

**STUDENTS' PERCEPTION ON THE INFLUENCE OF
INTRINSIC AND EXTRINSIC MOTIVATION ON LEARNING
ENGLISH SPEAKING**

THESIS

Submitted by

ALWIN AULIA
NIM. 160203051

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



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THESIS

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The Bachelor Degree of Education in English Language Teaching

by:

ALWIN AULIA

160203051

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

جامعة الرانيري

A R - R A N I R Y

Principal Supervisor,

Co-Supervisor,

Siti Khasinah, M.Pd
Date: 01/08/2023

Azizah, M.Pd
Date: 01/08/2023

It has been defended in *Sidang Munaqasyah*
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for the Bachelor Degree of Education in English Language Teaching

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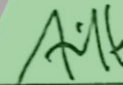
Board of Examiner,

Chairperson,



Siti Khasinah, S.Ag., M.Pd

Secretary,



Azizah, M. Pd.

Member,



Mulia, M.Ed

Member,



Rita Hermida, M.Pd

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



Prof. Safrul Mulia, S.Ag., M.Ed., M.A., Ph.D

NIR.39730102199703100



SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertandatangan dibawah ini:

Nama : Alwin Aulia

NIM : 160203051

Tempat/Tanggal Lahir : Cot Malem, 17 Desember 1998

Alamat : Desa Cot Malem Kecamatan Blang Bintang

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul "Students' Perception on The Influence of Intrinsic and Extrinsic Motivation on Learning English Speaking" adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

جامعة الرانيري

A R - R A N I R Y

Banda Aceh, 01 Agustus 2023

ing membuat surat pernyataan,



Atwin Aulki



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah the most Gracious the most Merciful

All praises are due to the almighty Allah SWT, who has blessed and given the researcher the chance, health, and strength in writing and finishing this study. Peace and salutation be upon the beloved prophet, Muhammad who strive in Allah religion, Islam.

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Banda Aceh, 01 Agustus 2023

Alwin Aulia

ABSTRACT

Name : Alwin Aulia
Students' Number : 160203051
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
Thesis working title : Students' Perception On The Influence Of Intrinsic And Extrinsic Motivation On Learning English Speaking
Main supervisor : Siti Khasinah, M.Pd
Co-supervisor : Azizah, M.Pd
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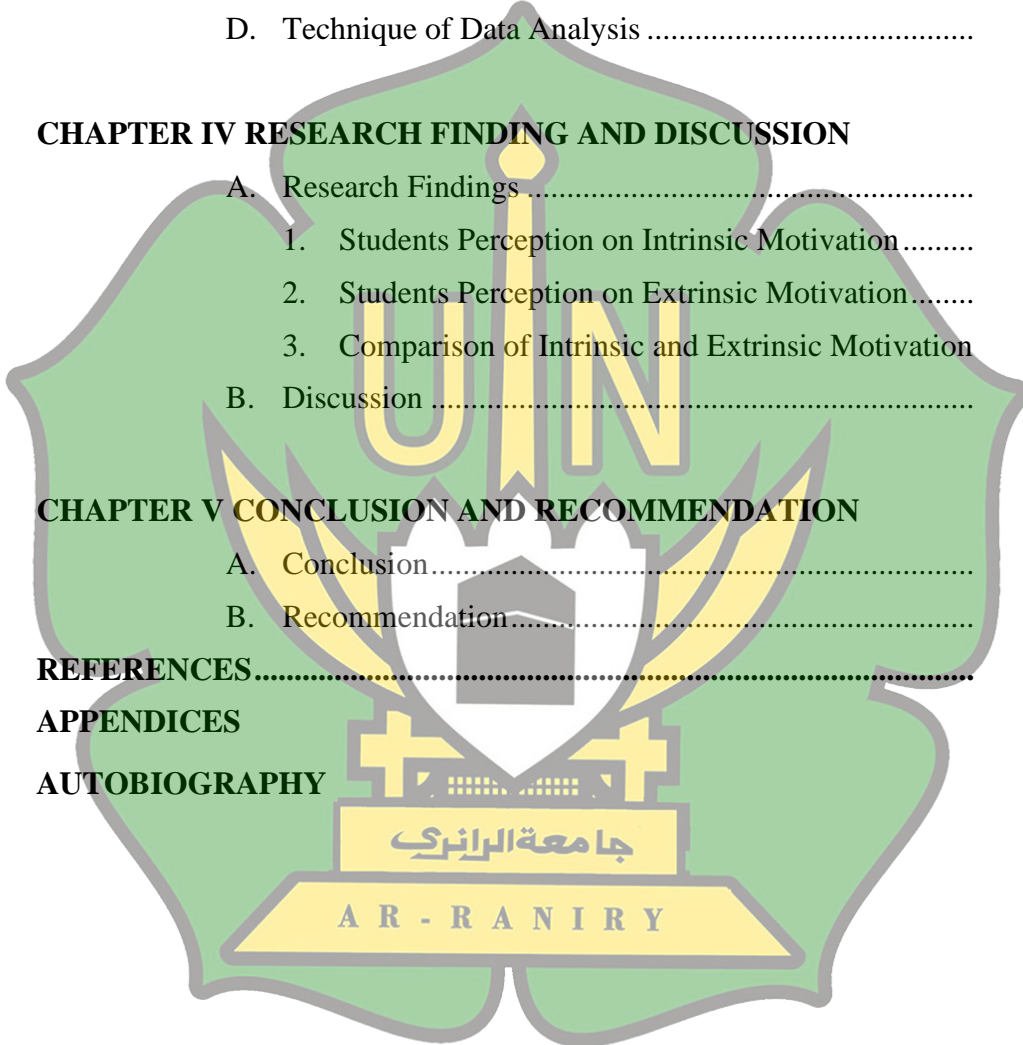
The purpose of this qualitative study is to investigate students' perceptions regarding the impact of intrinsic and extrinsic motivation on their English speaking proficiency and which of the motivations are more dominant among them.



TABLE OF CONTENTS

DECLARATION OF ORIGINALITY	iii.
ACKNOWLEDGMENT.....	iv
ABSTRACT.....	v
TABLE OF CONTENTS.....	vi
LIST OF APPENDICES	viii
CHAPTER I INTRODUCTION	1
A. Background of Study.....	1
B. Research Questions.....	5
C. Aims of Study.....	5
D. The Scope of the Study.....	6
E. Significance of Study.....	6
F. Terminology.....	7
CHAPTER II LITERATURE REVIEW	9
A. Perception.....	9
1. Definition.....	9
2. Perception Process.....	10
3. Factors Affecting Students Speaking Skill.....	12
B. Concept of Speaking.....	14
1. English Speaking Definition.....	14
2. Components of English Speaking.....	15
3. Factors Affecting Students Speaking Skill.....	17
C. Motivation.....	18
1. Definition.....	18
2. Types of Motivation.....	19
3. Factors Affecting Students Motivation.....	22
D. Previous Related Studies.....	23

CHAPTER III RESEARCH METHODOLOGY	25
A. Research Design	25
B. Research Participant	26
C. Instrument for Data Collection	26
D. Technique of Data Analysis	27
CHAPTER IV RESEARCH FINDING AND DISCUSSION	28
A. Research Findings	28
1. Students Perception on Intrinsic Motivation	29
2. Students Perception on Extrinsic Motivation	34
3. Comparison of Intrinsic and Extrinsic Motivation	39
B. Discussion	41
CHAPTER V CONCLUSION AND RECOMMENDATION	45
A. Conclusion	45
B. Recommendation	46
REFERENCES	47
APPENDICES	
AUTOBIOGRAPHY	



LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisor
- Appendix B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research
- Appendix C Interview Protocol
- Appendix D Autobiography



CHAPTER I

INTRODUCTION

This introductory chapter begins with the background of a study related to students perception on the intrinsic and extrinsic motivation. It discusses the research questions, the aims of the study, the scope of study, the significance of the study and last is the key term used in this study.

A. Background of Study

Speaking is considered as the most significant skill to acquire when it comes to learning any language. As English is the language of international communication, the importance of developing the skill of the language become vital in order to engage with the global community. Especially in the internet era, it is important that speaking skill along with the other skills improve communicative performance with other people (Boonkit, 2010).

