MODEL UNITED NATIONS: ITS EFFECTIVENESS TO TEACH SPEAKING FROM THE PERSPECTIVE OF STUDENTS' LEARNING-MOTIVATION

Sukma Septian Nasution, Dewi Rochsantiningsih, Riyadi Santosa
English Education Department of Graduate Program of Sebelas Maret University
Surakarta, Indonesia
Corresponding e-mail: sseptiannasution@gmail.com

Abstract

Model United Nations promotes students' learning opportunities in three successive ways: optimizing individual development through unmoderated caucus, growing competitiveness through working paper forum and imparting problem solving skill through draft-resolution forum. This article refers to an experimental study on the effectiveness of Model United Nations to teach speaking at a private university in Surakarta. The population of this research was the fourth semester students in the academic year of 2015/2016 which consisted of two classes. The sample was taken by using total sampling. Class A was taught by using MUN and class B was taught by using SGD. The data of the study were collected by using questionnaire and speaking test. Normality and homogeneity test as well as hypotheses test were conducted successively. The data of speaking test were analyzed by using multifactor analysis of variance 2 x 2 and Tukey test.The data analysis revealed that (1) MUN is more effective than SGD in teaching speaking; (2) The students who have high learning-motivation have better speaking skill than those who have low learning-motivation; and (3) There is an interaction between teaching methods and students' learning-motivation for teaching speaking. It implies that MUN is strongly eligible to implement yet the lecturers need to be able to adjust its procedures with students' condition. Furthermore, as MUN is more effective to students with high learning-motivation, improving learning motivation is necessarily needed to the students with low learning-motivation.

Keywords: *learning-motivation, Model United Nation, quasi-experimental study, Small Group Discussion, speaking skill.*

INTRODUCTION

Globalization is eyed as an inevitable world-wide big plan under the spirit of international corporative network to goal for life's betterment. For Indonesia, welcoming globalization can help aggrandize national competitiveness yet can potentially impoverish people with low competitive ability. Accordingly, the government braces comprehensive potentials as ways to avoid being a potential market only. One of the ways is by improving the quality of education. Through schools and universities, the urgency of mastering international communication skill is dominantly catered by English subject. It makes Ministry of Education prioritize the subject to learn. Fortunately, teaching-learning English has advanced very significantly that teachers have left the teacher-centered approach-a behaviorism learning theory- to shift to students-centered approach which is initiated and adopted from Vygotsky and other constructivists' constructivism. This learning theory suggests that learning be an interaction between subject and object. It is a perpetual construction which is made by exchanges between thought and its object (Holzer in Fauziati, 2009: 60). The massive implementation of this learning theory triggers the government design curriculum which is always at least once in five years.

Officially, its implementation started when the ministry issued curriculum 2006 and was strengthened and developed by the existence of curriculum 2013. Particularly in curriculum 2013, there are four major competences to focus on. They are religion competence, cognitive competence, social competence and psychomotor competence. As a practical realization of subservience toward the government's scientific approach, English language teaching implements such teaching approach to improve students' skills: speaking, listening, writing and reading. However, among the four skills to teach, it is found that speaking is the hardest one (Hughes, 2011: 15). Some reasons need to concern with, such as students' self-underestimation of grammatical mastery, students' low confidence, and students' lack of vocabulary. These are

1

worsened by the status quo where the time allocation is not enough to accommodate all students to actively speak up in their class.

Those factors also waive the fourth semester students of English Education Department of a Surakarta-based private university. Most of them have low speaking ability which is documented by their lecturer's score documentation. In addition, interviewing the lecturer revealed that the problems mostly occurring to the students are (1) they are not confident in speaking and will speak if they are only asked to speak; (2) they still find that grammatically error in speaking is something embarrassing; (3) they have limited vocabulary which makes them stutter while speaking. These three major factors hamper them to develop their speaking skill. On the other hand, the chosen teaching method has a significant influence toward students' speaking skill too. The lecturer said that the teaching-learning process is underpinned by task-based syllabus. It stimulates them to talk to each other to accomplish the task burdened to them. However, it is found that those who are passive remain passive and those who are active dominate the group.

The other factors influencing students' speaking skill may also come from students' learning motivation. According to Harmer (2007: 98) motivation is some kind of internal drive which pushes someone to do things in order to achieve something. The relation between students' speaking skill and students' learning motivation co-exist because commonly those with high motivation have higher spirit and orientation to speak up.

