Investigating EFLs' Student Motivation to Speak in Online Environment

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Abstract

Pandemic has shifted the teaching and learning process from classroom to online environment. The utilization of technology is increased and the engagement to online environment is tighter. As it is getting tighter, the fact that English as Foreign Language (EFL) students mingle to many social networks and any online platforms burst question on the use of English. Speaking as one of the vital skills of all languages is hard to be acquired without the motivation from individual. As the most valuable aspect to boost students' academic performance, motivation behind the activities become one of the most important aspect to be investigated. Therefore, this paper aimed to investigate 153 students of Faculty of Ushuluddin, Adab dan Dakwah Public Islamic Institute of Pontianak motivation to speak in online environment. The researchers carry out mixed method to study their motivation to speak in online environment.
Keywords : Motivation, Speaking, Digital Environment

1.Introduction

English is one of the must-taught subjects in Faculty of Ushuluddin Adab and Dakwah. Currently, the English skill is needed in this globalisation era. Not to mention, English is important to have a brighter career. With the language, one could even broaden their aspiration to worldwide. In Islamic Psychology of Faculty of Ushuluddin Adab and Dakwah, English is vital as the graduates of the Study Program are hoped to be able to not only comprehend many Islamic psychology theories that presented in English language, but also can present their contribution to global citizen. Hence, English language is vital, and the teaching and learning of the language needs to be developed. The teaching of speaking is still a hot discussion among educators. Among the amidst of the methodology, theories and approaches of language acquisition, the motivation become one of the most important aspects in leading students to their academic achievement. Dörnyei (1998) claimed that motivation is a vital for individuals to learn. Motivation has long been discussed in the psychology field. Schunk, Pintrich, & Meece (2008) elaborates that motivation is a booster that determine the action for individual to achieve some goals. However, in the psychology theory this aspect needs to be developed on each context and each actual community of the subject. The motivation relies on self as another psychology theory mentioned that it is closely related to self-determination theory.

Pandemic has shifted the teaching and learning process from classroom to online environment. The utilization of technology is increased and the engagement to online environment is tighter. As it is getting tighter, the fact that English as Foreign Language (EFL) students mingle to many social networks and any online platforms burst question on the use of English. The interactions od people become much more accommodated online. This will be a great opportunity for a students to use the language by interacting and communicating using their own gadget. The fact that world has been dragged to virtual community in order to avoid the spread of COVID-19, changed the education system all over the world. The students are become more active in virtual word. These students eventually create their own avatars to live online. Definitely, the students live in the world without any gap. The chance of these students to chat and interact to the people from different nation is widened. Thus, the situation is contrastive to the traditional language classroom in which the teaching and learning process is limited to many factors and missing the authenticity of the language use (Arevalo as cited in Calleet al., 2012, Richards 2015). Additionally, Speaking as one of the vital skills of all languages is hard to be acquired without the motivation from individual. As the most valuable aspect to boost students' academic performance, motivation behind the activities become one of the most important aspect to be investigated. Kitjaroonchai & Kitjaroonchai (2012) study 137 Thai students', who are English major, to see the

correlation of their motivation to learn English with their academic achievement (GPA). The study showed significant positive relation from the two variables. The higher level of the students'motivation, the higher the academic achievement. Istianti (2013) conducted a research to see the existence of the correlation between students' motivation in learning speaking speaking and their speaking ability. The result of the research show that there is a positive correlation between students' motivation in learning speaking and their speaking ability. Therefore, motivation to speak remains important in increasing the speaking skill. However, in this study, the authors observed the fact that the practice of Speaking English existed as the students mingle to online environment. Yet, the current discussion among the EFL educators are conveying the approaches and instructions to boost the students motivation in learning speaking. Most of the research uncover many factors that can boost the motivation from the external factors. The current researches also tries to proof the importance of the motivation for learning. Hence, in the current study, the authors try to convey the fact that the motivation is exist. The flipping idea is aimed to elaborate the factual motivation that boost students' decision to act in the real world and real communication.

2.Literature Review

1. Motivation to Speak

Dörnyei (1998) points out that prefect set of teaching like a good teaching methodology, or even good curriculum can ensure success in learning without motivation. This statement does not undermine the importance of teaching methodology and curriculum development. Those two factors are remained urgent but of the key to succeed is the presence of motivation. According to Ur (1996), there are numerous causes that make learner difficult to speak such as the fear of making mistake, no motivation to express themselves, the imbalance participation in group, and the mother tongue interferences. Therefore, making the motivation present is vital in any learning process. Motivation is abstract and indirect. Gardner (1985: 50-51) mentioned four aspects that evolves within the definition of motivation in which they are: behavior of putting effort, desire to reach the goal, the satisfactory approach to the activity, and the energy of interest, need and value. Falk and Noris (2001) elaborates how the motivation works in language learning as the willingness to get integrated to the society and show interest to the culture of the society of the target language. In short, the motivation is abstract an indirect but it is clear that motivation has features that can be seen when a learner can have a chance to get into the society of the target language. Thus, Gardner (1985) claimed that there are two types of motivation which are intrinsic and extrinsic motivation.