In educational institution, for a variety of reasons, speaking skill somehow has been overlooked despite its importance. Instead, this should be one of the main concern of the language students and teachers. Because, the main goal of teaching english is to improve the ability to communicate the language effectively and accurately (Davies & Pearse, 2013). And most of learning focus is emphasized on grammatical problems. Therefore, many students barely able to demonstrate their language skills verbally. Enhancing speaking skill should take precedence because it reflects the person's language level overall (Richard, 2008).

In terms of language learning, especially developing speaking skills, many things influence that process. One of the most crucial is students' motivation to stay focused on learning consistently. Motivation is, to some extent, an indicator which determines the result obtained at the end of learning. It has significant impact in encouraging students' performance to achieve learning success (Borah, 2021). In learning English speaking, motivation inevitably plays a consequential role in order to maximize the students' participation. Student involvement maintains student focus in the learning process so that it can develop positive character and desire to increase educational achievement. (Parsons & Taylor, 2011).

Motivation is an array of attitudes and values that influence an individual to achieve certain things accordingly. Motivation is something that stimulates students to learn or master the subject they are learning (Gintings, 2010). It is somehow helping students to practice speaking more often which hones the skill along the way. The level of enthusiasm for the effort a person makes to achieve a goal is determined by the level of motivation that person has. It forms the more efficient way of learning (Borong, 2016). Motivation contains desires and goals which prevents students to be aimless in the development phase, so that it provides them the right path to enhance their speaking skill gradually.

Furthermore, Suryabrata (2018) defined motivation as a condition that exists within a person that encourages him to carry out certain activities in order to achieve certain goals. It is something that awakens us to act and behave in particular manner and keep us interested in it. Motivational issue is background in

the world of education, especially in the process of learning and teaching. This is main factor which prompts the students' interest in their learning. Moreover, the correlation between motivational factors and learning outcomes consistently has a positive role where it constructs the formative values of perseverance and discipline, which are absolute assets in pursuing a continuous education process (Amrai et al.,2011). In developing speaking ability, significantly it increase the improvement rate of language proficiency among students (Putra, 2017).

Besides, according to Usher & Kober (2012) that motivation is hard to be defined precisely, since there are numerous causes which create different strategy to foster motivation. Each student comes from a different background and is subject to different influences that make up the character of the student. That varying characteristics separate them from each other in terms of responding to something. There is a variety of factors such as external environment and personality which determine the type of motivation that will induce the students to participate actively (Saeed & Zyngier, 2012). The level of motivation amongs studens to some degree also depends on individual disparities (Dean & Dagostino, 2017). Such contrasts require teachers to find more palatable teaching methods to produce efficient learning strategy and somehow maintain the students' attentiveness.

Motivation is divided into two types which differ in ways how it works and effects in pursuing goals. Intrinsic motivation that arises from encouragement within the individual and extrinsic motivation that is stimulated by things that are experienced or felt by the individual from the outside (Sardiman, 2014). The

assorted characteristics make students more likely to be attracted to one motivational category than another. This is not surprising, as existing disparities can be viewed as natural phenomena. Additionally, another variable such as gender difference of students also affects their tendency to be more motivated about particular aspects which is indicated that female students are more likely to get motivated intrinsically and conversely male students are more extrinsically motivated (Ayub, 2010).

In addition, the influence of intrinsic motivation towards the achievement in learning English speaking may be one of the main factors which predict the success probability of students. Students are more tempted to master speaking skill based on their own personal desire to get their own educational accomplishment, in particular when it comes to learning English (Lucas et al, 2010). At the same time, external component affects students to certain level as well. Social support or additional reward perhaps entices students to pursue language mastery. It could be concluded that extrinsic motivation such as the inclination to join the global community, wider employment opportunities and social recognition become inspiration that stimulates students in learning English (Vatankhah & Tanbakooei, 2014).

There are numerous studies have been done regarding to this topic. Purnama et al (2019) in their study about students' motivation in learning English revealed motivation as influential factor in developing learning effort from students to learn English continuously. The output encourages teacher to be more innovative in creating learning strategy to persuade students' engagement.

Besides, Takahashi (2018) conducted a quite similar study, which he explained five types underlying motivation that affect students in Rwandan schools to learn English. The result shows that intrinsic motivation increases with age, whereas extrinsic motivation decreases with age. Based on the overview above, this study investigated out students' perception towards the influence of intrinsic and extrinsic motivation in learning English speaking and how it affects their interest differently when it comes to improving English speaking skill.

B. Research Questions

Based on the background of this study, the researcher formulates the research question as follows

1. What are the perceptions of English department students at UIN Ar-Raniry towards the influence of intrinsic and extrinsic motivation on learning English speaking ?
2. What type of motivation influences their interest predominantly in learning English speaking ?

C. Aims of Study

1. To find out English department students' perception towards the influence of intrinsic and extrinsic motivation in learning English speaking.
2. To find out type of motivation influences English department students' interest predominantly in learning English speaking.

D. The Scope of the Study

This study solely aims to explore and analyze students' perception towards the influence of intrinsic and extrinsic motivation in learning English speaking and how it affects their interest differently when it comes to improving English speaking skill. This study specifically investigates the perception of English department students at UIN Ar-Raniry and try to find out which type of motivation influences their interest predominantly in learning English speaking.

E. Significance of Study

This study is relevant to the English teaching and learning process particularly in improving speaking ability. By understanding students' perception towards the influence of intrinsic and extrinsic motivation in learning English speaking and how it affects their interest differently when it comes to improving English speaking skill, the study is expected to be beneficial for some people.

1. Students

It helps them to realize the important influence of intrinsic and extrinsic motivation in learning English speaking which could help them in knowing the way to keep focus consistently in order to achieve language proficiency. In addition, to understand how certain type of motivation shapes the learning process differently and it is responded in particular way by each individual.

2. Teachers

It allows teachers to understand the way how the motivation influences the students' performance to improve speaking ability in English. Furthermore, to know how intrinsic and extrinsic motivation affects students' interest in certain way and it can be as reference to keep students' commitment in order to refine learning outcome.

3. Other Reseachers

This study can be used as resource and reference material by other reseachers who looking for the same topic. Despite there are numerous studies has been conducted to find out the correlation between students' motivation and learning process, the purpose of this study is to add more comprehension to existing knowledge of the addressed issue.

F. Terminology

To avoid ambiguity of some terms in this study, here are some valid definitions of the topic.

1. Students' Perception

In this study, students' perception is defined as the ability of English department students at UIN Ar-Raniry to notice and understand the influence of intrinsic and extrinsic motivation towards the learning process in developing speaking ability. The capacity of students to differentiate and perceive the two type of motivation and how both affect their learning interest to accomplish language proficiency.

2. Intrinsic Motivation

Intrinsic motivation in this study is the mental impulse that drives people to act based on their needs where the trigger comes from within the individual. Intrinsic motivation is the internal desire to act and behave certain way to gain something based on personal interest. Intrinsic motivation briefly can be defined as motivation that emerges and grows from the inside of the person (Fahmi, 2017).

3. Extrinsic Motivation

Extrinsic motivation in this study refers to the feeling that pushes individual by external factors or conditions to do certain activity in order to reach desirable goal. The circumstances or environment or reason by which influence personal consciousness so the person does something meaningful willingly. Hidayah (2015) stated that extrinsic motivation is power that comes from the outside which has a role to stimulate individual beside his intrinsic motivation that tends to be temporary.

4. Speaking

Speaking in this study refers to the action of uttering and delivering words in order to communicate orally in social interaction or to express ideas or opinions. Specifically it is related to the capability of individual to have a conversation with each other.

CHAPTER II

LITERATURE REVIEW

This chapter reviews the literature, including the theories which are related to understanding of motivation, factors affecting motivation in learning English, speaking skill, and previous study.

A. Perception

1. Definition

Perception is the ability to see, hear, or perceive something by means of the senses. Perception is a process of recognition or identification of something by using the senses (Drever, 2010). Perception is the process of understanding or giving meaning to an information to stimuli. Stimulus obtained from the process of sensing the object, events, or relationships between symptoms which are then processed by the brain (Sumanto, 2014). Perception is a process that is preceded by sensing, namely the process of receiving stimulus by the individual through sensory organs or can be called sensory processes. But the process does not stop, but the stimulus is continued and processed here in after referred to as the process of perception.

