



**STUDENTS' MOTIVATION ON SPEAKING SKILL  
AT THE X GRADE OF VOCATIONAL HIGH  
SCHOOL NO.1 JAMBI CITY**

**A THESIS PROPOSAL**

*Submitted in as Prtical Fulfillment of the Requirements for  
Degree of Sarjana Pendidikan in English Education*



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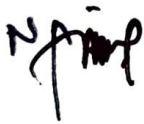
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## STATEMENTS OF WORKS' ORIGINALITY

I declare honestly that the research paper I have written does not contain any sections or works other than those mentioned in the citations and references, as scientific research should.

Jambi, 21 July 2022

The Researcher



Maya Raudya Haya

## MOTTO

The most important thing is to enjoy your life, to be happy, no matter what.

(Audrey Hepburn)

Hal yang paling penting adalah menikmati hidupmu, menjadi bahagia, apapun yang terjadi.

(Audrey Hepburn)

## DEDICATION

Praise and gratitude the author prays to Allah SWT. For all the graces and gifts that have been given to the author so that this thesis can be completed. I dedicate this small work to the people I love in particular:

Beloved Father and Mother As proof of respect, and unceasing gratitude to my mother Sri Hartini and Agus Salim, A.Md who have given attention, advice and direction, provided endless prayers, and infinite love . And also I want to thank my brother Asty Anisa who has helped, provided motivation, encouragement, and was always there when I needed help.

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The writer realizes that this thesis is still far from perfection. Therefore, the writer expects constructive criticism and suggestions so that this thesis can be better and more useful.

Jambi, 21 July 2022

**Researcher**

A handwritten signature in black ink, appearing to read 'Maya Raudya Haya', with a long, sweeping underline that extends to the left.

**Maya Raudya Haya**

## ABSTRACT

**Haya, Maya Raudya. 2022. Students' Motivation on Speaking Skill At the X Grade of Vocational High School No.1 Jambi City.** English Education Study Program, Faculty of Teacher Training and Education, Batanghari University. Supervisor I : Nurul Fitri, SS M. Hum. Second Advisor: Siti Aisyah, S.Pd, M.Pd

The purpose of this study was to find out what is the motivation of students in terms of speaking skills in class X SMKN 1 Jambi City. This study uses quantitative methods and data collection is done by distributing questionnaires to students. The subjects of this study were 31 students of class X SMKN 1 Jambi City. The results of this study indicate that there are two student motivations in speaking skills, namely intrinsic motivation, namely motivation to be active or not need to be stimulated from outside because everyone has the urge to do something and extrinsic motivation, namely motivation that is motivational, lively and functional, with external stimuli. Thus, from the results of observations and questionnaires, the researcher concluded that students' speaking skills were caused by intrinsic motivation and extrinsic motivation.

**Keywords:** Student Motivation, Speaking Skills

## TABLE OF CONTENTS

APPROVAL .....	i
LETTER OF RATIFICATION.....	ii
STATEMENTS OF WORKS' ORIGINALITY.....	iii
MOTTO.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT.....	vi
ABSTRACT.....	vii
TABLE OF CONTENTS .....	ix
LIST OF THE TABLE.....	xi
LIST OF APPENDIX.....	xii
<b>CHAPTER I INTRIDUCTION.....</b>	<b>1</b>
1.1 Background.....	1
1.2 Limitation.....	3
1.3 Formulation.....	3
1.4 Purpose.....	3
1.5 Significance.....	3
<b>CHAPTER II RIVIEW.....</b>	<b>5</b>
2.1 Definition Motivation.....	5

2.2 Students Motivation .....	7
2.3 Type of Motivation .....	11
2.4 Factors Influence Motivation .....	14
2.5 English Speaking Skills .....	15
2.6 Learning English .....	18
2.7 Previous Study .....	19
2.8 Conceptual Framework .....	22
<b>CHAPTER III METHODOLOGY .....</b>	<b>24</b>
3.1 Research Design .....	24
3.2 Population and Sample .....	25
3.3 Instrument of Research .....	26
3.4 Technique of Data Collection .....	28
3.5 Technique of Data .....	29
<b>CHAPTER IV FINDINGS AND DISSCUSION .....</b>	<b>31</b>
4.1 Finding .....	31
4.2 Discussion .....	35
<b>CHAPTER 5 CONCLUSION AND SUGGESTION .....</b>	<b>38</b>
5.1 Conclusion .....	38
5.2 Suggestion .....	38
References .....	51

## LIST OF THE TABLE

Subject of the Research .....	26
Spesification of Questionnaire .....	26
The Likert Scale Rating .....	29
Sample .....	29
Factor of Students' Motivation in Learning English Speaking Skill .....	32

## LIST OF APPENDIX

Appendix 1-The result of questionnaire .....	40
Appendix 2-Score research questionnaire of intrinsic motivation in speaking skill ..	42
Appendix 3-Score research questionnaire of extrinsic motivation in speaking skill ..	44
Appendix 4-Table of total intrinsic and extrinsic motivation in learning motivation in learning English speaking skill .....	46
Appendix 5-Questionnaire .....	48

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background Of the Research**

Learning is a process or action taken by someone to know and understand something. The learning process is not limited by space and time because learning is a lifelong process. In the learning process, there can be various obstacles or obstacles that will make it difficult for students to absorb useful knowledge and information. The causes of learning difficulties can be grouped into two major groups, namely factors that come from within the learner (internal factors) which include: intellectual abilities, affection such as feelings and self-confidence, motivation, maturity to learn, age, gender, study habits, memory, and sensory abilities such as seeing, listening, and feeling. While factors that come from outside the student (external factors) include factors related to the conditions of the learning process which include: teachers, quality of learning, instruments or learning facilities in the form of hardware and software as well as the environment, both the social environment and the natural environment (Sugihartono et al. 2007 :155).

Related to internal factors in the cause of learning difficulties is motivation which is an action or process that gives a reason to someone to do something. Motivation in learning is very important to achieve good and complete learning outcomes. In the context of learning a foreign language or a second language, especially English, it is also very closely related to learning motivation. In

addition, in English speaking skills, learning motivation is very important to support the success of learners to be able to speak well and fluently.



However, does every learner of a foreign language or a second language, especially English among class X TKJ 3 students at SMKN 1 Jambi City already have 2 motivations? The two motivations in question are intrinsic motivation (from within) and extrinsic (from outside). This is a strong determination that which of the two motivations is the motivation that exists in students in learning speaking skills. Of course, great and strong motivation is needed for students to be able to master English speaking skills.

Wingo and Morse (1986: 287) state that motivation is what encourages students to try to learn, in the teacher's traditional language, "motivating" means making students apply it to existing learning. Motivation is a concept without physical reality, we cannot see student motivation just by looking at behavior. According to Sardiman (2016: 75), motivation can also be described as a desire to create a certain condition that is desired or desired by someone to do something. Therefore, motivation can be stimulated by external factors, but the motivation grows from within the person. In learning activities, motivation can be explained as the driving force of students that induces learning activities, ensures flexibility in learning activities, and directs learning activities to achieve the goals desired by the subjects. The problem above shows that some students have problems in learning English. Researchers tried to do research on "Students' Motivation on Speaking Skill in Class X at 1 Jambi City".