1.1 Intrinsic Motivation

Intrinsic motivation is motivation that comes from within indivuals. Intrinsic motivation is considered by a motivation to do learning as something that is personally rewarding. Abraham Maslow (1970), a behavioral psychologist, emphasizes:

> "Intrinsic Motivation is clearly superior to extrinsic. We are ultimately motivated to achieve "selfactualization" once our basic physical, safety, and community needs are met. Regardless of the presence of absence of extrinsic rewards, we will strive for self-esteem and fulfillment."

Thus, the student who has intrinsic motivation are a person who understand their goal. Intrinsic motivation pushes a learner to achieve the goal by having positive thoughts about the activity that needs to be done. Intrinsic motivation focuses on the value that a subject has. Hence, learner who has intrinsic motivation see progress of a learning is important.

1.2 Extrinsic Motivation

Extrinsic Motivation exists because of an external stimulus. Therefore, the extrinsic motivation are long has been discussed and implemented in the classroom to boost student achievement. The example of extrinsic motivation is ranking system in the classroom. The stimulus given is the rank and prizes. Hence, the students will compete and internalised the motivation to reach a better achievement and perform better in the learning process.

The Importance of the Speaking English practices

Leong & Ahmadi (2017) emphasize that in learning speaking, it is important for student to practice their oral skill. One of the most discussed speaking ability, fluency, can be increased when the exposure of the target language is increasing (Al- Sibai, 2004). Hence, it can be concluded that the more interaction, or practices of the language use, the higher possibility for these learner in obtaining the fluency of speaking. The speaking will flow better. Zhang (2009) added that the increased exposure will enrich learner language data in which it will become a valuable input. The teaching and learning in the classroom that is expected to happen include 6 types of speaking activity; imitation, intensive speech, responsive speech, transactional speech, dialogue and monologue. According to Brown (2004: 141-142), the basic types of speaking are imitative, intensive, responsive, interactive, and extensive. Therefore, these types of oral

skills are expected to be implemented in online environment. There are two types of speaking in common and at any language they are transactional and intrapesonal. Transactional is a spoken language that reqires an interlocutor and the activity needs a purpose or goal to achieve. Whereas interpersonal is spoken language that produced by an individual. Broen elaborates detailed speaking activities that are tought in the EFL classroom. They are imitative, intensive, responsive, interactive, and extensive.

a. Imitative
Immitative speaking is an activity where students are focuses on producing and practicing the pronounciation. Therefore in this level, students does nnot have a clearunderstanding on the utterances they produce as they only focus on the spelling and pronounciation. In the classroom, teacher usually instruct students to "listen and repeat"

b. Intensive
Intensive speaking is an activity where students produce certain spoken language. The utterances is made to show the students understanding about vocabulary or phrases. The activity in the classroom is limited as the students can only produce short answer orally.

c. Responsive
Responsive speaking has similarity with intensive speaking. However it also differ as in responsive, students are not limited to answer short question but to give follow-up response. The content is still a simple dialogue. In the classroom, the teacher may ask two questions to the student.

d. Interactive
Interactive speaking is another level of speaking which requires higher level of knowledge. The interactive speaking usually has a goal or clear purposes. The example of this types of speaking activity is giving direction or buying things in the market.

e. Extensive
Extensive speaking is a monolog. This speaking activity need extra effort as the speaker need to spare time to prepare the text. The example of this speaking activity is speech. There is no direct feedback during this speaking activity. These activities are usually be implemented in the classroom. Teacher is the one who give the students instruction what to do.

In contrast, online environment is a different world. The communication that happens in virtual world is private. Thus, the virtual world is never hire a teacher without the user call. Additionally, the virtual world allows the students to be a citizen of the society where the target language is used. In the previous research the students are addicted too social media where they can interact with native. Not only that, the use of English language as their spoken language in their social media is increasing. To be more precises, Lansri, Suwannee & Katenga, Josephine. (2019) in their study explored the factors that motivated and demoivated students from speaking English outside of the classroom at Asia-Pacific International University, Mauk Lek Campus. The participant of this research are those who enrolled in undergraduate programs which used both English and Thai as the language medium. The students who enrolled in the program are coming from 32 different countries in which there are 190 students. The study comes up with the future suggestion as there is a need for language learners to communicate outside of the classroom.

