

**HIGHLHY MOTIVATED STUDENTS SPEAKING SKILLS: AN
EXPLORATION OF FACTORS AFFECTING THEIR
MOTIVATION**

THESIS

Submitted in Partial Fulfillment of the Requirements
for Gaining the Degree of Education Bachelor in
English Education Departement



Organized By:

M. Syahrudi

1903046117

**ENGLISH EDUCATION DEPARTEMENT
EDUCATION AND TEACHER TRAINING FACULTY
UNIVERSITAS ISLAM NEGERI WALISONGO
SEMARANG
2023**

THESIS STATEMENT

I am student of the follow identities bellow:

Name : M. Syahrudi
Students' Number : 1903046117
Departement : English Education

Certify that the thesis titled

Highly Motivated Students Speaking Skills: An Exploration of Factors Affecting Their Motivation. Is obviously my own work. The thesis content is enterely my responsibility. The writer follows ethical guidelines while quoting or citing any further insight or conclusions in this thesis.

Semarang, 4th December 2023
The writer,



M. Syahrudi
1903046117

RATIFICATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Dr. Hamka Km.2 Ngaliyan, Semarang 50185
Telp. 024-7601295, Fax. 024-7615387

RATIFICATION

Thesis with the following identity:

Name : M. Syahrudi
Student Number : 1903046119
Department : Pendidikan Bahasa Inggris
Title : **Highly Motivated Students Speaking Skills: An Exploration of Factors Affecting Their Motivation**

Had been ratified by the board of examiners of Education and Teacher Training Faculty of Walisongo Islamic State University Semarang and can be received as one of any requirements for gaining the Bachelors' Degree in English Education Department.

Semarang, 27 December 2023

THE BOARD OF EXAMINERS

Chairperson,

Daviq Rizal, M.Pd.

NIP. 197710252007011015

Secretary,

Nadiyah Makmun, M.Pd.

NIP. 197811032007012016

Examiner I

Dr. Muhammad Nafi Annury, M.Pd.

NIP. 197807192005011007



Examiner II

Dr. Siti Tarwiyah, S.S., M.Hum

NIP. 197211081999032001

Advisor

Daviq Rizal, M.Pd

NIP. 19771025 2007011015

ADVISOR NOTE



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Dr. Hamka Km.2 Ngalyan, Semarang 50185

Telp. 024-7601295, Fax. 024-7615387

ADVISOR NOTE

Semarang, 4 December 2023

To
The Dean of Education and Teacher Training Faculty
Universitas Islam Negeri Walisongo Semarang

Assalamualaikum Warohmatullahi Wabarokatuh

I inform that I have given guidance, briefing and correction to whatever extent necessary for the following thesis:

Title : **Learning Experiences of Highly Motivated Students to Learn Speaking Abilities**
Name of Student : M. Syahrudi
Student Number : 1903046117
Department : English Education

I state that the thesis is ready to be submitted to Islamic Education and Teacher Training Faculty at UIN Walisongo Semarang to be examined at the *Munaqosyah* session.

Wassalamualaikum Warohmatullahi Wabarokatuh

Semarang, 4 December 2023

Advisor I

Daviq Rizal, M.Pd

NIP. 19771025 2007011015

ABSTRACT

Title : Highly Motivated Students
Speaking Skills: An Exploration of
Factors Affecting Their Motivation
Writer : M. Syahrudi
Student Number : 1903046117

There are many studies on motivation in speaking skills, but generally do not discuss directly about the factors that play a role in increasing motivation, especially in the development of speaking skills. This research formulates the problem of what factors play a role in the high motivation of students in the development of speaking skills. Descriptive qualitative research method was used in the study, to facilitate the researcher in gaining in-depth understanding. Five students who have high motivation became the population in this study, with a sample determined using purposive sampling technique. Data were collected using field text in the form of indicators of high motivation and interviews formed based on aspects of interaction, continuously, and situation. Data analysis in this study used interactive techniques involving data reduction, data display and conclusion making. The results of this study show that students' high motivation can be improved with three factors: personal factors, dynamic factors in learning, and the environment where students live. Personal factors provide support and increase students' self-confidence. Dynamic factors in learning involve students' talents and interests in learning as well as the positive feedback students get in student learning. The student's learning environment helps to establish a routine that supports the development of speaking skills. With these findings, this study suggests establishing a positive learning environment, as well as the use of learning strategies that match students' interests, so that it can facilitate students in increasing motivation.

Keywords: Factors, High Motivation, Speaking Skills

MOTTO

لَا الشَّمْسُ يَنْبَغِي لَهَا أَنْ تُدْرِكَ الْقَمَرَ وَلَا اللَّيْلُ سَابِقُ النَّهَارِ وَكُلٌّ فِي فَلَكٍ يَسْبَحُونَ

“It is not possible for the sun to catch up with the moon, nor for the night to precede the day. Each circulates on its own axis.”
(Quran 36:40)

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

“For indeed after difficulty there is ease,” (Qur’an 94:5)

Success is an achievement. Whereas struggling could be a should.

- M. Syahrudi

DEDICATION

All the praises and thanks be to Allah Almighty, who has blessed the researcher to finish the thesis.

This thesis is dedicated to my beloved parents, my brothers and sister, all of the English teachers, family, friends, and kindhearted people around me who always give support, motivation, and endless love to the researcher.

ACKNOWLEDGEMENT

All gratitude and supplications will continuously be directed towards Allah SWT until the culmination of this research. Likewise, prayers and blessings are perpetually extended to our revered Prophet Muhammad SAW. The author acknowledges that the completion of this thesis would not have been attainable without the invaluable advice, motivation, guidance, assistance, and encouragement received from those in their circle. It is understood that the successful fulfillment of this thesis is indebted to the support, collaboration, aid, and affection extended by numerous individuals and entities. Hence, the author would like to extend heartfelt gratitude and profound appreciation to all concerned:

1. Dean of the Faculty of Tarbiyah and Keguruan Sciences Ahmad Ismail, M.Ag., M.Hum. who has provided facilities and infrastructure and learning facilities in the lecture process.
2. Dra. Nuna Mustikawati Dewi, M.Pd. and Lulut Widyaningrum, M.Pd. as the head and the Secretary of the English Language Education
3. Head of the English Education Department Sayyidatul Fadhillah, S.Pd.I, M.Pd as the lecturer's guardian, has provided good facilities to support the thesis writing process.
4. Daviq Rizal, M.Pd. as the supervisor who has patiently guided, advised, encouraged, and motivated during the preparation of this thesis.

5. All lecturers of the Faculty of Teacher Training and Education, especially the Department of English Education have provided knowledge and learning facilities to researchers.
6. The whole family that I love very much, my father Mr. H. Ansori, my mother Mrs. Hj. Waidah, my older brothers, Slamet Riyadi and Jafar Sidiq, my sisters-in-law Siti Nur Fadhilah S.E. and Yunika Nur Fauzah S.E.
7. For myself, thank you for being a strong person, in facing the dynamics of this life, hopefully always remaining strong to live a more challenging future life.
8. The owner of student number 1907026102 has accompanied, and motivated me while writing thesis. Thank you so much.
9. For my friends, the HIMASRI family (Kholdun, Jejek, Syafiq, Rayes, and Zidny) have shared knowledge, thoughts, experiences, and close and happy togetherness.
10. From my friends, H&M teams who have provided support and motivation in the implementation of the author's lectures.
11. For my friends PBI 19 C and members of Santuy ESports who have walked together to achieve their goals.
12. All participants have given their sincerity in helping the author complete this task.
13. To all friends, whose names cannot be mentioned one by one, who have consistently provided endless support, accompanying the author on the journey to this stage and the successful completion of this research.

Finally, the reseracher will happily accept constructive criticism in order to make this thesis better and the researcher hopes this research can be helpful for everyone who needs additional reading related to the topic of this research.

Semarang, 4 December 2023
The Writer

A handwritten signature in black ink, appearing to be 'M. Syahrudi', written over a horizontal line.

M. Syahrudi
1903046117

TABLE OF CONTENT

THESIS STATEMENT	i
RATIFICATION	ii
ADVISOR NOTE	iii
ABSTRACT	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	x
LIST OF APPENDICES	xii
LIST OF TABLES	xiii
LIST OF PICTURES	xiv
CHAPTER I: INTRODUCTION	1
A. Backround of the Study	1
B. Research Question	8
C. Research Objective	8
D. Significant of the Study	8
E. Limitations of the Study	10
CHAPTER II: RELATED LITERATURE	11
A. Previous Research	11
B. Literature Review	16
CHAPTER III: RESEARCH METHOD	42
A. Research Design	42
B. Research Setting	44

C. Research Participant	44
D. Data Source	45
E. Procedure of Data Collection	46
F. Data Analysis.....	51
CHAPTER IV: RESEARCH FINDING AND DISCUSION.....	53
A. Findings.....	53
B. Discussion	70
CHAPTER V: CONCLUSION AND SUGGESTION.....	81
A. Conclusion.....	81
B. Suggestion	82
REFERENCES	1
APPENDIX	1
CURRICULUM VITAE	36

LIST OF APPENDICES

Appendix 1 – Guidelines of The Research Field Text.....	1
Appendix 2 – Result of The Research Field Text.....	3
Appendix 3 - Guidelines of The Research Interview	13
Appendix 4 – Transcript of Interview	16
Appendix 5 – Documentation.....	33

LIST OF TABLES

Table 3.1 Latice of Field Text.....	47
Table 3.2 Interviews Guidelines	49
Table 4.1 Codes of Research Participant	54

LIST OF PICTURES

- Figure 1. Documentation of the interview with Participant 133
- Figure 2. Documentation of the interview with Participant 233
- Figure 3. Documentation of the interview with Participant 334
- Figure 4. Documentation of the interview with Participant 434
- Figure 5. Documentation of the interview with Participant 535

CHAPTER I

INTRODUCTION

This section will review the research background, research questions, research objectives, research benefits, research limitations, and significance of the study.

A. Background of the Study

Experience is valued as complex knowledge (Scherer et al., 2023). By having experience in learning speaking skills, students will be better prepared to speak English. Students' learning experience in improving speaking skills is an exciting thing to study, and each student has a different learning process. This is caused by factors arising from students' difficulties in speaking English. These factors are in the form of teaching methods, learning places, motivation levels, and students' personal attitudes that can affect how students' speaking skills are improved. Therefore, exploring the experience of students' speaking skill development is essential to find practical solutions to improving students' English speaking skills. Several techniques in students' efforts to improve speaking skills have been found, one of which is the technique of telling students' experiences in learning to speak English before. This technique is called Telling Past Experiences. Wiwik Yully Widyawati used Telling Past

Experience in her research and produced a score of 76.42, a better category than the conventional technique. The Telling Past Experience technique makes students more independent with their past personalities. It can also be used as an English-speaking exercise, such as dealing with pronunciation, grammar, and nervousness problems (Widyawati, 2015). Students' personality problems are successfully resolved by encouraging them to be more interested in improving their speaking skills.

In the context of English language learning, motivation has an important role. Students who have high motivation will be more enthusiastic and diligent in learning. In addition, motivation also has a relationship with experience because motivation is considered one factor that plays a role in a design approach to orient students' needs in developing speaking skills. So that the level of motivation, learning experience, and the development of speaking skills are interrelated (Gan, 2020). Motivation can encourage students to seek opportunities to develop speaking skills outside the classroom, such as participating in discussion groups, taking courses, and communicating with native speakers. In addition, students who have high motivation to develop English speaking skills play a role in increasing self-confidence, thus helping students reduce the problem of fear and anxiety to start speaking. One of the factors in motivating students is time intensity. Setting

a schedule with sufficient time intensity can increase motivation to achieve goals, especially in improving English speaking skills. However, excessive study time intensity can be harmful to students' motivation. So, paying attention to the right balance in designing time intensity is essential to maintaining students' motivation and mental health (Id et al., 2021). Therefore, motivation and experiences tailored to the needs of students in their learning are needed to achieve student success in English speaking skills.

The development of English speaking skills is one aspect that is quite important. Being able to speak English can facilitate communication because, basically, it is a function of language. Therefore, English is designated as an international language to facilitate communication between people from different regions or countries, especially when conducting conversations (Nikolaeva, 2019). Meanwhile, learning English speaking skills requires oral adjustment and high learning consistency for people whose environment is still unfamiliar with English. Some parts of Indonesia still need to improve in oral adjustment, which impacts the use of English to communicate. These obstacles include problems with tenses, vocabulary mastery, and phonological difficulties. Paying attention to the linguistic differences between L1 and English can help students reduce the impact of L1 (Astuti et al., 2016). Linguistic problems can be solved by providing

strategies that foster student motivation and encourage students to be interested in developing speaking skills, one of which is by providing positive feedback that can motivate students to improve student linguistics. In their research, Sheng-shiang Tseng and H. Yeh tested the use of video and written feedback, conducted with students who made video clips and then gave responses from their friends in writing. The results concluded that video feedback makes it easier for students to control intonation and motivate them to start speaking English, and written feedback makes it easier for students to develop grammar, especially word usage, to achieve better linguistic mastery in English speaking skills (Tseng, 2019). Therefore, teaching with the right strategic approach can foster student motivation to improve speaking skills.

The experience of developing students' speaking skills by having high motivation, of course, uses the right approach strategy tailored to the needs of students. Strategies that can foster motivation tend to be more varied, such as cognitive and metacognitive strategies (Dahlan et al., 2019). Metacognition is students' knowledge and control in achieving goals, so students who use metacognitive strategies will significantly improve their speaking skills. Therefore, by having metacognitive strategies, students can reduce personal problems such as lack of confidence related to fear in using

speaking skills. Solving students' problems requires a good influence. In addition to the teacher, students also need other things that can motivate them in the learning process, such as native speakers. This has been found in the form of a learning strategy. The method is known as the shadowing method. The shadowing method is learning that is done by imitating native speakers. The implementation of the shadowing method requires high intensity because students need to pay close attention, and it requires a considerable duration related to the process of implementing the technique. Fulfilling some of these things can increase students' motivation to achieve English-speaking skills (Son, 2016). The shadowing method can be done independently or facilitated by the teacher. Using other strategies, such as the MALL (Mobile-assisted language learning) method, can also be an alternative to increasing student motivation, especially in speaking skills. Pebiana & Febria D, in their research, revealed that students' enthusiasm in applying the MALL method has a positive attitude related to student motivation in improving English speaking skills (Febria et al., 2023). The English learning process with the MALL method will make learning flexible because it is an effort to utilize technology appropriately, including learning practices that make it easy for students to increase motivation effectively.

Speaking ability is a skill that involves complexity, including an understanding of the sounds, structures, vocabulary, and cultural subsystems of the language. Thus, speaking skills are productive in language learning (Moh & Bafadal, 2019). In English language teaching, speaking skills play a significant role in supporting holistic and integrated learning. Effective development of this skill can facilitate language comprehension and expression, allowing students to engage in more meaningful and productive dialog. In addition, in learning all aspects of English language development, speaking skills play a role in facilitating more effective and integrated learning. Along with listening, reading, and writing, speaking skills are considered an integral element of effective communication (Xiao, 2019). Practical speaking skills involve using the right vocabulary and correct grammar. It also requires the ability to convey meaning and message, pay attention to intonation, recognize facial expressions, and understand the situational context when speaking. A deepening and thorough understanding of the speaking skills learning experience is an urgent need, especially for students who are motivated to master English. Learning approaches tailored to students' motivation levels can open the door to higher achievement in developing English-speaking skills. Therefore, focusing on the speaking skills learning experience will contribute to efforts to improve existing language

teaching methods and ensure students' success in acquiring adequate speaking skills.

Most of the research that has been done in this area focuses on the importance of motivation and experience in understanding and facilitating the process of developing English-speaking skills (Ahlquist, 2019; Choi et al., 2020). Previous researchers have consistently underlined that motivation and experience significantly shape second or foreign-language speaking ability. Nonetheless, it is unfortunate that the focus on how students with high motivation levels experience speaking skill development has yet to receive sufficient exploration. A relevant question included in the domain that needs further attention is how high motivation can influence how students approach learning to speak English and how these factors affect their success in honing this communication skill. Therefore, this study aims to fill this identified knowledge gap by comprehensively exploring the role of high motivation in developing students' speaking skills. Moreover, it aims to explore and understand various learning models that can effectively motivate students. This in-depth understanding of the learning experiences of highly motivated students in learning speaking skills will bring better knowledge on designing appropriate learning environments, effective teaching methods, and strategies that optimally motivate students. As such, this study will make a

meaningful contribution to developing a better and more effective English language pedagogy, focusing on speaking skills. To achieve this, the researcher formulated a study titled "Highly Motivated Students Speaking Skills: An Exploration of Factors Affecting Their Motivation".