Furthermore, Sunaryo (2013) argued that perception can be interpreted as the process of receiving stimuli through the five senses preceded by attention so that the individual is able to know, interpret and appreciate things that are observed, both those that exist outside as well as within the individual. Chaplin (2011), added that perception is a process to know or recognize objective things or events

that use the senses and awareness of organic processes. Moreover, perception can be defined as a psychological procedure of experiencing through the five senses, which individuals response into positive or negative perceptions (Erin & Maharani, 2018). In conclusion, perception can be defined as the way sensory information is recognized, organized, and interpreted consciously through physical senses. Large topics of perception can be divided into visual, auditory, olfactory, tactile and gustatory.

In addition, Sunaryo (2013) divided perceptions into two categories :

1) External perception

Perception that occurs because of the stimulus that come from outside the individual. So there are a variety of outer factor which influences the way individual perceives what he experiences.

2) Self perception

Perception that occurs due to a stimulus that comes from within the individual, and the object is himself. The individual observes the outside world by using his senses or a tangible process of receiving a stimulus by the individual through his receptor.

2. Perception Process

According to Walgito (2010), perception is formed through the following process , starting from the object that causes the stimulus and the stimulus hits the sensory organs or receptors. This process is called natural (physical) process. Then the stimuli received by the sensory organs are continued by the sensory

nerves to the brain. This process is called a physiological process. Furthermore, a process occurs in the brain, so that the individual can be aware of what he receives with the receptor, as a stimulus he receives. The process that occurs in the brain / center of consciousness is called a psychological process. At the last stage of the perceptual process, the individual is aware of what is received through the senses (receptors).

Qiong (2017:18) stated the perception process consists of three stages, as follow :

1) Selection

This first phase a perceptual process by which meaningful experiences are formed from external experiences. Countless stimuli come and are ready to be processed by the sense organs directly. And selective process occurs to classify certain information in order to categorize it, so that we have information based on its importance through kind of censorship.

2) Organization

At this stage perception has two characteristics. First, organizing initial stimuli from the external environment to gain more comprehensive and orderly understanding. Second, maintaining the selected stimuli in the process of placing them in a certain category which indicates a stable perception.

3) Interpretation

This refers to the process of interpreting the selected stimuli which are then neatly categorized to obtain meanings that can be understood through coding certain patterns.

3. *Factors Affecting Perception*

In the perceptual process, billions of stimuli come daily to the sensory agency but all of them are categorized based on their needs and appeals. This simultaneously makes it easier for us to live life. Kasali (2007) explains that perception is determined by the following factors :

1) Cultural Background

That perception is influenced by the culture that is exposed to each individual. This forms the way we interpret things based on the value system adopted by society. This magnifies the difference perceptions between individuals who have cultures that are inversely proportional.

2) Past Experience

Each individual has their own experience of a particular object where the relationship between the individual and the object increases understanding and experience based on the intensity of the relationship with the object which gives more time to be assessed.

3) Embedded Values

Value is a belief rating factor that includes usability, goodness, aesthetics, and satisfaction. Values are normative, informants of members of a culture, about what is good or bad, true or false, what to fight for, and so on. Values are stable and difficult to change because they derive from larger philosophical themes that are part of the cultural environment (Mulyana, 2001:198).

4) Growing news

The news that develops is the product of certain objects that come either through the mass media or information from other people who can affect one's perception. The news is a kind of stimulus that grabs the attention of the masses. The formation of perceptions in the minds of viewers can be influenced by messages developed in society. From the news, the audience is able to provide influence both consciously and unconsciously, this can reach audience through various stages.

Furthermore, individuals perception on something is also affected by knowledge, belief, learning process dan experiences (Walgito, 2004). That explains the reason why certain people have distinct opinion and paradigm even though they live in the same area. Sobur (2011:460-462) consider that there are four factors which influence human's perception. First, functional factor, resulting from an individual's needs, moods, services, past experiences. Second,

structural factor, arising from the form of stimulation and neutral effects arising from the individual's nervous system. wholeness, mood, service, past experiences of an individual. Third, situational factor, non-verbally related. Proximity cues, motor cues, facial cues, and paralinguistic cues are some of the factors that influence cognition. Fourth, personal factor, consists of experience, motivation and personality.

B. Concept of Speaking

1. English Speaking Definition

Speaking is a way of transferring information by translating the idea inside mind in spoken language. It is an interactive process in which information is shared and possibly edited by listeners. According to Tarigan (2018:16), speaking is the ability to pronounce sounds or words to express, state and convey thoughts, ideas and feelings. Moreover, Nuraeni (2002:25) argued that speaking is a delivery process of information from the speaker to the listener with the aim of changing the listener's knowledge, attitudes, and skills as a result of the information he receives.

Speaking a new language is very difficult for most people, because speaking is used in real time with the expectation of a quick response, and without the opportunity to edit what has been uttered (Bailey, 2003). Compared to writing, speaking is quite more complicated because it occurs swiftly, and it needs spontaneous reaction especially for more effective communication. Furthermore, Van Lier (as cited in Bailey, 2003) showed some key contrast of spoken language and written language :

1) Spoken language

Auditory. Temporary; immediate reception. Prosody (rhythm, stress intonation). Immediate feedback. Planning and edited limited by channel.

2) Written language

Visual. Permanent; delayed reception. Punctuation. Delayed or no feedback. Unlimited planning, editing, revision.

Speaking is an vital part of learning a language because humans, as social beings need this productive skill in order to interact and share informations to each other. It is still challenging for most English students to have this ability in order to be able to communicate verbally (Zhang, 2009). Speaking is a productive skill in which students construct their own idea in the spoken language (Harmer, 2017). Therefore it is obviously should be a front concern in English learning process. As it is difficult to engage in social interaction without capability to talk.

2. *Components of English Speaking*

In developing speaking skill, many things can affect students' achievement in order to accomplish an effective learning performance. There are five components of speaking skill that should be considered :

1) Comprehension

To interect verbally, it certainly requires a subjek to talk and to initiate it at the same time. It is the ability to identify and understand the main idea of the conversation while as well as to respond it in own language.

2) Grammar

Grammar is one of the most important elements in language learning. Proper grammar is the key to speak English fluently and confidently. In speaking, grammar to some degree is importantly to form the language structure to be more understandable.

3) Vocabulary

Vocabulary is identified as the proper diction communicate. It is demanding to have sufficient vocabularies, one cannot communicate or express their ideas both oral and written language effectively. As research has shown that the dependence on vocabulary knowledge is significantly high and the lack of it is the biggest challenges for second language readers. Therefore, it become more crucial for students who want to practice English as much as possible.

4) Pronunciation

The action of producing certain voices for speech that includes articulation, stress, and intonation. It is including phonological processes refer to grammatical constructs that regulate how sounds and patterns change within a language. It is vital to be able to pronounce properl, as pronunciation is a way of speaking certain words or sounds (Hornby, 2008).

5) Fluency

Fluency is the capability to speak a language appropriately and effectively which is a sign of language mastery. It shows as language students that they

have gotten the grasp of the language, so they can use it easily in any type of conversations. Besides, Stockdale (2009:1) states that fluency occurs when somebody speaks a foreign language like a native speaker with the least number of silent pauses, filled pauses, self-corrections, false starts, and hesitations.

3. *Factors Affecting Students' Speaking Skill*

Speaking is a process of communication between the speaker and interlocutor with the intention of conveying feelings, ideas, ideas or information. In developing process of speaking skill, several conditions and circumstances affecting it. Various factors play a direct or indirect role in shaping students' attitudes towards psychological barriers when trying to improve their speaking skills (Mazouzi, 2013). These psychological aspects, underpinned by many studies, influencing students' mentality in practicing speaking which determine students' learning success (Elhadi, 2015). Brown (2001) also supported that one of the primary source of students' ineptitude in speaking is emotional features such as shyness and anxiety.

