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## Factors Affecting Students' Speaking: is Motivation the Most Influencing Factor?

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### Abstract

The phenomenon that the students of English Department, at Universitas Pendidikan Mandalika were not active to speak outside the class using English as their target language triggered this research to be conducted. They tend to go back to their first language (Bahasa Indonesia) as they are outside the classroom while motivation can be seen as the successful aspect when learning a target language deals with speak the language (speaking skill) (Ihsan, 2016:32). This research deals with 10 factors affecting learners in learning the target language (Pasty and Nina: 2006) in which this aims at finding the percentage of the factors affecting the learners' speaking. By means of applying questionnaire and interview to 15 subjects of the research it was found that all ten factors were found as the factors affecting the students' speaking. The result shows that motivation is the most influencing factor with the highest percentage among the other factors (57%). This means that the students are actually having high motivation to speak English not only during the class, but also after the class, but it cannot be neglected that the other 9 factors (age, aptitude, personality, attitude, cognitive style, learning style, intelligent, anxiety, and group affiliation) are also affecting the learners' speaking. Moreover, the result shows that the 10 factors cannot be separated affecting the learners, but they are well interrelated. Thus, it can be concluded that motivation takes the position as the most influencing factor affecting students' speaking outside the classroom as this factor is also well supported by the other nine (9) factors.

**Keywords:** Motivation; Speaking; Factors Affecting L2 Learning

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## 1. INTRODUCTION

Speaking is one of the four skills in English which needs more practice to enhance the quality of the learners' English. Ideally speaking, after learning English for some years since junior high school, university students is accepted to be very fluent in English without any hesitation to speak, to share any information they have in their learning environment, at the campus. For those who have good capability in speaking, they will be better in information exchange process among the others. The fact among students can be very different. At the Faculty of Culture, Management, and Business, at the English Department, MandalikaUniversity of Education (Universitas Pendidikan Mandalika/UNDIKMA) The reason which triggered this research to be conducted was that the students of English Department at UNDIKMA were very confident when using English to deliver their spoken ideas in the classroom, but outside the classroom, most of the time, they used their first language (bahasa Indonesia) to speak among friends or even to their lecturers. This situation is in line with what Leong and Ahmadi (2016:34) state that many language learners find it difficult to express themselves in spoken language. They are generally facing problems to use the foreign language to express their thoughts effectively. They stop talking because they face psychological obstacles or cannot find the suitable words and expressions. In other words, there must be some factors affecting their habit of laying back to their first language as they are outside the classroom including their motivation in speaking. Motivation as a 'smart processor' to facilitate learners' need, increases students' learning outcomes and obtain the purpose of the school's curriculum. It also helps learners to determine what they have stored at their mind, what they can do, and then what skill they need to learn in the target language. Thus, it is undeniable that motivation influences the learning process directly. Moreover, Ihsan (2016:1) states that Motivation is the extent to which a communicator is drawn towards or pushed away from communicating competently in a given context then performed. In short, it can be noted that high motivation will lead learners of any target language to speak more, but the main question needs to be answered in this research is dealing with the curiosity of knowing the level of the students' motivation in relation to their being not communicative using English outside the classroom. Moreover, this research is needed to be conducted to get more detail information about the factors affecting the students' speaking outside the classroom at the English Department where motivation is one of the factors to be analyzed among those factors.

## **2. METHODOLOGY**

This research intends to find out the students' motivation in speaking as one of the factors affecting the students' speaking outside the classroom. To know student' motivation and other factors affecting the students' speaking, giving questionnaires to the subjects of the research was the technique chosen adapted from Factor Affecting Language Learning stated in Pasty and Nina (2006) where there are 9 factors stated. 15 students were chosen and given questionnaire to measure the type and degree of their motivation adapted from the theory of Pasty & Nina 2006. The subjects were chosen based on the criteria that they were active during the class but were shy to talk outside the class. Next to that, the design of this research is used mixing method. Mixing means either that the qualitative and quantitative data are actually merged on one end of the continuum, kept separate on the other end of the continuum, or combined in some way between these two extremes (Creswell, 2009: 207-208). In brief, the data were analyzed quantitatively to see the factors affecting the students' speaking where motivation is included to see whether they have high or low motivation affecting their being shy to speak outside the classroom. Next to that, the questionnaire used 4-point scales in order the 4-point scales are easy to understand and they require less effort to answer also desirable for young respondents and for respondents with low motivation to complete the questionnaire (Nemoto&Beglar, 2014: 5). Here are the researcher provides 10 items of questionnaire which form of likert scales which consist the value of ranging is SA=4, A=3, D2, SD=1.

### 3. FINDINGS

Here is the result of the questionnaire answer from all subjects regarding the 10 elements of factors affecting students' learning particularly their Speaking of English as the target language. The result of the questionnaire is shown in the form of table and diagram. The diagram is functioning to strengthen the data from the table.