B. Research Question

Based on the background of the study above, the researcher plans to solve the problem of: What factors contribute to students' motivation in the development of speaking skills?

C. Research Objective

According to the Research question, the objectives of the research are: To find factors that contribute to students' motivation in the development of speaking skills.

D. Significant of the Study

1. Theoretical

The researcher hopes that the results of this study can provide more information for readers, especially for EFL related to EFL students' experiences in teaching good speaking abilities with high motivation. In addition, this study is also expected to provide solutions for English

language teachers, as information to motivate EFL students in teaching speaking abilities.

2. Practical

Researchers hope that the practical benefits of this research can be addressed, among others, to:

a. Teacher

This research can help teachers in teaching by providing high motivation to students, so that they can easily achieve good speaking skills. In addition, teachers can also apply good methods in improving students' speaking skills with high motivation.

b. Student

This study can help students to overcome problems in achieving good speaking skills, thus encouraging students to face their fears in speaking English. In addition, this study can increase students' desire to teach speaking skills with high motivation.

c. Researcher

Researchers are expected to be useful and helpful for future researchers in conducting research on the same topic. In addition, future researchers can also still develop this topic, for further information.

d. University

This research can be used as a reference as a means of developing speaking skills with

motivation, especially students of the English Study Program, English Education Department of UIN Walisongo Semarang.

E. Limitations of the Study

This research focuses on the experiences of EFL students, by sharing their motivations in developing their English speaking skills. However, not all EFL students, only a few, fit the needs of this study. Furthermore, the focus of the study on high motivation meant that there was no generalization to all types of motivation. In addition, this study used a narrative interview guide, thus focusing on students' learning experiences. Therefore, the interview results were limited to the students' recollections of their learning experiences.

CHAPTER II RELATED LITERATURE

In this section, we will discuss previous research by including theoretical reviews that are relevant to this study.

A. Previous Research

Several studies on the learning experience of highly motivated students in developing speaking skills have been conducted by several researchers. In this study, the researcher selected several previous studies related to student motivation in the development of speaking skills. In selecting previous studies, the researcher focused on the topics that were discussed in this study, namely student learning experiences, the role of motivation, and aspects of speaking ability. Some of these studies include:

The first previous study was conducted by Tribhuwan Kumar (2021) and was entitled 'Desire to learn, learn to shine': Idolizing motivation in enhancing speaking skills among L2 learners. This study was conducted at two universities in India, Patna University and Patliputra University, and 50 participants were obtained from each university. Data from 100 participants were obtained using questionnaires with SPSS software for descriptive statistical analysis. The purpose of the study was to analyze the role of motivation in the

development of English-speaking skills. In an effort to achieve this goal, the researcher used motivation as a catalyst in L2 learning. In addition, the study also focused on the function of motivation, motivational factors, and the impact and strategies known to motivate students in developing speaking skills. The study found that motivation grows from the teacher's treatment of learning by using English. It is in accordance with the function of motivation, which is as a driver of students in learning. Incentivized learning in L2 learning is a significant factor in fostering motivation and helping students improve their learning quality. Finally, in answering the impact and strategies that can motivate students, it is found that teachers must be creative in teaching, not monotonous in conducting learning (Tribhuan, 2021).

The second previous research was conducted by Agus Darmuki et al. (2018) with the title Cooperative, Synectics, and CTL Learning Models Towards Speaking Ability Viewed from Student's Motivation, and the research was conducted on 150 students as participants, the acquisition of data from the study using questionnaires with empirical tests to measure participants' speaking achievements. The purpose of the study was to find out the difference in students' speaking ability in teaching using interactive, Synectics, and CTL models, then to find out the difference between students who have high

motivation and students who have low motivation in speaking ability, in addition, to find out the role of interaction between learning models and motivation in speaking ability. The findings of the study showed that there is a relationship between the learning model and motivation level in starting speaking speaking ability. Students who have high motivation can cooperate than those who have low motivation. Then, students who have high motivation and follow cooperative learning have better speaking performance than students who follow learning with the synectic or CTL model. In addition, cooperative learning can foster positive attitudes so as to condition the mentality of developing speaking skills. In addition, the interaction of learning models and achievement motivation can improve students' speaking skills, so teachers are advised to choose the right learning model that affects the characteristics of student motivation (Darmuki et al., 2018).

The third previous research was conducted by L. Lismiyati et al. (2021) with the title Correlations Among Learning Strategy, Learning Motivation, and Speaking Ability of Students in Junior High School. The research was conducted at a Senior High School, with a total of 76 students participating. In obtaining samples, researchers used cluster random sampling techniques. The study focused on exploring the correlation of learning strategies with learning motivation

and speaking ability. The results of the study showed a significant correlation between learning strategies and learning motivation in the development of speaking ability (Lismiyati et al., 2021). With this discovery, the researcher is interested in exploring the experiences of students who have high motivation in developing speaking skills. By exploring this, it is hoped that it can facilitate teachers in choosing methods and strategies for English language learning for students' speaking skills.

The fourth previous research was conducted by Art Tsang & Ju Seong Lee (2023) with the title *The Making of Proficient Young FL Speakers: The Role of Emotions, Speaking Motivation, and Spoken Input Beyond the Classroom*. The study was conducted with 110 students from four elementary schools located in Hong Kong, conducted by completing questionnaires and speaking tests accompanied by parents during interviews. The study aimed to determine the relationship between foreign language-related emotions (such as anxiety, boredom, and pleasure), speaking motivation, and oral exposure outside the classroom (IBC) in the context of speaking proficiency in young EFL students. As a result of the study, it was found that the three emotions were related, although not directly related to speaking ability. Pleasure showed the strongest correlation with speaking motivation

and proficiency and only affected speaking proficiency through speaking motivation (as a full mediator). Oral exposure outside the classroom (IBC) also had a significant effect, both directly and indirectly, on speaking proficiency (Tsang & Lee, 2023).

The similarities between some of the previous studies and this research are both discuss student motivation in developing English-speaking skills. And how learning models and strategies can increase motivation in developing speaking skills. In addition, in the development process, the use of learning approaches and methods is considered a student learning experience in an effort to develop speaking skills. Meanwhile, from some previous studies, this research also has differences, namely in the use of research methods. This study uses a qualitative method with a narrative inquiry approach as an approach to obtaining data. Then, for data analysis, this study uses qualitative data with an interactive technique approach. With this method, the researcher aims to explore the learning experiences of students who have high motivation in developing speaking skills. Thus, this research can add insight in a different way and can provide a deeper understanding of student learning in developing speaking skills.

B. Literature Review

1. Students' Learning Motivation

Learning English is something that requires motivation, having high motivation is expected to improve English skills more effectively, especially in the aspect of speaking skills. It is not uncommon for EFL students to feel insecure and lack self-control. This is a problem that makes it quite difficult to develop and improve English speaking skills. Difficulty in starting to speak English is one of the causes in the development of speaking skills. Lenis Aislinn C. Separa, Et Al in her research found that the context of speaking difficulties include: speaking skills, time pressure, political power and control, and people who are not confident (C. Separa et al., 2020). From these findings, further motivation is needed to be able to solve the problem. To solve these problems, students can eliminate the fear of mistakes, speak more actively in English learning, focus more on fluency, and practice using body language. (Hidayah b. Abdullah & B. Latiff Azmi, 2019). Therefore, students need to familiarize themselves to actively speak by using English in their learning, along with practicing fluency in pronunciation, then often practicing to adjust body movements. Some of these concerns become efforts for

students to increase motivation in fostering confidence in speaking in public.

a. Definition of Students Learning Motivation

Motivation in the context of student learning plays a key role in helping students meet their academic and personal needs. Based on research conducted by Riadil, I. (2020) found that motivation is a personal student who is aware of the need, the desire to take an action to achieve a certain goal. (Riadil, 2020). This drive can manifest in many forms, from intrinsic curiosity to extrinsic expectations of achievement. When students feel motivated, they tend to have clear goals and study hard to achieve these goals. In addition, motivation gives them the positive energy to overcome obstacles and challenges in learning, creating a dynamic and proactive environment (Tasgin, 2018). This is the attitude of students who have motivation in their learning. Therefore, motivation is not just an incentive to learn, but also the foundation for students' efforts in academic achievement and overall self-development.

Motivated students in learning can play a crucial role shaping attitudes, in the context of learning. When students feel an internal drive to

achieve learning goals, this often results in a significant correlation with their attitude towards learning. Motivated students tend to show greater emotional engagement with the learning material, thus creating an environment conducive to positive attitudes (Adlan & Alshamrany, 2019). It can also be interpreted that, motivation has a positive impact on students' determination and perseverance, allowing them to face learning challenges with confidence and enthusiasm to learn from each experience. Active participation in class, drive to achieve learning goals, and increased self-confidence are all results of high motivation, all of which contribute to the formation of positive student attitudes towards the teacher, subject matter, and the learning process as a whole (Altalhi, 2020). In addition, students' attitudes in learning also require teacher creativity in carrying out the teaching process. It is like the existence of rewards and punishments given to students, so that indirectly invites students to form a positive attitude in the aspect of motivation in the learning process (Min et al., 2020). Therefore, understanding and managing student motivation can be key to creating a learning environment that builds positive attitudes and improves learning outcomes.

As for the process of growing student motivation in learning English language skills, there is an involvement of the student's situation with the student's personality, so that it requires dominant emotions in the form of encouragement and strong support from the environment, this is to support students to be more easily motivated in starting English. Liana Maria Pavelescu in her study found differences between students who have dominant emotions and students who do not have dominant emotions towards their learning environment. The study shows that dominant emotions by getting support and encouragement from teachers, make students more easily motivated in learning English. While non-dominant emotions with students who do not get support and encouragement from teachers, feel inhibited to be motivated (Pavelescu, 2019). The environment that supports students in increasing motivation to develop speaking skills can also come from the family environment. The environment is where students live, so it indirectly provides opportunities and encourages students to develop their speaking skills (Kurniawan et al., 2018). Therefore, the family environment has a significant role in motivating students to achieve

academic performance, especially in the development of speaking skills.

Student motivation in learning can grow with some quite complex, apart from the student's personal self, as well as encouragement from the teacher, environmental factors can also be a growth factor for student motivation. A positive learning environment makes students feel comfortable in learning. Cam Lien in his research examined student learning in speaking English by doing learning outside the classroom. The results of his research found that learning outside the classroom is considered more effective, because it can increase motivation to improve students' speaking skills (Lien, 2023). Student motivation can also grow with group learning, it emphasizes students to start speaking spontaneously effectively, and can reduce awareness of negative values (Lamb & King, 2020). So that students have more responsibility in learning in groups. In achieving high motivation to improve English speaking skills, some of the research above can be clear evidence that motivation is considered very important to improve students' speaking skills. In addition, it can facilitate teachers in teaching students, by using methods that are tailored to the

learning environment. Student learning techniques outside the classroom also increase motivation by growing students' self-confidence. One of the learning techniques that can foster confidence is competitive learning. It provides students to stimulate students' motivation to practice tricky English pronunciation so that they get used to it. Safa & Afzalimri (2021) found that competitive learning in developing speaking skills can increase self-confidence, help students develop in-depth ideas, and increase creativity to start speaking (Safa & Afzalimir, 2021). It allows students to learn more intensively so that they are more often involved in using English. Therefore, learning outside the classroom can motivate students to develop their speaking skills.

b. Main Categories of Students Learning Motivation

Harmer (2007) states that motivation is a factor that encourages individuals to perform an action with the aim of obtaining something. There are two types of motivation, intrinsic and extrinsic (Harmer, 2007). Intrinsic motivation comes from within, often related to personal satisfaction.

Extrinsic motivation, on the other hand, comes from external factors, such as the urge to achieve high grades after taking an exam, rewards for completing a task, or the threat of punishment for not completing a task. Sometimes, both can co-occur or one of them can be more dominant, depending on each individual's perception of motivation (Salikin et al., 2017). Therefore, in the context of learning, motivation is considered as one of the main keys to achieving learning goals.

Intrinsic motivation is related to the context of student capacity in the form of encouragement that arises from within the student, such as the desire to improve knowledge and achievement in learning. Students who have intrinsic motivation tend to feel an internal need to explore and understand learning materials more deeply (Hassan et al., 2020). Student capacity, in this case, includes cognitive ability, emotional intelligence, and the desire to grow and develop academically. Students who feel intrinsically motivated often view learning as a means to fulfill their curiosity and enrich their personal horizons (Altalhi, 2020). Therefore, understanding and nurturing this intrinsic motivation, educators can create a learning

environment that is more supportive, motivating, and enhances students' active participation in English language learning.

Extrinsic motivation has a role to reflect behavior related to activity, in the student learning process. Extrinsic motivation is an outcome, it is also evidence that in the implementation of the learning process, both the teacher and the teaching system have a role in growing motivation (Akhtar et al., 2019). However, intrinsic motivation plays a greater role in learning English language skills (Salami et al., 2023). The findings suggest, in increasing extrinsic motivation, requires teachers to pay more attention to students, so as to foster student achievement in learning English (Khaliq & Zahrah, 2023). Therefore, to maximize its impact, educators need to ensure that the learning system is thoughtfully designed, and better if it can be integrated with students' intrinsic goals to make learning more meaningful and sustainable.

c. Levels of Students' Learning Motivation

A deep understanding of student motivation, both low and high, is an important cornerstone in building effective education. Students' motivation is the key driver behind their participation, interest and

achievement in the learning process. In the context of low motivation, challenges arise when students struggle to set learning goals or feel a lack of connection between the subject matter and the reality of their lives, resulting from the absence of parental support, and the lack of interest in the classroom learning situation (Muslim et al., 2020). In contrast, highly motivated students show active participation, seek challenges as opportunities for growth, and have a strong understanding of learning objectives (Sianipar, 2020). Factors such as parental support and students' confidence levels play a key role in shaping motivation levels. With an in-depth understanding of these two levels, the researcher will further explain low motivation and high motivation to guide the researcher in obtaining participants that meet the needs of the study.

Low motivation in learning English language skills can be a significant barrier to language development. One of the main causes is a feeling of limitation and anxiety related to language skills that may not be fully developed, it becomes a psychological factor such as fear of making mistakes or inability to reach the desired skill level, so it can be detrimental to motivation in students

(Arifin, 2017). In addition, an unsupportive learning environment, such as a lack of resources or opportunities to practice, can also discourage learning (Alrabai, 2016). Therefore, it is necessary to pay attention to these aspects to increase motivation in learning English language skills, including creating a positive learning atmosphere, emphasizing the relevance of language skills to daily life, and providing support that motivates learners.

High motivation in learning English language skills is the key to success in developing language skills. Highly motivated individuals tend to be more enthusiastic and diligent in learning English. This motivation can arise from an awareness of the benefits of English skills in improving communication, expanding career opportunities and enriching life experiences. In addition, high self-confidence and determination to achieve learning goals can also be strong motivational drivers (Karen, 2020). A supportive learning environment, with adequate resources, engaging learning methods and positive social support, can reinforce this high motivation. Highly motivated students tend to see every mistake as a

learning opportunity and do not give up easily in the face of obstacles (Sabboor Hussain et al., 2020). Therefore, creating a learning situation that nurtures high motivation is an important strategy in improving students' English skills.

d. Factors that Encourage of students Motivation

Motivation has an important role in encouraging students to achieve success in learning. In growing motivation, there are several factors that have an important role in increasing student motivation in the learning process, including: the relevance of learning materials, challenges that are appropriate to the level of student abilities, and support from social aspects (K. Y. Chin et al., 2018). First, the relevance of learning materials to students' daily lives can increase their interest. Materials that can be connected to their personal experiences or interests tend to motivate students to engage more deeply in learning. Secondly, providing challenges that are appropriate to students' ability levels can generate enthusiasm for learning. Adequate, yet surmountable, challenges will provide a motivating sense of achievement. Third, a positive learning atmosphere and social support from teachers and classmates can provide a motivational boost.

Students who feel supported and valued tend to be more motivated to achieve learning goals easily and purposefully. Therefore, it is important for educators to pay attention to these factors, which can be achieved by creating a learning environment that stimulates students' motivation, facilitates their achievement, and enhances the overall learning experience (Justina, 2016).

The alignment of learning materials with students' daily lives is a key factor that supports motivation in the learning process. When learning materials can be directly connected to students' life experiences and realities, this gives significant relevance to learning. Teachers who are able to adapt materials to students' real situations can stimulate intrinsic motivation, where students feel that their learning efforts have value and direct impact in their daily experiences (K.-Y. Chin et al., 2019). Therefore, matching learning materials with students' lives not only creates better understanding, but also becomes a strong driver to maintain a sustainable spirit of learning.