Therefore, it is necessary to find out a teaching-method that is able to cover the current learning orientation where the students are demanded to develop social cognitive development such as caring about the world development, possessing good skills of leadership, being cooperative and honest, and others. One of the methods suited to the needs is Model United Nations (MUN). Fegan and Prankel (2011: 3) state that MUN is originally an event inspired by the biggest organization in this universe called United Nations (UN) and is conducted by either sholars or students. Further, Cates (2011: 41) states that MUN offers students: a) acquiring skills—communication, critical and creative thinking, cooperative problem-solving, nonviolent conflict resolution, informed decision making, and the ability to see issues from multiple perspectives— necessary to solve world problems is the second goal, b) acquiring global attitudes—global awareness, curiosity, an appreciation of other cultures, respect for diversity, a commitment to justice, and empathy with others; and c) the final goal of global education is action— democratic participation in the local and global community to solve world problems.

To make this study different from the previous almost-similar studies, there are some specifications to concern with. They are (1) to find out the influence of MUN as a teaching method to teach speaking for students of English education study program; (2) to find out the contribution of learning motivation toward students' speaking skill; and (3) to find out the interaction between MUN and learning motivation in improving students' speaking skill.

Practically, MUN is still new for Indonesia. The participants of MUN are commonly from non-education program students such as law, politics, international relations, and other majors with sufficient background of knowledge about being a diplomat. Unfortunately, research about MUN for education is still rare. One of the rarities is a case study from Bastaki (2013) entitled "*Model United Nations and the perception of global citizenship.*" The finding showed that MUN is practicable for teaching English because the students looked enthusiastic and all procedures of MUN could run well. However, Bastaki's focus is on changing students' perception to global issue. She aims at imparting the value of leadership, critical thinking, cooperativeness, negotiation which become the factors embodying the students' betterment and is less concerned with speaking improvement. Moreover, the subjects of the research are those from English speaking country. Their language status certainly helps them a lot to conduct MUN. So, the question about whether it is practicable for English for foreign language (EFL) students, particularly Indonesian students, remains exist.

Xiayou and Jian (2013) in their "*Applying Modern Technique and Carrying out English Extracurricular – on the Model United Nations Activity*" state that applying MUN for English language teaching context is evidently able to improve students' English comprehension. The learning principles offered by MUN deals with Piaget's constructivism that learning is discovery and by discovering knowledge through MUN, students learn a lot of additional

2

benefits besides English proficiency such as negotiating, respecting, understanding, and careful communicating. The findings show that MUN can improve students' reading, writing, listening, speaking, vocabulary, and researching ability. However, the researchers do not put any reasons how MUN can do so. Accordingly, the ultimate point that makes this paper different from the two is that this paper aims at focusing on finding out the influence of MUN towards students' speaking skill in EFL countries.

Kurniasih (2011) conducted a research entitled "*The Effectiveness of Teaching Method for the Four Language Skills in EFL Classroom: MUN and some considerations.*" She states that MUN is a new and practicable method to be used to improve the four skills because all activities during MUN need them. However, she also does not explain how MUN can improve students' skills in detail. Reading activity in MUN is just to read articles as many as possible to enrich our knowledge to be used to speak up more actively in the conference. Writing activity in MUN is just actually to make a draft resolution and take a note of speakers' important points or other things which need to be noted. In short, students are not guided, taught, encouraged, or demanded to read and write well. It must drive all MUN enthusiasts to question how to improve students' reading and writing skills through MUN. Differently, speaking is obviously in concern through its activities. Therefore, scrutinizing the influence of MUN to teach speaking is more acceptable.

Tanjung (2012) scrutinized the influence of British Parliamentary Debate which is principally almost equal to MUN and students' critical thinking to improve students' speaking skill. He proves that using the method and the attributive variable show significant interaction to, hand in hand, improve students' speaking skill. However, choosing critical thinking as the attributive variable needs to be criticized because technically, critical thinking belongs to the indicators in debate technique. It means that, there is a treatment given to improve the students' critical thinking. Whereas, the idea of attributive variable is that it is supposed to give influence to the dependent variable but it is not treated. The other attributions which are out of the element of debate or MUN are learning motivation, self-esteem, creativity, and so on.