3. Digital Environment for Language Learning
Personal space for learning for students are better be defined by the students. As example, Digital storytelling, including text, images, audio, music, and video, has been researched as a means of enhancing learners' motivation, autonomy, and engagement and as a way to improve oral and speaking skills in foreign language learning. However, the current technology has offered variation of websites and tools for the user to not only watch but also creates their own digital story telling. Grabe & Grabe (2007) mentioned the fact that there are various interactive media to be used in learning English for Specific Purposes. Inherently, there are new learning methodologies found in the language learning outside of the classroom especially in Virtual Environment (Ming-Hung et al., 2017) Additionally, Nasution, (2019) mentioned that YouTube as one beneficial site that offer new learning culture, and improve learning experience, as well as encourage authentic vocabulary advance. Additionally, Jalaluddin (2016) in his study found that YouTube gives a great input which lead to a positive output in acquiring the correct pronunciation as shown by the video. The research told the fact that these students imitate and produce English utterances before finally achieving accuracy and fluency in English.

3. Method

This research studied the students motivation to speak in digital world. The method used is *mixed method research*, with the combination of both qualitative and quantitative design with similar contribution. The mied method maximize the ompetences of both qualitative and quantitative design. The quantitative paradigm of this research were used to study the Speaking English motivation n digital environment. Qualitative research is important in this study as the researchers analyzed the specifics of the participants to grab a clear picture of the phenomenon that occurred in actual and natural conditions (Creswell, 1998 as cited in Ariyanti, 2016). The qualitative paradigm will be implemented to know what is the most dominant motivation that drives a student to be confident in speaking English in virtual world.

As the quantitative data, the researcher collects the data using questionnaire. The reability of the instrument will be tested by implementing pilot test to 30 random students in IAIN Pontianak. The instrument will be refined to reach correlation coefficient of 0.90 which means the instrument is eligible to be used. Qualitative research as the method in conducting this study will be conducted using interview. Hence, the first step starts with the development of the questionnaire. Questionnaire is made to validate the speaking activity in online environment. In this research we adapted the Questonnaire from the attitude/motivation test battery (AMTB) (Gardner, 2004 as cited in Agnes and Marlina, 2021). Therefore, this paper aimed to investigate 153 students of Faculty of Ushuluddin, Adab dan Dakwah Public Islamic Institute of Pontianak motivation to speak in online environment. The researchers carry out mixed method to study their motivation to speak in online environment.

Participant of the research

The reserach participant in this research gather 153 students of Islamic Psychology in Ushuluddin Aab dan Dakwah Faculty of IAIN Pontianak. The students age range from 17 to 22 and were acknowledged as an active students. These students has enrolled the English subject from elementary school to English subject in Higher Education. The purposive sampling applied in gathering the seondary data. Hence, 5 students who are having High frequency of the speaking English in virtual encirontment were interviewed.

Data Analysis Procedures

The data collected from the questionnaire of this study were described in the diagram to see the presentation of the activities carried out by 153 students in virtual environment. The interpretation of students' motivational level used the interpreting procedure designed by Azwar (2010) as shown in Table 2.

Table 2 Equation

Norm Category	Score	Categori	Frequency
$\mu + 0.7\ \sigma \leq X$	>62.5	High	
$\mu - 0.7\ \sigma \leq X + 0.7\ \sigma$	37.50 - 62.50	Moderate	
$X < \mu - 0.7\ \sigma$	<37.50	Low	
	Total		

The data gotten from the interview will be analysed using thematic analysis. Heigham & Crooker (2009) emphasize the important purpose of interview which will help researchers to understand the actual experience, feelings, and emotion of the learner. Therefore, this interview became the secondary source to help the researcher in gathering the data.

