

# CHAPTER I

## INTRODUCTION

### 1.1 Background

The teaching of English as a foreign language (EFL) occupies an important position in the Indonesian education system, as it becomes a core content within tertiary education curricula. As an important part of curriculum content, the teaching of English has emphasized the four skills, such as speaking, reading, listening, and writing. With the rapid development of science and technology, there has been a shift of teaching orientation due to the increasing demands of literacy skills with an emphasis on English. English even is seen as an important process of self-empowerment. A recent account of language teaching and learning in English Foreign Language (EFL) context demonstrates the high degree of student require motivation in their learning.

There has also been an overwhelming of research confirming the importance of the motivation both for male and female students. This is due to the emerging dynamics of complexities that affect the nature of speaking performance notably during the interview in seeking employment. In addition, variables affecting the language acquisition process are mostly in reference to the importance of motivation. Those are interdependent of each other where motivation and ways of teachers in handling the lesson will all play important roles in this aspect.

In educational sector, English language is taught compulsorily at public schools starting from secondary school to the freshman year of the university or college. The education system in Indonesia is very aware of the importance of English. In addition to the language of science and technology, it is also widely used as a means of international communication. So the English teaching and learning process is very useful for the development of education in Indonesia. There are some that influence the teaching of English as a foreign language in



Indonesia. They are: mother tongue, motivation, social, interest, culture, anxiety, and some other determining factors Krashen (1998).

In learning English speaking is one of the most important skills to be mastered students of English as a Foreign Language (EFL). Speaking is a way of sharing expressions or ideas to others for construct words and phrases with individual sounds, use pitch change, intonation, and stress to convey different meaning (Harmer, 2007, p.38). Speaking is one of important aspects in human life process and also a crucial part of second language learning and teaching.

According to Tanveer (2007, p.1) many English Foreign Language (EFL) students express inability. Sometimes, even acknowledge the failure in speaking foreign language. Supported by Horwitz et al, these students may be good in learning other skills, but they have 'mental block' while it comes to learn to speak foreign language (1986, p.125). However, speaking in foreign language, particularly English, can present challenges for students grappling with self-confidence issues. Speaking is a common requirement in many occupations and courses of education, but in fact there are many students who find a difficulty in expressing what they want to say and express in spoken English. Their problems caused by several factors: (a) the factors those came from the students; (b) the social atmosphere in the classroom; and (c) the factors that came from the teacher.

Burkart (1998) argues that speaking is needed in learning to control and assess learning achievement. Therefore, speaking requires students to learn the way to have good communication and to measure their language skills. One of the encouraging factors for the students in learning speaking English skills is motivation. According to Menggo (2018), motivation is one of the prime factors that influence the speed and amount of success of foreign language learning. Usually, the students who have good motivation becoming more focused, do not easily give up, and decrease the feeling of



th the subject.

motivation is another crucial factor that can influence a student's in learning a foreign language. Motivation can be defined as the

drive to learn and achieve goals in language learning (Wang, 2019). Motivation can come from internal factors, such as personal interest in the language, or external factors, such as the desire to obtain a good job or to communicate with native speakers. Then, (Escobar Fandino et al., 2019) argued that motivation could influence positively the students learning achievement. These conditions affect their willingness to improve their speaking skill and motivate them to be more confident to communicate in English (Horwitz, 2001).

Therefore, this research investigates how students' motivation affects their performance in speaking English, with a focus on learners at SMKN 4 Gowa. The findings are intended to offer useful input for educators and education stakeholders in understanding the key elements that impact students' speaking proficiency. The research aims to develop effective teaching strategies that enhance language proficiency and cultivate a passion for learning English, preparing students for successful careers in their chosen fields. By understanding these dynamics, educators can develop teaching methodologies that not only improve language skills but also inspire meaningful engagement in their English learning journey.

## 1.2 Research Questions

1. What types of motivation do the secondary education students have at SMK 4 Gowa?
2. How do the students' motivation affect their speaking performance?
3. How do the students perceive the relationship between their motivation and their speaking English performance?

## 1.3 Objective Of The Research

1. To identify and analyze the types of motivation that affect students' English-Speaking Performance at SMKN 4 Gowa.
2. To address how motivation affect the speaking performance at SMKN 4 Gowa.



3. To explore students' perceptions of the relationship between their motivation and their English speaking performance.

#### 1.4 Significance Of The Research

The result of the research is expected to be able to give advantage for both theoretically and practically.

##### 1. Theoretical significance

The result of the research is expected to add knowledge about the correlation between motivation and their English speaking performance.

##### 2. Practical significance

###### a. Teacher

This research can become an input for teachers, particularly English teacher in understanding students' motivation and their English speaking performance.

###### b. Students

This research can give motivation for students in improving their learning motivation in their English speaking performance.

###### c. Readers

This research is expected to give contribution for readers, particularly the students of SMKN 4 Gowa in enriching references concerned with correlation between student's motivation and their English speaking performance.

###### d. Researcher

This research is expected to be reference in arranging thesis to the other researchers and can be used to increase their knowledge and learning process.



### 1.5 Scope of the Research

This research focused on the interplay between motivation and students' English speaking performance using a qualitative method. The study was conducted at SMKN 4 Gowa, a vocational high school in Gowa, South Sulawesi, Indonesia. It involved approximately five students currently enrolled in grade X at SMKN 4 Gowa. The research examined both intrinsic and extrinsic motivational factors. Data were collected through observation and in-depth interviews to assess students' speaking performance in terms of fluency, pronunciation, vocabulary, and communication effectiveness. This research provided insights into how motivation influenced English speaking performance among the students at SMKN 4 Gowa.



## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Previous Studies

There are some studies revealing their findings on the integration of the interplay of motivation and students' English speaking performance. The researcher has chosen for some of them related to this research.