Otman, Mohamad, and Amiri's study (2013) entitled "*An English Debate League Competition among Lower Form Students: An Experiential Learning Activity.*" The study finds that implementing English debate league improves students' speaking skill well. However, the subjects were all the members of the university's English club who are used to conducting the debate. They have experiences in conducting the method so the problems while conducting the debate were alleviated. So, it can not be said that the treatment influences the students' speaking skill. A brief explanation about procedures of conducting MUN, as how it is in United Nations, MUN also is comprised of some committee focusing on specific and particular concern. They are The General Assembly, Economic and Social Council, Security Council, International Court of Justice, United Nations Children's Fund, United Nations Environment, Pro United Nations Development Program, United Nations Educational, World Health Organization, and World Trade Organization. Amron (2011: 6) describes the general procedures in conducting MUN which is depicted by figure 1.
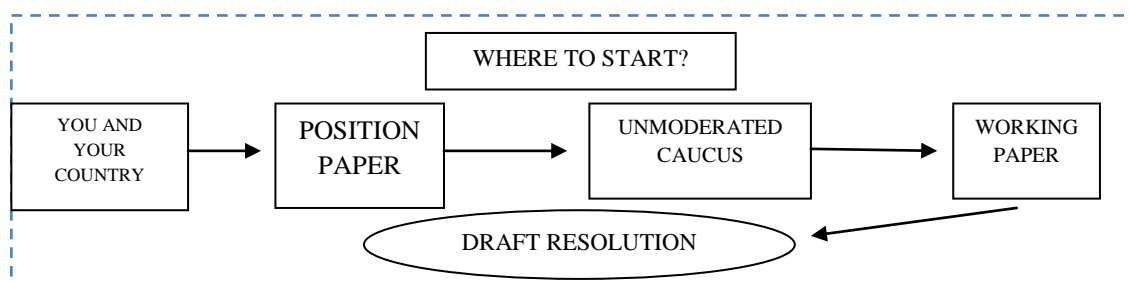

Figure 1. Procedure of Model United Nations

On the other hand, another teaching method which is evidently able to scaffold the principle of students-centered learning is Small Group Discussion (SGD). There are some benefits in conducting SGD. Davis in Barkley (2005: 101) notes that a good give-and-take discussion in SGD can produce unmatched learning experiences as students articulate their ideas, respond to

their classmates' points, and develop skills in evaluating the evidence of their own and others' positions. Not to be ubiquitous, SGD is designed for small number of people inside the group in order to maximize the participation of the students in the group. Kelly & Stafford in Lubis (2013: 14) elaborate the procedure of SGD method as below:

1. Introductions: (a) individuals introduce themselves to the whole group; (b) small groups discuss what they have and report back.
2. Ground rules: teachers should make clear to the group at the first meeting what is expected of them and what rules will govern future group meetings.
3. Subsequent meetings: each subsequent meeting needs a general format which will make the teacher's intention clear to students, reinforce the ground rules, and provide a working structure and link the sessions to previous and future sessions.
4. Restarting after a break: some groups stay together over more than one teaching semester or term and if there has been a break for any reason, the teacher needs some procedures for bringing the group together again, no matter how cohesive it was when he/she last met.
5. Encourag*i*ng participation: in many cases students may be reluctant to participate in group discussion because they are not sure of the conventions for speaking.

METHOD

Taking place at a private university in Surakarta, this study was conducted from September to November 2015. The subjects of the study were the fourth semester students who undertook speaking as one of the semester's subjects. The population of this study was the fourth semester students of English and Literature Department in the academic year of 2015/2016. There were two classes in this semester and each class consists of 20 students. Accordingly, total sampling is the most eligible sampling technique to conduct because there were only two classes of the fourth semester students and the number of them does not reach 100 students. This study used simple factorial design which is possible to assess the effect or interaction (Tuckman, 1978: 135). The factorial design is illustrated in table 1.

Table 1 Factorial Design 2 x 2

Main Effect ⟍ Simple Effect	MUN (A_1)	SGD (A_2)
B_1 (high)	A_1B_1	A_2B_1
B_2 (low)	A_1B_2	A_2B_2