## **1.2 Limitation of the Problem**

This research is limited to the analysis of motivational speaking skills of class X students at Vocational High School No.1 Jambi City.

### **1.3 Formulation of the Problem**

The questions asked are the following questions: Class X Grade at Vocational High School No.1 Jambi City What is the motivation of students in speaking skills in Jambi City?

### **1.4 The purpose of the Problem**

Based on the problems above, the purpose of this study was to find out what students' motivations were in terms of speaking skills.

### **1.5 Significance of the Problem**

#### **1. Theoretical Benefit**

- a. The results of the research can contribute to the teaching and learning process of English, especially to motivate students.
- B. The results of this study can be used as a reference for those who want to learn the process of learning and teaching English.

#### **2. Pratical Benefit**

##### **a. Teacher**

This survey is very useful for teachers because it provides a lot of information to teachers and students about their motivation for speaking skills.

##### **b. Student**

For students, this research is very useful. Because students know how to motivate them to learn speaking skills.

##### **c. Researcher**

1. For researchers, there are many new experiences to be gained, especially in language training. This helps researchers prepare to become English teachers in the future, especially in terms of motivating students' speaking skills.

2. Researchers gain extensive knowledge about intrinsic and extrinsic motivation speaking skills and provide information and references to other researchers.

**d. Reader**

Readers will gain extensive knowledge on how to motivate students with speaking skills.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Definition of Motivation**

Richard (1992) defines motivation as a determinant of a person's desire to do something. In second and foreign language learning, learning can be influenced differently by different types of motivation.

According to Harmer (2007: 28), motivation in English is a motive that comes from the word "movement", which means movement or something that moves. Starting from the word motif which can be interpreted as a mover, and becomes active. "Motivation is a kind of inner drive that pushes someone to do something to achieve something."

Dogles (2000) states that motivation is one of the most important success factors in English. Motivation means having a real goal in learning English, or really wanting to learn English for some reason. Some people are very excited to learn to speak English. Others are not, others are in between. Others, such as parents and teachers, can encourage a person to master English. Therefore, anyone who wants to learn English well must be motivated. Of course if they are motivated, they also have realistic goals that they want to achieve by learning English. The goal he reached was the goal he had to achieve. Strong drive to learn. In addition, other factors that can encourage someone to do something can be a factor that is not unique to that person, such as: Encouragement from others, based on the example of parents, teachers and even friends.

Clark and Starr (1986: 74) describe the teacher's responsibility to involve students in activities that produce the desired learning. This process is an

important part of education and discipline, and we call it the motivational process. It helps to encourage and motivate students. One of the characteristics of English education as a foreign language is motivation. It is recommended to maintain student motivation towards subjects before joining the program (Kemp, et al, 2002: 28) Motivation in Jore (2004), on the other hand, is a theoretical composition used to describe behavior, especially the initiation, direction, intensity, persistence, and quality of goal-oriented behavior. Motivation is a fictional concept used to explain why people behave in their own way. Motivation of various related structures such as goals (direct goals of the assessment of certain actions) and strategies (methods used to achieve goals and thereby satisfy motivation). These efforts are sometimes referred to as actions or strategies.

According to Gardner (1985: 50-51) motivation involves four aspects: goals, effort behavior, desire to achieve goals and favorable attitudes towards activities, and motivation is a diffuse concept and is often associated with other factors that influence energy and direction. behavioral factors such as interests, needs, values, attitudes, aspirations, and incentives.

David (2004) suggests that motivation is the amount that people have at different levels, and if there is enough, their intellectual output will fully reflect their cognitive abilities. Also different. Everyone's level. There are different levels of motivation, and the higher the motivation, the higher the intellectual performance.

Intellectual efficiency is also a factor of whether students are motivated to learn English. Those who have a strong desire to learn will be more serious in their

learning activities, while those who are less motivated will be happy with more serious activities such as studying.

Based on the theories above, it can be said that motivation is a transfer of energy within a person, which is characterized by the presence of effective anticipatory stimuli, directed responses, and the movement of someone or something to motivate people to do something. strong drive, then a person will also show a strong reaction to achieve the desired goal. There is a strong internal drive that may come from within the person, not from other people.

## **2.2 Student's Motivation**

Motivation is an important factor in encouraging people to start learning and helping them maintain their study habits. According to Dornyei and Stephen, Ryan (2015: 72), learning is a fundamental development process of human life, learning that people make personal changes to develop their behavior. The first result of each activity and every result that is carried out is nothing but the result of learning. Because humans live and work according to what they have learned. Learning is not only defined as an inner experience, but learning means a process, not an effect. Therefore, learning is positive and integrated, using various forms of behavior to achieve results. Therefore, learning motivation means supporting the learning process in order to benefit from it.

the learning process, a student learns because he is motivated by his mental strength, what is meant by mental strength can be in the form of hope, attention, hope and mental toughness can be classified as low and high. Therefore, motivation can be understood as a mental impulse that moves and directs behavior in humans, including learning behavior. Motivation, dream-based motivation to

trigger, move, channel, and direct learning attitudes and behavior. In motivation, there are two main components: needs, motives and goals.

In addition, motivated learners perform responses that direct them towards the achievement of their goals and relieve stress caused by the internal energy. Usually something they show us will tell us their motivation. For example, they are attentive, they immediately start doing their homework, they ask questions and answer simply, and they seem happy and excited. In other words, motivation directs them to respond to the achievement of a goal, such as being appreciated and recognized by others. other. In fact, motivated students will try to get what they want. They are motivated because they want to succeed, they will be happy and happy if they are motivated.

For student learning motivation, one of the factors that come from outside the individual has an impact on students in learning, one of which is the influence of parents and teachers. Based on Fatwa (2014) Parents are external factors that can influence students, because parents are the first to educate their children before receiving other people's education. To educate and meet the needs of their children, parents need attention. The main role of parents in the most important family environment is to convey early experiences to children, because early experiences are an important factor in the exclusive development of children. The views of parents in the learning process are also a factor in creating children's learning motivation, because parents are an important factor in the exclusive development of children. While the teacher is the person who is the driving factor for the child to enter the classroom.

According to Kompri (2016: 233), the location of learning motivation not only provides the right direction for learning activities, but also actively considers human motivation in learning activities.

Gage and Berliner (2009:114) suggest a number of ways to increase student motivation without having to reorganize the class on a large scale, namely:

1. Use praise,
2. Use tests,
3. Arouse curiosity and desire to explore,
4. To keep attention,
5. Stimulate students' desire to learn,
6. Use familiar materials as examples to make it easier for students understand teaching materials,
7. Apply concepts or principles in unique and extraordinary contexts so that students are more involved,
8. Ask students to use things that have been studied previously,
9. Use simulations and games,
10. Minimize the attraction of conflicting motivational systems,
11. Minimize the unpleasant consequences of student involvement,
12. Teachers need to understand and monitor the social atmosphere in the school environment,
13. Teachers need to understand the power relationship between educators and students.

