INCREASING STUDENTS' MOTIVATION IN SPEAKING ENGLISH TRHOUGH ASSET BASED THINKING (ABT) METHOD

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Abstract: As a professional, teacher should find best strategies in encouraging students' motivation in learning. Students who are learning English also believe that learning English is learning how to speak. Teaching speaking means employ some strategies, methods and approaches to encourage students' mood and motivation to speak. In On the other hand, the comprehensibility between participants in the conversation also becomes significant. Based on the observation during the teaching and learning process in the study programs of counceling and guidance at STKIP Bima, it was found that the students' abilities, motivations, and curiosities in speaking English decreased. They were afraid to practice their speaking ability. Therefore, Asset Based Thinking (ABT) was proposed as in motivating the students to practice and improve their speaking ability. ABT Method is a method that focuses on how lecturer motivated the students to find their strength (potential, skills, knowledge and ability) and how they use the strength as an asset in reaching their target of learning. the participants were 30 students from Counseling and Guidance Study Program of STKIP Bima. The data were Collected by observing the students' pre activities and post activities, and oral Interview was conducted in getting the information about the students' speaking ability. The data were analized by using IBM SPSS Ver. 23. Through the analysis it was found that For the reason, the statistic count < statistic table (6.00 < 152). The analysis promoted that the students' motivation in practicing their speaking ability after taught by using ABT would significantly increase rather than students' motivation before they were taught by using ABT.
Key word: Asset Based Thinking (ABT) Method, Students' Speaking Ability

1. BACKGROUND OF STUDY

As a professional, teacher should find best strategies in encouraging students' motivation in learning. Students who are learning English also believe that learning English is learning how to speak. Richards and Roggers (2001: 153) stated that learners should learn how to use the language spontaneously and flexibly in order to express their intended message and should be placed in situations where they must use language as an instrument for satisfying communicative needs, where the criterion for success is functional efectiveness rather than structural accuracy. Teaching speaking means employ some strategies, methods and approaches to encourage students' mood and motivation to speak. In On the other hand, the comprehensibility between participants in the conversation also becomes significant.

Based on the observation during the teaching and learning process in the study programs of counceling and guidance at STKIP Bima, it was found that the students' abilities, motivations, and curiosities in speaking English decreased. They were afraid to practice their speaking ability. Therefore, Asset Based Thinking (ABT) was proposed as in motivating the students to practice and improve their speaking ability. ABT Method is a method that focuses on how lecturer motivated the students to find their strength (potential, skills, knowledge and ability) and how they use the strength as an asset in reaching their target of learning

2. LITERATURE REVIEW

2.1 Speaking Ability

Bowen, Madsen, and Hilferty (1985: 101) stated that successful learners should be able to produce their thought in a way that will make their massage accessible to native speaker. In conducting the research about speaking ability, it refers to some studies that focused on developing and improving students' speaking ability in learning English. Oradee, Thanyalak (2012) conducted about developing students' speaking skills using Communicative Activities (discussion, problem- solving, and role playing*)*. The data taken from the speaking test and students' attitude toward teaching English speaking while qualitatives data were drawn from a Learning log, a semi- structured interview and a teacher's Jurnal. Yafi, M Ali (2009) also conducted a study about students' speaking ablity by using Class Action Research (CAR). The data were collected by giving a TOEFL Test to get the information about the students speaking skill, observing the implementation of the previous method being implemented, interviewing the implementation of the previous method in teaching speaking, and discussing with another English teachers. Kayi, Hayriye (2006) promoted some activities that could increase students' speaking ability, such as discussion, simulation, role play, information gaps, brain storming, story telling, interview, story completion, reporting, playing card, picture narrating, picture describing, and find the differences.

2.2 Studies on Asset Based Thinking (ABT) Method

Ellof and Ebersohn (2001) conducted research about Asset Based Approach for Psychological Support. The purpose of the research was, to find similarities and differences between four schools those used asset based method as an instrument in teaching to enhance pshycological support. The data were collected through participants' verbatim quotation, visual data and extract from their research journal. Odyssey is the first school in Austin to be certifieed as a training school for the Asset-Based Thinking program. The faculty, staff and students were asked to use Asset Based Thinking during the learning process. It

taught students strategies to focus consistently on what is working and what is possible, and to find the great qualities and strengths in themselves and each other.

The implementation of Asset Based Instruction also becomes a priority in Boston Public School can to improve the quality of the teaching and learning. The using of Asset based instruction is based on the assumption that many marginalized students believe that they were bad or poor at math in general. It was focused on the teachers' and students' strengths, provides a cultural shift in the way teachers interact with one another and with their students which research shows lead to positive self- efficacy and improvement in performance.