This study employed both test and non-test instruments. The test was used to measure students' speaking skill and non-test was used to measure students' learning-motivation. The students' speaking ability was tested based on the scoring rubric in form of oral test. In practice, they are going to be interviewed with semi-structured interview technique. This is a 2-way communication eminent at measuring students' comprehension and other indicators mentioned in the scoring rubric: fluency, grammar, pronunciation, and vocabulary. Each indicator contributes equal scores to students' speaking skill (20 is the maximum score to each indicator). On the other hand, the students' motivation will be measured by using questionnaire. They are six indicators used to measure students' speaking skill which are developed into sixty questions. Each indicator is developed into 10 questions respectively. The questionnaires' validity and reliability were, however, tested prior to employing it as a final instrument. Afterward, to analyze the data, descriptive and inferential analysis were employed. The descriptive analysis has to do with finding out the mean, median, mode, and standard deviation of students score of each group. Normality and homogeneity were measured before testing the hypothesis. Normality testing is meant to see the composition of the students in each class from fast learners to slow learners and homogeneity test is meant to find out whether experimental and control classes are balanced or homogeneous and comparable. Inferential statistics were used to test hypothesis. Because it is found that there are different results between those taught by using MUN and those by SGD, as well as those having high and low learning, motivation, Tukey Test was employed.

4

FINDINGS AND DISCUSSION

The data were analyzed by using multifactor analysis of variance 2 x 2. H_o is rejected if $F_o > F_t$. It means that there is a significant difference and interaction. If H_o is rejected the analysis is continued using Tukey test. The multifactor analysis of variance 2 x 2 and Tukey test are presented in table 2 and table 3 successively.

Table 2. Multifactor Analysis of Variance

Learning Motivation (B)	Teaching Media (A)		Total
	MUN (A1)	SGD (A2)	
High (B1)	83.5	79.1	81.3
Low (B2)	72.9	72.5	72.7
Total	78.2	75.8	

Table 3. The Summary of 2x2 Multifactor Analysis of Variance

Source of variance	SS	Df	MS	F_o	$F_{t(0,05)}$
Between columns	49.50625	1	49.50625	5.44	4.08
Between rows	660.15625	1	660.1562	72.49	
Columns by rows	51.76	1	51.75625	5.68	
Between Group	761.42	3	253.81		
Within group	327.83	36	**9.11**		
Total	1089.24	39			

Table 2 and table 3 signify that (a) because F_o between columns (5.44) is higher than F_t (4.08) at the level significance $\alpha = 0.05$, H_o is rejected and the difference between columns is significant. Because the mean of A_1 (78.25) is higher than that of A_2 (76), it can be concluded that MUN is more effective than SGD to teach speaking; (b) because F_o between rows (72.49) is higher than F_t at the level significance $\alpha = 0.05$, H_o is rejected and the difference between rows is significant. It can be concluded that the speaking skill of students who have high and those who have low learning motivation are significantly different. Then, because the mean of B_1 (81.45) is higher than that of B_2 (72.90), it can be concluded that the students having high learning-motivation have better speaking skill than those having low learning-motivation; (c) because F_o columns by rows (5.68) is higher than F_t at the level significance $\alpha = 0.05$, H_o is rejected and there is an interaction between teaching method and students' learning-motivation to teach speaking. Thus, it can be concluded that the effectiveness of teaching method is influenced by the levels of students' learning-motivation. Students having high learning-motivation have better speaking skill than those having low learning-motivation when they are taught by using MUN. Table 4 summarizes the significance of different treatment given and learning motivation toward students' speaking skill.

Table 4 Summary of Tukey Test

No	Data	Sample	q_o	q_t	α	Status
1	A1 and A2	20	3.3	2.95	0.05	Significant
2	B1 and B2	20	12.04	2.95	0.05	Significant
3	A1B1 and A2B1	10	4.72	3.15	0.05	Significant
4	A1B2 and A2B2	10	0.05	3.15	0.05	Not Significant

Table 4 leads to conclusions that: (a) because q_o between columns (A_1-A_2) (3.30) is higher than q_t at the level significance $\alpha = 0.05$ (2.95), applying MUN and applying SGD bring differently significant effect in teaching speaking. Because the mean of A_1 (78.25) is higher than that of A_2 (76), it can be concluded that MUN is more effective than SGD to teach speaking; (b) because q_o between columns (B_1-B_2) (12.04) is higher than q_t at the level significance $\alpha = 0.05$ (2.95), it can be said that the students who have high learning motivation and those who have low learning motivation significantly different in their speaking skill. Because the mean of B_1 (81.45) is higher than that of B_2 (72.90), it can be concluded that the students having high learning-motivation have better speaking skill than those having low learning-motivation; (c) because q_o between cells (A_1B_1-A_2B_1) (4.72) is higher than q_t at the level significance $\alpha = 0.05$ (3.15), applying MUN bring differently significant effect from applying SGD for students who have high learning-motivation. Because the mean of A_1B_1 (83.50) is higher than that of A_2B_1 (79.10), it can be concluded that MUN is more effective than SGD to teach speaking for

