

**IDENTIFYING LEARNERS' EXTRINSIC MOTIVATION
AND IT'S IMPACTS ON THEIR SPEAKING
PROFICIENCY**

THESIS

Submitted in Partial Fulfilment of Requirements
for Gaining the Bachelor Degree of English Language Education



Organized by:

Amallia Lathifa Anfasa

NIM. 2103046140

FACULTY OF EDUCATION AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI WALISONGO

SEMARANG

2025

THESIS PROJECT STATEMENT

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I am a student with the following identity:

Name : Amallia Lathifa Anfasa
Student Number : 2103046140
Department : English Language Education

certify that the thesis entitled:

IDENTIFYING LEARNERS' EXTRINSIC MOTIVATION AND ITS IMPACTS ON THEIR SPEAKING PROFICIENCY

is definitely my own work. I am entirely responsible for the content of this thesis. The opinions and findings of other authors in this thesis are quoted or cited based on ethical standards.

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The Researcher,

A red rectangular stamp with the text "5000" in large numbers, "REPUBLIK INDONESIA" at the top, and "METERAL TEMPEL" in the center. Below the stamp is the handwritten signature of Amallia Lathifa Anfasa.

Amallia Lathifa Anfasa

NIM. 2103046140

RATIFICATION



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

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

RATIFICATION

Thesis with following identify:

Title : Identifying Learners' Extrinsic Motivation And It's Impacts on Their
Speaking Proficiency
Name : Amallia Lathifa Anfasa
Student Number : 2103046140
Department : English Education Department

Had been ratified by the board of examiner of Education and Teacher Training Faculty of
Universitas Islam Negeri Walisongo Semarang and can be received as one of any requirements
for graining the Bachelor Degree in English Education Department.

Semarang, 17 June 2025

THE BOARD OF EXAMINERS

Chairperson,

Dr. Siti Tarwiyah, S.S., M.Hum.
NIP. 197211081999032001

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NIP. 197807192005011007



Examiner II,

Kartika Indah Permata, M.A
NIP. 199108262020122007

Advisor,

Dr. Siti Tarwiyah, S.S., M.Hum.
NIP. 197211081999032001

ADVISOR NOTE



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

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

ADVISOR NOTE

To:

The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamu'alaikum, wr.wb.

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

Title : **IDENTIFYING LEARNERS' EXTRINSIC MOTIVATION AND ITS IMPACT ON THEIR SPEAKING PROFICIENCY**
Name of Student : Amallia Lathifa Anfasa
Student Number : 2103046140
Department : English Language Education

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.

Wassalamu'alaikum Wr. Wb.

Semarang, 29 April 2025

Advisor,

Dr. Siti Tarwiyah, SS., M.Hum.
NIP. 197211081999032001

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The Researcher,

Amallia Lathifa Anfasa
NIM. 2103046140

ABSTRACT

Title : Identifying Learners' Extrinsic
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Writer : Amallia Lathifa Anfasa

Student Number : 2103046140

For effective communication, speaking proficiency is essential, yet many English as Foreign Language (EFL) learners face difficulties in mastering it, often due to limited motivation. Although previous research has extensively examined intrinsic motivation, the specific impact of extrinsic motivational factors on speaking proficiency remains understudied, especially among university students. This study aims to identify the effect of extrinsic motivation, which includes external regulation, introjection, identification, and integration, on the speaking proficiency of 4th and 6th semester students in the International Class Program (ICP) of English Education Department at UIN Walisongo Semarang. Using a quantitative correlational design, data were collected from 48 students through questionnaires based on the Attitude Motivation Test Battery (AMTB) and Academic Motivation Scale (AMS). Speaking ability was assessed using grades that was gathered from Study Result Card (KHS). The findings revealed, among the four extrinsic motivation factors, integration had the most significant positive impact on students' speaking proficiency. External regulation, on the other hand, showed a weak negative correlation. Additionally, 4th semester students showed slightly higher level of extrinsic motivation than 6th semester students, although the difference was not statistically significant. Students who perceive English learning as aligned with their personal goals

and values tend to perform better in speaking. This suggests that, rather than relying solely on external regulation or punishments, educators should encourage students to internalize the importance of language learning by linking it to their future aspirations and identity development. By encouraging a integration motivation, learners are more likely to participate actively in speaking activities and achieve higher levels of communicative competence.

Keyword: EFL, Extrinsic Motivation, Integration, Speaking Proficiency

MOTTO

وُسْعَهَا إِلَّا نَفْسًا اللَّهُ لَا يَكْلِفُ

“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya.”

(Al Baqarah: 286)

“Semua jatuh bangunmu hal yang biasa, angan dan pertanyaan waktu yang menjawabnya. Berikan tenggat waktu bersedihlah secukupnya, rayakan perasaanmu sebagai manusia.”

(Part of lyrics from “Mata air” song by Hindia)

“You’re doing fine. Sometimes you’re doing better, sometimes you’re doing worse. But at the end it’s you. So I just want you to have no regrets I want you to feel yourself grow and I just want you to also love yourself.”

(Mark Lee)

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CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE RESEARCH

Effective communication, a priority for education systems enables students to acquire and articulate knowledge, exchange ideas and improve their language skills (Sara, 2015). Saeed Al-Sobhi & Preece (2018), Argue that it is important to focus on oral communication skills, and it is necessary for teachers to understand effective teaching methods for speaking. Speaking is a central aspect of language teaching, particularly in the context of teaching English as a Foreign Language (EFL) (J. . Brown, 2016). Speaking, along with listening, reading and writing, is a key skill in mastering the English language. El-Sakka (2016) highlights that, speaking has been described as one of the four language abilities that is most crucial in foreign language contexts. Similarly, Minh & Ngoc (2023) state that speaking is often considered the most difficult of the four main language skills (listening, speaking, writing and reading) to master.

Despite its central role in communication, speaking is an undervalued language skill because it is seen as simply a matter

of practising vocabulary and putting words and arranging words correctly. However, speaking serves as a fundamental mode of communication, enabling individuals to effectively convey their ideas, opinions and emotions. Despite its importance, many students face significant challenges in developing their speaking skills. These challenges are often due to factors such as limited opportunities for practice and lack of motivation. Haidara (2016) suggests underachieving students can be influenced by psychological factors such as confidence, motivation and self-believe. In this case, motivation plays a key role in improving speaking skills, as it directly influences students' willingness to engage in speaking activities and practise their language skills. Extrinsic motivators, such as recognition from parents and peers, can further enhance this engagement by providing students with tangible rewards for their efforts.

Glover (2011) Highlights that the ability to speak is an indicator of the success of language learning. However, due to its spontaneous nature and the use of traditional teaching methods that emphasise memorisation and the passive position of the student, speaking is considered to be the most difficult language skill to perfect (Shabani, 2013). This challenge is often increased by a lack of motivation among learners, particularly

when extrinsic factors, such as grades or teacher approval, are not effectively used to encourage active participation and practice in speaking activities.

In the field of language learning, motivation, which is generally accepted as the key to the success or failure of the learner in learning a foreign language, plays a central role in language acquisition (Dörnyei, 2001). Dörnyei & Csizér (1998) has said, even good teaching methods and appropriate curricula will not ensure learning success without the presence of motivation. For example, extrinsic rewards such as praise or recognition can increase self-motivation, thus fostering greater commitment to language learning. Recognising and nurturing motivation should therefore be a priority for educators, as it is a fundamental component that can have a significant impact on learners' success in learning a foreign language.

Motivation is widely acknowledged in the field of language education as a critical determinant of learners' success in gaining proficiency, especially in foreign languages. motivation also plays an important role in helping teachers to determine learning strategies, especially in speaking learning because speaking proficiency helps students to communicate effectively (Bekai & Harkouss, 2018).

According to Self-determination theory (SDT) proposed by Ryan & Deci (2000a), motivation is divided into several types, there are Amotivation, Extrinsic Motivation, and Intrinsic Motivation. Extrinsic motivation describes the psychological state evident when individuals are driven to achieve outcomes separate from the satisfactions inherent in the behaviour itself (Ryan & Connell, 1989). However, the behaviour will lead to different consequences depending on the regulation. Ryan & Deci (2020) identify 4 types of extrinsic motivation namely External Regulation, Introjection, Identification and Integration.

External regulation concerns behaviours driven by externally imposed rewards and punishments and is a form of motivation that is typically experienced as controlled and non-autonomous (Ryan & Deci, 2020). For example, students are motivated to avoid getting bad grades because they are afraid of disappointing their parents and getting punished by their teachers. This is due to the desire to avoid negative consequences rather than their own interests.

Introjection this regulation has been taken in by the person but has not been accepted as his or her own is said to be introjected and provides the basis for introjected regulation (Gagné & Deci, 2005). For instance, a student who studies to overwork to impress their friend or the teacher. He believes that

by studying with extra time he proves himself and avoids feelings of guilt and shame on himself. this motivation comes from self-pressure but is influenced by external expectations.

Identification this regulation drives individuals to engage in behaviours based on perceived personal value and meaning , whether or not those behaviours are inherently pleasurable (Howard et al., 2021). This can be seen from a student who wants to major in business to get a stable job. In addition to fulfilling the expectations of people around him, he chose this major because of his desire to get success, even though it was not his passion.

Integration is a form of extrinsic motivation that is highly self-determined (Howard et al., 2021). People who have integrated regulation fully understand that their conduct is a part of who they are, that it come from their sense of self, and that it is therefore self-determined (Gagné & Deci, 2005).

While previous studies, such as those conducted by Salehpour & Roohani (2020) and Latauga et al. (2023), have explored the relationship between motivation and L2 speaking proficiency, they have primarily focused on intrinsic and extrinsic motivation in a broader context or have not found a significant correlation between motivation and speaking proficiency. Specifically, Salehpour & Roohani (2020)

investigated both male and female high school students in the Iranian EFL context, analysing the differences between male and female learners by studying the intrinsic and extrinsic motivation of Iranian high school students in relation to their English language proficiency. According to their research, there is a significant correlation between intrinsic motivation and L2 speaking ability, with female students showing higher levels of intrinsic motivation than male students. While Latauga et al. (2023) found no statistically significant relationship between these variables. The study involved 246 eleventh grade students from a private high school in Palembang, selected using cluster random sampling to ensure a representative sample. Using a quantitative correlational design, the researchers used the Attitude/Motivation Test Battery (AMTB) questionnaire to assess students' motivation levels and a speaking test to assess their speaking performance. The analysis revealed a correlation coefficient (r -obtained) of 0.106, which was lower than the critical value (r -table) of 0.339, and a two-tailed significance level of .550, indicating that the p -value exceeded the significance threshold of .005. Therefore, the null hypothesis was accepted, indicating that motivation did not have a significant effect on speaking performance within this sample.

Numerous research have investigated the connection between motivation and speaking proficiency of learners studying English as Foreign language. For instance, Dincer (2017) Examined the relationships between EFL learners' motivation to speak, self-regulation, and classroom engagement using a combination of quantitative and qualitative approaches. The study included 142 undergraduate students from a Turkish state university who completed questionnaires assessing their motivational orientations, views of teacher support for autonomy, and levels of classroom engagement. Seven participants took part in follow-up interviews to provide more in-depth insights. The results showed that intrinsic motivation was more common among students than other types of motivation. In addition, significant correlations were found between students' motivational orientations, self-regulation, perceived autonomy support from teachers, and classroom engagement. This suggests that creating an autonomy-supportive environment can enhance learners' motivation and encourage active participation in speaking activities.

Another research by Heriyanto (2024) has investigated how both intrinsic and extrinsic motivational factors influence EFL learners' speaking proficiency. It found a significant positive relationship between general motivation and speaking

ability, highlighting the need to consider both intrinsic and extrinsic elements in language teaching. However, the research did not investigate the specific impact of extrinsic motivation on speaking proficiency. Despite these valuable contributions, there is still a significant gap in the literature regarding the specific effects of extrinsic motivational factors on EFL learners' speaking proficiency. While intrinsic motivation has been extensively studied and associated with favourable language learning outcomes, the influence of extrinsic motivation such as external rewards, grades, or recognition needs to be further explored to clarify how these factors affect learners' willingness to participate in speaking activities and their overall speaking proficiency.

