Implementing Interest Based Instructional Materials to Minimize EFL Learners' Speaking Skills De-motivating Factors

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Abstract—The study aimed to investigate de-motivating factors in speaking in Indonesian EFL learning context and to propose solution to overcome speaking problems in teaching learning process. The description and discussion of findings are based on the results of a longitudinal mixed-method research in teaching Speaking Classes in an English Education Department at University in Indonesia. A qualitative inquiry was implemented to map the de-motivating factors faced by the EFL learners and Classroom Action Research (CAR) design was conducted to improve speaking ability. The results of the study reveal that there are fifteen de-motivating factors that impede the improvement of the speaking ability. The results of the intervention during the CAR cycles, cycle 1 and 2, prove that the implementation of Interest Based Instructional Materials (IBIM) improves the speaking ability. The implementation of IBIM encourages learners to activate their previous knowledge of instructional topics and build up their beliefs in presenting speaking tasks. The improvement in the speaking ability is affected by the role of teachers both during the pre-teaching phase and during the teaching learning process. The implication for the design and the development of instructional materials in Speaking Classes are discussed.

Index Terms—interest based, instructional materials, speaking skills, de-motivating factors, communication, EFL learners

I. INTRODUCTION

Language learners' ability to express their feelings, experiences, and thoughts in their daily communication proves their success in language learning. It is noted that there are some factors affect the success in the language learning. The factors are classified into motivating and de-motivating factors. The motivating factors are related to those which encourage language learners to learn while the de-motivating ones are related to those which impede language learners to learn.

There are some benefits of identifying factors that motivate and impede the development of the speaking skills. First, the identification of the motivating factors allows their implementation in teaching learning process to effectively achieve instructional objectives (Manurung, 2012; Michelsen and Sriraman, 2009; Nunan, 1989; Richard, 2001). Second, the implementation and evaluation of those factors create a better teaching atmosphere (Hammer, 2007; Juhana, 2012). Third, it allows selection of effective instructional materials, methods, and teaching media (More, 2005; Richard, 2001). Fourth, the identification of the de-motivating factors permits speaking class teachers to avoid those factors during pre-teaching phase by selecting interesting instructional materials, selecting effective teaching techniques, and choosing appropriate teaching media (Hamad, 2013; Richard and Roger, 2014). Finally, some researchers believe that those de-motivating factors impede motivation of language learners (Chambers, 1993; Dornyei, 2001; Gorham and Christophel, 1992; Hamad, 2013; Lamb, 2007; Shen, 2013). These arguments imply that role and ability of language teachers to pre-identify the motivating and de-motivating factors to learn in the pre-teaching phase are challenging.

Classroom participation contributes to success in language learning. Active participation during the teaching learning process brings about various practices and training opportunities to develop oral language. The more practices and opportunities provided to language learners to use the language being learned the better they will be on the development of the language skills. It is agreed that the speaking skills are developed should there be opportunities, practice, and attention (Bashir, Azeem, and Dogar, 2011; Shen, 2013; Xiuqin, 2006). Basir at el. (2011) highlight the importance of speaking activities that are related to learners' experiences and knowledge. Shen (2013) argues that the practices and activities in speaking should facilitate both fluency and accuracy in the speaking skills. These arguments suggest that it is obvious that language teachers plan, create, and provide sufficient practices for learners during teaching learning process. The provided practices are effective should they be prepared based on the factors that motivate learners to learn.

It is noted that in this global era English speaking proficiency contributes significantly towards learners' academic success since more and more education institutions and systems require English as pre-requisite of admission. Despite

the fact that some learners in non-native English speaking countries have studied English for some years, the speaking performance is still limited. Many researchers have researched factors causing the limited ability in speaking (Bashir et al., 2011; Hamad, 2013; Ho, 2009; Juhana, 2012; Lamb, 2007; Latha and Rames, 2012; Manurung, 2015; Rubin, 1992; Shen, 2013; Soureshjani and Riahipour, 2012). The results of the identification and investigation of the factors forward some solutions on how to minimize those factors and at the same time improve the speaking ability. Bashir at el., for example, suggest the provision of instructional materials which are familiar with learners and the use of language closely related to learners' knowledge; Shen (2013) argues that choice and provision of instructional materials that seldom facilitate authentic oral production practices are frequently observed to during the teaching of English; Latha and Ramesh (2012) and Manurung (2015) note that the choice of subject matters or instructional materials are considerable factors to motivate learners and to improve speaking ability; Soureshjani and Riahipour (2012) found teachers, peers, and instructional materials contribute to the improvement of speaking ability. The arguments suggest that language teachers hold vital roles to prepare quality instructional processes that motivate and encourage language learners to actively participate in the development of the speaking skills both in the face-to-face teaching and out of classroom activities. Therefore, knowledge of effective instructional design is required by the language teachers.