5

students having high learning-motivation; and (d) because q_o between cells $(A_1B_2-A_2B_2)$ (0.05) is lower than q_t at the level significance $\alpha = 0.05$ (3.15), the difference between columns for students having low learning-motivation is not significant. It means that MUN is as effective as SGD to be implemented in teaching speaking for students having low learning-motivation. The discussion is described in the following section:

1. Model United Nations is more effective than Small Group Discussion in influencing students' speaking skill

Some reasons to address are: (1) MUN allows students to prepare themselves well by doing some researches before the class is begun; (2) MUN caters the needs of technical vocabularies which other people might hear them rarely through operational words list; (3) the topic or motion to discuss can be adjusted to students' rational capacity. Xiayou and Wang (2011: 5) therefore proves that MUN fully represents a new pedagogical way to turn students from learning how to communicate properly with others but not ultimately what knowledge to learn. In terms of fostering students' participation, Lubetsky, Michael, Harrington, David, and LeBeau (2000: 10) states that this method has been described as a highly sophisticated form of immediate, interactive communication which assumes a high level of discourse skill. Fedrizzi and Ellis (2011: 14) state that debating provides the exercise of articulation, pronunciation, volume, rate, grammar, vocabulary, correct word usage, and gesture. MUN is also effective in influencing students' fluency. Every participant called as delegate is given chance to speak up individually in front of many people and in group discussion as well while conducting unmoderated caucus. With those opportunities completed with their well-prepared matter to deliver, the students look more confident to fluently communicate with others as well as deliver their individual speech. MUN also creates opportunity for students to justify their grammar. Every sentence which is spitted by the delegate is grammatically checked by the Dias. It is meant to also influence their score. Their position paper is checked grammatically as well. If grammatically-error clause is found, the Dias has responsibility to mark it and give corrective feedback to the students. The students, on the other hand, are asked to revise the grammatical errors and submit it back to the Dias as the conference's documentation. Furthermore, MUN concerns with students' comprehension. The activities in MUN starting from the pre-conference to the closing conference are in efforts to embody students' comprehension of the discussion quality. Overall, MUN ensures that every student has chance to speak equally and play his/her role actively. In debate, for instance, Bieber (2011: 2) argues that by debating, a platform for students to express themselves and students' confidence are boosted. Not to mention, MUN also creates opportunity to convince audience that one's argument outweighs its opposition. This activity promotes students to be active speakers and listeners (Tanjung, 2013: 99).

On the other hand, SGD is a teaching method which covers the urgency of making students to exchange and share their ideas about certain issues. SGD creates opportunity for students to have more joyful discussion because the people they are discussing with are their own classmates. SGD is different from group discussion in terms of number of participants. Small group discussion is just limited to not more than 4 members. It is meant to give each student chance to participate in the group. Brown (1994) in Tanjung (2013: 100) states that SGD is aimed at encouraging participation in a non-threatening environment, maximizing success, developing collegial practice, arriving at understanding, and allowing for focused teaching.

However, it is noted that there are two general weaknesses in SGD that make this teaching method less effective to teach speaking than MUN. First, SGD can not linger a chance for dominant student to dominate the discussion. It is supported by Harmer (2003: 118) that individuals, in SGD, may fall into group roles that become fossilized so that some are passive whereas other may dominate. Tanjung (2013: 100) adds that in SGD, those who have more ideas on the topic will speak more. It is also likely correct though some other possibilities may also interfere like motivation, confidence, and critical thinking. Secondly, SGD is less systematic and has no procedural procedures as MUN does. It significantly effects students' participation. Procedures come with responsibility inside (Lubis, 2013: 45) that encourage students to be more active in teaching-learning process. These two reasons strengthen that MUN is more effective than SGD in teaching speaking.

2. The students having low high learning-motivation have better speaking ability than those having low learning-motivation

One of the findings from this study refuted that the students with high learning-motivation have better speaking skill than those having low learning-motivation. Motivated students possess naturally positive attitude toward learning. Compared to those with low learning-motivation, students with high learning-motivation are significantly characterized by their willingness to learn, having personal reasons, target, and goal that cement their endeavor to learn. It is supported by a statement from Karaoglu (2008) that having goals and expectations leads to increased motivation, which in turn leads to a higher level of language competence.

