

STUDENTS' MOTIVATION IN LEARNING ENGLISH SPEAKING AT THE EIGHTH GRADE OF SMP NEGERI 3 DHARMA CARAKA

Intan Sari Ndruru

Teacher at State Junior High School 3 Dharma Caraka

intansarindruru2000@gmail.com

Abstract

This research aimed at analyzing students' motivation at the eighth grade of SMP Negeri 3 Dharma Caraka. This research was designed by using descriptive qualitative method. In analyzing the data, the researcher used theory of Gay (2012), they were reading and memoing, describing, and classifying. In this research, the source of the data was taken from 24 students at the Eighth Grade of SMP Negeri 3 Dharma Caraka. Technique of the data collection were observation and interview. The result of the research showed that they were experienced by eighth grade students of SMP Negeri 3 Dharma Caraka by intrinsic and extrinsic motivation. The intrinsic motivations were self desire, satisfaction, challenge/competition, and good habits. The extrinsic motivations were praise, advice, teacher, parents and environment, and reward. The students who had intrinsic motivations were active in speaking activity because they derived from themselves. It reflects the internal drive to achieve personal goals, serving as primary motivator for success. Meanwhile, the students who had extrinsic motivation were active in speaking because they have expectation to get high score, and other reward from the teacher, and praise from the teacher and friends. But, most of students are motivated in extrinsic motivations, they were active in speaking activity because from the environment and other reward. It is suggested to English teacher to create a good atmosphere while teaching in the classroom especially in speaking English. Moreover, teacher need to motivate their students by designing activities that are interesting and relevant to daily life that encourage interaction and conversation.

Key words : *Students'; Motivation ; Speaking*

Abstrak

Penelitian ini bertujuan untuk menganalisis motivasi siswa kelas VIII SMP Negeri 3 Dharma Caraka. Penelitian ini dirancang dengan menggunakan metode deskriptif kualitatif. Dalam menganalisis data, peneliti menggunakan teori Gay (2012) yaitu membaca dan mengingat, mendeskripsikan dan mengklasifikasikan. Dalam penelitian ini sumber data nya diambil dari 24 siswa kelas VIII SMP Negeri 3 Dharma Caraka. Teknik pengumpulan datanya adalah observasi dan wawancara. Hasil penelitian menunjukkan bahwa motivasi yang dialami siswa kelas VIII SMP Negeri 3 Dharma Caraka dibagi menjadi motivasi intrinsik dan ekstrinsik. Motivasi intrinsik berupa keinginan diri, kepuasan, tantangan/kompetisi, dan kebiasaan baik. Motivasi ekstrinsik

berupa pujian, nasehat, guru, orang tua dan lingkungan dan hadiah. Siswa yang mempunyai motivasi intrinsik aktif dalam kegiatan berbicara karena berasal dari diri sendiri yang mencerminkan dorongan internal untuk mencapai tujuan pribadi yang menjadi motivator utama untuk sukses. Sementara, siswa yang memiliki motivasi ekstrinsik aktif dalam kegiatan berbicara karena mereka memiliki harapan untuk mendapatkan nilai yang tinggi, dan penghargaan lain dari guru, serta pujian dari guru dan teman. Tetapi banyak dari mereka termotivasi dalam ekstrinsik karena lingkungan dan hadiah lainnya. Disarankan kepada guru bahasa Inggris untuk menciptakan suasana yang baik saat mengajar di kelas khususnya dalam berbicara bahasa Inggris. Selain itu, guru perlu memotivasi siswa nya dengan merancang kegiatan yang menarik dan relevan dengan kehidupan sehari hari yang mendorong interaksi dan percakapan.

Kata kunci: Motivasi; Siswa; Berbicara

A. Introduction

English is one of the most important things in communication and it is used as a tool for communication. People will be able to convey their message, thought, and feeling by using language. Harmer (2015:4) states that learning English divided into two namely, English as a second language (ESL) and English as a foreign language. English as a second language is often used of immigrant in order to communicate with local people, and communicate in the environment. As a foreign language, English is used at school. In Indonesia, English is one of the subject listed in curriculum, it is learnt by students at school.

To learn English students should be mastered four skills in English, they are : speaking, listening, reading and writing. Speaking refers to the action of conveying message or information through feeling in spoken language. Listening is a skill to process of take notice of an act on what someone says. Reading means a process of taking in the sense or meaning letter and

symbols. Writing is the skill that people used to communicate each other, produce ideas, thoughts, or feeling by using symbol language. Reading and listening are considered to be passive skills, meanwhile writing and speaking are active or productive skills.

