motivation can be the anticipation of reward and punishment, like being successful in the exam or getting a good mark". It is can be a power to get the best achievement for their self in learning process. In other hand, it is true that extrinsic motivation can influence and help the students to gain the confidential in learning.

Everybody has a risk in their daily live, there is a plan there is a way. Where, a risk is very important to become the act when someone took an activity in learning. Risk-taking is an important characteristic of successful learning. There are some types of risk-taking behavior have been identified: uninhibited, analytical, cautious, and non-risk (Young 1991). In this research, the researcher found the dominant type of students' risk-taking at fifth semester was **analytical risk-taking**. According to Young (1991) the analytical risk-taking is more inclined to study the situation, analyzing important factor before engaging in the task. Analytical risk-taking is the generality of risks, where the students will analyzed some factor before took the act in getting the goal. Successful learner is the reward of taking risks.

CONCLUSIONS AND SUGGESTIONS

Based on the finding of the research and discussion in the previous chapter, the researcher has described about students' motivation and risk-taking in learning speaking of fifth semester of the students' A, B, and C Class at English Education Study Program of Muhammadiyah University of Bengkulu in Academic Year 2016/2017.

From the result of the research, the researcher can conclude that the English students in fifth semester at Muhammadiyah University of Bengkulu tended to choose extrinsic motivation and analytical risk-taking in learning speaking.

After concluding the result of this research, the researcher would like to suggest for the students and lectures.

- For the students:

The researcher suggests for the students to learning speaking more seriously and use the spend time to practice and study.

- For the lectures:
After know the type of students' motivation and risk-taking in learning speaking, lecturers can apply some teaching strategy that appropriate with students' motivation and the risk-taking.

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