Instructional materials, method, and teaching aids are three of the most dominant components in instructional design. It is believed that selection, gradation, and organization of instructional materials hold important role in an effective teaching (Michelsen and Sriraman, 2009; Richard, 2001; Zubairi and Sarudin, 2009). Richard (2001) further suggests that the selection of the instructional materials is based on the results of needs analysis so needs and interest of learners are fulfilled. More importantly, Ellis (2003) strengthen that joyful activities in language classes are actualized when content of instructional materials are prepared based on the area of interest of learners. In addition, Zubairi and Sarudin (2009) proposed that the different needs and motivation of learners should be used as the base of the course content planning and the choice of the methods of classroom teaching.

Those points of view are also supported by some of the instructional designers arguing that effective instructional materials are those which are contextual and interesting (Dick, Carey, and Carey, 2001; Harmer, 2007; More, 2005; Nunan, 1989). In relation to role of EFL teacher, Richard and Rodgers (2014) suggest that the teachers adjust the topic of instructional materials so that learners get a better understanding on the instructional materials and as a result active participations are manifested. Dick at el. (2001) proposed the importance of appropriateness between learners' level and the level of difficulty of instructional materials in the design of instructional materials. These arguments are supported by Harmer (2007) who highlights that the ability of the language teachers to create activities and practices during the speaking class builds up speaking culture in the classroom. These viewpoints imply that contextual and interesting instructional materials are those that are closely related to individual learner's experiences. These sort of instructional materials are generally considered as potential factors in the success of language learners. Those arguments have motivated the conduct of the current study to answer the following two questions; 1) *What factors de-motivate the development of the speaking skills of Indonesian EFL learners?;* and 2) *How do the implementation of interest based instructional materials (IBIM) develop the speaking skills?*

IBIM in the current study refer to learners' choice of everyday activities, unforgettable memories or experiences, hobbies, events, cultures, etc. that the learners are interested to talk about in English.

II. THE RESEARCH METHOD

The current study applied a longitudinal mixed-method research design. In the first phase of the study, a qualitative inquiry was employed to map de-motivating factors that was experienced by the EFL learners during their Speaking Classes by applying interview technique. Seliger and Shohamy (1990:160) argue that "in qualitative research the most typical interviews are those which are open, informal, and unstructured". Twenty students who enrolled in Speaking IV class, the last speaking class at the English Education Department, were trained to conduct the interview. The twenty students were trained to pronounce words correctly, to use the right intonation, and to speak in normal speed on the previously prepared questions. In addition, the purposes of the questions were discussed in Indonesian language so that the interviewers have the choice to mix or switch codes should there be any interviewees need explanation of the purpose of the questions in the native language. They were also trained to take note effectively on answers to the posed questions and to record the interviews. There were two main purposes of assigning the students to conduct the interview; the first purpose was to get them used to have conversation in English with other learners at the department informally so that English atmosphere among the English Education Department learners could be built up unconsciously. Selinger and Shohamy (1990: 161) argue that "an interview may resemble a conversation rather than an interview"; the second purpose was to avoid formal situation. Should I, as their lecturer, posed questions to the learners, the answers might be limited and consequently the data might not satisfy the purpose of the study. The twenty students were successful to interview 220 learners at the English Department. The collected data were tabulated and computed to find out frequency and percentage. The de-motivating factors were ranked from the most frequently experienced to the least ones.

The second phase of the study aimed to minimize the de-motivating factors in speaking as the follow up of the results of the first phase, and to improve the speaking ability of learners in the English Department. Intervention in the form of Classroom Action Research (CAR) design was conducted by following steps of the CAR; planning, acting, observing, and reflecting. Kemmis and McTaggart (1988) and Nunan (1992) argue that CAR design is used to overcome problems

and improve practices. The setting of the study was at the English Department, Tadulako university in Palu Central Sulawesi, Indonesia and the subject was a pre-existing group consisting of 40 EFL learners programming Speaking IV Class. The IBIM were planned and decided to be instructed during the cycles of the CAR. The criteria of success were set up as follows; 1) a learner was considered successful when speaking grade was equal to or higher than 75 (Speaking Grade is $\geq$ 75); and 2) there must be a minimum of 80% of the learners who achieved the grade of $\geq$ 75. The collaborator in implementing the CAR was an English lecturer in the English Education Department.

The third phase of the study aimed to dig out potential factors of the implementation of IBIM that have affected the improvement of the speaking ability. Interview with five of the highest grade in the speaking ability after the intervention in cycle 2 was conducted. Five previously prepared question items were posed to each of the five learners.