In this modern world, communication skill have important role in daily life, and speaking is the most important skill among the four skills in order to communicate well in this global world. Thus, in the classroom the ability in mastering speaking is measurement how far students mastered the language that they have learned. According to Nation & Newton (2009:122) "Speaking as part of work or academic study may involve presenting reports or presenting viewpoint on a particular object.

Furthermore, according to Goh and Burns (2012:15) " Speaking is accepted by everyone as an essential language communication skill, but it is importance to language learners goes beyond just day to day communication". Speaking being

primary medium for education and learning. To build speaking skill students should be learning and practice.

In the class the importance of speaking is to help students expressing their thought and ideas orally, and being active participation in class activities and discussion. Furthermore, the speaking skill is life skill that help someone to communicate in job interviews, social interactions, and personal relationships. To build speaking skill students should be learning and practice.

Learning is the process of acquiring knowledge, skill, behaviour, values, attitudes, and preference. According to Morreale, Spitzberg, et all (2007:161) "Learning is the internalization of a new way of understanding and behaving such that it can be produced on demand".

The learning will not be carried out properly if there is no clear purpose. For example, the students learn about how to master grammar, so, the purpose of the learning is students become more aware and understand about grammar, and the changes of that occur is a result of the learning. The students will be successful and creative in learning, if they have a desire to learn. The desire or urge to learn is called motivation.

Motivation can influence the success or failure of the learning process. Harmer (2007:98) states that "Motivation is some kind of internal drive which pushes someone to do things in order to achieve something". Motivation is a series of behaviour or value who impact individual

to achieve spesific things appropriate the purpose of individual. Motivation explains why people doing something, how hard they are going to chase and how long they are willing to maintain activity.

In the learning process, motivation is an essential thing that must be owned by students. The student that have motivation will show an interest in carrying out learning activities, have an effort to be succeed, achieve satisfactory achievements, complete the tasks assigned to them and dare to convey their idea or opinion.

In addition, the student who is motivated, will make good reaction of the subject, they will pay attention, they start working on a task immediately, they ask questions and answer voluntarily, and they seem happy and excited. They will try the best to get the praise and good scores from the teacher, like by their friends, and get what they want.

Meanwhile, learning without motivation will make students hard to achieve success optimally. If students do not have motivation in the learning process, then their goals will not be achieved. They lack of interest In English, not care about the subject, less confidence to convey their idea, do not want to participate in speaking activity, no desires to learning and lack of responsibility.

Furthermore, when carrying out the learning process there are two factors that drive them to achieve their goals. According to Harmer (2007:98) "Motivation is made between intrinsic and extrinsic motivation"

Intrinsic motivation is motivation that comes from the individual, for example a student enjoyment of the learning process without pressure from other. They have natural curiosity and desire to explore new topics and concepts, and they embrace challenging tasks as opportunities for growth and learning.

Extrinsic motivation is motivation that comes from outside individual, for example student being active in speaking activity because the hope to get reward, praise or to avoid punishment from the teacher. According to Sari (2021:20) there are several factors that affect intrinsic motivation, including:

1. Self Desire

Self desire, as a factor of intrinsic motivation, refers to internal needs, wants, and aspirations that drive individuals to engage in activities or tasks for their inherent satisfaction and personal fulfillment. It is closely related to the concept of intrinsic motivation, which emphasizes the inner drive rather than external reward or pressure.

In this part, students do something of it is own accord, not of success or external reward. For example, in the learning process they will participate in speaking activity actively, asking and giving question without coercion from others and have ability to increase their speaking skill.

2. Satisfaction

Satisfaction can be defined as the feeling of happiness when someone gets

the result or achievement of an effort made. When you achieve something it build the motivation in yourself because it is an added bonus for the work that you have already completed, and you do your work with pleasure.

3. Challenge/Competition

Competition and challenges can be a motivation in support students' learning. They will show their superiority and they acquire validation of the people, by the challenges will stimulate their mind to think criticize, effective, and develop their strategy that effective to get the success. So, their intrinsic motivation will be increase.

4. Good Habits

Intrinsic motivation will help you develop and build good habits because it requires no justification to work on those habits. Good habits create a positive cycle of behaviour and mindset.