The result of Sun et al., (2024), in their article entitled "*Modeling Speaking Performance in Young Learners of Chinese as A Heritage Language: The Interplay of L2 Grit, Motivational Intensity, and Willingness to Communicate*". This article discussed the interplay of L2 grit, motivational intensity, and willingness to communicate (WTC) among young Chinese heritage learners using a large scale quantitative design with structural equation modeling, the present study focuses on vocational high school students in Indonesia learning English as a foreign language (EFL). While their study demonstrated that perseverance of effort (PE) and WTC significantly predict speaking performance, and that consistency of interest (CI) indirectly contributes through motivational intensity, it remains limited to statistical modeling and the context of heritage language learners. In contrast, this research employs a qualitative approach through classroom observations and in-depth interviews to explore students' intrinsic and extrinsic motivation based on Deci and Ryan's Theory (1985). Therefore, the present study addresses a gap by providing contextualized insights into how different types of motivation influence speaking performance in vocational school settings, which are often overlooked in prior research.

Besides, Ratnawati et al., (2019), titled "*A Study on the Correlation Between Motivation and Students' Speaking Performance at an Indonesian Vocational High School Context*". This article discussed vocational high

tudents' speaking performance in correlation with their motivation in English. Their findings indicated a medium to strong correlation, showing that motivated students tend to feel more comfortable and



confident in speaking English. However, the study primarily presented statistical associations without exploring how different types of motivation affect students' speaking behavior in real classroom settings. In contrast, the present study applies a qualitative design through classroom observations and in-depth interviews, focusing on intrinsic and extrinsic motivation based on Deci and Ryan's Theory (1985). By doing so, this research fills the gap by providing a deeper understanding of the ways in which motivation shapes students' speaking performance, highlighting both its facilitating and hindering roles in an Indonesian vocational school context.

Moreover, Yang & AlSaqqaf (2024), in their article "*The Mediating Role of Learning Motivation in the Relationship Between the IALS Module and Speaking Performance Among Chinese EFL Undergraduates: A Proposal*". This article proposed the Incentive Autonomous Learning Strategies (IALS) module to investigate the mediating role of learning motivation in the relationship between autonomous and incentive strategies and students' speaking performance among Chinese EFL undergraduates. Their study, conducted with a quantitative design using questionnaires and speaking tests, revealed that motivation significantly mediated the association between the IALS module and speaking outcomes, highlighting the systemic challenges faced by undergraduates in developing spoken English due to limited emphasis within national assessments. However, the study was limited to a university level context and employed a conceptual quantitative approach that primarily measured statistical relationships. In contrast, the present study explores intrinsic and extrinsic motivation as independent factors directly influencing vocational high school students' speaking performance in Indonesia, employing a qualitative design through classroom observations and interviews. By doing so, this research addresses the gap by providing context specific insights into how motivation

is in shaping speaking ability at the secondary vocational level, a dimension often overlooked in previous studies.



Furthermore, Rahman & Deviyanti (2012), through their article "*The Correlation Between Students' Motivation and Their English Speaking Ability*". This article investigated the correlation between students' motivation and their English speaking ability among senior high school students at SMAN 2 Bandar Lampung. Using a quantitative correlational design with questionnaires and speaking tests, they reported a strong and significant positive correlation ( $r = 0.780$ ), with motivation accounting for 60.8% of the variance in speaking performance. Their findings confirmed that students with higher motivation exerted greater effort and demonstrated stronger determination to achieve their goals, which positively influenced their speaking ability. However, their study measured motivation as a single global construct without distinguishing between different types of motivation, and it was limited to a senior high school context. In contrast, the present study explores intrinsic and extrinsic motivation based on Deci and Ryan's Theory (1985) and examines their direct influence on speaking performance in vocational high school students through qualitative methods. Thus, this research contributes by offering a deeper contextual understanding of how different forms of motivation shape learners' speaking performance, particularly in the underexplored context of vocational education.

Other research was conducted by Fatimah & Sale (2019), in their article, "*The Correlation Between Students' Motivation and Their Speaking Achievement at English Department of Halu Oleo University*". This article discussed the correlation between students' motivation and their speaking achievement at the English Department of Halu Oleo University. Using a quantitative correlational design, they categorized students' motivation and speaking achievement into levels (very good, good, moderate, low, and failed) and analyzed the data with descriptive and inferential statistics. Their findings indicated that both motivation and speaking achievement were in the moderate category, and a significant positive correlation ( $r = 0.780$ ) was found between the two variables. While this study highlights the importance of motivation in supporting speaking achievement, it measured



motivation as a general construct and was conducted in a university context. In contrast, the present study qualitatively explores intrinsic and extrinsic motivation based on Deci and Ryan's Theory (1985) among vocational high school students. By doing so, this research addresses the gap by providing contextualized insights into how different types of motivation directly influence speaking performance in the underexplored setting of Indonesian vocational education.

In addition, John et al., (2020), through their article "*The Correlation Of Students' Learning Styles, Learning Motivation, And Speaking Ability*". This article discussed the correlation of students' learning styles, learning motivation, and speaking ability among Communication and Broadcasting Islam majors at UIN Sultan Maulana Hasanuddin Banten. Using a correlational quantitative method with questionnaires and speaking tests, they found that both learning style and motivation significantly correlated with speaking ability, either individually or in combination. These findings indicate that motivational and cognitive factors jointly contribute to students' speaking outcomes. However, the study only established statistical relationships and did not provide in-depth insights into how motivation specifically influences speaking performance. Moreover, their context was limited to university students. In contrast, the present study narrows its focus to intrinsic and extrinsic motivation based on Deci and Ryan's Theory (1985) and qualitatively explores how these motivational factors shape speaking performance among vocational high school students in Indonesia. Thus, this study addresses the gap by offering deeper and more contextualized perspectives on the role of motivation in learners' speaking development.

The next research was conducted by Widayanti et al., (2020), in the article named "*The Correlation Between Students' Motivation And Their Speaking Ability*". This article discussed the correlation between students' motivation in learning speaking and their speaking ability at the State Islamic



ty of Sunan Ampel Surabaya. Using a quantitative approach with questionnaires and speaking test scores from 30 English Teacher students, they found that although students' motivation was

generally low, their speaking achievement was high. Consequently, the study concluded that there was no significant correlation between motivation and speaking ability. These findings contrast with much of the existing literature that emphasizes motivation as a central factor in language learning success. In contrast, the present study, employing qualitative methods, demonstrates that both intrinsic and extrinsic motivation significantly shape vocational high school students' speaking performance by influencing their confidence, fluency, and classroom participation. Thus, this research addresses the gap by providing evidence from a vocational high school context, offering nuanced insights into the motivational dynamics of EFL learners and clarifying inconsistencies in previous findings.

