

Chapter Four

Findings and Discussions

This chapter explains and discusses the result of the research including findings and discussions. This research was conducted to explore two research questions that were presented in chapter one. The research questions were twofold; the first one was to find what motivates students to improve their English speaking skills, and the second one was to identify how the students' motivate themselves to improve their English speaking skills. The discussion of the research was also strengthened by some theories and the quotation was also included.

What motivates the students to improve their English speaking skills.

After collecting the data through interview, the researcher attempts to answer the first question of the research and followed by discussion including supporting statements from the experts. The first question is about students' motivation to improve their speaking skills. There are two aspects, namely intrinsic motivation and extrinsic motivation. The researcher found five students' motivations revealed by the participants through analyzing the interview data.

Intrinsic motivation. Intrinsic motivation can be caused from within the individual. At this point, the two participants stated that they had the motivation to improve their speaking skills. The motivation arose from within the individual, namely wanting to speak fluently and feeling shame. The further discussion of these intrinsic motivations will be explained more below.

Wanting to speak fluently. Wanting to speak fluently is a motivation that arises from oneself. Students assume wanting to speak fluently could make them motivated in learning. Feeling happy when talking could make students increase their motivation to speak fluently. This motivation was found from Kiki and Timi who mentioned that the motivation came from themselves because they wanted to speak fluently. To increase their motivation to learn speaking skills they must have an interest in speaking. As mentioned by Kiki who said that “I want to speak English fluently because I like speaking English. When I feel enjoy in speaking, automatically I will increase my motivation in learning speaking”. Similarly, Timi also stated that “...the reason I improve my motivation because I want to speak English fluently”.

Based on the data above, it was shown that students' desire to speak fluently is one of the intrinsic motivations that arise from themselves to improve their English speaking skills. It was supported by Khoiriyah (2011), who mentioned that one way to improve speaking skills is by involving students to speak fluently. Madsa (2012) also stated that one of the effects of intrinsic motivation is that student can encourage the emergence of interest that can have an impact on students in speaking. It means that students 'motivation in improving their speaking skills is driven by students' desire to speak fluently.

Feeling shame. This finding showed that feelings of shame can foster the motivation of students who come from themselves. Feeling shame when the pronunciation is incorrect when speaking makes the students motivated to improve the pronunciation. This motivation was found from Angel who

mentioned that the motivation came from themselves because she felt embarrassed when the pronunciation was wrong while talking. She also stated “I felt embarrassed when my pronunciation was wrong when speaking”. She also mentioned that she would improve the pronunciation then she not to be embarrassed when speaking.

Based on the finding above, motivation to improve their speaking skills arose from within the individual because she was feeling shame when the pronunciation was wrong when speaking. That statement was supported by Nakhalah (2016) the learners feel shy when speaking English because they are afraid of making mistakes so students need to fix it. Therefore, this suggested that feeling embarrassed when the pronunciation is wrong can make students to increase motivation in learning English speaking.

Extrinsic motivation. Many people who want to have motivation in learning they assume that other people can stimulate a sense of enthusiasm to achieve something. Increasing students' motivation in speaking skills requires students to involve others people to gain something, to get reward and to avoid the punishment. As a result, the students have a big chance in increasing their external motivation related to students' success in speaking skills. Based on the interview, all the participants admitted that they were motivated because the motivation arises when there were several stimuli from other people. Furthermore, there were four things that could influence the emergence of extrinsic motivation as mentioned by the participants, namely afraid to be laughed at, wanting to get good grades, fulfilling job requirements in the future.

Afraid to be laughed at. The fear of being laughed at in front of friends made students motivated to improve their English language skills. Feelings of fear made students motivated to speak because they did not want to be laughed at. Student motivation was found from four participants that their motivation in improving speaking skills arose from within individuals because they were afraid to be laughed at ashamed when they could not speak English. Kiki, Timi, Angel, and James admitted that they felt embarrassed when they spoke English in front of the public because they were afraid to be laughed but they could not speak fluently. As mentioned by James who said that "I want to motivate myself so I don't feel embarrassed, because I do not want to be laughed at when I can't speak". Similarly, Timi shared the same feeling, stating "I want to increase motivation so that I will not be laughed at when speaking in public place". These were in line with the statement of Kiki, who stated that "I was afraid to be laughed at when I speak English in class and my friend rebuked that my grammar was wrong". The idea of increasing students' motivation was also stated by Angel. She said, "I was afraid of being laughed at when speaking English because my pronunciation was wrong. So I will try to fix it".