According to Arifuddin (2010), there are two types of factors that generally affect students' language skills, internal factors such as age, talent, motivation, and personality, then external factors such as learning strategies, teachers and the environment. Besides, motivational factors and learning strategies are also related to each other and should be evaluated to increase optimal learning outcomes. Other variables such as socio-economic conditions and health also contribute to producing groups of students who are better at pursuing the learning process

(Hurlock, 2008). This can be observed from the phenomenon of children coming from the middle class have faster language development than children of low economic family (Hildayani et al, 2014).

C. Motivation

1. Definition

There are many deep understandings that define motivations that are more or less related to one another. The word motivation itself is literally taken from the Latin word *movere* which means to move, which contextually is defined as something that drives a person in the process of making decisions, taking part in certain activities or also maintaining that action continuously (Dörnyei & Ushioda, 2013). However, over time, many definitions are available, as many separate explanations attempt to explain in greater detail what the word motivation means. According to Walker and Symons (as cited in Dörnyei & Ushioda, 2013), “there was a point when the American Psychological Association considered replacing the word ‘motivation’ as a search term in the main psychological database, Psychological Abstracts, because, as a concept, it had too much meaning and therefore was not very useful”.

Our inner desire to bring about change both in ourselves and in the environment around us, such a desire can be summed up as motivation (Reeve, 2018). Motivation is the response to the desire for a particular goal, which creates an internal energy that is felt from within and stimulates the formation of the urge to move (Sadirman, 2011). Motivation is the encouragement contained within someone to change their behavior better to meet their own needs (Hamzah, 2008).

Motivation can also be interpreted as a driving force that has become active at certain times, especially when the need to achieve a goal is felt to be very urgent (Surawan, 2020).

In learning concept, motivation means the art of inspiring students to do learning activities in order to accomplish learning goal (Munadi, 2013). According to Uno (2006) motivation can basically help to understand and explain individual behavior, including the behavior of someone who is learning. When learning a language, individual level of success is primarily influenced by motivational variables (Gardner, 2010). In a nutshell, motivation is an internal indicator which causes the trigger someone to act or behave certain way in order to reach the aiming goal. It is the potential energy within students to carry out learning activities in a sustainable and directed manner towards the desired goals (Trygu, 2020).

2. *Types of Motivation*

From psychological point of view, the dualistic theory proposed by researchers makes motivation can be divided into two types, intrinsic and extrinsic motivation (Reiss, 2012). This difference occurs because the source that stimulates the emergence of motivation itself comes from the opposite direction. The importance role of motivation affects people differently, whether intrinsically or extrinsically, even in the workplace scenario (Çınar et al, 2011).

a. Intrinsic Motivation

Intrinsic motivation is motivation that comes from within oneself without the need for external stimulation. Intrinsic motivation is a form of internal stimulation that requires the individual to act in order to fulfill his own interests and pleasures (Hennessey et al, 2015). According to Suwatno (2011) intrinsic motivation is the motives that become active or function without being stimulated from the outside because in each individual there is an urge to do something. In psychological research, intrinsic motivation plays significant role which is based on enjoyment that is related to activities to get entertained and obligation, even though several researchers exclude it from intrinsic category, also can be included because of the feeling of necessity to complete the task (Lindenberg, 2001).

Singgih (2008) stated that intrinsic motivation can manifest itself as a trait that a person is born with, so motivation is part of nature driven by endogenous factors or something innate. The stronger the intrinsic motivation possessed by someone, the more they show strong behavior to achieve goals. It can be concluded briefly that intrinsic motivation is conclusively a feeling from within us that encourages us to carry out certain activities in order to achieve certain goals without any influence from outside. In the educational process, intrinsic motivation on generally related to talent and intelligence factors within student (Sri Hapsari, 2005).

b. Extrinsic Motivation

In contrast to the other type of motivation, extrinsic motivation is a stimulus or encouragement that comes from outside a person. Extrinsic motivation is in reverse interpreted as something that is not directly related to the activity being carried out, it requires a separate reward to trigger someone to act (Vallerand & Ratelle, 2002). Extrinsic motivation can also be interpreted as a driving force outside of what he does, but becomes a participant (Ibrahim & Nana, 2003). It is classified as external triggers that lure individuals to do something that brings them to what they want. They are motives that function in response to external stimuli (Suryabrata, 2018).

Furthermore, Deci & Ryan (as cited in Vallerand & Ratelle, 2002) distinguished extrinsic motivation into four types. The first one is external regulation which defined as performance to earn positive outcome or to get away from negative response that somehow does not included in the process itself. Then introjected regulation, which means as a process of manifesting the external reason into themselves that causes the to act certain way. Identified regulation can be perceived as the reason of something that is attributed valueable by individual choices to act on it. The last one is intergrated regulation, this type may includes choices to participate in particular actions as well, but are more likely coherent with self-determination.

3. Factors Affecting Students' Motivation

There are various factors both internal and external that affect the way a particular individual is motivated and how he responds to it.

a. Internal Factors

According to Slameto (2013), internal elements that influence learning motivation are interests, intelligence, talents and attitudes. Moreover, Physical factors also affect the individual's body including nutrition, health and physical conditions. Psychological factors are related to the determination of students' learning activities which are relevant to the spiritual condition (Syamsu, 2009). Therefore, attention to children's health is very important, because a lack of nutritional intake can also result in a lethargic body, drowsiness, decreased concentration, and so on. And somehow, it also related to the spiritual state of the students..

b. External Factors

There are several things that could be determined as external factors that affect the students' motivation such as reward. External rewards can be a useful and effective tool for making students stay motivated and actively engaged in learning (Alderman, 2013). External factors consist everything that surrounds students such as family, school, and community. The great teaching strategy with grade as feedback or evaluating tool, updated English curriculum and more facilitating environment can be an external encouragement for students (Manurung & Izar, 2019). In short, external factors which affect students' motivation comes from

something outside the student's self that influences an action such as the environment, the role of parents, the role of the teacher, or friends.

D. Previous Related Studies

Some studies have been conducted related to this research topic. Some previous research are considered to support the research proposal. Nguyen et al. (2021) in their research “Students' perception about the impact of intrinsic and extrinsic motivation on English speaking skills” try to explore the motivational factors contributing to English speaking skills among Vietnamese tertiary learners. The study employed a quantitative approach using a survey questionnaire to collect data with 288 students from different universities and colleges in Hanoi. The findings of the study indicated the differential effects of intrinsic and extrinsic motivations on levels of English speaking skills. It showed that students' learning effort affected massively by certain type of motivation. And most students in Vietnam are more likely to be motivated extrinsically.

Furthermore, Buzdar et al. (2017) conducted a study “Students' academic performance and its relationship with their intrinsic and extrinsic motivation” which aims to explore the relation between students' academic performance with their intrinsic and extrinsic motivation. By using Harter's scale and self-developed scale for academic performance to collect the data with 600 students participated from different departments of the university, the study found that the prevalence of intrinsic motivation is moderate whereas the prevalence of extrinsic motivation is average. There are many other studies have been conducted with regard to the

research topic. In a nutshell, despite the similarity of this study with the previous one, the differences come from the research sample and its focus on the students' perception toward intrinsic and extrinsic motivation in learning English speaking. These differences will be more likely to provide different result.



CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher explains the research design, research participant, instrument for data collection, and how the data were analyzed

A. Research Design

Based on the research question proposed in this study, the researcher applied qualitative approach in order to investigate the students' perception on the motivation influence. Creswell (2014 : 183) defines qualitative research as an inquiry process of understanding a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting. Furthermore, qualitative research is used to understand phenomenon in social life by exploring how people view what they experience (Hancock et al, 2009).

The researcher chose this approach concerning the involvement of collecting and analyzing non-numerical data to comprehend the opinion or experiences in order to answer the question of the study. As qualitative research is the best option to use when researcher can not identify the exact variables to examine (Creswell, 2012). Therefore, it is considered appropriate to use qualitative research design to acquire clear understanding of the influence of intrinsic and extrinsic motivation in learning English speaking according to students' perception.

