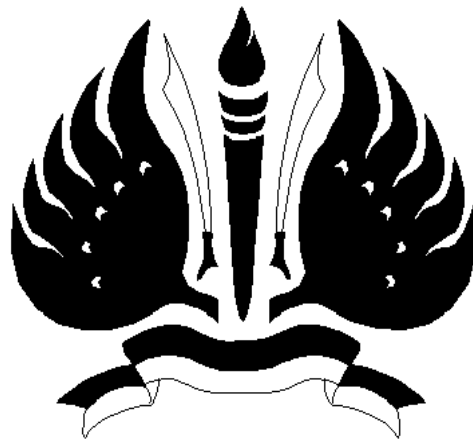


**THE FACTORS AFFECTING STUDENTS' MOTIVATION IN
PARTICIPATING SPEAKING ACTIVITY IN SPEAKING
FOR PARTICULAR PURPOSES CLASS**

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THE FACTORS AFFECTING STUDENTS' MOTIVATION IN PARTICIPATING SPEAKING ACTIVITY IN SPEAKING FOR PARTICULAR PURPOSES CLASS

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Abstrak:

Penelitian ini membahas tentang faktor-faktor yang mempengaruhi motivasi mahasiswa untuk berpartisipasi dalam aktivitas berbicara pada mata kuliah Speaking for Particular Purposes. Subjek dalam penelitian ini merupakan para mahasiswa semester dua Prodi Pendidikan Bahasa Inggris dengan 62 mahasiswa yang mengisi kuesioner dan 12 mahasiswa yang diwawancarai. Dalam penelitian ini penulis menerapkan studi deskriptif. Aspek-aspek motivasi yang dianggap dapat memberikan pengaruh terhadap motivasi mahasiswa untuk berpartisipasi dalam kegiatan berbicara didasarkan atas model kerangka motivasi yang dicetuskan oleh Dornyei (1994). Hasil penelitian menunjukkan bahwa terdapat lima faktor yang mempengaruhi motivasi mahasiswa untuk berpartisipasi dalam kegiatan berbicara: (1) Subsistem motivasi integrative (nilai $P = 0,00$); (2) Kepercayaan diri (nilai $P = 0,04$); (3) Komponen motivasi perkuliahan (nilai $P = 0,00$); (4) Komponen motivasi guru (nilai $P = 0,00$); (5) Komponen motivasi kelompok (nilai $P = 0,02$).

Kata kunci: motivasi, partisipasi, kegiatan berbicara

Abstract:

This research discusses the factors affecting students' motivation in participating in speaking activity at Speaking for Particular Purposes class. The subjects in this research were second semester students of English Education Study Program with 62 students who completed questionnaires and 12 students who participated in interview. In this study, the researcher applied descriptive study. Motivational states which considered may give influence on students' motivation in participating in speaking activity were based on Dornyei's framework of motivation model (1994). The findings showed that there were five factors which affect students' motivation in participating in speaking activity: (1) Integrative motivational subsystem (P value = 0.00); (2) Self-confidence (P value = 0.04); (3) Course-specific motivational components (P value = 0.00); (4) Teacher-specific motivational components (P value = 0.00); (5) Group-motivational components (P value = 0.02).

Keywords: motivation, participation, speaking activity

Motivation plays crucial role in people's life because it provides causes and origins of human's actions. According to Ryan and Deci (2000), motivation is whole energy, direction, and persistence of an individual which are being concerned to create activation and intention. Lucas, Pulido, Miraflores, Ignacio, Tocay, and Lao (2010) simply defined motivation as the individual's attitudes, desires, and efforts. Similarly, psychologists (eg. Gardner & Lambert) in the early development of motivation study viewed motivation as the motor of human's behavior coming from inside the individual which focus on concepts such as instinct, drive, arousal, need and personality traits. In this concept, the motivation comes from within an individual which then moves him/herself to do action. However, in educational psychology, individual's motivation is specifically integrated as a function of a person's thoughts that is encoding and transferring information into a belief; which later becomes the source of action (Dornyei, 1994). Here, motivation is related to how an individual thinks about his/her abilities, possibilities, potentials, limitations and past performance could affect his/her future goal expectancy.

