



MOTIVATING LEARNERS TO PRACTICE SPEAKING ENGLISH

Fristi Indah Nuraini*¹

¹fristiindah.2023@student.uny.ac.id

*¹Universitas Negeri Yogyakarta, Sleman, Daerah Istimewa Yogyakarta, Indonesia

ABSTRACT

Learning English needs skill and concerns, as speaking is one of the most challenging skills. Many students struggle with self-confidence, anxiety, and lack of opportunities to practice speaking effectively. Motivation plays an important role in encouraging students to overcome these challenges and actively participate in speaking activities. This article focuses on exploring the concept of motivation in English speaking practice and effective methods to develop it in teaching. With reference to some of the theoretical viewpoints, motivation is discussed as a psychological and emotional element that encourages students to achieve certain goals, including communication skills. The article also describes the effect of intrinsic and extrinsic motivation on students' desire to speak and identifies the main methods that teachers can apply to motivate students. These methods include creating a supportive learning environment, interesting and relevant speaking assignments, applying positive reinforcement, and giving positive constructive feedback. By using these methods, teachers can encourage students to develop more confidence, initiative and communication skills when using English especially in speaking skill.

Keywords: Extrinsic, Intrinsic, Motivation, Speaking

A. INTRODUCTION

English plays a very important role as a key link in communication around the world. Because of that, it is often seen as a universal language used in various types of social interactions (Jenkins, 2007; Andriani and Abdullah, 2017; Taguchi and Ishihara, 2018; Wang et al. ,2021). In response to the importance of this issue, the Ministry of Education and Culture, hereafter referred to as MONEC, has taken the decision to implement English language instruction from primary to tertiary levels (Mistar, 2005; Musthafa, 2010). To illustrate, the majority of students are required to take English as one of their subjects (Mistar, 2005). In general, getting students introduced to English from a young age is supposed to help them get enough experience in English to communicate well.

Motivation is an idea that cannot be observed directly. The meaning of motivation is the process or an example motivating or provided with a reason to process in a specific way. Knowing how



important motivation is in the process of learning English, it is important to pay extra attention to this aspect. For example, motivation allows students to use language to achieve their communication goals (as cited in Wehner et al., 2011) Baker and MacIntyre, 2003; Dornyei, 2003; Gardner, 1985; Gardner and Clément, 1990; Klein, 1986; Masgoret and Gardner, 2003; Noels, 2003; Noels, Pelletier, Clément and Vallerand, 2003. In addition, motivation encourages learners to be available to catch in the language learning process even though learners often meet many challenges (Horwitz et al, 1986, as cited in Naranjo, 2014).

The purpose of the speaking element in the language classroom is to improve communication skills and to stimulate authentic interactions inside and outside the learning space. The ability to speak is critical for every individual in interacting with others. It is used to deliver ideas, opinions, information, and emotions to others, as well as to express thoughts and expectations, and also to be social in the process of communication or interaction.

This article purposes to explore the function of motivation in encouraging learners to practice speaking English, as well a how intrinsic and extrinsic motivation affect their speaking ability. In addition, the article will review the approaches the teachers can apply to enhance learners' motivation, the importance of creating a good learning setting, and how motivational techniques can help build their confidence and enthusiasm for speaking. These questions will be investigated through a review of relevant and methods in English language teaching.

B. METHOD

The method applied in writing this work is a literature review, by researching journal articles, proceedings, and various other scientific sources. The criteria used for inclusion were English-language articles related to the theme of motivating students to practice speaking in English. The sources were taken from Google Scholar, ResearchGate, and journal databases such as DOAJ and SINTA.

C. FINDINGS AND DISCUSSION

Speaking is one of the most crucial skills that learners need to develop when learning a foreign language. People deliver information to audiences, regardless of whether the information is understandable or not (Amru Bin As, 2016). In speaking there are several elements that must



be combined to create a speech like fluency, sentence structure, pronunciation and comprehension (Sihotang et al., 2021). In the language learning process, Harmer, J. (2001 : 52) says that motivation starts from four elements:

1. The community in which we live (which makes students aware of the importance of learning English; the environment has a big influence here).
2. The individual who plays an important role (need help from other such as, parents, family etc)
3. The teacher
4. The teaching methods

Motivating learners to study another language is a complex and evolving challenge. According to Zhou, 2018, Gardner, et al., (2004), Spada & Lightbown (1999) “Motivating is a challenging aspect of language learning and has been described in many different ways as it includes many ideas”. Motivation can manage habits as regards specific achievement, motivation is individual and mental aspects, motivation is an ongoing activity, motivation is achievement aim, extrinsic and intrinsic motivation, useful and refuse motivation, motivation is habit aim. According to Seven (2020) identified four categories of motivation: instrumental, integrative, intrinsic, extrinsic. Motivation can be through two approaches, namely instrumental motivation versus integrative motivation, as well as extrinsic motivation versus intrinsic motivation. Harmer (2001) pointed out that teachers/tutors have three functions that can be employed in speaking activities, namely as a guide, participant and feedback provider. According to Uno (2009) highlights the importance of motivation in the learning process, explaining that motivation can determine learning gains, motivation clarifies learning goals and motivation makes learning focussed. With great motivation, learners are able to respond to learning situations, explore all opportunities to learn English, make full use of opportunities to practice English, have analytical skills, easily adapt to learning conditions, have high self-confidence and dare to take risks for the betterment of their learning. Part of the motivation must come from the students in addition to the educational environment. This shows that the instructor and the learner play an important role in developing enthusiasm.