A number of ways to increase student learning motivation can be done at the time of learning. Teachers must really understand students so that actions in motivating students can be done properly.

Furthermore, in learning motivation there are several elements of learning motivation, including:

a) discipline;

Discipline is the role of training and educating people (including moral and spiritual lessons) in rules so that they can be followed and then so that they can function in an orderly and competent manner in organizational settings. Discipline means training and educating students



so that they can happily carry out their duties as instructed by their teachers at school.

b) Satisfaction;

Satisfaction in learning is a feeling that arises from students. For example, a student is satisfied with what he has achieved and will maintain his academic level.

c) Confidentiality;

Certainty has a tremendous impact on students' enthusiasm for learning, because it provides mental comfort in fulfilling students' obligations. The original meaning of security is as follows: Security awareness in the face of a quality future and the safety of 15 school learning spaces, assets and learning facilities. When students work in class, a sense of security in the learning environment is a calm atmosphere. From the explanation above, we can conclude that motivation is needed or is a very important factor in learning. Learning motivation is because it is an encouragement or motivation for students to achieve their goals. Learning motivation can come from internal and external influences. In other words, motivation facilitates the learning process. Motivated students will learn well. On the other hand, students who are less motivated also have lower learning styles.

### **2.3 Types of Motivation**

Bolduc (2000) states that in his book there are two types of motivation: biological dynamics (intrinsic) and cultural (extrinsic). all machines fall under one category of this machine. Using this conscious motivation, we can mention why

people do what they do. So, according to its origin, motivation is divided into two parts, the first is intrinsic motivation and the second is extrinsic motivation.

#### **a. Intrinsic Motivation**

Bolduc (2000) suggests that endogenous motivation or intrinsic motivation is biological. Maslow's hierarchy of desires defines the structure of our lower and higher desires. In fact, motivation is just a need that has not been met. Biologically, a person with a very high level of ambition can have very low standards of what he wants and needs, and his expectations can be very low. His wealth was greater than he needed. Due to this desire, a person can be highly motivated to achieve what they need or their goals. Therefore, there is a special need to drive our vehicles. If you want to fulfill your basic needs, move up the hierarchy of the Pyramid of Needs. Our lives have priorities that are independent of our circumstances. Motivation is as easy as you need to find joy and avoid pain. But to understand why we do it, we need to understand that the hierarchy of needs doesn't convey everything we need to know about motives. Therefore, we need to know the priorities of life. The main thing is what we have to do and what we have to do so that this dynamic happens by itself. And I have a dream to do something.

Dogles (2000) states in his book that essential motivation means doing something because you want to do it or because you want to do it yourself. Success means you are a gift: know that you are investigating something you are passionate about. Studies show that people are almost always successful when motivated by their dreams and needs. We can see that essential motivation means

a drive that comes from our own will. We decided to do something ourselves. This desire is inseparable from human instinct.

Based on the above theory, we can conclude that essential motivation is a biological dream or instinct that drives us to do something because you really want it. Inner motives have been there since birth. In addition, the essential motivation is the motivation that comes from the person.

### **b. Extrinsic Motivation**

Dogles (2000) suggests that extrinsic motivation means external impacts, such as teacher requests that motivate you to do something. In this case, you will often need to get rewards, such as good grades, high scores and pride. Without rewards, you may not be motivated enough to actually learn English. Others who are motivated by external influences are often worse off because their learning does not come from within. Extrinsic motivation is an effect that comes from outside the impact of a person. This effect can come from other people such as parents, teachers, or even friends around us. Extrinsic motivation can also exist as long as you want a gift, pride, and hope for something else you want.

Penny (1996) states that external motivation arises from the influence of all types of external motivation, other than for himself or the desire to learn at work. For example, many external sources of motivation do not have access to teacher influence. Students want to help other authorities like their parents, their hope is to pass the exam. The impact of internal competition or peer groups. However, other origins are certainly influenced by teacher behavior.

Harmer argues that extrinsic motivation has several extrinsic factors, as follows:

### 1. The Goal

According to Harmer (2014):

The goal is the single most powerful external stimulus base crime a student can have, hearing that you should emulate. Often this is foreshadowed by the lure the day after tomorrow and uncharacteristically pre-editing that late professors edit pre-assembly species more quickly than other committees with no particular agency to work on. Here, students need to imitate the English dialect due to a number of external members. External factors make students imitate the English dialect because they need to achieve it. For example, some students have a goal of imitating the English dialect, such as needing to adopt high etiquette at the end of the temptation. Then assembling needs to follow the English dialect because assembling requires dedication and needs to be modeled in foreign countries.

### 2. The society we live in

Harmer (2014) "On the outside of any clump there is a movement towards the development of voice pressure and English voice pressure in particular". Students need to imitate English voice pressure because tolerance is merely a prestige to society.

### 3. People around us

Harmer (2014) presents that in addition to the ordinances of the world in our roundabout, the behavior of subordinates towards dialect development will be greatly influenced by the closest tribes. Learning the English dialect is very

important to relate to tribes across the globe. Sometimes tribes need to imitate English dialects because they think they are physically sure if the upas conquer English dialects.

#### 4. Curiosity

According to Harmer (2014), students' natural curiosity should not be underestimated. At the start of the semester, most students don't really care who their new teacher is or what the class will be like. When students start learning English, their main concern is how the language is learned. This early moment is invaluable. Without them, it would be difficult to attend elementary school classes and build relationships with students.

#### **2.4 Factors Influence Motivation**

According to Harmer (2002:51) "The motivation that brings students to the task of learning English can be influenced by the attitudes of a number of people." Below are several sources that influence students' motivation in learning English, such as:

##### a. The society we live in

Beyond all classrooms, there are attitudes towards language learning, especially English. Learning English is important and is considered a social necessity. Every attitude in society, such as low or high language learning, affects students' attitudes toward the language they are learning, and the nature and strength of these attitudes have a significant impact on student performance. Motivate the class and see if this momentum continues.

##### b. Another important person

Students' attitudes towards learning foreign languages are strongly influenced by the influence of those closest to them. The attitude of parents and siblings is important. The attitude of fellow students is also important. Criticism of a topic or activity can affect student motivation. However, if you are interested, you can bring your students.

#### c. Teacher

Teachers are the main factor in creating sustainable motivation for students. The teacher's attitude towards the language and the learning task will be very important. A clear enthusiasm for learning English and English. In this case, it seems to be a prerequisite for creating a positive classroom atmosphere.

#### d. Method

Methodology is essential for teachers and students to teach and learn with confidence. If one loses that trust, motivation can be severely compromised, but if both are happy with the way they are being used, the chances of success are much higher.

### **2.5 English Speaking Skills**

Stewart and Zimmer (1996: 129) explain that speaking is a process of transferring messages from one source to another, so that the message is transferred from the communicator (speaker) to the communicant (listener). The message that will be conveyed to the communicant is first converted into a symbol that is understood by both parties.

According to Widdowson (1998:5), speaking is the oldest and most universal way to express human thoughts and emotions. Chomsky (2001:2) also explains that spoken language refers to the ability or ability to speak and language

performance. To speak, it is important to demonstrate ability first and then performance. Ability is more likely to the extent that the communicator is motivated to do so. Motivation is the extent to which a communicator is interested or discouraged from competent communication in certain situations (Morale, et al., 2001: 38).