Most studies have focused on a combination of intrinsic and extrinsic factors or have not isolated extrinsic motivation in the context of higher education. Furthermore, existing research has mainly focused on secondary school students, leaving a gap in the understanding of how extrinsic motivational factors affect the speaking skills of university students. Therefore, this study aims to address this gap by specifically investigating the effects of extrinsic motivational factors on the speaking ability of 4th and 6th semester students in the English Education Department of UIN Walisongo which will be taken in Class International

Program. By focusing on these specific demographics and contexts, this study aims to provide valuable insights into the role of extrinsic motivation in language learning outcomes at university level.

B. RESEARCH QUESTIONS

- a. What factors of extrinsic motivation are most influential on learners' English speaking proficiency?
- b. How does the level of extrinsic motivation differ between 4th and 6th semester students, and how does it impact their English speaking proficiency?

C. RESEARCH OBJECTIVES

- a. To explore and identify the specific external factors, in the extrinsic motivation type, such external regulation, Introjection, Identification, Integration that play an important role in improving learners' English speaking skills.
- b. To compare the levels of extrinsic motivation between 4th and 6th semester students and analyse how these differences impact on their English language proficiency.

D. PEDAGOGICAL SIGNIFICANCE

This study is important for three reasons:

1. Theoretical benefits

This research is expected to enhance existing theories of motivation in language learning by providing a focused examination of extrinsic motivational factors. By integrating these specific external influences, the study aims to refine and to enhance current motivational frameworks by providing a more comprehensive understanding of how these factors impact on language learning.

2. Practical benefits

a. For teachers

This research can provide valuable insights into the role of extrinsic motivational factors, such as parental support and peer influence, which can help teachers develop targeted strategies to increase students' engagement and confidence in speaking English.

b. For students

Can provide students with an understanding of these external motivators, which can lead to increased motivation and active participation in their language studies, ultimately improving their speaking skills.

c. Reader

This research is expected to provide a deeper understanding of the interaction between motivation and language acquisition, which can inspire further exploration and discussion in the field of language education.

d. Next researcher

This research is expected to inspire new methodologies and approaches to researching motivation in language learning, promote a better understanding of how external influences shape learners' learning outcomes, and pave the way for further exploration and innovation in the field of language education research.

CHAPTER II

REVIEW OF RELATED LITARATURES

A. PREVIOUS RESEARCH

Before starting the research, researcher looked for previous studies that were similar to this research. Some studies led researcher to complete their studies, the following are some previous studies;

First, an international journal entitled Relationship Between Intrinsic/Extrinsic Motivation and L2 Speaking Skill Among Iranian Male and Female EFL Learners by Gholamreza Salehpour and Ali Roohani. This study investigated the relationship between intrinsic and extrinsic motivation and L2 (English) speaking proficiency among male and female high school students in the Iranian EFL (English as a Foreign Language) context. A total of 249 students participated and their intrinsic and extrinsic motivation was assessed using a comprehensive questionnaire. Their English speaking skills were assessed using a standardised speaking rating scale to ensure accurate measurement.

To enhance the findings, semi-structured interviews were conducted with a sample of 25 EFL students, providing qualitative insights into the motivational factors that influence

their language learning experiences. The analysis, which included descriptive statistics and correlation coefficients, revealed notable trends. Female students demonstrated a significantly higher level of intrinsic motivation compared to male students who tended to be more extrinsically motivated. Furthermore, the correlation between intrinsic motivation and L2 proficiency was found to be statistically stronger for female students.

In addition, t-test results indicated a statistically significant difference in the type of motivation - intrinsic versus extrinsic - between male and female students. These findings highlight the important role of gender in shaping motivational dynamics in L2 classrooms and suggest that educators should consider these differences when developing instructional strategies to improve language learning outcomes. Overall, the study contributes to a deeper understanding of how motivation varies by gender and its implications for teaching English as a foreign language.

Second, a research by Latauga, Isnaeni Wahab and Nurul Fachrunnisa that contrasts with the above research, entitled *The Correlation Between Students' Motivation and Their Speaking Achievement*. A total of 246 eleventh grade students from a private high school in Palembang participated in the study. A

cluster random sampling technique was used to ensure a representative sample. The research used a quantitative approach with a correlational design to examine the relationship between students' motivation and their speaking performance.

Data was collected using two primary instruments: the Attitude/Motivation Test Battery (AMTB) questionnaire, which assessed students' motivation levels, and a speaking test, which assessed their speaking performance. The combination of these instruments allowed a comprehensive analysis of the factors influencing speaking performance.

The results showed that there was no statistically significant correlation between students' motivation and their speaking performance. The calculated correlation coefficient (r -obtained) was 0.106, which was lower than the critical value (r -table) of 0.339. In addition, the two-tailed significance level was .550, indicating that the p -value (.550) exceeded the significance threshold of .005. As a result, the null hypothesis (H_0) was accepted, indicating that motivation did not have a significant effect on speaking performance in this sample.

Third, a study by Ali dincer and Savas Yesilyurt with the title Motivation to Speak English: A Self-Determination Theory Perspective. This study, based on the modern motivational theory of learning known as Self-Determination Theory (SDT),

aimed to explore the relationships between English as a Foreign Language (EFL) learners' motivation to speak, autonomous regulation, teacher autonomy support and classroom engagement. The research used both quantitative and qualitative methods to provide a comprehensive understanding of these dynamics. Participants included EFL learners from a state university in Turkey, with a total of 142 undergraduate students completing a questionnaire designed to assess the relevant constructs. In addition, seven of these students participated in follow-up oral interviews to gain deeper insights into their experiences and motivations.

Quantitative analysis revealed that students exhibited higher levels of intrinsic motivation compared to other motivational orientations. Furthermore, the results indicated significant correlations between students' motivational orientations, their regulation, the autonomy support they received from teachers, and their levels of engagement in the classroom, consistent with the principles of self-determination theory. Qualitative data from the interviews revealed that although students were predominantly intrinsically motivated, other motivational factors also influenced their willingness to speak. In particular, the role of the teacher emerged as a critical factor in promoting motivation in the classroom. These findings

provide valuable insights for language teachers and educators who wish to create an anxiety-free classroom environment that supports learners' motivation to speak English voluntarily and helps to overcome barriers to language learning.

Fourth, a study by Nahlu Hasbi Heriyanto, *Correlation between English Motivation and Speaking Proficiency: A Mixed-Methods Study at Shafta Senior High School*. This study using a mixed methods approach, data were collected from 22 students at Shafta Senior High School in Surabaya. Quantitative data were collected using questionnaires adapted from Gardner's Attitude Motivation Test Battery (AMTB), while qualitative insights were obtained through semi-structured interviews. The results indicate a significant positive correlation between motivation and speaking proficiency, highlighting the crucial role of both intrinsic and extrinsic motivational factors in the language learning process.

This study extends these findings by identifying specific factors that contribute to students' motivation and speaking skills, emphasising the importance of personal interest, positive experiences and a supportive learning environment. The study found a significant positive correlation between students' motivation to learn English and their speaking ability. Both intrinsic and extrinsic motivational factors are crucial in

influencing students' engagement and performance in speaking activities. The findings highlight the importance of creating a supportive and motivating learning environment to improve students' speaking skills.

Fifth, an international journal entitled *The Relationship Among Motivation, Interaction, and the Development of Second Language Oral Proficiency in a Study-Abroad Context* by Hernández (2010). The aim of this study was to investigate how integrative motivation, instrumental motivation and interaction with a second language (L2) culture influence students' speaking performance before and after a one-semester study abroad programme in Spain. To collect the data, the researchers used a two-part questionnaire (Student Background Information and Motivation Index), a language contact profile, and conducted simulated oral proficiency interviews as pre-tests and post-tests with 20 participants in the study abroad programme in Spain.

The results revealed three key points. First, students can indeed improve their L2 speaking skills during a one-semester study abroad experience. Second, there is a positive relationship between students' integrative motivation and their engagement with the L2 culture. Third, the amount of contact students have with the Spanish language has a significant impact on their speaking improvement. The findings highlight the importance of

focusing on learning activities that enhance students' integrative motivation and their interaction with the L2 culture, both in the classroom and during the study abroad programme.

This study aimed to build on existing research by investigating how motivation and interaction with the second language (L2) influence students' speaking performance before and after a one-semester study abroad programme. It is one of the few studies to examine the relationships between students' motivation, engagement with the L2, and improvements in speaking skills as measured by a performance-based speaking test, specifically the Simulated Oral Proficiency Interview (SOPI;(Center for Applied Linguistics, 1995). The findings from this research provide valuable insights into the development of effective teaching strategies and recommendations for learning activities in both study abroad programmes and formal university or 'at home' learning.

Sixth, an international journal by Minh & Ngoc (2023) entitled, *Learner Autonomy, Motivation and English Speaking Proficiency: A Study Among English Foreign Language University Students in Nghe An*. It is widely recognised that autonomy and motivation play a crucial role in language learning performance. However, despite extensive research on these factors in language learning, the specific relationship between

learners' autonomy, motivation and English proficiency has not been thoroughly investigated. The purpose of this article is to explore the links between these elements.

The study involved 200 English as a Foreign Language (EFL) students at Vinh University who completed questionnaires designed to assess their level of autonomy and motivation in developing their speaking skills. In order to assess the relationship between learners' autonomy, motivation and their English speaking proficiency, the researchers compared the questionnaire responses with the students' scores on a speaking proficiency test.

Analysis of the data collected showed that students with lower speaking scores tended to report lower levels of independence than those with higher speaking scores. In addition, a correlation was found between students' speaking scores and their motivation levels. These findings suggest that there are significant links between autonomy, motivation and speaking ability. Consequently, the study highlights the need for pedagogical adjustments to the language teaching curriculum to better support the development of learner autonomy and motivation in language learning.

Seventh, a research by Kafryawan (2019), entitled *The Influence of Motivation on EFL Learners' Speaking Skills*.

Motivation is an important psychological factor that influences speaking proficiency. The purpose of this study was to investigate whether there was a significant relationship between EFL learners' motivation and their speaking proficiency. To achieve this, a correlational research design was used to assess the relationship between the two quantifiable variables using a quantitative approach. The participants in this study consisted of 46 learners from SMA Negeri 1 Marisa in Pohuwato Regency, Gorontalo. Purposive sampling was used to select students who were deemed capable of providing relevant information related to the research questions based on the study design.

Data collection involved the administration of a speaking test based on the Heaton scoring criteria and a motivation test using a Likert scale. These assessments were distributed to the learners in order to collect quantifiable data. The data collected was then analysed using the Pearson Product Moment Correlation Coefficient. The results showed a significant correlation between EFL learners' motivation and their speaking skills, indicating a high degree of correlation. In other words, the results support the assumption that higher motivation among EFL learners is associated with better speaking skills.

Eighth, an international journal Relationships Between Learners' Motivation Factors And Speaking Strategy Factors

To Learn Oral Communication In English by Quadir (2014). The main aim of this study is not to investigate students' motivation to learn spoken English in isolation, but rather to find out the relationships between learners' motivation and strategy to learn English oral communication in the Bangladeshi EFL context. The search for the links between motivation and strategy use was guided by the concern to find out how learners' motivation works.

This study explores the relationships between motivation and speaking strategy factors among Bangladeshi university students learning oral communication in English. A total of 355 university students participated in the study. A modified version of the questionnaire developed by Schmidt et al. (1996) was administered to assess the students' level of motivation. In addition, participants reported on their use of speaking strategies using a modified version of the Strategy Inventory for Language Learning (SILL 7.0) developed by Oxford (1990).

Exploratory factor analysis was used to identify the underlying motivational and speaking strategy factors. The analysis revealed seven motivational factors: (a) positive attitude, (b) L2 speaking anxiety, (c) determination to learn, (d) instrumentality, (e) intrinsic motivation, (f) social attractiveness, and (g) immigrant tendency. In addition, five speaking strategy

factors were identified: (a) sharing strategies, (b) coping strategies, (c) active processing strategies, (d) memory strategies, and (e) involvement strategies.