Based on the data above, motivation to improve their speaking skills arose from within the individual because they were afraid to be laughed at when speaking English. That statement was supported by Akhyak and Indramawan (2013) saying that fear can encourage the emergence of a person's behavior to carry out an action or activity for a particular purpose. Therefore, this suggested that the pressure from within the individual makes students take actions that can

make them want to speak fluently without being afraid to be laughed at in public. Kiki once said, "When I let fear last too long, it would have a negative impact on me, so I had to motivate myself to improve my speaking skills". This notion is in line with statement of Santrock (2013) who said that motivation as a psychological process in a person that creates feelings of anxiety or shame that can increase one's motivation in achieving certain goals.

Wanting to get good grades. This finding showed that wanting to get good grades was considered as one of the extrinsic motivation in improving students' motivation in English speaking skills. The students' reason want to get good grades was because they felt embarrassed when they get bad speaking scores. Wanting to get good grades could trigger student motivation in learning speaking. This motivation was expressed by three of four participants who stated that their motivation in improving speaking skill because they wanted to get good grades. To get good speaking value, students must have motivation in learning speaking to make it easier for them to get good grades. Angel, Timi, and James admitted that they had motivation in improving speaking skills because they wanted to get good grades in speaking skills. As stated by Angel who said that "My motivation in improving English speaking because I want to get good grades". Similarly, Angel's statement was agreed by Timi who stated, "I want to improve my speaking skills because I want to be fluent during the presentation and want to improve the value of speaking". Furthermore, she felt that the grade of speaking was bad, so she wanted to improve speaking skills to get improved grades. In line with this statement, James stated, "I am enthusiastic about learning speaking skills

because I want to get good grades”. He continued that his parents would feel happy when he obtained good grades.

Based on the data above, the term of having the motivation to improve their speaking skills increased when students wanted to get good grades. They were afraid if their speaking grade was bad because they did not want to disappoint their parents. Furthermore, three participants admitted that they were motivated because they wanted to get good grades in speaking class. They felt that grade was very important. This notion is in line with statement of Satrock (2013) who said that extrinsic motivation refers to someone or individual who has eagerness to gain something, to get reward, to avoid the punishment, and get maximum grades.

Fulfilling job requirements in the future. Job requirement could make students improve their English speaking skills. When students had a dream to work as expected, they would fulfill the requirements to work in the future. This motivation was expressed from Angel who said that she would work with requirement that required speaking English fluently. It was because she had the desire to work which required her to speak English fluently. This motivation was found from Angel who said that “the job that I want in the future probably will require me to speak fluently, have good pronunciation, and have good grammar”.

Based on the data above, it was shown that one of the demands from work is a factor that can encourage students' motivation to improve their English speaking skills. By the demands of a job, students become motivated to improve their English speaking skills. Then, students must try to get maximum results as

expected. It was supported by Danish and Usman (2010) asserted that motivation contains those psychological processes that cause the arousal for their own interests in the current environment that explicitly create and include a positive impact on the importance of work.

This study found five students' motivations in improving their English speaking skills. Motivations were categorized in two aspects, namely intrinsic motivation and extrinsic motivation. In the term of intrinsic motivation, this motivation were wanting to speak fluently and feeling shame. As in extrinsic motivation there were also four motivations found from the interview. These motivations were afraid to be laughed at, wanting to get good grades, and fulfilling job requirement in the future.

How the students' motivate themselves to improve their English speaking skills.

After collecting the data, the researcher attempts to answer the second research question. The second research question was related to the ways students motivated themselves to improve their speaking skills. The researcher found that there were three strategies used by four participants to solve the difficulties in motivating themselves in learning to improve English language skills. This section also provides the interview data and followed by discussion along with expert judgments.

Sharing with others. Sharing with others could be assumed as one of ways for students to motivate themselves in improving speaking skills. When students were not motivated to learn speaking skills they would share problems

with others to get support. They assumed that sharing problems with the closest people could make them feel comfortable. Consequently, students could be motivated in learning because they felt relieved. Based on the interview, three participants stated that they often shared with others to share problems about difficulties while studying. They believe that by sharing with parents, friend, and lecturer, they will be motivated in learning speaking skills.

