

EFL STUDENTS' ENGLISH SPEAKING MOTIVATION DURING THE COVID-19 PANDEMIC IN ENGLISH EDUCATION MAJOR

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Abstract

Students' motivation is one of the challenge for teacher as it is deemed essential to students' learning activity and outcome. However, maintaining it has become a big issue for teachers during the pandemic. As the pandemic has turned the education system into taking different methods to avoid face-to-face learning, interaction and conversation to practice English for EFL learners have reduced. This present study is aimed to see the English-speaking motivation of Indonesian EFL students in English Education major. 54 EFL students from the English education program at one state university in Surabaya participated in this study. Quantitative method was used in order to collect and analyze the data An online questionnaire was distribute through Google Form in order to collect the data. The participants filled the data based on the 5-point Likert scale. The data was analyzed using SPSS and Microsoft Excel to get accurate result. The result of this study shows most students of English Education major are motivated by their goal of getting a good job ($M = 4.64$), to be better educated and more confident ($M = 4.37$), for their success in their program study ($M = 4.48$) and for professional growth ($M = 4.33$). The research also found that the participants do not except rewards when they practice their English speaking, although external factors can distract them. The overall result shows that the students of English Education major are both intrinsically and extrinsically motivated. In addition, more students are found to be exclusively intrinsic motivated than extrinsic motivated. Similar tendencies are also found in male and female students in terms of their speaking motivation.

Keywords: motivation, speaking English.

Abstract

Motivasi murid merupakan tantangan bagi guru karena dianggap sangat penting untuk aktivitas pembelajaran dan hasil dari pembelajaran murid. Namun, mempertahankan motivasi murid menjadi persoalan besar bagi guru selama pandemi berlangsung. Adanya pandemi memutar balik dunia pendidikan untuk menghindari pembelajaran tatap muka. Hal ini menyebabkan interaksi dan percakapan untuk melatih kemampuan berbicara Bahasa Inggris untuk pelajar bahasa asing berkurang. Penelitian ini bertujuan untuk melihat motivasi berbicara bahasa Inggris pada mahasiswa Pendidikan Bahasa Inggris di Indonesia. 54 mahasiswa dari program studi Pendidikan Bahasa Inggris, di salah satu universitas negeri di Surabaya berpartisipasi dalam penelitian ini. Peneliti menggunakan metode kuantitatif untuk mengumpulkan dan mengolah data. Peserta mengisi data dengan 5 poin skala Likert. Data yang didapat kemudian diolah dan dianalisa menggunakan SPSS dan Microsoft Excel untuk mendapat hasil yang akurat. Hasil dari penelitian ini menunjukkan bahwa kebanyakan mahasiswa Pendidikan Bahasa Inggris mendapat motivasi dari tujuan mereka untuk mendapat pekerjaan yang baik ($M = 4.64$), untuk lebih berpendidikan dan percaya diri ($M = 4.37$), untuk keberhasilan program belajar ($M = 4.48$), dan untuk perkembangan secara profesional ($M = 4.33$). Penelitian ini juga menemukan bahwa peserta tidak mengharapkan imbalan saat melatih kemampuan berbicara mereka, meskipun faktor dari luar mendapat mengganggu mereka. Secara keseluruhan, hasil dari penelitian ini menunjukkan bahwa kebanyakan peserta mempunyai motivasi intrinsik dan ekstrinsik di saat yang sama. Adapun lebih banyak peserta ditemukan memiliki motivasi intrinsik daripada motivasi ekstrinsik. Begitupun peserta laki-laki dan perempuan memiliki kecenderungan yang sama dalam hal motivasi.

Keywords: motivasi, berbicara Bahasa Inggris.

INTRODUCTION

Students' motivation is one of the challenges faced by teachers during the pandemic. The usual face-to-face learning that most teachers and students are used to has changed into distanced learning. Distanced learning is usually done either synchronously or asynchronously. This way of learning forces students to learn at home where they need to prepare themselves mentally, physically, and financially in order to support the learning deficiency (Muslimin & Harintama, 2020). Those problem does affect the students in terms of motivation. The lack of students' motivation during online learning happened because the external facilities were not supporting (Gustiani, 2020).

