

An Analysis on EFL Students' Motivation in Speaking English

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Abstract: This study was conducted to analyze the factors that influence students' motivation to speak English in the English Education Department at Universitas Tidar. This qualitative research involved 20 fourth-semester students, using a questionnaire to collect data on motivation levels. The results of the analysis showed that students' personal desire to improve their language skills, along with encouragement from lecturers, significantly impacted on their speaking ability. Most students showed a strong interest in improving their English and took the initiative to complete speaking tasks. However, many students also faced challenges such as low self-confidence and difficulties with new vocabulary. This research underlines the importance of creating a supportive learning environment and implementing effective teaching strategies to improve students' competence and confidence. The conclusion suggests that lecturers play an important role in motivating students, and a combination of personal encouragement and external support can result in better speaking proficiency.



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INTRODUCTION

English is the language of international communication. English is commonly used in communication between countries in the fields of business, politics, and education. As an international language, it is important to teach it to students at school. Students are the next generation of the nation who are expected to be globally competitive. For this reason, students must have good English competence, especially in speaking skills. This skill is a complex skill to learn and is highly influenced by various factors.

The position of English in Indonesia is as a foreign language. This creates the perception that English is not very important to learn. The condition of students' English language skills in Indonesia is still inadequate. Students often encounter difficulties in learning. They find it difficult to speak English fluently. When speaking in public, there are still many students who feel less confident. This difficulty is caused by several factors. One factor that is quite influential is students' motivation to learn to speak. Motivation can come from both inside and outside the student. Motivation from within students such as the desire to learn and develop themselves, the desire to do assignments on time, and the initiative to do assignments without being reminded twice. While external motivation can be in the form of support from the surrounding environment such as school environment, family, and friends.

Therefore, this paper aims to explore how motivation influences English speaking through analyzing the elements that underpin student motivation in a learning context. The

interconnectedness of motivational processes can shape the design of various remedial actions and specific teaching and learning strategies to effectively address the determinants of motivational beliefs, interests, and self-regulatory processes in speaking English among students

THEORETICAL SUPPORT

Motivation can be considered as the driving force that influences the learning of language, especially the speaking aspect. Language teachers need to determine the factors that help in the motivation of students to speak English to create language learning programs that will facilitate the most appropriate language acquisition. As a result, this paper focuses on issues of motivation among students in speaking English, considering the internal and external factors that lead to the utilization of speaking English both in class and outside the classroom.

Motivation is another aspect that has been explored for a long time and is viewed as one of the most important factors (Gardner & Lambert, 1972; Dörnyei, 2008). Perceived motivation, therefore, is a multi-faceted concept that covers certain mental states, which include attitudes, goals, self-efficacy beliefs, and aspects of the perceived learning environment while speaking English. These motivational factors are interrelated with each other and with the practices of instruction in the development of the language learning experiences and accomplishments of students (Ushioda, 2001).

The first major subdivision in the classification of motivation is, in fact, the famous dichotomy of intrinsic motivation and extrinsic motivation (Deci & Ryan, 1985). Intrinsic motivation is an action that is performed autonomously, it is the motivation to do something for fun, for the interest of doing it, and for the satisfaction it provides. Extrinsic motivation, on the other hand, is driven by outside factors, including rewards and the fear of failing them, like getting good grades, compliments, or social acceptance. Intrinsic and extrinsic motivation concerns can impact the likelihood of students participating in classes and engaging with the language acquisition process (Dörnyei & Ushioda, 2011).

In this context, one may also mention socio-cultural factors such as cultural beliefs, social identity, and language beliefs as important sources of students' motivation for speaking English (Norton, 2000). This implies that perceptions of the social relevance and usefulness of English, and a student's feelings of acceptance and integration into English-speaking communities may influence the students' desire to engage in the use of English as a medium of communication ((Dörnyei & Csizér, 1998).

METHOD

This study was conducted at Universitas Tidar, with the participants were 20 students from 4th semester majoring in English Education Department. Random sampling technique was applied in selecting the participants. Qualitative approach is used in this study. According to Creswell (2012), qualitative research is a method used to investigate and understand the relevance of individuals or groups to a social or human problem. The research process includes formulating questions and developing methods, collecting data in the natural environment of participants, analyzing data inductively from individual details to broader themes, and interpreting the meaning of the data. Questionnaire is used in this study to collect the data. The questionnaires were filled based on students' personal motivation in speaking English.

