
THE ANALYSIS OF TEACHERS', SCHOOL STAFF'S, AND STUDENTS' MOTIVATION IN THE ENGLISH COMMUNICATION (A CASE STUDY OF IPEKA SCHOOL)

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Abstract

This study aim to describing the national school's efforts to develop the English ability of its school people. The study was done at SMPK IPEKA Pluit and Puri. The respondents include the head of the board, principals, teachers, students and office staff. The observer used an interview method toward the head of the education department and human resource department, principals, teachers, students and office staff and direct observations of the teaching learning process in grade 8 IPEKA Pluit, when the native speaker taught the conversation session. The research showed that their strong motivation enabled the school peoples to make a significant improvement in their effort to speak English. They were deeply motivated because they realized how important English is in this globalization era. The native speaker who came regularly to school is meant to give the students wider opportunities and to build self confidence in speaking English fluently and correctly.

Keywords

motivation, improvement, speak English, self confidence

INTRODUCTION

In this globalization era, English plays a very significant role, especially because of its status as the international language. When we master English, we can be sure to be able to take part actively in many national as well as international events.

As one of the nations in the world, Indonesia is also affected by the influence of globalization. Therefore mastering the language is obligatory. However, it is sad to find that even in big cities, the use of English in a bigger portion is made possible only in the national plus or international schools. Regular national schools, both private and public, face many challenges. English is taught only by the English

teachers, sometimes using Indonesian due to the students' inadequate ability in English.

On the other side, there are quite many Indonesian students who continue their study in nearby countries such as Malaysia and Singapore, because they believe that they can improve their English skills better there.

Besides that, we also see that there are many foreign universities in big cities as well as universities that have cooperation with private and public universities in Indonesia.

There are many advantages when we master English well. They are, among others: the opportunity to study abroad, the opportunity to participate in national and international events, and the opportunity to get a better job in the country as well as in other countries.

This research is meant to give a description about IPEKA School's efforts to improve and increase the English communication skill for their school society. The result of this research is expected to: Present the basic essence of teaching a language to non English speakers and the meaning of communications in a classroom where English is still a foreign language.

1. Give inputs to the management on how to continuously improve the quality of the Intra Program.
2. Give inputs to the national schools how to increase the school people's English communication ability.
3. Give inputs to the national school managements on the factors that must be forced in order to encourage the school society to be competent in speaking English actively and how to create conducive learning situations and to provide necessary resources so that the school people are willing and motivated to speak English.

LITERATURE REVIEW

There are three theories that are very important to consider related to language learning, as follows:

1. Motivation
2. Communication Ability
3. Teaching Approach and Class Control

Motivation

To most people, the word "*motivation*" suggests energetic behavior directed toward some goal. Underlying this energetic behavior, there is some kind of a need, want or desire. The term "*motivation*" is also used as a synonym of productivity. A person is motivated if he is doing or exceeding what is expected of him (Litwin and Stringer, 1968).

In *Fight like a tiger win like a champion*, Darmawangsa and Munadhi (2006:117) defined that the word "*motivation*" begins with "*mo*" and ends with the word "*ion*". The combination of both becomes the word "*motion*". On the other side, the word "motivation" can also be derived from two different words, that is "*motive*" (a reason to do something) and "*action*". Therefore, it can be concluded that people who have the motivation will move and make actions to make their dreams come true.

Communication Ability

Communication is the most vital aspect for every human being to understand himself, others and his environment. Communication is known not only in the public relation activities. In fact, it has a very wide horizon, in the trading and education field as well as the in development of a nation. The ups and downs of the values of education and moral depends on the communication among the individuals that live in a specific community.

In "Communication Systems", Haykin (1994:1) said:

"Today, communication enters our daily lives in so many different ways that it is very easy to overlook the multitude of its facets. The telephones at our hands, the radios and televisions in our living rooms, the computer terminals in our offices and homes, bringing news from the whole world in a very short time".

In his book "Komunikasi, Pemahaman dan Penerapannya, Siahaan (1991:2) defines communication as "*proses memberikan dan menggunakan informasi yang membangun kebersamaan di antara orang-orang dalam lingkaran informasi tersebut.*"

Communication is considered effective if there is a balance, togetherness, same case and effort between the communicator and those who receive the information. Communication is not effective if the individuals are not in the same level.