The other characteristic of students with high learning-motivation is that they have something or things to expect by learning the materials given to them. This expectation comes from their desire to make use of the knowledge they gain in educational atmosphere for their daily life. On the other hand, students with low learning-motivation commonly expect nothing from learning something. Mostly, they learn the materials because it is compulsory to learn. This is in line with studies that humans are driven by a need to achieve competence (Newmann, 2002: 28), and their beliefs or expectations about their ability to perform certain tasks successfully influence future learning. When learners perceive that they have been successful at an endeavor, they are more likely to be motivated to learn in the future and to persist when faced with a difficult task; conversely, when learners have a history of failure, it becomes difficult to sustain the motivation to keep trying (Alderman, 2008: 54).

Students with high learning-motivation tend to possess curiosity that encourages them to dig up their best potential to achieve what they have not gained, to know what they have no idea about and to be better than previous. Vice versa, Low learning-motivation students are characterized by their unwillingness to find out something new that they have not known yet. This finding is in line with a statement from Brophy (1986) in Linda (2004: 2) stating that verbally noting the purposes of specific tasks when introducing them to students yet letting them curious and seek for further information for their own self-understanding are also beneficial. The other tangible difference is that self-determination, self-control, and inconsistencies will be possessed by those who have high learning-motivation. McLean (2003: 8) states that autonomy: the capacity to be self-determining and to exercise control over our lives. In a school context, autonomy refers to the extent to which learners are empowered to make choices and decisions.

3. There is an interaction between teaching method and students' learning motivation in teaching speaking.

This study refuted that MUN is evidently more effective to be implemented in teaching speaking to the students having high learning-motivation than SGD. There are some reasons why it is so. First, MUN consists of a set of comprehensive activities which demand students' interest, determination and focus from the very beginning to the end. It is in line with Li Fu (2012: 117) that debates, as one of activities in MUN, can increase motivation, enhance research skills, promote critical thinking, and develop communication proficiency Accordingly, the students with high learning-motivation feel more challenged to participate more actively in MUN. Second, the holistic system which requires active participation drives the students to give their best effort. It is supported by Krieger (2005: 64) that debating and discussing support each other as two excellent activities for language learning that demand optimal effort for students to focus on because it engages students in a variety of cognitive and linguistic ways. In draft resolution, for instance, those with high learning-motivation are eager to be the pioneer or problem solvers and influence other delegates to agree, join, and sponsor his/her given solution. The process of negotiating, debating, problem solving, and disseminating need huge effort which is possessed by students with high learning motivation. On the other hand, the reason why SGD is less effective to be implemented to those having high learning-motivation is that the settled members of the group are not enough to accommodate such students to show up their best.

The second finding of this section is specified to students with low learning-motivation. Toward these students, it is found that implementing MUN or SGD is equally effective in teaching speaking. There is no one which is more recommended to be implemented than the

other one because they refute not significant difference in score. It is intelligible for some reasons. First, MUN and SGD offer no chance for passive students. Low motivated students are characterized by having no personal target, less ambitious, less expectation, and so on. These negative attitudes drive them to be passive. It is in line with Honingsfeld and Dove (2010: 78) that collaborative learning demands students' active participation to run to avoid domination from one student on the other students. Therefore, they can not actively participate in either MUN or SGD well. Second, speaking performance which is accommodated well in both MUN and SGD demands comprehension so they can communicate interpersonally well. The comprehension can just be gained by those who have high capacity in learning related to the topics. In contrast, it is a characteristic of students with low-learning motivation to have curiosity on the materials making them not comprehend the topics well. Consequently, they can not follow the discussion, debate, and dissemination process well.

CONCLUSION AND SUGGESTION

The findings and discussion result some conclusions: (1) MUN is statistically refuted as the more effective teaching method than SGD to teach speaking at the third semester students of English department of the university (2) the students whose learning-motivation is categorized into high level possess better speaking achievement than those categorized into low level; and (3) there is an interaction between teaching method and students' learning motivation in teaching speaking at the third semester students of English department. Triggered by the conclusions, implications and suggestions are formulated as follows:

1. Model United Nations is an effective teaching method to teach speaking

This conclusion drives some implications and suggestions to be addressed to English teacher, schools extracurricular, and education practitioners. For speaking lecturers, as the development of teaching method is persistent, it is necessary for them to (1) always update them selves. It is noticed that as one of teaching components, the role of teaching method is inevitably significant to succeed teaching-learning process. MUN is a transformative teaching method which is currently popular in higher education. Its practicality is beneficial for education field. In short, MUN is effectively implementable in teaching speaking. Accordingly, lecturers wishing to conduct MUN should understand its concept in the very first place; (2) analyze the syllabus first before conducting MUN. Basically, the materials in syllabus are all welcomed to be inserted in conducting MUN. Topics to bring in MUN may vary from education, tourism, children, economy, politics, and others; (3) read many articles, and watch many videos related to MUN. Internet, for instance, provides many resources related to MUN; (4) accommodated by university, pioneer embodying MUN as an organization which caters and train talented students to be a good speaker.