The data analysis technique used is inductive qualitative analysis. Qualitative analysis is an approach used to explore and understand the meaning of a social or

humanitarian problem for individuals or groups. To analyze the data, the process involves several steps, such as reducing data, interpreting data, concluding data, and validating data. Qualitative research has three main stages, namely description, reduction and selection (Sugiyono, 2007). At the description stage, researchers briefly describe the information obtained. At the reduction stage, the information received is reduced to focus on a particular problem. In the selection stage involves an in-depth analysis of the problem to generate themes and translate them into new knowledge, hypotheses, and even theories. Therefore, the qualitative data analysis process in this study followed these steps to develop a deeper understanding on English education department students' motivation in speaking English.

RESULT AND DISCUSSION

Table 1. Questionnaire Number 1

Statement	Option	Frequency	Percentage
I always complete the English speaking assignments given by my teacher and hand them in on time.	Strongly agree	13	65%
	Agree	7	35%
	Less agree	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		20	100%

Table 1 shows that most students (65%) strongly agree that they always complete and submit English assignments on time. The high percentage of students who strongly agree indicates a strong intrinsic motivation and commitment to their academic responsibilities. The remaining 35% of respondents who agreed also showed a positive attitude towards their assignments, although their level of commitment may be slightly less strong than those who strongly agreed.

Table 2. Questionnaire Number 2

Statement	Option	Frequency	Percentage
I find it difficult to be confident when speaking English in class.	Strongly agree	8	40%
	Agree	6	30%
	Less agree	3	15%

	Disagree	2	10%
	Strongly disagree	1	5%
Total		20	100%

Table 2 shows that most students (70%) experience low levels of confidence when speaking English in class, with 40% strongly agreeing and 30% agreeing with the statement. This suggests that confidence is an important issue for most students. A small group of students (15%) were somewhat ambivalent, indicating a moderate level of confidence. Meanwhile, a small proportion (15%) disagreed or strongly disagreed with the statement, indicating that they felt fairly confident when speaking in English.

Table 3. Questionnaire Number 3

Statement	Option	Frequency	Percentage
I did not pay attention to the teacher's explanation when the speaking class started.	Strongly agree	0	0%
	Agree	1	5%
	Less agree	2	10%
	Disagree	12	60%
	Strongly disagree	5	25%
Total		20	100%

Table 3 shows that the majority of students (85%) pay attention to the lecturer's explanation during class talks. Only a small proportion (15%) stated that they did not pay much attention, with 5% agreeing and 10% disagreeing. This high level of attention suggests that students are generally engaged and interested in the lecturer's explanation. This level of attention is crucial to students' understanding and mastery of speaking skills, as it allows them to take in the material being taught and apply it effectively.

Table 4. Questionnaire Number 4

Statement	Option	Frequency	Percentage
I feel bored learning to speak English.	Strongly agree	0	0%
	Agree	2	10%
	Less agree	3	15%

	Disagree	8	40%
	Strongly disagree	7	35%
Total		20	100%

Table 4 shows that the majority of students (75%) do not find learning to speak English is boring, with 40% disagreeing and 35% strongly disagreeing with the statement. This shows that most students have a positive attitude towards learning to speak English. A small proportion of students (25%) had varying levels of agreement with the statement, which suggests that they may find English speaking classes less interesting or uninteresting. The absence of students who strongly agreed with the statement suggests that extreme boredom is not a common problem.

Table 5. Questionnaire Number 5

Statement	Option	Frequency	Percentage
When my speaking score is poor, I have no desire to improve myself to get a better score.	Strongly agree	0	0%
	Agree	0	0%
	Less agree	1	5%
	Disagree	7	35%
	Strongly disagree	12	60%
Total		20	100%

Table 5 shows that the majority of students (95%) disagreed or strongly disagreed with the statement, indicating a strong desire to improve their English language skills even if they received poor grades. Specifically, 60% strongly disagreed and 35% disagreed with the statement. Only a small proportion (5%) somewhat agreed, indicating a slight reluctance to improve after receiving low grades. The absence of students who strongly agreed or agreed suggests that lack of motivation to improve is not a widespread problem.

