

CHAPTER IV

RESEARCH FINDINGS

This chapter presented the findings of the research about the good EFL Learner's motivation in speaking English at IAIN Tulungagung to the sixth semester of English department students. Based on the questionnaire and interview, the research findings are as follows:

A. Data Presentation

It is presented information based on the result of interview. The potential subjects from the survey are Student A (DA), student B (GE) and student C (MA). These are the results of the interview of each question:

Question	Responses
1. Do you enjoy the speaking activity?	<p>Student A: "Yes, I have really enjoyed it when I am speaking English."</p> <p>Student B: "Personally I really enjoyed it."</p> <p>Student C: "Yes, I do. I literally enjoy speaking activity. Inside or outside the class I enjoy to communicating in English."</p>

<p>2. What do you feel when you give a presentation or answer question in the class?</p>	<p>Student A: “I am really excited.</p> <p>Student B: Depend on the condition, I am interested in the topic that I really enjoyed it. But, if the topic is just easy topic I try to enjoy it.”</p> <p>Student C: “When I am presenting in the class, I am little bit nervous. But I also excited, because that is the way to improve my speaking ability also. I’m very excited.”</p>
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Table 4.1 Interview result

As the result of the first question, both of them like speaking English. It means they have intrinsic motivation from themselves because they enjoyed the speaking activity. From the second question, both of the subjects were excited in presentation as the speaking activities. Even, student C believes if those activities can improve his speaking ability. It means that the motivation generally is derived from inner motivation, because it comes from their personal happiness and satisfaction.

Question	Responses
<p>3. Explain your habitual activities in learning speaking!</p>	<p>Student A: “I usually listen to people speaking in Bahasa and I try to translate it into English in my mind.”</p>

	<p>Student B: “I am practicing with my friend. That usually I do.”</p> <p>Student C: “My behavior in the class, me and my friend make speaking environment. All of the students should speaking English. Besides that, having presentations and public speaking also some way to learn.”</p>
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Table 4.2 Interview result

From the third question, every subject has his own way of learning speaking. Student A usually doing translate a conversation from Bahasa into English, student B practices with his friends and student C creates speaking environment. It means their motivation is originate within their behavior itself rather than externally. The motivation in speaking appears from their desire.

Question	Responses
<p>4. Do you think you are competent in speaking activity?</p>	<p>Student A: “I’m not really sure, but I think I am competent enough in conversation.”</p> <p>Student B: “I hope so. I am still trying to do.”</p> <p>Student C: “Yes, I do. However if I have difficulties, I ask my lecturer or my friends to explain me. ”</p>

<p>5. How can you manage your time in learning speaking?</p>	<p>Student A: “I just try to practice every night before I sleep. Yeah, I just do that.”</p> <p>Student B: “Actually learning to speak English is not about time management, you can do it anytime you want as long you in good condition to do it. For example if you with your friend try to communicate in English. So, it is anytime.”</p> <p>Student C: “I practice with my friends.”</p>
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Table 4.3 Interview result

Intrinsic motivation is maximized when individuals feel competent in their environment. From the answer of the fourth question, the subjects are competent in speaking. Student A claimed that she was competent enough in conversation. Student B tries to be able in speaking. Student C also feels competent in speaking. It means that both of the students get satisfaction after learning speaking.

From question 5, it showed that every subject has different determinant in dealing with speaking. Student A tries to practice every night before she sleeps. Student B argues that he can learning speaking anytime. Student C manages his time to practice with his friends.

Question	Responses
<p>6. What is your expectation after learning speaking?</p>	<p>Student A: "I think I want to get knowledge and I hope that I can be a good presenter. Yeah, I really want become a motivator also."</p> <p>Student B: "For the long-term, I hope my speaking ability can be useful for my future."</p> <p>Student C: "I learn speaking to get more knowledge, because speaking is important."</p>
<p>7. Is there other people role in motivating you to speak in English?</p>	<p>Student A: "I like some YouTubers whose speak fluently and I just want to become one of them."</p> <p>Student B: "I think there is no one. It is just my habit."</p> <p>Student C: "My friends and lecturer. They are helps me when I have difficulties in speaking."</p>

8. What plans do you have after graduating from the English Department?	<p>Student A: “I tried to find a scholarship in Australia to get my master at <i>Monash</i> University.”</p> <p>Student B: “Continue to working on.”</p> <p>Student C: “I have my own business.”</p>
9. Do you think speaking ability will help you to find a job?	<p>Student A: “, of course. Especially in this era, every people need to mastery in English speaking.”</p> <p>Student B: “I don’t think so, but I guess every learning activity is useful and give me more knowledge.”</p> <p>Student C: “Yes of course. We have to communicate well and speaking ability is very helpful.”</p>

Table 4.4 Interview result

From the sixth question, student A wants to be a motivator or good presenter. It showed that she has extrinsic motivation. Meanwhile, student B and C have different expectation with student A. Student B wants to get knowledge and improve his ability in speaking. Student C argued that speaking skill is very important.