By cultivating a cycle of positive behaviours and mindset, good habits can significantly impact your motivation to continue engaging in those habits and pursue personal growth and success.

5. Awareness

Self-Awareness is the process of identifying our intrinsic motivations, choices and personality and then realizing the influence of these factors on our judgments, decisions and interactions with others.

By self awareness they are more likely to align their actions and behaviours with their personal values and aspirations. The desire to learn that

arises from within the child will produce better results.

Meanwhile, the factors that affect extrinsic motivation consists of as follows :

1. Praise

Praise is the expression of approval or admiration for someone or something. When individual receive praise for their achievements or efforts, it can reinforce their behaviour and increase their motivation to continue performing well.

Therefore, giving praise must be appropriate, because giving message will foster a pleasant atmosphere and enhance student enthusiasm for learning and raise self-esteem.

2. Advice

Advice is ordering or prohibiting someone from doing something, which is balanced with motivation or threat. For example, in the learning process there are students who have low motivation and they motivated by giving advice so that the child has even well motivation.

3. Teacher, Parents, and Environment

Teacher, parents, and environment has an important role in process of teaching and learning activity. In the learning process the teacher is not only a person who transfer the knowledge to the students, but also as a motivator who can motivate, and support the students in learning activity.

Parents a part from the culture of the world around students, their

attitude to language learning will be tremendously affected by the influence of people who are close to them. The attitude of parents and older siblings will be imperative.

Environment outside any classroom there are attitudes to language learning and the English language in particular. The learning of English is important be considered in the society.

4. Reward

Reward is one of extrinsic motivation that can strength student behaviour. Many from reward can give to the students to increase their achievement in learning process. Such give verbally reward, score, prize and praise.

5. Punishment

Punishment is one of the factors that motivate students. It involves using external consequences or punishment to encourage behaviour change. Therefore, the teacher must understand the principles in each punishment. For example, the teacher give additional assignments to students who do not participate in speaking activity.

Based on preliminary study when the researcher participate in PLP II at the Eighth Grade of SMP NEGERI 3 DHARMA CARAKA, the researcher found the problem in teaching and learning process.

Most of student are able to speak in English only few of them who can not speak English. They want to participate in speaking activity. They have desires to

express their opinion and enjoy the learning process especially in speaking activity. The students will encourage themselves to make an effort ask and answer question in the class and they have interest in learning speaking English.

Based on the findings above, the problem of this research was formulated as follow "How is the students motivation in English speaking at the Eighth Grade of SMP Negeri 3 Dharma Caraka?"

B. Research Method

This research was conducted by using qualitative research. The data in this research was obtained from students related to their motivation. Researcher was collected the data through observation and interview. To analyze the data the researcher was used Gay (2012) theory. They are: reading and memoing, describing, classifying.

C. Research findings and Discussion

1. Data Description

The researcher collected the data from observation and interview. During the observation the researcher took video and some notes as the additional information in knowing the students motivation in speaking English.

In addition, the researcher also conducted the interview to the students by asking them some questions to make sure their motivation.

To process the data in this research, the researcher analyzed field notes from observation and interview about motivation in speaking English. The researcher focus on the students'

motivation in speaking. After found the students motivation, researcher interviewed students to make sure that they had motivation and factors causes of their motivation in speaking English.

Based on the results of data analysis, there are motivation in speaking experienced by the eighth grade students of SMP Negeri 3 Dharma Caraka Telukdalam. The researcher found that there are some factors caused the students motivation in speaking English.

They are intrinsic motivation consists of four indicators namely, self desire, satisfaction, challenges/competition, and good habits. The extrinsic motivation consists of four indicators namely, praise, advice, teacher, parents and environment, and reward.

D. Research Finding

1. Students Motivation in Speaking English

The students motivation in speaking English faced by the eighth grade students of SMP Negeri 3 Dharma Caraka Telukdalam occurred in some varieties. Based on the result of analysis, there are two kinds of motivation, they are as follows :

a. Intrinsic Motivation

1) Self Desire

Some of the students at eighth grade of SMP Negeri 3 Dharma Caraka have desires in speaking English. This is being aspiration that drive them to speak

in front of the class because they like English subject and they want to participate in speaking activity without coercion from others.

It can be seen from the observation in the class, when the teacher ask them to present their conversation in front of the class the students raises their hand without instruction from the teacher. They answer every questions from the teacher and dare to express their opinion without coercion from the teacher.

