Motivational Teaching Speaking Strategy to Achieve Goal Orientation of Language Learner

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Abstract

One of the most important skills in EFL is speaking skill. It employs the best influence when seeing goal of speaking learning process. This matter has become essential for teacher as the facilitator and director of the language teaching and learning to formulate certain strategy in improving learner' motivation to achieve their goal orientation. This article investigated the motivational strategy in teaching speaking Class achievement to achieve students' goal orientation. Goal orientation has emerged as an important motivational construct in organizational research providing an explanation for that individuals use to engage in achievement activities. The lack of confidence on the students might appear as one of factors that lead the learners into their less mastery on speaking. The use of motivational strategies on speaking class to promote student's achievement on goal orientation on speaking can be inferred by encouraging mastery oriented learning and promoting performance oriented learning. Those two motivational strategy in speaking will drive the students on their goal orientation in which this is divided into mastery and performance oriented learning that drive learner into their motivated mind which leads them into their reachable goal.

Keywords; Motivational Strategies, Speaking, Goal Orientation

1. Introduction

One of the most important skills in EFL is speaking skill. It employs the best influence when seeing goal of speaking learning process, especially in EFL. The goal of English language teaching is to make learner able to communicate communicatively. According to Oxford dictionary, speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language. From the definition, it can be inferred that speaking is expression in sending messages from a speaker towards listeners. Sending message in speaking uses verbal language is also considered as a way of conveying message. Therefore, to communicate in speaking should have accurate information source to be transferred from speaker to listener. The accuracy of information will determine the success of communication.

Communication using languages can be conducted in two ways: orally and in a written form. In the context of language learning, it is commonly believed that to communicate in a written form (writing) is more difficult than orally (speaking), suggesting that writing is a more complex language skill than speaking. Those happen due to many considerations in writing that the use of grammar and the content of information to be delivered should be in the perfect and well-structured form. Meanwhile, the use of intonation in speaking and less structured information delivered may still be reduced as the information can be understood well by the listener. However, in reality, as Artini (1998) suggests, although the complexity of spoken and written languages differs, the differences do not reveal that one is easier than the other. Spoken language which employs variability and flexibility is in fact as complex as written language, meaning that each is complex in its own way.

In addition, teaching strategies employed by teacher in conducting teaching of speaking may also play the prominent aspect that determines the learners' success in speaking. It is undeniably that learner get bored easily when it comes to monotonous teaching strategies. As the results, those matter might bring the learner to experience their less motivation. In order to increase the learner' speaking proficiency, the learner needs high motivation. This is in line with Brown (2000) that when motivation and concern are high, and then the necessary effort will be expended in pursuit of goals. In addition, Harmer (1991) said that people involved in language teaching say that learner who really want to learn will succeed whatever the circumstance they face in or during their study. All teachers can think of situation in which certain " motivated " learner do significantly better than their peers; learner frequently succeed in what appear to be unfavorable conditions; they succeed despite using methods which experts consider unsatisfactory . In facing such phenomena it seems reasonable to suggest that the motivation that learner bring to class is the biggest single factor affecting their success (Harmer, 1991). From those point of views, it is indicated that motivation is very important both in teaching and learning of speaking. When the learner have a high motivation in learning speaking, then they will achieve their goal

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more satisfactory in speaking ability. In the contrary, when the learner have a low motivation, they tend to have less efforts in studying which then results in their failure in reaching their goal of learning speaking. At this point, whether the learner able to speak fluently or not will all be depended on their own motivation.

This matter has become essential for teacher as the facilitator and director of the language teaching and learning to formulate certain strategy in improving learner' motivation to achieve their goal orientation. Then, it is badly needed that the use of motivational strategies in teaching and learning will enhance learner into their well-motivated personalities which drive them into their achievement in speaking.