From the seventh question, student A and student C were argued that other people also have role in motivate them in speaking. Student A want to become one of the YouTubers whose can be fluent and motivate in speaking. Student C argued that

lecturer and his friends have special role in motivate him to speaking. Whereas, student B believe that he can motivate himself.

The extrinsic motivation also explained from the eighth question. Student A wants to realize a scholarship in Australia. Student B want to gets best job opportunities. Student C expects to be a businessman. Every learner has variety goals. This goal is included in long-term motivation.

From the ninth question each subject give different answers. Student A agreed that in this era, speaking ability will help her to find a job. Student B not really sure that speaking ability will help his future plans, he just argued that speaking ability is useful and give him more knowledge. Student C agreed that everyone should master in speaking to communicate well.

Question	Responses
<p>10. Is there any encouragement to master in speaking? Explain!</p>	<p>Student A: “Yes, because I got a scholarship and one of the curricula is must have effective communication, so this is why I always want to fluent in English.”</p> <p>Student B: “Yes, when I watching English movies I learn to imitate what they say. It’s kind a learning process I guess.”</p> <p>Student C: “I have to master in speaking ability</p>

	because when I am building my business I need speaking ability. Other factor is because I like English. So, my motivation is come from myself.”
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Table 4.5 Interview result

From the last question, can be seen other motivation that influence the speaking ability of the subject. Student A motivation is to maintained her scholarship, so she must be fluent in communication. Student B motivation is to imitates native speakers. While student C motivation is to create his own business and his main motivation is he likes to speak in English.

Motivation	Subject		
	DA	GE	MA
Intrinsic	She was enjoying the speaking activity. She really excited when having a presentation.	He really likes speaking activities. He feels excited in various speaking activities.	He likes speaking activities. Sometimes he got nervous but he also excited.

	Her behavior is translating from Bahasa into English.	His behavior is practicing with his friends.	His behavior is creating a speaking environment with his peer.
	She feels competent in speaking.	He thinks he was competent in speaking.	He claimed that he was competent in speaking.
	She tries to practice every night before she sleeps.	He argues that he can learn to speak anytime.	He practices with his friends
	She wants to get more knowledge and she want to be a motivator.	He claimed that learning is useful for the future.	He wants to enrich his knowledge
Extrinsic	She likes some YouTubers as her models.	He imitates YouTubers' speaking skill.	He told that his friend and lecturer can motivate

			himself.
	<p>Her planning is he tries to find a scholarship in Australia at Monash University.</p> <p>She agreed if speaking ability will help her to find her job.</p>	<p>He has a plan after graduated from the English department is to get a job.</p>	<p>His planning is creating a business.</p> <p>Communicate well will helpful to support in his business later.</p>
	<p>The other encouragement is because she demanded by curricula to have effective communication in her scholarship.</p>	<p>The other encouragement is from imitating from the video as a learning process.</p>	<p>He has to master speaking ability because when he is building his business he needs speaking ability.</p>

Table 4.6 the conclusion of the Interview

B. Research Finding

From the data presentation mentioned, the finding of the study presented as follows:

1. A good EFL learners' motivation was derived from intrinsic motivation

Intrinsic motivation is related to an internal willingness to do and reach something. As the result of the data, the researcher found some inner motivation from the learner. The intrinsic motivation as follows:

a. The learner enjoying the speaking activity

The research subjects enjoy the speaking activities. The subjects are excited in various speaking activities. They are interested in dialogue, presentation, and other activities. The subjects tend to be relaxed in speaking activities. It means that motivation generally derived from inner motivation, because it comes from personal happiness and their satisfaction.

b. The EFL learners' motivation is create a good behavior

The subjects of the research have a variety of styles in speaking. The first subjects' behavior is translating from Bahasa into English. She has habitual activity that support to learning speaking. The students lead the speaking activities and provide direction on learning activities.

c. Every good EFL learner has specific purpose in learning speaking

From the interview result, all of the subjects have a specific aim in learning speaking. The first subject studied speaking in order to get knowledge and improve her skill. She tries to speak well and achieve her dream. The second subject learning speaking in order to learn and understanding foreign language deeper. The third subject assumed that speaking is very important. So, he tries to master it.

2. A good EFL learners' motivation was derived from extrinsic motivation

A good EFL learner planned their learning by setting goals and targets. Another motivation that is found in the information of the subject was their set of goals. The first subject of the study planned to get a scholarship and she wants to be a professional English teacher. The second subject wants to be an English teacher. The third subject wants to be a businessman. This motivation called long-term motivation. Each subject told their dream after graduated from the university. They made a plan and try to realize that. It seems to be the case that someone will be strongly motivated to do whatever is necessary to reach the goal.