In the learning process the students are not just silent, they are curious and not afraid to ask the teacher. Such as when they learned about how to ask for attention, there is one student asked the teacher "Excuse me Miss, what does the meaning of attention in Bahasa?" then the teacher answer, attention in Bahasa Indonesia is perhatian, disini kita belajar tentang bagaimana meminta perhatian kepada orang lain. Selain itu kamu juga boleh bilang, "listen to me", "look at me"

Furthermore, the other students asked the teacher "lalu bagaimana caranya memberi perhatian, apa yang harus kita bilang Miss?" then the teacher answer, untuk memberi perhatian (giving attention) kamu boleh bilang " oh I see", "really?", "what happens next?".

In the learning process the students are very active, they immediately ask the teacher if there is material they do not understand.

2) Satisfaction

The researcher found some of students during the learning process feeling happy when they active in class and participate in speaking activity. It can be seen during the learning process after they got applause from their friends and teacher such as having conversation in front of the class they show positive facial expression, such as smiles or enthusiastic expression, they feel more enthusiastic.

Furthermore, from the second observation the students show satisfaction in the class, where when they enter new material about "Identification of the Picture" the students still answer the question from the teacher even though in the previous material these students was active in conversation tasks about asking and giving opinion.

They remain enthusiastic answer the question from the teacher in this new material. They feel happy and answer the question with pleasure and they enjoy the speaking process.

3) Challenge/Competition

The researcher found some of students at the Eighth Grade of SMP Negeri 3 Dharma Caraka have competitive spirit. They want to show their superiority and compete each other. They are highly responsive to scores or evaluations given during or after speaking activities.

It can be seen from the second observation when the teacher asked them “who want to try to do conversation in front of the class?” most of students answer “May I try Miss?”. They raises their hand and hope that the teacher will choose them to come in front of the class. But, in the conversation the teacher only choose five groups.

Even though only five groups being selected by the teacher, students who were not chosen remain active. When they enter a new topic about “Identification of the Picture” previously inactive students also compete with student who had already before. They answer all question from the teacher, and participate in speaking activity.

They have expectation to be a winner, so this is motivated them to compete each others.

4) Good Habits

The researcher found the students at the Eighth Grade of SMP Negeri 3 Dharma Caraka have good habits in speaking

English. From the second observation, when the learning process they prepare their self to learn English, and complete the assignment or homework that given by the teacher. So, when the teacher asked them to do conversation in front of the class the students are ready. These students also, always bring dictionary to enrich their vocabulary, and they responding well to classmates ideas or opinion.

b. Extrinsic Motivation

1) Praise

Most of students at the Eighth Grade of SMP Negeri 3 Dharma Caraka, when the learning process they competitive for praise. They can be more competitive, striving to the best in speaking English to garner more praise than others.

It can be seen from the observation, when teacher ask them to perform their conversation in front of the class, they raises their hand and hope teacher choose them. Every students who finishes a conversation in front of the class, the teacher give praise such as nice, that’s great and give applause.

This praise can serve as a powerful source of motivation for them. It makes them happy and feel excited and more active in speaking class. The students make a concerted effort to improve their

speaking skills with the hope of receiving more praise from the teacher or friends.

2) Teacher, Parents, and Environment

The researcher found out the teacher, parents and environment affect motivation the students at the Eighth Grade of SMP Negeri 3 Dharma Caraka. Based on observation, most of them being active participation, they tend to actively participate in speaking activities in class, such as discussions or presentations, because they feel supported by their teacher.

When the learning process especially in speaking activity the teacher gives them chance to speak. It can be seen when they learn about "Identification of the Picture", the teacher asked them to find out the meaning of each picture, but some of them mispronounced it like the word of tiger they said /tiger/, deer they said /dier/, water they said /water/. But, the teacher didn't get angry with them, the teacher corrected it and told them correct pronunciation.

The students feel supported from the teacher and it makes students feel confidence and feel not afraid to speak in class. They show demonstrate confidence, while they may still be learning.

The students show confidence in expressing their opinions without fear of making mistakes. The students ask with enthusiasm, they tend to ask question actively to broaden their understanding and engage in conversations with teachers and classmates.

3) Reward

The researcher found out most of students at Eighth Grade of SMP Negeri 3 Dharma Caraka are motivated in speaking English because of reward. They actively engage in conversations to seize opportunities for earning rewards. This rewards can trigger a competitive nature, where students strive to make the best contributions to earn recognition.