B. Research Participant

This study was conducted at UIN Ar-Raniry, Banda Aceh especially at Department of English Language Education of UIN Ar-Raniry. As the population of the study was the 2018 batch of English department students at UIN Ar-Raniry, which totals 186 students in all. The population refers to a group of people with specific characteristics of interest (Griffie, 2012). While the sample for this research was 10 students that selected by using convenience sampling technique, due to the limited time and access to readily available participants. Convenience sampling involves selecting individuals or subjects based on their proximity, willingness, and ease of participation. The participation is contingent upon the voluntary engagement and cooperation of the participants themselves (Stratton, 2021).

C. Instrument for Data Collection

This study collects the data by using interview in order to obtain more in-depth understanding of a topic. As interview is a proper way to gather detailed informations about individuals' notion and experience (Easwaramoorthy & Zarinpoush, 2006). In this research, semi-structured interview was employed as an exploratory tool, which allow researcher to have the similar theoretical framework and investigate distinct facets of the research question. Semi-structured interview give researcher the ability to specify certain area, covering specific issues and simultaneously maintaining flexibility (Rabionet, 2011). Hence, the guideline of the questions will be constructed which contains ten items but also anticipating questions that arise from participant answers.

D. Technique of Data Analysis

Once the researcher has collected all the data, the next step is to analyze the participant's data. It requires the comprehension, to understand the text or image in order to answer the research's question. Analyzing the data, this study adopt 3 stages of qualitative data analyses by Miles, Saldana and Huberman (2014).

1. Data Condensation

It refers to the process of summarizing the acquired data to simplify and categorize it into important group of data which reducing the irrelevant data that are not related to the research question.

2. Data Display

An activity that arranges a dataset in a systematic and understandable way and provides an opportunity to draw conclusions. The presentation of good data display should be in the briefly descriptive form, tables, charts, networks, and other graphical format which is fundamental.

3. Conclusion Drawing

It is the final stage where all the data that has been collected and compiled will draw conclusions based on the research questions. The result is cast in the descriptive form.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discusses the findings and discussion of the research to answer the research questions those have been mentioned in chapter I. The data were obtained from the instrument, which is interview.

A. Research Findings

This study was conducted to explore how students perceive the impact of both intrinsic and extrinsic motivation on the process of acquiring English speaking skills. The findings are intended to provide responses to the research inquiry, where a portion of students from the 2018 batch of English department students at UIN Ar-Raniry who were willing to participate describing their personal point of view with regard to the motivation role in their language learning process. Depending on the participants' availability and convenience, the researcher conducted both direct interviews and indirect interviews via phone calls. The interviews were recorded to facilitate the data analysis effectively.

The study aimed to examine the impact of certain type of motivation which is driven by different factors on students' interest in learning how to speak English. Furthermore, this study investigated the distinctive factors influencing students' motivation in learning English speaking, encompassing intrinsic factors originating from within the students themselves, as well as extrinsic factors coming from external sources. The participants shared their feeling towards particular situations which affect their motivation internally or externally. They

also narrated the English learning experiences from how they started to learn English in the first place and how they keep motivated so far even though the level of motivation keeps fluctuating overtime. Despite the challenges they faced, the vast majority of students found a way out to solve the issues.

They also mentioned which sort of motivation predominantly has more significant ramification to their English speaking progress. The interviews revealed the role of the personal preferences and other people around them such as teachers, parents and friends in influencing their motivation. It showed the variety of individuals' inclination triggering their intrinsic and extrinsic motivation differently over a long period of time. The more detailed data obtained from the interviews will be further discussed.

1. Students' Perception on Intrinsic Motivation

Based on the interviews, vast majority students perceived and described intrinsic motivation as a similar concept. But researcher found numerous perception from them when they shared their feeling through their own experiences on how intrinsic motivation affects their speaking skill.

a. Enjoyment and Interest in English Speaking

The participants explained their perception on how internal factors such as enjoyment and interest drives themselves to learn English speaking. They agreed, those feelings build their character which made them like the language itself and want to be able to speak it.

Participant 1 :

"I am somewhat influenced by my own desire to learn to speak English, although there are also external influences. During the early days of my college life, I was exposed to the usage of the English language more than before. However, it is my sense of joy that mostly drives my desire to learn."

Participant 3 :

"As for myself, it comes from within because I love English, and it's influenced by my fondness for English music and movies."

Participant 5 :

"My interest in the English language itself makes me find joy in learning to speak English, especially in mastering a new language. Additionally, I have the desire to communicate with people from outside in English."

Participant 7 :

"Perhaps when I used to read comics in English, the feeling of enjoyment in understanding the language becomes the trigger that motivates me to learn. The habit of watching videos in English makes me aspire to speak English fluently. It makes me feel more competent as an individual and fulfills my desire to be able to speak English."

Participant 1 explained that when he felt certain type of enjoyment it drives him to learn. Participant 3 stated that her love for English music and films made her like the English language itself. Similar to Participant 1 and Participant 3, Participant 5 and Participant 7 described how the ability to speak English brings a sense of enjoyment, which becomes a motivating factor for them to keep improving. The interest that they have to become more competent in speaking English, persuade them to reach certain level of fluency in order to interact with other people internationally.

b. Personal Growth and Competence

Participants also intrinsically tend to learn English speaking in order to level up their competence. Curiosity as an indicator for individual who strive to increase personal growth. The urge to keep developing in learning English brings participant to the situation where continuous learning is required.

Participant 3 :

“What triggers me intrinsically is probably my daily consumption that involves a lot of exposure to the English language. It personally motivates me to enhance my proficiency in speaking English and satisfies my curiosity. As a result, I strive to elevate my language skills to a higher level in English, which I have loved since the beginning, it’s a journey of developing my personal growth.”

Participant 8 :

“When i learn something, i feel like i need to be an expert in it, or at least close to that level. So in learning English, i feel like i need to sound like a native, or at least be fluently enough in speaking English even it’s a foreign language. So I can communicate with people who speak English, especially English native speakers.”

The statements above shows that it is the intention to improve oneself to be better, especially when learning English makes students willing to commit to improving speaking skills. Moreover, Participant 3 and Participant 8 described their English learning process as a way of life achieve certain level of self competence. The researcher found the participants’ response indicates the willingness to be more capable to speak English as students so that they will become a better individual.

c. Insecurity and Self Challenge

Other participant also explained feeling insecure as a factor influence the desire that they have to learn English speaking. It cause the willingness to think that acquiring speaking skill is crucial when it comes to learning a language.

Participant 8 :

“When i learn something, i feel like i need to be an expert in it, or at least close to that level. So in learning English, i feel like i need to sound like a native, or at least be fluently enough in speaking English even it’s a foreign language. So I can communicate with people who speak English, especially English native speakers.”

The statement can be interpreted that feeling insecure about the quality of speaking ability to some degree can create a strong desire to improve and gain more confidence in communication. The individual acknowledges the lack of capacity in that area so it encourages the person to enhance the skill by finding a way to be more comfortable to interact verbally. This feeling also can be influenced by envorinment where the individual live or study. As another participant told in the interview he often sees his friends who already could speak English, made him sometimes feel certain type of way.

Participant 8 :

“Maybe when I see my friends who are already good at speaking English, it makes me jealous so I also develop my ability to be able to speak English.”

Both feelings can cause either positive or negative impact to the individual. But if it is perceived as a positive feedback, it could create the mindset where the individual willing to participate in the conversation as a challenge so he

can improve his speaking skill. Furthermore, this self challenge type can also happen to the person who is interested in language learning as a whole.

Participant 9 :

“I am personally motivated due to my background in learning the Arabic language, and I feel quite confident about it. However, when it comes to English, it might be challenging for me to learn, such as the differences in how we write words and how we pronounce them. This challenge inspires me to strive for proficiency in speaking English. The challenge is what drives me to improve my English-speaking skills step by step.”

The difficulty when it comes to learning English especially in developing speaking skill, from the statement the participant may feel more empowered to get out of the comfort zone to learn new difficult thing to him.

d. Struggling with the Intrinsic Motivation

Students often feel stuck with intrinsic motivation in learning English speaking, which is not uncommon and can happen for various reasons. Intrinsic motivation refers to the internal drive so it depends from individual feeling and perception to keep being motivated overtime, so it is not influenced by external factors.

Participant 1 :

“There is a change in intrinsic motivation. Depends on the condition or situation. What makes it less, is because I feel bored for a while so I learn inconsistently.”