Motivation acts as a motive that stimulates action (Alizadeh, 2016) and it moves us to do something or not to do it (Broussard, 2004). In other words, motivation can be defined as a desire to work or to do something to some extent in order to reach the objectives they have set. It acts as a drive or trigger to replicate behavior (Maslow, 1943). For students, motivation affects the extent of students' willingness to reach their target in learning, which may or may not be the same as the teachers' target. Moreover, motivation determines how active and involved the students are (Oxford, 1994) and it provides them with aim and direction to follow (Alizadeh, 2016). In addition, motivation has a positive correlation with the students' grade in all educational level (Tambunan, 2016). Students with high motivation to learn are actively involved in class without expecting rewards from the outside (Skinner, 1993) prove that motivation highly affects students' learning outcomes. Moreover, motivation plays the biggest influence that affects the students' willingness to speak in the classroom and digital environment (Mulyono, 2020). Due to these reasons, in order for the students to actually begin speaking in English, it is important to make sure they have the motivation to do so. The motivation can be triggered or increased with the help of teacher or instructor who act as the major change agent in the students' motivation, as well as their learning objectives and classroom experience (Christophel, 1995; Spada, 2006). This will eventually results in students' learning involvement and outcomes later in the future.

Dörnyei (2013) defined the terms intrinsic and extrinsic factors of motivation. The intrinsic motivation is aimed to the self-accomplishment and sees the activity itself as the award. This type of motivation do not seek external rewards or under any pressure. Meanwhile, the extrinsic motivation is aimed to get something, namely rewards, gifts, or avoiding punishment. Although both types of motivation are important, only depending on extrinsic motivation could lead to habitual of needing external stimulation to do something and will most likely not last longer than intrinsic motivation, which drives come from the individual itself (Gopalan, 2017)

These types of motivation can affect the students differently from each other and the teachers' decision can affect the students depending on their motivation.

Class group can give the students impact on their motivation and make them feel more relaxed when the classmates are motivated (Chang, 2010) and students with a high motivational level can achieve a high level of competence in their target language (Al-Hazemi, 2000). In addition, reward can influence the students' motivation (Lai, 2011) and providing it is the role of the teacher. It can be in a form of grades, compliments, or a gift. However, it is important to understand that due to the difference in motivation, not all rewards can motivate all students and the students need to have the freedom in learning in order to keep their motivation. In another study done by Purnama (2019) with EFL students of eight grade at MTs Mathla'ul Anwar Sukaguna showed that students have the motivation to learn English and the teacher's creativity in using media, strategy, or delivered material to teach English is needed in order to improve the students' motivation. Ikhsanudin (2020) also stated that it is important to know and understand the kinds of motivation of the students to make a better teaching and learning environment. Thus, teachers' decision in teaching process can affect students' motivation depending on which kind of motivation the students are most dominant at.

The gender role in motivation during online learning has also been a topic a lot of researchers are curious about. This is due to the stereotypical belief that boys are better at technology and computer (Korlat, 2021). Some researchers suggest female students are more likely to be motivated extrinsically than intrinsically (D'Lima, 2014; Boggiano, 1991; Davis, 2006). However, some research suggest that there are no significant difference between male and female students in their motivation during online learning (Hung, 2010; Cuadrado-García, 2010)

Motivation also affects students' speaking skill during the pandemic. Speaking skill is one of the skills that should be mastered by higher education level students aside from listening, reading, and writing skills. As the function of language is to communicate, speaking skill is considered important in English language learning. Speaking skill includes many other skills including listening, vocabulary, grammar, and pronunciation (Pratiwi, 2021), hence why speaking skill is considered complex. Practicing English speaking is important in order to build students' speaking skill. Students usually get to practice their speaking skill as they communicate with their teacher during the class or they practice with their friends. However, this process has been made difficult due to the pandemic.

Speaking skill is considered a complex skill (Khabbazbashi, 2017) as it requires mastery in grammar, vocabulary, pronunciation, fluency, comprehension, and accuracy (Asdar, 2017). Due to its complexity, speaking skill has become a big problem for EFL learners. Despite being the main role of communication (Afshar, 2016), which act as the function of language, many students from all over the world and all occupations face speaking anxiety

(McNatt, 2019). In order to minimize speaking anxiety, it is important to practice speaking (Xu, 2018). Mastery in speaking skill will result in the ability to gain better education or occupation. Moreover, it will result in the improvement of students' confidence, their potential study choice, as well to help them communicate with others (Ličen, 2018). Although practicing is necessary in order to have better speaking skill, there is limited time for students to learn English in class (Al Nakhalah, 2016). Most of their practice comes from their interaction with the teacher or their friends during the learning activities. Needless to say, the limited time is worsen with the pandemic and online learning. Therefore, it is important for teacher to give motivation to the students in order for them to practice their speaking skill despite the pandemic.