According to Ladouse (1991: 23) speaking is an activity to explain someone in a certain situation or an activity to report something. Meanwhile, according to Tarigan (1990: 8) "Speaking is a way to communicate that affects our daily lives". This means that speaking is a way of communicating that can affect someone's life.

This is based on the views of Ladouse (1991), who defines speech as the ability to express oneself. Speaking is also known as reporting through spoken language with the ability to speak. Speaking in English means seen, felt, heard, and expressed in the form of words. When many people talk, it leads to conversation or interaction.

According to Wilson (1983: 5) speaking is defined as the development of a relationship between the listener and the person speaking. The main purpose of speaking is to create communication by expressing it in a creative way.

In the opinion of Stern (2001: 56-57) speaking development must be considered, because this stage starts from the ability to listen, try to speak, understand, and finally be able to speak fluently.

Wallace (1978: 98) defines speaking as a meaningful oral practice, so that people must understand every word he says because he uses a foreign language.

This speaking ability will support someone to express their interesting ideas orally.

According to Tarigan (1983), fluency is the ability to pronounce articulation and words to express, speak and convey thoughts, ideas and emotions. According to Arsjad and Mukti A.S. (1993), speaking ability is the ability to speak to express, express, and convey thoughts, thoughts, and emotions.

Harmer (1990:12) states that speaking skills can be obtained by applying three things, namely introducing a new language, training, and communicative activities. When you speak English, there is a search and implementation process. Introducing and using this foreign language will increase your diversity and communication skills.

When teaching English, students need to acquire four language skills: listening, speaking, reading and writing. Oral expression is one of the most important language skills, and oral expression is considered the most difficult skill to learn in a language. As Bailey and Savage (1994:7) point out, speaking a second or foreign language is often considered the most difficult. Of the four skills. Speaking is one of the four most important language skills, as reinforced by (Ur, 2000) and people who learn a language are called speakers of that language.

Kayi, H. (2006) states that language is a process of communicating linguistic and nonverbal signs in various contexts through the construction and generation of meaning. Sprattetal. (2005) Also, speaking is an effective skill, which means that people express their thoughts and feelings in spoken language, and speaking has historically been the basis of oral communication between people. Now I find that it will serve as a form of social behavior.



In addition, speaking does not only produce words and sounds, but also acquires meaning, so that many people are involved in communication activities, namely speaking to convey messages and listeners to receive and respond to them. However, speaking a second or foreign language is a challenge for learners, because speaking a foreign language like English requires not only knowledge of grammar, but also English in a real business context. Darwis (2004) explains that there are several characteristics of successful oral surgery; (1) Students talk a lot; (2) Equal participation; (3) strong motivation; and (4) acceptable language. But in fact the researcher found that in the teaching and learning process of English at Vocational High School No.1 Jambi City there were still many problems that contradicted the motivation of students' English speaking skills.

## **2.6 Learning English**

By learning and speaking English, you will also learn foreign languages. According to Byram, M (2008), learning a foreign language with the aim of understanding the advanced culture of a great civilization allows you to use it for daily communication and interaction with foreigners. Little by little you can find out what our goal is. When learning English, the first person must be able to communicate internationally and the second person must be able to learn about British culture itself. This can motivate students to learn English because they already know the purpose of learning English. Carolina (2009) explains that learning English (ELL) is defined as students learning English, not English, as the primary language. For this reason, English is not a language or foreign language that you already know, so students need to learn English first. To master and speak English, you must first learn it. In this way, the learning process is very

easy to learn a language that we do not know at all. And after going through the learning process, we easily reach our goal of learning English.

According to Donna (2006), learning English consists of being fluent in English, having a sound education, strengths, and academic skills and knowledge needed for a productive future life. This is very difficult for students because English is not a daily language, but when they realize that knowledge of English is very important for the future and preparation for the future. Of course, they are enthusiastic and enthusiastic about becoming fluent in English, so the motivation to learn English is certainly related to the goals of those who want to be fluent in English.

Based on the above theory, learning English (learning English) faces the double challenge of learning English and learning academic skills and knowledge, and learning the non-native language environment of your mother tongue. healthy and productive future life. Schools are faced with the challenge of designing programs to help English as a second forex (ELLS) achieve this goal.

## **2.7 Previous study**

Related to this research, the researcher chooses some literatures about previous researches which are relevant to the research, whether thesis or journal.

In connection with this research, the researcher has selected several previous research references related to research, both in dissertations and in journals. The first was carried out by Ahmady Chandara (2018/2019) with the title "Analysis of Motivation to Learn English for Class XI Students at SMAN10 Jambi City in 2018/2019". His work analyzes the external motivation of students at SMAN10 Jambi City. This study is an opportunity to find external motivational

factors in students at SMAN10 Jambi City. After the survey is done. The data was then analyzed using descriptive qualitative research methods. The external motivation of the students of SMA N 10 Jambi City is determined by their qualitative use. This study can be completed by 92 students. From the survey results, it can be seen that most students agree, and the second lesson is students who strongly agree, students who disagree, and students who strongly agree. This shows that external factors have a strong influence on students' learning motivation.

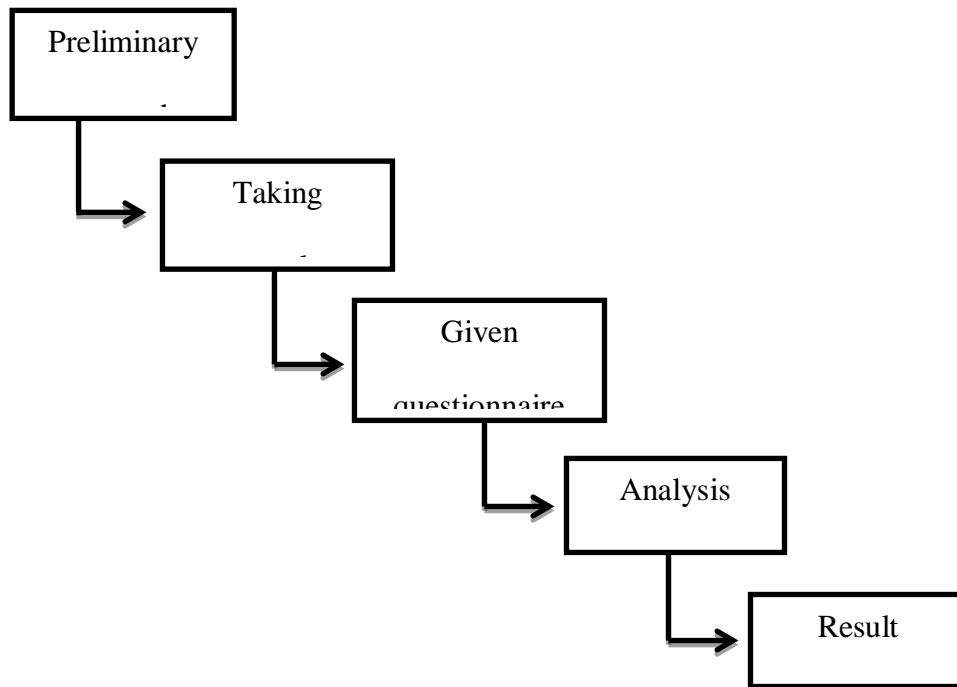
Second, in a study entitled "Analysis of Motivation of English Students in the Speaking Class in the New Normal Era". The purpose of this study was to find out how the motivation of students in the speech class in the new normal era, and the main type of motivation is intrinsic or extrinsic motivation, namely second semester students of the Faculty of English. find out if. Find obstacles and difficulties with IAIN Bengkulu. Face. This study uses a quantitative descriptive approach. The techniques used to collect data are surveys and interviews. The results of this study indicate that most of the students learn English in the speaking class with essential motivation. They speak and learn English to their inner desires. Based on the results of this study, several relevant and useful implications of learning motivation are recommended to motivate students to learn. Second, when studying in the new normal era, students have difficulty understanding the material taught by the teacher. Often there is a task when following the lessons offered through Google Meet, and it is difficult to get a stable network and signal while following the lessons. Not optimal.

