



The Impact of Student's Motivation on Speaking Skill

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ABSTRACT

Motivation has become a widely discussed issue in various sectors as well as the education sector in the last two decades. A comprehensive study of L2 motivational practices reported that motivation was considered to be one of the most important predictors of L2 learning success and student task achievement. This study analyzed students' dominant motivation in learning to speak English and the impact of their motivation on speaking skill. This research is a descriptive qualitative research which used questionnaire and interview guideline as instruments for data gathering technique. There were 20 participants in this study who studied at senior high school 2 Sigli. The participants were the second year students of MIPA 1. The data analysis in this research using interactive analytical model. The findings show that extrinsic motivation was students' dominant side. Extrinsic motivation forced students to try their best in improving their speaking ability. However, students with extrinsic dominant motivation could not stand alone. They depended on encouragement from others. Students with dominant intrinsic motivation learn to speak English because of their own desires. As the result, they were diligent and active in learning to speak English, and they were not only study English at school but also practiced it at home every day.

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INTRODUCTION

Motivation has been a wide discussed issue in different sectors as well as educational sector in the last two decades. A comprehensive study about L2 motivation practice reported that motivation is regarded as one of the most important predictors of successful L2 learning and students' task achievement (Dörnyei, 2019; Mahmoodi, 2021). In SLA, motivation has been the most explored individual difference variable to date, and it has been shown consistently that learners' motivation correlates positively with their target language proficiency (Gardner 1985). Furthermore, motivation is frequently cited as a reason for L2 learning success or failure, and for many teachers motivating their students is one of the most difficult tasks (Dornier, 2005).

According to Hamah B. Uno (2011:23) "motivation is "internal and external encouragement to students who are learning, generally with several indicators or supporting elements. These indicators include: others: the desire and desire to succeed, the drive and the needing learning, hopes and aspirations for the future, appreciation in learning, and a conducive learning environment". Aspirations for the future, appreciation in learning and a conducive learning environment". Yufrizal (2008) states that motivation can push someone to complete a course of work. Motivation is also a passion to do something. Therefore, motivation plays very important role in learning seems largely dependent on students' motivation to learn the target language. Extrinsic motivation is highly ordered in learning English speaking. There is one example that can be described. I've been doing research on extrinsic motivation at SMA 2 Sigli when I was following PPL. I teach about various names of fruit, by pasting pictures of fruit on paper. There the students were very enthusiastic to stick and also memorize the names of the fruits. At that time I had prepared prizes for the winning group. So, with rewards students will be more enthusiastic and excited. So, extrinsic motivation plays an important role in student performance in learning to speak English, with the prize for the winner it makes students excited in learning and without extrinsic motivation, students will not dare to make presentations in front of their friends. As well as intrinsic motivation, of course students who have intrinsic motivation in learning to speak English will find it easier to learn. With the existence of intrinsic motivation students have high desire and expectations in learning to speak English. Without having to have encouragement from others. So, that the level of learning is higher.

According to my experience teaching when PPL can be concluded that there are some students who are embraced when they speaking English even though they have studied for approximately 6 years from elementary to high school. They should be brave when they speak English. Motivation will encourage the spirit of learning in students and lack of motivation to learn will be passionate about learning will also affect student learning outcomes. A student who studies without the existence of motivation will not get maximum results, it can be seen from the student learning activities in the classroom while following the lesson. Motivation student learning will have an influence on student activities in following learning process. If the motivation to learn is high, the learning activity will be high, and jointly affect learning outcomes (Nurmala, dkk, 2014)

Motivation in Learning English /12 Motivation

The term motivation in the context of second language learning is seen according to Gardner (1985) as 'refers to the extent to which the learner attempts to learn a language because it is his own desire to do so and the satisfaction experienced in this activity (p.10). According to Pintrich and Schunk (2008, p. 8) say that the term motivation comes from the Latin word '*Movere*' (to move) the process by which the activity of the goal director is instigated and sustained. According to Harmer and Brown (2007), "Motivation is an internal drive that encourages someone to do something to achieve something". (p. 28). L2 motivation theory is concerned with making a person's choice, involvement in an action, persistence in doing something and the effort that is made to achieve success (Dörnyei and Ushioda 2011).

Motivation is considered as important aspect to do certain activities in order to be successful. Almost all works done requires motivation as activator and encouragement in doing the best effort, one of them is studying foreign language. When a student is motivated in learning English, he/she will make the best effort to achieve it. He/she will try to master in English in any way.