On the other hand, as the implementation of MUN in teaching speaking supports university's program to develop effective teaching-learning program, implementing the teaching method demands sufficient provision of learning materials like book, internet, magazine, and newspaper that the universities need to fulfill. Further, it is a good idea that in enhancing university competitiveness, an academic club is established. Ways the university can do to contribute is to issue official statement of embodying the club, provide special rooms for the club members to rehearse, and hire professional MUN trainers to develop the club as what many other universities have done. It is to also anticipate that MUN has been competed for years and the participants come from various universities in Indonesia. It must be a good opportunity meeting for the students to widen their network and share updated information among universities. Further, improving the quality of education belongs to education practitioners' responsibility including student researchers. Accordingly, it is important for them to always rejuvenate the mind of the most updated trends and issues in education. MUN is one of the trends in education currently and massively being introduced, adjusted, modified, and implemented for teaching-learning alternatives. Unfortunately, many of us still have no idea about what MUN is. It is, therefore, suggested that learning MUN and other new teaching methods be significant and further scrutinizing this method to reach possibilities to develop them further for education betterment.

8

2. Students who have high learning-motivation have better speaking skill than those who have low learning-motivation

This conclusion is significant to be deliberated by parents, English teacher, and students themselves. First, it is necessary for parents to realize that every student is different including his or her learning motivation. Accordingly what parents should do firstly is to identify whether his or her children belong to students with high learning motivation or with low one. Parents may consult it to the students' teachers/lecturers. It is not catastrophic if they find that their children have low learning motivation. What they need to do is to improve the learning motivation in many ways. If they find that their children have high learning-motivation, parents should be able to maintain it. Further, parents should also allow them to develop themselves responsibly. There are students who typically feel more motivated to learn in group. Other students prefer learning while hanging out to learning seriously. Parents should know what motivates their children more in learning then allow them to do so and give them trust rather than strictly ask them to learn at home everyday. However, parents should also control them fully. Giving freedom and trust in learning does not mean we alleviate power of control to the children.

Second, one of the findings shows that the higher students' learning-motivation, the better their speaking skill. Logically, it is important for the English lecturers/teachers to improve students' learning-motivation in order that their speaking skill also improves. Many ways can be done by them to improve students' learning motivation such as selecting teaching method which is able to stimulate their learning motivation. The other way is psychological. Teachers or lecturers should reinforce students and never make their motivation scrambled down by labeling, giving physical punishment or underestimating students. Third, self reflection is very important for students to do including contemplating what to do and how to improve learning achievement. If they find that, with some characteristics, they belong to the low one, there should be personal intention to improve their learning motivation. The students may consult to their counseling teacher, join motivation seminar, or have friends with classmates with high learning-motivation.

3. There is an interaction between teaching method and students' learning-motivation

The significance of this conclusion should be taken into account by English teacher, school, and other researchers. It is found that in teaching speaking, lecturers should consider what method to implement based on students' learning-motivation. Accordingly, differentiating teaching method to implement based on students' level of learning motivation is necessary to do. To students with high learning-motivation, it is suggested that the lecturers elect teaching method which requires students' active participation and inquisitiveness. To students with low learning-motivation, it is better to select teaching method which does not demand high active participation. Universities, on the other hand, can organize a seminar, or learning forum for proliferation. It should actively be involved or at least ask for every lecturer to test students' level of learning motivation. In the bigger scale, encouraging lecturer to socialize this finding in English Lecturer Forum like regional even national TEFLIN so the proliferation of this finding can be more widely spread is suggested. Further, the findings in this study can be path for other researchers to theoretically be a constructive reference to conduct similar research or other kinds of research which still have something to do with teaching method and learning motivation in speaking skill. Practically, it is beneficial as guidance for other researchers who wish to implement MUN and SGD and find out its practicality and scrutinize its correlation with other variables in effecting students' speaking skill or even other language skills.