2. Discussion
~~a.~~
~~b.~~a. **Motivation**

According to Harmer (2007: 98) motivation is some kind of internal drive which pushes someone to do things in order to achieve the goals of learning. In line with Williams and Burden (1997: 120) cited in Harmer (2007: 98) they tap straightly to the point that the strength of that motivation will depend on how much value the individual places on the outcome he or she wishes to achieve.Then, it is assumed that there are two kinds of motivations which are recognized as intrinsic and extrinsic motivation. Intrinsic motivation is seen when learners willingly engage in an activity purely for the personal satisfaction it brings. It is the kind of motivation displayed by young children in the preschool years and learner of any age when they study for the pure joy and satisfaction of learning. Intrinsic motivation is almost entirely absent in learner with a history of learning difficulty in school. Extrinsic motivation, on the other hand, is seen at work when an individual tries hard to learn in order to gain some reward or to avoid negative consequences of not learning. Both forms of motivation are extremely important. The motivation available in any given learning situation is the sum total of intrinsic plus extrinsic influences (Ryan & Deci, 2000; Thorkildsen & Nicholls, 2002).

One of the difficulties for learner in learning EFL is speaking, since the goal of the learner in learning EFL is to communicate communicatively. In fact, foreign language learner still get difficulties and often reluctant to speak because they are shy and are not confident to expressing themselves in front of other people, especially when they are being asked to give personal information or opinion. Frequently, there will be an anxiety about speaking badly and therefore losing face in front of their classmates. Based on this case, it can be identified that such learners have a low motivation. And this is the teachers' duty to encourage the learner to be brave to speak up and expressing their idea in front of their classmates. One of the ways in encouraging the learner to reach their goal is trough raising learners' motivation.In short, motivation is one of important elements in encouraging learner to achieve their goal in speaking proficiency. We cannot ignore the power of motivation both in intrinsic and extrinsic especially for them who learn language as foreign language in speaking context, because basically learners need to have willingness from themselves to be success in speaking skill.

~~c.~~b. **Teaching Speaking**

As the matter of teaching speaking, scott thurnbury argued the importance of speaking in everyday life so that he suggested to learn if we want to master a language (2005: 1). He also argues that speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people – like auctioneers and politicians – may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability – until, that is, we have to learn how to do it all over again in a foreign language.In addition, Grauberg (1997: 201) For many pupils the prime goal of learning a foreign language is to be able to speak it. Teaching should therefore help them to achieve that goal to the best of their ability. Yet the task is not easy, because conditions in the classroom are very different from those in real life. There speaking normally occurs in a domestic, social or occupational environment. Except for the fairly infrequent occasions of a talk or a lecture, only a small group of people, typically two, are involved. At times people speak to each other simply to demonstrate friendliness or sociability, but much the most frequent case is that one person has a reason to address the other: to request information or service, share experience, suggest action. The other replies, and a dialogue ensues.

The problem that might appear in our environment is that speaking may be additionally aggravated by excessive use of self-monitoring processes and a tendency to formulate utterances in the native language first. These mental operations create obvious costs in terms of fluency and may lead to producing artificial discourse. Other problems that are commonly observed in the language classroom are related to individual learners' personalities and attitudes to the learning

~~d.~~c. **Motivation in Teaching Speaking**

When referring to motivation, teachers are concerned with the behavior of the learner. Learner are considered motivated if they are actively involved in a task and the main aim of language teachers is to encourage as many pupils as possible to be involved in classroom activities hoping that this will aid learning. "The usual meaning of motivation for the teacher is probably the interest that something generates in the learners" and it relates to the attitudes of learner towards the target language, as these are rooted in their minds and their background. (Cook, 1996). Then, in the case of learners'

motivation may be affected by the relevance of tasks (task motivation, Brown, 1981) to the interests and the needs of the learners, to their need for achievement and social affiliation, and by the teaching methodology and material. (Crookes and Schmidt 1991). Little research has focused on the material and methodology in relation to motivation but there is evidence (Peacock 1997) that authentic materials generate interest in the lesson. Burden (2000) suggests a number of criteria that relate to task motivation: the difficulty of the work must match the ability levels of the learners, the materials should provide useful structure and they should captivate the interest of the learners.