Suta (2020), in the article titled *“The Correlation Between Motivation And Speaking Performance Of The Eleventh Graders At SMAN 1 Jenangan Ponorogo”*. This article discussed the correlation between students' motivation and their speaking performance among eleventh graders of SMAN 1 Jenangan Ponorogo in the academic year 2019/2020. Using a quantitative correlational design with questionnaires and oral speaking tests, the study revealed that students' motivation and speaking performance showed only a weak correlation. This suggests that motivation alone was not considered a strong determinant of speaking ability in this context. However, the study only provided numerical correlations without exploring the underlying dynamics of how motivation influences learners' speaking outcomes. In contrast, the present study employs a qualitative approach to analyze intrinsic and extrinsic motivation based on Deci and Ryan's Theory (1985), focusing on vocational high school students. By doing so, this research not only addresses the gap left by Suta's findings but also provides deeper insights into how motivation directly shapes learners' confidence, fluency, and performance in speaking English within the vocational education setting.



another research was conducted by Hasibuan (2019), in the article *“The Correlation Between Students' Speaking Motivation And g Ability Of FTIK Students At Ma'had Al-Jami'ah IAIN*

*Padangsidimpuan*". This article discussed the correlation between students' speaking motivation and speaking ability among first semester students of FTIK at Ma'had Al-Jami'ah IAIN Padangsidimpuan. Employing a quantitative correlational method with questionnaires and speaking tests, the study reported a very high correlation between motivation and speaking ability, indicating that students with higher motivation performed better in speaking. The problems identified in the study included students' lack of vocabulary, low confidence, limited practice, and fear of making mistakes, which hindered their speaking performance. While the findings statistically confirmed the strong relationship between motivation and speaking skills, the study did not differentiate between types of motivation nor did it explain how motivation practically influenced learners' performance. In contrast, the present research applies Deci and Ryan's Theory (1985) to distinguish intrinsic and extrinsic motivation and employs qualitative methods to explore how these motivational factors shape vocational high school students' speaking performance. Thus, this study addresses the gap by providing a more nuanced theoretical and contextualized understanding of the motivational role in English speaking performance.

The next research was conducted by Heriyanto (2024), in his article called "*Correlation Between English Motivation And Speaking Proficiency: A Mixed-Methods Study At Shafta Senior High School*". This article discussed the correlation between students' motivation in learning English and their speaking proficiency at Shafta Senior High School Surabaya using a mixed-methods design. Quantitative data were collected through Gardner's Attitude Motivation Test Battery (AMTB), while qualitative insights were gained from semi-structured interviews. The findings revealed a significant positive correlation between motivation and speaking proficiency, highlighting the role of both intrinsic and extrinsic motivational factors in shaping students' language outcomes. While this study confirms the



ice of motivation in English learning, it primarily focuses on the  
 il correlation and provides limited explanation of how motivation  
 as speaking performance in practice. In contrast, the present study,

grounded in Deci and Ryan's Theory (1985), employs qualitative methods to examine vocational high school students' intrinsic and extrinsic motivation. It further demonstrates how these motivational factors directly impact students' confidence, fluency, and classroom participation. Thus, this research fills the gap by offering a deeper theoretical and contextualized understanding of the motivational dynamics in English speaking performance, particularly within the vocational education context.

Additionally, Ahmetović et al., (2020), in their article entitled "*Motivation, Anxiety And Students' Performance*". This article discussed the interplay between motivation, anxiety, and EFL performance with respect to gender and grade level. Their quantitative analysis revealed that intrinsic motivation was negatively associated with foreign language classroom anxiety, while extrinsic motivation and amotivation were positively associated with anxiety. Furthermore, intrinsic motivation, particularly the dimension of stimulation, significantly predicted students' EFL achievement, whereas communication apprehension as a form of classroom anxiety negatively impacted performance. Although this study provides valuable insights into how motivation and anxiety interact in shaping EFL learning outcomes, it primarily addresses achievement in general rather than focusing specifically on speaking performance. In contrast, the present research investigates vocational high school students' speaking ability by applying Deci and Ryan's Theory (1985) to distinguish between intrinsic and extrinsic motivation. Through qualitative methods, this study demonstrates how motivational factors directly influence learners' confidence, fluency, and participation in speaking activities. Thus, this research addresses the gap by offering a more skill-specific, theoretically grounded, and contextually rich understanding of the role of motivation in English speaking performance.

Other research was conducted by Nguyen & Nguyen (2023), through title "*Learner Autonomy, Motivation and English-Speaking Proficiency: A Study Among English Foreign Language University Students in Vietnam*". This article discussed the relationship between learner



autonomy, motivation, and English speaking proficiency among university students in Nghe An, Vietnam. Their quantitative analysis revealed that learners with lower speaking scores reported lower levels of autonomy and motivation, while higher levels of both variables were associated with better speaking proficiency. The findings highlight the importance of developing both motivation and learner autonomy to improve students' speaking performance. However, this study treats motivation in a general sense and does not differentiate between types of motivation, nor does it provide deeper insights into how motivation practically influences learners' speaking skills. In contrast, the present study focuses specifically on motivation by applying Deci and Ryan's Theory (1985) to distinguish between intrinsic and extrinsic motivation. Employing a qualitative approach, this research explores how motivational factors directly shape vocational high school students' confidence, fluency, and participation in speaking activities. Thus, this study fills the gap by offering a more nuanced, theoretically grounded, and contextually relevant understanding of the role of motivation in English speaking performance, particularly in the vocational education context.

Dincer & Yesilyurt (2017), in the article named "*Motivation to Speak English: A Self-Determination Theory Perspective*". This article investigated EFL learners' motivation to speak English from a Self-Determination Theory perspective, examining its relationships with autonomous regulation, teacher autonomy support, and classroom engagement. Their mixed methods study, conducted with undergraduate students in Turkey, revealed that learners' intrinsic motivation was higher than other orientations and strongly correlated with teacher autonomy support and classroom engagement. Qualitative findings further emphasized that while students were mostly intrinsically oriented, other motivational factors, particularly the teacher's role, significantly contributed to learners' volition to speak English. Although this study provides important insights into the role of motivation in



learning, its focus remains on teacher support and general classroom engagement within a university context. In contrast, the present study applies Deci & Ryan (1985) theory to explore intrinsic and extrinsic

motivation more specifically among vocational high school students. Using qualitative methods, this study highlights how motivational factors directly influence learners' confidence, fluency, and participation in speaking activities. Thus, this research fills the gap by extending motivation into a vocational education context, offering a more detailed and contextualized understanding of how motivation impacts English speaking performance.