Table 6. Questionnaire Number 6

Statement	Option	Frequency	Percentage
I like to improve my speaking	Strongly agree	5	25%
	Agree	9	45%

skills by having conversations with friends.	Less agree	4	20%
	Disagree	2	10%
	Strongly disagree	0	0%
Total		20	100%

Table 6 shows that most students (70%) strongly agree or agree that they enjoy having conversations in English with their friends to improve their speaking skills. Specifically, 25% strongly agreed and 45% agreed with the statement. A small group of students (20%) were somewhat ambivalent, indicating that they disagreed less with the statement. Only a small percentage (10%) disagreed, and no students strongly disagreed, indicating that most students saw value in peer conversation for language improvement. The high level of agreement suggests that peer interaction is a popular and well-accepted method for practicing English speaking skills among students. This preference can be utilized to create a more engaging and effective learning environment.

Table 7. Questionnaire Number 7

Statement	Option	Frequency	Percentage
I have ambitions to improve my speaking skills.	Strongly agree	15	75%
	Agree	5	25%
	Less agree	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		20	100%

Table 7 shows that all students expressed a desire to improve their English speaking skills, with 75% strongly agreeing and 25% agreeing with the statement. No students disagreed, disagreed, or strongly disagreed, indicating a strong commitment to improving their English speaking skills. This high level of motivation is a positive indicator of students' willingness to invest time and effort into improving their language skills. A strong desire to improve can lead to more effective learning strategies, increased participation in speaking activities, and better language proficiency overall.

Table 8. Questionnaire Number 8

Statement	Option	Frequency	Percentage
I would like to have a teacher who is a native English speaker, so that I can improve my speaking skills.	Strongly agree	10	50%
	Agree	9	45%
	Less agree	1	5%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		20	100%

Table 8 shows that the majority of students (95%) strongly agreed or agreed that they would like to have native English speaking lecturers to practice their speaking skills. Specifically, 50% strongly agreed and 45% agreed with the statement. Only a small proportion (5%) disagreed, indicating ambivalence towards the preference for native English lecturers. No students disagreed or strongly disagreed with the statement, indicating a strong desire to interact with native speakers to improve their language skills.

Table 9. Questionnaire Number 9

Statement	Option	Frequency	Percentage
I immediately doing my assignment right after it was given	Strongly agree	9	45%
	Agree	6	30%
	Less agree	4	20%
	Disagree	1	5%
	Strongly disagree	0	0%
Total		20	100%

Table 9 shows that the majority of students (75%) strongly agreed or agreed that they took initiative in working on the English project without the need for repeated instructions. Specifically, 45% strongly agreed and 30% agreed with the statement. A small proportion (20%) disagreed, indicating a variation in students' level of initiative. Only a small proportion (5%) disagreed with the statement, indicating that most students exhibited proactive behavior in their language learning tasks. The high percentage of students who take initiative reflects their motivation and responsibility towards their learning.

Table 10. Questionnaire Number 10

Statement	Option	Frequency	Percentage
Whenever I have difficulty speaking English, I will start speaking in my mother tongue instead.	Strongly agree	6	30%
	Agree	11	55%
	Less agree	3	15%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		20	100%

Table 10 shows that the majority of students (85%) strongly agreed or agreed that they would continue the next word in their mother tongue if they had difficulties when speaking English with teachers and friends. Specifically, 30% strongly agreed and 55% agreed with the statement. A small group of students (15%) disagreed, indicating some variability in their tendency to revert to their mother tongue during speaking challenges. No students disagreed or strongly disagreed with the statement, indicating a wide recognition of this behavior.

Table 11. Questionnaire Number 11

Statement	Option	Frequency	Percentage
Sometimes, when I speak in English, I struggle to understand a new vocabulary.	Strongly agree	4	20%
	Agree	9	45%
	Less agree	5	25%

	Disagree	2	10%
	Strongly disagree	0	0%
Total		20	100%

Table 11 shows that the majority of students (90%) strongly agreed, agreed, or disagreed that they found it difficult to understand the meaning of new vocabulary when speaking in English. Specifically, 20% strongly agreed, 45% agreed, and 25% moderately agreed with the statement. A small proportion of students (10%) disagreed with the statement, indicating that they felt more confident in understanding new vocabulary during English speaking activities. There were no students who strongly disagreed with the statement.