2.3.   Teaching Speaking Using Asset Based Thinking Method

ABT method used in this research is a method to encourage students' motivation in practicing their speaking ability. It was introduced by Dr. Kathryn Cramer (2009), the founder of The Cramer Institute in 2009 as an approach to achieve the succesful of life by taking the advantages from everything people have in themselves. In ABT, it is believed that people have something that will be benefit for them in achieving their intenttion. However, it depend on how they manage and use the power to support their life. Paek (2008: 4) assumed Asset based thinking gives teachers perspective on how they can encourage students to do better by letting them know it is expected of them, while also building on their academic strengths. In teaching speaking using ABT, it is focusing on motivating the students to think positive and avoid their negative thinking. Students are tought to find out their strenght in learning English Especially, in speaking for example, when students said that "speaking English is difficult or freaking", teacher can motivate the students by tell them to think that learning speaking English is not difficut but "it is challanging and interesting. The consideration of this method is based on the assumption that "it is important to put in the student's mind to think positive". Through ABT, teachers can emphasize on the students' talents rather than weaknesses and strengths rather than deficits to create a learning environment that supports and encourages every student to do their best. What makes ABT important is it provides teachers to always focus on giving the changes.

3.   RESEARCH METHOD
3.1   Participants

The participants of the research were students of Counseling and Guidance at STKIP Bima Grade I in Academic Year 2016/ 2017. There were 30 students those have low motivation in learning and practicing their speaking ability were used as the participants of this research.

3.2   Data Collection Instrument
3.2.1 Observation of Students' Pre- Activities and Post Activities

In finding the data about the students' activities during the learning process, the observation about the students' activities were performed. The observations were conducted before and after the students were taught by using ABT integrated into classroom. The instruments used in this observation were pre-activities observation instrument and post-activities observation instrument. A pre-activities observation was given to find the data about the students' activities during the learning process before they were taught by Using conventional method. Whereas, a post- activities instrument was given to find the data about students' activities during the learning process after they were taught by using ABT. There were 60 statements related to the students' activities during the learning process. The students' activities were observed by giving positive and

negative comment. If the students got a positive point, they were given score two (2) and if they got negative point, they were given score one (1). Furthermore, the students' maximum score in the experimental group was 120 and the minimum score was 60.

### 3.2.2   Students' Speaking Ability Pre-Test and Post-Test (Interview)

In collecting the information about students speaking ability the students were interviewed. The interviewed were conducted before they were taught by using the ABT method and after they were taught by using ABT method. There were 10 question related to the students' personal identity used in the interview. The test was cover all aspect of speaking skills such as, comprehension, grammar, vocabulary, pronunciation, fluency, and accuracy. The score will be measured in likert scale from 1= Very poor, 2= poor, 3= neutral, 4= good, and 5= very good.

5. Data Analysis

In finding the data about the students' activities during the learning process, the observation about the students' activities were performed. The observations were conducted before and after the students were taught by using ABT. The instruments used in this observation were pre- observation instrument and post observation instrument. A pre observation was given to find the data about the students' activities during the learning process before they were taught by using ABT. Whereas, a post activities instrument was given to find the data about students' activities during the learning process after they were taught by using ABT.

In this research, the pre observation of the students' activities during the learning process before they were taught by using ABT was assumed as O_1 and the post-test of observation on the students' activities toward learning speaking after they were taught by using ABT method was assumed as O_2. Therefore, the difference between O1 and O2 was assumed as O_2 --- O_1. It was assumed as an effect of the treatment after the students' were taught by using ABT. The analysis design could be seen in the following figure 4.1:

Figure 4.1 the normality test design on the students' activities

$$O_1 \qquad X \qquad O_2$$
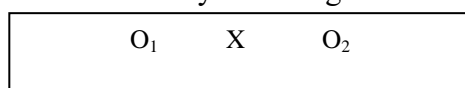
The normal distribution of the instrument also conducted by using IBM SPSS Ver. 23 it was found result of validity and reliability test of pre- test on the observation data before the students were taught by using ABT. Through the analysis itwas found that *alpha* (α) was 0.757. This value was compared with the *r- table* significance 5% of total sample (N) = 30. Moreover, it was found that *r- table* was 0. 361. From the explanation, it can be concluded that α = 0.757 > r table = 0.361. It means that the items used in the observation before the students were taught by using ABT is reliable to be used as an instrument in collecting the data in this research. on the other hand, validity test were conducted based on the *Intraclass Correlation Coefficient analysis* and it was found that *Intraclass Correlation Coefficient (r- count)* = 0.816 > r table = 0.361. It can be assumed that all the items of the observation used in the instrument were valid.

In analyzing the result and the significance of the observation, the *t- test Paired Sample* was used. This analysis aimed to test the two different measurements in the same respondent toward a certain treatment or group. Meanwhile, the objective of the research is to find the contribution or the effect of ABT method in the students' motivation in speaking english. In this case, the data before (pre- activities) and after (post- activities) the treatment were measured.