III. FINDINGS AND DISCUSSION

The objectives of the current study were to map the de-motivating factors in speaking skills and to overcome speaking problems in Speaking Classes in EFL learning in Indonesian context. The collected data have been able to address the research questions. In one hand, it was noted that there were fifteen factors reported as the de-motivating factors in the development of the speaking skills in which five of them were reported to be the most frequently experienced factors. On the other hand, the intervention, where the IBIM were implemented, solved the speaking problems of the EFL learners. The findings and the discussion of the findings are discussed in detail in the following sections.

A. The De-motivating Factors in Indonesian EFL Learners' Speaking

The teaching of English in Indonesia is regarded as the teaching of English as a foreign language (TEFL). English is taught formally from Junior high school to higher education levels at present (where previously before the 2012 academic year, English was formally taught in the elementary school). Therefore, when a learner attends university, the learner has studied English for at least six years (three years at junior high school and another three years at senior high school). At the university level, particularly in an English Education Department, the teaching of the language skills is prioritized in the first and the second academic years. Each of the language skills is divided into four grade and grade one is made as pre-requisite to next grade. For example, Speaking Class is divided into Speaking I, II, III, and IV. The Speaking I Class is pre-requisite to the Speaking II Class. In other words, a learner must pass the Speaking I Class so that Speaking II class can be programmed, and so forth.

Although an Indonesian learner has studied English for at least six years prior to attending university, his/her speaking skill is still limited. This limitation is also experienced by the learners who have programmed the Speaking Classes at the English Department. Therefore, the mapping of the de-motivating factors and the way to solve or minimize those factors are urgently needed. The present study reported that there were some factors that have impeded the development of the speaking skills.

Table 1 presents the results of the interviews followed by the frequency and the percentage of each the de-motivating factor as reported through the interviews. The de-motivating factors are ranked from the most frequently experienced to the least ones to allow the classification of the extreme factors that need to be solved immediately. The data in Table 1 show that there are fifteen factors impede the development of the speaking skills of the EFL learners. There were five out of the fifteen de-motivating factors reported to be the most frequently experienced by the learners; *Knowledge about topics in Speaking Classes, Fear of making mistakes, Lecturer doesn't use English all of the time, Feel shy to speak,* and *Lack of Practice*.

Knowledge about topics in the Speaking Classes was reported to be the most frequently experienced as de-motivating factors to develop the speaking skills. It is found out that there were 207 or 94.09% of the subjects reported that they faced problems about knowledge of the topics during the Speaking Classes. This report could be understood due to the fact that the topics in the Speaking Classes were just taken and based on the syllabus and course outline generated from the department curriculum. This kind of topics might not be familiar with the learners and consequently their background knowledge could not be used to facilitate the learning process. In other words, the class does not fulfill needs of the learners and it is not joyful.

This sort of condition could also be understood as the reason for reporting other factor as the de-motivating factors by the learners, for example factor no 6 (Lack of vocabulary), no. 9 (pronunciation problems), no. 11 (Lack of confidence), and no. 14 (Feel nervous to speak). The unfamiliarity of particular topics with learners' experiences affects the stock of vocabularies to be used to express feeling, ideas, and thoughts. This finding supports Basir at el. (2011) who suggest that the instructional materials are preferable the ones which are familiar with learners including the language instruction. The finding implies that language teachers considers learners needs and interests prior to deciding instructional materials and the topics found in the curriculum should be enriched by varying them with the topics accustomed to learners

TABLE I.
THE DEMOTIVATING FACTORS IN SPEAKING SKILLS

No	De-motivating Factors	Frequency	% (Percentage)
1	Knowledge about topics in the Speaking Classes	207	94.09
2	Fear of making mistakes	206	93.64
3	Use English by the lecturers	178	80.91
4	Feeling shy to speak	175	79.55
5	Lack of practice	175	79.55
6	Lack of Vocabulary	134	60.91
7	Lack of Grammar	123	55.91
8	Not accustomed to speak English	114	51.82
9	Pronunciation problems	104	47.27
10	Study habit	103	46.82
11	Lack of confidence	92	41.82
12	Not able to find anyone to speak English	85	38.64
13	Lack of motivation	70	31.82
14	Feeling nervous to speak	63	28.64
15	Speaking Environment	42	19.09

Fear of making mistakes was reported to be the second most frequently experienced as de-motivating factors. There were 206 or 93.64% of the subjects reported that they faced problems on fear of making mistakes during the Speaking Classes. This factor was reported in line with the focus of the teaching of English in most schools and universities in Indonesia where structure or grammar was the main focus of the teaching of English. In other words, emphasis is mostly paid on the correct use of patterns of the sentences when learners speak and consequently the context and the authentic use of the sentences are neglected. In addition, based on my experience and observation in teaching the Speaking Classes for several years in the English Department, most students pay more attention on the correct use of the sentence pattern instead of the fluency and the transfer of the information. This observed situation is in line with the reported factor no. 7 (Lack of Grammar) as the de-motivating factors in speaking.