In order to examine the relationships between the identified motivational factors and the speaking strategy factors, Pearson correlation analyses were carried out. The results showed that motivation factors (c) willingness to learn, (d) instrumentality, (e) intrinsic motivation and (a) positive attitude. showed positive correlations with several speaking strategy factors. Conversely, motivation factor (b) L2 speaking anxiety showed negative correlations with many of the speaking strategy factors. These findings highlight the complex interplay between motivation and speaking strategies in the context of language learning.

B. LITERATURE REVIEW

1. Motivation in Language Learning

The word “motivation” in language learning has many different meanings and ways of being understood, much like it's seen in psychology. In the past, psychologists looked at motivation in different ways, such as how rewards influence behaviour, natural instincts, expectations, needs and the desire to

reduce tension (Gardner, 2006). Nowadays there is more emphasis on understanding motivation as a process. This includes ideas such as curiosity (the desire to learn), self-determination (the ability to make choices), how people explain their successes or failures, and setting goals for what they want to achieve.

To understand how motivation works in language learning, it is important to consider the basic psychological needs that support high-quality motivation. According to Self-Determination Theory (SDT), developed by Deci and Ryan (1985), three essential psychological needs must be fulfilled to foster optimal motivation and personal growth: autonomy, competence, and relatedness. Autonomy refers to the feeling that one's actions are self-directed and aligned with personal values. This allows students to feel a sense of choice in their learning process. Competence involves feeling effective and capable of achieving desired outcomes. Students who experience progress or mastery in speaking tasks are more likely to be motivated to continue. Relatedness is the need to feel connected and supported by others, such as peers and teachers. This need reinforces a learner's sense of belonging and engagement. Together, these three needs are fundamental to the internalization of extrinsic

motivation, enabling students to transition from externally regulated behaviors to more autonomous, self-determined forms of motivation, such as identification and integration.

In research by Seven (2020) Motivation is a key focus in education and is particularly important in language learning. One of the biggest challenges for teachers is finding ways to motivate their language students. The key to overcoming this challenge lies in understanding what drives each student and then designing lessons that are both relevant and enjoyable for them. In other word motivation is a fundamental driving force in language learning and has a significant impact on a learner's engagement, persistence and overall success. It encompasses the reasons and desires that drive individuals to learn a new language, whether for personal enrichment, cultural connection or career advancement.

Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language (L2) learning (Dörnyei, 1998). Without sufficient motivation, even very talented learners may struggle to achieve their long-term language goals, and a good curriculum or teaching alone won't guarantee success. Conversely, strong motivation can help overcome significant

weaknesses in a person's language skills or learning environment.

Based on all the statement above it can summed up that motivation is a challenging and multi-faceted concept in language learning, which has a significant impact on how effectively individuals learn a new language. It includes factors such as personal aspirations, cultural connections and the ability to set and pursue goals. Understanding what motivates each learner is essential for teachers, as it allows them to create engaging and relevant lessons that can inspire students. Ultimately, motivation is not just an additional element, but a fundamental driving force that can determine a learner's success, helping them to overcome challenges and achieve their language learning goals.

2. Different Type of Motivation

In Self-Determination Theory, by Deci & Ryan (1985) there are different type of motivation based on the different reason or goals that give rise to an action. First is Intrinsic Motivation, which refers to doing something because it is inherently interesting or enjoyable. And the second one is Extrinsic Motivation which refers to doing something because it leads to separable outcome.

a. Intrinsic Motivation

Intrinsic motivation is defined as doing an activity for its intrinsic satisfactions rather than some separable consequence (Ryan & Deci, 2000). When someone is intrinsically motivated, they do something because they enjoy it or find it challenging, not because someone tells them to or because they want a reward. In other words, they do it for the pleasure of the activity itself, not for external reasons.

Another definition by Ushioda (2008) intrinsic motivation is “doing something as an end in itself, for its own self-sustaining pleasurable rewards of enjoyment, interest, challenge, or skill and knowledge development.” It emphasises that if someone enjoys what they are doing, finds it interesting or feels challenged, they are more likely to continue doing it. This type of motivation is self-sustaining, meaning that the enjoyment and personal growth gained from the activity can keep a person engaged over time.

According to Legault (2016) Intrinsic motivation refers to engagement in behaviour that is inherently satisfying or enjoyable. Intrinsic motivation is non-instrumental in nature, meaning that intrinsically motivated action is not dependent on an outcome that is separable from

the behaviour itself. Rather, means and ends are one and the same. for example, when someone does activities such as running, jumping without a reason. it is because it is based on the impetus from within because it is fun and gives its own satisfaction.

As highlighted by researchers such as Ryan & Deci, Ushioda and Legault, intrinsic motivation fosters a deeper connection to the activity, making it a powerful force for learning and personal fulfilment. Ultimately, when individuals engage in activities simply for the enjoyment they bring, they are more likely to remain committed and engaged, leading to a richer and more rewarding experience.

b. Extrinsic Motivation

Often contrasted with intrinsic motivation is the heterogeneous category of extrinsic motivation which concerns behaviours undertaken for reasons other than their intrinsic satisfaction (Ryan & Deci, 2020). As Guay & Vallerand (2000) state that Extrinsic motivation refers to a wide range of behaviours where the goals of the action go beyond those inherent in the activity itself. Extrinsic motivation encompasses a variety of behaviours that are driven by external factors such as rewards, recognition or the avoidance of negative consequences.

Unlike intrinsic motivation, where the activity itself is the primary source of satisfaction, extrinsic motivation relies on outcomes that are separate from the activity. For example, a student may study hard not because he or she enjoys the subject, but in order to get good grades or gain approval from parents.

Same statement from Ryan & Deci (2000) SDT (Self-Determination Theory) proposes that extrinsic motivation can vary greatly in the degree to which it is autonomous. For example, a student who does his homework only because he fears parental punishments for not doing it is extrinsically driven since he is performing the activity in order to gain the separate end of avoiding sanctions. In a similar case, a student who completes coursework because she thinks it will help her in her chosen field is similarly extrinsically motivated because she is doing it for its purposes rather than because she finds it interesting.

This is in contrast to intrinsic motivation, which refers to doing an activity purely for the enjoyment of the activity itself rather than its instrumental value. However, unlike some viewpoints that consider extrinsically motivated behaviour to be invariantly nonautonomous, SDT suggests

that extrinsic motivation can vary greatly in the degree to which it is autonomous (Ryan & Deci, 2000).

Self-Determination Theory has long specified four major subtypes of extrinsic motivation, illustrated in *fig.2.1*

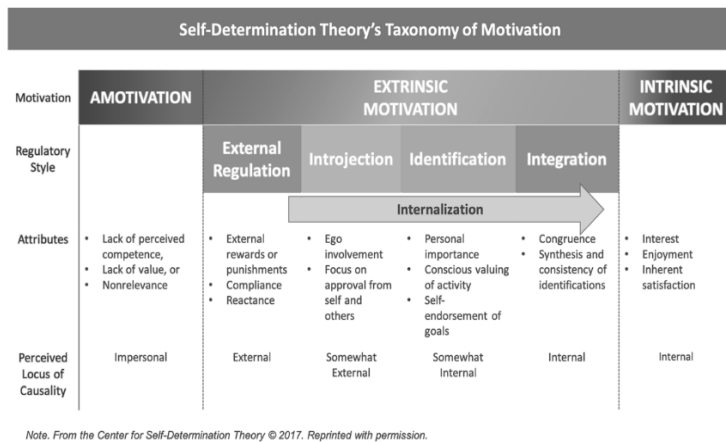


Figure 2. 1 Self-Determination Theory's Taxonomy of Motivation.
Cited from (Ryan & Deci, 2020)

1) External Regulation

External regulation concerns behaviours that are driven by externally imposed rewards and punishments. It is a form of motivation that is typically experienced as controlled and non-autonomous (Ryan & Deci, 2020).

External Regulation is when actions are influenced by external demands, getting rewarded or avoiding punishment. An example of External Regulation is the support of expectations and pressure from parents that make a person driven to act according to what the external wants.

As Guay & Vallerand (2000) state that external regulation occurs when behaviour is regulated by rewards or to avoid negative to avoid negative consequences. That is, the individual experiences an obligation to behave in a certain way, regardless of whether the goal of the behaviour is to obtain rewards or to avoid sanctions. Among them are the influence of parental encouragement and expectations, where a person's behaviour occurs to avoid punishment or the opinion of reward.

In this case, a person believes they must act a specific way because of outside pressures or expectations, rather than because they want to. This pressure might come from society, job norms, or personal relationships. It may be more difficult for them to remain involved or find genuine fulfilment in their work as a result of them doing things only to satisfy these demands rather than because they like the activity.

The influence of parental encouragement is when students perceive that parents value the importance of effort and academic success, students have higher perceptions of academic competence and place a high priority on their academic ability, effort and grades (Gonzalez-Dehass et al., 2005). Parents who actively encourage children on the importance of hard work and academic achievement will positively influence their children's self-perception of their academic abilities, resulting in students being more motivated to prioritize their education.

2) Introjection

Behaviour is controlled by the internal rewards of self-esteem for success and by avoiding feelings of anxiety, shame, or guilt for failure. Introjected regulation is the study of extrinsic incentive that has been partially internalized (Ryan & Deci, 2020). Also a research by Gagné & Deci (2005) state that regulation that has been taken in by the person but has not been accepted as his or her own is said to be introjected and provides the basis for introjected regulation.

Introjection involves taking in a regulation but not fully accepting it as one's own (Deci & Ryan, 2012). This

behaviour is not based on the internal desires of the individual, but is influenced by external expectations. It is a relatively controlled form of regulation in which behaviours are performed in order to avoid guilt or anxiety, or to achieve ego enhancements such as pride. Introjected behaviours engage the ego and are carried out to improve contingent self-worth or to absolve oneself of guilt. Although internal pressure is noticeable, it does not seem to be supported by oneself. This type of drive is therefore not self-determined. An introverted person avoids discrimination because they feel obligated to do so or because they would feel ashamed or guilty if they didn't. In such a case, someone might work hard or do something else because they think it would boost their self-esteem or help them avoid feeling guilty or ashamed, rather than solely for the sake of getting rewards from others.

This behaviour is not based on the internal desires of the individual, but is influenced by external expectations. It is a relatively controlled form of regulation in which behaviours are performed in order to avoid guilt or anxiety, or to achieve ego enhancements such as pride. In addition, students will feel proud when they succeed academically especially when their peers appreciate their efforts. As

Véronneau & Dishion, (2010) pointed out that individuals interact more with friendships that have high learning achievement. And it shapes individual behaviour to show less deviation.

3) Identification

Identification state that drives individuals to engage in behaviours based on perceived personal value and meaning, whether or not those behaviours are inherently pleasurable (Howard et al., 2021). This regulation occurs when the individual values or identifies with the outcome of the activity (Legault, 2016). Although identifications feel autonomously chosen, they may nonetheless be separate from the individual's other values and beliefs and thus may not reflect the person's core self or overarching value system.

In identified regulation, the person consciously identifies with or personally endorses the value of an activity and thus experiences a relatively high level of volition or willingness to act (Ryan & Deci, 2020). For example, A college student decides to major in business because they believe it will lead to a stable job and financial security. They feel motivated by the idea of success and the approval they expect from their family and friends. While they enjoy some parts of the business courses, their main reason for choosing

this path is the recognition they hope to receive, rather than a true passion for the subject.

4) Integration

Integrated regulation is a form of extrinsic motivation that is highly self-determined (Howard et al., 2021). When motivated by integrated regulation, people integrate the act of performing a behaviour into their identity to the point that it is a completely consistent part of who they are. People who have integrated regulation fully understand that their conduct is a part of who they are, that it comes from their sense of self, and that it is therefore self-determined (Gagné & Deci, 2005).

Integrated regulation promotes a feeling of authenticity and personal fulfilment in addition to showing a strong alignment between a person's ideals and behaviours. People can engage in activities that align with their fundamental values because of this type of motivation, which increases their level of dedication and happiness in their pursuits. Because their behaviours are a representation of who they really are rather than just being motivated by external demands or rewards, people who are motivated by

integrated regulation are therefore more likely to keep going despite obstacles.