Some principals in the information process :

1. Information in the form of natural or complex symbols which can be interpreted only by using the concepts that have been acquired from the previous experiences or new combinations of the current concepts.
2. Information has a similar meaning for different people, as long as they have the same concept to apply. They have the same concept if they have similar experiences.
3. In order for us to be able to realize and interpret the patterns, we must choose them from combination or formation that consists of two or more options.
4. The information process is a selective process, needs a selective observation and interpretation toward a certain information.
5. Communications is derived from two Latin words "communio" or "common". When we try to communicate, it means we try to share information, so that the sender and the receiver have the same understanding about the given message. Therefore, the essence of communication is finding and matching the receiver and sender of a specific message.

The best way to understand communication is by answering : *Who says What In Which Channel To Whom With What Effect?* (Siahaan, 1991:4). There are five main communication factors that we can derive from this question :

1. Who says (the communicator, the sender or the source)
2. What? (ideas or thoughts)
3. How? (what way is used?)
4. To whom? (the receiver, addressee)
5. What result? (Effect, result of the communication)

Communication has two characteristics: Verbal and Non Verbal. A verbal communication is communication with a written or oral way. People use words, sentences by sentences to deliver the

message. A Non verbal communication is built based on sign language. It is also called pictural communication, which is widely used in the secret agents or codes and also among the deaf and blind people (Siahaan, 1991:5).

We often hear the word "miscommunication." It can happen due to several reasons: (Siahaan: 1991:52)

- a. The person underestimates the essence of communication.
- b. The person lacks of mental preparation.
- c. There is a mistake in arranging the information.
- d. The person has limitation in remembering things exactly.
- e. The person fails to get feed back

In *Communication In Organizations*, Rintye (1976:106) said that too often our technical proficiency outstrips our willingness to actualize human potential and create social institutions which maximize the growth of human individual uniqueness.

Teaching Approach and Class Control

A good teaching approach which can be taken into consideration must show a real result, that is that the students learn written English and therefore also have the ability to speak actively. Because of that, the English teaching should focus on the participants (student centered) – the teacher has to cultivate the students' interests so that they are willing to give their best effort to master the language they are learning.

The students' improvement in speaking and listening can be achieved by increasing the vocabularies and their understanding of a particular language.

In her book *Teaching English as A Second Language*, Mary Finocchiaro said: "Motivation and interest are two crucial factors in language learning." However, we find in many cases that the participants do not have personal interests and motivation to learn the language and, even though the lessons are delivered in a conducive situation, it doesn't last long : when they go home, what they have learned at school has been forgotten. It is because of this reason that it is very important for a teacher to ask the following questions : "What can I do to make the English teaching lively and enjoyable? And "Will a particular activity help make the students improve their communicative skills and develop their culture understanding?"

The next thing is the importance of planning a balanced program. Teaching in a national school is different that teaching in an international or national plus school. However, whether in national or international school, a teacher has to facilitate the students to be involved in integrated activities. The teacher has to ensure himself that the activities he does will make the participants feel at ease. This brings a beneficial impact on how to teach effectively as well as for the students to hear directly from the native speaker of English.

Moreover, according to Mackey (1975:157), teaching involves selection of materials, gradation in delivering the lessons, presentation and repetition. In one session we can only discuss a topic or function that we want to give to the students. Then we deliver the lesson in several steps. After that the participants must practice what they have learned to see if they have understood the material. Finally, they must repeat the lesson to get the good and correct concept. This process must be done in a teaching and learning process.

There are three indicators in class control, as follows:

a. Teacher's approach to the students

In her book *Understanding Communication in Second Language Classrooms* Johnson (1995) stated that languages, English or the others, are a media to teach and the students practice what they have learned in the classroom. Through practice the students can be expected to master the language they use. A language teacher as a facilitator becomes a model whom the students can imitate. In a basic conversation, for instance, the teacher gives an example of a dialogue and then the participants memorize and practice it in front of the class. In a higher level, the participants can make their own conversations according to the pattern given by the teacher. This method helps the participants get more opportunities to speak English. (Johnson, 1995:3)

As an advisor, a language teacher responds to the problems that the students face without making them feel judged and help them achieve what they want to learn.

As an observer, a language teacher gives corrections toward the students' mistakes in using the language and asks them to improve themselves.