The concept of intrinsic motivation was originally shown through experiments involving animal behaviour in the 1950s. Intrinsic motivation can be defined as the reason that students



take part in an activity because they have a desire to do it. This suggests that the activity they are engaged in gives them enjoyment, creating a feeling of ability and control over themselves as a result Alizadeh (2016). Intrinsic motivation is influenced by factors from within themselves.

The concept of extrinsic motivation refers to performing an action to get a reward, while intrinsically motivated tasks are performed to get satisfaction that comes from the task itself. Extrinsic motivation includes incentives to master the language. If teachers do not provide rewards such as good grades, students are usually less motivated to learn a second language. In addition, external factors, such as appropriate educational settings, interaction, individual achievement, etc., have been considered to make second language learning more effective Díaz Iza (2016).

Renandya (2013) suggest four categories of strategies to improve students motivation in the classroom: 1) Teaching methods, should be diverse 2) tasks, that provide students with more opportunities for success than failure are effective motivators for students 3) text, both spoken or written instructional materials and resources used in teaching should be engaging and relevant to students 4) Test, evaluation as a tool to provide feedback, judgment and improvement. The teacher as an important figure in the classroom needs to display an inspiring attitude and use encouraging methods to build an interesting learning atmosphere.

According to Cheng (2007) in her article, motivational strategies include demonstrating motivating teachers behaviours, increasing students' self efficacy, creating a pleasant classroom atmosphere and delivering tasks effectively.

D. CONCLUSION

Speaking ability is an important skill in learning EFL that involves fluency, sentence structure, pronunciation and comprehension. Success in speaking depends on motivation, both internal and external, which affects students' enthusiasm for practicing. The difference between instrumental and integrative motivation also provides insight into students' goals in mastering a second language.



Teachers have an important role in enhancing students' motivation as guides and feedback providers. Varied teaching strategies, interesting tasks, relevant materials and positive assessments help create a motivating learning atmosphere. Internal aspects such as self-confidence and courage, as well as a supportive learning environment, are of great concern to build students' motivation.

To develop students' speaking skills, it is important to understand motivation and implement strategies that support students from a cognitive and emotional perspective. Motivation is the key to success in speaking and an important element in long-term language learning.

REFERENCES

- Alshenqeeti, H. (2018). Motivation and foreign language learning: Exploring the rise of motivation strategies in the EFL classroom. *International Journal of Applied Linguistics & English Literature*, 7(7):1-8. <https://doi.org/10.7575/aiac.ijalel.v.7n.7p.1>
- Devika, A. (2020). Motivating Learners for Better Participation in the Classroom. In *Journal of English Language Teachers' Interaction Forum*, 11, 39. <https://www.eltif.in/journals/Vol.%20XI.4%20Final.pdf#page=39>
- Ihsan, M. D. (2016). Students' motivation in speaking English. *JEES (Journal of English Educators Society)*, 1(1), v1i1-147. <https://doi.org/10.21070/jees.v1i1.147>
- Lestari, I. W. (2016). What teaching strategies motivate learners to speak? *Journal of Foreign Language Teaching & Learning*, 1(1), 73–81. <https://doi.org/10.18196/flt.117>
- Menggo, S. (2018). English learning motivation and speaking ability. *Journal of Psychology and Instruction*, 2(2), 70-76. <https://doi.org/10.23887/jpai.v2i2.15979>
- Morales, L. X. R., & Vaca-Cárdenas, M. (2023). Methods, techniques, and strategies to motivate students of English as a foreign language to improve the speaking skill. *Kronos–The Language Teaching Journal*, 4(1), 54-70. <https://doi.org/10.29166/kronos.v4i1.4259>
- Nurjannah, A., Sukirlan, M., & Ginting, R. (2013). The effect of motivation on students' speaking ability. *U-JET*, 2(9). <https://www.neliti.com/id/publications/193219/the-effect-of-motivation-on-students%C3%A2tm-speaking-ability>
- Putra, A. S. (2017). The correlation between motivation and speaking ability. *Channing: Journal of English Language Education and Literature*, 2(1), 36-57.



<https://www.neliti.com/id/publications/168584/the-correlation-between-motivation-and-speaking-ability>

Sa'diyah, A. (2021). Motivational Strategies In Teaching Speaking Skill. *Journal of English Teaching, Literature, and Applied Linguistics*, 4(1), 53-58.
<https://doi.org/10.30587/jetlal.v4i1.2384>

Yulia, Y. (2013). Teaching challenges in Indonesia: Motivating students and teachers' classroom language. *Indonesian Journal of Applied Linguistics*, 3(1), 1-16.
<https://doi.org/10.17509/ijal.v3i1.186>