The next research was conducted by Dakka (2020), entitled *"Correlation between Corrective Feedback, Students' Motivation, and Students' Speaking Performance at SMAN 1 Tirawuta"*. This research aimed to investigate the correlation between corrective feedback, students' motivation, and speaking performance among senior high school students at SMAN 1 Tirawuta. Using a quantitative design with questionnaires, classroom observations, and interviews, the findings revealed three main points: corrective feedback was positively correlated with speaking performance, students' motivation was positively correlated with speaking performance, and both corrective feedback and motivation together significantly influenced speaking performance at a moderate level. While this research emphasizes the combined role of feedback and motivation, it treats motivation as a single variable and does not provide a detailed classification of its types or mechanisms. In contrast, the present research focuses specifically on motivation by employing Deci and Ryan's Theory (1985) to distinguish between intrinsic and extrinsic motivation. Through a qualitative approach, this study highlights how motivational factors directly shape vocational high school students' confidence, fluency, and participation in speaking activities. Thus, this research fills the gap by providing a more nuanced, theoretically grounded, and contextually relevant understanding of motivation's role in speaking performance, particularly in the vocational education context.



Ritonga (2020) conducted a study entitled *“The Effect of Motivation and Anxiety on Students’ Speaking Performance: A Study at Dayanu Ikhsanuddin University”*. This article investigated the effects of motivation and anxiety on students’ speaking performance at Dayanu Ikhsanuddin University through a mixed methods design. The findings indicated that language anxiety negatively affected students’ ability to clearly express ideas in English, thereby reducing their speaking performance. Conversely, higher motivation was found to reduce anxiety, increase focus, and improve speaking outcomes. The study highlights the importance of fostering motivation while minimizing anxiety to create supportive learning environments that enhance speaking performance. However, motivation was treated as a general factor and primarily examined in its relationship to anxiety. In contrast, the present research employs Deci and Ryan’s theory (1985) to analyze motivation more specifically, distinguishing between intrinsic and extrinsic dimensions. By adopting a qualitative approach, this study provides a deeper understanding of how motivational factors directly shape students’ confidence, fluency, and participation in speaking activities in a vocational high school context. Thus, the present research fills the gap by offering a more detailed, theoretically grounded, and contextually relevant exploration of motivation’s role in speaking performance, independent of anxiety.



Additionally, Syamsu (2017), entitled “*The Correlation Between Students’ Motivation and Their Speaking Ability (A Study in the Third Semester Students of English Department Hasanuddin University)*”. This article aimed to applied a mixed method approach with a correlational design, employing classroom observation, questionnaires based on Gardner’s Attitude/Motivation Test Battery (AMTB), and oral speaking tests. The findings indicated that the majority of students demonstrated a high level of motivation in learning speaking, with 20 out of 33 students categorized as highly motivated. Moreover, the statistical analysis using the Pearson Product Moment formula revealed a significant positive correlation between students’ motivation and speaking ability ( $r = 0.562$ ), exceeding the critical values at both the 5% and 1% significance levels. These results suggest that higher levels of motivation are associated with better speaking performance. However, motivation in this study was analyzed in a general sense, without distinguishing between intrinsic and extrinsic dimensions. In contrast, the present study adopts Deci and Ryan’s Theory (1985) to provide a more nuanced examination of motivation by differentiating intrinsic and extrinsic factors. Furthermore, this research focuses on vocational high school students, where speaking ability is not only an academic skill but also a practical competence required for future employment. By employing a qualitative approach, this study extends Syamsu’s findings by offering deeper insights into how motivational factors directly shape learners’ confidence, fluency, and speaking performance in a vocational education context.



Based on the previous studies, the researcher can conclude that a review of the previous studies indicates that motivation consistently emerges as a key factor influencing students' English speaking performance. Most of the prior research (e.g., Rahman & Deviyanti, 2012; Ratnawati et al., 2019; Fatimah & Sale, 2019; Hasibuan, 2019; Syamsu, 2017) employed quantitative or correlational designs, often utilizing questionnaires such as Gardner's AMTB and speaking tests, and demonstrated significant positive correlations between motivation and speaking ability. Some studies adopted mixed methods (e.g., Ritonga, 2020; Heriyanto, 2024) or incorporated additional variables such as anxiety (Ahmetović et al., 2020; Ritonga, 2020), corrective feedback (Dakka, 2020), learner autonomy (Nguyen & Nguyen, 2023), or teacher autonomy support (Dincer & Yesilyurt, 2017). Despite these contributions, most of the previous works tended to examine motivation as a general factor and focused predominantly on university or senior high school contexts.

In contrast, the present study fills these gaps by employing a qualitative approach that provides deeper insights into how motivational factors directly shape learners' confidence, fluency, and participation in speaking activities. Specifically, it applies Deci and Ryan's Theory (1985) to differentiate between intrinsic and extrinsic motivation, offering a more nuanced and theoretically grounded analysis. Furthermore, this study is conducted in a vocational high school context, which is rarely explored in prior research but is particularly relevant as speaking performance is not only an academic skill but also a practical competence needed for future employment. Thus, this research extends the findings of previous studies by combining a strong theoretical framework, qualitative depth, and a vocational education setting, thereby contributing a unique perspective to the understanding of the relationship between motivation and English speaking performance.



## 2.2 Theoretical Background

### 1. Motivation

#### 1.1 Definition of Motivation

In learning, process can be understood by using various kinds of learning theory. Besides, the process can also be explained by taking into account important aspects, namely motivation. Motivation is the action that drives a person to achieve certain goals. Nasution (2000, p.73) defined motivation is the power to encourage someone to do something. If the students have high motivation in learning, they will be interested in speaking English. However, if the students have less motivation in learning they will not be interested to speak English. It can be concluded that motivation is an activity carried out by someone to achieve a certain goal, and if the students want to be good speakers they should have high motivation.

