

# **An Analysis of the Effect Stdents' Motivation on English Speaking Skill Achievement**

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## **Abstrak**

Penelitian ini dilakukan untuk mengetahui apakah setiap siswa dapat termotivasi secara intrinsik dan ekstrinsik, serta untuk mengetahui bagaimana motivasi mempengaruhi prestasi keterampilan berbicara siswa. Jenis penelitian yang digunakan adalah kualitatif. Penelitian ini dilakukan di tempat kursus bahasa Inggris yang berlokasi di Tembokrejo, Muncar, Banyuwangi. Dalam penelitian ini peneliti melakukan sesi pengisian kuesioner, wawancara dan analisis dokumen untuk mengumpulkan data. Hasil penelitian ini menunjukkan bahwa setiap siswa dimungkinkan mempunyai motivasi intrinsik dan ekstrinsik. Pada dasarnya ditemukan bahwa motivasi mempengaruhi pencapaian keterampilan berbicara siswa secara tidak langsung, dimana motivasi hanya berperan dalam mempengaruhi faktor yang secara langsung mempengaruhi keterampilan berbicara siswa yaitu usaha.

**Kata kunci :** *Motivasi, Intrinsik, Ekstrinsik, Keterampilan Berbicara.*

## **Abstract**

This study was conducted to find out whether it is possible for each student to be intrinsically and extrinsically motivated, as well as to find out how motivation affects students' speaking skill achievement. The type of research used was qualitative. this study was conducted in a English course which located at Tembokrejo, Muncar, Banyuwangi. In this study, the researcher conducted questionnaire filling sessions, interviews and document analysis to collect data. The results of this study show that it is possible for every student to be intrinsically and extrinsically motivated. Basically, it was found that motivation affects students' speaking skill achievement indirectly, where motivation only plays a role in influencing the factor that directly affects students' speaking skill, which is effort.

**Keywords :** *Motivation, Intrinsict, Extrinsict, Speaking Skill.*

## **INTRODUCTION**

It is known from previous literature that discusses the determinants of success in second language learning (L2), motivation is a factor that has a fundamental role in achieving

L2 success. This is because the higher the motivation, the greater a person's desire to do whatever it takes to get the desired results, and they always feel comfortable, happy and enjoy the process they are going through, even though it may seem very difficult for some people (Ai, Pan, & Zhong, 2021). Other studies have also found that in real-world English learning practice motivation contributes significantly to the success of English language learning (Gonzales & Rivas, 2021).

The explanation are in line with the researcher interacts with English learners at a English course. The researcher encountered several perceptions that refer to understanding in the form of motivation, where they are interested in learning English because seeing someone who can communicate using good English with native speakers looks very impressive. Then the results obtained by them during the English course showed very good results even though they only took a short learning period. In addition, they are so enthusiastic and happy to follow every process given by the teacher at the course. On that occasion, the researcher realized that every process they went through was not easy to do for children of their age.

Although literature and experience in real learning shows that motivation has an influence on language learning. Researchers still have great curiosity to find out more about the influence of motivation on the success of language learning, because there are many types of motivation that have been described in previous literature and it is also says that all types of motivation have an influence on language learning, but only one type of motivation really seems to have a direct impact on the success of language learning base on researchers experience that mentione in prefious pragraph, namely intrinsic motivation. So base on the reason, the researcher decided to conduct this research to examine more deeply the influence of motivation on language learning by focusing on one language learning variable achievement, namely speaking skills and for the notice, the theoretical basis underlying the conclusions in this paragraph is discussed by the researcher in the following paragraphs.

Firstly, point in second paragraph shows the suitability of the language learning point of view toward motivation, a theory related to motivation put forward by Gardner in 1985. Gardner stated that in mastering a language other factors are needed that are more than cognitive ability to learn a second language, namely a major factor that influences the process of mastering a second language, such as motivation. Gardner also explained that in mastering a second language, motivation is a combination of a person's desire to learn a second language and effort (Gonzales & Rivas, 2021). Then, the desire referred to in Gardner's explanation, if linked to the researcher's experience of the learners found in the English course, their desire refers to their perception where someone who is able to communicate with natives looks impressive. Whose desires are not related to other people's demands or achieving good English grades at school.

Furthermore, in general it is also explained that motivation in L2 is a unique existence of human behavior which has characteristics that continue to change over time, but is centered on intrinsic and extrinsic aspects. Such as learners who are intrinsically motivated carry out actions that change according to their comfort or pleasure get, likewise with

learners who are extrinsically motivated, they also take action according to the reward or punishment they will get (Salehpour & Roohani, 2020).