This analysis was based on the assumption that, if the treatment that did not give an on the students activities, it means that *the mean difference* was null (0). The result of analysis can be seen in the following table 4.6:

Table 4.2 The Output of Significant Analysis of the Pre- Activities and Post- Activities in experimental group by using *t- test Paired Sample Statistic*

Table 4.7 The Output of Correlation between the Pre- Activities and the Post- Activities Observation Data in the Experimental Group.

Paired Samples Test

		Pair 1
		Post-Activities and pre-Activities Observation of ABT
Paired Differences	Mean	11.767
	Std. Deviation	8.186
	Std. Error Mean	1.495
	95% Confidence Interval of the Difference Lower	8.710
	Upper	14.823
T		7.873
Df		29
Sig. (2-tailed)		.000

In the *Paired Samples Test* table*, it* can be seen that *t- count* is 7.873 with the probability value is 0.000. If the value refers to the comparison between *t- count and t- table* significance (α) is 0.025% (confidence interval= 97.5%), the *2- tailed* test should be conducted to know whether the *mean* before and after the treatment was identic or not. The value can be upper or lower. In this case, the *2- tailed test* in IBM SPSS Ver. 23 and *df* or *the degree of freedom* is *n-1* or 30-1 = 29, from the *t- table,* it was found that *df*= 2.04. It means that *t- count > t- table* (7.873 > 2. 04). From the explanation, it can be concluded that ABT is effective in increasing the students' leaning motivation.

In the *paired sample tes*t table, it was found that *mean* = 11.767. This *mean* was found from the post- test *mean − pre- test mean (*101.730-89.970 = 11.767). The difference 11.767 has a range between lower limit point 8.710 to upper limit point 14.823. The result showed that the difference 11.767 with the range 8.710 to 14.823 is significant enough to be assumed that ABT is effective in increasing students' achievement in learning.

Furthermore, in getting the information about the differences between the observation data before and after the students were taught by using ABT, *Wilcoxon Signed Rank Test* was used. The *Null Hypothesis* in *Wilcoxon test* stated that the two paired variables should have an equal *median*. In this research, *Wilcoxon 1- tailed test and Wilcoxon 2- tailed test* were used. *1- tailed test* was used to see whether the contribution and the effectiveness of learning process increased or decreased. On the other hand, *the 2- tailed test* was used to know the portion of the respondent with the characteristics that were observed as the effect of the two treatments were similar or different. In this research, the fact that the portion of respondents who has positive and negative attitude based on the observation before they were taught by using ABT and after they were taught by using ABT. The result can be seen in the following table 4.8:

Table 4.1 The Analysis of the Pre- Activities and Post- Activities by using *t- test Paired Sample Statistic*

Table 4.3 The output of Differences on the students' activities during the learning English before and after they were taught by using ABT

Wilcoxon Signed Ranks Test

 Ranks

		N	Mean Rank	Sum of Ranks
Post-Activities–pre-Activities Observation on ABT method	Negative Ranks	2[a]	3.00	6.00
	Positive Ranks	25[b]	14.88	372.00
	Ties	3[c]		
	Total	30		

In the table 4.3, it can be seen that from the total sample (N)=30. 2 data have negative differences, and 25 data have positive signs and 3 data were identic (ties). In *Wilcoxon* test (*Wilcoxon* T-test statistic), the value used is the smallest differences value. For the reason, in this research, the negative differences used was 2 (it was showed in Colom *sum of ranks*). From this value, the smallest difference used was 2 (it can be seen in column *sum of rank*). From this value, it was found that *Wilcoxon t-test statistic* (T) was 6.00. In *Wilcoxon* table, the total data (N)= 30, *1- tailed and the significance* level (α) = 5%. From the analysis, it was found that the *Wilcoxon statistic table* = 152. For the reason, *the statistic count < statistic table* (6.00 < 152), it means that ABT is effective in increasing students' motivation in speaking English.

6. CONCLUSION

Through the analysis, it can be concluded that there is a relationship between the students 'speaking ability and the method or approach used in teaching. In this research, it was found that ABT method is more effective in increasing students' motivation in learning English especially in improving and practicing their speaking ability. The evidence can be seen from result of the analysis about the students' motivation before and after they were taught by using ABT. Through the analysis, it was found that (N)= 30, *1- tailed and the significance* level (α) = 5%. From the analysis, it was found that the *Wilcoxon statistic table* = 152. For the reason, *the statistic count < statistic table* (6.00 < 152),. The analysis promoted that the students' motivation in practicing their speaking ability after taught by using ABT would be significantly increased rather than students' motivation before they were taught by using ABT.

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