With all the studies stating how important motivation is in English learning, students' motivation is still considered lacking during the pandemic. In the previous study done by Yuzulia (2021) about the challenges of online learning during the pandemic, students' lack of motivation is one of the challenges. In addition, another study shows that lack of motivation is one of the reasons for students' difficulties in speaking English during pandemic (Pratiwi, 2021).

Many studies have been done in order to see the motivation of the students in classroom. Students in Rwanda have found to be mostly praise-oriented motivated as well as intrinsically motivated. The research also found that praise-oriented motivation and intrinsic motivation increase with age. On the contrary, extrinsic motivation decrease with age (Takahashi, 2018). In addition, Dincer (2017) found that students' intrinsic motivation is higher than their extrinsic motivation. The study also suggests that teacher is the key factor in the class to support the students' motivation in their will to speak. Other studies also found that students are more intrinsically motivated than extrinsically motivated during pandemic (Subakthiasih, 2020). In addition, Gustiani (2020) found that the students are intrinsically motivated by their ambition to learn and enjoyment to experience new learning method. The students are also found to be extrinsically motivated by external regulation and their environmental condition. More importantly, the study also found that lack of motivation happened due to the poor external support that results in their feeling of incompetence and low value in learning. Moreover, Abrar-ul-Hassan (2014) found that students are both intrinsically and extrinsically motivated, and more students are found to be intrinsically motivated. However in a research done by Fandiño (2019) suggests that the students' motivation to learn foreign language is strongly externally motivated.

As the previous research mainly focus on students' learning motivation, this present study focuses on the students' speaking motivation during pandemic. In addition, this present study is limited to students from higher education level from English Education major

studied in Academic Speaking class. This is due to the goal of Academic Speaking class being to give the students the speaking skills and linguistic knowledge in various academic and professional context. The researcher also intended to see the tendency of male and female students' English speaking motivation during pandemic in order to extend the previous research. The author conducts the research in order to answer the research questions:

- (1) What is the students' motivation in practicing English academic speaking during pandemic?
- (2) What is the tendency of motivation in male and female students in learning English academic speaking during pandemic?

METHOD

This research was conducted using quantitative study. The research participants are students in English Education program from one state university in Surabaya. Table 1 shows there are in total 54 students participated in this study in which 15 of them are male students (27.8%) and 39 of them are female students (72.2%). The participants were ranged between year 2018-2020 students. The participants were those who have taken academic speaking class during the Covid-19 pandemic, thus making them having to take online class. The participants of this study were randomly sampled, thus each participant have the same opportunity to be the sample (Ary, 2018).

Table 1. Participants

		N	%	Valid Percent	Cumulative Percent
Valid	Male	15	27.8	27.8	27.8
	Female	39	72.2	72.2	100.0
Total		54	100.0	100.0	

The researcher collected the data using online questionnaire through Google Form. Questionnaire is used to measure motivation according to Suhana (2014). The questionnaire included 20 statements in total which were adapted from a study done by Abrar-ul-Hassan (2014) about motivation patterns of English learner. The statements were modified to fit the topic about practicing English speaking motivation during pandemic. The first 10 statements were based on intrinsic motivation and the remaining 10 statements were based on extrinsic motivation. The statements were intended to see which type of motivation the students are more dominant at. The participants filled the questionnaires based on the agreement scale using Likert scale which consist of Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD).

Furthermore, the collected data was analyzed using SPSS and Microsoft Excel in order to see the accurate result for the study. The data was calculated to see the

mean for each question and the total mean of each intrinsic and extrinsic motivation. In order to see the result for male and female students, the researcher used t-tests to analyze the data. In addition, a scale was used to determine the level of agreement from the students' answer.

Table 2. Scale of Mean

Mean	Interpretation
1.00 – 2.33	Low
2.34 – 3.67	Medium
3.68 – 5.00	High

RESULT & DISCUSSION

Result

This part of the research shows the result of the data analysis on EFL students' Academic speaking motivation during the COVID-19 pandemic in English Education major students. The following data is divided into several parts: students' English speaking intrinsic motivation, students' English speaking extrinsic motivation, students' English speaking intrinsic-extrinsic motivation, the tendency of male and female students' English speaking motivation, the tendency of male and female students' intrinsic motivation, and the tendency of male and female students' extrinsic motivation.