With friends. Kiki and James admit that sharing with friends makes them feel comfortable so that they become motivated in learning speaking skills. It was because support from friends is very influential to increase their motivation. It was stated by Kiki who said, "I shared my problem with a friend when I spoke wrong in class". Similarly, James also agreed with that statement who said that "I shared my experience with my friend about the problem of speaking difficulties. Then my friend gives me a solution so I was motivated".

With parents. James admitted that to achieve success in learning students need support from parents. He said that "I often tell my parents about my problems if I cannot speak English fluently and my mother gives support not to be lazy while studying". Angel also admitted that when she felt lazy in learning English speaking she contacted her mother to get support. She stated "To motivate myself not to be lazy to learn speaking skills, I usually contact my parents to tell my problems to get support".

With lecturers. Lecturers played a very important role in the framework of fostering students' motivation. Support from lecturers plays an important role in student motivation to achieve success in the learning process. Angel admitted that

she always contacted the lecturer to consult about the difficulty in English speaking skills to get a solution from the lecturer. She stated, “When I don’t feel confident when speaking, I usually consult with lecturers to get a solution”. She also mentioned that after sharing the problem and getting a solution he felt happy so he could be motivated.

The finding above showed that sharing with others was considered as a way for students to motivate themselves to improve speaking skills. According to the two participants, sharing problems with friends when having difficulty in speaking appeared to be a way for students to motivate themselves. Wolley, Kol, and Bowel (2009) said that sharing the problems with friends is one way for the student to find solutions when experiencing learning problem. This finding also showed that support from parents plays an important role. According to Angel and James, when they felt lazy to learn to speak English they contacted their parents to get support so that they were motivated in learning to speak. It was supported by Turner, Chandler, and Heffer (2009) said that the students who tend to share their experiences with their parents would be motivated in learning. Then, consulting with the lecturer was also one way for students to motivate themselves in learning speaking skills.

Learning with friends. Learning with friends was one of the strategies undertaken by participants to increase students’ motivation in learning speaking skills. When students learn with their friends they will help each other to overcome difficulties in learning. This method was found from interviews with Kiki, Angel, and Timi that learning with friends can help them to improve their

motivation in learning speaking skills. As explained by Timi, “When I study with friends I am usually excited”. This was in line with the statement of Kiki “When I feel lazy to learn and I am not confident when talking, usually I invite my friends to study together”. Similarly, Angel stated, “I have promised with my friends to communicate frequently using English to increase motivation in learning English speaking skills”.

Based on the finding above, students’ motivation increased when they had friends to study together. The participants thought that their friends were motivators who could foster a sense of enthusiasm to improve learning speaking skills with their friends. That statement was supported by Bernaus and Gardner (2008) who said that friends were motivators for achieving learning success. Therefore, it is intended that learning with friends would had to fun learning styles to increase student motivation. McCombs and Whisler (2010) also stated that learning in a group allows students to help each other by sharing their experience of their speaking skills.

Thinking positively. For the last finding, the researcher found that there were two participants who spoke English in front of many people. They built confidence by developing assumption that every new person whom they met was a friend, ignoring fear and embracing positive thinking. It could be seen from Kiki's and Timi's statement that to overcome fear and feeling shame when speaking in front of many people they built self-confidence. They think positively to their friends that their friends would not laugh when they are wrong while talking. Kiki's believes that she has good abilities in speaking than other people.

She said, “So, to overcome shyness when I speak English in front of many people I think positively not to care about what my friends say”. It was also stated by Timi who said, “When I start speaking English in front of many new people, I think positively that my friend will help me when I have difficulties in speaking English”.

From the statements above, it could be concluded that thinking positively when speaking English such as ignored fear and having high self-esteem became the way for students to motivate themselves in improving their speaking skills. According to Baggour (2015), in speaking context, students usually bring positive thinking to their audiences to decrease their fear when speaking English and gain their confidence level. Nixon, Aulakh, Townsend and Atherton (2009) supported that gaining confidence when speaking English was considered to be valuable in helping students to reduce their fear and improve confidence level. Another explanation that supported was came from Furner, Yahya and Duffy (2005). Furner, Yahya and Duffy said that students can raise self-esteem to increase their potential when speaking English.

This study found several ways used by students to motivate themselves in improving speaking skills. These ways were sharing with others, learning with friend, and thinking positively.