**Table 1 The Result of Questionnaire Answer**

No.	Name	Factors									
		Mt	Att	Prs	Ag	Apt	Cgn	Lrn	Anx	Int	Grp
1.	RWJ	4	3	3	4	3	3	3	2	2	4
2.	AGM	4	3	3	3	4	4	3	1	4	3
3.	KHP	4	4	3	2	4	2	3	3	3	3
4.	SRI	3	2	3	4	3	4	3	3	3	3
5.	BAT	3	3	4	4	3	2	3	3	3	3
6.	MUK	4	2	3	2	4	2	3	1	3	3
7.	DAA	4	3	3	3	3	3	3	2	3	2
8.	NIR	4	2	3	3	4	3	1	3	3	3
9.	EYF	4	2	3	4	2	2	2	3	3	3
10.	IGAAT	4	3	4	3	3	2	3	3	2	1
11.	TEO	4	3	3	4	3	2	3	1	4	2
12.	NNLS	3	3	2	3	3	4	3	4	2	3
13.	SUL	4	4	2	4	3	3	2	3	2	1
14.	EDC	4	3	2	3	3	4	3	4	2	2
15.	SRA	4	3	3	3	3	2	3	3	2	2
Total Score		57	43	44	49	48	42	41	39	41	38

**Note:**

1) Mt	: Motivation	6) Cgn	: Cognitive Style
2) Att	: Attitude	7) Lrn	: Learning Style
3) Prs	: Personality	8) Anx	: Anxiety
4) Ag	: Age	9) Int	: Intelligent
5) Apt	: Aptitude	10) Grp	: Group Affiliation

From the table, it can be noted that the factors affecting the students' learning English which shows that motivation takes the highest percentage (55%) among the other nine (9) factors, followed by age (49%), aptitude (48%), personality (44%), attitude (43%), cognitive style (42%), learning style (41%), intelligent (41%), anxiety (39%), and the group affiliation takes the lowest percentage affecting the subjects' speaking (38%). Next to that, the interview adapted from the theory of Pasty and Nina (2006) also was conducted to strengthen the data taken from the questionnaire. The elaboration of the details of the result of the interview is elaborated as follows:

- a) The students mostly offer the statement which says their learning process affected by their phase (**Age**). They are fully aware that if they are intending to spend many years learning the second language, they might as well start as children rather than as adults since they will probably end up better speakers meanwhile if they are going to learn the second language for a few years and then drop it, like the majority of learners perhaps, there is an advantage for adults, who would reach a higher standard during the same period.
- b) Some of the students also likely affected by their perception (**Cognitive**), which says the English mostly still difficult to be comprehend or mastered in general. Here the students' perceive and thought the English still difficult as based on their 'cognitive style' which refers to a technical psychological distinction between typical ways of

- c) The students' capability in do communication in using English (**Aptitude**), some says it because they have different capability in English. It can be noted that they think that they are different in aptitude that affects in learning process, in this case, in their speaking.
- d) The students' motivation in using English outside the classroom also affected by their social or their environment (**Group Affiliation**). To them, ethnic group affiliation becomes one of the factors which affecting their learning process even though it takes the lowest factor affecting their desire to speak (only 38% among the other nine factors).

#### 4. DISCUSSION

This discussion part strengthens the elaboration of the findings of the research where the factors affecting the students' speaking based on the result of both questionnaire and interview are elaborated in details regarding some related theories, previous researches and the deep analyses of the researchers. Dealing with motivation as the highest factor contributing the students' speaking outside the classroom, it is in line with what Herwiana (2017: 2017:277-278) states that the important key factor is the motivation. It gives the biggest impact in acquiring the language. Herwiana also states that age does not affect much to any learners of language, it does not matter whether they learn the language in the young age or in the old age, As long as they have highly motivation, it will open the key to be successful language learners. In the result of the research, it shows age also takes significant effect on their speaking, but it can be noted that it seems that they just think that their age affects their speaking mush. They still think that it is a bit late to start a good speaking. Next to that, regarding Zolyomi's research (2021), he shows that the factors affecting students' learning language is nitlimited to in factor, but one and the factors are well connected affecting, contributing to the learners' language learning as he states that several other emerging themes showed that there are many more constructs that may influence language learners' aptitude, including motivation, success, and learning strategies. Language educators should reconsider the importance of language aptitude as it seems to play a crucial role in the process of SLA. (Zolyomi, 2021:8).