Learners need quality instruction, input, interaction, and opportunities for meaningful output, not only to make progress, but also maintain motivation for learning. This is especially significant when English is not seen as important to the students' immediate needs, other than to pass exams. Because learners have different

purposes for studying, it is important for instructors to identify learners' purposes and needs and to develop proper motivation strategies. Learners should understand why they need to make an effort, how long they must sustain an activity, how hard they should pursue it, and how motivated they feel toward their pursuits.

Types of Motivation

Motivation is an ambition that comes from internal or external individual to carry out an activity that related to particular goal. Harmer (as cited in Wimolmas, 2013, p. 906) uses the word 'goal' to categorize motivation and classify it into two kinds as follows:

- a) Short-term goal: students are said to belong this category if they learn English with expect to be able succeed in near future. For example: a student learns English in order to pass his/her test and achieve high score.
- b) Long-term goal: this type is the opposite of the previous type where students learn English to obtain aims in further. As example: learn English to get better profession in the future or to capable in communicating with people who use the target language.

Different from the previous one, Baily and Garratt (as cited in Rehman, et. al., 2014, p. 255) are categorized motivation in general can be classified into two types, they are intrinsic and extrinsic motivation.

a) Intrinsic Motivation

Intrinsic motivation is an impulse that comes from the individual itself. According to Santrock (as stated in Fachraini, 2017, p. 49—50) intrinsic motivation is an impulse of will from within individual in doing something. Ciccarella & White (2012, p. 344) adds that students called have intrinsic motivation when they are doing an action because they feel the act is interesting, rewarding, challenging, or satisfying. Based on two experts above, it means that there is strong desire in a person to learn English without any pressure from external factors. For example, a student learns English because he/she likes and enjoys it.

b) Extrinsic Motivation

Extrinsic motivation is an impulse that comes from external factor also influenced. Factors can be from the parents, teachers, or the social environments. The influences can be rewards or keep away from punishment. This kind emphasizes of the external need to demand the students to follow in activities of learning (Arnold as stated in Nguyen, 2019, p. 53). For example, a student may study hard when he or she wants to obtain a good score for passing the test of the course. It is same as (Hayikaleng, Nair, & Krishnasamy, 2016, p. 480) which has opinion that extrinsic motivation refers to students' performance when they learn English to get reward such as get a good score, increase salary, or maybe avoid from punishment.

The Important of Motivation in English language learning

It is undeniable that motivation plays a key role in second or foreign language learning. Extensive research confirms that motivation becomes one of the determining factors of second or foreign language learning success (Bradford, 2007; Dörnyei, 1998; Engin, 2009). However, motivation in learning a second or foreign language is not as simple as we think since motivation is complex and has a 'multifaceted nature' (Dörnyei, 1998 p.118). According to (Dörnyei 2019) Second language acquisition (SLA) research recognizes and confirms the core role of motivation in learning a second language or a foreign language (L2). In the field of SLA, motivation is referred to as one of the most important role for the success of L2 learning and student task achievement. In the last two decades, more and more studies have been conducted to Dörnyei and Chan 2013; Dörnyei and Kubanyiova 2014; You, Dörnyei and Csizér 2016), motivational examine students motivation in terms of guidance and vision of the future self (eg Dörnyei 2014a; strategies (e.g. Alrabai 2016; Guilloteaux 2013; Lamb 2019), task motivation (e.g. Dörnyei 2019; Kormos and Wilby 2019), motivational dynamics (e.g. Dörnyei, MacIntyre and Henry 2015; Waninge, Dörnyei and de Bot 2014), engagement (e.g. Mercer and Dörnyei 2020), and directed motivational flows (Dörnyei et al. 2016; Muir 2020). Despite the fact that research in motivations at second language acquisition have perfected understanding and knowledge of L2 motivation, it is necessary to compile findings and provide an integrative synthesis of research findings.

The effect of motivation on speaking English

Based on the concepts of 'possible self' and 'future self-guidance' by Markus and Nurius (1986), Dörnyei (2005) developed the L2 Self-Motivation System, which consists of three components: The Ideal L2 Self, The L2 Self Should and the L2 Learning Experience. Dörnyei (2009, 13) explains the ideal self as a

'representation of hopes, aspirations, or desires', thus is a person who the learner wants to be, for example, someone who is proficient in L2 or, more ideally, native L2 speaker. This echoes the 'integrative' proposed by Gardner (1985) (i.e. integration into L2.) speaker community), but Dörnyei (2009) re-examined it as having a mediating effect on others attitude or motivation variables on two measures of language choice criteria and choice attempt to learn L2.

