

## CHAPTER V

### DISCUSSION

In this part, the researcher discussed the research result in order to answer the research question. Here, the researcher discussed what is the good EFL learner's motivation in speaking English in the 6<sup>th</sup> semester of English Department at IAIN Tulungagung. Based on the analysis, learner's motivation is a combination of intrinsic motivation and extrinsic motivation.

In this study, the result of the interview led the researcher to draw some conclusion as follow:

#### **A. The Intrinsic motivation of good EFL learner**

In this research, the students speaking mastery is generally derived from intrinsic and extrinsic motivation. Intrinsic motivation comes from inner of the action. Intrinsic motivation can be expressed such as happiness and satisfaction. The learner mostly gave intrinsic and identified reason for learning speaking. The intrinsic motivation as follows:

##### **c. The learners enjoy the speaking activity**

Based on the finding, the subjects of the research were enjoyable. They like speaking activities, enjoy in learning speaking and they feel excited in oral expression. It means the students have intrinsic motivation because of their

enjoyment and interest in speaking English. Enjoying and happiness is an important part of every conversation about the human personality. It is related with the previous study, the journal from Ali (2017), that students' engagement in English speaking courses is generally derived from inner motivations, such as personal happiness and satisfaction. Enjoyment of the speaking activity is naturally satisfying for the subjects. These feelings of enjoyment, happiness or satisfaction are called intrinsic rewards (inner or internal rewards).

d. The EFL learners' have good behavior

The subjects of the research have a variety of styles in speaking. They have habitual activity that support to learning speaking. They were enjoying their learning activities such as practice with his friends and doing translate in conversation as their habit. The students lead the speaking activities and provide direction on learning activities. It was related with the experts' statement. Intrinsic motivation is a motivation as incentives which originate within behavior itself rather than externally as in playing musical instrument for enjoyment (Setiyadi, 1999). So, the learners produce their own comfortable way to learn as their behavior. Deci 1975, proposed that intrinsically motivated behaviors are those behaviors a person engages in to feel competent and self-determining.

As the result of interview, the learner also tried to competent in speaking. It means the participant has willingness as intrinsic motivation characteristic in mastering speaking. It is related with Patall statement, We simply enjoy an activity or

see it as an opportunity to explore, learn and actualize our potentials (Patall, Cooper, & Robinson, 2008). So, the subject of this research is highly motivated to study out of interest and curiosity of speaking activity. It is suggested that the learners are more creative when they are intrinsically motivated.

e. Every good EFL learners set specific purpose in learning speaking

From the interview result, all of the subjects have a specific aim in learning speaking. The purpose such as in order to get knowledge and improve her skill, understanding foreign language deeper and claimed that learning is useful for the future. They have positive purpose in learning speaking. Furthermore, optimal challenges, positive feedback, and freedom from demeaning evaluations are all predicted to facilitate intrinsic motivation (Deci & Ryan, 1985). In addition, Gage and Berliner (1984, p.374) said that intrinsic motivation can be found such as in learner's interest, need, hobby and goal.

**B. The Extrinsic motivation of Good EFL learner**

As the finding of research, the learner has an external motivation in speaking English. Extrinsic motivation is the desire to do or achieve something not for the enjoyment of the thing itself, but because doing so leads to a certain result (Pintrich, 2003). As the result of findings, the learners have short-term and long term motivation to achieve their goal, dream, and planning. The motivation included as positive reinforcement. So, the extrinsic motivation has a positive effect on the

learner. The reinforcement can be seen in the interview script that they learning English to various goals. This extrinsic motivation divided into two terms:

- a. Short-term motivation, is a motivation that has a temporary effect for example good grades, prizes from the parents and participation in competitions. As the result of the interview, the subject informed that his expectation after learning speaking is having a good grade in the class. It is classified as short-term motivation. It relate with Tohodi & Jabari statement that extrinsic motivation describes activities students engage in while anticipating rewards, be it in the form of good grades or recognition, or out of compulsion and fear of punishment (Tohodi & Jabbari, 2012).
- b. Long-term motivation is a motivation for long term goals, for example realize a scholarship or motivation to get the best job opportunities. This kind of motivation such as the finding result. 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 learners' goals such as to get a scholarship, to be a professional businessman and to get a best job opportunities. Related with Deci's explanation that extrinsic motivation can be defined as, "it pertains to a wide variety of behaviors that are engaged in as a means to an end and not for their on sake" (Deci, 1975).

The result of the discussion, good EFL learner's motivation derived more from intrinsic than extrinsic motivation. This discussion has the same result with the previous study from Ali's journal that from the qualitative findings students are mostly intrinsically orientated.