The phenomena in learning speaking especially in EFL , commonly the learner are difficult to express their own idea, opinions, moreover when they are being asked to give their personal information or opinions in front of the class. In such situation, this is the effect of the low motivation of learner in learning speaking. Low motivation itself is situation when the learner have no willingness to develop to achieve something. Not all of learner in EFL speaking class have the courage to speak. It is supported by Padmadewi (1998) cited in Widiati and Cahyono (2006) that many of the learner feel anxious in a speaking class, and some are likely to keep silent. In additions, based on Padmadewi's research (1998) she found out that learner attending speaking class often felt anxious due to pressure from the speaking tasks which require them to present individually and spontaneously within limited time.Tutyandari (2005) mentioned that learner keep silent because they lack self-confidence, lack prior knowledge about topics, and because of poor teacher-learner relationship. In order to cope with student's limited knowledge, she advised speaking teachers activate the learner prior knowledge by asking questions related to topics under discussion. She also mentioned that learner self-confidence can be enhanced and their anxiety reduced by giving them tasks in small groups. This is strengthen by Jane Willis (1996) that, "you must learn the language freely to learn to speak it, even if you make a lot of errors". It means that it doesn't matter whether the learner make some mistakes, because, as stated by Harmer (2007: 101), if everything is just too easy, learner are likely to lose their respect to the task of learning. In this case, this is the teacher's duty to convince them that in speaking class it's good to do some error, because it means that those learner have passed the speaking learning process.

e.d. Learner's Goal Orientation

Goal orientation is an integrated pattern of beliefs that leads to "different ways of approaching, engaging, and responding to achievement situations" (Ames, 1992, p. 261). Pintrich (2000) proposed that goals fall in two major classes. These classes have been referred to by various names in the literature, but for the sake of simplicity, two terms are used in this entry. The first type is called a mastery goal. Learner hold mastery goals (also referred to as being mastery-oriented) when their goal is to truly understand or master the task at hand; learner who are mastery-oriented are interested in self-improvement and tend to compare their current level of achievement to their own prior achievement. In contrast, the second type is called a performance goal. Learner hold performance goals (also referred to as being performance-oriented) when their goal is to demonstrate their ability compared to others. Learner who are performance-oriented are interested in competition, demonstrating their competence, and outperforming others; they tend to use other learner as points of comparison, rather than themselves.

Second, mastery and performance goals are each divided into approach and avoid goals. In terms of mastery goals, mastery-approach oriented learner are interested in truly mastering an academic task; in contrast, mastery-avoid oriented learner are interested in avoiding misunderstanding the task. In terms of performance goals, performance-approach oriented learner are interested in demonstrating that they are more competent than other learner (i.e., have more ability than others); in contrast, performance-avoid oriented learner are interested in avoiding appearing incompetent or stupid.Hamid (1985) infers that in the real condition of our environment, Most modern language courses seem to recognize the need for teacher to give some kind of direction to their activities by stating the aims of each lesson or unit in the course. Generally speaking, these statements of aims describe either the activities of the teacher and object of the lesson.

Those matters above, however, present a number of difficulties for teacher and learner alike, firstly, they are written from the point of view of the teacher and not the learner. They tell us what the teacher will be doing during the lesson and not what the pupils will be able to do at the conclusion of the lesson. Secondly, learner are open to different interpretation by different readers, as it is not clear whether active production of the forms is required, or merely passive recognition. Thirdly, it is impossible for teacher for teacher to evaluate the effectiveness of their teaching except by personal criteria such as whether the learner appear active, responsive, or even just amused.Thus, we can see that, although many language courses try to give direction and order to the activities of the teacher, they miserably fail to do so, because the aims stated for each lesson or unit, not to mention the goals of the whole course, lack the precision needed for effective teaching and evaluation.

In addition, Dweck and Leggett's (1998) classification of two types of goals (learning goal and performance goal) that individuals pursue in task/learning contexts. Learning goals characterize individuals who seek to increase their competence, to understand or master something new, while performance goals characterize individuals who seek to gain favorable judgments of their competence or avoid negative evaluations of their competence. Thus, individuals with a learning goal orientation focus on the "development" of competence, while individuals with a performance goal orientation focus on the "judgment/evaluation" of their competence. The performance goal orientation has been split into two subtypes i.e. performance approach orientation and performance avoidance orientation (Middleton and