In *fig. 2.1*. There are also Amotivation. Either a lack of perceived competence to perform or a lack of value or interest can lead to amotivation, which is all too typical in educational settings (Ryan & Deci, 2020). amotivation is also considered a negative factor that affects students' learning and improvement of students' abilities. Amotivation is also associated with several theories such as those of low expectations and/or values, low self-efficacy, and learned helplessness (Howard et al., 2021).

3. Speaking Proficiency

Many Foreign Language (FL) education curricula today place a strong emphasis on speaking proficiency as a crucial component of communicative competence (Tsang & Lee, 2023). Speaking, which has the definition of expressing ideas, feelings and thoughts orally, predates writing where writing is expressed visually. Muhammad Said et al. (2023) State that Speaking is easier than writing because a speaker's first aim is to convey information that the listener will understand, even if it is not grammatically correct. A very large number of the world's languages are spoken only, without a written script. The majority

of languages, even those with written scripts, use their spoken forms more than their written forms (Hussain, 2017).

In today's world, communication skills play a vital role and people need to master these skills in order to be successful in their respective fields (Rao, 2019). Speaking ability is a very important skill to master for students as a second language. because perfect communication starts with good language skills and to achieve goals and achievements, one must have good communication and speaking skills. As G. Brown (1983) said “Speaking is the skill on which students are most judged in real-life situations”.

Learners frequently use their perceived improvement in spoken language competency to assess both their language learning performance and the value of their English course (Richards, 2008). Therefore, speaking ability has a very important role in the progress of student learning, especially in terms of motivation. The more proficient a person is in speaking English, the more extrinsic factors such as parents and friendship environments, will appreciate and provide support. It can prevent a person from embarrassment and pressure not accepted in the social environment.

4. The Impact of Extrinsic Motivation in Speaking Proficiency

As it comes to improving language learners' speaking abilities, external motivation has a pivotal role to engage in an activity for external benefits or pressures, such as grades, social recognition, or career progress. Latauga et al. (2023) Claims that speaking proficiency increase motivation in English language learners, with extrinsic motivation having a greater impact than intrinsic drive.

Speaking learning motivation is also crucial for determining the course of one's future objectives. As Silalahi (2018) previously said, motivation plays a significant role in the development of speaking abilities since learning a language without expectations is a comparable to doing something aimless. Additionally, Dörnyei (2001) as cited in Dincer (2017) explained that Motivation is a key factor in language learning, as it is well acknowledged that it determines whether a student succeeds or fails in acquiring a foreign language. As a result, motivated learners not only improve their speaking skills but also develop a more comprehensive comprehension of the language, which can lead to greater confidence and fluency. Ultimately, developing motivation in language acquisition is vital for

achieving long-term success and personal progress in communication abilities.

C. HYPOTHESIS FORMULATION

Hypothesis is a temporary answer to the formulation of the research problem, where the formulation of the research problem is in the form of a question. It is said to be temporary because the answers given are based only on relevant theories and not on empirical facts obtained through data collection (Sugiyono, 2013). Meanwhile, according to Toledo et al. (2011) from another perspective, Hypothesis is then at the centre of the research study. Of the research study, the research data obtained, and the conclusions and the conclusions reached. With the data collected and carefully examined, the hypothesis can be supported or not based on the evidence gathered.

To answer the research questions that have been compiled by researchers, the following are 4 points of the hypothesis formula that have been separated according to their focus to provide tentative answers to this research. The formulation in this study are:

1. Null Hypothesis (H_0): “There is no influential factor on learners’ extrinsic motivation and their speaking proficiency.”

Alternative Hypothesis ($H1_1$): “External regulation becomes the most influential factor on learners’ extrinsic motivation and their speaking proficiency.”

2. Null Hypothesis ($H0_2$): “There is no difference in the level of extrinsic motivation between 4th semester and 6th semester students.”

Alternative Hypothesis ($H1_2$): “There is a difference in the level of extrinsic motivation between 4th semester and 6th semester students.”

3. Null Hypothesis ($H0_3$): “There is no impact of the level of extrinsic motivation on their speaking proficiency.”

Alternative Hypothesis ($H1_3$): The level of extrinsic motivation impacts on their speaking proficiency.”

CHAPTER III

RESEARCH METHOD

A. RESEARCH DESIGN

The researcher applied the quantitative method with a correlational research design to know whether or not there was a correlation between learners' extrinsic motivation and their speaking proficiency. Creswell (2012) Describes that correlational design in which investigators use the correlational statistic to describe and measure the degree or association (or relationship) between two or more variables or sets of scores. Furthermore, Cresswell says that correlation is a statistical test to determine the tendency or pattern of two or more variables or two sets of data that vary consistently. Therefore, in this study, the researcher used a correlation statistical test to determine the relationship between learners' extrinsic motivation and their speaking ability.

The researcher used questionnaires based on the Attitude/Motivation Test Battery (AMTB) to determine students' attitudes and motivation for language learning. The Academic Motivation Scale (AMS), which classifies several forms of motivation, including extrinsic drive, was also used in the study to measure the level of motivation. The study used student study

results cards (Kartu Hasil Studi/KHS) in The odd semester of the 2024/2025 academic year was used for the data collection process to measure academic performance and assess students' speaking skills. The following courses were used to determine the speaking scores:

- Professional Speaking and Listening (for 3rd semester)
- Academic Speaking and Listening (for 5th semester)

These classes were chosen because they emphasize oral communication skills in particular, which makes them an appropriate standard for evaluating students' speaking abilities.

B. SOURCE OF DATA AND SETTING

The International Class Programme (ICP) of the English Language Education Department at UIN Walisongo Semarang is where this study is being conducted. The ICP program seeks to enhance the English learning process by emphasizing both theoretical understanding and practical application. In this deep setting, students are motivated to enhance their proficiency in English, particularly in speaking.

Students in the 4th and 6th semesters of the ICP program are the participants in this study with 22 students of 4th semester and 26 students of 6th semester students and the total of it is 48

students. Because of their varying academic phases, the students were chosen to enable a comparative study of their extrinsic drive and how it affects their speaking ability. Students in the 4th semester are still developing their English language skills, whereas those in the 6th semester have had greater exposure to English-learning activities, which could affect their performance and motivation. These participants were chosen because students in the International Class Programme (ICP) also experience a lot of English, which creates a special setting for language development. External motivators like social pressures and academic expectations are guaranteed to have a big impact on their learning process in this environment.

By focusing on students in the ICP program, this research aims to gain a deeper understanding of how structured English learning environments contribute to language development. The study is conducted from March to April 2025, a timeframe chosen to coincide with the students' academic schedule. This allows for an analysis of how various external factors, such as academic expectations, institutional policies, and career aspirations, shape students' motivation to improve their speaking proficiency. The results of this study should provide insights into

how motivation strategies can be optimized to improve students' speaking abilities.

C. POPULATION

The researchers determined that the population in this study were 4th semester students and 6th semester students in the International Class Programme majoring in English Language Education at UIN Walisongo Semarang, with a total of 22 4th semester students and 26 6th semester students. So the total population in this study was 48 students. The study aims to determine whether elements like academic expectations, external reinforcement, and individual career aspirations play a significant role in shaping students' speaking proficiency at different academic levels. By using the total population of 49 students as the basis for data collection, the researcher is able to obtain insights into motivation patterns and their relationship with students' speaking abilities.

According to Creswell (2012) A population is a group of individuals who have the following characteristics. It refers to the whole group of individuals or entities that share certain characteristics relevant to the research question. This could include students, teachers, schools, or educational programs.

In attempt to compare variations in extrinsic motivation and its effect on speaking proficiency across several stages of their English learning experience, this class was chosen based on their academic advancement. The research attempts to get a more comprehensive view of how motivation changes as students progress in their studies by incorporating individuals from both semesters.

D. SAMPLE

The entire population was used as the sample in this study, which used a total sampling technique. Because there were a small number of individuals in the target group and they were directly related to the goals of the study, total sampling was considered appropriate. According to Sugiyono (2013) the use of total sampling is done when the population is relatively small, less than 30 people. for that all members of the population are used as a sample.

The sample consisted of 48 students enrolled in the International Class Program of the English Education Department of UIN Walisongo Semarang, consisting of 26 6th semester students and 22 4th semester students. In addition, the use of a total sampling helped to reduce sampling bias and increase the reliability of the comparative analysis between groups. Because both semester groups (4th and 6th) are part of the

same academic stream and share similar learning environments, the results are expected to provide a meaningful interpretation of differences in extrinsic motivation and its potential impact on speaking proficiency.

E. VARIABLES AND INDICATORS

a. Research Variables

According to Sugiyono (2013) Research variables are basically anything, in any form, that the researcher decides to study in order to obtain information about it and then draw conclusions. Theoretically, variables can be defined as attributes of a person, or object, that have ‘variations’ between one person and another or one object and another object. The variables in this study are Independent and Dependent variables. Independent variables, which can be referred to as free variables in Indonesian, are often referred to as stimulus variables, predictors and antecedents. As Sugiyono (2013) stated “Free variables are variables that influence or cause the change or emergence of the dependent variable (bound)”. Independent variable is usually marked with the symbol X or the variable that is explain or influence.

While Dependent variable, are often referred to as output variables, criteria, consequences (Sugiyono, 2013). Dependent variables in Indonesian are often referred to as dependent

variables. which are variables that are influenced or that are the result of the existence of Independent variable. The symbol that marks the Dependent variable is usually used symbol Y.

From the description above, the researcher determines that the Independent variable that influences (X) is extrinsic motivation and the Dependent variable that is influenced (Y) is speaking ability.

b. Research Indicator

Research indicators are specific, measurable elements or quantities which are used for the evaluation, assessment or quantification of particular concepts or phenomena in research studies. According to KBBI, Indicator can be defined as something that can provide (be) a pointer or information (KBBI, n.d.). As described above, Researcher can conclude that indicators are measuring tools for achieving research objectives.

Indicator in this study include:

1. Extrinsic Motivation indicator, according to Ryan & Deci (2020) there are:
 - a. External Regulation
 - The influence of parental rewards or punishments in the context of language learning.

- A motivation that comes from the desire to live up to parental expectations.
 - b. Introjection
 - Learners' guilt or shame when they do not meet the expectations of the friendship environment.
 - c. Identification
 - Learning English because it suits their future goals.
 - Seeing speaking proficiency as useful for career or education.
 - d. Integration
 - Consideration of English language skills as part of self-identity.
 - A sense that English language skills are in line with life goals and values.
2. Speaking Proficiency indicator, according to H. D. Brown, (2004) in a book titled “Language Assessment: Principles and Classroom Practices” there are:
- a. Pronunciation, assessing the learner's speech sounds, stress, and intonation patterns for accuracy and clarity.
 - b. Fluency, evaluating the learner's speech flow, including how quickly and naturally they talk.

- c. Vocabulary, examining the learner's word choice and appropriateness in a variety of situations.
- d. Grammar, evaluating the learner's syntactic structures for accuracy and complexity.
- e. Comprehension, measuring the way a student can comprehend and react in a conversation.
- f. Task, analysing the student's performance in meeting the communicative objectives of a particular speaking task.

F. METHOD OF COLLECTING DATA

This study used a quantitative research approach, collecting data through Student Result Card (KHS) and questionnaires to measure students' motivation levels and analyze the relationship between speaking proficiency and extrinsic motivation.