It implies that during the Speaking Classes, learners pay more attention on the grammatically constructed sentences than the continuation of the talk. This finding is in line with Shen (2011) who reported that one of the factors impeded the improvement in the speaking ability was that the practices and activities provided did not facilitate authentic oral production. It implies that the teaching of speaking considers the speaking aspects, whether the teaching emphasize on fluency, accuracy, and comprehensibility or appropriateness, or is it advisable to put emphasis in the teaching on the fluency and comprehensibility first, or even only put emphasis on fluency first, and later on followed by accuracy? Further research is advisable to be conducted regarding this speaking aspects division.

The use of English by the lecturers was reported to be the third most frequently experienced as de-motivating factors. There were 178 or 80.91% of the subjects reported that the lecturer did not use English all of the time during the Speaking Classes. The choice of the topic to be taught in the speaking classes, as has been previously discussed as the most de-motivating factors, led the lecturers to explain the topics instead of assigning learners to use expressions in real context. The explanation has sometimes forced the lecturers to use Indonesian language to ensure the learners' understanding of the topics. Consequently, the speaking classes were taught improperly where most of the time was occupied by the lecturer. This time occupation, certainly, opened up wider possibilities to switch and mix codes in the lecturers' side.

This is in line with the fifth most de-motivating factors, *Lack of practice*, to be discussed after the following paragraph. This findings support Soureshjani and Riahipour (2012) and argument on the de-motivating factors in speaking. They reported that teachers, peers, materials were the factors impeding speaking skills development. Teachers and peers reactions during the class on learner answers or responses diminished motivation. In addition, they also reported the selection of the instructional materials which were mostly not related to the learners' daily life discouraged active participation of the learners. These findings imply that language teachers use simple and frequently used expressions instead of switching and mixing codes in the Speaking Classes.

Feel shy to speak was reported to be the fourth most frequently experienced as de-motivating factors in speaking. There were 175 or 79.55% of the subjects reported that they felt shy to speak during the Speaking Classes. English was rarely spoken in learners' everyday life. It could be argued that the subjects of the study only used English when they were in the classroom. They were rarely heard speaking English outside the classroom, let alone in a public places. This sort of condition contributed to the shyness of the EFL learners in the present study. The feeling of being shy to speak was in line with the de-motivating factor No. 1 (Knowledge about the topics in the Speaking Classes) that limited the understanding and knowledge of the topics.

There is no doubt at all that learners are not confident to speak or to involve in a discussion whenever they are not sure of the topic. In addition, the setting of the study is also rarely visited by native speakers of English and therefore it affects oral skills of the learners. The solution to this kind of problems have been propose by Richard and Rodger (2014) dealing with instructional materials. They suggested that language teachers adjusted instructional materials so that the instructional materials were better understood and consequently encouraged active participation of the learners. This suggestion is also supported by Shen (2011) proposing the use of authentic language. The authentic use of language

allows learners to frequently use the expression in their daily lives and consequently it contributes to the improvement in the speaking ability.

Lack of practice was reported to be the fifth most frequently experienced as de-motivating factors in speaking. There were 175 or 79.55% of the subjects reported that they lacked of practice during the speaking class. The size of Speaking Classes became one of the problems for long time in the provision of speaking activities in the setting of the present study. The Speaking Classes were mostly large size where there were between 30 and 45 learners. This size certainly hindered the possibility to assign individual students to practice speaking activities at an agreeable amount of time or if it was likely to practice the activities individually, the time might be limited. More importantly, the technique of choosing the instructional materials which was based on the syllabus or course outline limited the knowledge of the students about the topics, so the speaking activities just seemed to be memorizing sentences or expressions instead of expressing feeling or ideas in the real situation. Consequently, authentic use of English was rarely performed and the time consuming could not be avoided for the preparation of the learners' presentation. This time consuming was observed during the speaking class when learners were assigned to present topics in our previous Speaking Classes in the English Department. The learners tended to write the whole expressions to be presented instead of preparing clue.

This de-motivating factor was contributed to the existence of the previously discussed factors, feel shy to speak. Being shy to speak was seen to be the results of writing the whole expressions because what the learners were doing during the presentation was not speaking but the learners reading what have been written down. The results were of course not satisfying and the speaking habit in the classroom was not built up. This is in line with Harmer's (2007) argument that active participation in form of speaking practices contributed to creation of speaking culture. The creation of speaking culture in the classroom overcomes and minimizes the de-motivating factors such as feeling shy to speak and lack of practices.