As the source of knowledge and direction, a language teacher establishes a position of dominance over the learners in selecting the materials to learn and how to acquire them (Setiyadi, 2006:18)

b. Maintaining Discipline

As an organizer in the classroom, a language teacher maintains discipline to the extent that an effective atmosphere is established. It can be done by involving the learners more effectively in the classroom activities that demand inter-student communication and co-operation efforts. The purpose of maintaining discipline is that there is an effective learning environment (Setijadi, 2006:19). Discipline can also be formed by giving motivation and rules which are agreed in the beginning of the program and repeated during the weekly lesson. If a student comes to an interesting class with a neat, friendly, smart and wise language teacher, then he/she will have a strong motivation to learn the language. The survey done by Lukmani (1972) and Olshtain (1990) shows the connection between motivation and the result of learning, which finally shows in their fluency and expertise of speaking the language.

c. Facilitate and encourage students to speak English actively.

Understanding the dynamism of communication in the classroom is very important because what the students say and do greatly influence what they learn. Therefore, a language teacher as a facilitator must have a dominant control in the realization of the communication process. He has to control how his students use the language he teaches. "An obvious enthusiasm for English and English learning is the prerequisites for a positive classroom atmosphere (Harmer, 2002:52).

RESEARCH METHODS

Methodology

The methodology is Descriptive Qualitative. This approach is used for the following reasons:

1. The researcher wants to know the actual situation in the schools through the interview and observation activities.
2. Library research which can give the fundamental theories to support this research, such as theories related to learning English, communication ability, teaching approach and classroom management.
3. Documentation research which is given by IPEKA Foundation, that describes IPEKA's vision and mission, the foundation's statutes and rules of association as well as its working plan.

The writer collects data (relevant facts and information) regarding the efforts of IPEKA leaders to motivate their school society to develop their skills in the English communication.

Upon receiving the data and information, the writer analyses systematically and comprehensively in order that the data, facts and information be useful to give a clear picture of what was happening at IPEKA schools according to the time and situation when the research took place.

Unit of Analysis

The interview was done toward: Representative of the Board (2 people), School principals (4 people), Teachers and staff (22 people), Students (23 people).

Tabel 1. Research Variable, Sub Variable, and Source of Data

No	Research Variable	Sub Variable	Source of Data	Number of people
1.	Motivation	Description of motivation	IPEKA Foundation	2
2.	The ability to use English correctly and fluently	Wishes Efforts Obstacles Interesting activities	School Principals Teachers and staff Students	3 10 20

Source : data processing

Data Collection

The writer uses the qualitative method in collecting the data and information which is taken by doing field observation, interview, documentation and triangulation.

Data Analysis

Result of the interview of teachers and staff who participated in the English class at IPEKA Sunter and IPEKA Puri:

- A. What are the things that make teachers and staff motivated to improve their skill in communicating in English?

Based on the observation, we can see that these people are encouraged to speak English because of several reasons:

- a) It is useful for their personal lives, in communication in the work force as well as in the social life among people.

- b) It has become a demand, in which in this globalization era, mastering English is one of the keys to be successful.
 - c) Mastering English enables us to adjust with the current needs, such as teaching in schools, teaching our children and to get more information.
 - d) There is a desire to go abroad.
- B. Obstacles in the effort of developing the people's ability in English :
- Result of the report :
- a) Weak in Grammar & Vocabularies 8 people
 - b) Lack of Confidence 5 people
 - c) Lack of Motivation 4 people
 - d) Lack of Opportunities to practice the language 4 people
 - e) Lack of need to use the language 4 people
 - f) Lack of resources 5 people
- C. What activities are effective to increase their communication skill?
- a) Questions and Answers / Open Discussions
 - b) Grammar wrapped in the format of conversations.
 - c) Educative games
 - d) Memorizing bible verses and praying in English.
 - e) Watching movies and listening to English songs.

The principals, teachers and administration staff have a strong motivation and self confidence. Even though they find obstacles in grammar and vocabularies, they still show a great effort to improve their English communication skills. This is also shown by their good attendance. This situation really helps to achieve the target of creating English Environment.