Medley, 1997). Individuals with a performance approach orientation want to be the best, to appear to be the most competent. As a result, they work hard and put in a lot of effort in order to surpass their peers. Whereas individuals with a performance avoidance orientation try to avoid making mistakes and appear incompetent. They take the known path, the unchallenging tasks, and are frequently reluctant to show their work to others until it is perfect. Orientation toward a goal is presumed to be a function of individual differences or to be included by situational constraints, as it influences the approach learner take to learn and the strategies they use in learning. 'Approaches to learning' refers to the learners' different ways of relating to the learning task-'how' and 'why' a learner learns'. The 'how' are the strategies devised by the learner to solve the problems defined by their motives (the why of learning). This combination of motive and strategy is called "an approach to learning". A deep motive by contrast is intrinsic, and meaning oriented. The deep strategy involves wide reading and an attempt to integrate new material into previous knowledge. The approach to learning resulting from this motive-strategy combination is the deep approach. A surface motive is an instrumental one in which the main purpose is to meet minimum requirements for assessment. Surface strategy is a reproductive one in which the focus is on recalling the essential element of content through rote learning. The superficial approach to learning resulting from this motive – strategy combination is termed as surface approach. There is a close relationship between motivations, the goal set by the learner, the strategies learner employ for learning. Franson (1997) reported that there is a link between deep approach to learning, and learner' motivation and anxiety levels. Learner who adopt a deep approach to learning tend to be intrinsically motivated; learner adopting a surface approach show extrinsic forms of motivation prompted by the fear of failure and the need to satisfy assessment requirements. Ames and Archer (1988) reported that a learning goal orientation is associated with more adaptive patterns of behavior, cognition and affect than is a performance goal orientation. Tickle (2001) concluded that learner who adopt deep learning strategies are motivated by mastery - oriented goals. Those who adopt surface level learning are motivated by pass only aspirations and hence, develop minimum effort learning strategies, often dictated by rote learning, only what is necessary. Chan and Lai (2002) found that learner who scored higher on learning goal orientation were more likely to cognitively engage in deep strategy. Furthermore, learner who scored higher on performance goal orientation were likely to engage in both surface and deep learning strategies. Some researchers have found that performance-approach goals are associated with higher grades(Church, Elliot, and Gable, 2001)

Furthermore, Vermunt (1996), leads to an idea that instruction does not lead to learning automatically. The outcome of learner' achievement in the course depends on the learning strategies they use. Various researches have investigated the relationship between these learning strategies and academic success. Byrne et al. (2001) revealed that the deep and strategic approaches are positively associated with high academic performance and the surface approach with poor academic performance. There was a significant positive relationship between the deep and strategic approach and the total assessment marks.

f.e. The Implementation of Motivational Strategies on Goal Orientation

As teachers we have all seen both of these types of learner. Some of learners (the mastery oriented ones) are interested, willing to try new things, ask questions in class, and seek out new ideas. They are such fun to teach because they almost teach themselves. And wehave seen learner who are only interested in what is required for the grade (the performance oriented ones. They are no fun to teach because they don't appear to share our enthusiasm for the content or the thrill of discovery in the discipline. These encouragement below may help learners into their goal orientation as their motivation, they are;

Encouraging a Mastery Orientation
Setting task based on learners' field of study

Mastery Oriented learner. Teacher can begin by looking at the mastery oriented group and attempting to discern the reasons behind their orientation toward these goals of their speaking class. The broader literature on motivation provides some possible insights into learner's behavior. One theory of motivation holds that students are motivated to engage in behaviors that have value to them and where they have a reasonable expectation to succeed.

Giving learners as the role model on the behaviors in speaking may have value because they are intrinsically interesting, novel, or curiosity arousing, because learners have an immediate use in solving an individual's current problem, because they contribute to the long range plans of the individual. Then, they are valued by the social group of which the individual is part, and because they represent a challenge to the learner's skills. If the tasks that teacher are setting for learners fit any of their field of study, they are more likely to want to master them.

Building self-determination on learner

Another motivation strategies that relates to the mastery goal orientation is building self- determination. This strategy asserts that individuals will be more motivated by given work of speaking at a task in which the element of choice or control involved. learners who have choices associated with their efforts will be more likely to adopt a mastery orientation. This strategy relates nicely to the expectation on students determination because learners will have choices

about what and how he'll work, learners can choose tasks that interest them in which learners feel competent to perform their ability to speak based on their choices in front.