Second, the explanation about intrinsic motivation and extrinsic motivation based Deci and Ryan, intrinsic motivation is characterized by behaviors that are carried out for the purpose of personal satisfaction, such as happiness and curiosity. Conversely, extrinsic motivation is driven by external factors, such as the pursuit of rewards or the avoidance of punishment (Ryan & Deci, 2020). In another quote, something similar is also mentioned Intrinsic motivation is driven by inner strength within oneself students, this desire is obtained from studying it language itself, such as willingness and pleasure learning a language, it is also a type of motivation that is, providing learners with a high level of learning (Nuraeni, 2020). Whereas extrinsic motivation is driven by the desire to external rewards, namely environmental energizers like food, money, or recognition, maybe too driven by the desire to avoid punishment (Ai, Pan, & Zhong, 2021).

Base on the explanation regarding intrinsic motivation and extrinsic motivation above, the researcher concludes that from his experience which is write in the second paragraph, it shows that the learners in the English course are intrinsically motivated, because they are willing to learn English and go through all the learning processes that are considered difficult by other people by full of joy without any outside influences such as other people's demands or getting good English grades at school.

Lastly, base on the meaning of motivation in the scope of L2, where the student motivation refers to the overall driving force within students that gives rise to learning activities and ensures the continuity of learning activities (Rahardjo & Pertiwi, 2020), so that the desire goals of students in L2 can be achieved (Zhang, Dai, & Wang, 2020). In another explanation mention that student motivation in language learning is all the reasons that make learners willing to follow all the processes in an effort to achieve an achievement in language learning whether it is in the aspect of speaking, reading, writing or listening skills (Yulfi & Aalayina, 2021).

So, in this research the aim is to focus on answering the researcher's curiosity, namely the possibility related to someone being intrinsically and extrinsically motivated, then to find out about how motivation influences the achievement of learners speaking skill. The research question in this study are, is it possible for someone to be intrinsically and extrinsically motivated? And how does motivation influence a learner's achievement of speaking skills?

Thus the choice of speaking skill as the indikator of this study itself is chosee by the researcher because in the researchers' view when he places himself in the perspective of social assumptions in the environment where he lives, where speaking skill is seen as a very important skill to prove that someone has learned English. This is base on the facts in everyday life where around the research environment people determine the ability English only as measure by their speaking skills. However, personally as someone who enters the English academic environment, all skills have the same weight, because they are interrelated.

## METHOD

This study use a qualitative research type, the researcher choose this type because qualitative research aims to understand events or phenomena more holistically, not just parts of events. To achieve this, qualitative methods are not only centered on what is seen but also explore the meaning behind what is seen (Harahab, 2020), and according to this explanation, the researcher feels that this type of research is most suitable when compare to other types based on the background to which this study.

In order to achieve the research objectives, this study is conduct at the XYZ English Course by using 8 students there as respondents. The data in this study are primary data and secondary data, where primary data are obtained from the results of interviews and questionnaires, while secondary data are obtain from the recap of the scores of the respondents. Which data are obtaine from several stages, namely taking questionnaires, interviews and document analysis. The questionnaire in this study is an adaptation of the research instrument which writte in the thesis entitled *An Analysis of Undergraduate Students' Motivation to Improve Their English Learning Achievement (A Case Study at the Fourth Semester of Sharia Economic Students of IAIN Salatiga in the Academic Year of 2019/2020)* written by Rohmatin, her research instrument was adapted from questionnaire by Williams and Burden study (Rohmatin , 2020).

Data analysis in this research is inductive, where the data is analysing through several stages, namely data reduction, data presentation and conclusion (Hardani, et al., 2020). At the data reduction stage, researchers choose relevance data that is in accordance with the research objectives. Also preparing information from the field which is the raw material is done by summarizing, organizing systematically and sorting important points according to research objectives (Abdussamad, 2021). Next is the data display, where the data obtained is presented in the form descriptions, charts and displaying relationships between categories or the like (Fadli, 2021). Finally, when drawing conclusions, the researcher describes the findings or explain the data obtained to answer the research problem formulated in the research (Harahab, 2020).

Basically, the entire data analysis process in this study is carry out through all the stages above. First, the results of the questionnaire will be calculated based on the questionnaire sheets filled out by the respondents, where each questionnaire fill out by the respondent is calculate base on the statement category, namely the intrinsic motivation and extrinsic motivation categories. Where the calculation is focus from the respondents' answer, an agree answer means that the statement relates to what the respondent feels and a disagree answer indicates that there is no relationship between the statement and what the respondent feels. Then, the results of calculating the category for each statement will be used as a basis for concluding the results of the questionnaire, where the conclusion is base on the frequency of statements in each category. If the intrinsic motivation category gets  $\geq 1$  agree answer, the respondent is indicated to have intrinsic motivation, then if the extrinsic motivation category gets  $\geq 1$ , it means that the respondent has extrinsic motivation (Rohmatin , 2020). However, if there are rare cases where the results of calculating questionnaires in the intrinsic and extrinsic categories get a frequency of 0 agreed answers, it means that there is no statement that relates to them, not mean that they are not motivated

at all. So this is where another function of the interview applies, where the interview gets answers that are not in the questionnaire, it is because the results of the questionnaire cannot provide data as deep and extensive as the interview.

