
Enhancing Students' Speaking Skills through the Analysis of Intrinsic Motivation in Using English

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Abstract

Speaking skills have always been exacting for EFL students in language learning. Intrinsic motivation is said to play an important role in shaping students' speaking skills. This study aimed to examine the influence of students' intrinsic motivations on their English-speaking skills. By conducting descriptive quantitative research, data was gathered and processed for data coding, data analysis of normality test, validity and reliability test to get the results. A survey of 128 students explored two dimensions of the Intrinsic Motivation Inventory (IMI) covering students' interest/enjoyment and perceived competence. The questionnaire that was coded and put into the Linkert Scale also involved reverse-coded questions to validate other questions. The result indicated a significant influence of students' interest/enjoyment and perceived competence in using English on students' speaking skills. The results are expected to help students and teachers in terms of student engagement in the classroom.

Keywords: *Speaking Skills, Intrinsic Motivation, Interest/Enjoyment, Perceived Competence, Multiple Regression Analysis*

1. Introduction

Speaking skills, as one of the language elements that nurtures communication to be effective, are needed by students for their future lives. Communication skills are required for learners to face the modern world, and they need to learn the skills to improve their abilities to speak and perform well in real-life situations (Rao, P, 2019). Acquiring more employment opportunities can be gained through effective communication (Robert & Meenakshi, 2022). In this competitive world, every English language learner wants to improve their speaking skills to succeed (Robert & Meenakshi, 2022). Intrinsic, as well as extrinsic motivation, is said to play an important role in developing students' speaking skills. Salehpour & Roohani (2020) indicates that the two motivational constructs have equal importance for language improvement. In other words, intrinsic and extrinsic motivations are considered as one of the most powerful dimensions of the motivation construct. Rafique et al. (2021) mentioned how intrinsic motivation helps a student develop cognitively, physically, and socially. In addition, Kotera et al. (2023) found that students who acquire intrinsic motivation flourish across academic settings, such as better academic performance, higher retention rates, and greater well-being.

Students' speaking skills will surely be boosted by a highly frequent use of English. According to Ho et al. (2023) and Kiruthiga & Christopher (2022), speaking skills cannot be attained in a single day and it requires equal effort from not only the learner but also the teacher regularly. While teachers try to provide effective methods to teach speaking skills efficiently (Abduh & Khan, 2023), students are also expected to understand their own needs to fulfill their expectations in learning the skills. To get the experience of using English, students need both

extrinsically and intrinsically motivated. Motivation is considered an essential part of engaging pupils in nurturing their speaking skills, said (Santhanasamy, Cassandra, and Yunus, 2021). The fear of making mistakes, anxiety, and shyness, considered part of students' psychological factors, could inhibit them from practicing their speaking skills in the classroom (J. L. K. Shin & Yunus, 2021a). Research on classroom motivation has found that some students are unaware of their motivation in learning English (Bahous et al., 2011). It means that students are not aware of the existence of intrinsic motivation; thus, students are also unaware of the power of intrinsic motivation in contributing to the improvement of their speaking skills. Furthermore, many students cannot define which of the intrinsic plays both the biggest and the smallest role in their English development. Y. Shin et al. (Y. Shin et al., 2019) found that intrinsic motivation declines due to a lack of engagement at work that might be caused by sensing a loss of control and meaningfulness. English is the most spoken language in the world for its role as the international lingua franca, yet many students are not aware of this fact. According to Baker (2009), lingua franca languages are originally associated with the interaction between people whose first language is from the one being used for their communication. The fact that English teaching is still getting more widely spread around the globe (González 2009) shows that the importance of the English language cannot be disregarded in any field, whether it is science and technology, entertainment, or business Kumar (2020). Most disciplines have shown the crucial role of language. Language plays a major role in almost every discipline. English is increasingly used as a lingua franca in countries belonging to the Expanding Circle; by means, conversations among EFL learners exist in geographical locations outside of native countries (Dombi, 2011).