The importance of motivation in foreign language learning is strictly related to the success of each action of human being, especially in gaining long-term goals. It has been widely acknowledged and recognized by researchers, teachers, and students as one of the key factors that influence the rate, continuity and success of learning (Dornyei, 2005). At first, motivation serves a primary force to initiate foreign language learning then it becomes a sustaining force to the continued series and long process of learning to acquire the target language. In learning activity, "motivation can influence what, when, and how we learn" (Schunk, as cited in Schunk, Pintrich & Meece, 2008, p.5). By having motivation to learn, students are likely to engage in activities they believe will help them learning. Here, Dornyei (2005, p.65) stated, "without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough their own to ensure student achievement".

In order to obtain a deeper insight into students' reflection on their motivational processes, Madrid and Canado (2001) defined a concept of motivation as one's internal state which is influenced by certain need and/or beliefs which generate favorable attitudes and interest towards a goal. This attitudes later create continued effort on individual because of the satisfaction s/he experienced along with the positive results have been obtained. Therefore, the foreign language learners who meet their needs in learning the language whether intrinsically or extrinsically will be motivated to learn. With sufficient motivation to learn foreign language, students at Speaking for Particular Purposes class would be delighted to explore their skills in the target language they learn. Thus the students likely to participate in speaking activities conducted in the class to practice their speaking skill.

Participation of students in each activity in the classroom is varied from the active participation to the passive one. These rates of participation are related to students' motivation to involve themselves in the speaking activity. At this point, motivation can be raised and influenced by several factors. Therefore the

writer considered it is necessary to find out some factors that may have responsibility to affect students' motivation in participating speaking activity at Speaking for Particular Purposes class; whether those factors come from the students themselves, the language that is learned, or the learning situation within a classroom. Second semester students of English Education Study Program of Tanjungpura University in Academic Year 2011/2012 were become the focus in this research. These students took Speaking for Particular Purposes subject by academic year 2011/2012. Since the students were in the first year of their study, therefore the writer emphasizes to make early recognition on information about a part of phenomena on students' motivation in participating in speaking activity, which in this case is some factors which have significant role in affecting students' motivation in getting involve with speaking activity in the class.

The writer applied Dornyei's situated approach (Dornyei, 2005) in this research. This approach focuses on measuring motivation by considering the students' actual motivational states within classroom. Students' motivational states are some of various aspects in language learning context which may have motivational impact on students (Dornyei, 1994). These aspects are including course-specific motivational components, teacher-specific motivational components and group-specific motivational components. Other aspects which may also affect students' motivation are students' interest related to target language, which including integrative motivational subsystem and instrumental motivational subsystem. Students' personal traits may also considered as having motivational impacts on their motivation in speaking. These traits are including students' need for achievement and self confidence.

Since the second semester students are in youngest level in faculty, the phenomena and problem on the students' motivation are hopefully to be discovered earlier. Thus, the finding of this research can be meaningful to help the students to self-evaluate their own motivation for learning speaking. By understanding their own motivation, the students can be more focus to achieve their goal in learning the target language. Besides, the finding can also be helpful for lecturers to develop their teaching material which can encourage students' motivation to communicate in English fluently.

Method of Research

To enable the writer to analyze factors affecting students' motivation in participating speaking activity, descriptive method was applied in this research. Descriptive method is a procedure which is applied to solve the problems of research by describing the condition of research subject. Danim (2002) defined descriptive research as a research which is being conducted to explain or describe a factual phenomenon or characteristics of certain individual, situation, or group in an area of population or certain time in systematic and accurate way.

The participants in this study were second semester students of English Education Study Program who took Speaking for Particular Purposes subject by academic year 2011/2012. Their participation in this study occurred in two phases of data collecting. Phase 1 was completing questionnaires (N=62) and Phase 2

was participating in interview (N=12). 6-Likert scale questionnaires were applied to identify students' motivational state towards classroom perspective based on Dornyei's classroom framework of motivation which included integrative motivational subsystem, instrumental motivational subsystem, need for achievement, self-confidence, course-specific motivational components, teacher-specific motivational components and group-specific motivational components. These data were then analyzed by using SPSS.17, where distribution of motivational states' items was analyzed through univariant test or descriptive analysis and correlation between each motivational state and students' motivation was analyzed through bivariant test. Interview was conducted to 12 randomly chosen participants who had filled students' questionnaires to gain detail and more in-depth information on factors affecting students' motivation in participating in speaking activity.