It can be seen from the first observation when the teacher promise them, that they would be given plus score if they completed the asking and giving opinion task, and would be given other reward such as book, pen, snack, if they participate in speaking activity.

This reward affect their motivation in speaking, they feel happy and feel excited because the reward, and it makes them more enthusiasm and being more active in speaking class.

Based on the observation and interview with 24 students, the majority (79%) being intrinsically

motivated through praise, support from the teacher and environment, and reward from the teacher. Meanwhile, only (21%) being intrinsically motivated by self desire, satisfaction, challenge/competition, and good habits.

E. Conclusion And Suggestion

Based on the research finding, it can be concluded students experienced in intrinsic and extrinsic motivation in speaking English. Some of students at Eighth Grade of SMP Negeri 3 Dharma Caraka in class A are motivated in intrinsic motivation.

There are 5 students which means there are 20% are motivated in speaking English because arrives from themselves it reflects the internal drive to achieve personal goals, serving as primary motivator for success. They also indicates that positive habits can be intrinsic motivational drivers, as healthy and productive routiness tend to provide satisfaction and enhance motivation.

Most of students at Eighth Grade of SMP Negeri 3 Dharma Caraka are motivated in extrinsic motivation. There are 19 students which means there are 80% students are motivated because to get praise, reward and support from the teacher. Students more inclined to be driven by external reward or recognition from others rather than personal satisfaction. Because of these factors, it stimulates them and motivated them to be

more active, do not lazy in the class and compete each other especially in speaking activity.

After conducted the research, researcher wanted given some suggestion. The researcher hope this suggestion would give a new idea and reference to another researcher. Those suggestion related to result of this research especially for English teacher, for students and for the next researcher.

- a. For English teacher, the researcher suggest teacher to create a good atmosphere while teaching in the classroom especially in speaking English. Provide students with regular opportunities to speak, to establish a speaking habit. Involve students in projects or tasks that require oral presentation, this motivates them to speak and share ideas.

Moreover, teacher need to motivate their students by design activities that are interesting and relevant to daily life like role play, game such as play board games that encourage interaction and conversation.

- b. For the students, the researches hopes that students will keep their motivation in speaking English. Furthermore, students should practice English and make it as habit, so it can improve their intrinsic motivation. It will be better if they have a big desire to speak English, because intrinsic motivation is

typically more effective long term for completing tasks and achieving goals in a way that makes you fulfilled.

- c. For the next researcher, it is expect to the next researcher to conduct the same research on wider area. This thesis will give some contributions and information for the future researcher. Furthermore, it will be more advantages and beneficial to the development of English education especially in Indonesia.

F. References.

- Duha, A; Harefa, D. (2024). Understanding Students' Mathematical Connection Abilities in Junior High School. CV Jejak (Jejak Publisher)
- Duha, R; Harefa, D. (2024). Mathematics Problem-Solving Abilities. CV Jejak (Jejak Publisher)
- Evi Susilawati et al. (2023). Learning Models in the Metaverse Era. Nuta Media
- Evi Susilawati et al. (2023). Project-Based Learning in Digital Education. Nuta Media
- Gaurifa, M., & Darmawan Harefa. (2023). Development of a Cartesian Coordinate Module and the Influence of Implementing the Round Club Learning Model on Mathematics Student Learning Outcomes. Afore: Journal of Mathematics Education, 2(2), 45-55. <https://doi.org/10.57094/afore.v2i2.1130>
- Gay, L. R., Mills, G. E & Airasian, P. W. (2012). *Educational Research: Competencies for Analysis and Application 10th Edition*. New Jersey : Pearson Education.
- Gee, R., Laiya, R. E., & Telaumbanua, T. (2023). An Analysis of Denotative and Connotative Meanings in Selected Lyrics of Justin Ft Kid Laroi Songs. Research on English Language Education, 4(2), 40-46. <https://doi.org/10.57094/relation.v4i2.682>
- Goh, Christine C. M & Burns, Anne. (2012). *Teaching Speaking*. New York : Cambridge University Press.
- Halawa, S., & Darmawan Harefa. (2024). The Influence of Contextual Teaching and Learning Based on Discovery Learning Models on Students' Mathematical Problem-Solving Abilities. Afore: Journal of Mathematics Education, 3(1), 11-25. <https://doi.org/10.57094/afore.v3i1.1711>
- Harefa, D. (2022). Student Difficulties in Learning Mathematics. Afore: Journal of Mathematics Education, 1(2), 1-10. <https://doi.org/10.57094/afore.v1i2.431>