Result of the interview of IPEKA Pluit and IPEKA Puri Junior High School students:

- A. How beneficial is it to have a native speaker at school?
- 22 students answered that the native speaker program gives them many advantages, because:
- a) They get an enjoyable learning environment.
 - b) They develop their self confidence.
 - c) They are used to communicating with a native speaker of English.
 - d) They know other cultures.
 - e) They are able to speak with good pronunciation and gradually to speak it fluently.
 - f) They are able to listen to the native speaker say the words in English.
 - g) They develop their vocabularies.
- Only 1 student said that the presence of a native speaker does not really have any big difference.
- B. What obstacles do the students have in their effort to improve their communication skill in English?
- a) Students have limited vocabularies and they do not understand some expressions given by the native speaker.
 - b) The Native speaker speaks too fast.
 - c) Students feel shy or they cannot speak the language at all.
 - d) They are weak in grammar as well as in using the tenses in various situations.
 - e) They have no partner to chat in English.
 - f) Some students do not really like English.

- g) Their daily environment (home, neighborhood) are not active in using English as a means of communication.

- C. What classroom activities are effective to improve their English communication ability?
- Speaking in English at least during the lessons with the native speaker.
 - Group works
 - Conducting speaking and listening quizzes so that the students and teachers are aware of their communication ability.
 - Making a mini dictionary to record new words and their meaning.

CONCLUSION AND RECOMMENDATION

CONCLUSION

Referring to the result of the research, the theories as well as the case and objective of the research, the writer therefore would like to make the following conclusion:

- The strongest motivation comes from the inner heart – it does not depend on incentive/pleasure or pain/fear. Inner motivation will bring the best reasons why we do something.
- The interviews and observation among the school principals, teachers and staff show that they have a strong inner motivation to improve their ability in speaking English. They actively and willingly follow the English training program provided by IPEKA foundation, in a cooperation with International Training Center (INTRACT).
- A language, especially the foreign one, must be used continuously. If we do not use a certain language, we will forget it. We can find more opportunities of using the language when we know the benefits of mastering that language.
- IPEKA Puri dan Pluit policy to facilitate their students with a native speaker program is a wise decision in the optimum effort of giving native speaker exposure to the students. The presence of a native speaker provides new knowledge and experience about a foreign language and culture. They will also be trained to produce good and exact pronunciation. Even though the time allocation is not suitable due to the expensive cost of the program, the native speaker's attendance every week will still be able to give a positive impact, because this teaching learning process is like sowing seeds – they need time to grow before the sower yields a good harvest.
- The success of a learning process does not depend only on the native speakers who come regularly to school but also on a good facility provided by the school, such as: audio visual equipment in every classroom, a language laboratory to sharpen the listening skill, internet service, more English books in the library, competitions in English, et cetera.

RECOMMENDATION

Referring to the above conclusion, the writer would like to give the following suggestions:

- The school management should maintain the level of inner motivation that IPEKA school people already have by providing

fun activities, some can be done randomly, such as a book review competition in English. The winners will get extra incentive. They must do these activities now so that in 2012 all school people are still motivated to communicate in English, among teachers, staff and students. The foundation should make different levels between teachers who can speak English and those who cannot speak English. By doing so, teachers who are still weak are willing to improve their ability.

2. Because presenting a native speaker to teach at school is not cheap, while the need of speaking English has become compulsory in order to participate in the global world, therefore school managements should think of other ways of mastering the language. Even though they cannot afford having a native speaker at school, their school people can still develop their English communication ability. Some suggested activities are:
 - a. Working together with other schools in the same region to have activities in English such as discussion, competitions (story telling, speech contest).
 - b. Providing an English training for some teachers who have a good foundation of English. They are expected to train other teachers. After a certain period, all teachers can make an English Club that meets on a certain day every week.
 - c. Providing audio visual and English CDs that teachers and students can use.
 - d. Buying English books (new or second hand) to add the number of books in the library.
 - e. Having a guest native speaker to visit the school. The principal can contact various organizations like the English speaking churches, social clubs like ANZA (Australia New Zealand Association), AWS (American Women Society), or through internet providers such as friendster, face book, et cetera.
3. Maximizing the use of English every day by using it in our daily activities such as: answering phone calls, simple conversations like: greetings, introducing oneself and others, saying thank you, borrowing and returning things, reminding others, inviting or rejecting invitation, giving information, et cetera.
4. Reading English articles or English Bible and devotional books according to each person's ability because through reading our vocabularies will increase.

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KOMPETENSI

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