2. Students Speaking Skills

Speaking Skills in the aspect of English learning is quite important, because by mastering speaking Skills, it will be able to easily communicate. It is related to humans who are social creatures, of course not far from mutual communication. Therefore, the development of English speaking is very necessary in learning English. As a society from a country that is still not dominated by English, of course, it is still difficult to develop their potential to be able to achieve good english speaking skills, from several difficulties that become obstacles in developing English language skills, including psychological problems such as nervousness, fear of mistakes, and lack of self-confidence. In solving some of these problems, solutions were found such as frequent practice of tone intonation and pronunciation of words (Shen & Chiu, 2019). Adjustment of self-potential in developing English speaking skills, needs to be done in several stages to get a relevant increase in speaking ability from the stages carried out. A. Syakur, S, et al in the study conducted research on EFL students using two stages with the same method. The first stage of the process resulted in an increase in speaking skills that was not maximized, so it was continued by doing the second stage, and resulted in a good increase in speaking skills (Syakur et al., 2020).

a. Types of Speaking Skills

Speaking as a productive skill that can be directly observed empirically. Speaking is one of the two productive skills in language teaching. According to Brown (2004) as a process of constructing and sharing meaning through the use of verbal or spoken forms, Brown (2004) describes five categories of speaking skill areas, including: imitative, intensive, responsive, interactive, and extensive (Brown, 2004 in Asramadhani & Murni, 2013).

Imitative is the ability to practice intonation and focus on certain elements of language form. It is simply imitating a word, phrase or sentence. In this type, the important thing is to focus on pronunciation. Teachers use the drilling method in the teaching and learning process. The teacher uses the drilling method in the teaching and learning process. The reason is that by using drilling, students get the opportunity to listen and repeat some words orally. In speaking, imitative is the ability to imitate (re-imitate) a word, phrase, or perhaps a sentence.

Intensive is a speaking performance in which students practice some aspects of phonology and

some aspects of grammar. Usually students work on tasks in pairs (group work), for example, reading aloud which includes reading a paragraph, reading a dialog with a partner in turn, reading information from a graph, etc. Intensive speaking is one step beyond imitation, as it includes all speaking performances designed to practice some aspect of phonology and grammar.

Responsive is a skill that includes interaction and comprehension tests but at a level somewhat limited to very short conversations, standard greetings and pleasantries, simple requests and comments. It is a kind of short reply to questions or comments initiated by the teacher or student, giving instructions and directions. These answers are usually adequate and meaningful. Responsive speaking is interaction at a rather limited level of very short conversations, standard greetings and pleasantries, simple comments or requests, and the like.

Interactive is what is done for the purpose of communication or exchange of information. An example here would be a conversation conducted in pairs. Complex interactions that may include multiple exchanges and/or multiple participants.

The difference between responsive and interactive speaking lies in the duration and complexity of the interaction, which may involve multiple exchanges and/or multiple participants. Interactions can be either transactional language, which is used to exchange specific information, or interpersonal exchanges, which aim to maintain social relationships. Oral can be pragmatically complex in interpersonal interactions due to the need to use casual registers, colloquialisms, ellipses, slang, humor, and other sociolinguistic conventions.

Extensive is oral production, which includes speeches, oral presentations, and storytelling. Teachers give students extended monologues in the form of oral reports, summaries, and storytelling as well as short speeches. Based on the theory above, it can be concluded that there are several things that must be considered in assessing speaking. The students need to know at least the pronunciation, vocabulary, and function of the language they will use. function of the language they will use. When the students are prepared and ready for the activity, they can use the language appropriately.

b. EFL Students' Learning Styles in Speaking Skills

To improve English speaking skills through understanding students' learning style is the best method because learning style is the most important aspect in analyzing information whether listening, written or oral, while the authors assume that learning style can improve English speaking skills. Learning style refers to the way students get information that is preferred by students. Generally, a person's learning style comes from personality; including cognitive structure, psychology, socio-cultural background, and educational experience. In general, human learning styles can be divided into 3 categories, namely visual, auditory, and kinesthetic or tactile (Astri, 2017).

Visual learners like to read and get information from visual stimuli. They tend to prefer reading and studying graphs, pictures, spatial perception and other graphic information. Sometimes, visual learners prefer to sit at the front of the class. They also take notes on the material presented. Auditory learners are comfortable without visual input and learn from conversations and oral instructions. These individuals find information through listening and interpret information through tone, emphasis and speed.

They gain knowledge from reading aloud and may not have a full understanding of written information. Tactual individuals learn most effectively and actively with a "hands-on" approach. This learning style involves learners moving around a lot and enjoying active motion. They will show a preference for demonstrations and physical activities that involve body movement, hands, and tactile sense. Most tactual learners find it a little difficult to focus on a single target and can become unfocused easily. The following are the characteristics of language styles in improving students' speaking skills.

c. The Role of Students in Learning Speaking Skills

One of the objectives of teaching English is for students to be able to communicate using the language in the form of oral and written communication. Speaking is one of the oral communication learned by students and is considered the most difficult language skill by students because they have to have a lot of vocabulary, have to be able to pronounce words correctly and they have to be able to use them in the right context. students have to study hard to master speaking skills in order to establish good

communication, but the problem is that students are afraid of making mistakes, being laughed at by their friends and lacking confidence in their speaking skills (Nurhidayah, 2016). Therefore, students should be able to find appropriate, effective, and efficient ways to do what is required in speaking.

To gain fluency in speaking skills, students need mental and physical effort. Speaking requires not only knowledge of how to produce language forms such as grammar, pronunciation and vocabulary, but also an understanding of when, why and how to produce language (Astri, 2017). To be able to speak fluently in a foreign language, students need a lot of practice. Students can make good use of learning strategies in speaking English that make them develop any idea that comes to their mind (Syatriana & Orem, 2018). On the other hand, students who belong to low frequency users rarely use their strategies when speaking. They deliver the utterance without monitoring it first and most likely they rarely join a group conversation so their way of speaking is very different from high frequency students.

3. Factors Influencing Highly Motivated Students in the Development of Speaking Skills

English language proficiency is now considered important in many different fields, due to the widespread use of English around the world (Al-sobhi & Preece, 2018). The development of the speaking ability of highly motivated students is an exciting thing to explore. Increased student motivation can be fostered by factors that exist in the learning process, including student personal factors, teaching techniques, and encouragement from teachers and families (Navas Colón, 2023) Personal factors include students' interest in learning and their desire to practice speaking. Then, the teacher's teaching techniques that are tailored to the needs of students invite students to stay motivated and not feel bored in their learning process. In addition, encouragement from teachers and families also increases student motivation, providing opportunities for students to express their ideas in English (Ihsan, 2016). Therefore, several factors that play a role in student learning can increase motivation so that students are interested in improving speaking skills. In addition, the process is also an experience in student learning.

a. Factors of Intrinsic Motivation

Motivation in the development of speaking skills in relation to students' personality in language acquisition has been one of the controversial topics (Khajavy, 2014). It is also caused by the relationship between motivation and students' personality traits (Thach, 2022). By analyzing how motivation and personality interact, the big five personality traits were compared with two different types of academic motivation in the studies. Some studies found that intrinsic motivation was positively and significantly correlated with extroversion, agreeableness, conscientiousness, and openness to new experiences (Astri, 2017; Tsang & Lee, 2023). In addition, attitude in learning is also part of student motivation, student attitude towards the learning process is a very important issue because language acquisition is highly dependent on motivation, highlighting the importance of attitude and motivation as predictors that students get in learning.

Intrinsic motivation factor is the drive in doing an activity without expecting any obvious reward except the activity itself. Students engage in activities for themselves rather than because of

external influences (Al-sobhi & Preece, 2018). Based on students' daily habits, it is a very good idea to learn English as a fun technique to improve students' speaking skills fluently and accurately as well as increase students' liveliness and curiosity towards the subject during the learning process in class. Interest in the subject and a feeling of freedom towards the subject can make students enjoy the conversation so that they are more confident speaking English in front of the class. An enjoyable subject will also motivate students to be more active in asking questions so that the learning process can be more effective (Lorena & Sadiku, 2016). Based on these findings, intrinsic factors from oneself in the form of physical conditions such as the condition of the five senses and psychological, namely talent, interest, intelligence, achievement motivation and cognitive abilities.

The intrinsic motivation factor is the drive to do an activity without expecting a clear reward except the activity itself. Students engage in various activities for themselves not because of external influences (Aspuri et al., 2019). Based on students' daily habits, it is a very good idea to learn English as a fun technique to improve students'

speaking skills fluently and accurately as well as increase students' liveliness and curiosity towards the subject during the learning process in class. Interest in the subject and a feeling of freedom towards the subject can make students enjoy the conversation so that they are more confident speaking English in front of the class. An enjoyable subject will also motivate students to be more active in asking questions so that the learning process can be more effective (Ar & Mukadar, 2021). Intrinsic factors from oneself in the form of physical conditions such as the condition of the five senses and psychology, namely talent, interest, intelligence, achievement motivation and cognitive abilities.

b. Factors of Extrinsic Motivation

These skills are divided into receptive skills, which include listening and reading, and productive skills, which are speaking and writing. A great focus is directed at speaking skills due to the importance of this skill among other aspects. There are these factors including, motivation, personality, attitude towards

the English teacher, classroom environment and learning media, and attitude towards English. These factors namely personality, English teacher, learning media, and attitude towards English are considered crucial as they can have a great influence on students' motivation in learning English and speaking English (Al-sobhi & Preece, 2018). Therefore, motivation has a large correlation with several factors such as personality, attitude towards teachers and English, as well as classroom environment and learning media.

Every learning environment and medium involves social aspects, as well as social aspects other than the environment that are directly involved with students, namely the use of technology. It is inevitable that many students who have high motivation, certainly have an awareness of their opportunities in improving skills, especially speaking skills with the use of technology as a medium of learning English speaking. The use of technology both web-based and application-based has dominated to become a necessity for students in developing their skills (Kholis, 2021). The use of modern technology in English language teaching is understood broadly to include innovative methods, tools, materials, devices, systems, and strategies that

are directly relevant to English language teaching and lead to the achievement of desired goals (Khaliq & Zahrah, 2023). Thus, while technology is now generally accepted as an important educational aid and tool across a wide range of teaching and learning contexts, this is particularly true for English language teaching as it provides a number of potential opportunities to enhance the content and delivery of pedagogies typically associated with teaching English speaking.

Classroom environment and learning media, a good learning environment helps to improve learning outcomes and inspire and motivate students (Lamb & King, 2020). They also confirmed that there is a positive relationship between the learning environment and student motivation. found that improving the English environment as an EFL student as a whole can increase student motivation. Providing what students need and informing them of it will encourage them to do more independent learning. The students do not see such activities as an "opportunity" to be used in their learning, if they do not see the connection to the students' personal success (Kurniawan et al., 2018). Therefore, the absence of student awareness in understanding the

benefits and using the tools and resources offered makes students at a low level in their motivational state.

CHAPTER III RESEARCH METHOD

This chapter describes the research methods applied in this study. It consists of Research design, Research Setting, Research participant, Procedure of data collection, and data analysis.

A. Research Design

This research was conducted using qualitative methods and a narrative inquiry approach. Qualitative method is a research approach used to understand and describe human phenomena in depth. The main focus of this method is to understand the meaning, and interpretation of individuals or groups related to a phenomenon, especially in the development of speaking skills. Qualitative methods tend to produce descriptive data related to words, and pictures. Furthermore, the qualitative approach allows for a more in-depth exploration of the experiences of the participants (Creswell & Creswell, 2018). This allows the researcher to explore the social, cultural, and psychological contexts that influence the interpretations of the research subjects.

The research method applied in this study is narrative inquiry study, an approach that has a primary focus on the use of narrative to understand and analyze experience as a vital source of knowledge in the context of learning (Clandinin, 2016). The narrative inquiry approach is widely recognized for

its ability to deeply unpack the meaning of the stories and experiences expressed, allowing researchers to construct rich and contextualized interpretations. In addition, the Narrative Inquiry approach is also recognized as a study that explores experience in detail, encompassing dimensions of time that cross past, present and future (Teherani et al., 2015). In the context of this study, the process of completing the research will focus on an in-depth exploration of the experiences of highly motivated EFL students in developing their speaking skills. By understanding their experiences as participants who are directly involved in the learning process, the researcher seeks to unearth unique perspectives and viewpoints that may influence the learning of English speaking skills.

Data collection in this study will rely on interviews between researchers and participants. The interview questions will be structured based on representations of the questions that have been formulated in the framework of this research. This approach also involves a unique analytical process, utilizing a variety of analytical designs and techniques appropriate to the research context. Thus, the combination of qualitative methods with the narrative inquiry approach is expected to produce rich and complex findings, helping to enrich the understanding of the phenomenon under study. As such, the narrative inquiry method provides a solid foundation for exploring the rich and dynamic experiences of participants,

opening up a broad view, for a deeper understanding of the learning of speaking skills in an English context.

B. Research Setting

Interview is a data collection technique conducted by asking several questions directed at obtaining information about the respondent's experience. This research involved respondents from the English Education Department of UIN Walisongo Semarang (2022/2023). In determining the participants, the researcher used purposive sampling technique, which was formed with field text. Then, interview techniques were conducted. The interview technique in this study uses semi-structured interviews, where respondents have the freedom to answer questions provided by the researcher.

C. Research Participant

The participants in this study were five students from the English Language Education department, who volunteered and have been recorded in the field text, which includes indicators of high motivation. The content in the field text was formed based on the explanation of Aulia Putri (2016) in her research, that to find out the indicators of high motivation in students can include questions that include: perseverance, students like challenges, independence in learning, and students' emotional state (Putri, 2016). The indicator is also a tool in determining

participants, to then conduct interviews in accordance with the process in this study. With the suitability of the characteristics of the participants with the field text, so it can be ascertained that the participants in this study are English language students who have high motivation in English speaking skills, according to the needs of this study.

D. Data Source

The data needed in this study are students who have high motivation in the process of learning speaking skills. The data came from five EFL students of English Education Department, Walisongo State Islamic University Semarang. The population of this study was determined randomly, but to ensure a fixed sample in this study, the researcher used purposive sampling. Tongco, M. D. C. (2007) explains that the determination of participants taken randomly, is included in the category of purposive sampling technique, so that it can be used as data on the continuity of the research, but it needs to be confirmed again with some characteristics that are in accordance with the needs of the research (Tongco, 2007). The adjustment of the sample in purposive sampling in this case is also to increase accuracy, as well as confidence in the data and results obtained (Campbell et al., 2020). The background of sampling using purposive sampling technique is credibility, transferability, dependability, and confirmability which aims

to take samples that are suitable and in line with the research methodology, so as to fulfill each aspect of rigor. In addition, the use of these four aspects is also to build trust in qualitative research (Campbell et al., 2020). Determination of the sample in the purposive sampling process, adjusted to the field texts prepared by the researcher by adjusting the indicators of high motivation. This is to get a sample that matches the data needed by the researcher (J. Barratt et al., 2014).

E. Procedure of Data Collection

This research will be carried out in October, by conducting interviews with 5 students. Field text and interview questions were formed in accordance with the formulation of research questions. The following are the steps in conducting the research:

1. Field Text

Field text is a tool that can represent data in text form which includes the introduction of research themes, appropriate criteria, making it easier for researchers to get the data needed (Creswell, 2013). Field Text is reflective, formed with questions about the object's experience in a descriptive manner (Barkuizen et al., 2014). The use of field text is a process of classifying participants with indicators that are in accordance with the needs of the research. In this case, the researcher

formed four questions, which were related to students' high motivation, including: goals in developing speaking skills, student achievement, determining learning styles, and active student participation. Some of these questions were formed based on Aulia Putri's (2016) explanation in her research that to find out the indicators of high motivation in students can include questions that include: perseverance, students like challenges, independence in learning, and students' emotional conditions (Putri, 2016). From this explanation, so that researchers can find the right participants to become participants in the interview process. The indicators are formed in the form of field text with the following grid:

Table 3.1 Lattice of Field Text

No	Indicators	Questions Number
1	Presistence	1
2	Students like a challenge	2
3	Independent	3
4	Students' emotional state	4

The questions are explained in the appendix, the use of these questions can identify the determination of the sample needed in this study, namely students who have high motivation in speaking skills.