Based on the facts above and by using the Intrinsic Motivation Inventory (IMI), this research aimed to find answers to the questions about the influence of students' intrinsic motivation the students have on their speaking skills and which of the observed intrinsic motivation has a significant influence. The result of this study will hopefully be resourceful for both students' and teachers' improvement in the future. Not only will the students be aware of the potential intrinsic motivations that allow them to use English, but they can also hone the rest of the intrinsic motivations to elevate the frequency of English use. (Fishbach & Woolley (2022) mentioned that when people are aware of having intrinsic motivation, the experience of achieving their goal will proceed with striving for the goal. In addition, the teachers can plan the material that can support the engagement in the class.

2. Research Method

2.1. Conceptual Framework

A questionnaire as the primary data source was distributed to 128 students from two classes and as shown in the picture below, some steps covering data sampling, coding, analyzing the data, and describing the results along with the graphs were conducted. This study was a descriptive quantitative research and involved steps described as follows:

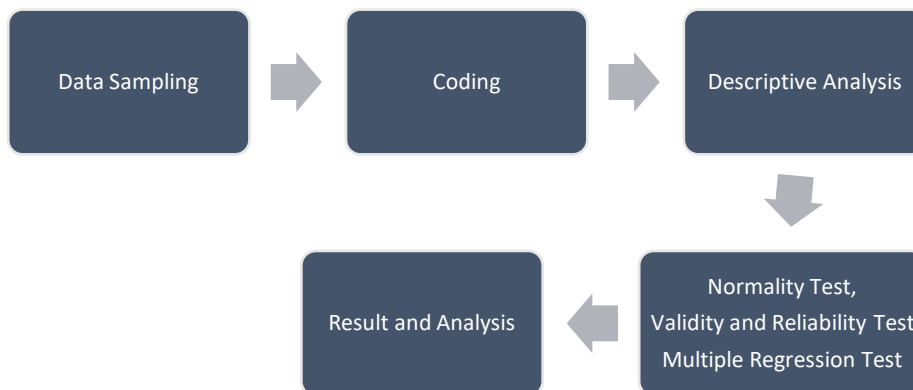


Figure 1. Research Methodology

Two dimensions were taken from the Intrinsic Motivation Inventory (IMI): 1) Interest/Enjoyment (I/E) which measures students' experience of finding interest, joy, and satisfaction in speaking English; and 2) Perceived Competence (PC) which is used to find students' perception of their capacity in speaking English (Fishbach & Woolley, 2022). The same number of questions for each dimension was shared with the students and coded into 5 values of the Linkert Scale: strongly agree, agree, neutral, disagree, and strongly disagree. This also included reversed-coded questions that helped validate other questions. The collected data were imported to the Statistical Package for Social Sciences (SPSS) version 25 for statistical analysis.

3. Result and Discussion

This study had two independent variables: X1 which represents Interest/Enjoyment (I/E) and X2 which represents Perceived Competence (PC). Based on the experiment on the two independent variables, the results are displayed in the following discussion.

3.1. Normality Test

A normality test using Kolmogorov-Smirnov Test (KS-Test) was conducted to investigate the data distribution pattern. This study used a 95% level of significance which means that the alpha value is 5%. As shown in the following Table 1, the two independent variables' significance level Sig is less than 0,05, and it could be concluded that the data did not follow a normal distribution.