1. Motivation test

There were two validated instruments in this motivation test using questionnaire:

- a. AMTB (Attitude Motivation Test Battery)

The AMTB, originally developed by Gardner (2004), has been adapted to assess students' attitudes and motivation towards learning English. In order to better understand the

external factors that impact students' motivation and how these factors relate to their speaking ability, this study will analyze the students' responses. Furthermore, the AMTB's adaption for this study guarantees its validity and applicability in evaluating the motivational patterns students in the International Class Programme majoring in English Language Education at UIN Walisongo Semarang, given that it has been extensively verified in earlier research on language learning motivation.

b. AMS (Academic Motivation Scale)

This study used the Academic Motivation Scale (AMS), which was first created by (Robert J. Vallerand et al, 1992), to evaluate the degree of academic motivation of students in their 4th and 6th semester. Based on Self-Determination Theory (SDT), the AMS is a proven tool used to measure students' motivations for participating in academic activities. By categorising students' responses, helps to determine the level of extrinsic motivational factors. This distinction is crucial to understanding how different forms of extrinsic motivation affect student engagement and performance in speaking courses.

2. Documentation

In order to effectively assess the speaking skills of the participants in this study, the researcher will use the Student Result Cards (KHS) in 3rd and 5th semester students in odd semester, academic year 2024/2025 to generated from their Speaking Courses. This result card is a comprehensive document that contains the authorized marks they have received and reflects their evaluation during speaking courses. By analyzing these scores, researcher can obtain objective data that allows to evaluate the complex relationship between students' level of motivation and their speaking proficiency. This approach not only ensures a systematic measurement of speaking proficiency, but also provides a deeper understanding of how motivational factors can affect language acquisition and performance in speaking proficiency.

G. RESEARCH INSTRUMENTS

The variables in this study were measured using three research tools: a questionnaire modified from the Attitude Motivation Test Battery (AMTB) to identify extrinsic desire, Academic Motivation Scale (AMS) to classify participants according to their semester level and the Study Result Card (KHS) to measure speaking proficiency.

a. Test Instruments

The first questionnaire instrument is adapted from AMTB (Attitude Motivation Test Battery) by (Gardner, 2004). There are 104 items in the questionnaire, but the researcher chose 20 items that have been adjusted to the research objectives and in accordance with the characteristics of extrinsic motivation.

The second instrument, adapted from Academic Motivation Scale (AMS), developed by Robert J. Vallerand, et al (1992), was used to categorise participants according to their semester level. This scale helps to identify extrinsic motivation and allows a comparative analysis of motivation levels in semesters 4 and 6. AMS consists of 28 items, 12 of them are intrinsic motivation. Therefore, the rest of them, Researcher modified to suit the needs of the study consisting of External Regulation, Introjection, Identification and Integration.

Those questionnaire has several options based on Likert scale. This Likert scale has 4 points, including Strongly agree (*Sangat setuju*), agree (*Setuju*), In doubt (*Kurang setuju*), disagree (*Tidak setuju*) and strongly disagree (*Sangat tidak setuju*) , and is used to encourage respondents to choose positive and negative sides and avoid neutral bias, and to help researchers get firm and clear answers. To make it clear, the Researcher present the list of questionnaire in the table 3.1 and table 3.2

Table 3. 1 The Indicator of Extrinsic Motivation Learning

(Adopted and modified from AMTB by Gardner (2004))

Aspect	Indicator	Item Number
Extrinsic Motivation	1. External Regulation (Motivation is driven by external rewards or pressures) - Focus on career, academic achievement, respect, and achieving the expectations of others (parents, society).	1,2,3,4,5,6,7
	2. Introjection (Motivation fuelled by internal pressures such as guilt, fear and shame) - Concerns about judgement, feeling compelled to learn because of social comparison or fear of failure.	8,9,10,11,12
	3. Identification (Motivation arises when the learning process is aligned with personal goals or values)	13,14,15,16

	- The desire to learn English for practical reasons such as communication, cultural exploration and personal growth.	
	4. Integration (Motivation is linked to one's sense of self, where learning becomes part of one's identity) - Motivation to learn English because it is an essential part of self-expression, confidence, and fluency.	17,18,19,20

Table 3. 2

(Adopted and modified from AMS by Robert J. Vallerand, et al (1992)

Aspect	Indicator	Item number
	Grade related motivation - To fulfill academic criteria, focusing on grades, passing	1,2,3,4

Extrinsic motivation	classes, and improving the speaking abilities.	
	Teacher related motivation - desire for rewards or acknowledgment for involvement and effort, as well as to win the teacher's approval.	5,6,7
	Peer and Social recognition - seek to gain attention in a social or group context, impress others, and be perceived as proficient.	8,9,10,11
	Academic progress motivation - Emphasize achieving course requirements remaining on course academically, and doing well in class.	12,13,14

b. Document Study Guidelines

Students' speaking proficiency is measured using the Study Result Card (KHS) in 3rd and 5th odd semester, academic year 2024/2025. The KHS provides an objective assessment of their performance in English-related subjects, particularly those with a speaking component. Speaking grades from the KHS were

used as indicators of students' speaking ability and then correlated with motivation scores from the AMTB and AMS questionnaire. This method ensured that both subjective (questionnaire-based) and objective (academic grades) data were considered in assessing the relationship between extrinsic motivation and speaking proficiency.

H. METHOD OF ANALYSING DATA

In order to ensure the accuracy of the data collection, this study follows a structured data analysis process. The analysis consists of four main steps: Test instrument analysis (test validity and reliability), scoring system of motivation test, scoring system of document study and statistical analysis. These steps are described below:

a. Test instrument analysis (test validity and reliability)

The validity and reliability of the questionnaires were tested to ensure that they accurately measured extrinsic motivation before the research instruments were distributed to the participants.

a) The validity of instruments

Valid means that the instrument can be used to measure what it is intended to measure (Sugiyono, 2013). The researcher used the Pearson product-moment correlation coefficient (r) to test the validity of the questionnaire items.

To determine the strength of the relationship, each item was correlated with the total score.

The formula of Pearson product-moment correlation coefficient (r) is:

$$r = \frac{\sum(X_i - \bar{X})(Y_i - \bar{Y})}{\sqrt{\sum(X_i - \bar{X})^2 \sum(Y_i - \bar{Y})^2}}$$

Information:

r: Pearson Correlation Coefficient

X_i : Individual scores for the independent variable

Y_i : Individual scores for dependent variable

\bar{X} : Mean of X

\bar{Y} : Mean of Y

The validity test was carried out with SPSS 25, using the following criteria to interpret the results:

- If the Pearson correlation coefficient (r) is greater than 0.3 and the level of significance (p-value) is less than 0.05, then the item is considered to be valid.
- If r is less than 0.3, the item is considered weak and may need to be reworked or removed.

b) The reliability instruments

Reliability is a measurement of the extent to which the measurement results remain consistent when measuring

two or more times against the same symptoms (Sugiyono, 2013). The researcher used Cronbach's alpha in SPSS 25 to test the reliability of the AMTB and AMS questionnaires.

The formula of Cronbach Alpha is:

$$\alpha = \frac{k}{k-1} \left(1 - \frac{\sum \sigma_i^2}{\sigma_{total}^2}\right)$$

Information:

α : Cronbach Alpha

k : Number of items

σ_i^2 : Variance of each item

σ_{total}^2 : Total variance of all item

To determine the reliability of the instrument, the following interpretation was used:

- $\geq 0.9 \rightarrow$ Excellent reliability
- $0.8 - 0.89 \rightarrow$ Good reliability
- $0.7 - 0.79 \rightarrow$ Acceptable reliability
- $< 0.7 \rightarrow$ Poor reliability (requires revision)

b. Scoring system of motivation test

Student motivation was assessed using two standardised questionnaires: The Academic Motivation Scale (AMS) and the Attitude Motivation Test Battery

(AMTB). Both instruments measure extrinsic motivation, which refers to behaviour driven by external rewards or pressures.

Step in scoring motivation:

1) Data collection

Students answered the AMS and AMTB questionnaires that were provided. Once completed, each student's responses were collected and calculated to find their motivation score.

2) Calculating mean scores

The average score for each student was calculated by summing their responses and dividing by the number of items in the questionnaire. This average score represents the student's overall level of extrinsic motivation.

3) Motivation level interpretation

Participants' levels of motivation were categorised based on the mean scores.

4.50–5.00: High Extrinsic Motivation

3.50–4.49: Moderate Extrinsic Motivation

2.50–3.49: Low Extrinsic Motivation

1.50–2.49: Very Low Extrinsic Motivation

1.00–1.49: No Extrinsic Motivation

4) Comparative analysis

An independent t-test was conducted to determine whether there were significant differences in motivation levels between students in the 4th and 6th semesters.

c. Scoring system of document study

The scoring system for the Student Score Card (KHS) is a comprehensive framework designed to effectively assess student speaking proficiency. Through the use of a structured scoring rubric, clear criteria and a systematic assessment process, educators are able to provide meaningful assessments that inform instruction and support the development of students.

Correlation product moment was calculated to examine the relationship between the values of external motivation and language proficiency, as measured by the Student Result Cards (KHS). The KHS scores were analysed as continuous data, with higher scores being an indication of better speaking proficiency. These scores were then used to examine the relationship between students' extrinsic motivation, as measured by the AMS and AMTB questionnaires.

d. Statistical analysis

In this study, data were analysed using descriptive and inferential statistical analysis. The analyses were carried out in several steps, as outlined below:

1. Calculating mean scores

After collecting the data, the researcher calculated the mean scores for extrinsic motivation using the AMTB and AMS questionnaires. This step helps to summarise the motivation levels of the students. The researcher then interpreted these scores based on the interpretation of motivation levels.

In order to interpret the level of motivation of the students, the researcher adopted an interpretation scale from (Ryan & Deci, 2020) where the levels of motivation were classified as follows in the table 3.3 below:

Table 3. 3 Interpretation the level of extrinsic motivation based on Deci & Ryan's self-determination theory

Scale	Mean range	Motivational level	Score range
5	Strongly agree	High Extrinsic motivation	4.50-5.00
4	Agree	Moderate Extrinsic motivation	3.50-4.49
3	Neither agree nor disagree	Low Extrinsic motivation	2.50-3.49
2	Disagree	Very low Extrinsic motivation	1.50-2.49
1	Strongly disagree	No Extrinsic motivation	1.00-1.49

The interpretation scale helps to categorise students based on their motivation scores, where the highest motivation corresponds to a score between 4.50 and 5.00 and the lowest motivation corresponds to a score between 1.00 and 1.49.

2. Comparing two groups

Since this research focuses on comparing two groups (4th and 6th semester students), an independent samples t-test was used to analyse whether there was a significant difference between the motivation levels of the two groups.

There are several steps for t-test analysis:

- a) Calculating the mean score of extrinsic motivation in each group (4th and 6th semester)
- b) Apply an Independent t-test to compare the two groups

The formula of Independent t-test is:

$$t = \frac{(M_1 - M_2)}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Information:

M_1 and M_2 : Mean motivation score for semester 4th and 6th

s_1^2 and s_2^2 : The variances for the two groups

n_1 : Number of students in 4th semester

n_2 : Number of students in 6th semester

- c) Interpretation of results
 - If the p-value obtained from the t-test is less than 0.05, this indicates that there is a significant

difference in the level of motivation between the two groups (4th semester vs. 6th semester).

- If the p-value is greater than 0.05, it means that there is no significant difference between the two groups in terms of motivation.

3. Correlation between extrinsic motivation and speaking proficiency

To compare levels of motivation, the study also examined whether there was a correlation between students' extrinsic motivation (as measured by the AMTB questionnaires) and their speaking ability (as measured by their KHS scores). In order to assess this relationship, the researcher use Correlation Product Moment as present below:

$$r_{xy} = \frac{\sum(X - \bar{X})(Y - \bar{Y})}{\sqrt{\sum(\bar{X} - \bar{X})^2 \sum(Y - \bar{Y})^2}}$$

Information:

r_{xy} : Correlation Product Moment

X : Distribution of motivation scores

Y : Distribution of speaking score (KHS)

\bar{X} and \bar{Y} : Mean scores of motivation and speaking

The strength of the correlation is interpreted as follow:

0.00-0.20: Very weak correlation

0.20-0.40: Weak correlation

0.40-0.70: Moderate correlation

0.70-0.90: Strong correlation

0.90-1.00: Very strong correlation

This study looked at the overall relationship between motivation and speaking ability as well as the individual subtypes of extrinsic motivation (introjection, integration, identification, and external regulation) to see which one has the strongest correlation with speaking ability.