2. Interview

This study used interviews as a tool for data collection. In conducting the interviews, the researcher asked questions about the participants' learning experiences, the role of motivation in the process of achieving good speaking skills. The researcher used a semi-structured interview technique to create an oral narrative. This technique involves using an interview guide as a guiding tool, but leaves room for more open-ended questions, allowing participants to provide more in-depth explanations and enabling the researcher to develop new emerging themes.

In this study, researchers used questions as a tool for interviews. The interviews conducted were based on Clandinin and Connelly's statement, which includes three aspects that are put together in conducting an investigation to explore narrative, including: interaction (personal and social), countinously (past, and future), and situation (place) (Clandinin and Connelly, 2000 in Kassam et al., 2023). The researcher formed the following interview questions:

Table 3.2 Interviews Guidelines

No	Aspects	Variable	Question Number
1	Interaction (Personal and Social)	Setting clear Goals	1a-1c
		Scors Teaching	2a-2b
2	Countinously (Past and Future)	Learning Habbit	3a-3d
		Learning Materials	4a-4c
3	Situation (Place)	Learning Environment	5a-5c

In this context, interaction refers to human relationships and interactions, and how these influence their narratives. Meanwhile, the Continuously dimension leads to a holistic understanding of time, paying attention to an individual or group's history, current experiences, and future expectations. Finally, Situation emphasizes the place or context in which experiences and interactions take place.

Furthermore, the use of this framework of terms can allow for a more precise determination and definition of each investigation undertaken. The temporal dimension provides deep insights into changes over time, it can also provide an in-depth understanding of experiences and interactions. In addition, the personal dimension emphasizes the inquiry's focus on individual aspects, while considering and weighing social data appropriate to the context of inquiry. This aspect provides continuity between individual and social interests within the narrative context. Furthermore, the Situation aspect plays an important role in shaping narrative interpretation and understanding. The location or situation in which the experience takes place can influence the context and meaning of the story. The use of this three-dimensional framework guides the researcher to approach the study by considering time, personal experience, and social context. As such, it can guide inquiry towards a deeper and holistic understanding of personal and social narratives.

3. Documentation

Researchers use documentation as reinforcing data from interviews, the documentation is in the form of photographs when conducting interviews, more precisely as a record of events. However, the main tool

of this research is the interview, as a data collection technique.

F. Data Analysis

Data analysis in qualitative research is an effort to provide a comprehensive understanding of the results of the research. Data analysis in qualitative research includes identifying and describing interview transcripts, and documentation in conducting research (Brooks et al., 2018). The analysis technique in this research uses interactive techniques which include data reduction, data display, and conclusion (Milles et al., 2014).

1. Data Reduction

The first step in data analysis in this study began with data reduction, such as detailing the data from the interviews. It is to select the main things, focus on important findings, and look for patterns to form themes. So that it provides a clearer picture and makes it easier for researchers to collect further data, data collection is carried out again if needed.

2. Data Display

After reducing the data, data presentation is then carried out such as collecting information arranged based on the necessary categories. The purpose of presenting data is to organize data and arrange it in a relationship

pattern, so that it will be easier to understand. According to Miles et al. 2014, the most commonly used to present data in qualitative research is narrative text. With the presentation of data, it will make it easier to understand what is happening, and plan further work based on what has been understood (Milles et al., 2014).

3. Conclusion

The final step in this research is drawing conclusions in the form of data interpretation. At this stage the researcher explains the acquisition of data that has been reduced and presented, the explanation is in the form of a description of the learning experience of students who have high motivation in developing speaking skills. So that it can answer the formulation of problems that have been determined in this study.

CHAPTER IV RESEARCH FINDING AND DISCUSSION

This chapter covers the results and analysis of the research findings, including a summary of the results of the interviews between the researcher and the highly motivated English language majors about the highly motivated learning experience in the development of speaking skills as the main focus.

A. Findings

In this part of the findings, it will be explained about the participants' highly motivated learning experiences in an effort to improve their speaking skills and the learning methods and techniques they apply to achieve these goals. The subjects chosen as participants in this study were students in semester 5 and semester 9. The data obtained in this study were collected by conducting direct interviews, observations made by researchers found that participants had good speaking skills and had high motivation in their learning experiences, it was in accordance with the needs of this study. In an effort to obtain the data, the researcher asked several things including: the motivation and experience of students over time in developing speaking skills, the learning routines of students who have high motivation in developing speaking skills, and environmental support and social contexts that motivate students in developing speaking skills. In conducting

the study, the researcher conducted interviews with four participants.

The five participants in the interview were coded as follows:

Table 4.1 Codes of Research Participant

No	Name	Semester	Code
1	PM	9	P1
2	FAM	5	P2
3	AG	9	P3
4	AFM	9	P4
5	ZIA	5	P5

To find out the complete research results, the researcher collects them by presenting them in several points, as follows:

1. Highly Motivated Students' Desire for Speaking Skill Development

This section will explain the experiences and motivations that exist in the participants' learning process in developing English speaking skills. The participants have had a high interest in English since they were in junior high school. Some of them believe that having good speaking skills is one of the things that can increase their confidence in conveying ideas and ideas to

communicate effectively, it becomes a motivation for them in developing speaking skills. In addition, they also believe that by having English language skills, it can facilitate them in getting a job.

The researcher found that some participants were motivated to develop their speaking skills, based on their goals in the continuation of the level, it was found through the question when you were first motivated to develop speaking skills. The question was to find out when the participants were motivated and how the participants' experience in developing speaking skills.

“...pengembangan kemampuan berbicara sejak saya masih berada di Sekolah Menengah Pertama, saya sering mengikuti perlombaan Speech Kontes, dan itu yang memotivasi saya untuk terus mengembangkan kemampuan berbicara. Selain itu, saya juga memiliki tujuan dalam pengembangan kemampuan berbicara, yaitu untuk dapat berkomunikasi secara efektif dan meningkatkan keterampilan public speaking. Saya percaya bahwa mencapai tujuan ini akan meningkatkan rasa percaya diri saya saat harus menyampaikan ide atau gagasan,” (P1, 1st Oct, 2023)

It is explained that P1 has been motivated in developing English speaking skills since Junior High School, P1 was motivated by experience, having participated in a Speech Contest held at her school. In

addition, P1 also has motivation to develop public speaking skills. Because according to him, this ability can increase his confidence in expressing ideas or ideas and can help to communicate effectively.

“...saya pertama kali termotivasi dalam pengembangan kemampuan berbicara bahasa Inggris saat masih Sekolah Menengah Pertama, hingga berlanjut saat saya Sekolah Menengah Atas, saya mengikuti perlombaan pidato Bahasa Inggris, dari hasil perlombaan, saya meraih peringkat ke-2. Mulai saat itu saya termotivasi untuk mengembangkan kemampuan berbicara saya lebih dalam lagi,” (P2, 1st Oct, 2023)

It was explained that P2 had motivation since junior high school and P2 had experience related to the implementation of her speaking skills when she participated in an English speech contest during high school.

The English Speech Contest competition has a significant positive impact on increasing motivation in developing speaking skills. Involvement in this kind of competition provides encouragement and challenges to prepare and deliver speeches well. Participants feel challenged to formulate ideas more clearly and interestingly, sharpen the structure of the speech, and improve the ability to convey messages persuasively. In

addition, preparing to compete in the speech competition encouraged participants to explore the material, dig deeper into current issues, and enrich their vocabulary in English. This motivates them to do in-depth research so that their speeches are stronger and more convincing.

When participants see positive reactions from the audience or receive appreciation from the judges, this provides positive reinforcement. Self-confidence increases, and awareness of progress in speaking skills grows stronger. Motivation to continue practicing and improving speaking skills also grows after experiencing success or receiving constructive feedback. Ultimately, the experience of competing in a speech contest in English can be an effective motivator to continue to develop speaking skills, build confidence, and open up wider opportunities in the academic and professional world.

“...Saya termotivasi untuk mengembangkan kemampuan berbicara bahasa Inggris sejak Sekolah Menengah Pertama, waktu itu sering nonton film di TransTv, serial Box Office. Namun secara intensif baru akhir ini, saat melakukan interview kerja dengan salah satu perusahaan dari singapura, dan Bahasa yang digunakan dalam interview adalah Bahasa inggris. kejadian itu memotivasi saya untuk mengembangkan kemampuan berbicara lebih dalam,” (P3, 2nd Oct, 2023)

It is explained that P3 has been motivated to develop her speaking skills since junior high school. P3 found this motivation from watching movies on TransTv channel in the Office Box series. Furthermore, P3 motivation was further boosted when she participated in a job interview process. P3 was involved in one of the interviews that used English. The experience encouraged P3 to further develop her English speaking skills, because English became the dominant language in the context of her work.

“...saya menyukai mata pelajaran Bahasa Inggris dari sejak saya masih Sekolah Menengah Pertama, motivasi saya tumbuh dari pengajaran yang diberikan guru mata Pelajaran Bahasa Inggris, mengaplikasikan lagu sebagai alat pengajaran vocabulary, dan setelah saya memasuki sekolah tinggi S1 pendidikan Bahasa Inggris, saya memiliki cita-cita agar dapat berlanjut ke jenjang yang lebih tinggi diluar negeri,” (P4, 2nd Oct, 2023)

It was explained that P4 has been motivated by the subject of English since junior high school. This interest encouraged him to focus on developing his English speaking skills in the hope of showing his attractiveness to others. The beginning of P4 motivation grew from the way his English teacher taught, where she used songs as a tool to enrich vocabulary. This creative approach not

only captured P4 attention while learning, but also boosted his confidence to develop his English skills. In addition, when P4 entered university and took the S1 English Education study program, the participant had aspirations to continue his education to a higher level abroad. This shows P4 commitment and ambition in honing her English speaking skills to a higher level.

Some of the explanations above, it can be concluded that purpose is a significant motivation in the process of developing speaking skills. It cannot be denied that having a goal is the first step for students in starting their interest in personal development, because by having a goal, students know more about the direction of developing their speaking skills. In addition to having goals in the development of speaking skills, of course, the habits of the learning process also play a role in motivating speaking skills.

“...Sebenarnya saya mulai suka bahasa inggris sejak Sekolah Menengah Pertama, saya mendapatkan pengalaman unik dengan penerapan penggunaan Bahasa Inggris secara teratur setiap bulan, terutama dalam lingkungan asrama. Hal ini membantu saya untuk lebih terbiasa dan percaya diri dalam menggunakan Bahasa Inggris dalam situasi sehari-hari. Selain itu, saya juga percaya bahwa kemampuan Bahasa Inggris dapat menjadi kelebihan pribadi yang berharga di masa depan,

baik dalam konteks akademik maupun profesional. Keyakinan ini memotivasi saya untuk terus mengasah dan meningkatkan keterampilan berbicara Bahasa Inggris,” (P5, 2nd Oct, 2023)

It was explained that when P5 was at the junior high school level, he was educated in a school that provided boarding school facilities, which made P5 accustomed to using English to communicate. Because of the application of English in a full month. Until P5's interest grew even more when he was in high school. At that time, she began to realize how important it was to have the ability to speak English. P5 felt that she already had a basic understanding of English, so she wanted to deepen this knowledge. P5 considered English not only as one of the international languages, but also as an added advantage in her future career. To this day, this is what motivates P5 to continue developing her English speaking skills.

Teacher teaching plays a very important role in motivating students to develop their speaking skills, especially in the context of English language learning. Innovative and engaging teacher approaches can arouse students' interest, making them keen to speak and actively participate in the learning process. For example, the use of teaching methods that utilize songs, games,

discussions or real-life simulations can bring a more enjoyable learning atmosphere and provide relevant contexts to hone speaking skills.

Boarding schools with the implementation of English language use in daily communication have great potential to become a good habit in increasing learners' motivation. Through a supportive environment, where English is used as the main language of communication, students get used to practicing and exploring the use of English in everyday situations. This consistency of language use will form positive habits and trigger students' confidence to develop their speaking skills.

In addition, English can be considered an advantage in personal skills, especially in this era of globalization. Proficiency in speaking English can open students' access to wider opportunities, both in further studies and in the world of work. This encourages students to view English as an asset that enables them to adapt and compete on a global level. By realizing these benefits, students will tend to be more motivated to develop their English speaking skills seriously and consistently.

2. Learning Routines of Highly Motivated Students in the Development of Speaking Skill

This section will describe the learning routines of students who are motivated in developing their speaking

skills. Some of them use apps as a tool to develop their speaking skills. In addition, they note down difficult words and also use some apps to enrich their English knowledge. Increased knowledge of English, including expanding vocabulary, understanding grammar, and improving pronunciation, was considered very meaningful to the participants in developing their speaking skills. This was found from the question, How is your daily or weekly routine for developing speaking skills. The question was to find out the learning routines of students who were highly motivated in developing their speaking skills.

“...saya menggunakan hari libur untuk memperdalam kemampuan Bahasa Inggris. dimulai dengan memanfaatkan YouTube sebagai sumber belajar, fokus pada tata Bahasa, kemudian keterampilan berbicara. Untuk tata bahasa, saya melakukan pengumpulan kata-kata baru atau kata sulit, biasanya sekitar 20 kata setiap mencatat. Tujuannya adalah mempermudah pengingatan karena saya orangnya pelupa. Selain itu, untuk memperbaiki kemampuan berbicara, saya memilih konten yang membahas cara berbicara Bahasa Inggris dengan aksen British dan Amerika,” (P1, 1st Oct, 2023)

P1 explained that in her learning routine, P1 uses her days off to deepen her English. By using YouTube as a learning resource, it is adjusted to the needs, both

grammar and speaking skills. To increase grammar knowledge, P1 collects 20 new or difficult words to make it easier to remember. Meanwhile, to improve speaking skills, P1 chooses content that teaches how to speak English with British and American accents to understand the differences in pronunciation. For P1, it is an effective strategy in increasing motivation to learn speaking skills.

“...saya menggunakan aplikasi ElsaSpeak untuk pengembangan kemampuan berbicara, karena aplikasi tersebut memudahkan saya dalam penyesuaian pronunciation. Selain itu, saya juga menggunakan film sebagai untuk memperbanyak vocabulary, salah satu film yang saya ikuti sampai sekarang berjudul ‘Harry Potter’. Kebetulan Film itu menggunakan aksen british, itu yang membuat saya tertarik, karena saya menyukai aksen british,”
(P2, 1st Oct, 2023)

It is explained that P2 uses the ElsaSpeak application in the routine of developing speaking skills, according to P2, it makes it easier to adjust pronunciation. In addition, watching movies like 'Harry Potter' is also done to collect vocabulary. I was interested, because the movie uses a British accent, according to my preference. With the use of these strategies, P2 finds it easier, thus increasing motivation in the development of speaking skills.

“...karena kebetulan saya udah kerja, jadi minim waktu buat gunain aplikasi atau web. Dalam pengembangan kemampuan berbicara, lebih menyesuaikan dengan kebutuhan kerja aja. Saya sendiri cuma nggunain DeepL sebagai alat translator dokumen, kemudian setelah itu, saya praktekan untuk pengucapannya, sebagai persiapan presentasi. Menurut saya itu juga mendorong saya dalam pengembangan kemampuan berbicara,” (P3, 2nd Oct, 2023)

It is explained that P3 in her learning routine adapts to the needs of her work. Because she is already working, the time available to use apps or websites as a strategy for developing speaking skills is limited. P3 adapts more to the needs of the job, and the only tool I use is DeepL as a document translation tool. Afterwards, I try to practice the pronunciation. It became a motivation for P3 in developing English speaking skills.

“...dalam rutinitas pengembangan kemampuan berbicara, saya biasa menggunakan aplikasi Duolingo, karena aplikasi tersebut menyediakan test tentang keterampilan berbicara. Sehingga membuat saya terdorong dalam penegembangan kemampuan berbicara,” (P4, 2nd Oct, 2023)

It was explained that P4, in the routine of developing speaking skills, uses the Duolingo application because the application provides various tests on speaking skills.

For him, it is an interesting thing, so P4 feels motivated in improving his speaking skills, by using the app.

“...sebenarnya saya lebih suka membaca, biasanya saya membaca novel grafis dengan bahasa Bahasa Inggris. Dalam membaca novel grafis, pasti saya mencatat kata yang memang bagi saya masih asing, kemudian kata tersebut saya tejemahkan untuk saya melatih pengucapannya. Jadi dalam pengembangan kemampuan berbicara, saya ngoleksi beberapa vocabulary dulu, kemudian menyesuaikan pronounciationnya,” (P5, 2nd Oct, 2023)

It was explained that P5 developed speaking skills reading graphic novels in English. While reading, P5 noted unfamiliar words and translated them, in order to practice pronunciation. So, P5 focused on collecting vocabulary first and improving his pronunciation.