The findings of the first phase imply that the five most de-motivating factors, the problems faced during the Speaking Classes, should be minimized so that improvement in the speaking ability can be achieved. This purpose is addressed in the second phase of the study where intervention in CAR design was conducted. The results of the intervention are presented and discussed in the following sections.

B. Improvement in Speaking Ability

To address the second objective of the study, to minimize and to solve the speaking problems, an intervention in the form of CAR was conducted to a group of 40 EFL learners at the English Education Department, Tadulako University, Palu in Indonesia. The intervention employed CAR design conducted in two cycles. Prior to the intervention in Cycle 1, a pretest was conducted to measure the speaking ability of the learners. Each learner was assigned to speak any topics for at least three minutes and other learners were assigned to pose questions around the presented topics. The score was given based on the length of the presentation, fluency, and the ability to answer the posed question. In other words, the score is only based on the fluency and the comprehensibility. The criteria of success were set up as has been described in the previous section. The result of the pretest is presented in Table II.

TABLE II

Cycle	Score			
	<75	%	≥75	%
Pretest	30	75	10	25

The data in the table shows that there are 30 out of 40 or 75% of the learners did not achieve the set up criteria. The data revealed that only 10 out of 40 or 25% of the learners got grade ≥75. The results of the pretest implies that there are problems in the Speaking Classes. Therefore intervention in the form of CAR was planned where the intervention was based on the findings of the first phase of the current study, addressing the demotivating factors. Since the most frequently reported as de-motivating factor was Knowledge about topics in the Speaking Classes, it was planned to implement IBIM in Cycle 1.

1. The results of intervention in Cycle 1

The intervention in cycle 1 was initiated by *planning* phase. In the planning phase, it was decided that the learners were free to choose a topic based on their interests. Then, the learners who have the same or similar interests were assigned into a group. At the end of the planning phase, the students were grouped into five. So there were maximum eight learners in each group. Each group chose and decided one of the most interesting topic out of the topics chosen by each learner in a group. After deciding the topic for each group, the learners were assigned to discuss and prepare for presentation. At this phase, the discussion was facilitated by moving and asking learners' problems. In the *acting* phase, each member of the group presented the chosen topic. The scoring system was based on three aspects; first, on the length of the talk; second, on the fluency to express the topic; and third, on the ability to respond questions from the classmates. These types of assessment were chosen, instead of administering formal assessment, to avoid being under the pressure during the presentation. Each member of the group presented the topic for at least three minutes and then followed by question and answer. The results of Cycle 1 are described in Table III.

TABLE III
THE RESULTS OF CYCLE 1

Cycle	Score			
	<75	%	≥75	%
Cycle 1	13	43.3	27	67.5

In the *reflecting* phase it was noted the results of Cycle 1 has not met the set up criteria although improvement in the achievement was proven. It was noted that there were only 27 out of 40 or 67.5% of the learners met the set-up criteria. It implies that revised plan is needed and therefore intervention in Cycle 2 has to be conducted. The contents of the revised plan for Cycle 2 were based on the results of the reflection of Cycle 1 and that notes taken by the observer.

2. The Results of the Intervention in Cycle 2

T he conduct of Cycle 2 was initiated by revising the plan based on the results of Cycle 1. The results of Cycle 1 revealed that there was a problem faced by some learners during the presentation session. The problem was unfamiliarity with the used terms in the topic. The problem occurred due to the fact that the chosen topic to be presented was only based on the topic chosen by the majority of the group members. In other words, the topic was not the one chosen by particular learner. This technique might have discouraged particular member of the group to express the topic since it was not the one in which she or he was interested in. For example the group that chose *Sport* as a topic. Particular members were interested in *badminton* but others were interested in *swimming* and *football*. The difference in the kind of sports as the interest of different members of the group obliged the group members to find out terms based on the decided topics for the group which was not helpful for other members of the group. This implies that work in group is not fruitful due to different terms used in different kind of sports. This problem was taken into account and consequently, the revised plan was designed based on the individual topic of interest. The learners were not assigned to work in group any longer, each learner had to choose and prepare a topic of his/her interest instead. The learners were assigned to prepare for the presentation by making clue. The scoring techniques were the same as the ones employed in Cycle 1. The results of the intervention in cycle 2 are described in Table IV.

TABLE IV
THE RESULTS OF CYCLE 2

Cycle	Score			
	<75	%	≥75	%
Cycle 2	4	10	36	90

In the reflecting phase of Cycle 2, it was noted that the results of the intervention have fulfilled the set-up criteria. There were 36 out of 40 or 90% of the learners achieved the grade of higher than or equal to 75. It shows that there is 22.5% improvement from Cycle 1 to Cycle 2. It implies that there is no need to move to the next cycle.