Finally, in analyzing the results of interviews with respondents, they will be reducing, categorize base on questions to make it easier to get the most appropriate data to answer the problem formulation. Where the data from interview is analyze to finding out more about the motivation of respondents and in order to get a foundation for answering the second problem formulation, namely about how motivation affects the speaking skill avhievment of respondents. While the document analysis in the form of their score list is only focused on seeing the development of students during the XYZ course.

## RESULT AND DICUSSION

During the process of analyzing data, researchers are obtaine several results relate to questionnaires, interviews and document analysis. The following are the results obtained by researchers. First, the results of the questionnaire can be seen in table 1. Questionnaire Results below.

**Table 1. Questionnaire Result**

No	Statements	Respons	
		Agree	Disagree
<b><i>Intrinsic motivation</i></b>			
1	I always interested in learning English	8	0
2	I enjoy every activity relate to English	6	2
3	I enjoy meeting and talking with English native	3	5
4	I really enjoy my English class program	8	0
5	I enjoy using English in my daily activity whenever possible	5	3
6	I feel comfortable and excited when I have to speak English in with my classmate	6	2
7	I would like to have a job in which I use English.	5	3
8	I want to try to use the English that I have learned to fulfill my inner satisfaction	7	1
<b><i>Extrinsic motivation</i></b>			
9	I only study English to fulfill the learning proces in this course	2	6
10	I study English to get a good assessment in English.	6	2
11	Because I had already entered this course, so I had to follow all the learning processes provided.	6	2
12	I learn English to make my career path easier in the future.	8	0
13	Someone expect me to study English well.	8	0
14	The English instructor could motivate students to enjoy the English class.	8	0
Total respondents		8 respondents	

As can be see in table 1. The results of the questionnaire in general, from the intrinsic motivation section, the initial five statements stating are relate to student interest and feelings of enjoyment which experience by students when learning or using English in order from the top show that in the first and fourth statements all respondents are give an agree response to the statement. Whereas in the second, third and fifth statements in order show that there are only 6 respondents, 3 respondents and 5 respondents who are give an agree response from a total of 8 respondents.

Furthermore, in the intrinsic motivation section, the statements that receive an agree response from all respondents are statements number twelve, thirteen and fourteen. Where the statements in these numbers are state relate factors that encourage them to study English, namely for the sake of a career or under someone's influence. Statements number nine to eleven are statements relate to other factors such as academic interests or for the sake of following course policies. Also in statement nine, 2 respondents agree and for statements number ten and eleven, the same results are obtain 6 respondents agree with the statements.

The results above are a recap of the questionnaires of each respondent. Where the results are calculate base on each category of statements, namely the categories of intrinsic motivation and extrinsic motivation.while the results of the questionnaires based on each respondent can be seen in table 2. Respondens Questionnaire Result.

**Table 2. Respondens Questionnaire Result.**

No.	Name	RESPONDENTS' ANWES			
		Intrinsict Motivation		Extrinsict Motivation	
		Agree	Disagree	Agree	Disagree
1.	DPY	4	4	4	2
2.	DWT	8	0	5	1
3.	GT	4	4	5	1
4.	MLN	6	2	5	1
5.	NV	5	3	6	0
6.	SLA	7	1	3	3
7.	SNJ	7	1	5	1
8.	YY	7	1	5	1

From table 2 above in the intrinsic motivation section, it is know that one respondent agree with all statements in that category, then followed by three students agreeing to 7 out of eight statements, two students agreeing to 4 out of eight statements, and two respondents each agreeing to 5 and 6 of the eight statements given.

Then in the extrinsic motivation category, out of a total of six statements given, five respondents are agree to 5 statements out of the total statements. While the other three respondents, two of them are agree to 3 and 4 statements respectively from the total number of statements in the extrinsic motivation category, and the remaining one student is agree to all statements in the extrinsic motivation category.