Considering aptitude, this research also shows that aptitude taken the fifth most influencing factor of students' speaking. It is also in line with Zoyomi's research where he states that those students who scored high on the aptitude test regard themselves to be successful and those who scored low regard themselves less successful language learners. Next to that, in his research, Zolyomi also mentions that aptitude is also very closely related with language learning habits, motivation, and language learning strategies. It can be noted that those factors are very well interrelated. The major pedagogical implication that can be drawn from this particular research is that there are many constructs that may influence language aptitude including language learning habits, motivation, and language learning strategies; thus, EFL teachers may reconsider the role of this construct in SLA (Zolyomi, 2021:1)

As Personality takes the third highest percentage among factors contributing to learners' speaking, but this research does not deal further with the types of Personality as what Paradilla did in her research (Paradilla, 2020). Paradilla's research (2020) shows how she looked into how the types of personality of learners contribute to the students' language learning and the result of her research shows that there is no influence between extrovert and introvert personality toward speaking performance, but it is influenced by different levels of knowledge and frequent participation or well preparation. Furthermore, Paradilla also elaborates that personality types are not a determiner factor for the success of Speaking Performance, it can be suggested that students with different personality types may employ different kinds of strategies for learning. Consequently, whether extrovert or introvert as long as the student had enough knowledge about the topic and also was supported by frequent participation or well preparation, the speaking performance would be better. (Paradilla, et al. 2020: 39)

Regarding student' attitude as it takes the fifth highest factor affecting the students' speaking from the result of the interview to strengthen this analysis, the result shows that they actually have positive attitude toward speaking, or in other words, they like speaking in English. It can be noted that it is in line with what Guebba (2020:76) found that displaying a positive attitude is not enough to be a good speaker. Thus, there might other factors that relate to speaking more than attitude. Next to that, Guebbas also mentions that most of them have a positive emotional and cognitive attitude towards speaking as most of them favor speaking, enjoy the classroom speaking activities, like to participate and give opinion as well as aware of speaking importance. Unlikely, the majority of them as well hold a negative behavioral

attitude towards speaking in the sense that they feel anxious whenever they have to speak in the classroom. As far as the correlation between their attitudes and speaking proficiency is concerned, the findings indicate that the correlation between students' attitudes and their speaking proficiency is significant. However, the correlation reveals to be negative due to a variety of factors; linguistic and non-linguistic. (Guebba,2020:78)

Discussing the cognitive style of the students, it can be taken for granted that they are different on their cognitive style. It means that they are different. That is why, the result of this research showing that cognitive style is also included on the factors affecting the students' speaking is in line with what Kaniadewi (2017: 53) states that in order to achieve better learning outcome, it is necessary to conduct an identification of students' cognitive styles, so that learning activities can be designed in harmony with students' cognitive styles. Four, English teachers are expected to continuously expand their knowledge about various instructional methods and individual differences that may affect learning success.

Learning style on the finding shows the same percentage as intelligent as factors contributing the learners' speaking outside the classroom. This factor must be taken into account as Torre (2013:161) mentions that evaluation of students' learning styles will provide teachers knowledge and understanding about their students' individual preferences. Regarding anxiety, Suparlan (2021: 167) mentions that there are 10 (ten) factors contributing to students' Anxiety, such as 1. being afraid to speak in English, 2. being afraid of teacher's consequence, 3. lack of self-confidence, 4. fear of being less competent than others students, 5. embarrassment, 6. insufficient preparation, 7. fear of making mistakes, 8. limited vocabulary, 9. habit in using the English language, and 10. language test. From the result, it shows that the students said that they just need time to be familiar with speaking outside the class. On the other side, it has been regulated that students of English Department have to speak in English around the faculty, but they just need time to get used to it. Regarding intelligent, it can be neglected that people associate intelligent with the ability on every single aspect of life. This factor also shows as one among the nine factors contributing the learners' speaking as it is in line with Pasty and Nina (2006: 57) mentioning that a link between intelligence and second language learning has sometimes been reported. Next to that, Pasty and Nina also mention that the Intelligent have a correlation with the language which believe the language learners are acquiring their second language more easier causing the potential of high Intelligent Quotient (IQ).



Group affiliation is closely related with students' environment. They also mention during the interview that they need more supporting environment to support them to speak, like a group of friends to talk with as it is also well connected with what Pasty and Nina (2006:65) state that social or environment has their own side to influence the language learner. It can be low or strong affect in empowering even encouraging the learners and stimulate the learners itself. Next to that, it is also stated that social factors at a more general level can affect motivation, attitudes, and language learning.

Thus, from every single elaboration on this discussion, it can be noted that in general, all those ten (10) factors affecting the learners' speaking proposed by Pasty and Nina (2006) are well interrelated from one factor to other factors and as one factor discussed, the other factor(s) come as the supporting factors. In brief, it can be noted that they are well connected contributing to the learners' speaking and must be taken into account to assist the learners to enhance the quality of their English speaking.

## **5. CONCLUSION**

Based on the result of the research, it can be concluded that the ten factors affecting learners in learning language proposed by Pasty and Nina (2006) are found as the factors affecting learners' speaking outside the classroom where motivation takes the position as the most influencing factor affecting the learners to speak supported by the other nine factors. Further researcher is expected to conduct more detail research specifically on every single factor to get clearer picture of what learners' need to assist them to enhance the quality of their speaking that they will acquire English easily as their target language.

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