4.Results

Based on the questionnaire it is known that the students do speak in Virtual Environment with the result as follows:
Figure 1 The Speaking in Online Environment
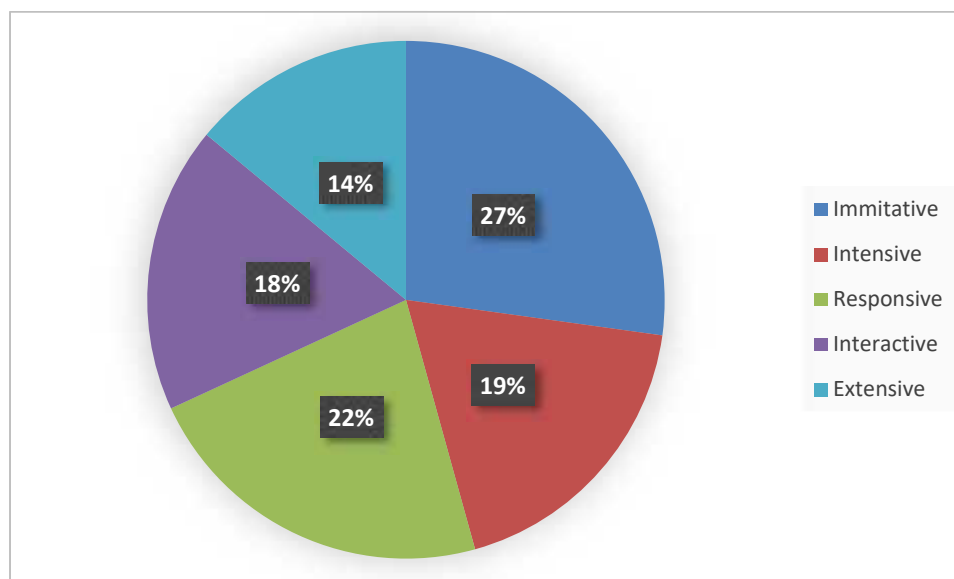
Based on the mean calculation of the frequency, it is obtained that the most frequent speaking activity done by the students are Immitative as it took 27% followed by the Responsive which took 22%. Whereas the Extensive speaking activity in on the least speaking activity done by the students. The descriptive statistical analysis in this study is based on the conversion of nominal scale scores from Azwar (2010). This study uses 16 items with nominal scale (yes = 1, no = 0) which are used to measure students' learning motivation. The score is converted to a scale of 100 (the highest answer score = $=\frac{1(1\ )}{1}100 = 100$, and the lowest answer score is $\frac{0(1\ )}{1}100 = 0$), the score range is =100-0 =100, the average score is ideal =100/2=50, and the standard deviation is in units of 6σ=100/6=16.67, so the categories of student answers can be calculated as presented in Table 1 as follows:

Tabel 2 Motivation to Speak English

Norm Category	Score	Categori	Frequency	%
$\mu + 0.7\ \sigma \le X$	>62.5	High	82	52.56
$\mu - 0.7\ \sigma \le X + 0.7\ \sigma$	37.50 - 62.50	Moderate	66	42.31
$X < \mu - 0.7\ \sigma$	<37.50	Low	8	5.13
	Jumlah		156	100

Based on the categories of learning motivation in Table 1, it can be seen that most students have high motivation (52.56%) whereas only 5.13% of students have low motivation.

5. Discussion

The fact is real that the students do speak in online environment. All students stated that they practice all types of speaking that had been taught by their teacher in school. The most activity done by the student is the imitative in which they repeat someone utterances which can be in the form of music lyric, conversation coming from their favourite movies or series, and the short clip displayed in their favourite social media. Imitating has a big impact in language learning, in which students can be exposed to the natural native-like pronunciation as well as the structure of the spoken grammar. Based on behaviourist learning theory, the acquisition will happen if the number of practice or repetition increases. Hence, frequency matters. Along with the result of the activity, the motivation behind these activities revealed the fact that their intrinsic motivation has taken a greater role compared to extrinsic motivation. The intrinsic motivation is higher than the extrinsic motivation. The students believed that English is important subject that will led

them to a diverse options of jobs. They considered the fact that pursuing master degree abroad is exclusive that it triggers them to learn more. Hence, they carried out the practice in virtual environment as the place makes them relieved from the direct feedback when making mistakes. Eventhough they never really ask feedback from their teacher, the intrinsic motivation to learn speaking can be seen from how they make time to practice by imitating or giving response to questions and answer via social media, and English learning application. On the otherhand the extrinsic motivation appeared low. Although being considered as low, the extrinsic motivation contributes to the practice of speaking. Memoir of a teacher or lecturer who gave them appraisal remained strong. Some of the students believed that the appraisal has strengthen their willingness to keep practicing speaking English. The variation of methodology applied by the teacher and lecturer also increases the student motivation to keep practice speaking as they remember vividly the assignments on which they need to do the role play or any fun English activities. Then, these activites were carried the practice outside of the classroom. Additionally, the role of parent is important in giving them facility to stay connected to the internet with the supportive gadget.

At the end, this paper has elaborated the motivation of the students of Islamic Psychology in Pontianak to speak beyond the classroom. This initial motivation can further be studied and investigated in creating a better learning approach and system for Language Learning in Indonesia. The more detailed factor such possibility of distraction and how the acquisition can come to one's effort in learning has not been explored and elaborated. Therefore, more studies are hoped to raised. Additionally, this research use One Group Pretest-Posttest Design (Hastjarjo, 2019) as cited in (Campbell and Stanley, 1963: 47), in which with the design there is only one group without the existence of control group. In result, the result of this research can not be contrasted to the use of another model, population, sample, or approach in dealing with the same variable.

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