Participant 2 :

“Yes, motivation that is felt up and down is usually due to laziness. Or if you feel why his speaking ability is not developing better.”

Participant 4 :

“The intrinsic changes are undoubtedly present, especially when the understanding of the English language has reached a higher level. The

influencing factor may be a sense of contentment that limits further progress, thinking that what has been learned is sufficient. However, there is still much more to learn, and we are not aware of it yet.”

The participants' explanation above shows numerous factors that affect the intrinsic motivation students have when dealing with difficulty and continuous English learning progress. The researcher concluded that factors such as boredom, laziness and contentment in learning English speaking contribute to the experience of lower motivation stage which normally happen to most people who are learning foreign language.

2. Students' Perception on Extrinsic Motivation

a. External Rewards and Recognition

Most of the time, lucrative goals can be a dominant trigger for most people to do something. Participants also described the importance of what can be gained from learning something new for us, in particular learning English speaking.

Participant 5 :

“Perhaps, when observing people who can speak English and can go abroad studying or working with that skill, it serves as a motivation to study and practice English more diligently.”

Participant 6 :

“One of the influencing factors may be my desire to speak English fluently, as it may be necessary for future job opportunities.”

Participant 9 :

“The motivating factors may include the opportunity to travel abroad. Additionally, the use of English by individuals often portrays them as smarter or possessing a broader understanding, as they can master the international language. These aspects may trigger me to improve my English-speaking skills.”

From the statements provided by the participants above, the researcher can draw the conclusion that external influences, such as the attainment of opportunities through English proficiency, definitely a reason why they are more willing to learn English compared to when there are no tangible benefits. Additionally, the perception of English users as individuals with a broader insight also serves as a foundation for their willingness to invest time in learning the language.

b. Academic Pressure and Performance Expectations

Students who are studying often feel certain type of pressure when they are learning English. The perception or burden for them to be able to speak English effectively at university is viewed as a normal thing that should be expected.

Participant 1 :

“In the early days of my college life, I felt that by being able to speak English well, I could achieve better grades and also get closer to the professors to learn more.”

Participant 7 :

“There was no specific event. Perhaps when I saw people speaking English fluently and the teachers who taught me could speak English very well, it motivated me, as someone aspiring to become a teacher, to study diligently so that I could be a role model for those students I could teach in the future.”

Participant 8 :

“There were a lot of situations that had me to do presentations in English. Not only that, i had to understand the learning materials written in English. As the students that were prepared to teach English, that motivated me to improve my speaking skills, in order to give the correct example for my students later on. It affected me a lot in positive ways.”

Students may experience academic pressure to excel in English speaking due to various reasons, particularly when they need to achieve certain level of English proficiency to acquire good grade. From the data, Participant 1 stated that in order to achieve excellent academic outcome it makes him feel motivated to improve English speaking ability. Furthermore, based on statements from Participant 7 and Participant 8, which they both motivated to become teachers, the expected quality they should perform as English teacher is capable of speaking said language in understandable way which is required when dealing with students later. The burden of performance triggers them to improve English proficiency.

c. Influence of Peers and Social Environment

The influence of people in the environment people live in can have a significant impact on learning English speaking. The people around collectively the way how the society at certain level is operated. So, in the learning process the social interaction could increase or decrease the motivation rate of students.

Participant 1 : A R - R A N I R Y

“The role of peers is quite crucial as they serve as my practice partners for direct English speaking. They help me implement what I have learned and keep my motivation to continue improving.”

Participant 2 :

“Teachers play a more significant role in helping me improve my speaking ability by providing corrections and offering insights that I might not be aware of. Friends also serve as triggers for mutual development, motivating each other to enhance our respective skills.”

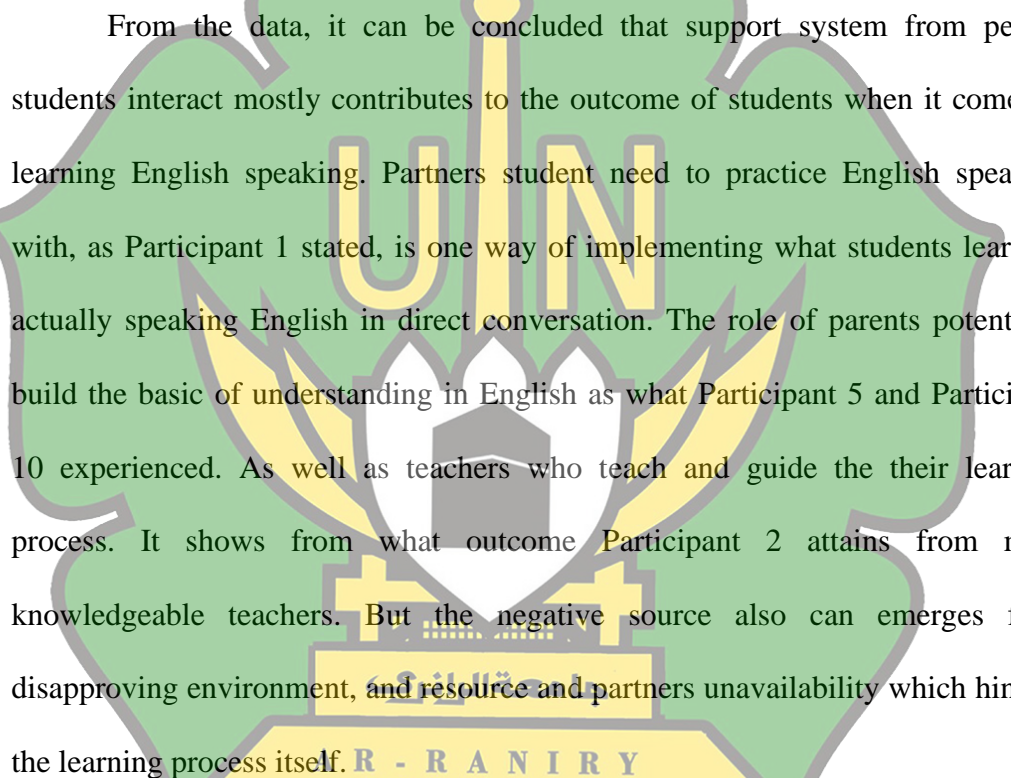
Participant 5 :

“My parents introduced me to learning English. They exposed me to the use of the English language, which motivated me to learn to speak English. Moreover, many of my teachers spoke English, which left me in

awe and motivated me to follow in their footsteps. My friends also provided significant support.”

Participant 10 :

“The small challenges that my mother, who is also an English teacher, mostly contributed to keeping me motivated to learn to speak English.”



From the data, it can be concluded that support system from people students interact mostly contributes to the outcome of students when it comes to learning English speaking. Partners student need to practice English speaking with, as Participant 1 stated, is one way of implementing what students learn by actually speaking English in direct conversation. The role of parents potentially build the basic of understanding in English as what Participant 5 and Participant 10 experienced. As well as teachers who teach and guide the their learning process. It shows from what outcome Participant 2 attains from more knowledgeable teachers. But the negative source also can emerges from disapproving environment, and resource and partners unavailability which hinders the learning process itself.

Participant 2 :

“Usually the main problem of practicing speaking skills, the obstacle faced is the absence of a partner to improvise and correct each other. The location of friends who live a bit far away or the time that is not available makes sometimes the motivation to study decreases.”

Participant 3 :

“The lack of friends to practice with is a bit problematic where apart from being able to use the vocabulary we have learned, the learning process should occur in two directions so it could be effective. So we not only provide output but also input from other people, it is very different compared with practicing in monologue.”

Participant 5 :

“Practicing English is difficult to implement due to a lack of opportunities, so it feels challenging to make progress. The environment is not very supportive.”

Participant 6 :

“Obstacles often faced, the environment sometimes exhibits judgment towards the use of English in public space, which can be seen as a form of arrogance when we try to practice our English.”

Participant 10 :

“The most influential factor may be the environment around us. The societal stigma towards us when we are learning to speak English might be viewed with unfavorable perceptions. Consequently, such judgments make me less motivated to practice speaking directly.”