Third, in a study entitled "Motivation of English-speaking Students" by Mas Darul Ihsan (2016). One of the problems that arise is the lack of motivation to learn. Motivation is an invisible concept. We see effort, desire, action, and desire. For the ability to speak English, the first thing that needs to be done is to give the ability and then appear to speak. The motivation to speak English is the ability to force oneself to communicate with others. This survey is descriptive and quantitative. Data were collected and analyzed through a questionnaire. The data was recorded in the EasySpeaking class of SMA Muhammadiyah 1 Gresik. The result, 1) there are students who practice speaking English (56.1%). 2) Some students want to speak English (9.7%). 3) Some students want to speak English (59.9%). 3) Many students want to speak English (71,3%). Several suggestions have been made: 1) The use of media is very important to motivate students to offer opportunities to explore ideas. 2) Give variations to the lesson so that it is not monotonous. 3) Students who speak English well and are good at expressing their thoughts by giving gifts, enthusiasm and value. 4) Creating a comfortable classroom atmosphere.

From what has been researched by previous researchers, it has almost the same theme, namely the motivation contained in students' English speaking skills. However, here the researcher will apply a different point of view and method in each of the previous studies above, here the researcher focuses on students' speaking motivation by using a questionnaire at Vocational High School No.1 Jambi City. The questionnaire used in this study was a questionnaire. Therefore, the researcher chose to test the students' verbal motivation by using a questionnaire consisting of 20 questions.

## 2.8 Conceptual framework

The steps that researchers did in this study from beginning to end can be seen from the graph as follows:



As explained above how the researcher will conduct his research, it is more or less similar to the conceptual framework as above. Initially, the researchers will distribute questionnaires to class X TKJ 3 SMKN 1 Jambi City. The number of students is 31 people consisting of 11 man and 20 woman. In the second step, students had to answer a questionnaire given by the researcher, a set of 20 questions, and each student had to answer all the questions. After giving questionnaires to students and they have answered all the questions, the next step is to analyze all the results obtained from each student. After all steps one, two and three have been passed, conclusions will be drawn from this research and this will be the result of this research.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Research Design**

In this study, the researcher analyzed the motivation of English speaking students of class X Vocational High School No.1 Jambi City with the quantitative method as stated (Creswell, 2019) that quantitative research is definitive research, namely identifying research problems based on trends in the field. or the need to explain why something happened by analyzing trends, comparing groups or related variables. According to Punch (1988), quantitative research can also be called empirical research where information and data are things that can be measured mathematically and statistically. Therefore, this research in collecting data using these data involves the measurement of numbers.

Nana Sudjana (1997: 53) explains that descriptive research with a quantitative approach is used if the goal is to describe or explain an event or current events in terms of numbers. The researcher analyzed the research using a questionnaire, then students were asked to fill out a questionnaire, students were asked to read the report and then check the list according to their abilities. In this study, the researcher wanted to know the students' motivation to speak English. In this study, researchers used a questionnaire with a quantitative approach. Questionnaires are useful when researchers collect data on measures of attitudes and opinions that cannot be absorbed directly (such as motivation in English skills).

## **3.2 Population and Sample**

### **3.2.1 Population**

Creswell (2012) states that the population is a group of individuals with the same characteristics. The population of this research is the first grade students of SMKN 1 Jambi City. Meanwhile, according to Gay (1981), the population is an interesting group for researchers. In a sense, the group who wants to be known will generally see the results of the research. This research was conducted at Vocational High School 1 Jambi City. Researchers chose Vocational High School No.1 Jambi City as the research subject because the quality of the school was quite good and researchers because the quality of the school was quite good and researchers did PPL there. The population of this study were all students of class X TKJ 3 Vocational High School No.1 Jambi City, totaling 31 students.

### **3.2.2 Sample**

According to Creswell (2012), the sample is part of the population that the researcher wants to study and generalize. The subjects of this study were first grade students at Vocational High School No.1 Jambi City. The Likert scale is a survey scale used to measure attitudes and opinions. This Likert scale respondents to fill out a questionnaire that asks them to answer questions. The questions or statements used in this survey are often referred to as survey variables and are determined specifically by the surveyor. This scale was chosen by its creator, Rensis Likert, an American social psychologist.

The researcher got class X TKJ 3 which consisted of 31 students as subjects, so the total subject was 31 students.

Table 3.2.2

Subject of the Research		
NO	CLASS	Number of Students
1.	1 TKJ 3	31

### 3.3 Instrument of the research

The purpose of this study was to identify the most dominant factors motivating students to acquire English language skills. Therefore, this study attempted to collect data using a questionnaire, the table below shows the specifications of the questionnaire as a tool used in this study.

Table 3.2 Spesification of Questionnaire

No.	Dimension	Indicator	Definition Operational	Sentences	Total
1.	Intrinsic Factor	The aspiration of students	The emergence of the spirit of learning in knowing the goals, want to get the prize, and because of competition.	1, 2, 3, 4, 5, 6, 7	7
		The condition of students	Involving physical condition	the 8, 9, 10	3



(illness, hunger), an emotional state (happy and sad).

2.	Extrinsic Factor	The environment condition of students	Is the state of the student environment such as social interaction with peers which includes and its elements.	13, 14	2
		The dynamic element in learning	Teaching and learning processes, learning materials, learning media, learning atmosphere, and learning conditions are the subjects of physical and mental psychology	15, 19, 20	3

(willingness to learn, and special talents).

The roles of parents and teachers in teaching students	As an educator (how to explain lessons, the character of parents and the methods used by teachers), and as a motivator who can provide facilities, praise and rewards such as providing facilities, as well as praise in the form of smiling, nodding, and giving a thumbs up.	11, 12, 16, 17, 18	5
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### **3.4 Technique of Data Collection**

Based on the description above, the data collection techniques used in this study are as follows:

#### **3.4.1 Questionnaire**

Questionnaires were used to collect survey data. Questionnaires are the most common way to collect data. This allows researchers to collect data in the field, and the data itself is much more scalable than indirect data, such as free field notes, human observation records, etc. participation and transcripts of spoken language (Nunan, 1992:143).