Motivation is the power in a person that causes someone to do or act in something. According to Uno (2012, p.1) motivation is the process of trying to influence the person or people they lead to do the desired work, in accordance with certain goals that are set in advance. It means that motivation is a process that can influence someone to do a good. Furthermore, according to Mc. Donald (as cited in Sardiman, 2018, p.73) motivation is a change in the energy that is in a person which is marked by the emergence of feelings and is preceded by a response to a goal. It can be concluded that, motivation consists of several important elements, namely the first motivation has a change in energy in a person, the second motivation has feelings, and the third motivation has a goal to be achieved.

Motivation can be said to be the energy in a person to carry out certain activities to achieve goals (Sardiman, 2018, p.73). It is supported by Uno (2012, p.8), motivation is encouragement and strength in a person to carry out certain goals that he/she wants to achieve. It means that, motivation is



not given by someone but by friends, teacher, parents, and other people to achieve certain goals.

Meanwhile, learning motivation in education is very important,

because the motivation of students can increase learning, achievement. According to Bakar (2014, p.723) motivation is a complex part of human psychology and behavior that humans have to influence how much energy they use in each task, how they think about their task, and how long they last in doing the task. It means that, motivation is a form of psychology or human behavior that exists in them. While, Deci and Ryan (1985) in their study argue that motivated students are able to overcome challenges in their learning activities and are able to actively find strategies about what facilities can support their learning process appropriately, enjoy their learning activities and show good efforts, also have perseverance and creative power. A person who has no drive or inspiration in doing an activity is characterized as unmotivated, while a person who is enthusiastic and active in doing an activity is characterized as motivated (Ryan & Deci, 2000a). The ability to determine optimal freedom in achieving goals is one of the activities of motivation (Ryan & Deci, 2000b).

Based on the explanation above, the researcher can conclude that, motivation is an encouragement or a reason that is the basis of a person's enthusiasm to do something to achieve certain goals. Motivation can also be defines as all things that cause encouragement or enthusiasm in a person to do something.

## 1.2 Types of Motivation

### 1) Intrinsic Motivation

According to Sardiman (2018, p.89) intrinsic motivation is motivation that becomes active or functioning does not need external stimulation, because in every individual there is an urge to do something. Similarly, Uno (2012, p.4) stated that intrinsic motivation does not require external encouragement, because it already exists within a person. It means that, intrinsic motivation is the motivation which is within a person.



According to Schunk, et al (2008, p.236) intrinsic motivation is the fun involved in individuals activities. Similarly, according to Alizadeh (2012) intrinsic motivation is motivation that refers to fun activities to

do. This internal motivation involves someone to do something for the desires that the individual wants to achieve. So that the students who have intrinsic motivation will be active in learning because of the desire they want to achieve.

Valerio (2012, p.33) said that intrinsic motivation can be increased through engaging learning experience. Motivation can arise because the students need something from what they learn. Motivation is relation with someone need which is arise perception to do learning activity. It means that, motivation is arise from the awareness with the essential purpose. Deci and Ryan (1985) say that intrinsic motivation is carrying out an activity because of its satisfaction obtained from doing an activity, more than thinking about it the consequences they get because of these activities. When someone Intrinsically motivated, they feel happy doing something and like challenges not because of external coercion, pressure, or delusion. Deci and Ryan (1985) describe intrinsic motivation as a natural inclination towards assimilation, mastery, spontaneous interest, and exploration, which are crucial for cognitive and social development.

Based on the explanation above, the researcher can conclude that, intrinsic motivation is motivation that arises from within a person without requiring external stimulation

## 2) Extrinsic Motivation

Extrinsic motivation is motivation that raises the urge to achieve goals. According to Sardiman (2018, p.90-91) extrinsic motivation is active and functioning motives due to external stimuli. Similarly, Uno (2012, p.4) state that extrinsic motivation arises because of stimuli from outside individuals. It means that extrinsic motivation is the motivation that arises and functions because of outside influence. According to Schunk et al (2011, p.236) extrinsic motivation is motivation that involves activities as a way to achieve goals. Individual who are motivated to believe that they will receive reward, praise from teacher or avoidance of punishment.



Deci and Ryan (1985) explain that extrinsic motivation refers to engaging in an activity to achieve a desired outcome or reward, rather than for the inherent enjoyment of the activity itself. In contrast, intrinsic motivation involves performing an activity because it is inherently interesting or enjoyable. Thus, extrinsic motivation is driven by its instrumental value, whereas intrinsic motivation is driven by personal interest and satisfaction. For example, students doing assignments just because they are afraid of being punished by their parents if they don't do it, this is external motivation because students carry out tasks to avoid sanctions. Likewise, with students who do their coursework because they personally believe in it this is very valuable when he works for a company later. This is also called external motivation because doing activities is for instrumental value, not because they find it interesting.

According to Deci and Ryan (1985), extrinsic motivation can be categorized into four types: external regulation, introjected regulation, identified regulation, and integrated regulation. These types represent a continuum of autonomy, ranging from the least to the most self-determined forms of extrinsic motivation.

#### 1. External Regulation

Representing behavior that is regulated externally, for example giving rewards or punishments.

#### 2. Introjection Regulation

Refers to behavior that has begun to be internalized but has not been fully self-determined, for example to gain social recognition or avoid feelings of guilt and social pressure.



#### Identified Regulation

Behavior is more determined by the individual, by accepting the results though it is with a little stress and not even too pleasant.

#### 4. Integrated Regulation

Represents behavior that is more self-determined which aligns and brings coherence to its part on behavior out of choice. Deci and Ryan (1985) emphasize that even though identified regulation is fully integrated and self-determined, it still belongs to external motivation behavior because it is done for personal purposes and not from an inherent attraction.

Meanwhile, extrinsic motivation can be described as motivation appears because of external goals, an example for students who externally motivate, they attempt to study because they want to achieve and to maintain their high scores.

Based on the explanation above, the researcher can conclude that, extrinsic motivation can be described as motivation appears because of external goals. An example for students who externally motivate. They attempt to study because they want to achieve and to maintain their high scores.