Table 1. Normality Test Result

	Kolmogorov-Smirnov ^a Statistic	df	Sig.
IE	0,428	128	0,000
PC	0,360	128	0,000

a. Lilliefors Significance Correction

3.2. Validity Test

A validity test was applied to measure the validity and the consistency of data. It also checks whether the data aligns with the research objectives and the research that is conducted. Based on the result, as shown in Table 2, questions on IE and PC in the questionnaire generally have a higher correlation value than 0,05,

Tabel 2. Validity Test Result

Question	r-table	calculated-r	Result
IE1	0,1736	0.457**	Valid
IE2	0,1736	0.565**	Valid
IE3	0,1736	0,117	Invalid
IE4	0,1736	0.224*	Valid
PC1	0,1736	0.514**	Valid
PC2	0,1736	0,065	Invalid
PC3	0,1736	0.535**	Valid
PC4	0,1736	0.547**	Valid

As shown in Table 2, the value of the calculated-r of 8 questions on I/E and PC in the questionnaire is in the range of 0,2 – 0,6. Compared to the critical-r value which is 0,1736, it's clear that the calculated-r value > critical-r value. Therefore, it is assumed that the data is valid. The result also showed that positive questions on variables I/E and PC were valid since they had correlation values > 0,05. Validity criteria fall into 5 categories: very high (the calculated-r = 0,8 – 1), high

($0,6 < \text{the calculated-r} < 0,799$), moderate ($0,4 < \text{the calculated-r} < 0,599$), low ($0,2 < \text{the calculated-r} < 0,399$), and very low ($0 < \text{the calculated-r} < 0,199$). If the validity falls into a very low-category, it can be assumed that the data is invalid.

3.3. Reliability Test

The internal consistency to show the reliability of the 8 scale items was retrieved by calculating Cronbach’s Alpha value, and it showed in Table 3 below that the values of Cronbach’s Alpha are 0,682 and 0,632. Hence, the questionnaire is considered reliable.

Table 3. Reliability Test Result

Question Items	Cronbach’s Alpha	Result
IE	0.682**	Reliable
PC	0.632**	Reliable

3.4. Coefficient of Determination

When p-value (Sig.) is less than 0.05, it can be assumed that both interest /enjoyment (X_1) and perceived competence (X_2) influence the students’ speaking skills (Y). Coefficient of determination, R-Square (R^2), reflects the proportion of variance in the dependent variable “Students’ Speaking Skills” that is explained by the independent variables “Interest/Enjoyment” and “Perceived Competence” in the model. In this case, approximately 67.9% of the variance in the dependent variable is explained by the predictors, as shown in Table 4.

Table 4. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.824 ^a	0.679	0.674	1.59890

a. Predictors: (Constant), PC, IE

3.5. Multiple Regression Test

Multiple regression test result that is shown in Table 5 below indicates the influences of two independent variables (X_1 and X_2) on the dependent variable (Y).

Tabel 5. Multiple Regression Test Result

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.472	1.130		4.844	0.000
	IE	3.263	0.300	0.560	10.863	0.000
	PC	2.653	0.268	0.511	9.909	0.000

a. Dependent Variable: Speaking Skills

Based on the result above, the multiple regression equation can be formulated as follows:

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + e$$

$$Y = 5.472 + 3.263 X_1 + 2.653 X_2 + e$$

The intercept value 5.472 explains that the average value of students' speaking skills is 5.472 if the independent variables are constant. Therefore:

1. An increase of one unit in the Interest/Enjoyment (I/E) dimension will enhance the student's speaking skills by 3.263 units; conversely, a decrease of one unit in the Interest/Enjoyment dimension will decrease the student's speaking skills by 3.263 units.
2. An increase of one unit in the Perceived Competence (PC) dimension will enhance the student's speaking skills by 2.653 units; conversely, a decrease of one unit in the Perceived Competence dimension will decrease the student's speaking skills by 2.653 units.

4. Conclusion

The result of this study showed that the data was valid by having the calculated r-value > critical-r value. The result also showed that the data was reliable for the values of Cronbach's Alpha were 0,682 and 0,632. On the other hand, the data did not follow a normal distribution since the significance level (Sig) < 0,05. The result of multiple regression analysis revealed that both independent variables, Interest/Enjoyment (I/E) and Perceived Competence (PC), have statistically significant influences on the dependent variable Y, Students' Speaking Skills. It was displayed by the p-values (Sig) is less than 0,05.

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