The results of the intervention in the two cycles indicate that even though the chosen topics are similar from one learner to others, fluency in speaking is not guaranteed. It implies that it is better for individual learner to choose particular topic instead of assigning a group to decide and choose a topic. However, an account must be taken on the contribution of working in a group prior to assigning individual presentation. By working in a group confidence might be built up due to the possibility to get acquainted with each other and more opportunities to practice for individual learner. The possibility to get more chance to practice in the group brings about more support and advice from other members of the group and more importantly working in a group provides assistance to recall particular words and their pronunciation if an individual learner gets stuck during the group practice. The improvement achieved from Cycle 1 to Cycle 2 is graphed in Figure 1.

Figure 1 indicates that there is an increase in the number of the learners who fulfilled the set-up criteria from cycle 1 to cycle 2. The increase in the number of the learners who met the criteria was from 27 to 36 or 67.5% to 90% of the learners. This improvement shows that the implementation of IBIM, both when learners work in group or individually, improves achievement in speaking. In other words, the de-motivating factors in speaking can be minimized or solved by choosing instructional materials that are based on the needs and interest of the learners. This result supports Richard's (2001) argument on the formulation of instructional objectives in which he highlights that the instructional objectives are formulated based on the results of the needs analysis. It is also in line with Ellis (2003) highlighting the selection of the instructional materials are based on the area of interest. More importantly, technique in the assignment of the learners to first work in group followed by individual work supports Richard and Rodgers (2014) opinion on the importance of method in the teaching learning process.
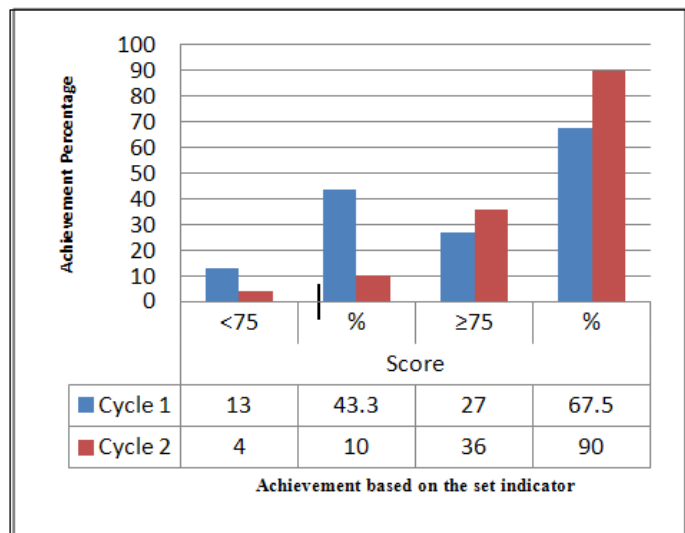
Figure 1. Comparison of the achievement in Cycle 1 and 2

The implementation of IBIM contributes to improvement in speaking ability. The results of the intervention in Cycle 1, as the improvement from the results of the pretest, shows the affect of the IBIM in gorup, and the improvement in speaking in Cycle 2 shows the affect of IBIM individually. The increases in the improvement from Pretest, Cycle 1, to Cycle 2 are graphed in Figure 2. It is figured out that the increase in the number of learners who met the criteria is higher from the pretest results to the results of Cycle 1 (42.50%) than from the results of Cycle 1 to the results of Cycle 2 (22.50%). The figure indicates that the IBIM are able to cope with speaking problems. In other words, the implementation of the IBIM minimizes the de-motivating factors in speaking skills both in group and individual learning mode. The implementation of IBIM in group facilitates the speaking practice where each member has sufficient time to participate during the discussion and as a result speaking culture is actualized in the classroom (Harmer, 2007).
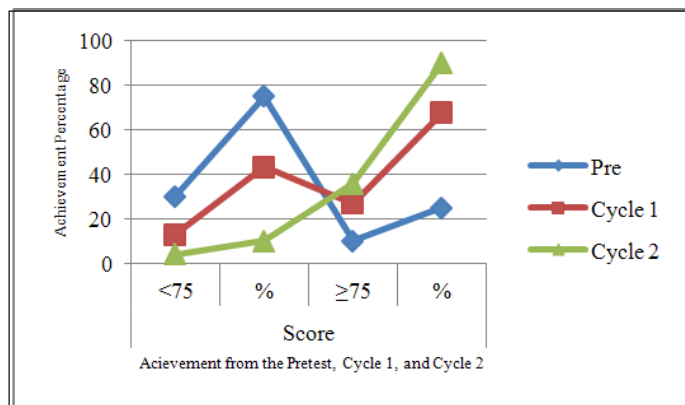