All data analysis was carried out using SPSS 25 for t-test and Pearson correlation. This software was used to calculate the mean scores, perform the t-test and analyse the correlation between motivation and speaking ability.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The results and analysis of the study on how extrinsic incentive affects students' speaking ability are presented in this chapter. This chapter's primary goal is to analyze the information gathered from the Academic Motivation Scale (AMS), the Attitude Motivation Test Battery (AMTB), and the speaking score from student result cards (KHS). The research questions and hypotheses that were developed in the earlier chapters are addressed by the interpretation of the findings.

A. FINDINGS

1. Instrument Validity Test

To make sure that every item in the AMTB and AMS questionnaires adequately measured the extrinsic motivation constructs, a validity test was carried out prior to the analysis of the research data. Each item score was connected with the overall score of its corresponding construct using Pearson's Product-Moment Correlation in SPSS 25 to conduct the validity test. The following were the requirements for validity:

- If the Pearson correlation coefficient (r) is greater than 0.3 and the level of significance (p -value) is less than 0.05, then the item is considered to be valid.

- If r is less than 0.3, the item is considered weak and may need to be reworked or removed.

Refers to appendix 6 and 7 to complete the analysis, all of the items in the AMTB and AMS surveys had r -count values higher than the r -table. The results suggesting that they were legitimate and appropriate for use in this study.

2. Instrument Reliability Test

Cronbach's Alpha in SPSS 25 was used to assess the reliability of the research tools (AMTB and AMS questionnaires) prior to additional analysis. The following are the requirements for acceptable reliability:

- $\geq 0.9 \rightarrow$ Excellent reliability
- $0.8 - 0.89 \rightarrow$ Good reliability
- $0.7 - 0.79 \rightarrow$ Acceptable reliability
- $< 0.7 \rightarrow$ Poor reliability (requires revision)

Refers to appendix 8 and 9. Cronbach's Alpha coefficients for all AMTB and AMS items were over 0.7. The results demonstrating the instruments' reliability.

3. Descriptive Analysis

a. Participants' demographic information

48 students from the 4th and 6th semesters of UIN Walisongo Semarang's International Class Programme (ICP) are the study's participants. There are 26 students

from the 6th semester and 22 students from the 4th semester.

b. Summary of Speaking Proficiency (KHS Score)

In all, 48 students took part in the study. Their academic result cards (KHS), which ranged from 0.00 to 4.00, were used to calculate their English speaking proficiency ratings. The table below displays a summary of the students' speaking proficiency scores:

Table 4. 1 Summary of KHS Score

N	Minimum	Maximum	Mean	Std Deviation
48	3.50	4.00	3.9062	0,19722

c. Summary of AMTB scores

a) AMTB (Attitude Motivation Test Battery)

The AMTB was utilized to identify the specific extrinsic factors influencing students' motivation in learning English. In order to evaluate extrinsic motivation, the AMTB questionnaire's total scores were divided into four sub-factors: external regulation, introjection, identification, and integration.

Table 4. 2 Summary of AMTB Score

Variables	N	Minimum	Maximum	Mean	Std. Deviation
External Regulation	48	27	35	31.93	2.23
Introjection	48	9	24	14.62	4.07
Identification	48	13	20	17.08	1.63
Integration	48	13	20	16.22	1.94

b) AMS (Academic Scale Motivation)

A descriptive analysis of the total AMS scores was conducted before comparing the motivation levels of the two groups.

Table 4. 3 Summary of AMS Score

N	Minimum	Maximum	Mean	Std. Deviation
48	36	60	53.65	4.633

All subjects had a minimum AMS score of 36 and a maximum score of 60. With a mean score of 53.65 and a standard deviation of 4.633, the students' level of extrinsic motivation was found to be moderately consistent. Given that the mean score was nearly equal to the maximum possible score, these results suggest that

the majority of students demonstrated a comparatively high level of extrinsic motivation.

4. Statistical Analysis

a. Analysis of the Relationship Between Speaking Proficiency and AMTB Factors

A correlation analysis between the students' speaking scores (as determined by KHS) and each component of extrinsic motivation (external regulation, introjection, identification, and integration) was carried out in order to investigate the impact of extrinsic motivation on students' English speaking skill. The Pearson Product Moment correlation was utilized, and it was computed using SPSS 25.

The following scale is used to interpret the correlation's strength:

0.00-0.20: Very weak correlation

0.20-0.40: Weak correlation

0.40-0.70: Moderate correlation

0.70-0.90: Strong correlation

0.90-1.00: Very strong correlation

Table 4. 4 Summary Table: Correlation Between Each Factor and Speaking Proficiency

Motivation Factor	Pearson Correlation (r)	Sig. (2-tailed)	Interpretation
External Regulation	-0,34	0,018	Weak negative correlation
Introjection	-0,107	0,472	Very weak negative correlation
Identification	0,172	0,243	Very weak negative correlation
Integration	0,486	0,001	Moderate positive correlation

Interpretation

- External regulation: The Pearson correlation coefficient is -0.340 with a significance level of 0.018. Since $r < 0$ and $p < 0.05$, this indicates a weak negative correlation. This means that the more students are externally regulated (e.g., motivated by rewards or punishments), the lower their speaking proficiency tends to be.
- Introjection: The correlation is -0.107 with $p = 0.472$, which is not statistically significant and represents a very weak negative correlation. This suggests a

minimal effect of introjection (e.g., pressure to perform to avoid guilt) on speaking scores.

- Identification: The correlation is 0.172 and the significance value is 0.243, indicating a very weak positive correlation, but not statistically significant. This means that identification with the value of speaking English may have a small, non-significant effect on performance.
- Integration: The correlation is 0.486 with $p = 0.001$, which shows a moderate positive correlation and is statistically significant. This suggests that when students have fully internalized the value of learning English and integrated it into their identity, their speaking skills improve.

The correlation analysis indicates that there is the strongest and most significant association between the integration factor and students' speaking skill. Thus, of the four extrinsic motivation factors, integration had the greatest impact on students' English-speaking ability.

b. Motivation Differences Between 4th and 6th Semester Students

Understanding differences in motivation across academic levels can help identify patterns in student engagement. Therefore, this section examines how extrinsic motivation varies between students in the 4th and 6th semesters.

Table 4. 5 Table Independent T-Test Result

Group	N	Mean	Std. Deviation	Std. Error Mean
Semester 4	22	54.68	4.02	0.86
Semester 6	26	52.77	5.01	0.98

Table 4. 6 Independent T-Test Summary

Test Info	F	Sig.	t	df	Sig. (2-tailed)	Mean diff	95% CI (Lower, Upper)
Equal variances assumed	0.486	0.489	1.441	46	0.156	1.913	-0.759, 4.584
Equal variances not assumed (optional)			1.468	45.89	0.149	1.913	-0.701, 4.535

Based on the results of the independent t-test, the study found that 4th semester students had a slightly higher level of extrinsic motivation ($M = 54.68$, $SD = 4.02$) than 6th semester students ($M = 52.77$, $SD = 5.01$). However, this difference was not statistically significant, as indicated by the p-value of 0.156 ($p > 0.05$).

Although the significance value ($p = 0.156$) indicates that the difference is not statistically significant, the mean scores still reflect a noticeable trend: 4th semester students are more extrinsically motivated than 6th semester students. This may be because students in the 4th semester are generally still in the motivation phase, trying to get good grades and external rewards such as praise, scholarships, or parental approval. Meanwhile, 6th semester students may begin to experience academic fatigue or shift their motivation from external goals to a more intrinsic or career-related focus.

B. DISCUSSION

1. The Relationship Between Extrinsic Motivation and Speaking Proficiency

This research aimed to assess the level of extrinsic drive among English language learners in the 4th and 6th semesters, as well as to examine the relationship between extrinsic motivation students' speaking proficiency. The results provide important insights into the relationship between motivation and language ability using a number of statistical techniques, such as independent samples t-test and correlation product moment tests.

Based on the findings of the Pearson Product-Moment Correlation study, this section examines the relationship between each extrinsic incentive element and students' English speaking proficiency.

According to the results, integration has the strongest positive link ($r = 0.582$, $p < 0.05$) with students' speaking proficiency. This implies that students are more likely to speak more fluently if they embrace the importance of learning English because they believe it to be relevant and in line with their own objectives. The Self-Determination Theory Deci & Ryan (1985) emphasizes integration as the most self-determined type of extrinsic motivation, which is consistent with this. Noels et al.

(2000) also reported similar results, concluding that language learners with integrated regulation typically showed greater levels of communicative competence because of internalized motivation that is in alignment with personal goals.

Students who learn English because they think it will help them in the future (for example, for their studies or employment) generally typically had higher speaking scores, according to the identification factor, which likewise shown a moderate and positive association ($r = 0.426$, $p < 0.05$). According to Wang's (2008) findings that students who are driven by academic and career goals are more likely to put up more effort in language learning activities, such as speaking practice.

Introjection, on the other hand, showed a small but positive association ($r = 0.262$, $p < 0.05$), suggesting that learning English under internal pressures like obligation or guilt can still result in marginally better performance, although not as strongly as more internalized motivations. This supports the findings by Moskovsky et al. (2013), who found that introjected motivation, while less effective than more internalized forms, can still drive performance due to internal expectations and fear of failures.

It's interesting to note that external regulation was negatively correlated ($r = -0.340$, $p < 0.05$), indicating that

students who are driven only by rewards or penalties from outside sources typically have poorer speaking abilities. This lends credence to the notion that high learning results are less likely to be produced by extrinsic motivation that is purely driven by outside factors. Vallerand et al. (1992) observed similar patterns, explaining that controlled motivations such as external regulation are often associated with lower persistence and more superficial approaches to learning, which can negatively affect performance in productive skills such as speaking.

Since external regulation did not emerge as the most relevant factor, the Alternative Hypothesis ($H1_1$) is rejected based on the statistical findings. Rather, the most significant correlation was seen in the Integration factor. Consequently, the study indicates that there is an influential factor, but not the one that was anticipated, and thus the Null Hypothesis ($H0_1$) is partially rejected.

According to the results, among the extrinsic motivation factors that improve students' speaking proficiency, integration had the greatest impact. Students' motivation increases and becomes more sustained when they believe that studying English is personally relevant and consistent with their own objectives and values. Their proficiency and performance in speaking

English are enhanced by this more deeper type of extrinsic motivation.

The significant role of integration as an extrinsic motivational factor can be clearly observed among students in the International Class Program (ICP). These students are generally exposed to an academic environment that emphasizes global communication, international collaboration, and intercultural competence. In this context, English is not merely a subject to pass but becomes part of their academic identity. Many ICP students consider English as essential to their future careers, especially those aiming for international scholarships, global job opportunities, or higher education abroad. For instance, a student who dreams of studying in Australia sees English not just as a university requirement but as a key to achieving life goals. This internalization aligns with integrated regulation, where learners perceive language learning as congruent with their personal values and aspirations. As a result, ICP students who score high in integration tend to show higher engagement in speaking activities, seek opportunities to practice English outside the classroom (such as participating in webinars or international student forums), and demonstrate greater confidence in expressing ideas. Thus, the influence of integration motivation in

the ICP context goes beyond academic grades shapes learners' attitudes, behaviors, and long-term educational goals.

Speaking lessons are more likely to be approached by students with high integration because they see them as important and pertinent to their own growth rather than only for the sake of receiving rewards. As a result of their increased investment and effort, speaking proficiency results are significantly better.

This suggests that speaking proficiency are typically stronger for students who are more internally connected with the importance of learning English (that is, who integrate their motivation with personal goals and identity). Deci and Ryan's Self-Determination Theory, which highlights the significance of internalized motivation in maintaining performance and achievement, is consistent with this study.

2. Motivation Differences Between 4th and 6th Semester Students

The level of extrinsic motivation among students in the 4th and 6th semesters was compared using an independent samples t-test. Students in the 4th semester had a higher mean score for extrinsic motivation than their counterparts in the 6th

semester, according to the statistical data, which showed a significant difference.