## 2. Speaking

### 2.1 Concept of Speaking

Speaking is an activity or a way for speaker to express an opinion or idea to the listener. Through speaking activities people can interact with people in the world, and can understand what have been said by someone. According to Brown et al. as cited in Cunningham (1999, p. 2), speaking ability is the process of constructing meaning through producing, receiving, and processing information. This suggests that speaking is a meaning-making process that takes place between individuals to ensure mutual understanding of the message being conveyed.

In all activities of life, of course speaking is very necessary. Although other communication tools, such as writing skills can be used in everyday life, speaking ability are more widely used in daily life. For example speaking happens in the case of calling or greeting someone. In this situation, it is impossible to use written communication. To express our feeling when we are happy or sad and to show ideas in a meeting, speaking is an important role.

Haryudin and Siti (2018, p.59) said that speaking English is very difficult to learn for students, because students have to think and speak at the same time to convey information orally. Speaking is an ability that is difficult for students to master, because when the people want to speak with the other, they have to consider several things like their ideas, language they used, how to used vocabulary and grammar, what to say, as well as reacting to interlocutors. Speaking is the way of people to express something and for communicating to other people orally (Zuhriyah, 2017, p.122). Eliyasun, Rosnija, and Salam (2018, p.1) said that, speaking is process conveying or sharing ideas orally. It can be conclude, speaking is a tool for communication that shares a message or opinion verbally with the interlocutors. Meanwhile, speaking is not just saying words by mouth but



ans conveying message by words of mouth (Leong and Ahmadi, 34). It means that, by speaking many people can convey ideas and on, express opinion and feeling, share experience and mention

social relationship by communicating with others.

According to Richard (2008, p.21) there are two functions of speaking, as interaction and transaction function. In interaction function, speaking is building and maintaining the social interaction. Meanwhile, in the transaction function, speaking is focused the information exchange. It means that the speaking ability have functions as a skill uses in social interactions to exchange information with others in daily life.

Moreover, Tarigan (2008, p.16) said that speaking is an ability to pronounce the articulator sounds in expressing something, delivering mind, and ideas. It means that speaking is an organ that is in the body to communicate an idea spoken by the speaker to the listener.

In addition, Pollard (2008, p.33) said that speaking is the way to deliver the ideas, language, what to say, to the other people whom the speakers are communicating orally. Similarly, Cameron (2005, p.40) states that speaking is a way of expressing meaning, ideas, opinion, and statement by using language. It means that speaking is the ability to say the articulation said by someone to convey an idea or message to be said. Based on some theories above, the researcher concluded that, speaking ability is a communication tool that conveys messages or opinion verbally to the interlocutors. Speaking is also an activity or form of conveying ideas, opinions, and information with orally both directly or indirectly.

## 2.2 Types of Speaking

Brown (2004, p.141) states that there are five basic categories for types of speaking;

### 1. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number



of words, morphological, lexical, and grammatical properties of language may be used as a criterion for performance. We are interested only in what is usually labeled "pronunciation"; no inferences are made about the test-

takers ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage of a prompt, just long enough to, allow the speaker to retain the short stretch of language that must be imitated.

## 2. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences; and translation up to the simple sentence level.

## 3. Responsive

Responsive assessment tasks include interaction and test comprehension but at the some what limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

## 4. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of forming social relationships. In interpersonal exchanges, oral communication can become pragmatically complex with the need to speak in a



casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.

#### 5. Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues" such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

### 2.3 The Difficulties of Speaking

The ability to speak a second or foreign language is often equated with proficiency in the language. Indeed, one frustration commonly voiced by learners is that they have spent many years studying English, but still cannot speak it. One of the main difficulties is that speaking usually takes place spontaneously and in real time, which means that planning and production overlap. If too much attention is paid to planning, production suffers, and the effect is a loss of fluency. On the other hand, if the speaker's attention is directed on production, it is likely that accuracy will suffer. Penny Ur (1996, p.121) describes some difficulties in speaking activities that faced by the learners as below:

#### 1. Inhibition.

Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.



ing to say.

if they are not inhibited, you often hear learners complain that they

cannot think of anything to say they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participation.

Only one participation can talk a time if he or she is to be heard and in a large group, this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others spend very little or not at all.

4. Mother-tongue use.

In classes where all, or a number of the learners share the same mother-tongue, they may tend to use it because it is easier, because it feels natural to speak to one another in a foreign language, and because they feel less exposed if they are speaking their mother-tongue. If they are talking in a small group, it can be quite difficult to get some classes-particularly the less disciplines or motivated one-to keep to the target language.

On the other hand, she also classified some characteristics of a successful speaking activity, as follow:

a. Learners talk a lot.

As much as possible of the period allotted to the activity is in the fact occupied by learners talk.

b. Participation is even.

Classroom discussion is not dominated by a minority of talk active participants. All get a chance to speak and contributions are evenly distributed.



ation is high.

ners are eager to speak, because they are interested in the topic have something new to say about it, or because they want to

contribute to achieving a task objective.

d. Language is of an acceptable level.

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

According to Penny Ur (1996, p.120) Speaking in a foreign language in front of the class for the students is quite difficult. Most of the students are afraid or shy if they make mistakes, afraid of being laugh by their friends. So, they prefer to be quite to speak in the classroom. On the other hand, in speaking they need to practice. Practicing what they have learned in the classroom. On the other side the main problem that makes students difficult to speak in the classroom is lack of vocabulary. It is a common reason for students when the writer asks their difficulties in speaking; most of their answers are vocabulary. When they want to express their idea they do not know the word to use.

### 3. The Effect of Students' Motivation on Speaking Performance

Motivation has long been considered a crucial factor in the field of second language acquisition, particularly in the development of speaking skills. Speaking is one of the most complex and demanding aspects of language learning because it requires real-time language processing, vocabulary retrieval, grammatical accuracy, and confidence to communicate ideas clearly and effectively. Without sufficient motivation, learners may lack the willingness to participate in speaking activities, hesitate to take risks, and ultimately show poor speaking performance. Thus, understanding the role of motivation in speaking performance is essential for both language teachers and researchers.