To obtain data on students' intrinsic and extrinsic motivation in learning English skills in class X SMKN 1 Jambi City, the researcher used a questionnaire. The questionnaire is divided into two intrinsic motivations, namely self-motivation and extrinsic motivation, namely motivation that comes from outside such as teachers, friends and parents. The level of agreement stated in the Likert scale includes 5 scale choices from Strongly Agree (SA) to Strongly Disagree (STS). The 5 choices include: Strongly Agree (SA), Agree (A), Hesitate (H), Disagree (DS), Strongly Disagree (SDS). We can see the following five types of table scales:

**Table 1. The Likert Scale Rating:**

<b>Optimal</b>	<b>Score</b>
<b>Extrinsik Motivation</b>	
<b>Stongly Agree (SA)</b>	<b>5</b>
<b>Agree (A)</b>	<b>4</b>
<b>Hesitate (H)</b>	<b>3</b>
<b>Disagree (DS)</b>	<b>2</b>
<b>Strongly Disagree (SDS)</b>	<b>1</b>

### **3.5 Technique of Data**

As explained in the previous chapter, the researcher took 31 students as a sample. Sample details can be found in the following table:

**Table 3.4 Sample**

NO	CLASS	Number of Students
1.	1 TKJ 3	31

To find out the extrinsic motivation of students learning English at Vocational High School No.1 Jambi City, the researcher used a quantitative descriptive method based on the number of students who answered each questionnaire item.

After the data was collected, the researchers conducted data analysis. In this study, the data were analyzed based on the results of distributing questionnaires using a Likert scale. The questionnaire data was analyzed quantitatively for the highest percentage analysis, specifically to find out how motivated the students were to speak. The researcher also used the formula to analyze the questionnaire data. The data is then interpreted based on the frequency of student responses. the formula is as follows:

$$P = \frac{F}{N} \times 100 \%$$

Where P : The Percentage

F : Frequency of Students Answer

N : Highest Total Score



## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **4.1 Findings**

The researcher completes and discusses the data to identify the factors that motivate students to learn English, and uses a questionnaire to find the results. The questionnaire is divided into two parts. That is, 10 questions about intrinsic motivation and 10 questions about extrinsic motivation. And the results will be explained in the following points.

##### **4.1.1 Description of the Data**

This research data description uses data in the form of student completeness questionnaires and observations for 2 days. In collecting data the researchers used an open questionnaire, where students had to fill out a questionnaire in the form of choices (SA, A, H, DS, SDS) according to students. provided by the seeker.

##### **4.1.2 Factor of Students' Motivation in Learning English Speaking Skills**

The questionnaire is about the factors that motivate students in learning English skills and consists of 20 questions with answers ranging from 1 to 5 for each item. The data from the questionnaire are as follows:

**Table 4.1**

**Factor of Students' Motivation in Learning English Speaking Skills**

<b>No.</b>	<b>Intrinsic and Extrinsic Motivation</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Intrinsic Motivation	23	74%
2.	Extrinsik Motivation	8	26%
	Total	31	100%

From the table above, there are two factors that encourage learning English in class X SMKN 1 Jambi City. Based on the above calculations, it can be seen that student learning motivation is the most important factor. There are 23 students who are motivated to learn English from internal factors (74%) and there are 8 students who are motivated to learn English from external factors (26%). From the table above, there are two factors that facilitate learning English in Class X SMKN 1 Jambi City. From the calculation above, we can see that students' willingness to learn is the most important factor. There are 23 students (74%) who are sold by internal factors to learn English and 8 students (26%) who find it by external factors to learn English. From the calculations on the previous page, we can conclude that the motivation to learn English learning skills means that both factors can be achieved. The most influential factor in learning English is essential motivation. Motivation that is essential to the student's personality. Students need to be accustomed to being more active learners and to teach themselves that they need to be rewarded for doing positive things in their learning, especially when learning English. And the last factor is external motivation. With external

motivation, students need external encouragement to motivate them to learn, and students also need more supervision to focus more on learning.

#### **4.1.3 Questionnaire Result**

From the questionnaire that was distributed to the respondents as many as 31 students, data on the motivation to learn English was obtained for class X TKJ 3 at Vocational High School No.1 Jambi City students. The following is a list of scores from the student answer sheet questionnaire data, “Intrinsic” and “External”, see Appendix 1.

The researcher interprets the results of general questionnaire calculations and student questionnaire calculations about the factors that motivate students to learn English. The results of the questionnaire were then assessed according to students' opinions about intrinsic and extrinsic factors.

#### **4.1.4 Score Research Questionnaire of Intrinsic Motivation in Learning English Speaking Skills**

For the dominant result of the specification of the intrinsic motivation of English learners at SMK X TKJ 3 Jambi City, the researcher gave 20 statements, the answers to the tabulated questionnaire, see appendix 2. There are some students whose intrinsic motivation is more dominant than their extrinsic motivation. The students are: The first is student 6 with 90% intrinsic motivation and 56% extrinsic motivation. The second is student 7 with 80% intrinsic motivation and 54% extrinsic motivation. The third is student 14 with 88% intrinsic motivation and 56% extrinsic motivation. Fourth are student 18 with 88% intrinsic motivation and 56% extrinsic motivation.



Based on the data above, the researcher concludes that there are very significant results between intrinsic motivation and extrinsic motivation, namely there is a big difference between the results of the two and it can be seen that intrinsic motivation is superior to extrinsic motivation.

#### **4.1.5 Score Research Questionnaire of Extrinsic Motivation in Learning English Speaking Skills**

To find out the dominant result of the specification of students' extrinsic motivation in learning English speaking skills at X TKJ 3 Vocational High School No.1 Jambi City, the researcher gave 20 statements, the answers to the questionnaire were tabulated, see Appendix 3. There are some students whose extrinsic motivation is more dominant than their intrinsic motivation. The students are: First is student 4 with 78% extrinsic motivation and 58% intrinsic motivation. The second is 16 students with 84% extrinsic motivation and 74% intrinsic motivation. The third is 22 students with 68% extrinsic motivation and 58% intrinsic motivation. The fourth are 24 students with 78% extrinsic motivation and 54% intrinsic motivation.

After the researchers got the data from the answers to the student questionnaire. The researcher found that most of the students' answers to the intrinsic motivation and extrinsic motivation questionnaires were specifications: the first was "agree" or a score of 4. The second was a specification of "hasitate" or a score of 3. The third was a specification of "strongly agree" or a score 5. The fourth is a specification of "disagree" or a score of 2. The last is a specification of "strongly disagree" or a score of 1 .

Based on the discussion above, the researcher concluded that from 20 questionnaires given to students, the researcher explained that intrinsic motivation was superior to extrinsic motivation. Some students answered that extrinsic motivation wins over intrinsic motivation. Some students also answered that intrinsic motivation is superior to extrinsic motivation.