From the interviews, research concluded that environment can provide positive assessment as well as negative response. Both have same possibility to influence students motivation in a particular way. Participant 2, Participant 3 and Participant 5 experienced the low level of support in the the environment they live in which minimize the learning effectiveness. As stated by Participant 6 and Participant 10, social judgement which view the people who speaks English as arrogant or any other terms used, dwindles the participation and enthusiasm to practice speaking. It might causes massive disadvantages for students to improve their speaking ability from societal point of view.

3. Comparison of Intrinsic and Extrinsic Motivation

The researcher also conducted interviews in order to find out the type of motivation which influences students predominantly in learning English speaking. The participants provided their point of view from their own experiences while learning to speak English. From the interviews, researcher obtained informations which concluded the dominance of intrinsic motivation compared with extrinsic

motivation in propelling students to improve speaking skills. Intrinsic motivation becomes more influential in driving behavior and choices than external rewards or pressures.

Participant 1 :

“In general, intrinsic motivation has a greater impact on the development of my English speaking skills. The joy I feel when I can speak fluently in English fuels my desire to learn more by deepening my vocabulary. External influences may provide assistance, but ultimately, the inner drive within me plays a significant role in enabling me to speak English proficiently.”

Participant 2 :

“Personally, I feel that intrinsic motivation has a more dominant influence on me. External factors tend to only hold sway under specific conditions. For example, if I want to achieve a certain grade in a particular course, my practice to develop English speaking skills may be limited to that scope. However, the joy and challenge I feel to be able to speak English have a longer-lasting impact and endurance.”

Participant 6 :

“Between the two, I am more influenced by intrinsic motivation because of the feeling of being challenged to master English, which makes me strive to appear more competent. Although external factors like job opportunities also somewhat attract me to learn.”

Participant 8 :

“Intrinsic. Because I am more like me person. I mean, i feel satisfied when i reach my goals. I have goals that are not influenced by others. I make the goals for myself. One of them is being able to speak English clearly and better. And most important thing, I've been obsessed in English things. So, self-motivation hold the big part.”

From data above, researcher sum up the informations obtained from interviews exhibited the predominant impact from internal factors toward students in learning English speaking. The participants demystified that the commitment to improve and acquire speaking skill, which requires effort and time, tend to succeed if they have inner-directed goal, without being firmly bound by external factors. As Participant 1 and Participant 2 described, intrinsic motivation becomes

a primary stimulator which is vital even though external elements may assist to some degree, but long-lasting journey of learning is driven majorly by innate desire to learn. Despite some participants inclined to act based on the external components which can be obtained as a rewarding outcome.

Participant 3 :

“For me, it is an extrinsic factor. Extrinsic motivation greatly influences the process of developing my English language skills. I believe that internal influences in learning can be stagnant and fluctuate. However, extrinsic motivation significantly impacts my desire to learn further. Enthusiasm from the surrounding environment also serves as a driving force for consistent learning.”

Participant 10 :

“For myself, extrinsic motivation plays a significant role in driving me to learn English. The support from loved ones and having clear goals for learning something, such as the benefits of mastering English speaking and what can be achieved from it, stimulates me to study more diligently.”

From descriptions above, some students have supportive environment concept and goal-oriented mindset. Both believed that consistent learning should be supported by collaborative surroundings which encourage to learn continuously, and as Participant 10 explained there should be beneficial result when you are trying to learn something as a final goal. Furthermore, students get motivated by different factors which are influenced by multitude reason.

Participant 9 :

“The motivation for each person to learn to speak English varies, both from their internal factors and external factors that they hope to achieve by being able to speak English. This can be influenced by different personalities and backgrounds. For example, someone with a sufficient educational background may have had limited exposure to the use of English, which makes them slightly less interested in English. However, due to external factors such as open opportunities that can benefit from being able to speak English, they are compelled to make an effort to learn.”

The differences in interests among individuals make what motivates them also different. This is inevitable considering that psychologically, what shapes the personality of each individual has exceedingly wide variations. Participant also believed that the differences probably happen because of diverse background and unique experiences. The varied combination creates dissimilar personalities, so students may like things that are unlike to each other. An individual's motivation level can vary substantially. They may feel highly motivated to excel in one thing while being completely unmotivated in another (Borah, 2021).

B. Discussion

The aim of this research was to assess the perception of students on motivation in learning English and identify the prevailing motivation in English speaking among the students from the 2018 batch of English department students at UIN Ar-Raniry. The researcher employed interview for data collection, dedicated to addressing the two research questions raised in this particular study. The research questions were centered around determining the elements influencing students' drive and enthusiasm while exploring the significance of intrinsic and extrinsic motivation in the process of language acquisition, and exploring type of motivation influences their interest predominantly in learning English speaking.

Drawing from the outcomes of the researcher's investigation, the findings indicate the factors that stimulate students' motivation. The research findings suggested that numerous factors significantly impact students' motivation when it comes to learning spoken English. Intrinsic motivation which is natural drive such

as enjoyment, interest, competence, insecurity, and self-challenge emerged as a potent motivating component which assists and escalates the willingness of students to learn English speaking over enough period of time. On the other hand, extrinsic motivation like the external reward, recognition, academic pressure, performance expectation, influence of peers and social environment were also played a significant role in motivating students to learn English speaking.

Students who exhibited and depicted intrinsic motivation as main stimulator demonstrated a genuine passion for mastering English speaking, which positively impacted their language acquisition. Intrinsic motivation fostered a sense of autonomy and self-directed learning among students, empowering them to assume control over their educational journey in learning English speaking. In parallel extrinsic motivation exerted as well its influence on students' language learning experiences. The prospects of rewards, recognition, or academic achievement encouraged some students to allocate additional effort to improve their English speaking abilities. After all, from the participants responses, it can be concluded that both type of motivations in one way or another play certain degree of change in their learning process. Some participants opined that certainly extrinsic motivation inspires them to actively commit to learn speaking English, but they argued that the effect would be temporary. The main thing is that motivation can build the basis of learning willingness as a good start, so students realize the importance of it. And Lubis (2021) found that students who were highly motivated and those who were lowly motivated had significantly different levels of speaking ability.

Furthermore, as some students illustrated, intrinsic motivation has disadvantages such as feeling of boredom, laziness, or disoriented which restrain the learning process for certain period of time. Students acknowledged sometimes, intrinsically the desire to continue the learning or practice speaking is detained by unfavorable volatile mood. Another issue also explained by other participants which face different scenarios but affects same capability. Externally, uncooperative or cold reaction from surroundings does not provide any good situation for students to improve continuously. Teachers who do not possess any capacity, parents who do not support and friends who are judgmental contribute to the conducive environment for students to grow, particularly when it comes to practicing English speaking.

Another thing should be noted, participants agreed to some degree both intrinsic and extrinsic motivation affect each student in a different manner. The argument is that students come from assorted backgrounds which construct distinctive personalities. The differences among students may determine the variety of how student react or reciprocate the particular situation. Besides, participants recognized and untangled that intrinsic motivation primarily influences their base motive in learning English speaking. Therefore the data obtained from the interview can be concluded that intrinsic motivation is a more dominant factor compared with extrinsic motivation.

This is similar with a research conducted by Buzdar et al. (2017) where the study showed that students possess intrinsic motivation slightly more than extrinsic motivation. But ultimately, striking a balance between intrinsic and

extrinsic motivation is indispensable to amplify language learning accomplishment.



CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter covers up with conclusions and recommendations based on findings and discussion in the previous chapter.

A. Conclusion

Motivation is one of the main components that predict the learning success probability which can not be overstated. Broadly, motivation can be classified as two division based on where it come from. Intrinsic motivation refers to the inner desire to participate in certain activity which someone finds inherently meaningful or pleasurable for the person himself. Extrinsic motivation defined as external stimulus which influences the person to act accordingly to gain particular result as ultimate purpose. Both motivations provide expected outcome to maximize the achievement. In learning English, achieving a harmonious blend of intrinsic and extrinsic motivation imminently optimize the language acquisition.

Based on the research findings, students perceived that intrinsic motivation drives ambition to acquire speaking skill. Each student has personal experience dealing with internal feelings that trigger them to improve. Externally, rewarding goal or social recognition can be viewed as the reasonable purpose for some students in order to master English speaking skill. In comparison, students believed both intrinsic and extrinsic motivation have imperative impact towards their learning process. But, predominantly among students intrinsic motivation is crucial as component to improve speaking skill consistently.