The researcher in this study has conducted a survey. On the data that has been obtained there are several impacts that can be obtained on students who have extrinsic and intrinsic motivation. The impact on students who have extrinsic motivation is a strong desire to learn, these students also learn English such as memorizing vocabulary following an English tutor and he also wants to appear in front of the class, it all happened because of encouragement from other people, some from the family and also teacher. So, the discussion above is an example of the effect of motivation on speaking skill.

METHOD

Student motivations in learning to speak English at SMAN 2 Sigli. The most dominant motivation used by students in learning to speak English is the target subject, and also the effect that students get in learning to speak English with motivation. This survey has two parts of questions, started from 1-15 about extrinsic motivation and 16-30 about intrinsic motivation. All of them is closed- ended questions.

Participants

There were 20 participants in this study who studied at senior high school 2 Sigli. The participants were the grade 2 students of MIPA 1. All of the participants are female

Instrument

In this research will use the instrument of interview and questionnaire to students grade 2 MIPA 1. Researcher distributes the questionnaire question by the link from Google form to students. The questions are consisted of 30 questions, 1-15 about extrinsic motivation and 16-30 about extrinsic motivation. The questions each interview consist of 7 questions.

Procedure of data collecting

The step in data collections as follows:

a) Questionnaire

Researcher distributes the questionnaire question by the link from Google form to students grade 2 MIPS 1 at SMAN 2 Sigli. Students directly to answer the questions based on the actual condition.

b) Interview

Interview is a data collection method used to obtain information directly from the source. The steps in data collections as follow:

The researcher prepares a list of interview questions to be answered by interviewand then researcher come to the grade 2 MIPA 1 SMAN 2 Sigil to interview and also the researcher recorded all the answer from the interview with smart phone and the last steps the researchertranscribing the result of interview by writing it into table, so the researcher can see clearly the result of interview.

Data analysis

To count percentage of students' responses for every statement in the questionnaire, the researcher used

$$P = \frac{F}{N} \times 100$$

Sudijono (2008) formula:

P = The class percentage

F = Total percentage score

N = Number of students

RESULT AND DISCUSSION

RESULT

1) Students motivation in learning to speak English

Table 1. Students' Extrinsic Motivation in Learn to speak English

NO	Statement	Strongly agree	Agree	Doubt	Disagree	Strongly disagree
1.	I am very interested in learn to speak English because it make easier for me when watching English film	5 (25%)	14 (70%)	- (0%)	- (0%)	1 (5%)
2.	I am interested in learn to speak English because it makes it easier for me listen to English song	5 (25%)	14 (70%)	- (0%)	- (0%)	1 (5%)
3.	I am interested in learn speak English because it makes it easier for me to read English poetry	4 (20%)	9 (45%)	4 (20%)	2 (10%)	1 (5%)
4.	I think my future will be brighter if I can speak English	4 (20%)	10 (50%)	3 (15%)	2 (10%)	1 (5%)
5.	I learn to speak English because i want to get good grades/ score so I don't have to be remedial during exam	5 (30%)	12 (60%)	- (0%)	1 (5%)	1 (5%)
6.	I study to speak English because I want to go to collage	5 (30%)	12 (40%)	3 (20%)	2 (10%)	- (0%)
7.	I learn to speak English because I wanted to win when there was an English speech competition when there were extracurricular activities at school.	5 (26,3%)	6 (31,6%)	3 (15,8%)	4 (21,1%)	1 (5,3%)
8.	My parents really encouraged me to be able to speak English because they thought that being able to speak English would make it easier for me to study abroad.	6 (30%)	5 (25%)	3 (15%)	3 (25%)	3 (15%)

9.	I study to speak English to make it easier for me to understand the material when the English subject teacher explained the lesson.	7 (35%)	10 (50%)	2 (10%)	1 (5%)	- (0%)
10.	I learn to speak English because I idolize foreign artists	2 (10%)	6 (30%)	2 (10%)	6 (30%)	4 (20%)
11.	I learn to speak English because I idolize my teacher.	- (0%)	8 (40%)	4 (20%)	8 (40%)	- (0%)
12.	I learn to speak English because I like my teacher's method of teaching	3 (15%)	11 (55%)	1 (5%)	5 (25%)	- (0%)
13.	I learned to speak English because my teacher told me to memorize English vocabulary.	2 (10%)	10 (50%)	3 (15%)	2 (10%)	3 (15%)
14.	I have to learn to speak English because at my school there are almost every day English lesson.	1 (5%)	6 (30%)	4 (20%)	7 (35%)	2 (10%)
15.	I learned to speak English lesson are compulsory subjects	4 (20%)	13 (65%)	- (0%)	2 (10%)	1 (5%)
16.	Average	35% - 0%	70% - 5%	4% - 0%	8% - 0%	4% - 0%