The specifications that appear the most on intrinsic motivation are agree with a score of 4, then strongly agree with a score of 5, hasitate with a score of 3, disagree with a score of 2 and strongly disagree with a score of 1. The specifications that appear the most on extrinsic motivation are agree with a score of 4, undecided with a score of 3, disagree with a score of 2, strongly agree with a score of 5, strongly disagree with a score of 1. Based on the data obtained from the questionnaire above, the researcher concluded that  $74\% > 26\%$ . This means that intrinsic motivation is more dominant than extrinsic motivation. The difference between intrinsic motivation and extrinsic motivation is 48%.

## **4.2 Discussion**

By using a questionnaire, the researchers found the factors that motivate students to learn English in Class X TKJ 3SMKN No.1 Jambi City. This is explained below. There are two types of motivation: intrinsic motivation and extrinsic motivation. The researcher found that many students of class X TKJ 3 at Vocational High School No.1 Jambi City depended on the type of motivation.

### **a. Intrinsic Motivation**

Intrinsic motivation is the motivation to be active or does not need to be stimulated from the outside because everyone has the urge to do something.

## b. Extrinsic Motivation

Extrinsic motivation is motivation that is alive and functional in the presence of external stimuli.

These two factors influence each other in the individual learning process and therefore determine the quality of student learning outcomes, especially when learning English. In addition, based on the results of Vocational High School No. 1 Jambi City, the researcher is more motivated than himself and is an important motivation to play a bigger role in the process of learning English skills in the classroom. Intrinsic and extrinsic motives are under observation and questioning.

Intrinsic motivation is that everyone has the urge to do something, so they are motivated to act positively and not stimulated by the outside world. In this case, the clear observation that most students are interested in learning English skills shows that they are very serious about learning English skills in order to study seriously. And from the observations of student researchers, who tend to be more fundamentally motivated, they will be more motivated to explore on their own what they learn.

Extrinsic factors In addition to intrinsic factors, there are also external factors that influence students in learning English. Extrinsic motivation factors are active motivation and the functioning of external stimuli such as the role of parents, teachers, and the environment. First, as a result of observation, if the condition of the learning environment is very influential, students concentrate on learning English, the class is clean and the atmosphere is comfortable, and the teacher's teaching methods are fun, students will also learn. I am looking forward to it. Based on the above results, this study concludes that XTKJ 3 class students

at Vocational High School No.1 Jambi City have intrinsic and extrinsic motivation in learning English. However, these data indicate that intrinsic motivation is more dominant in students than extrinsic motivation.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

Based on the previous discussion, the researcher can conclude that there are some students whose intrinsic motivation is more dominant than extrinsic motivation. In contrast, extrinsic motivation is more dominant than intrinsic motivation. Most of the students who answered the questionnaire, both intrinsic motivation and extrinsic motivation agreed, then students who answered continuously the specification strongly agreed, the specification was undecided, the specification disagreed and the specification strongly disagreed. And intrinsic motivation is 74% more dominant than extrinsic motivation is 26%. The difference between intrinsic motivation and extrinsic motivation 48%. So in this study, intrinsic motivation is more dominant than extrinsic motivation.

#### **5.2 Suggestions**

Based on the results of the study, the researcher gives some suggestions to the following parties:

##### **1. For Students**

The results showed that students were more motivated to learn English by internal factors than external factors. In order for students to continue their quest to learn English, they must be able to balance intrinsic and extrinsic factors.

##### **2. Researcher**

Researchers are expected to use this research to explore better ways to teach English and encourage them to improve their ways to become good English teachers. Researchers can also use interesting methods to motivate parents to

improve their children's English learning ability. Researchers can also apply more interesting tools that need to be developed to find problems in learning English, and this research is recommended to study other problems in teaching English in high schools.

## APENDIX 1

**Table 4.1**

**The result of Questionnaire**

<b>No.</b>	<b>Student Number</b>	<b>Intrinsik</b>	<b>Extrinsik</b>
1.	Student 1	42	40
2.	Student 2	43	36
3.	Student 3	41	32
4.	Student 4	29	37
5.	Student 5	39	34
6.	Student 6	45	28
7.	Student 7	40	27
8.	Student 8	31	37
9.	Student 9	38	27
10.	Student 10	40	33
11.	Student 11	32	36
12.	Student 12	43	32
13.	Student 13	40	29
14.	Student 14	44	28
15.	Student 15	34	36
16.	Student 16	39	42
17.	Student 17	30	29
18.	Student 18	44	28
19.	Student 19	39	27

20.	Student 20	38	33
21.	Student 21	39	29
22.	Student 22	29	34
23.	Student 23	41	30
24.	Student 24	27	39
25.	Student 25	38	36
26.	Student 26	41	31
27.	Student 27	41	31
28.	Student 28	38	31
29.	Student 29	40	30
30.	Student 30	40	33
31.	Student 31	32	40



## APENDIX 2

**Table 4.1**

### **Score Research Questionnaire of Intrinsic Motivation in Learning**

#### **English Speaking Skills**

<b>Students</b>	<b>Questionnaire of Intrinsic Motivation</b>										<b>Total</b>	<b>%</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>		
Student 1	4	4	3	5	4	4	4	4	5	5	42	84%
Student 2	4	5	4	5	4	3	4	4	5	5	43	86%
Student 3	4	5	2	5	4	4	5	2	5	5	41	82%
Student 4	4	3	3	4	2	2	3	2	4	2	29	58%
Student 5	4	4	3	4	3	4	5	5	4	3	39	78%
Student 6	4	4	4	5	5	5	4	5	4	5	45	90%
Student 7	4	5	3	5	4	4	4	3	4	4	40	80%
Student 8	3	2	3	3	3	4	3	4	4	2	31	62%
Student 9	5	4	3	4	3	5	4	4	3	3	38	76%
Student 10	4	3	5	4	5	4	3	3	5	4	40	80%
Student 11	3	3	2	3	3	1	3	5	5	4	32	64%
Student 12	5	4	5	4	5	5	5	2	4	4	43	86%
Student 13	5	4	4	5	3	4	4	3	4	4	40	80%
Student 14	4	5	4	5	3	5	5	5	5	3	44	88%

Student 15	3	2	3	3	4	3	4	4	4	4	34	68%
Student 16	4	4	3	4	5	3	5	3	4	4	39	78%
Student 17	4	3	2	3	3	2	2	4	5	2	30	60%
Student 18	5	4	4	5	5	4	4	5	4	4	44	88%
Student 19	4	4	2	4	4	5	4	4	4	4	39	78%
Student 20	4	4	3	4	4	3	5	4	4	3	38	76%
Student 21	5	4	3	4	3	4	4	4	4	4	39	78%
Student 22	4	4	1	4	2	2	3	3	3	3	29	58%
Student 23	4	4	3	4	5	4	4	5	4	4	39	78%
Student 24	3	3	2	3	3	2	4	4	3	2	27	54%
Student 25	5	4	4	5	4	4	2	4	4	2	39	76%
Student 26	4	5	4	5	3	4	4	4	4	4	41	82%
Student 27	4	5	4	5	4	4	3	4	4	4	42	82%
Student 28	3	3	4	2	4	4	3	3	4	4	39	76%
Student 29	5	4	4	5	4	4	3	3	4	4	40	80%
Student 30	3	5	4	5	4	4	4	3	4	4	40	80%
Student 31	3	4	2	3	4	3	2	3	4	4	32	64%