According to this research, students in previous academic semesters are typically more motivated by outside forces including grades, peer or instructor support, and institutional expectations. On the other side, growing academic demands, thesis obligations, or a slow transition to intrinsic objectives may cause sixth semester students to lose extrinsic drive. Students' perceptions and reactions to motivating factors may be impacted by the academic transition over time. This supports the findings by Ushioda (2011), who highlighted that as students advance and achieve greater autonomy in their academic journeys, changes in motivational orientation are common.

Additionally, the findings showed that students who were more extrinsically motivated, especially those in the 4th semester, also performed better academically in terms of their English speaking proficiency (KHS). Integration was the most noticeable and significant aspect of the extrinsic incentive components that were examined. This implies that students are more dedicated to language learning activities, including speaking, when they internalize external goals, such as learning English to fit with their personal beliefs, academic ambitions, or

future professional plans. Students may still have greater levels of motivation, enthusiasm, or outside support early in their academic careers, but they may diminish as they move on to later phases of their education. The broad trend supports the idea that greater desire is positively connected with better language outcomes, even though the mean difference in speaking proficiency was not statistically examined here.

Based on the t-test results, the p-value was below 0.05, indicating that the difference in motivation levels is statistically significant. Therefore, ($H0_2$) is rejected, and ($H1_2$) is accepted. Given that the group with a higher extrinsic motivation score (4th semester) also performed better in speaking proficiency, it can be inferred that extrinsic motivation does contribute to improved performance. Thus, ($H0_3$) is rejected, and ($H1_3$) is accepted.

CHAPTER V

CONCLUSIONS LIMITATIONS AND SUGGESTIONS

A. CONCLUSIONS

The goal of this study was to examine the relationship between extrinsic motivation and English-speaking proficiency among international English education students. The study focused on the four subtypes of extrinsic motivation identified by Self-Determination Theory (SDT): external regulation, introjection, identification, and integration. According to the Pearson correlation analysis results, integration was the most influential factor, demonstrating the strongest positive correlation with students' speaking proficiency. Identification and introjection followed, also demonstrating positive relationships. Conversely, external regulation, the most controlled and least internalized form of extrinsic motivation, showed a weak negative correlation. These findings suggest that students who perceive English learning as valuable and aligned with their goals and identity tend to perform better in speaking than those motivated solely by external demands or pressures.

In response to the second research question, this study also compared the levels of extrinsic motivation between 4th and 6th semester students. The analysis using the Academic

Motivation Scale (AMS) showed that 4th semester students had slightly higher extrinsic motivation levels than those in the 6th semester. However, the difference was not statistically significant. Even so, students with more internalized extrinsic motivation—particularly integration—were consistently associated with better speaking scores, regardless of their semester. This suggests that the quality of extrinsic motivation, rather than the academic level, plays a more critical role in shaping speaking proficiency outcomes.

Overall, the results of this study support the ideas proposed by Self-Determination Theory (SDT), which explains that motivation is not simply present or absent, but exists at different levels, ranging from external to more internalized forms. The results clearly showed that integration was the strongest factor influencing students' speaking proficiency. This means that students who learn English because they believe it is important for their personal goals, future career, or identity tend to perform better in speaking.

Furthermore, this research proves that speaking proficiency is not just about grammar or vocabulary, but also about how motivated students are. When students are motivated in a deeper way, they are more likely to speak with confidence,

practice more and engage more in class. Therefore, motivation should be considered an important part of language teaching.

B. LIMITATIONS

It is important to recognize the limits of this study in order to guide deeper future research and real-world applications.

First, the study did not specifically examine or assess teaching methods or classroom procedures that promote motivation, particularly integration-based approaches. Although the results indicate that encouraging integration can improve speaking ability, the study did not evaluate the practicality of designing and implementing certain teaching strategies or motivating strategies. This makes it more difficult to give teachers tangible instructional examples.

Second, without taking into consideration data on speaking performance in real time, the study concentrated on students' academic results (KHS) as a stand-in for speaking skill. Future research should use direct performance-based speaking evaluations to better capture students' communicative abilities in real circumstances, as the recommendations place an important focus on goal-oriented tasks and real-world speaking chances.

Third, this study only included a small number of participants and was carried out at a single institution, which limited how broadly the results could be applied. More expanded academic contexts, such as universities with different teaching philosophies and student demographics, would provide valuable insights for curriculum design and institutional support system suggestions.

Fourth, the study only employed quantitative approaches, which made it difficult to examine contextual, emotional, and personal factors that affect student motivation. Future research should include qualitative data (such as interviews, classroom observations, or student journals) to gain a deeper understanding of learners' motivational experiences, as the recommendations emphasize the significance of reflective activities and students' individual determining significance.

Lastly, the study was unable to track changes in motivation through the course of academic semesters due to its cross-sectional methodology. The results show a decrease in sixth-semester students' motivation, which calls for further long-term research to look at how institutional demands and academic advancement affect students' motivation over time.

C. SUGGESTIONS

Based these results, several of recommendations can be made to help English language learners improve their motivation and speaking proficiency.

Teachers are advised to start incorporating motivating techniques into their lesson plans and expand over conventional approaches to education and assessment. Students' a sense of value in studying English can be increased by assisting them in making connections between their education and their future aspirations. This promotes integration, the most significant form of extrinsic motivation identified in this study. Their involvement and sense of control over their language learning can be increased by offering goal-oriented exercises, group projects, and real-world speaking chances.

Institutions should also consider implementing long-term motivational support programs, particularly for students in later semesters, where declines in motivation have been observed. Academic advising, workshops, or language mentoring programs can help keep students motivated, especially as academic and non-academic demands increase.

Speaking classes need to be created from a curriculum approach that achieves a balance between affective development

and language proficiency. Reflective exercises, practical communication assignments, and feedback sessions that encourage self-awareness and motivation in speaking should all be incorporated by curriculum designers. These exercises can assist in bridging the gap between academic requirements and personal significance.

Finally, it is suggested that this study be expanded in future research by employing direct performance-based speaking assessments, a bigger and more varied sample, and qualitative data (such as observations or interviews). This will help validate or improve the study's findings and offer a more comprehensive knowledge of the intricate interplay between speaking outcomes and motivational factors.

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Appendix 1

AMTB (Attitude Motivation Test Battery)

Adopted and modified from The Attitude and Motivation Test Battery (AMTB) by (Robert C. Gardner (2004)

A. External Regulation (Learning due to external rewards/pressure)

1. Speaking English Fluently is important because I will need it for my future career
2. My parents expect me to improve my English speaking skills
3. Being able to speak English well makes me feel like a more educated person
4. My parents believe that strong English speaking skills will be useful for me after graduate
5. Speaking English fluently will help me to get a better job
6. People will respect me more if I can speak English fluently
7. My parents think I should practice speaking English more often

B. Introjection (Learning due to guilt and to avoid feelings of embarrassment)

8. I don't enjoy speaking English, but I feel like I have to

9. I don't feel confident when I speak English in class, but I force myself to do it
10. I feel embarrassed when I have to speak English in front of my classmates
11. I feel pressured to improve my English speaking because my classmates speak better than me
12. I worry that people will judge me if I make mistakes while speaking English

C. Identification (Learning because it aligns with personal goals)

13. Speaking English fluently will make it easier for me to communicate with English speakers
14. Being able to speak English will allow me to meet and interact with different people
15. Speaking English fluently will help me understand different cultures and ways of life
16. I want to be fluent in English so I can communicate easily with English speakers

D. Integration (Learning due to speaking English is part of one's identity)

17. I want to speak English so fluently that it feels natural to me

18. I plan to develop my English speaking skills as much as possible
19. I want to improve my English speaking until I can use it confidently in any situation
20. I want to be fluent in English so I can express myself confidently

Appendix 2

AMS (Academic Motivation Scale)

Adopted and modified from Academic Motivation Scale by
Robert J. Vallerand, et al (1992)

A. Grade related motivation

1. I work hard on my speaking skills to get high grades in English
2. I study English because I want to get good grades in the class
3. I am motivated to improve my speaking skills because it will help me to get a better grade in English
4. I feel motivated to study English because it is important for passing my courses

B. Teacher related motivation

5. I try to speak better in class because I want to impress my teacher
6. I feel more motivated to improve my speaking skills when my teacher rewards participation
7. I work hard to speak English well because I want to earn praise from my teacher

C. Peer and Social recognition

- 8. I improve my speaking skill because I want to be recognized as a good student by my friends
- 9. I try to speak English well in class to impress my peers
- 10. I practice speaking to show my peers that I am good at it
- 11. I feel motivated to speak better when I see my peers doing well in class

D. Academic progress motivation

- 12. I work hard to improve my speaking skills because I want to meet the academic requirements for my course
- 13. I focus on improving my speaking because I want to pass all my courses with high grades
- 14. I am motivated to perform well in speaking tasks to keep up with my academic program.

Appendix 3
AMTB scores

No .	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	Total
1	5	4	4	5	5	5	3	2	4	3	4	3	5	5	4	5	5	5	5	5	86
2	5	5	5	5	5	5	4	4	3	3	2	2	5	5	5	5	4	5	5	5	87
3	5	5	5	5	4	5	4	2	2	2	5	5	4	4	5	4	4	4	5	4	83
4	5	5	5	4	5	5	4	2	3	3	2	3	5	5	5	5	5	5	5	5	86
5	5	5	5	5	5	5	5	2	4	3	4	3	5	5	5	5	5	5	5	5	91
6	5	5	5	4	5	5	4	2	4	5	5	5	4	4	4	5	4	4	4	4	87
7	5	5	5	5	5	5	5	3	5	4	5	5	5	5	3	5	5	5	5	5	95
8	4	4	4	4	4	4	4	2	2	2	3	3	4	4	3	4	4	4	4	4	71
9	5	5	5	5	5	4	5	2	3	2	2	2	5	4	5	4	5	4	5	5	82
10	4	5	3	5	5	2	4	5	4	5	5	5	4	4	4	4	5	3	4	5	85
11	5	5	5	5	5	3	5	3	1	1	1	3	5	5	5	5	5	5	5	5	82
12	4	5	5	5	5	3	4	2	2	2	2	2	5	4	4	5	3	3	3	5	73
13	4	5	5	5	4	5	5	3	4	4	3	4	5	5	5	4	4	4	4	4	86
14	5	4	5	5	5	4	5	5	5	2	2	2	4	4	5	5	5	4	4	4	84
15	4	5	5	5	4	5	5	2	2	2	2	4	5	4	5	4	5	4	5	5	82

16	4	5	5	4	4	5	5	2	3	2	2	4	4	5	4	4	5	4	4	4	79
17	4	5	5	4	5	5	5	5	5	5	5	4	4	4	4	4	3	4	4	5	89
18	5	5	5	5	4	5	5	2	2	2	2	2	5	5	4	4	4	4	4	4	78
19	4	5	4	4	4	4	4	2	2	2	2	2	4	5	3	5	4	4	5	5	74
20	5	5	4	5	5	5	5	3	2	2	2	4	5	5	5	5	4	4	3	4	82
21	4	4	4	4	4	3	4	2	3	2	2	3	4	4	4	4	4	4	4	4	71
22	4	5	5	5	5	5	5	4	4	3	4	3	4	3	5	4	4	4	5	4	85
23	5	5	5	5	5	5	5	4	4	3	3	4	4	4	4	4	3	3	3	4	82
24	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	3	3	4	4	77
25	4	4	4	4	4	4	4	2	2	2	2	2	4	5	5	5	4	4	4	4	73
26	5	5	5	5	5	4	4	2	2	2	2	2	4	4	4	4	4	4	4	4	75
27	5	5	5	4	5	5	5	2	2	2	2	2	4	4	4	4	4	4	4	4	76
28	5	5	5	5	5	5	4	2	2	2	2	2	4	4	4	4	3	3	3	5	74
29	4	4	4	4	4	4	5	4	3	3	4	4	3	4	4	3	4	3	4	4	76
30	5	5	5	5	5	5	5	3	2	2	3	2	5	5	5	4	4	4	4	5	83
31	4	5	4	4	5	5	5	2	2	2	2	2	4	4	4	4	4	4	4	4	74
32	4	4	4	4	4	5	4	3	4	3	2	4	4	4	4	4	3	3	4	4	75
33	5	4	4	4	4	4	4	3	3	4	4	3	4	3	3	3	4	3	4	4	74
34	4	4	5	5	5	5	5	2	2	2	4	4	4	4	5	4	4	4	4	4	80
35	5	4	4	5	4	4	5	4	4	4	3	4	4	4	5	5	3	3	4	4	82
36	4	4	4	5	4	4	4	4	4	3	4	4	4	4	4	4	3	4	4	4	79