Table 12. Questionnaire Number 12

Statement	Option	Frequency	Percentage
I ask for help from the lecturer or/and my friends about the assignment I do not understand.	Strongly agree	3	15%
	Agree	5	25%
	Less agree	5	25%
	Disagree	5	25%
	Strongly disagree	2	10%
Total		20	100%

Table 12 shows a varied distribution of responses among the students regarding seeking help from their lecturers for speaking tasks. A total of 40% of students (15% strongly agreed and 25% agreed) expressed willingness to ask for help when facing difficulties. However, the same percentage of students (25% each) disagreed and disagreed with the statement, indicating a mixed attitude towards asking for help. A small percentage of students (10%) strongly disagreed that they seek help from lecturers for speaking tasks.

Table 13. Questionnaire Number 13

Statement	Option	Frequency	Percentage
I have made a lot of progress in speaking English since I took speaking classes.	Strongly agree	7	35%
	Agree	10	50%
	Less agree	3	15%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		20	100%

Table 13 shows that most students (85%) strongly agreed or agreed that they had made considerable progress in speaking English after participating in the speaking class. Specifically, 35% strongly agreed and 50% agreed with the statement. A small proportion of students (15%) disagreed, indicating some diversity in their perceptions of progress. No students disagreed or strongly disagreed with the statement, indicating a consensus among the students regarding the positive impact of the speaking classes on their language development.

Table 14. Questionnaire Number 14

Statement	Option	Frequency	Percentage
The lecturers are so nice, they make me love speaking in English.	Strongly agree	5	25%
	Agree	9	45%
	Less agree	5	25%
	Disagree	1	5%
	Strongly disagree	0	0%

Total

20

100%

Table 14 shows the majority of students (70% combined of Strongly Agree and Agree) expressed positive sentiments towards their speaking class for having a great lecturer. This suggests that most students appreciate and value the impact of a competent lecturer on their learning experience. However, a significant proportion of students (25%) disagreed, indicating a diversity in student perceptions, which may be influenced by individual experiences or expectations. Only a small proportion (5%) disagreed with the statement, indicating that the majority of students perceived their lecturers' contribution as positive.

Table 15. Questionnaire Number 15

Statement	Option	Frequency	Percentage
The lecturers have always encouraged me to speak in english, which has made me more comfortable in speaking the language	Strongly agree	4	20%
	Agree	10	50%
	Less agree	6	30%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		20	100%

Table 15 shows the majority of students (70% of “agree” and “strongly agree” responses) feel comfortable speaking English because their lecturer encourages them to do so. This shows that a significant number of students find encouragement from their lecturer helpful in building their confidence and confidence in speaking English. However, a significant percentage (30%) show lower levels of agreement, indicating that for the majority of the students, instructor encouragement played a positive role.

CONCLUSION

Based on the analysis of the data collected through a questionnaire given to 20 students of the English Teaching Department of Universitas Tidar, the aim of the study was to find out what motivates students to speak English. Participants were randomly selected from the student population of the English teaching department. A structured questionnaire was developed to obtain responses on various aspects including satisfaction with the quality of lecturers, proactive behavior on tasks and dependence on lecturers' support and actions related to speaking English.

Most students showed a strong interest in improving their English skills. Many students take initiative and responsibility for completing their speaking tasks without having to remember them. This shows that students are actively involved in learning English. However, while many students expressed a desire to improve their speaking skills and to actively participate in conversations with peers and other people in English, a significant number of students also admitted that they faced challenges. These challenges include difficulty understanding new vocabulary during conversations and a tendency to use the native language when experiencing difficulty speaking English. In addition, most students agree that speaking lessons and a good lecturer are important. Effective teaching and a supportive environment help students feel more comfortable and confident speaking English. Lecturers play a very big role in helping students learn well.

In conclusion, the research shows how many things influence motivation and the ability to speak English well. Lecturers can use these insights to teach better, provide more support, and create classrooms where students enjoy learning and improving their English skills. By focusing on these things, universities can help students in English teaching departments improve their English skills for their future studies and careers.

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