B. Recommendation

After conducting research and gathering information about how students perceive the influence of intrinsic and extrinsic motivation on learning English speaking, the researcher would like to encourage students when it comes to learning English speaking, to strive for both intrinsic and extrinsic motivation in order to increase the learning success, specifically to improve speaking ability, acknowledging the importance and role of both motivations optimize the outcome of continuous learning. Because to master foreign language requires consistent effort which takes long enough time. For teachers, they should supply the students with more motivation in learning because the students intrinsically are already more capable of getting motivated in learning English speaking as their dominant motivation. It suggests teachers to find an effective method in learning to trigger students to participate actively. For other researchers exploring this subject, this research is intended to serve as an illustration, a source of information, and a point of reference regarding students' motivation in learning English speaking.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
 Nomor : B-5149/UN.08/FTK/KP.07.6-03/2023

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian monev oleh mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Kepegawaian Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2013, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 2933/KM.03/2011 tentang Penetapan Lembaga Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menetapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Pradi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 07 Maret 2023.
- MEMUTUSKAN**
- Menetapkan** : **PERTAMA** : Menunjuk Saudara,
1. Sai Khasinah, M.Pd Sebagai Pembimbing Pertama
2. Azizah, M.Pd Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : **Alwin Aulia**
- NIM : **160203051**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **Students' Perception on The Influence of Intrinsic and Extrinsic Motivation In Learning English Speaking**
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP/DIPA. 025.04 2.423925/2023, tanggal 30 November 2022.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila ke kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 30 Maret 2023
 Dekan

Saiful Anwar

Document



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651-7557321, Email : uin@ar-raniry.ac.id

Nomor : B-7548/Un.08/FTK.1/TL.00/07/2023
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : ALWIN AULIA / 160203051
Semester/Jurusan : / Pendidikan Bahasa Inggris
Alamat sekarang : Desa Cot Malem Kecamatan Blang Bintang

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bernaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Students' Perception On The Influence Of Intrinsic And Extrinsic Motivation On Learning English Speaking*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 20 Juli 2023

an, Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

جامعة الرانيري

A R - R A N I R Y



Berlaku sampai : 20 Agustus
2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

8/1/2023, 7:44 AM

Interview Protocol

Project : Students' Perception On The Influence Of Intrinsic And Extrinsic Motivation On Learning English Speaking

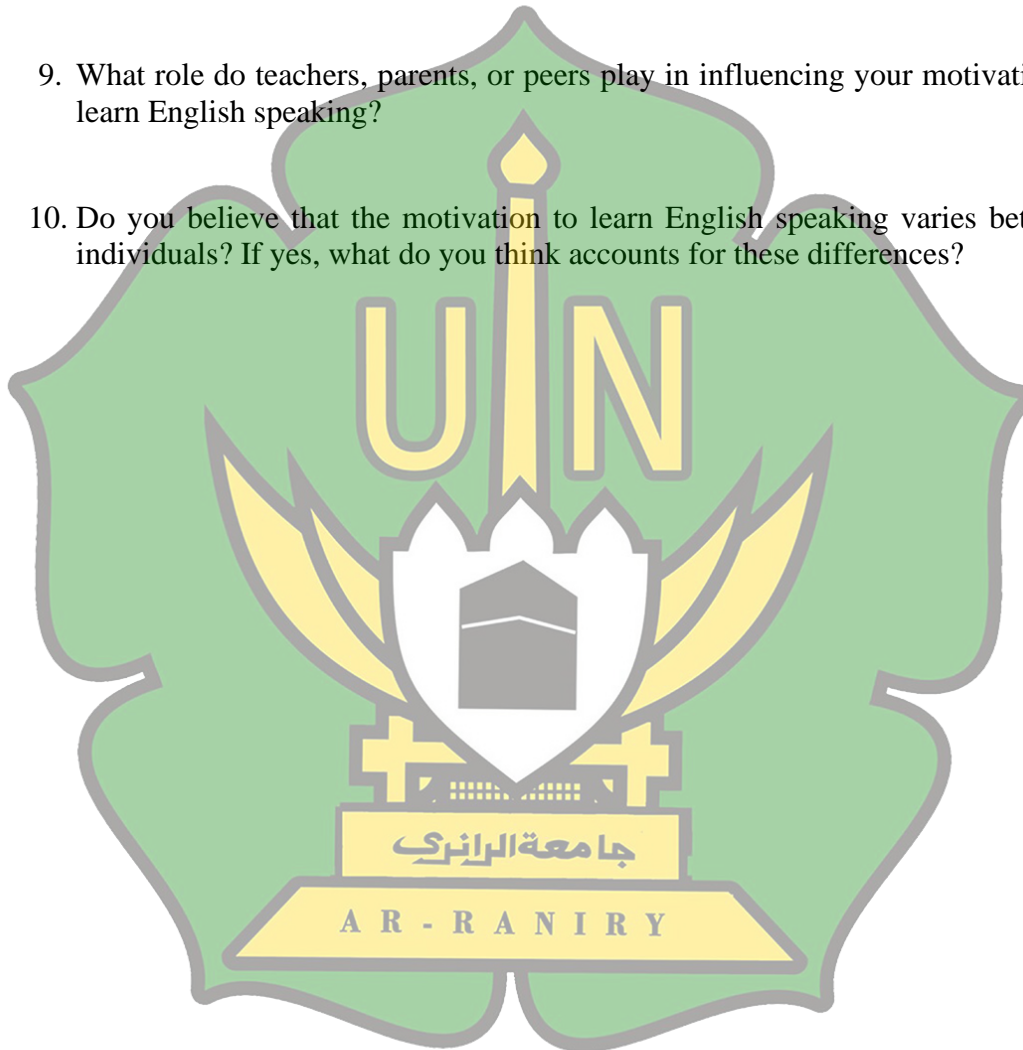
Time of interview :
Date :
Place :
Interviewer : Alwin Aulia
Interviewee :

The present study conducted to discover the how students perceive the influence of intrinsic motivation and extrinsic motivation on learning English speaking. The Data will be collected using semi-structured interview that will be recorded and used for research purposes . To get the data, during interview you will be asked several questions and your name will be kept private. I would like you to feel comfortable answering the questions.

Questions :

1. Can you tell me about your experience in learning English speaking so far?
2. How do you personally define intrinsic and extrinsic motivation in the context of learning?
3. What do you believe are the factors that motivate you to learn English speaking?
4. Can you share any specific instances where you felt intrinsically motivated to improve your English speaking skills? What triggered this motivation?
5. Similarly, can you recall any situations where extrinsic factors influenced your motivation to learn English speaking? How did that affect your learning process?
6. In your opinion, which type of motivation (intrinsic or extrinsic) has a more significant impact on your English speaking progress? Why?

7. Can you describe any barriers or challenges that you face when trying to stay motivated in learning English speaking?
8. Do you think your level of intrinsic motivation has changed over time? If so, what factors contributed to this change?
9. What role do teachers, parents, or peers play in influencing your motivation to learn English speaking?
10. Do you believe that the motivation to learn English speaking varies between individuals? If yes, what do you think accounts for these differences?



AUTOBIOGRAPHY

Full Name : ALWIN AULIA
 Students' Number : 160203051
 Place/Date of Birth : Cot Malem/17 Desember 1998
 Sex : Male
 Religion : Islam
 Nationality/Ethnic : Indonesia/Acehnese
 Marital Status : Single
 Occupation : Student
 Address : Desa Cot Malem Kecamatan Blang Bintang
 Phone Number : 082299136747
 E-mail : aulia.bltn07@gmail.com
 Parents
 Name of Father : Usrijal
 Name of Mother : Nurhalisah
 Father's occupation : Pegawai Negeri Sipil
 Mother's occupation : Ibu Rumah Tangga
 Educational Background : جامعة الرانيري
 Elementary School : SD Negeri Cot Meuraja
 Junior High School : SMPs Islam Al Falah
 Senior High School : SMAs Islam Al Falah
 University : UIN Ar Raniry

Banda Aceh, August 1st 2023

Alwin Aulia