Figure 2. Improvement from the pretest, Cycle 1, to Cycle 2

More importantly, the identified de-motivating factors in the first phase of the current study such as feel shy to speak, lack of practice, not accustomed to speak English, lack of confidence, can't find anyone to speak English, feel nervous to speak, and environment does not support are overcome. Individual work mode allows individual learners to practice as frequently and as long as it is needed which in turns provide learners with opportunities to authentic use of expressions or sentences (Shen, 2013). The improvement implies that oral language improvement or development is facilitated by the instructional materials and the teaching methods. The combination of these two components brings about effective teaching (Richard and Rodgers, 2014). The effective teaching is certainly conducted should language teachers undergo their vital roles properly during the pre-teaching phase, while teaching (pre activities, while activities, and post activities), and post teaching.

C. The Potential Factors of the IBIM in Affecting Speaking Improvement

The implementation of the IBIM during the intervention in Cycle 1 and Cycle 2 have minimized the de-motivating factors in speaking that is proven by the increase in the achievement both in Cycle 1, where the learners worked in group, and in Cycle 2, where the learners worked individually. The third phase of the study is to find out how IBIM minimizes the de-motivating factors and overcome problems in speaking. The potential factors in the implementation of the IBIM that contributed to the improvement in the ability to speak were reported through interviews conducted with

five of the highest grade learners in speaking after the completion of the intervention in Cycle 2. The results of the interviews indicated that there were five potential factors of the IBIM that contributed to the development of the speaking skills and thus minimize the de-motivational factors during the speaking class. The five potential factors are described as follows:

1. Activating Previous Knowledge

Teaching techniques require learning process to activate learners' previous knowledge in order that the learners have good basic on the planned instructional materials. It has long been practiced that teaching learning process is started by pre-activities where teacher poses questions to students related to what they have learned and what will be learned in a particular lesson. The IBIM are in fact help learners to activate their previous knowledge. The previous knowledge was reported to enrich vocabularies of learners when they intend to express feelings, ideas and thought.

The activation of previous knowledge enables learners to choose words or expressions that have been familiar to them and available in their repertoire. The results of the interview with Learner A revealed that the implementation of the IBIM allowed the learners to choose topics that have been familiar with them. It implies that the topics have been frequently discussed in his daily lives, so they are easily recalled when the presentation time is called. For example Learner (A) expressed that *When I chose the topic I am interested in to be presented, I remember what I have done before when I was doing the presentation*. This idea is also supported by Learner (B) who said that *I remember the words ... and I used the words because I know the topic before.* Learners (C) reported *I have used the words and the sentences in my daily activities so I get easy during the presentation.* This response is also supported by Learner (D) stating that *Words I know before help me to do the presentation.* Learner (E) reported *when the topic is familiar, I can remember it when I do presentation.* In sum, the use of IBIM allows the learners to activate their previous knowledge that enormously helps them during the presentation in the Speaking Class. It implies that the instructional materials should not only be based on the available syllabus but it should also be directly related to the real situation and context.

2. Building up Learners' Belief

Learners' belief and teachers' belief have long been investigated in language learning. Some researchers reported that belief influences success of learners. It was reported that the use of the IBIM built up learners' belief in expressing feeling, ideas, and thought. A familiar topic to be discussed and presented particularly when the topic was chosen by the learners themselves ensures them to be able to present the topic due to the fact that they have got familiar words and sentences. Learner (A) reported that *When we were assigned to decide our topic, I believe I will be success, because I will choose the topic that I know.* Learner (B) revealed that *I am happy that we choose topic to discuss in group and then individual. I believe to work in group first will help me in individual work.* Learner (C) on the other hand reported about the lecturer saying that *I believe the lecturer ask us to work in group so that we can support each other...* and learner (D) support the opinion of Learner (C) highlighting the role of the lecturer stating that *the lecturer method support my ability to do presentation.* Learner (E) argued the topic by saying *I say to myself, I know the topic and I want to talk about it. I believed I can express.* In brief, the implementation of the IBIM builds up learners' belief in their ability to do presentation in the Speaking Class. Therefore, it would be more challenging should instructional materials are more prioritized that the choice of instructional method during the pre-teaching phase.