The use of various apps such as YouTube, Duolingo and ElsaSpeak has helped to increase participants' motivation in developing their English speaking skills. YouTube, as a visual platform, provided access to diverse content, including English tutorials and materials, which sparked participants' interest and enthusiasm to continue learning. The Duolingo app, with its speaking skills test, challenged and encouraged participants to practice speaking consistently.

ElsaSpeak, with its pronunciation adjustment feature, helped participants to improve and hone their

speaking skills. The advantages of this application provide a sense of confidence, so that participants' motivation to improve their speaking skills is stronger. In addition, vocabulary collection activities also became a routine in increasing participants' motivation. They found that by increasing their vocabulary they could speak fluently. By utilizing this vocabulary collection, participants felt an improvement in their English speaking ability, thus motivating them to continue developing their speaking skills. This gave participants confidence that their efforts to improve their speaking skills had yielded satisfactory results and strengthened their intention to continue learning.

3. The environmental support and social contexts that motivate students in the development of speaking skills

This section describes the support from the environment that motivates participants in developing their speaking skills. Some of the participants received motivation from their families. Families who give positive appreciation and encouragement to students' efforts in learning to speak English will trigger students' motivation to keep going and practicing. This support comes in the form of praise, guidance, or even speaking English together to boost participants' confidence. In

addition, the college environment also plays a role in motivating participants to develop their speaking skills. Some participants received motivation from friends in developing their speaking skills. It was found from the question, How do you adjust the learning environment to increase motivation related to speaking skill development. The question was to find out the role of the learning environment in motivating students to develop speaking skills.

“...kalau soal lingkungan pembelajaran, kalau lagi di Semarang, saya biasa terhubung secara online dengan teman-teman saya dari Pare, setiap minggu kita biasa lakukan meet, buat bahas pembelajaran atau ngobrol random, dengan menggunakan Bahasa Inggris. selain itu kalau di rumah, saya juga sering ngobrolin sesuatu dengan Ayah saya dengan menggunakan Bahasa Inggris,” (P1, 1st Oct, 2023)

It was explained that P1, in a social context, is virtually connected with her friend in Pare, they meet once a week, discussing learning topics or talking informally in English. In addition, in the home environment, P1 often speaks with her father using English..

“...untuk lingkungan belajar, karena saya juga masih ada beberapa mata kuliah, menurut saya itu juga salah satu yang membantu saya dalam pengembangan kemampuan berbicara, terlebih jika

ada presentasi, saya juga sering mempraktekan bareng teman sebelum mempresentasikan di depan kelas, hal itu untuk mengoreksi Kembali kemampuan berbicara saya,” (P2, 1st Oct, 2023)

It was explained that P2 in her learning environment motivated the development of speaking skills, especially when she made a presentation in one of the courses. Before making a presentation, P2 practiced first with his friend, to assess the level of proficiency of his speaking ability.

“...kalau secara langsung, biasanya saya lakukan secara mandiri, tapi kalau konteks sosial secara online, saya termotivasi dari saat dilakukan meet bareng teman kerja. Di situ biasanya saya diajak untuk mulai berbicara menggunakan Bahasa inggris,” (P3, 2nd Oct, 2023)

It is explained that P3 in the social context of her learning, motivation arises when participating in meetings with coworkers. thus, P3 feels encouraged to actively speak English.

“...soal dukungan belajar, saya mendapat dukungan dari teman yang memang sering ngajak saya buat berbicara Bahasa inggis. Setidaknya dimulai dengan obrolan menggunakan Bahasa yang dicampur dengan Bahasa Indonesia,” (P4, 2nd Oct, 2023)

It was explained that P4 received motivation from friends who often invited him to speak, using English mixed with Indonesian.

“...kalau soal lingkungan pembelajaran, di rumah saya biasa praktekan dengan kaka saya, karena dia juga salah satu dari keluarga yang benar-bener dukung saya dalam pengembangan kemampuan berbicara ini. Selain itu, paling dalam pembelajaran kuliah aja. Tapi yang menurut saya paling memotivasi, dari kaka saya, walaupun saya di Semarang biasanya kita terhubung secara online,”
(P5, 2nd Oct, 2023)

It was explained that P5 in her learning process received motivation from her older siblings in helping her practice speaking English. Meanwhile, in the college environment, she also received motivation when learning. However, even though P5 is in Semarang, she is still often connected online with her brother.

In the development of English speaking skills, support from the surrounding environment plays a very important role. Friends, as a close social environment, provide positive encouragement in motivating students. Daily discussions, conversations and interactions with friends open up opportunities to practice and enrich English vocabulary. In addition, families also play a significant role in providing support. Some participants in this study from the family received support from older

siblings and fathers, providing consistent motivation and encouragement in the development of English speaking skills. Communication with family in English helps students to feel comfortable and confident in using the language.

The social environment, such as the context of learning in lectures also motivates students to hone their speaking skills. Learning that focuses on interaction, discussion and presentation in class provides space for students to practice and hone their speaking skills. In this academic context, students feel motivated to maximize their use of English, increase their expressiveness, and achieve higher speaking proficiency. Overall, the support and positive social context from friends, family, and the lecture learning context provide strong motivation for students to continue developing their English speaking skills with confidence and enthusiasm.

B. Discussion

Students who are highly motivated in developing their speaking skills are important to explore further. To find out about this, this research leads to the process or experience of students who have high motivation in the development of speaking skills. Motivation tends to grow when students get encouragement in a social context, both from the academic

environment and the place of residence. In addition, the learning process that involves the application of technology, such as online learning platforms and mobile applications, provides easy access to interesting learning content, thus triggering motivation and interest in advancing English speaking skills. Therefore, the appropriate use of technology in an educational context can be an effective means to increase students' motivation and active participation in the development of English-speaking skills.

In this study, it was found that some participants had experienced developing speaking skills when they were still in junior high school. Their increased motivation also varied. Some were motivated by the existence of speech competitions, with the existence of speech competitions that can provide students with goals in the form of achievement when they succeed in winning the competition. Student participation in speech competitions is an effort of communicative competence because speech is the delivery of messages to the audience, so it needs careful preparation for the message to be conveyed (Nikmah, 2022). Thus, speech competitions become competitive learning and can encourage students to get more intensive teaching. Based on research conducted by Safa & Afzalimir (2021), it was found that competitive learning in the development of speaking skills can

increase self-confidence, as well as help students develop ideas in depth, and increase creativity to start speaking (Safa & Afzalimir, 2021). Confidence and creativity are known to grow when students have motivation. Therefore, students participating in competitive learning such as speech competitions can help them increase motivation, especially in developing speaking skills.

In the process of growing motivation, one of the related things is self-confidence. By having self-confidence, of course, students are motivated in the learning process. In this study, it was found that having confidence in public speaking is a motivation to develop speaking skills. This is because speaking in public is one of the most feared situations, especially when using English. So, it requires more attention for students to be able to do it. Such attention includes eliminating the fear of mistakes, speaking more actively in English learning, focusing more on fluency, and practicing using body language (Hidayah b. Abdullah & B. Latiff Azmi, 2019). Speaking using a language that is not commonly used, of course, causes fear in starting it, especially in public, so it is necessary to familiarize yourself with actively speaking by using the language of purpose in learning, along with practicing fluency in pronunciation, then often practicing to adjust body movements. Some of these concerns become

efforts for students to increase motivation and foster confidence in speaking in public.

The development of speaking ability and good pronunciation in English is the main goal. One effective method of achieving this is by using movies as a learning tool. Movies can be a rich resource for a variety of accents and intonations, as well as allowing learners to hear English in everyday contexts. One of the main advantages of using movies as a pronunciation-learning tool is that learners can be exposed to a variety of regional accents and intonation variations. This is in line with the experiences of some students in this study, getting motivation to develop speaking skills from watching movies. By watching movies, students feel motivated to pay attention to pronunciation in certain accents. The results of research conducted by Hidayatullah (2018) show that students who use movies as a tool for practicing English pronunciation motivate students by provoking student responses, thus developing their pronunciation skills (Hidayatullah, 2018). A good response by students in the learning process will make it easier for teachers to teach, and it will provide significant understanding to students.

In the learning process, teachers play an important role in helping students develop their speaking skills. A committed

and skilled teacher not only provides effective teaching but can also be a source of motivation for students. One way teachers can increase student motivation is by creating a supportive learning environment. By providing a positive and inclusive atmosphere in the classroom, teachers can help students feel more comfortable speaking. In this study, it was found that the teacher's teaching became one of the motivations, as well as making students feel interested in developing their speaking skills. This is in accordance with the findings in a study conducted by L. Herlina & M. Said (2022) that teachers who speak English can increase motivation, foster interest, and develop student achievement in learning speaking skills (Herlina & Said, 2022). Therefore, teachers need to pay attention to the individual needs of students, such as identifying the potential and obstacles of each student in the development of speaking skills so that a learning environment can be formed that increases student motivation to participate in the learning process.

In addition, a unique and intensive learning environment for learning speaking skills by using English in everyday life can create an interesting atmosphere, especially in increasing students' motivation to develop speaking skills. One of the environments that implement such a program is usually a boarding school. This program not only includes the learning

process in the classroom but also getting used to communication between students, as well as daily activities. One of the students in this study found his experience in the learning process was in a boarding school. In this situation, students felt motivated to develop their speaking skills due to the use of English in their daily interactions. Similar to the findings in the research conducted by Fadhilah et al. (2020), the application of English for interaction or communication carried out by students in everyday life can build student habits and increase motivation in the development of speaking skills, thus indirectly improving student achievement, especially in speaking skills (Fadhilah et al., 2020). A boarding school that implements a program of using English in daily life is not just a place of learning but also an immersive environment where English is integrated into all aspects of students' lives. This creates an immersive, relevant, and motivational learning experience, which will ultimately help students develop better English-speaking skills.

Building learning routines is also one of the efforts to improve speaking skills. In doing learning routines, of course, students must have motivation, especially so that students can enjoy the learning process. In an effort to develop speaking skills, one of the skills that must be mastered is pronunciation. This study found students who have experience in developing

their speaking skills by doing routine learning using the ElsaSpeak application, by using the application, students feel more motivated to focus on improving their pronunciation skills. Kholis' research (2021) found that using ElsaSpeak in the learning process can provide motivation for students because of the facilities that provide opportunities for students to hear and pronounce. So that it can help students improve their pronunciation skills, especially in the development of speaking skills (Kholis, 2021). In the ElsaSpeak application, Artificial Intelligence (AI) acts as Automatic Speech Recognition (ASR). It becomes a voice recognition technology, which serves to provide immediate feedback according to student needs. Therefore, ElsaSpeak is an interactive application, thus providing an interesting learning experience for students and increasing student motivation in the development of their speaking skills. So that it provides an interesting experience in increasing motivation to improve students' speaking skills.

The development of speaking skills is a process that requires full encouragement in its continuity, one of which is the encouragement in the process of the family environment. Because the family environment is the first place to interact with students, this study found that some students who had experiences in the process of developing speaking skills

received motivation from their families in the form of support and communicating directly using English. It familiarized students and made them more confident in speaking English. Kurniawan (2018) found in his research that the family environment has a significant role in motivating students to achieve academic achievement, especially in the development of speaking skills (Kurniawan et al., 2018). Therefore, a family-like environment plays an important role in encouraging students' motivation to improve their speaking skills. The support, speaking opportunities, positive responses, and inspiration provided by the family environment can be strong supports in developing students' speaking skills.

Student learning carried out during the implementation of learning in the classroom is also one of the environments that can foster student motivation, especially in the development of speaking skills. The classroom environment can play a role in the use of methods applied by teachers for learning implementation. One of the students in this study found an experience that made the classroom a learning environment to encourage the improvement of speaking skills. The learning activities were carried out with presentations using English. These activities motivate students to give tips on improving speaking skills. These findings are similar to research

conducted by Rotonga et al. (2020), which reveals that speaking ability is one aspect that is very close to anxiety in the form of fear of starting to speak. Therefore, it requires special learning that can improve speaking skills. One method that can improve speaking skills is the learning process by making presentations from students. With presentations, students will be more concentrated and prepare themselves to start using English to explain the metric to be conveyed. So that it can reduce anxiety, concentrate on the task, and produce maximum performance (Ritonga et al., 2020). The process of preparation by students to learn the material becomes a motivation for them to start speaking English. Therefore, an environment such as a classroom that uses material presentations can be a very effective tool in increasing students' motivation to develop speaking skills. This method creates an interactive learning experience, supports student confidence, and engages students in speaking and communicating better.

There are similarities in some of the above research with this study, namely the explanation of the process of developing speaking skills that find motivation in learning. The significant differences in the discussion of this research, among others, explain the beginning of students' interest so that they are motivated to develop speaking skills and

indicators in the social situation of students. As for the difference in the use of methods, this study uses a qualitative method with a descriptive approach, which combines a narrative inquiry approach as a guide in data acquisition and interactive methods to gain an in-depth understanding of student experiences and motivational dynamics in the development of speaking skills. This method allowed us to explore the context, detailing the nuances and complexities of students' experiences in motivational enhancement.

The strength of this study is that it details the factors that motivate students in depth. This study details the motivational factors that drive highly motivated students to develop speaking skills, including the social environment and personal experiences, to enrich specific understanding. In addition, this study also focused on highly motivated students. This allows the study to provide a more detailed picture of how speaking skill development takes place. Identifying the strategies and habits of highly motivated students can provide valuable insights for improving and implementing effective learning practices. Meanwhile, this research also has shortcomings, such as limited generalizability. This study needs to be more extensive to generalize the findings to a broad population of students. The focus on highly motivated students may make the findings more relevant to that group, but it isn't easy to

apply them directly to students with different motivation levels.

As for the implications of this study, such as the development of specialized learning models, the findings provide a foundation for developing learning models that can specifically target highly motivated students to develop speaking skills. Learning tailored to their characteristics and needs can improve the efficiency and effectiveness of the learning process. Furthermore, identifying effective motivational strategies can help educators and policy makers identify effective ones. Implementing these strategies can encourage the motivation of other students to increase their participation in speaking skill development. In addition, it provides awareness of the importance of a supportive environment in nurturing student motivation. Schools and families can work together to create a supportive environment and nurture students' passion to grow their speaking ability.

CHAPTER V

CONCLUSION AND SUGGESTION

This section explains the conclusions of this research. In addition, researchers also provide suggestions related to the findings of this research.

A. Conclusion

Based on the research and discussion results, students majoring in English have been motivated since junior high school, so it becomes an experience to develop speaking skills. The role of motivation in students' learning experience is to be a driver to remain consistent in carrying out routines to develop speaking skills. Furthermore, the learning routine carried out by students is also an effort that involves tools and approaches that can foster student motivation. The approaches and tools students use are pretty varied, such as using technology, involving personal factors, and the role of the environment.

These learning approaches and tools are dynamic factors in learning because they involve students' talents and interests to develop speaking skills. This plays a role in every method and approach used by students, such as the use of technology with video and audio-based learning. This learning can be done by using applications such as ElsaSpeak. The features available in each application make it easier for students to

access the materials they need, especially in developing speaking skills. Then, personal factors such as hobbies and self-limitation also have a role in increasing student motivation. Hobbies and awareness of their limitations encourage students to develop speaking skills actively. In addition, the environment includes the family environment, social environment, and school environment. The family provides encouragement and support, such as giving students access to learning outside school. Then, the social environment, such as friends, can motivate students to speak and interact using English. In addition, the learning environment at school also motivates students by supporting active participation and providing positive feedback. Therefore, learning routines, personal factors, and the learning environment motivate students to develop speaking skills.

B. Suggestion

Although this study was conducted with a limited number of participants and in a short period of time, the researcher attempted to provide useful information regarding factors that have the potential to increase students' motivation in developing speaking skills. The hope is that the findings of this study will be valuable knowledge for educators in improving the effectiveness of teaching and learning activities, especially in terms of developing speaking skills. In

addition, this study can contribute with the findings produced, which will hopefully be an important reference for future researchers in designing their research. It is also suggested that future researchers can provide an argument from one of the educators, about the attitude of students in the process of developing speaking skills. In addition, with students differing in motivation levels, it is possible to involve the introduction of learning strategies that stimulate motivation across groups of students.