37	4	4	5	5	4	5	4	2	2	2	3	2	4	4	4	4	4	4	4	74
38	4	4	4	4	4	4	5	4	4	3	3	4	4	4	5	4	4	4	5	81
39	5	5	5	4	4	5	5	3	2	2	2	4	4	4	3	4	4	4	4	77
40	5	5	4	5	5	5	5	3	3	4	2	3	4	4	4	5	4	4	3	81
41	4	4	4	5	5	5	4	3	2	3	4	3	4	3	4	4	3	3	4	74
42	4	4	5	4	5	4	4	3	3	2	3	4	4	4	3	4	4	4	5	77
43	4	4	4	5	5	5	5	3	2	2	4	4	4	4	4	5	3	4	3	78
44	5	5	4	5	5	4	5	2	2	2	2	3	5	4	5	4	3	3	4	75
45	5	5	5	5	4	4	4	2	2	2	2	2	4	4	4	4	4	4	5	75
46	5	4	5	5	4	5	5	4	5	4	4	5	4	4	4	5	4	4	3	87
47	5	5	5	4	4	5	5	3	3	2	3	4	5	5	4	4	3	3	4	80
48	5	5	5	5	5	4	4	2	2	2	2	2	4	4	5	5	3	4	5	77

Appendix 4

AMS scores

No.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Total
1	4	4	4	5	5	4	4	5	5	4	4	4	4	4	60
2	4	4	5	5	3	5	5	4	4	4	4	4	4	5	60
3	3	3	3	3	2	2	3	3	2	3	3	4	4	3	41
4	4	3	5	5	3	4	5	3	3	4	4	5	5	5	58
5	5	5	5	5	3	3	3	3	2	2	5	5	5	5	56
6	3	2	3	4	4	4	4	3	3	3	3	3	3	4	46
7	4	4	4	4	4	5	5	4	3	3	5	4	4	4	57
8	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56
9	4	3	4	4	4	3	3	4	3	4	3	4	3	3	49
10	3	2	3	3	2	3	3	2	2	2	2	3	3	3	36
11	5	5	4	5	3	3	5	3	3	3	5	3	5	5	57
12	5	5	5	4	2	4	4	4	4	4	4	4	5	5	59
13	5	5	5	4	4	4	2	2	2	2	2	4	3	4	48
14	4	5	5	5	2	4	4	4	4	3	4	5	5	4	58
15	4	4	5	4	5	4	3	4	4	4	4	5	5	5	60
16	5	4	4	4	5	5	5	3	3	3	3	4	4	4	56
17	4	4	4	4	3	4	4	3	3	3	3	4	4	4	51
18	4	4	4	4	4	4	5	3	3	4	4	5	5	5	58
19	5	4	4	5	5	4	4	5	4	5	3	4	4	4	60
20	4	4	4	4	3	4	4	4	3	3	4	4	4	4	53
21	4	4	4	4	3	3	3	4	4	3	4	4	4	4	52
22	5	5	5	5	3	3	4	3	3	3	4	4	4	4	55
23	4	4	4	4	3	3	3	4	4	3	4	4	4	4	52
24	4	4	4	4	3	4	3	3	4	3	4	4	4	4	52
25	4	4	4	4	3	3	3	3	3	4	4	4	4	4	51

26	4	4	3	4	3	3	4	3	3	4	3	5	5	5	53
27	4	4	4	4	3	4	4	4	3	4	4	5	5	4	56
28	4	4	4	4	3	3	5	4	3	4	4	5	5	5	57
29	4	4	4	4	3	3	4	4	3	3	4	4	5	5	54
30	4	4	4	4	3	3	5	4	3	3	4	4	4	4	53
31	4	4	4	4	3	3	3	3	4	4	4	4	4	4	52
32	4	4	4	4	3	3	3	4	3	4	4	4	4	4	52
33	4	4	4	4	3	3	4	4	4	4	3	4	4	4	53
34	4	4	4	4	3	3	5	4	3	4	4	4	5	5	56
35	4	4	4	4	3	3	4	4	4	3	3	4	4	4	52
36	4	4	4	4	3	4	3	3	4	3	3	4	4	5	52
37	4	3	4	4	3	3	4	3	3	4	4	4	5	5	53
38	4	4	4	4	3	3	5	3	4	4	3	4	4	5	54
39	4	4	4	4	3	4	3	4	4	3	4	5	5	4	55
40	4	4	4	3	3	3	4	3	3	4	4	4	4	5	52
41	4	4	3	4	4	4	3	3	3	3	4	5	5	5	54
42	4	4	4	4	3	3	3	3	4	3	3	3	3	3	47
43	4	4	5	5	3	4	3	4	3	3	4	4	4	4	54
44	4	4	5	5	4	4	3	4	3	4	4	4	4	4	56
45	4	4	4	4	3	4	5	3	4	4	4	4	5	5	57
46	4	4	4	4	3	3	4	4	4	3	4	4	5	5	55
47	4	4	4	4	4	4	3	4	4	3	5	4	5	4	56
48	3	4	4	4	3	4	3	4	3	3	4	4	4	4	51

Appendix 5

Speaking score of participants using KHS

No.	Student ID	Semester	Speaking score	Grade equivalent
1	S1	4	4.00	A
2	S2	4	4.00	A
3	S3	4	4.00	A
4	S4	4	3.50	B+
5	S5	4	4.00	A
6	S6	6	4.00	A
7	S7	6	4.00	A
8	S8	4	4.00	A
9	S9	6	4.00	A
10	S10	6	4.00	A
11	S11	4	4.00	A
12	S12	6	4.00	A
13	S13	6	3.50	B+
14	S14	4	4.00	A
15	S15	6	4.00	A
16	S16	6	4.00	A
17	S17	6	3.50	B+
18	S18	4	4.00	A
19	S19	6	4.00	A
20	S20	4	4.00	A
21	S21	6	3.50	B+
22	S22	4	4.00	A
23	S23	4	4.00	A
24	S24	6	4.00	A
25	S25	6	4.00	A

26	S26	4	4.00	A
27	S27	6	4.00	A
28	S28	6	4.00	A
29	S29	4	3.50	B+
30	S30	6	4.00	A
31	S31	6	4.00	A
32	S32	6	4.00	A
33	S33	4	4.00	A
34	S34	4	4.00	A
35	S35	4	3.50	B+
36	S36	6	3.50	B+
37	S37	6	4.00	A
38	S38	6	3.50	B+
39	S39	4	4.00	A
40	S40	4	4.00	A
41	S41	6	4.00	A
42	S42	6	4.00	A
43	S43	6	4.00	A
44	S44	4	4.00	A
45	S45	4	4.00	A
46	S46	6	3.50	B+
47	S47	6	4.00	A
48	S48	4	4.00	A

Appendix 6

Validity test of AMTB instruments

Item	Pearson correlation (r)	Sig. (p-value)	Validity status
AMTB Q1	0,337	0,19	Valid
AMTB Q2	0,304	0,36	Valid
AMTB Q3	0,317	0,28	Valid
AMTB Q4	0,32	0,27	Valid
AMTB Q5	0,332	0,21	Valid
AMTB Q6	0,311	0,31	Valid
AMTB Q7	0,31	0,32	Valid
AMTB Q8	0,383	0,007	Valid
AMTB Q9	0,628	0	Valid
AMTB Q10	0,54	0	Valid
AMTB Q11	0,456	0,001	Valid
AMTB Q12	0,445	0,002	Valid
AMTB Q13	0,41	0,004	Valid
AMTB Q14	0,348	0,015	Valid
AMTB Q15	0,313	0,3	Valid
AMTB Q16	0,395	0,005	Valid
AMTB Q17	0,422	0,005	Valid
AMTB Q18	0,502	0	Valid
AMTB Q19	0,387	0,007	Valid
AMTB Q20	0,312	0,031	Valid

Appendix 7

Validity test of AMS instruments

Item	Pearson correlation (r)	Sig. (p-value)	Validity status
AMS Q1	0,537	0	Valid
AMS Q2	0,56	0	Valid
AMS Q3	0,544	0	Valid
AMS Q4	0,632	0	Valid
AMS Q5	0,378	0,008	Valid
AMS Q6	0,471	0,001	Valid
AMS Q7	0,476	0,001	Valid
AMS Q8	0,545	0	Valid
AMS Q9	0,474	0,001	Valid
AMS Q10	0,49	0	Valid
AMS Q11	0,603	0	Valid
AMS Q12	0,494	0	Valid
AMS Q13	0,632	0	Valid
AMS Q14	0,602	0	Valid

Appendix 8

Reliability test of AMTB instruments

Case processing summary

Cases	N	%
Valid	48	100
Excluded	0	0
Total	48	100

Reliability statistics

Cronbach's alpha	N of items
0,705	20

Item statistics

Item	Mean	Std. Deviation	N
Skor AMTB Q1	4,54	0,504	48
Skor AMTB Q2	4,63	0,489	48
Skor AMTB Q3	4,58	0,539	48
Skor AMTB Q4	4,63	0,489	48
Skor AMTB Q5	4,56	0,501	48
Skor AMTB Q6	4,48	0,714	48
Skor AMTB Q7	4,52	0,545	48
Skor AMTB Q8	2,83	0,953	48
Skor AMTB Q9	2,94	1,06	48
Skor AMTB Q10	2,67	0,953	48
Skor AMTB Q11	2,94	1,099	48

Skor AMTB Q12	3,25	1,021	48
Skor AMTB Q13	4,29	0,504	48
Skor AMTB Q14	4,23	0,555	48
Skor AMTB Q15	4,25	0,668	48
Skor AMTB Q16	4,31	0,552	48
Skor AMTB Q17	3,94	0,697	48
Skor AMTB Q18	3,88	0,606	48
Skor AMTB Q19	4,15	0,583	48
Skor AMTB Q20	4,27	0,61	48

Appendix 9

Reliability test of AMS instruments

Case processing summary

Cases	N	%
Valid	48	100
Excluded	0	0
Total	48	100

Reliability statistics

Cronbach's alpha	N of items
0,795	14

Item statistics

Item	Mean	Std. Deviation	N
Skor AMS Q1	4,06	0,48	48
Skor AMS Q2	3,96	0,617	48
Skor AMS Q3	4,1	0,555	48
Skor AMS Q4	4,15	0,505	48
Skor AMS Q5	3,27	0,736	48
Skor AMS Q6	3,56	0,649	48
Skor AMS Q7	3,79	0,824	48
Skor AMS Q8	3,54	0,651	48
Skor AMS Q9	3,35	0,668	48
Skor AMS Q10	3,42	0,647	48
Skor AMS Q11	3,75	0,668	48
Skor AMS Q12	4,13	0,531	48
Skor AMS Q13	4,27	0,644	48
Skor AMS Q14	4,29	0,617	48

CURRICULUM VITAE

Personal data

Name : Amallia Lathifa Anfasa
Place of Birth : Pati
Date of Birth : 22 Januari 2003
Address : Ds. Jembulwunut RT 04 RW 02, Kec.
Gunungwungkal, Kab. Pati
E-Mail : amallialathifaa2@gmail.com
Contact : 0812-1218-2062

Formal Education

RA Suroyya Jembulwunut, Gunungwungkal, Pati
MI Minsya'ul Huda, Jembulwunut, Gunungwungkal, Pati
MTs Sunan Muria, Jembulwunut, Gunungwungkal, Pati
MA Raudlatul Ulum, Guyangan, Trangkil, Pati

Non Formal Education

Kampung Inggris Tangsel “Easy Learning English”
Pondok Pesantren Putri Raudlatul Ulum