3. Changing the role of Lecturer

Modern teaching-learning processes argues role of teachers. Traditional teaching believes that the teachers are the only source of knowledge. On the other hand, modern teaching learning process opens up wider sources of knowledge and as a result role of teachers is altered from teacher to facilitator. The implementation of the IBIM changes the role of the teacher as reported by the learners as follows. Learner (A) revealed that *In this kind of teaching, the lecturers facilitate us in the discussion and not only teach us anymore.* In addition Learner (B) states that *the present of the lecturer to our group allow us to hold discussion longer because he guide us.* More Importantly, Learner (C) reported that *the lecturer in my class before only teaches expressions and we memorize the expressions, so I forget.* Learner (D) argues that *the techniques of the lecturer make us free to develop our own sentences based on group and individual.* While Learner (E) support Learner (A) and (C) stating that *I like the way the teacher ask me to choose the topic. He came to group when we discussed. He encourages us.* In sum, the implementation of IBIM allows teaching flexibility where the role of the lecturers in the Speaking Class is altered based on the classroom atmosphere. It implies that language teachers should dig out learners' needs and interests and use them as guide to select and organize instructional materials.

4. Grouping technique

Group and individual work have been adapted interchangeably in the teaching learning process nowadays. Some teachers employ group work when the size of the class is large, some other employ individual work to build up and promote autonomous learning. In the current study both group and individual works were employed. The learners believed that the employment of group work preceded individual work provided them more opportunities to practice and got more chance to get acquainted with their classmates where this acquaintance allowed them to know each other and as a result group member supported each other. This support build up self-confidence to speak that encourages individual learner to do his or her presentation. Learner (A) argues that *grouping based on interest is good. We practice a lot in group.* Learner (B) states that *group work based on our interest make discussion continued, we use words we know to practice.* Learner (C) *When the lecturer divided us to group, it could familiarize each member of group to each*

other. This group work helped us not be shy to each other. The assignment of the learners into group first and the freedom to decide the major topic to discuss enable each member of the group to better know each other and consequently support each other during the presentation. More importantly, after getting well acquainted in a group, each member of the group is more confident in doing the individual presentation. They believe that each member of the group is willing to assist them. Learner (D) states *in the next presentation when I chose my own topic I can practice individually and ask something I don't know to my group.* In addition, Learner (E) felt the support of the member of the group saying *My group supports me when I present my own topic. I feel OK in individual presentation.* In sum, it is noted that grouping based on the interest provides more opportunities for the group member to help each other due to the fact that they almost all get familiar with the terms used and needed. More importantly, the previously assignment of the learners into group encouraged each member of the group to work individually for they have got acquainted with each other. It implies that the grouping technique in Speaking Classes can be based on the interest in the instructional materials and is not necessarily based on the performance level or gender based as has commonly been practiced in teaching learning process.

5. Choosing Topic Technique

The technique in deciding the topic to be presented in the speaking class provide the students with chances to speak so that practices can be autonomously conducted and consequently confidence in expressing feeling, ideas, and thoughts are built up. The more the practices the better the confidence to speak and certainly being confident minimizes feeling of being ashamed and as a result speaking atmosphere is attained. Learner (A) argued that *I am glad when the lecturer asked us to choose our own topic, I can practice myself before I join my group.* Learner (B) reported *I have more confidence to speak because I know the topic. It helped me to get confidence and not to be shy.* The assignment of the learners to work in groups before doing individual presentation motivated learners to work individually. It implies that not only does the choice of the instructional topics that motivate learners to speak but also the assignment of the learners into group of the same interest in the first cycle of the intervention. Learner (C) *I never feel confident to speak English, I got shy. But the topic and the group work help me a lot. We discuss and talk the same thing.* Learner (E) *I practice more myself at home, I talked in my group, because I know the topic. My friends help me to speak English.* In sum, the technique to choose the topic for group work, that is based on the group interest, and then followed by the individual choice of a learner interest encourage the learners to speak and at the same time these techniques, the grouping and the assignment of the topic, minimize the de-motivating factors identified in the current study. It implies that Speaking Class atmosphere is not only influenced by the language teachers and the chosen methods, it is also affected by the assignment of the learners to choose instructional topics.

IV. CONCLUSION

Needs and interest of learners are two important factors in planning instructional materials to improve speaking ability. The insertion of those two components in the planning stage of teaching motivates and encourages learners to actively participate in teaching learning process. The active participation of the learners diminishes factors that negatively affect the speaking ability. The findings of the current study reveal that there are fifteen factors that have de-motivated learners to speak in which the most de-motivating one is *knowledge about the topics.* The study investigated a technique that could minimize the de-motivating factors. The findings suggest that the implementation of IBIM overcomes the speaking problems and improves the speaking ability. The findings imply that the topics for the Speaking Classes outlined in the curriculum/syllabus may be enriched by assigning instructional materials that have been familiar with learners for this kind of materials motivate learners to learn and consequently improve achievement in Speaking Classes. The implementation of IBIM is found to be able to activate the learners' prior knowledge and to build up the learners' belief and self-confidence.

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