REFERENCES

- Adlan, A., & Alshamrany, G. (2019). The Role of Motivation and Attitudes in Improving Saudi EFL Students' Speaking Skill. *International Journal of Applied Linguistics and Translation*, 5(2), 26–35.
<https://doi.org/10.11648/j.ijalt.20190502.12>
- Ahlquist, S. (2019). Motivating teens to speak English through group work in Storyline. *ELT Journal*, 73(4), 387–395.
<https://doi.org/10.1093/elt/ccz023>
- Akhtar, S. N., Tatlah, I. A., & Iqbal, M. (2019). Relationship between Extrinsic Motivation and Students' Academic Achievement : A Secondary Level Study. *Journal of Research and Reflections in Education*, 12(June), 93–101.
<https://doi.org/http://doi.org/11.5789/jrre.2019.93.101>
- Al-sobhi, B. M. S., & Preece, A. S. (2018). *Teaching English Speaking Skills to the Arab Students in the Saudi School in Kuala Lumpur : Problems and Solutions. c.*
<https://doi.org/http://dx.doi.org/10.7575/aiac.ijels.v.6n.1p.1>
- Alrabai, F. (2016). Factors Underlying Low Achievement of Saudi EFL Learners. *International Journal of English Linguistics*, 6(3), 21. <https://doi.org/10.5539/ijel.v6n3p21>
- Altalhi, S. A. (2020). Teachers' Beliefs and Practices of Motivational Strategies in EFL Classrooms and Learners' Attitudes. *Arab World English Journal*, December, 2–3.
<https://doi.org/https://doi.org/10.24093/awej/th.265>
- Ar, N., & Mukadar, S. (2021). *Learners' Intrigue and Attitude Towards Presenting Self-Documentaries Technique in Speaking Skill.* 4(4), 463–473.
<https://doi.org/https://doi.org/10.34050/elsjish.v4i4.18803>
- Arifin, W. L. (2017). Psychological Problems and Challenge In EFL Speaking Classroom. *Anguage & Language Teaching*

- Journals*, 10(1), 29–47.
<https://doi.org/http://dx.doi.org/10.18326/rgt.v10i1.29-47>
- Aspuri, N., Abdul Samad, I., Fitriani, S. S., & Marlina, A. S. (2019). *The Role of Instrumental Motivation among EFL Students in Language Learning Process*. 48–53.
- Asramadhani, & Murni, S. M. (2013). *Improving Students' Speaking Skill in Expressing Offering*. 2(2), 1–10.
<https://doi.org/https://doi.org/10.24114/tj.v2i2.909>
- Astri, Z. (2017). *Correlation Between Learning Styles and Students' Academic Achievement in Speaking Skill in English Departement at Hasanuddin University*. 2.
<https://doi.org/https://doi.org/10.34050/jib.v2i1.2397>.
- Barkuizen, G., Benson, P., & Chik, A. (2014). *Narrative Inquiry in Language Teaching and Learning Research*. Taylor & Francis. <https://doi.org/doi:10.4324/9780203124994>
- Brooks, H., Bee, P., & Rogers, A. (2018). *Chapter 8 : Introduction to Qualitative Data Analysis* (pp. 108–118).
<https://doi.org/https://doi.org/10.7765/9781526136527.00013>
- C. Separa, L. A., J. Generales, L., & S. Medina, R. J. (2020). Situational Speaking Difficulties of English As Second Language Learners in the Philippines. *Journal of Southeast Asian Studies*, 25(1), 144–167.
<https://doi.org/10.22452/jati.vol25no1.8>
- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D., & Walker, K. (2020). Purposive Sampling: Complex or Simple? Research Case Examples. *Journal of Research in Nursing*, 25(8).
<https://doi.org/10.1177/1744987120927206>
- Chin, K.-Y., Lee, K.-F., & Chen, Y.-L. (2019). The Most Important Motivation Factors for Knowledge Acquisition and Successful Learning. *Facta Universitatis, Series: Teaching, Learning and Teacher Education*, 2, 149.

<https://doi.org/10.22190/futlte1802149c>

- Chin, K. Y., Lee, K. F., & Chen, Y. L. (2018). Using an Interactive Ubiquitous Learning System to Enhance Authentic Learning Experiences in a Cultural Heritage Course. *Interactive Learning Environments*, 26(4), 444–459. <https://doi.org/10.1080/10494820.2017.1341939>
- Choi, N., Kim, T., Kiaer, J., & Morgan-Brown, J. (2020). Mothers' Educational Beliefs and Preschoolers' English Learning Attitudes: The Mediating Role of English Experiences at Home. *SAGE Open*, 10(4). <https://doi.org/10.1177/2158244020970231>
- Clandinin, D. J. (2016). Engaging in Narrative Inquiry. *Engaging in Narrative Inquiry*, 1–232. <https://doi.org/10.4324/9781315429618>
- Creswell, W. J. (2013). *Qualitative inquiry and research design : choosing among five approaches* (3rd ed.).
- Creswell, W. J., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative and Mixed Methods Approaches. In *Journal of Chemical Information and Modeling* (Vol. 53, Issue 9).
- Dahlan, E., Sunubi, A. H., & Ahdar, A. (2019). the Students' Learning Strategy and Motivation in Developing Their Speaking Ability At Sixth Semester of English Department (Iain Parepare). *Inspiring: English Education Journal*, 2(2), 152–164. <https://doi.org/10.35905/inspiring.v2i2.1272>
- Darmuki, A., Andayani, A., Nurkamto, J., & Saddhono, K. (2018). *Cooperative, Synectics, and CTL Learning Models toward Speaking Ability Viewed from Student's Motivation*. *I25(Icigr 2017)*, 75–79. <https://doi.org/10.2991/icigr-17.2018.18>
- Fadlilah, N., Gailea, N., Baihaqi, A., & Ageng, S. (2020). Students' Study Habit in Speaking Skill (At Eleventh Grade of Manahijussadat Islamic Boarding School Lebak Banten).

Proceeding Aiselt, 164–173.

<https://doi.org/http://dx.doi.org/10.30870/aiselt.v4i4.11055.g7083>

- Febria, D., Batam, U. I., & Batam, U. I. (2023). *Increasing Student Motivation for Speaking Skills with MALL (Mobile-Assisted Language Learning)*. 4(2).
<https://doi.org/10.35961/salee.v4i2.820>
- Gan, Z. (2020). How Learning Motivation Influences Feedback Experience and Preference in Chinese University EFL Students. *Frontiers in Psychology*, 11(March), 1–14.
<https://doi.org/10.3389/fpsyg.2020.00496>
- Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Harson: Pearson Education Limited.
- Hassan, H., Hariri, N. A., & Khan, K. (2020). Enhancing Intrinsic Motivation to Learn in Adults : Empowering ESL Students. *International Journal of English Linguistics*, 10(1), 81–90.
<https://doi.org/10.5539/ijel.v10n1p81>
- Herlina, L., & Said, M. (2022). The Role of Native English-Speaking Teachers in Improving Students' Speaking Skills. *Advances in Social Sciences Research Journal*, 9(12), 130–137. <https://doi.org/10.14738/assrj.912.13588>
- Hidayah b. Abdullah, A. T., & B. Latiff Azmi, M. N. (2019). Views of Instructors Towards Students Learning English Public Speaking at a Malaysian University. *KnE Social Sciences*, 2019, 915–932.
<https://doi.org/10.18502/kss.v3i19.4917>
- Hidayatullah, M. S. (2018). Improving Students' Pronunciation Through Western Movie Media. *Al-Lisan*, 3(1), 93–111.
<https://doi.org/10.30603/al.v3i1.381>
- Id, M. B. H., Cnossen, F., & Taatgen, N. A. (2021). *The Effects of Intrinsic Motivation on Mental Fatigue*. January.
<https://doi.org/10.1371/journal.pone.0243754>

- Ihsan, M. D. (2016). Students' Motivation in Speaking English. *JEES (Journal of English Educators Society)*, 1(1), 32. <https://doi.org/10.21070/jees.v1i1.147>
- J. Barratt, M., A. Ferris, J., & Lenton, S. (2014). *Hidden Populations, Online Purposive Sampling, and External Validity: Taking off the Blindfold*. 27(1). <https://doi.org/https://doi.org/10.1177/1525822X14526838>
- Justina, R. I. (2016). Motivational Factors that Enhance Students Learning/Achievement. *SSRN Electronic Journal*, 04(02), 323–331. <https://doi.org/10.2139/ssrn.2714297>
- Karen, B. (2020). Academic Motivation Levels of Secondary School students and their Attitudes towards a Social Studies Course. *Jurnal Pendidikan*, 10(2), 156–185. <https://doi.org/10.33403/rigeo.693769>
- Kassam, A., Lauzon, J., Hay, R., Marian, C., & Mitchell, I. (2023). Ethical Issues in Residency Education Related to the COVID-19 Pandemic : A Narrative Affiliations : *Cambridge University Press*. <https://doi.org/https://doi.org/10.1101/2023.01.27.23285063>
- Khajavy, G. H. (2014). *L2 Motivation and Personality as Predictors of the Second Language Proficiency : Role of the Big Five Traits and L2 Motivational Self System L2 Motivation and Personality as Predictors of the Second Language Proficiency : Role of the Big Five Traits and L. 7(6)*, 1–9. <https://doi.org/10.3968/j.css.1923669720110706.030>
- Khaliq, S., & Zahrah, M. (2023). Extrinsic Motivation and Students ' Academic Achievement : A Correlational Study. *Journal of Development and Social Sciences*, 4(2). [https://doi.org/http://dx.doi.org/10.47205/jdss.2023\(4-II\)34](https://doi.org/http://dx.doi.org/10.47205/jdss.2023(4-II)34)
- Kholis, A. (2021). Elsa Speak App: Automatic Speech Recognition (ASR) for Supplementing English Pronunciation Skills. *Pedagogy : Journal of English*

Language Teaching, 9(1), 01.
<https://doi.org/10.32332/joelt.v9i1.2723>

- Kurniawan, J., Effendi, Z. M., & Dwita, S. (2018). *The Effect of School Environment, Family Environment and Learning Motivation on Studentsr Learning Performance*. 57(Piceeba), 571–576. <https://doi.org/10.2991/piceeba-18.2018.6>
- Lamb, P., & King, G. (2020). Another Platform and a Changed Context: Student Experiences of Developing Spontaneous Speaking in French Through Physical Education. *European Physical Education Review*, 26(2), 515–534.
<https://doi.org/10.1177/1356336X19869733>
- Lien, C. (2023). The Effectiveness of Outdoor Learning on First year English majored Students' Speaking skill at Dong Nai Technology University. *International Journal of Social Science and Human Research*, 06(06), 3230–3234.
<https://doi.org/10.47191/ijsshr/v6-i6-01>
- Lismiyati, L., Simaibang, B., & Mulyadi, M. (2021). Correlations Among Learning Strategy, Learning Motivation, and Speaking Ability of Students in Junior High School. *JPGI (Jurnal Penelitian Guru Indonesia)*, 6(3), 683.
<https://doi.org/10.29210/021110jpgi0005>
- Lorena, C., & Sadiku, M. (2016). *The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour*. 1(1), 29–31.
<https://doi.org/https://doi.org/10.26417/ejls.v1i1.p29-31>
- Milles, M. B., Hubberman, A. M., & Saldana, J. (2014). Review of Qualitative Data Analysis. A Methods Sourcebook. In *SAGE*.
- Min, H., Tan, P. X., & Kamioka, E. (2020). Enhancement of Study Motivation Model by Introducing Expectancy Theory. *International Journal of Learning and Teaching*, 6(1), 28–32. <https://doi.org/10.18178/ijlt.6.1.28-32>

- Moh, I., & Bafadal, F. (2019). The An Analysis of Students ' Speaking Ability on Specific Purpose of Learning . *Linguistics and English Language Teaching Journal*, 7(2), 1–8. <https://doi.org/10.31764/leltj.v7i1.1013>
- Muslim, A. B., Hamied, F. A., & Sukyadi, D. (2020). Integrative and instrumental but low investment : The English learning motivation of Indonesian senior high school students. *Indonesian Journal of Applied Linguistics*, 9(3), 493–507. <https://doi.org/10.17509/ijal.v9i3.23199>
- Navas Colón, W. R. (2023). Motivation in the Classroom to Develop English Speaking Skills. *LATAM Revista Latinoamericana de Ciencias Sociales y Humanidades*, 4(2), 2155–2164. <https://doi.org/10.56712/latam.v4i2.743>
- Nikmah, A. (2022). Rhetorical Analysis of Contestant'S Speeches in Speech Contest of “Stec Festival Bahasa” Competition At Iain Kudus. *International Journal of Research on English Teaching and Applied Linguistics*, 2(1), 21–28. <https://doi.org/10.30863/ijretal.v2i1.2442>
- Nikolaeva, N. (2019). Language Standardization of Modern English Language: Errors or Communicative Innovations? *Scientific Research and Development. Modern Communication Studies*. https://doi.org/https://doi.org/10.12737/ARTICLE_5D4D7293473AD4.49065052.
- Nurhidayah, Y. (2016). *The Effectiveness of Role Play Strategies in Teaching Speaking. 1*. <https://doi.org/https://doi.org/10.31949/JE.V2I1.1623>.
- Pavelescu, L. M. (2019). Motivation and Emotion in the EFL Learning Experience of Romanian Adolescent Students: Two Contrasting Cases. *Studies in Second Language Learning and Teaching*, 9(1), 55–82. <https://doi.org/10.14746/ssllt.2019.9.1.4>
- Putri, A. (2016). *Low Motivation in Learning Speaking*. 7(1), 14–

20. <https://doi.org/10.33373/anglo.v7i1.491>

- Riadil, I. G. (2020). Identifying EFL Students' Motivation Towards Reading Activity to Enrich the Classroom Interaction in ELT Context. *Journal of English Language Pedagogy*, 5(2), 1–10.
<https://doi.org/https://doi.org/10.36665/elp.v5i2.314>.
- Ritonga, S. N. A., Nasmilah, N., & Rahman, F. (2020). The Effect Of Motivation And Anxiety On Students' Speaking Performance: A Study At Dayanu Ikhsanuddin University. *ELS Journal on Interdisciplinary Studies in Humanities*, 3(2), 198–213. <https://doi.org/10.34050/els-jish.v3i2.10263>
- Saboor Hussain, M., Salam, A., & Farid, A. (2020). Students' Motivation in English Language Learning (ELL): An Exploratory Study of Motivation-al Factors for EFL and ESL Adult Learners. *International Journal of Applied Linguistics and English Literature*, 9(4), 15.
<https://doi.org/10.7575/aiac.ijalel.v.9n.4p.15>
- Safa, M. A., & Afzalimir, S. A. (2021). The Comparative Effects of Cooperative and Competitive Learning on Speaking Ability and Self-Confidence of EFL Learners. *Journal of English Language Teaching and Learning*, June.
<https://doi.org/10.22034/elt.2021.43962.2335>
- Salami, M., Saiful, A., & Ariska, A. (2023). Is it More Intrinsic or Extrinsic? The Motivation of Gayonese EFL Students to Learn English. *The Indonesian Journal of the Social Sciences*, 11(1), 253–270.
<https://doi.org/https://doi.org/10.26811/peuradeun.v11i1.816>
- Salikin, H., Bin-tahir, S. Z., Kusumaningputri, R., & Yuliandari, D. P. (2017). The Indonesian EFL Learners' Motivation in Reading. *English Language Teaching*, 10(5), 81–90.
<https://doi.org/10.5539/elt.v10n5p81>
- Scherer, R., Siddiq, F., Howard, S. K., & Tondeur, J. (2023). The more Experienced, the Better Prepared? New Evidence on

the Relation between Teachers' Experience and their Readiness for Online Teaching and Learning. *Computers in Human Behavior*, 139(October 2022), 107530. <https://doi.org/10.1016/j.chb.2022.107530>

- Shen, M., & Chiu, T. (2019). EFL Learners' English Speaking Difficulties and Strategy Use. *Education and Linguistics Research*, 5(2), 88. <https://doi.org/10.5296/elr.v5i2.15333>
- Sianipar, R. T. (2020). The Role of Motivation in EFL Learning in a Vocational. *Advances in Social Science, Education and Humanities Research*, 414(Iceshe 2019), 60–64. <https://doi.org/10.2991/assehr.k.200311.012>
- Son, S. (2016). The Effects of the Shadowing Learning Method on Korean University Students' English Listening and Speaking Skills. *The Journal of Studies in Language*, 32(1), 75–93. <https://doi.org/10.18627/jslg.32.1.201605.75>
- Syakur, A., Sugirin, S., Margana, M., Junining, E., & Sabat, Y. (2020). Improving English Language Speaking Skills Using “Absyak” On-Line Learning Model for Second Semester in Higher Education. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(2), 684–694. <https://doi.org/10.33258/birle.v3i2.897>
- Syatriana, E., & Orem, R. (2018). *The Application of Interactive Task-Based Learning for EFL Students*. 1(1), 26–34. <https://doi.org/10.33750/ijhi.v1i1.5>
- Tasgin, A. (2018). The Relationship between Academic Motivations and University Students' Attitudes towards Learning. *International Journal of Instruction*, 11(4), 935–950. <https://doi.org/https://doi.org/10.12973/IJI.2018.11459A>
- Teherani, A., Martimianakis, T., & Stenfors-hayes, T. (2015). *Choosing a Qualitative Research Approach*. December, 669–670. <https://doi.org/DOI:> <http://dx.doi.org/10.4300/JGME-D-15-00414.1>