- Harefa, D. (2023). The Effectiveness of the Talking Chips Learning Model. Tunas: Journal of Biology Education, 4(1).
- Harefa, D. (2023). The Relationship Between Students' Interest in Learning and Mathematics Learning Outcomes. Afore: Journal of Mathematics Education, 2(2), 1-11. <https://doi.org/10.57094/afore.v2i2.1054>
- Harefa, D., et al. (2023). Basic Statistical Theory. CV Jejak (Jejak Publisher)
- Harefa, D., Laia, B., Laia, F., & Tafonao, A. (2023). Socialization of Administrative Services in the Research and Community Service Institution at Nias Raya University. HAGA: Journal of Community Service, 2(1), 93-99. <https://doi.org/10.57094/haga.v2i1.928>
- Harefa, D., Sarumaha, M., Telaumbanua, K., Telaumbanua, T., Laia, B., & Hulu, F. (2023). The Relationship Between Student Learning Interest and Natural Sciences Learning Outcomes. International Journal of Educational Research & Social Sciences, 4(2), 240-246. <https://doi.org/10.51601/ijersc.v4i2.614>
- Harmer, Jeremy. (2007). *The Practice of English Language Teaching* (4th edition). England : Longman Press.
- Harmer, Jeremy. (2015). *The Practice of English Language Teaching* (5th edition). England : Longman Press.
- Hz, B. I. R., Laiya, R. E., Sarumaha, M. S., & Supiyandi. (2023). Navigating English Writing Proficiency Tests in the Era of Artificial Intelligence. Journal of English Education and Teaching, 7(3), 480-498. <https://doi.org/10.33369/jeet.7.3.480-498>
- I. Zagoto and R. Laia (2021). "Students' Errors in Constructing Passive Voice," Journal of Education and Development, vol. 9, no. 2, pp. 609-610.
- I. Zagoto, R. Laia, S. Wau, and M. Y. Laia (2022). "Definition Paragraph: Problems Faced by Students," Journal of Education and Development, vol. 10, no. 1, pp. 584-587.
- Laia, M., Wau, S., & Zagoto, I. (2021). Translation Methods Used in Translating the Short Story "The Gift of the Magi" by Harum Wibowo. Research on English Language Education, 3(2), 53-60. <https://doi.org/10.57094/relation.v3i2.394>

- Laiya, R. E. (2022). Falaga: A Pop Culture of Young People from Pantai Sorake (An Anthropolinguistic Study). Proceedings of the Annual Linguistics Conference at Atma Jaya (KOLITA), 20, 301-305.
- Laiya, R. E., Khasanah, U., Sulistiani, I., Sudrajat, D., & M, M. (2022). Podcast-Mediated English Learning for Second Grade Senior High School Students. QALAMUNA: Journal of Education, Social, and Religious Studies, 14(2), 1011-1024. <https://doi.org/10.37680/qalamuna.v14i2.3749>
- Laiya, R. E., Zagoto, I., & Sarumaha, A. Y. (2022). Students' Motivation in Learning English During the COVID-19 Pandemic at SMA Negeri 1 Telukdalam. Research on English Language Education, 4(1), 1-10. <https://doi.org/10.57094/relation.v4i1.395>
- M. Ndraha, L. D. (2023). Training in Using English for Elementary School Children. HAGA: Journal of Community Service, 1(1), 36-39. <https://doi.org/10.57094/haga.v1i1.646>
- Mangkey, I., & Laiya, R. E. (2023). Language Maintenance: A Study of Pau Sellers on Jalan Selat Panjang Medan. Research on English Language Education, 5(1), 1-4. <https://doi.org/10.57094/relation.v5i1.869>
- Marlin Hati, Laia, M. Y., & Telaumbanua, T. (2021). Deixis in John Green's Novel Entitled Looking for Alaska. Research on English Language Education, 3(2), 21-32. <https://doi.org/10.57094/relation.v3i2.390>
- Morreale, Spitzberg, et al. 2007. *Human Communication*. Australia : Thomson Wadsworth.
- Nation, I. S. P & Newton, Jonathan. (2009). *Teaching ESL/EFL Listening and Speaking*. New York : Routledge
- Sari, T. N. P. 2021. *An Analysis of English Students' Motivation in Speaking Class During New Normal Era*. IAIN Bengkulu
- Sarumaha, M. S., & Laiya, R. E. (2023). Teachers' Ability to Construct Learning Through the Scramble Learning Model Approach in Schools. Tafkir: Interdisciplinary Journal of Islamic Education, 4(4), 577-589. <https://doi.org/10.31538/tijie.v4i4.709>
- Sarumaha, M. S., et al. (2023). Character Education in the Digital Era. CV. Jejak. <https://tokobukujejak.com/detail/pendidikan-karakter-di-era-digital-X4HB2.html>