Gardner (1985) emphasized that motivation determines the extent of dual's active and personal involvement in learning a language. In ext of English as a Foreign Language (EFL), students' motivation is an as the engine that drives their language learning journey. Highly



motivated students tend to seek out opportunities to use the language, take initiative in conversations, and persevere even when they encounter challenges. Conversely, students with low motivation may avoid speaking tasks and exhibit low levels of engagement and confidence. Deci and Ryan's (1985) provides a useful framework to understand motivation in language learning. This theory distinguishes between two types of motivation: intrinsic and extrinsic. Intrinsic motivation refers to engaging in an activity for the inherent enjoyment and satisfaction it brings. Students who are intrinsically motivated to speak English may do so because they find it fun, intellectually stimulating, or personally rewarding. They are often more autonomous and self-directed in their learning. In contrast, extrinsic motivation involves doing an activity to achieve a separable outcome, such as passing an exam, gaining approval from others, or securing employment. While extrinsic motivation can also lead to positive outcomes, it is often less stable and more dependent on external conditions.

The influence of motivation on speaking performance has been widely documented in empirical studies. For instance, Alizadeh (2016) found that students with higher motivation levels were more willing to engage in oral communication and demonstrated greater improvement in fluency and accuracy. Dörnyei (2001) highlighted that motivation influences the frequency of language use, the strategies learners employ, and their resilience in facing communicative difficulties. Motivated students are more likely to practice speaking outside the classroom, seek feedback, and reflect on their performance, all of which contribute to better oral proficiency.

Furthermore, speaking performance is not only affected by the type of motivation but also by its quality and intensity. Ryan and Deci (2000b) argued that high-quality motivation is characterized by autonomy, competence, and relatedness. When students feel they have control over their learning (autonomy), believe in their ability to succeed (competence),

supported by teachers and peers (relatedness), they are more likely to be motivated and perform well in speaking tasks. Teachers can create such conditions by creating a positive classroom atmosphere, using



communicative and student-centered teaching methods, and providing constructive feedback. It is also important to consider the role of goal setting in motivation. Students who set specific, realistic, and achievable goals for their speaking development tend to show greater progress. These goals can include mastering certain vocabulary, improving pronunciation, or participating in class discussions. As students achieve their goals, their sense of accomplishment reinforces their motivation, creating a positive cycle of learning and performance.

In addition, speaking anxiety is a common barrier that can undermine motivation. Many students experience fear of making mistakes, negative evaluation, or being laughed at by peers. This anxiety can reduce their willingness to speak and hinder their performance. However, motivated students often find ways to cope with anxiety, such as practicing more frequently, seeking peer support, or using self-regulation strategies. In this regard, motivation serves as a buffer against the negative effects of speaking anxiety. To summarize, motivation is a key determinant of students' speaking performance. It influences their willingness to communicate, the effort they put into practice, their persistence in the face of challenges, and their overall confidence. Understanding the different types of motivation and their impact allows educators to design more effective and engaging speaking activities. In the context of SMKN 4 Gowa, promoting both intrinsic and extrinsic motivation, while addressing barriers such as anxiety and low self-efficacy, can lead to significant improvements in students' English-speaking abilities.

#### 4. The Relationship between Students' Motivation and Speaking Performance

Motivation is energy of students whether come from inside or outside which push themselves to do something. Motivation is considered as an important part in learning English, also speaking performance. Schunk D. H stated, motivation has positive relationship with goal which influence on performance. Moreover, Uno (2013, p. 30) stated, motivation



also gives strong contribution to someone's performance. Motivation in learning is very crucial in giving contribution to students' performance. If students have high motivation in learning English, it can help them to give good speaking performance. Speaking is the essential skill among other language skills that must be learned by English students. It is as the major criterion to consider that the English students' competence is good or lack. The essential thing in speaking is practice the language because practice makes perfect. Speaking can be done by two or more people to communicate, to share information and to achieve a particular goal. However, based on the researcher's observation in English subject at school, many students feel shy to speak up when the students and the teacher only communicate by video call. Students also afraid of being laughed by their friends when he/she speak up. Moreover, many students who still lack of vocabulary. The problem that stated above actually happened because students are low motivated. It is assumed that motivated students will not face those problems.

Motivation is the driving force for students, whether it originates internally or externally, that compels them to take action. It is regarded as a crucial element in learning English, particularly in enhancing speaking performance. Schunk (2008) stated, Motivation is positively correlated with goals that focus on performance. Furthermore, Uno (2013) noted that motivation significantly contributes to an individual's performance. In the context of learning, motivation plays a vital role in enhancing students' performance. When students possess high motivation to learn English, it can lead to improved speaking performance. Speaking is a crucial skill among the various language skills that English students must acquire. It serves as a primary criterion for assessing whether English students possess strong or weak competence. The key to effective speaking is practicing the language, as practice leads to improvement. Speaking



two or more individuals engaging in communication to exchange on and accomplish a specific objective. However, according to the researcher's observation in English subject at school, many students

experience shyness when it comes to speaking up when the students and the teacher only communicate by video call. Students also fear being laughed at by their peers when they speak up. Additionally, many students still struggle with a limited vocabulary.

The problem that stated above situation arises primarily due to students' low motivation. It is believed that motivated students are less likely to encounter these issues. Students with high motivation will work diligently and strive for excellence in their learning. One key characteristic of motivated students is their strong persistence and effort in their studies. Additionally, Penny Ur (1996) stated, common traits associated with successful speakers include: 1. Maximum foreign talk 2. Even participation 3. High motivation 4. Right language level From Ur's statement above, it can be seen that if students exhibit high motivation in learning English, it can positively affect their ability to speak effectively. Also, proved from Irmawaty's research (2013), she concluded that motivation in learning English gives contribution to speaking skill. She also said if students have high motivation in learning English, they will interest to speak English, and finally they will show a good speaking performance, and students have less motivation in learning, they do not have interest to speak in English.