Table 1: Dornyei's Framework of Motivation

Language level	Integrative motivational subsystem Instrumental motivational subsystem
Learner level	Need for achievement Self-confidence: <ul style="list-style-type: none"> • Language use anxiety • Perceived foreign language competence • Causal attribution • Self-efficacy
Learning situation level	Course-specific motivational components: <ul style="list-style-type: none"> • Interest • Relevance • Expectancy • Satisfaction Teacher-specific motivational components: <ul style="list-style-type: none"> • Affiliative drive • Authority type • Direct socialization: <ul style="list-style-type: none"> - Modelling - Task presentation - Feedback Group-specific motivational components: <ul style="list-style-type: none"> • Goal-orientedness • Norm and reward system • Group cohesion • Classroom goal structure

Source : Dornyei (1994, p.280)

Factors which affecting students' motivation in this research were identified based on Dornyei's extended classroom-friendly model (1994, see Table 1). In this model, Dornyei believed that there are some various aspects within the language learning context which may have motivational impact on students called motivational states. They are viewed from language level, learner level, and learning situation level. Each level of motivational states is not more dominant than others, but all levels have equal possibility to influence learners' motivation in classroom setting.

Research Findings and Discussions

Based on the data derived from questionnaires' and interview, it was revealed that the factors that significantly influence them to participate in speaking activities in the classroom were generated into five circumstances. They are integrative motivational subsystem, self-confidence, course-specific motivational components, teacher-specific motivational components, and group-specific motivational components.

Table 2: Relationship between students' motivational states and students' motivation

Variable	Less motivated		Motivated		Total		OR	P value
	n	%	n	%	n	%		
Integrative motivational subsystem								
Less affecting	11	84.6	12	24.5	23	37.1	16.95	0.00*
Affecting	2	15.4	37	75.5	39	62.9		
Total	13	100	49	100	62	100		
Instrumental motivational subsystem								
Less affecting	8	61.5	17	34.7	25	40.3	3.01	0.07
Affecting	5	38.5	32	65.3	37	59.7		
Total	13	100	49	100	62	100		
Need for achievement								
Less affecting	7	53.8	17	34.7	24	38.7	2.19	0.28
Affecting	6	46.2	32	65.3	38	61.3		
Total	13	100	49	100	62	100		
Self-confidence								
Less affecting	8	61.5	15	30.6	23	37.1	3.62	0.04*
Affecting	5	38.5	34	69.4	39	62.9		
Total	13	100	49	100	62	100		

Course-specific motivational components								
Less affecting	12	92.3	19	38.8	31	50.0	18.94	0.00*
Affecting	1	7.7	30	61.2	31	50.0		
Total	13	100	49	100	62	100		
Teacher-specific motivational components								
Less affecting	11	84.6	14	28.6	25	40.3	13.75	0.00*
Affecting	2	15.4	35	71.4	37	59.7		
Total	13	100	49	100	62	100		
Group-specific motivational components								
Less affecting	10	76.9	21	42.9	31	50.0	4.44	0.02*
Affecting	3	23.1	28	57.1	31	50.0		
Total	13	100	49	100	62	100		

*significant at P value < 0.05

1. Integrative motivational subsystem

Integrative motivational subsystem is one of factor affecting students' motivation in learning foreign language related to the target language. This aspect concerns on students' positive adjustment towards the target language community and the desire to interact with them. In this study, integrative motivational subsystem was revealed as having significant relationship with students' motivation to participate in speaking activity. It was showed by chi-square test result where P value = 0.00 (significant at P value < 0.05). This clarifies that this aspect has role in motivating students to participate in the speaking activity.

Integrative factor is a long-term motivation power for students to learn foreign language. This long-term goal created strong force for students to be still motivated to learn since they see value in learning English for their future. This utterance is supported by Bandura (1986; in Life, 2011) which says that people can sustain their efforts on reaching goal by symbolic motivators over a long time perspective or long-term and more general social goals better than specific short-term goals. Somehow, the students must truly believe that their goals are obtainable and significant with the effort.

Students found it is interesting to dream about having real interaction with people who speak in the target language they learn and being easily to go to any other country due to the language skill they have. They had a lot of interest on foreignness and foreign people's culture. Thus, their interest on using English to help them communicating easier with people from any other countries around the globe played major role in motivating them to learn and practice English speaking skill.

"I want to go abroad. So I chose English because I want to learn more English especially in speaking. it is my dream. And the reason is I want to get my education in there. Maybe more degree, S2."

(Source: Interview #1)

I think I'm really interested in English because first of all it is challenging to learn and also it is an international language so it makes me easier to

communicate with other people from different countries in chatting or something like that.”

(Source: Interview #3)

“Maybe if we know about another language, maybe it can help us. As we know that English is an international language, so if we can go anywhere and we can use it, it really helps us.”