- Thach, T. D. L. (2022). Teachers' Perceptions of Comprehensible Input on English Vocabulary Acquisition. *International Journal of Language Instruction*, 1(1), 120–131. <https://doi.org/10.54855/ijli.221110>
- Tongco, M. D. C. (2007). Purposive Sampling as a Tool for Informant Selection. *Ethnobotany Research & Applications*, 5, 147–158. <https://doi.org/doi.org/i1547.3465.05.147>
- Tribhuan, K. (2021). 'Desire to Learn, Learn to Shine': Idolizing Motivation in Enhancing Speaking Skill Among L2 Learners. *Cypriot Journal of Education*, 2(1), 61–74. <https://doi.org/https://doi.org/10.18844/cjes.v16i1.5542>
- Tsang, A., & Lee, J. S. (2023). The Making of Proficient Young FL Speakers: The Role of Emotions, Speaking Motivation, and Spoken input Beyond the Classroom. *System*, 115, 103047. <https://doi.org/https://doi.org/10.1016/j.system.2023.103047>
- Tseng, S. (2019). *The Impact of Video and Written Feedback on Student Preferences of English Speaking Practice*. 23(2), 145–158. <https://doi.org/https://doi.org/10125/44687>
- Widyawati, W. Y. (2015). Improving Speaking Ability Through Telling Past Experience. *Faktor Jurnal Ilmiah Kependidikan*, 129–138. <https://doi.org/http://dx.doi.org/10.30998/fjik.v1i2.348.g342>
- Xiao, F. (2019). EFFECTS OF PROFICIENCY SUBSKILLS ON PRAGMATIC. *Cambridge University Press*, 41, 469–483. <https://doi.org/10.1017/S0272263118000128>

APPENDIX

Appendix 1 – Guidelines of The Research Field Text

Field text is part of the data collection techniques in this research, which aims to classify the population, to then become samples or data sources in this study. In the field text there are four indicators explored, including: student perseverance, students like challenges, independence, and students' emotional state. The function of the field text is to ensure that the sample is a highly motivated student.

1. Do you have a goal in developing your speaking skills?
Describe your experience when you first set the goal!
The question is related to the indicator of student perseverance, the existence of a clear goal can provide encouragement for students to persevere in learning.
2. Have you ever been involved in competitive learning?
Describe your experience!
The question is related to the indicator of students like challenges, formed from students' experience in competitive learning, such as the achievements obtained by students, especially in learning speaking skills.
3. How do you make decisions regarding the choice of speaking topics or practice methods that suit your preferred learning style? Describe your experience!
The question is related to the indicator of students' independence, the experience of the attitude that students do on the selection of topics and learning styles of speaking skills.

4. How do you feel comfortable to actively participate in learning activities without pressure? Describe your experience!

The question is related to the indicator of students' emotional condition, the experience in active participation by adjusting to the learning activities related to the development of speaking skills.

(Adapted from Putri, 2016)

Appendix 2 – Result of The Research Field Text

Field Text of Participant 1 (P1)

1. Do you have a goal in developing your speaking skills?
Describe your experience when you first set that goal!
Of course, I have measurable goals in developing my speaking skills. My initial experience in setting these goals stemmed from a desire to be more confident and effective in communication. I noted areas where I wanted to improve, such as the use of body language and the ability to convey ideas systematically. This goal setting helped me focus and increased my perseverance in overcoming obstacles.
2. Have you ever been involved in competitive learning?
Describe your experience!
I have been actively involved in competitive learning, especially in speech. This experience opened my eyes to my potential in public speaking and conveying ideas clearly. I participated in several speech competitions, both at school and university level, which provided me with opportunities to explore important topics and deliver them persuasively. Through intensive preparation and constructive evaluation from the judges, I felt a significant improvement in my speaking skills.
3. How have you noticed environmental stewardship playing a role in the learning process? Describe your experience!
Decisions regarding my choice of speaking topics or practice methods are made based on an awareness of my personal learning style. I realize that I learn better through a practical approach, so I tend to choose topics that allow me to actively engage in exercises and simulations. This experience

improved my speaking skills and had a positive impact on my confidence when speaking in public.

4. How do you feel comfortable participating actively in learning activities without pressure? Describe your experience!

I feel comfortable participating without pressure mainly because the classroom environment prioritizes students' emotional state. In team projects or group discussions, lecturers or teachers often provide clear guidance and allow time for each student to speak. I felt valued and supported, which made me feel comfortable to express my opinions without fear. This kind of classroom atmosphere provides space for students to grow and learn without burden.

Field Text of Participant 2 (P2)

1. Do you have a goal in developing your speaking skills? Describe your experience of first setting such goals!
As a highly motivated individual in developing my speaking skills, I always set ambitious but achievable goals. My first experience of goal setting stemmed from an understanding that good speaking skills are the key to success in many fields. I planned short-term and long-term goals, and each step towards achieving the goal began with an evaluation of my speaking skills at the time.
2. Have you ever been involved in competitive learning? Describe your experience!
Yes, I am actively involved in competitive learning, especially in speech contests. This experience was very memorable for me as it provided an opportunity to hone my speaking skills and convey ideas effectively. I once participated in a school-level speech contest, where I learned to overcome nerves, craft strong arguments, and design compelling presentations. Although the preparation took extra time and effort, the satisfaction I felt after seeing the development of my speaking skills was very motivating.
3. How have you noticed environmental awareness playing a role in the learning process? Describe your experience!
In making decisions related to the choice of speaking topics and practice methods, I tend to engage in a process of self-assessment. I am aware of my strengths and weaknesses in speaking, and I choose topics that can help me address areas that need improvement. For example, if I feel that I need to improve my persuasive skills, I will choose a topic that requires strong persuasion and design exercises that focus on that aspect.

4. How do you feel comfortable participating actively in learning activities without pressure? Describe your experience!

For me, comfort in participating without pressure is very much related to the response and support from lecturers or teachers. When they build positive relationships with students, such as giving praise and providing constructive feedback, I feel more motivated to speak up and participate. This experience happened during a collaborative learning seminar, where the open and supportive atmosphere made me feel comfortable to share my ideas without fear.

Field Text of Participant 3 (P3)

1. Do you have a goal in developing your speaking skills?
Describe your experience when you first set that goal!
Yes, I have very clear goals in developing my speaking skills. This first experience of setting goals happened when I realized that having good speaking skills was essential to achieving my personal and professional goals. I detailed specific goals, such as improving clarity of expression and reducing nervousness when speaking in public. My first step was to create an action plan with concrete steps to achieve those goals.
2. Have you ever been involved in competitive learning?
Describe your experience!
My job interview experience in an overseas company has been a significant competitive learning for me. In the interview process, I tried to highlight my unique values and skills that could bring positive impact to the company. This rigorous selection process spurred me to improve my speaking skills, clarity of communication, and my ability to respond to questions quickly and appropriately. Through this learning, I feel more prepared to face global challenges in the world of work.
3. How have you noticed environmental awareness playing a role in the learning process? Describe your experience!
In making decisions regarding the choice of speaking topics or training methods, I tend to reflect deeply on my personal interests and strengths. I always look for topics that are not only relevant to my learning needs but also match my interests and passions. For example, when I choose a presentation topic for a competition, I make sure that it is something I truly care about and have enough knowledge to speak with confidence.

4. How do you feel comfortable to actively participate in learning activities without experiencing pressure? Describe your experience!

I feel comfortable and enthusiastic to actively participate in learning activities because of the classroom culture that pays attention to students' emotional state. In some group projects, when the lecturer provides opportunities for each group member to share their views without fear of judgment, I feel more motivated to contribute optimally. This atmosphere creates a sense of confidence and comfort that supports the learning process.

Field Text of Participant 4 (P4)

1. Do you have a goal in developing your speaking skills? Describe your experience when you first set that goal!

It is important for me to have clear goals when developing speaking skills. My experience of goal setting began when I realized that this skill was not just a skill, but a key to building relationships, both in academic and professional contexts. I started by assessing my strengths and weaknesses in speaking, and then formulated goals that would challenge me while increasing my endurance and perseverance.

2. Have you ever been involved in competitive learning? Describe your experience!

I have had very positive experiences in competitive learning, particularly in the context of speech competitions. I once participated in a speech competition at the school level, where I not only competed with other talented students but also learned from them. This experience gave me the drive to continuously improve my speaking skills and broaden my horizons on current issues. I believe that competitive learning like this builds character and provides opportunities to develop holistically.

3. How have you noticed environmental concerns playing a role in the learning process? Describe your experience!

I always try to make decisions regarding the choice of speaking topics and training methods by carefully considering my learning needs. I make a list of goals that I want to achieve, both in terms of speaking skills and personal development. The experience of making presentations on topics related to my own development has helped me hone my speaking skills while remaining consistent with the principles of independence and sustainability of learning.

4. How do you feel comfortable to actively participate in learning activities without pressure? Describe your experience!

I feel comfortable participating actively in learning activities because of the supportive and inclusive learning environment. My positive experience mainly occurs when lecturers or teachers create an atmosphere that is tailored to the students' ability capacity. For example, in class discussions, I feel more courageous to speak up when the classroom atmosphere is guided with warmth and support, so that I can participate without feeling pressured.

Field Text of Participant 5 (P5)

1. Do you have a goal in developing your speaking skills? Describe your experience when you first set that goal!
Yes, I have very concrete goals in developing my speaking skills. My first experience setting this goal happened when I realized that speaking skills could be a valuable asset in achieving my dreams. I created specific goals, such as improving my voice articulation and the ability to frame my arguments clearly. This goal-setting process helped me focus and increased my motivation and perseverance in my speaking skills development journey.
2. Have you ever been involved in competitive learning? Describe your experience!
Sure, I have been involved in various competitive learning, especially in speech competitions. This experience has given me valuable insights on how to compete well and take advantage of opportunities to grow. Participating in speech competitions allowed me to improve my persuasive skills, public speaking, and crafting convincing arguments. I feel that through this competitive process, I have not only learned to speak confidently but also appreciate the values of fair play and hard work.
3. How have you noticed environmental awareness playing a role in the learning process? Describe your experience!
I have a very independent approach in making decisions related to the choice of speaking topics and practice methods. I always try to explore challenging and relevant topics, in line with my vision of speaking skill development. I actively search for online resources, books or articles to support my understanding of the topic. By doing this, I am confident that

I can overcome obstacles and improve my speaking skills more effectively.

4. How do you feel comfortable to actively participate in learning activities without experiencing pressure? Describe your experience!

Comfortable participation without pressure is the key to a positive learning experience for me. I appreciate the lecturer's or teacher's efforts in creating an environment where every discussion, a student is given the floor to argue. When I feel heard and recognized, I can contribute more confidently to learning activities. For example, in group projects, open collaboration and acceptance of ideas gave me the courage to participate without worrying about negative judgment.

Appendix 3 - Guidelines of The Research Interview

Interview Guide for Participant

Date	:	Sunday-Monday, 1 st - 2 nd October 2023
Time	:	10.15 AM – 14.30 PM
Activity	:	Interview with Participant 1, Participant 2, Participant 3, Participant 4, and Participant 5 of students English Language Education
Interviewee	:	P1, P2, P3, P4 and P5
Location	:	P1 and P2 (Campus), P3, P4 and P5 (where participants live)

Adapted from “Aspects of Narrative Interview” (Clandinin and Connelly, 2000)

A. Aspect of Interaction (Personal and Social)

In this section, you will find out how students are motivated by their personal and social experiences in developing their speaking skills.

1. Setting Clear Goals

- a. Do you have any goals for developing speaking skills? Is there a particular experience or situation that motivates you?
- b. When were you first motivated to develop your speaking skills? Why? (Give reason)
- c. How do you plan the steps to achieve these goals?

2. Achievement Score

- a). How do you assess progress in your speaking skills? Are there specific criteria for what is considered success?
- b). What do you ever received a grade or formal evaluation of your speaking development? If so, how did it motivate your learning?

B. Aspect of Continuously (Past and Future)

In this section, you will find out how students' experience of routines and materials can increase motivation in the development of speaking skills.

1. Learning Habit

- a). How do your experience after and before having high motivation in learning speaking ability?
- b). Do you have a learning routine? If so, how do your daily or weekly routine for developing speaking skills?
- c). How do you start the learning routine?
- d). How do you feel most productive in developing your speaking skills?

2. Learning Material

- a). What specific materials can increase your motivation in developing speaking skills? How the process works?
- b). What do you use online resources, such as language apps or websites, as part of your english speaking skill development? If so, which ones have you found most valuable?
- c). When is the best time for you to utilize the learning materials to developing your speaking skills?

C. Aspect of Situation (Place)

In this section, you will find out about how students' learning environment provides support and encouragement to develop speaking skills.

1. Learning Environment

- a). What do you prefer independent or group learning? How do you adjust the learning

environment to increase motivation related to speaking skills?

- b. Which learning environment do you think is effective for learning or practicing speaking skills? why?
- c. Who can provide support in your speaking development efforts? Why?

Appendix 4 – Transcript of Interview

Transcript of Interview with Participants 1 (P1)

Date : Sunday, 1st October 2023
Time : 10.15 – 11.00 AM
Activity : Interview with P1 of Students English Language Education
Interviewee : Students English Language Education 1
Interviewer : M. Syahrudi
Location : Campus

Role	Interview
Rudi	Do you have any goals for developing speaking skills? Is there a particular experience or situation that motivates you?
P1	The goal is very clear, to improve public speaking skills to communicate more effectively and convincingly. I believe this skill is very important because it will increase confidence in conveying ideas and opinions to others. The experience of seeing someone who is proficient in speaking English also motivates me to develop my speaking skills.
Rudi	When were you first motivated to develop your speech skills? Why?
P1	From junior high school, I used to participate in competitions, besides that, some lessons were also implemented using English, so since then, I have felt motivated to develop my speaking skills, especially to be able to follow and communicate fluently.
Rudi	How do you plan the steps to achieve these goals?
P1	To achieve this success, I study consistently, both independently and in groups. Independently, I usually learn from YouTube, blogs/websites to record new materials, according to my needs at the time.