### APENDIX 3

**Table 4.1**

**Score Research Questionnaire of Extrinsic Motivation in Learning**

**English Speaking Skills**

Students	Questionnaire of Extrinsic Motivation										Total	%
	Number	11	12	13	14	15	16	17	18	19		
Student 1	5	4	3	3	5	5	3	3	5	4	40	80%
Student 2	4	4	2	2	4	5	4	5	4	2	36	72%
Student 3	5	2	4	2	5	2	2	2	4	4	32	64%
Student 4	4	3	3	5	3	4	3	4	4	4	37	78%
Student 5	4	2	4	2	3	3	3	4	5	4	34	68%
Student 6	4	1	4	2	2	2	2	4	5	4	28	56%
Student 7	2	2	1	3	2	4	4	2	3	4	27	54%
Student 8	5	4	4	3	4	3	3	3	5	3	37	74%
Student 9	3	3	2	3	4	2	2	2	3	3	27	54%
Student 10	4	3	3	4	2	3	3	3	5	3	33	66%
Student 11	5	4	1	2	4	3	3	4	5	5	36	72%

Student 12	4	1	5	3	5	2	2	2	4	4	32	64%
Student 13	4	2	3	2	4	2	3	3	4	2	29	58%
Student 14	4	3	4	2	1	2	3	3	3	3	28	56%
Student 15	5	2	5	2	4	2	3	3	5	5	36	72%
Student 16	4	4	5	2	5	4	3	5	5	5	42	84%
Student 17	5	4	1	2	5	2	1	2	5	2	29	58%
Student 18	3	1	4	1	4	2	4	2	5	2	28	56%
Student 19	2	2	3	4	3	2	2	3	5	1	27	54%
Student 20	4	2	5	2	5	2	4	3	4	2	33	66%
Student 21	4	2	3	2	3	3	3	3	4	2	29	58%
Student 22	4	4	4	4	2	4	3	4	3	3	34	68%
Student 23	4	3	3	2	3	3	2	3	5	2	30	60%
Student 24	4	2	5	3	5	3	2	5	5	5	39	78%
Student 25	2	2	2	5	4	4	3	4	5	5	36	72%
Student 26	3	3	4	2	4	2	3	4	3	3	31	62%
Student 27	3	3	4	2	4	2	3	4	4	2	31	62%
Student 28	3	3	4	2	4	2	3	4	4	2	31	62%
Student 29	3	3	4	3	2	2	3	4	4	2	30	60%
Student 30	4	3	4	2	3	3	3	4	4	3	33	66%
Student 31	4	4	4	2	4	5	3	4	5	5	40	80%

#### APENDIX 4

#### Table of Total Intrinsic and Extrinsic Motivation in Learning English

#### Speaking Skill

#### Intrinsic and Extrinsic Motivation in

Students Number	Learning English Speaking Skill (%)		Category
	Intrinsic	Extrinsic	
Student 1	84%	80%	Intrinsic
Student 2	86%	72%	Intrinsic
Student 3	82%	64%	Intrinsic
Student 4	58%	78%	Extrinsic
Student 5	78%	68%	Intrinsic
Student 6	90%	56%	Intrinsic
Student 7	80%	54%	Intrinsic
Student 8	62%	74%	Extrinsic

Student 9	76%	54%	Intrinsic
Student 10	80%	66%	Intrinsic
Student 11	64%	72%	Extrinsic
Student 12	86%	64%	Intrinsic
Student 13	80%	58%	Intrinsic
Student 14	88%	56%	Intrinsic
Student 15	68%	72%	Extrinsic
Student 16	78%	84%	Intrinsic
Student 17	60%	58%	Intrinsic
Student 18	88%	56%	Intrinsic
Student 19	78%	54%	Intrinsic
Student 20	76%	66%	Intrinsic
Student 21	78%	58%	Intrinsic
Student 22	58%	68%	Extrinsic
Student 23	78%	60%	Intrinsic
Student 24	54%	78%	Extrinsic
Student 25	76%	72%	Intrinsic
Student 26	82%	62%	Intrinsic
Student 27	82%	62%	Intrinsic
Student 28	76%	62%	Intrinsic
Student 29	80%	60%	Intrinsic
Student 30	80%	66%	Intrinsic
Student 31	64%	80%	Extrinsic

## APENDIX 5

### ANGKET

1. Nama :
2. Jenis Kelamin : Laki-laki  Perempuan
3. Kelas :
4. Semester :

*Pernyataan berikut adalah tentang motivasi dalam belajar berbicara Bahasa Inggris. Tidak ada jawaban yang salah atau benar. Silahkan baca pernyataan berikut dengan teliti dan pilih (√) pada pilihan yang sesuai dengan diri anda.*

No.	Pernyataan	Sangat Setuju	Setuju	Ragu-ragu	Tidak setuju	Sangat Tidak Setuju
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1. Saya belajar dengan sungguh-sungguh agar prestasi berbicara bahasa Inggris saya lebih baik dari teman-teman di kelas.
2. Saya belajar berbicara bahasa Inggris karena ingin bisa berkomunikasi dalam bahasa Inggris.
3. Saya sungguh-sungguh belajar berbicara bahasa Inggris supaya mendapatkan peringkat tertinggi disekolah.
4. Saya sungguh-sungguh belajar berbicara bahasa Inggris supaya kemampuan berbicara bahasa Inggris saya lebih baik dari sebelumnya.
5. Saya belajar berbicara bahasa Inggris karena sangat dibutuhkan untuk mewujudkan cita-cita saya.
6. Saya belajar berbicara bahasa Inggris karena saya menyukai bahasa Inggris.
7. Saya semangat belajar berbicara bahasa Inggris agar saya lebih percaya diri dalam pergaulan sesama teman terutama



dilingkungan sekolah.

8. Saya konsentrasi belajar berbicara bahasa Inggris jika saya dalam keadaan kenyang.
9. Saya konsentrasi belajar berbicara bahasa Inggris jika dalam keadaan sehat.
10. Saya semangat belajar berbicara bahasa Inggris jika keadaan kelas senang.
11. Saya senang berbicara bahasa Inggris karena guru memberikan pujian.
12. Saya senang berbicara bahasa Inggris karena guru saya memberikan hukuman jika tidak bisa berbicara.
13. Saya senang belajar berbicara bahasa Inggris jika guru menggunakan metode diskusi.
14. Saya mempunyai saingan dalam belajar berbicara bahasa Inggris di kelas.
15. Saya semangat belajar berbicara bahasa Inggris di kelas karena media belajarnya menarik.
16. Saya belajar bahasa Inggris karena ada dorongan orang tua.

17. Saya senang belajar bahasa Inggris karena orang tua memberikan kursus tambahan untuk saya.
18. Saya belajar bahasa Inggris karena orang tua memberikan sarana yang lengkap.
19. Saya semangat belajar berbicara bahasa Inggris jika ruang kelas bersih.
20. Saya mendapat dorongan dari teman-teman untuk berbicara bahasa Inggris lebih bersemangat.

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