Table 2. Students' Intrinsic Motivation in Learn to speak English

NO	Statement	Strongly agree	Agree	Doubt	Disagree	Strongly disagree
1.	I practice speaking English at home	1 (5%)	5 (25%)	2 (10%)	7 (35%)	5 (25%)
2.	Every day I memorize new vocabulary	1 (5%)	4 (70%)	- (0%)	11 (55%)	4 (20%)
3.	I learned to speak English not only during English lesson	- (0%)	5 (25%)	- (0%)	11 (55%)	4 (20%)

4.	During my break at school, I take the time to go to the library because I want to read English books	- (0%)	2 (10%)	2 (10%)	12 (60%)	4 (20%)
5.	English competitions when there are extracurricular at school	(0%)	(15%)	(5%)	(55%)	(25%)
6.	I always take notes on important things when the English teacher is explaining the lesson	3 (15%)	8 (40%)	2 (10%)	5 (25%)	2 (10%)
7.	During recess I invite my friends to have a dialogue in English with me	- (0%)	4 (20%)	6 (30%)	9 (45%)	1 (5%)
8.	I am very happy if I can be taught directly by a native English speaker	9 (45%)	8 (40%)	- (0%)	3 (15%)	- (0%)
9.	I always try well to be able to speak English	5 (25%)	9 (45%)	1 (5%)	5 (25%)	- (0%)
10.	I enjoy learning to speak English	3 (15%)	8 (40%)	3 (15%)	5 (25%)	1 (5%)
11.	I'm interested in learning to speak English that's why I'm taking English tutoring.	2 (10%)	6 (30%)	3 (15%)	8 (40%)	1 (5%)
12.	I feel very satisfied if I can speak English fluently because I always practice speaking English in front of the mirror every morning	1 (5%)	7 (35%)	2 (10%)	7 (35%)	3 (15%)
13.	I always take the time to learn to speak English.	- (0%)	7 (35%)	5 (25%)	8 (40%)	- (0%)
14.	When the teacher asks students to come to the front class to practice speaking English, I will always be willing to come forward/appear in front of the class.	2 (10%)	6 (30%)	5 (25%)	6 (30%)	1 (5%)
15.	I learned to speak English so it doesn't look old/outdated	8 (40%)	6 (30%)	1 (5%)	5 (25%)	- (0%)

2) The Impact of Students' Motivations on Speaking Skill

The researcher analyzed data from interviews to describe the impact of students' motivations on speaking skill. The researcher will discuss the impact that exists on students with high extrinsic and intrinsic motivation and also what impacts are had on students with low extrinsic and intrinsic motivation.

Extrinsic motivation forced students to try their best in improving their speaking ability. However, students with extrinsic dominant motivation could not stand alone. They depended on encouragement from others. Students with dominant intrinsic motivation learn to speak English because of their own desires. As the result, they were diligent and active in learning to speak English, and they were not only study English at school but also practiced it at home every day.

DISCUSSION

The results of the questionnaire to the students of class 2 mica 1 soma 2 Sigil related to the dominant motivation of students in learning to speak English showed that extrinsic motivation was more dominant in students. Intrinsic motivation arises when students have a great desire to learn to speaking English, intrinsic motivation involves internal motivation to do something because of the desire or feeling from within. Extrinsic motivation is driven by external factors such as passing a test, reward or punishment. Extrinsic motivation refers to things that require external stimulation to encourage learning activities such as teachers, family, friends and students who have extrinsic motivation in learning English they study due to external factors such as the need to pass exams, expectations of financial rewards.

The results of the interviews showed that of all those interviewed and in total there were 7 students who explained the effects obtained from the existence of extrinsic and intrinsic motivation and also the effects in learning to speak English with low motivation. Extrinsic motivation forced students to try their best in improving their speaking ability.

However, students with extrinsic dominant motivation could not stand alone. They depended on encouragement from others. Students with dominant intrinsic motivation learn to speak English because of their own desires. As the result, they were diligent and active in learning to speak English, and they were not only study English at school but also practiced it at home every day.

CONCLUSION

In terms of student motivation in learning to speak English, the researcher concludes that extrinsic motivation is more dominant in students in learning to speak English. Students who have high extrinsic and intrinsic motivation will have an impact in learning to speak their English, one of which is extrinsic motivation forced students to try their best in improving their speaking ability and , students with extrinsic dominate motivation could not stand alone. They depended on encouragement from others. Students with dominant intrinsic motivation learn to speak English because of their own desires. As the result, they were diligent and active in learning to speak English, and they were not only study English at school but also practiced it at home every day

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