Turning to the results of the interview, from the results of the analysis it is known that from the first question is ask to find out the reasons they chose to enter XYZ English Course are base on several reasons, such as the distance of the course place close to home, the influence of peers who have studied at this course place, reasons relate to the reputation of the course place and the methods used are also mention by one of the respondents, then other mention the reason for choosing this course place and finally there is a background motivated by parental coercion. Then, the next question is ask to find out their backgroud relate to their experience of learning English in other courses before choosing this course. From this question it is known that 6 respondents never attend courses elsewhere, but one of them often learns independently at home through Youtube. While the other 2 respondents previously attended courses elsewhere, albeit at the coercion of their parents.

In the third question, which relates to the development they feel and the efforts made while learning English at this course, the results show that all respondents feel an improvement, even one respondent admit that in the past he did not know what pronouns were and could not pronounce vocabulary correctly, but after studying at this place he began to be able to speak English quite well. Then relate to the efforts they have made include many things such as often practicing speaking English, memorizing vocabulary, learning English every time they have the opportunity and following all instructions given by their tutors.

Furthermore, with regard to the question given to find out whether they still want to keep improving their speaking skills and what are the underlying reasons. They give various answers to this question, but their intentions were similar in that they still want to improve their speaking skills and the underlying reasons are quite diverse. The reasons they give are mostly relate to their aspirations or views for the future such as career, academic and the desire to be able to communicate fluently with tourists they meet in the future. And the last question relate to the efforts they will make in the future to improve their speaking skills, in general they focus on practice and increasing their current vocabulary.

So, from the results of the analysis of the respondents' tets scores, it is known that from the tets that conduct in early October and early January, all respondends scores are increase. Where in the early October, four respondents scored 79, three respondents scored 80 and one respondent scored 81. Then in the January tets all respondents scored above 80, which is in the range of 81-86.

Then, basically the respondents in this study are indicate that each of them have intrinsic motivation and extrinsic motivation even though the number of motivational elements varied in terms of the type and quantity of elements. This is based on the results of the study which show several statements from both intrinsic and extrinsic aspects that are receive 100% agree responses from all eight respondents.

In addition, by comparing the results of questionnaires and interviews, where in general, the reasons why respondents start learning English are influenced by external factors, such as parental demands, career considerations, the influence of friends of the same age around the place of residence, even mentioned because of the reputation of the course and the reason for being in the same environment. Then, looking at their answers regarding the reasons they still want to develop their speaking skills are generally base on

future career or academic views and ideals which relate to the practical use of their skills. Although the interview results show that they are extrinsically motivated, from the questionnaire results they also have a feeling of comfort, enjoying the learning process in learning or when doing things related to English.

This result is in line with the notion of motivation that explain in the L2 perspective, where explain the motivation is a unique existence of human behavior, where motivation continues to change over time and centers on intrinsic and extrinsic aspects (Salehpour & Roohani, 2020). Then, the motivation they show can also be analyze from the results of the interviews mention above and the questionnaire shown in table 1, which base on the explanation of previous literature, basically the motivation that comes from outside themselves (extrinsic motivation) and the motivation that arises from within themselves (intrinsic motivation) are divided into several forms. Where everything that leads to interest, enjoyment, desire, comfort and passion is intrinsic motivation, while everything that leads to compiliance, reactance, self-endorsement and focus on approval or valuation from others is extrinsic motivation (Ryan & Deci, 2020).

So referring to the explanation above, the researcher's statement is possible, because judging from the results of the questionnaires and interviews describe in the previous paragraphs, each respondent is affect by at least one aspect that leads to intrinsic motivation such as interest, enjoyment, desire, comfort or passion, and is also affected by at least one aspect of extrinsic motivation, such as compiliance, reactance, self-endorsement, focus on approval or valuation from others.

Lastly, motivation is basically just an aspect that makes a person make efforts to get speaking skill achievement. This is shown by the interview results where all respondents still make various efforts to get good speaking skills, they still continue to learn all the time even though it is seen from the results of their good grades. In addition, previous literature also mentions that their learning motivation is only a guide (Auliya, Winarto, & Ningrum, 2022) and encouragement for them to carry out all learning activities so that their goals are achieve (Gonzales & Rivas, 2021). Thus, motivation influences students' speaking skills as an indirect factor (Hu & McGeown, 2020), because speaking skills can only be influenced directly by effort and cognitive ability (Dunn & Iwaniec, 2022).

## **CONCLUSSION**

The first result of this research shows that it is possible for every individual to have intrinsic and extrinsic motivation, what distinguishes between each individual is the time when someone is intrinsically and extrinsically motivated, because motivation itself will change over time. Secondly, motivation fundamentally leads to a factor that affects speaking skills indirectly, where motivation becomes a factor that influences each person's effort, namely affecting the quality and quantity of effort a person makes when wanting to get a good speaking skill achievement.

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