REFERENCES

Alderman, M. K. 2008. *Motivation for achievement: Possibilities for teaching and learning*. New Jersey: Lawrence Erlbaum.

Amron, Zach. (2011). *The Colgate Model United Nations Handbook*. New York: Colgate MUN Society.

Bastaski, Maria. (2012). Model United Nations and the perception of global citizenship. *Journal of Education for Business. 4* (2). 5-15.

9

Barkley, E.F., Cross, K. P., and Major, C. H. 2005. *Collaborative Learning Techniques*. San Fransisco: Jossy-Bass.

Bieber, C. 2011. Debate as a Method of Teaching in the Classroom. Retrieved from http://www.ehow.com/info10067debate_method_teaching_classroom.html

Cates, Kip. A. 2011. Teaching for a Better World: Global Issues in Language Education. *Human Rights Education in ASIAN Schools*, *10* (2).35-50.

Fauziati, Endang. 2009. *Readings on Applied Linguistics: A Handbook for Language Teachers and Teacher Researchers*. Surakarta: Era Pustaka Utama.

Fedrizzi, Mariann, and Ranny, Ellis. 2011. *Debate for Academic Purpose*. New York: Cengage Learning.

Fegan and Prankel. 2011. The Model United Nations Simulation and Students as Producer Agenda. *Journal of the Higher Education Academy.18* (2). 25-35.

Harmer, J. 2007. *The Practice of English Language Teaching*. Edinburgh Gate Harlow Essex: Pearson Education Limited.

Honingsfeld, Andrea and Dove, Maria G. 2010. *Collaboration and Co-Teaching: Strategies for English Learners.* Thousand Oaks: Corwin

Hughes, Rebecca. 2011. *Teaching and Researching Speaking*. Harlow: Pearson.

Karaoglu, Sevtap. 2008. Motivating Language Learners to Succed. 50-Tesol Journal. 5(2), retrieved from https://www.tesol.org/read-and-publish/ journals/ other serial-publications/compleat-links/compleat-links-volume-5-issue-2-(june-2008)/motivating – language-learners-to –succeed#sthash.KGldCNYc.dpuf

Krieger, Daniel. 2011. Teaching Debate to ESL Students: A Six-Class Unit. The Internet TESL Journal. 11 (2). Retrieved from http://iteslj.org/Technques/Krieger-Debate.html.

Kurniasih, Dwi. 2011. The Effectiveness of Teaching Method for the Four Language Skills in EFL Classroom: MUN and some considerations. Unpublished Graduate Thesis. Malang. Universitas Negeri Malang. Graduate Program in English Language Education.

Linda, Lumsden S. 2004. Student Motivation to Learn. *ERIC Clearinghouse on Educational Management Eugene OR. 3* (3).34-45.

Li Fu. 2012. The Research on Willingness to Communicate in Chinese Students' EFL Study. *Journal of Language Teaching and Research. 3* (1). 34-45.

Lubetsky, Michael, Harrington, David & LeBeau, Charles. 2000. Discover debate basic skills for supporting and refuting opinions. *Journal of Public Debates. 4* (2) 2-16.

Lubis, Azhar Aziez. 2013. Improving Students' Speaking Skill by Using Small Group Discussion. Unpublished Graduate Thesis. Medan. Universitas Negeri Medan. Graduate Program in Applied Linguistics.

McLean, Alan. 2003. 'The Motivated School' - a body of work which has been influential at all levels in Scottish education. *TESOL Journal, 2* (2).45-57.

Newmann, F. M. 2002. *Student engagement and achievement in American secondary schools*. New York: Teachers College Press.

Othman, Moomalabinti, Mohamad, Faizah, and Amiri, Farzaneh. (2013). An English Debate League Competition among Lower Form Students: An Experiential Learning Activity. *US-China Foreign Language. 11 (*11). 20-35.

Tanjung, Firima Zona. 2012. The Effectiveness of Critical Debate to Teach Speaking Viewed from Students' Self-Confidence. Unpublished Graduate Thesis.Surakarta. Sebelas Maret University. Graduate Program in English Language Education.

Tuckman, Bruce W. 1988. Conducting Educational Research-3rd Edition. New York: Harcourt Brace Jovanovich, Inc.

Xiaoyu, Xu and Jian, Wang. 2011. Applying Modern Techniques and Carrying out English Extracurricular on the Model United Nations. Retrieved from http://nrcce.com