Engaging safety VS risk

A mastery orientation has to do with safety versus risk and the consequences of failing. When learning, learners can never be in a risk-free environment since learning is a risky matters. It involves attempting something learners don't already know how to do, hence the risk. However, if the benefits of succeeding outweigh the costs of failure, taking a risk is worthwhile. So in a learning situation and teacher should work to reduce the cost of failure. There are many ways of doing this;

First and most influential is the reaction that the teacher has to learner's failure. If the teacher reacts to a student error with interest and support rather than criticism and withdrawal, learners are more likely to view their mistakes in a constructive light. Second is the consequence of making a mistake. If it only results in demerits, students will attempt to hide their mistakes and miss the opportunity to learn from them. If on the other hand mistakes are followed by additional opportunities to learn without severe penalties, students will be more willing to identify their mistakes and correct them.

Third is the model that the teacher presents to the class when he or she makes a mistake. Rather than becoming defensive or trying to bluff through an error, if the teacher acknowledges the mistake and models how someone should approach correcting that mistake, the students have learned a very good lesson about how they should cope with their own mistakes. Fourth is to offer credit for making progress, not just reaching a preset criterion. Helping students become reflective about their learning so that they base their self-worth on how far learners have come rather than on how they compare with others is an important component of getting them to adopt a mastery orientation. Fifth is to encourage the development of a learning community in the class where everyone is expected to make progress and encouraged to help everyone else make progress.

Performance Oriented learners.

Providing attention and recognition on students speaking

If we look closely at the behavior of learners who are displaying performance approach, performance avoidance, or work avoidance orientations, teachers might be able to predict on the type of environment that might encourage learners to move in the direction of mastery orientation. In addition, learners who are performance approach oriented want to be better than everyone else in their peer group for they may see that as the only way to gain attention and recognition for their efforts. It is great effort that by providing them attention and recognition for their own progress, and their own effort, we may end up weaning them away from comparison with others as their benchmark of achievement? Certainly the research on collaborative vs. competitive reward structures seems to indicate that minimizing competition and rewarding collaboration results in better learning (Johnson and Johnson, 1985) for a whole variety of reasons. Recent efforts towards shifting grading methods away from norm referenced comparative forms of grading to criterion referenced individual achievement grading will also help move the learner' focus away from how they compare with others to how much progress they have made and how much further they need to go.

Work avoidance on learners

Teacher might give work avoidant on learners. First teacher should examine their own attitudes toward these learners and their behavior. In reality they may not just be lazy; they may be trying to be strategic in the use of their resources After all, ours is not their only course or source of work. Learners live real lives outside the classroom and the circumstances of those lives often take precedence over the artificial deadlines of academia. Teachers can hardly criticize them for wanting to get the biggest bang for their buck; teachers certainly do that themselves. It is needed that teachers should examine more closely what they are asking learners to do. The value of the task may be clear for us, but it may lead into questions for the learners. If they understood and accepted its value, perhaps they would be more willing to put effort into it. However, from long years of schooling, the learners are more likely to focus on getting the right answer by whatever means. If the key to success is getting the problem set-up right, it is better to focus most of our learners' efforts. They can certainly work through one problem completely to show that they know how.

3. **Conclusion**

The lack of confidence on the students might appear as one of factors that lead the learners into their less mastery on speaking. The use of motivational strategies on speaking class to promote student's achievement on goal orientation on speaking can be inferred by encouraging mastery oriented learning and promoting performance oriented learning. By encouraging mastery oriented learning, it is intended to the students that their awareness on the reasons of their learning will drive learners into their high motivation and their desirable goal which has been suited with their field of the study. Meanwhile, by promoting performance learning, it will arise on the learners behavior trough giving them the real attention on the environment in the class and outside of the class as weel.

Those two motivational strategy in speaking will drive the students on their goal orientation in which this is divided into mastery and performance oriented learning that drive learner into their motivated mind which leads them into their reachable goal.

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