Motivation has positive relationship with goal which emphasizes on performance (Schunk, 2008, p. 7). Moreover, motivation also gives strong contribution to someone's performance (Uno, 2013, p. 30). Speaking performance in a foreign language context can be particularly challenging, as it demands mastery of a wide range of skills and competencies. In many cases, language learners tend to remain silent due to these difficulties. This silence presents a serious issue in language learning that must be addressed. One of the key factors that can help overcome this problem is motivation. Motivation plays a vital role in encouraging learners to produce spoken language. It is a crucial affective factor that not only drives learners



participate in speaking activities but also enhances their overall performance. When learners possess high motivation in learning English, they are more likely to show interest, make efforts, and perform better in

speaking tasks. In contrast, low motivation often results in a lack of interest and limited verbal participation. Therefore, motivation significantly contributes to learners' success in speaking English.

However, students have less motivation in learning. They will not interest to speak English. Additionally, Penny Ur (1996, p. 120) stated that the following characteristics are common in successful speaking: 1) Maximum Foreign Talk One common problem in speaking performance is that students often produce one or two simple utterances in the foreign language and spend the rest of the time chatting in their native language. Another common problem is that the teacher talks too much of the time. In successful speaking activity, the students talk a lot in the foreign language. As much as possible of the period of time allocated to the activity is in fact occupied by learner talk. 2) Even Participation Whether the speaking performance takes place among the whole class or in small groups, a successful performance should encourage speaking from as many different students as possible. The activity should be designed in a way so that the outspoken students do not dominate discussion, all get a chance to speak, and contributions are fairly evenly distributed. 3) High Motivation Students are eager to speak, when the topic is interesting or there is a clear objective that must be reached. Again great care should be taken to make sure that the speaking performance task is in line with the students' ability to deal with the task. If the task is too easy, the students may think it is childish and thus lose interest. 4) Right Language Level The task must be designed so that students can complete the activity successfully with the language that they have. Students can express themselves in utterances that are relevant, easily, comprehensible to each other, and of an acceptable level of language accuracy. If the students lack too much of vocabulary, the performance will become frustrating and the students are likely to give up back to the native language.



From Ur's point of view, it can be seen that one of the characteristics of successful speaking is having high motivation. If the students have high

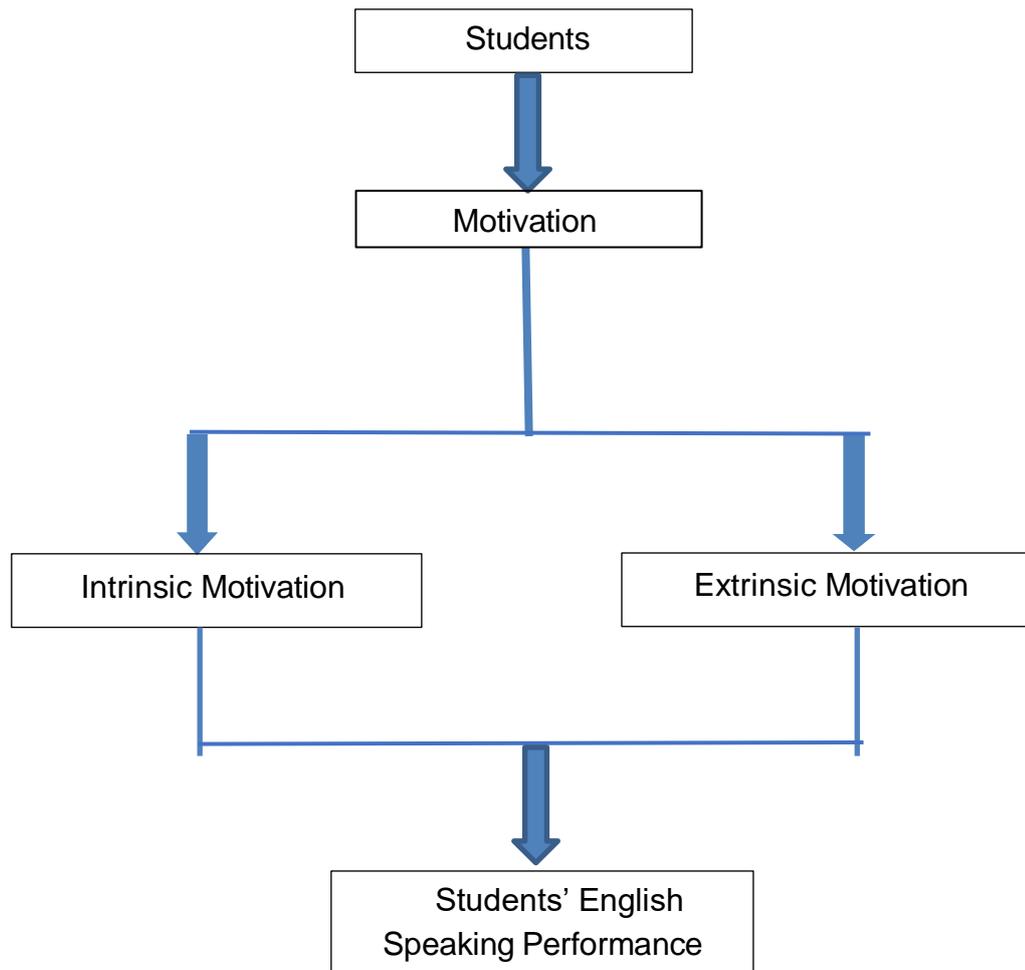
motivation in learning English, it can influence their speaking performance. So, it can be seen that motivation in learning English is very crucial in speaking performance. Many students did not want to improve their speaking performance by practicing after the class, they did not want to arrange schedule to practice English, and they also did not try to participate actively in speaking class. Those are the indicators of low motivation by the students which make them hard and cannot perform their best speaking activities. It is assumed that motivated students will not face those problems.

### 2.3 CONCEPTUAL FRAMEWORK

Based on the previous explanation, the researcher is interested in conducting research that aims to determine the correlation between students' motivation and students' English speaking performance. The main concept in this research consists of two main variables, namely motivation and English speaking performance. Motivation refers to intrinsic factors and extrinsic factors that influence students' desires and efforts to learn to use English.

In this conceptual framework, the relationship between motivation and English speaking performance is expected to show how the level of motivation, both intrinsic and extrinsic, can influence students' ability to speak English. This conceptual framework also recognizes the existence of other factors, such as teacher support, peer influence, and school environment. The conceptual framework of this research can be drawn in the figure 1 below:







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