(Source: Interview #5)

Result of this study on integrative factor receives support from a study by Chalak and Kassaian (2010) which their study showed students' attitude was highly positive towards English, its culture and its people. Most students in their study believed that English is an international and important language which everyone needs to learn it. This opinion was also occurred in some students' ideas about the importance of learning English in this very study. The students also realized that English is required in their nowadays' daily activities since English as global communication mediator has been taking major role in people's life. This can explain why the students were motivated to participate in speaking activity since they wish to have good speaking skill as their capital to communicate easier with people from around the world.

“As you know that we use English not only in study but also in other purpose like the computer use English, the videogame, anything. Many things use English as an international language.”

(Source: Interview #2)

“But maybe if we know about another language, maybe it can help us. As we know that English is an international language, so if we can go anywhere and we can use it, it really helps us.”

(Source: Interview #5)

“In this era, English is very important for every job. You know, English is the *syarat* for *melamar kerja*.”

(Source: Interview #6)

2. Self-confidence

Another factor which affecting students' motivation to participate in speaking activity is self-confidence (P value = 0.04). The positive role of self-confidence in affecting students' motivation is supported by Life's study where he found out self-confidence gave significant influence to students' motivation. He exclaimed “The more confident the students become, the more likely they are to participate in the learning experience in the EFL classroom” (Life, 2011, p.17). This indicates that self-confidence is an important motivator from intrinsic the students to push them to participate in speaking activity. However, level of confidence of the students is still low. Lei and Quin (2009; in Life, 2011) noted that lack of confidence is one among other variables which contributing to failure. This may indicate the students' produce of language is strictly depending on how confidence they are. Once a student feels not confident, the producing of his/her language would also be lacked or if there is any, that would be less than it should be or become unsatisfied.

The problem on self-confidence usually occurs when the students had to directly answer a question or presented ideas without enough preparation. This might cause them lose the ideas since they had not managed the ideas well yet. By considering they were not mastering the material, this generated a feeling of afraid of making mistakes. The students who thought that way usually tend to be silent and let others to speak than sharing their ideas instead. When they once demanded to speak, they would like to hear others' ideas first to make comparison or even to make sure if their idea would not be considered weird by others. Bandura (1994; in Life, 2011) stated, "When faced with difficult tasks, they dwell on their personal deficiencies, on the obstacles they will encounter, and all kinds of adverse outcomes rather than concentrate on how to perform successfully (p.16).

"Sometimes I get the problem, but the problem will come if we don't master the material. If we don't know the material and not master it, when giving a presentation in front of class you will nervous and tremble. You will lose your concentration."

(Source: Interview #2)

"I think in vocabulary I'm a bit confident, but it is when I get nervous sometimes I just mumbling and I can't speak clearly what I say."

(Source: Interview #3)

"Sometimes it is for class, something like if I do some mistakes, like that. I'm afraid to do some mistakes."

(Source: Interview #4)

Thus, classroom management tried to accommodate students' need for practice even though they have lack of confidence by letting them working in group or conducting activities which need participation from whole students in the class. By this way, the students who are not confident to speak up in front of their classmates can still have opportunity to practice their speaking skill. Many students admit that they are easier to practice to communicate with other classmates in group because they would feel more comfortable to share their ideas in front of only a couple of classmates than to share it in front of the whole class.

Somehow, there were some students who have high self-confidence. These students would like to directly answer questions, giving ideas, or being volunteers in classroom activities. They primarily concerned on teacher's instruction and did not really care whether other classmates are also interested or not.

3. Course-specific motivational components

In learning environment, course significantly affects students' motivation to participate in speaking activities (P value = 0.00). The learning environment is the set where the students can practice their English skill which they wish to be able to use it later in the future. How the process of learning in classroom engaging plays excellent role in moving students to get involved in it.

In this study, it is revealed that students mostly enjoyed the activities conducted and they were interested to become a part of the activity. In particular, they might be motivated to work harder if they consider the exercise to be fun and relevant to their lives. Life (2011) suggested that too much focus on academic

study of English may be destructive on students' motivation to learning English in general. At Speaking for Particular Purposes class in this study, the course conducted was in line with what the students' need, especially when the teacher gave material about right pronunciation of words or cultural issues. The activities conducted were also interested because most of them were managed in form of games, creative presentation project, and role play.

"The activities in the class have given me many opportunities to speak and give presentation in the class by ourselves and the task support us to always use English in speaking."