Rudi	How do you assess progress in your speaking skills? Are there specific criteria for what is considered success?
P1	The specific criteria that I consider as the target of my success in developing speaking skills, precisely on my fluency in expressing ideas using English. The problem is that I feel it is quite a challenging struggle, starting from me who is not too fluent in English, until I am proficient in speaking English
Rudi	What do you ever received a grade or formal evaluation of your speaking development? If so, how did it motivate your learning?
P1	Regarding evaluation ratings, I often receive feedback from friends. Some expressed improvement in my speaking ability, while others commented on mistakes. In addition, I also received formal assessments while participating in the language festival speech contest. After the contest ended, the motivation to develop my speaking skills grew stronger, especially after winning second place and realizing there was room for improvement
Rudi	How do your experience after and before having high motivation in learning speaking ability?
P1	Before, I often felt lazy to study, especially when I saw people speaking in English. However, after getting motivated, I felt compelled to be better than them. The main difference before and after motivation is a different desire to learn
Rudi	What do you have a learning routine? If so, how do your daily or weekly routine for developing speaking skills?
P1	In my study routine, I'm more of a weekly person, usually watching YouTube videos on my days off. I focus on grammar and speaking topics. For grammar, I note down about 20 words that are difficult to pronounce or have several different meanings. This helps my memory as I tend to be forgetful. Meanwhile,

	in the speaking aspect, I watch content that teaches pronunciation with British and American accents to understand the difference in pronunciation of words in both accents
Rudi	How do you start the learning routine?
P1	I usually start by making a schedule that includes time to study and time to relax. Sometimes, I do both at the same time, such as watching a video and taking notes on the new vocabulary from the video as a reminder
Rudi	How do you feel most productive in developing your speaking skills?
P1	My most productive time is when teaching students and when presenting in class. I often combine English and Indonesian in one sentence, because I think it helps in learning English
Rudi	What specific materials can increase your motivation in developing speaking skills? How the process works?
P1	The materials that boosted my learning motivation were vocabulary and grammar. Since I am now a teacher, I continue to practice my skills in both materials to more easily express ideas effectively
Rudi	What do you use online resources, such as language apps or websites, as part of your english speaking skill development? If so, which ones have you found most valuable?
P1	An online resource that I often use is YouTube, especially content that focuses on developing English speaking skills with a British or American accent. I prefer YouTube because I am learning pronunciation
Rudi	When is the best time for you to utilize the learning materials to developing your speaking skills?
P1	The best time for me to apply the material I learn is when teaching. I am used to using English in my teaching. I also often participate in freelance meets provided by institutions in Pare, which I consider a good time to reflect on the material I learned

Rudi	What do you prefer independent or group learning? How do you adjust the learning environment to increase motivation related to speaking skills?
P1	I prefer to study alone because group studies often have schedules that are difficult to follow and I prefer to be focused and free to choose the material I want to study
Rudi	Which learning environment do you think is effective for learning or practicing speaking skills? why?
P1	For a learning environment that I think is effective for increasing learning motivation, I usually take one of the tutoring programs but it is held at a certain time
Rudi	Who can provide support in your speaking development efforts? Why?
P1	Since childhood, I have been supported by my father in practicing speaking English. I also often speak in English when I am at home. In addition, I have the support of virtual friends who often speak in English over the phone

Interview with Participants 2 (P2)

Date : Sunday, 1st October 2023
 Time : 13.00 – 14.00 PM
 Activity : Interview with P2 of Students English Language Education
 Interviewee : Students English Language Education 2
 Interviewer : M. Syahrudi
 Location : Campus

Role	Interview
Rudi	Do you have any goals for developing speaking skills? Is there a particular experience or situation that motivates you?
P2	My aim is to ensure that in English learning, there is not only a focus on word order, writing or listening activities, but also on correct speaking.
Rudi	When were you first motivated to develop your speech skills? Why?
P2	I first became interested in learning to speak English in junior high school because of English lessons and my hobby of watching movies in English. it provided a fun motivation for me.
Rudi	How do you plan the steps to achieve these goals?
P2	To get to my goal, I started by taking lessons, then to get intense learning I listened to music and watched movies in English
Rudi	How do you assess progress in your speaking skills? Are there specific criteria for what is considered success?
P2	In my opinion, in the ability to speak English and the use of accents, I have progressed and have improved from before. Then if for example there are my own criteria, I prefer to use a British accent. If for example I am already fluent in the use of British accent

Rudi	What do you ever received a grade or formal evaluation of your speaking development? If so, how did it motivate your learning?
P2	In formal settings, such as during lectures or speaking contests, I get evaluations and comments to improve my speaking. In particular, comments about deficiencies in pronunciation, so it becomes a motivation to learn. In informal environments, my friends also correct me when I pronounce a word incorrectly.
Rudi	How do your experience after and before having high motivation in learning speaking ability?
P2	Before I was motivated to learn speaking, my English was not fluent. After gaining sufficient motivation and experience in speaking skills, I started participating in speech contests. Although there were still many mistakes, I felt braver and had the opportunity to develop my English speaking skills.
Rudi	What do you have a learning routine? If so, how do your daily or weekly routine for developing speaking skills?
P2	I focus more on weekly practice, especially through tutoring which gives me the space and time to improve my speaking skills. In addition, I often talk with friends to test my English fluency.
Rudi	How do you start the learning routine?
P2	I usually start my learning by studying alone first, then in groups, either during tutoring or with friends.
Rudi	How do you feel most productive in developing your speaking skills?
P2	The most productive first learning for me was through watching movies. I like to repeat the dialog to check how I'm doing, especially my vocabulary and pronunciation.

Rudi	What specific materials can increase your motivation in developing speaking skills? How the process works?
P2	The material that motivates me is pronunciation because sometimes I still mispronounce new vocabulary. I was also interested in the two accents and morphology, especially the British accent which is difficult, so I learned how to use it.
Rudi	What do you use online resources, such as language apps or websites, as part of your english speaking skill development? If so, which ones have you found most valuable?
P2	For myself, I often use applications such as duolingo and ruang guru. I use some of these applications to support the development of my speaking skills.
Rudi	What do you prefer independent or group learning? How do you adjust the learning environment to increase motivation related to speaking skills?
P2	I prefer to be alone because it's easier to focus, but for practical purposes, I also need other people to join me in speaking English. So both can motivate.
Rudi	Which learning environment do you think is effective for learning or practicing speaking skills? why?
P2	An environment that involves social aspects. Learning from others, we receive information and practice it ourselves. I can still practice on my own and in the environment, and the support from my friends helps improve my speaking skills.
Rudi	Who can provide support in your speaking development efforts? Why?
P2	My parents support my goal of continuing my education. There is support from people around me and friends who give opinions and suggestions, such as entering contests or the like. In addition, there is motivation from myself.

Interview with Participants 3 (P3)

Date : Monday, 2nd October 2023
 Time : 10.15 AM – 11.00 AM
 Activity : Interview with P3 of Students English Language Education
 Interviewee : Students English Language Education 3
 Interviewer : M. Syahrudi
 Location : Where Participants Live

Role	Interview
Rudi	Do you have any goals for developing speaking skills? Is there a particular experience or situation that motivates you?
P3	My main goal in learning to speak English is to master the language, especially because of the modern needs and importance of English in the world of work. I have had experiences of being interviewed by foreign companies, such as being interviewed by a Singaporean, which made me realize the need to be prepared to speak English to support my desired career.
Rudi	When were you first motivated to develop your speech skills? Why?
P3	I've been motivated to develop my English speaking skills since junior high school, inspired by watching movies and seeing actors who speak great English. This motivation grew after seeing my friends speak fluently in English presentations, encouraging me to achieve similar skills.
Rudi	How do you plan the steps to achieve these goals?
P3	To achieve my goal, I started speaking English gradually, including the use of English-speaking terms in every conversation.

Rudi	How do you assess progress in your speaking skills? Are there specific criteria for what is considered success?
P3	Success in improving my speaking skills is being able to speak English fluently and mastering vocabulary.
Rudi	What do you ever received a grade or formal evaluation of your speaking development? If so, how did it motivate your learning?
P3	In the formal category, the assessment comes from the results of the job interview, if it has not been accepted, it means that I need to improve my ability to convince the interlocutor in English. In the informal category, getting a reprimand from a friend occurs when speaking, for example in pronunciation or use of vocabulary that is still not right.
Rudi	How do your experience after and before having high motivation in learning speaking ability?
P3	Before I was motivated, I was a bit lazy about listening to people speak English. However, after being motivated, I became interested in listening to people speaking English, especially through platforms like YouTube to expand my knowledge. I also look for readings in English to practice pronunciation.
Rudi	What do you have a learning routine? If so, how do your daily or weekly routine for developing speaking skills?
P3	My routine is more focused on the week, mainly because of my job. Currently, I work with foreigners who use English in every document. In addition to understanding, I also try to speak directly in English.
Rudi	How do you feel most productive in developing your speaking skills?
P3	My most productive time is during presentations, especially when I get the task to present the program that I plan in my work. I really prepare how to speak and explain using English.

Rudi	What specific materials can increase your motivation in developing speaking skills? How the process works?
P3	I prioritize the development of speaking skills by starting with vocabulary, pronunciation and listening skills. These three materials are important to me.
Rudi	What do you use online resources, such as language apps or websites, as part of your english speaking skill development? If so, which ones have you found most valuable?
P3	I am more flexible and use websites and YouTube to find the information I need. Both have had a positive impact on my speaking skills. Besides that, I also use translator tools such as DeepL, to know how to pronounce well.
Rudi	When is the best time for you to utilize the learning materials to developing your speaking skills?
P3	I usually study in the morning and evening because I feel more relaxed, which makes it easier for me to develop my speaking skills.
Rudi	What do you prefer independent or group learning? How do you adjust the learning environment to increase motivation related to speaking skills?
P3	I prefer to study independently rather than in a group, but if it's two people, it's different if it's more than two. because it's easier for me to study in a quiet situation to focus more. that way, I can increase my motivation in developing speaking skills.
Rudi	Which learning environment do you think is effective for learning or practicing speaking skills? why?
P3	This happens to be in line with my usual learning method, which is based on internet access. So in my opinion, it is more productive if I am in a quiet place. This helps me to be more motivated.
Rudi	Who can provide support in your speaking development efforts? Why?

P3	I get support from friends, especially those who are willing to speak English, making me familiar and motivated. From my family, I only get encouragement in learning motivation.
----	---

Interview with Participants 4 (P4)

Date : Monday, 2nd October 2023
 Time : 13.00 – 14.00 PM
 Activity : Interview with P4 of Students English Language Education
 Interviewee : Students English Language Education 4
 Interviewer : M. Syahrudi
 Location : Where Participants Live

Role	Interview
Rudi	Do you have any goals for developing speaking skills? Is there a particular experience or situation that motivates you?
P4	My goal is precisely to be able to communicate fluently using English, because I also have the thought that English is an important language to learn.
Rudi	When were you first motivated to develop your speech skills? Why?
P4	I have loved English since I was in junior high school, my motivation grew from the teaching given by the English teacher, applying songs as a vocabulary teaching tool, and after I entered the S1 English education college, I had aspirations to continue to a higher level abroad.
Rudi	How do you plan the steps to achieve these goals?
P4	Currently, I started by learning speaking from various platforms such as TikTok, and the Duolingo app. The use of these apps has an impact on the development of speaking skills, as well as helping other aspects such as writing, reading, and listening in learning English.
Rudi	How do you assess progress in your speaking skills? Are there specific criteria for what is considered success?
P4	For my success, I make a reference when I can speak fluently in accordance with the pronunciation, so that I

	can provide good understanding for those who listen to me speak.
Rudi	What do you ever received a grade or formal evaluation of your speaking development? If so, how did it motivate your learning?
P4	Never received formal validation, but received suggestions regarding shortcomings in English pronunciation from peers. This is a motivation in developing speaking skills, and if considered fluent, it means success in the learning habit so far.
Rudi	How do your experience after and before having high motivation in learning speaking ability?
P4	Before being motivated, I struggled with my speaking skills. However, after getting used to things that improve speaking, especially vocabulary, I felt improved and motivated to keep improving.
Rudi	What do you have a learning routine? If so, how do your daily or weekly routine for developing speaking skills?
P4	So far in my speaking skill development routine, I have been using the Duolingo app because it provides tests on speaking skills, and that's what keeps me motivated.
Rudi	How do you start the learning routine?
P4	I usually start in my free time, about 15 to 20 minutes. That way I feel flexible wherever the place is, can practice speaking, and other materials related to speaking skills.
Rudi	How do you feel most productive in developing your speaking skills?
P4	In terms of motivation, when I manage to beat laziness, I can get through any subject well. I tend to avoid laziness by preparing materials for tomorrow's activities and practicing speaking skills on the spot.
Rudi	What specific materials can increase your motivation in developing speaking skills? How the process works?

P4	I prioritize the pronunciation of words, followed by a series of words in the form of sentences.
Rudi	What do you use online resources, such as language apps or websites, as part of your English speaking skill development? If so, which ones have you found most valuable?
P4	I use various platforms and media such as Google to search for learning materials. I'm also on the Duolingo app, but over time, I've learned more from the TikTok app because the short videos are engaging and entertaining, increasing interest in speaking skill development.
Rudi	When is the best time for you to utilize the learning materials to developing your speaking skills?
P4	I happened to be teaching at this time, so it was also an opportunity for me to apply the material I had learned, then speak in English.
Rudi	What do you prefer independent or group learning? How do you adjust the learning environment to increase motivation related to speaking skills?
P4	Actually, it is more motivating of course in groups, because with other people, our process with other people can be compared. At least there are rivals to determine the status of the extent of our ability to learn English.
Rudi	Which learning environment do you think is effective for learning or practicing speaking skills? why?
P4	A supportive environment for developing self-confidence can increase the effectiveness of learning. So, I think it is more effective to be in a group that focuses on learning English.
Rudi	Who can provide support in your speaking development efforts? Why?
P4	When it comes to learning support, I get support from friends who often invite me to speak English. At least it starts with a chat using the language mixed with Indonesian.

Interview with Participants 5 (P5)

Date : Monday, 2nd October 2023
 Time : 14.30 – 15.30 PM
 Activity : Interview with P5 of Students English Language Education
 Interviewee : Students English Language Education 5
 Interviewer : M. Syahrudi
 Location : Where Participants Live

Role	Interview
Rudi	Do you have any goals for developing speaking skills? Is there a particular experience or situation that motivates you?
P5	The purpose of developing my speaking skills is to make my job easier because I realize the importance of English. In addition, I have a high interest in deepening my English language skills.
Rudi	When were you first motivated to develop your speech skills? Why?
P5	Actually, I started to like English since Junior High School, I had a unique experience with the implementation of using English regularly every month, especially in a dormitory environment. This helped me to be more familiar and confident in using English in daily situations. In addition, I also believe that English proficiency can be a valuable personal advantage in the future, both in academic and professional contexts. This belief motivates me to continue honing and improving my English speaking skills.
Rudi	How do you plan the steps to achieve these goals?
P5	The steps in my goal plan include continuing my education in stages, such as currently studying in the English Education department. I also continue to study hard to develop my English skills, especially in speaking.

Rudi	How do you assess progress in your speaking skills? Are there specific criteria for what is considered success?
P5	For my success point in English speaking ability, when I have been able to speak well in public, and fluent in pronunciation.
Rudi	What do you ever received a grade or formal evaluation of your speaking development? If so, how did it motivate your learning?
P5	As for formal assessment, I once won a storytelling competition, which motivated me to develop my speaking skills. I also often get informal assessments from my siblings and college friends when chatting casually using English terms.
Rudi	How do your experience after and before having high motivation in learning speaking ability?
P5	Before I was motivated, I underestimated learning English. After getting motivated, I explored various learning resources, both online and in person, to develop my speaking skills.
Rudi	What do you have a learning routine? If so, how do your daily or weekly routine for developing speaking skills?
P5	in my learning routine, it's more random, with indeterminate time, usually reading graphic novels, I definitely take notes on words that are still unfamiliar to me, then I translate the words to practice the pronunciation. So in developing my speaking skills, I collect some vocabulary first, then adjust the pronunciation.
Rudi	How do you feel most productive in developing your speaking skills?
P5	I felt most productive in developing my speaking skills when I was in Vocational Secondary School. Living in a dormitory with a boarding school program that required English, I got used to it and became confident. Nowadays, I increase my productivity by

	watching movies and practicing new words when I don't have assignments.
Rudi	What specific materials can increase your motivation in developing speaking skills? How the process works?
P5	For materials that can motivate the development of speaking skills, I think pronunciation, then mastery of vocabulary. These two materials can help me to be more confident in speaking English.
Rudi	What do you use online resources, such as language apps or websites, as part of your English speaking skill development? If so, which ones have you found most valuable?
P5	For the use of applications, I usually use Duolingo, because the application really provides sufficient facilities in the development of speaking skills.
Rudi	When is the best time for you to utilize the learning materials to develop your speaking skills?
P5	Night time, because it is the time when I am not doing any activities so I focus on developing speaking skills.
Rudi	What do you prefer independent or group learning? How do you adjust the learning environment to increase motivation related to speaking skills?
P5	I prefer it in groups, because the context is speaking, so there are measures to evaluate our speaking skills.
Rudi	Which learning environment do you think is effective for learning or practicing speaking skills? Why?
P5	It's more effective in a quiet place, because it is more focused and more confident in your speaking practice.
Rudi	Who can provide support in your speaking development efforts? Why?
P5	At home, I practiced speaking English with my brother to support my speaking skills. In addition, the college learning environment also contributed. The most motivating thing for me was the support from my brother, even when I was in Semarang we connected online.

Appendix 5 – Documentation



Figure 1. Documentation of the interview with Participant 1

Figure 2. Documentation of the interview with Participant 2





Figure 3. Documentation of the interview with Participant 3



Figure 4. Documentation of the interview with Participant 4



Figure 5. Documentation of the interview with Participant 5

CURRICULUM VITAE

A. Personal Data

Name : M. Syahrudi
Place of Birth : Brebes
Date of Birth : 13rd September 2001
Address : Jl. Kh. Mimbar No.9 RT 02 RW 02
Desa Padakaton Kec. Ketanggungan
Kab. Brebes 52263
Email : Syahrudim1@gmail.com
Phone Number : 0878-9477-3644

B. Education Background

1. TK Putra V Ketanggungan
2. MI Mafatihul Huda Padakaton
3. MTs Negeri Ketanggungan
4. MA Negeri 1 Brebes
5. Universitas Islam Negeri Walisongo Semarang

Semarang, 4 December 2023
The Researcher



M. Syahrudi
NIM. 1903046117