- Sarumaha, M., & Harefa, D. (2022). Guided Inquiry Learning Models on Integrated Science Learning Outcomes. *NDRUMI: Journal of Education and Humanities*, 5(1), 27–36.
<https://jurnal.uniraya.ac.id/index.php/NDRUMI>
- Sarumaha, M., et al. (2022). Notes on Various Teaching Methods and Experiences of College Instructors. Lutfi Gilang.
https://scholar.google.com/citations?view_op=view_citation&hl=en&user=8WkwxCwAAAAJ&authuser=1&citation_for_view=8WkwxCwAAAAJ:-f6ydRqryjwC
- Sarumaha, M., Harefa, D., Piter, Y., Ziraluo, B., Fau, A., Telaumbanua, K., Permata, I., Lase, S., & Laia, B. (2022). The Use of Articulative Learning Models on Learning Outcomes. *Aksara: Journal of Nonformal Education Science*, 08(20), 2045–2052.
- Sarumaha, M., Laia, B., Harefa, D., Ndraha, L. D. M., Lase, I. P. S., Telaumbanua, T., Hulu, F., Laia, B., Telaumbanua, K., Fau, A., & Novialdi, A. (2022). Bokashi Sus Scrofa Fertilizer on Sweet Corn Plant Growth. *HAGA: Journal of Community Service*, 1(1), 32-50.
<https://doi.org/10.57094/haga.v1i1.494>
- Sarumaha, M., Laia, B., Harefa, D., Ndraha, L. D. M., Lase, I. P. S., Telaumbanua, T., Hulu, F., Laia, B., Telaumbanua, K., Fau, A., & Novialdi, A. (2022). Bokashi Sus Scrofa Fertilizer on Sweet Corn Plant Growth. *HAGA: Journal of Community Service*, 1(1), 32-50.
<https://doi.org/10.57094/haga.v1i1.494>
- Simanulang, N.R., et al. (2022). A Collection of the Best Learning Material Applications for Senior High Schools. CV. Mitra Cendekia
- Telaumbanua, T. (2022). The Meaning of Idioms. *Research on English Language Education*, 4(2), 7-12.
<https://doi.org/10.57094/relation.v4i2.382>
- Theresia Venty Fau, Y., Smith Bago, A., & Telaumbanua, T. (2024). Validity of HOTS-Based Student Worksheets for Seventh Grade Students at SMPN 2 Onolalu. *Jurnal Biogenerasi*, 9(1), 724-731.
<https://doi.org/10.30605/biogenerasi.v9i1.3425>
- Zagoto, I., & Laia, R. R. S. A. (2022). Crossword Puzzle Game for Teaching Vocabulary. *Research on English Language Education*, 4(2), 1-6.
<https://doi.org/10.57094/relation.v4i2.381>

Zagoto, I., Laia, R. D., & Wau, S. (2023, August 16). Sentence Structure Errors in Writing Narrative Paragraphs. *Jurnal MathEdu (Mathematics Education Journal)*, 6(2), 247-251.
<https://doi.org/10.37081/mathedu.v6i2.5452>

Zebua, N., Laiya, R. E., & Laia, R. D. (2022). Students' Difficulties in Comprehending Narrative Texts at the Eleventh Grade of SMA Swasta Fajarmas Bawonauru. *Research on English Language Education*, 4(1), 19-28.
<https://doi.org/10.57094/relation.v4i1.398>

Ziliwu, T., Laiya, R. E., & Fau, H. S. (2022). Analysis of Word Choice Errors in Official Letters Written by Tenth Grade Students of SMK Swasta Bnkp Daro-Daro. *KOHESI: Journal of Indonesian Language and Literature Education*, 2(2), 1-10.
<https://doi.org/10.57094/kohesi.v2i2.422>