(Source: Interview #2)

Most students in this study also likely to speak in group due to the feeling of comfortable when they know that there is no need to speak up in front of a lot of classmates. They also felt that there is more chance for them to sharing ideas and listening to others' ideas when working in group. It is supported by Life's (2011) study where he suggested group work may be a good motivator for students. The students felt that their thought would also be more listened and considered by others when they speak in small group. This might also minimize the feeling of afraid to make mistakes in speaking.

"It is when not only one or two people involved, but all the class involved."

(Source: Interview #4)

"When she gave us like discussion and she gave us task to make a presentation in group."

(Source: Interview #6)

"I like an activity, group activity I mean, because it is only with my group and also some of my close friends. But if I speak in front of classroom, everybody will look at me and I feel nervous."

(Source: Interview #9)

Although there were also some students who likely to have individual activities which can give them a chance to work and compete more, the writer found out the students were enjoying most activities conducted whether in group or individually since most of the activities were which the students have rarely or even never done before. The students found the activities were distinctive and interesting.

4. Teacher-specific motivational components

Students' motivation has strict relation with teacher factor since the teacher is the person who manages the activities for the class. This study revealed the significant relationship between these variables (P value = 0.00). Supporting utterance was brought ahead by Kassing's (2011) study which revealed there was significance correlation between the language teacher's motivational teaching practices and increased level of the learners' motivated behaviors in learning English as foreign language. This indicates that teacher's choice of strategies in classroom affect students' motivation to learn. Moreover, the teacher's level of

enthusiasm and commitment has become one of the most important factors that affect the learners' motivation (Dornyei, 1998; in Kassing, 2011). Irrespective of the fact that the teacher in this study is an English native speaker which the students firstly found it interesting because they were given opportunity to directly interact with her, the students then likely to appreciate the teacher more due to her manner in managing the class.

“Honestly, I’m so excited and this is my favorite class. Almost after the speaking class I feel that I can speak with a native in formal conversation or informal conversation so I can be more confident after the class.”

(Source: Interview #1)

Since students' motivation can be fluctuate during classes in whole semester, teacher's hard work to create suitable and effective strategies in teaching is required. Students in this study considered that if the teacher could conduct the activities well, this process of learning would become alive and may reach its purpose. But if the teacher was not in good feeling to conduct the activities, then it would ruin the plan on it.

“We know that it depends on how the teacher managed the class. So when the teacher manage the activity very interesting to us and make us comfortable to practice our speaking, we as her students will be more active, will be more enjoy the class.”

(Source: Interview #1)

“Sometimes the teacher gives us reward if have a good performance or we do the exercise with a good score.”

(Source: Interview #4)

“Sometimes teacher's mood *mempengaruhi* the students. If the teacher isn't in a good mood, it will make the students like “Yeah, she doesn't make a good job, so why do we have to do the good job?” Something like that.”

(Source: Interview #6)

Generally, students in this study were satisfied with the learning process. They found the activities conducted by the teacher were always interesting and fun which make them excited to participate in it. The teacher also played excellent role in helping students in learning process by giving clear presentation and explanation, making the class alive and comfortable place for students to speak up and practice their speaking skill, and reinforcing students to participate and improve their ability in speaking. These opinions according to students are consistent with result of study by Life (2011) which illustrates that students usually consider the most important qualities in their teacher as a balance between friendly, knowledgeable and understandable.

“I feel about the class is interesting and very good. because our teacher gives us a good method in teaching. Not just a usual like giving a speech or giving a lecture. We sometimes play some games and do interesting activities.”

(Source: Interview #2)

5. Group-specific motivational component

Classroom communication process cannot be engaged without involvement of classmates and how the classroom environment is managed. This group-specific motivational components has been revealed as a factor that also affect students’ motivation to participate in speaking activity (P value = 0.02). In this case, students required to feel that the classroom situation and classmates are supporting them to practice their speaking skill.

In this study, students saw their classmates liked to involve in the activities conducted by the teacher, supported and helped others who have problem during speaking, and created comfortable and alive classroom atmosphere so they can decrease the feeling of anxiety among them. This moved the students to likely try to express their ideas because they believe that the classmates would help them with the vocabulary when they need help. This indicates the power of classmates has a large influence students’ motivation through social comparison, social competence, peer learning, and peer-group influence.

“To accompany me to speak and they help me maybe when I don’t know what is the meaning of a vocabulary, they can tell me.”

(Source: Interview #1)

“They give me opportunities or they help me to do the activities in the class.”

(Source: Interview #4)

“I can get the material because my friend enjoy the class so it is *mempengaruhi saya* to being active”

(Source: Interview #6)

Beside some factors that significantly affect students’ motivation in participating in speaking activities in Speaking for Particular Purposes class, there are two motivational states proposed by Dornyei’s framework of motivation which do not have significant relationship with motivation of students in this study. Thus, although study by Dornyei stated that these states may have motivational impacts on students, this study revealed that the students are not significantly moved by these states. The states are instrumental motivational subsystem and need for achievement.

The need and familiarity of using English in this global era force students to prepare themselves to be ready competing with others in getting good job in the future by promoting their skill in using English. Dornyei (1994) viewed the mastering of English can help them in getting their dream job because many occupation promote English skill as one of the requirements to get into it. Somehow, this motivational state does not show significant relationship with motivation of the second semester students in this study (P value = 0.07) although

the students obviously study in Teacher Training and Education Faculty and most of them want to be competent and qualified English teachers in the future. Some students also thought that there is big chance for any good occupation that they can engage if they are mastering English, not only teacher carrier.

“I think learning English is needed to be able to speak English or something. Maybe some jobs require speaking English or written English in it.”

(Source: Interview #3)

“English is universal language. In the future, English is very useful. So, for having good job we need to have to speak English.”

(Source: Interview #4)

“I wanna be a good teacher, but the focus is about English. That’s why I learn more about English. ... So later if I graduate from here, I can be English teacher.”

(Source: Interview #9)

Students’ low interest on getting achievement in learning process firstly considered as not a good signal in motivating them. This opinion did not stay any longer because it has turned out to be a good one after the writer analyzed students’ opinion about the need for achievement through students’ interview. Somehow, this study revealed there is no significant relationship between the need for achievement and students’ motivation (P value = 0.28). Although some students considered good achievement equals to good improvement in learning process, this achievement became not so important anymore since the students considered the speaking class as their time to get opportunity to practice their speaking skill. The experience in learning and knowledge they get from the class which help them in improving their speaking skill was what they actually need to be able to speak English well. Students realized that improvement they make during the practice in speaking activities in the speaking class is a form of achievement for their effort in learning process. Moreover, the students considered that if they show good improvement because they like to practice their speaking skill by participating in speaking activities conducted, a good mark will come to them eventually. That is why they were still attempting to participate in speaking activities even if their participation was not going to be assessed or not for getting achievement. Thus, we can conclude that need for achievement does not play significant role in motivating students to participate in speaking activities.

“I think the achievement is not about getting grade A or B or something, but as long as I understand what the teacher told us or thing that we learn, this is the achievement for me.”

(Source: Interview #2)

“If we want to speak in fluent in other language, I think we have to practice because practice makes perfect. So, we don’t hope to get a good mark.”

(Source: Interview #5)

“For me, good mark is not a big deal because the first thing that I have in the speaking class is I have to improve my English, my speaking skill.”

(Source: Interview #6)

“Because good mark means that we can do, we have *berhasil*, we can speak English.”

(Source: Interview #9)

Conclusion

Regarding to research findings, it is conclude that there are five factors which significantly affect students' motivation in participating in speaking activity. They are integrative motivational subsystem (motivational state related to general interest in foreignness and foreign languages), self-confidence (student's belief about having ability to produce results, accomplish goal or perform tasks completely), course-specific motivational components (motivational state is related to the syllabus, the teaching materials, appropriateness of the teaching method and interest in the learning tasks), teacher-specific motivational components (motivational state which state concerns on the motivational impact of the teacher's personality, behavior, and teaching style/practice), and group-specific motivational components (state is related to the various characteristics of the learner group or classmates).

There are two motivational states proposed by Dornyei's framework of motivation which have no significance relationship with students' motivation in this study. They are instrumental motivational subsystem and need for achievement. This indicates that students may consider the long-term reason for studying English in this study context was their interest on foreign language culture and people rather than pragmatic goals like in the pursuit of carrier. Score achievement was also not very important for the students as long as they can still involved in the speaking activities well and pay attention during the lesson. They view their participation in speaking activities as a practice and their improvement in speaking skill is the achievement of their effort. Thus, need for achievement does not play a role in motivating students in participating in speaking activities.

This thesis is hopefully can help students to do self-evaluation on their own motivation for learning speaking. By understanding their own motivation, the students can be more focus to achieve their goal in learning the target language. Besides, the finding can also be helpful for lecturers to develop their teaching material which can encourage students' motivation to communicate in English fluently. Further research on foreign language motivation is needed, especially to reveal practical motivational strategies that suitable to overcome students' problem in participating speaking activities in classroom.

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