Students' English Speaking Intrinsic Motivation

Table 2 shows the result of the questionnaire intended to measure intrinsic motivation. The total mean value for intrinsic motivation is 3.82 ($M \geq 3.68$) which for each statement ranged between 3.07 and 4.37. It is considered medium to high according to the scale on Table II. Item 4, "I practice speaking English to be better educated and feel confident," get the highest agreement from the participant ($M = 4.37, SD = .831, M \geq 3.68$). This statement is followed by Item 3, "Being able to speak English give me feeling of success," ($M = 4.28, SD = .811, M \geq 3.68$) with the second most agreement by the participant. The participants also agree that they enjoy being able to practice as many language as possible ($M = 4.11, SD = .965, M \geq 3.68$) and they do not expect reward when they practice English speaking ($M = 4.06, SD = .811$). Most participants also agree that speaking English is an exciting activity ($M = 3.96, SD = 1.045, M \geq 3.68$) and they like to challenge themselves to practice their English speaking skill ($M = 3.81, SD = .933$). However, some statements got medium agreement from the participants. That include item 9 stated that they have the right attitude to be fluent in speaking English ($M = 3.63, SD = .917, M \geq 2.34, M \leq 3.67$) and item 10 stated that there is a serious gap that they feel if they do not learn English speaking ($M = 3.61, SD = .998, M \geq 2.34, M \leq 3.67$). In addition, item 8, "Everybody should learn and able to speak at least intermediate-level English," ($M = 3.31, SD = .843, M \geq 2.34, M \leq 3.67$) also got medium agreement from the participants.

Table 3. Intrinsic Motivation

		N	Min.	Max.	Mean	SD
1.	I enjoy being able to practice as many languages as possible including English	54	1	5	4.11	.965
2.	Speaking English is an exciting activity	54	1	5	3.96	1.045
3.	Being able to speak English give me feeling of success	54	1	5	4.28	.811
4.	I practice speaking English to be better educated and feel confident	54	1	5	4.37	.831
5.	I do not expect reward when I practice my English speaking	54	1	5	4.06	.811
6.	External factors do not distract me to stop practicing speaking English	54	1	5	3.07	1.007
7.	I like to challenge myself to practice more on speaking English	54	1	5	3.81	.933
8.	Everybody should learn and able to speak at least intermediate-level English	54	2	5	3.31	.843
9.	I have the right attitude to be fluent in speaking English	54	1	5	3.63	.917
10.	I feel a serious gap in life without learning English	54	1	5	3.61	.998
Total					3.82	

Students' English Speaking Extrinsic Motivation

Table 3 shows the participants' response to the statements related to extrinsic motivation. The mean for each statement is ranged between 2.59 to 4.65 with the total mean value of 3.802 ($M \geq 3.68$) interpreted as high. Each statement's mean has around 2 (disagree) to 5

(strongly disagree) and it is considered medium to high. The participants agreed the most with the statement that better English fluency will be useful in getting a good job ($M = 4.65, SD = .677, M \geq 3.68$) and essential for the success in the program of study ($M = 4.48, SD = .771, M \geq 3.68$). They also agree that they practice English for professional growth and moving to high career position

($M = 4.22, SD = .984, M \geq 3.68$) and to be able to access the latest research and information in their field of study ($M = 4.22, SD = .883, M \geq 3.68$). Item 11, "I practice speaking English for professional purposes," ($M = 3.96, SD = 1.115, M \geq 3.68$) and Item 12, "I practice speaking English to learn about various cultures and people of the world," ($M = 3.93, SD = .887, M \geq 3.68$) are also agreed by most participants followed with Item 12, "I practice speaking English to travel all over the world," ($M = 3.91, SD = 1.086, M \geq 3.68$). Despite getting high

agreement from the participants, there are three items that got medium agreement. Item 15, "I practice speaking outside for external validation," ($M = 3.28, SD = 1.16, M \geq 2.34, M \leq 3.67$) showed medium agreement as well as item 19 with the statement that they practice English to avoid a getting a form of punishment ($M = 2.78, SD = 1.160, M \geq 2.34, M \leq 3.67$) and they expect rewards for practicing speaking English ($M = 2.59, SD = 1.019, M \geq 2.34, M \leq 3.67$).

Table 4. Extrinsic Motivation

Items	N	Min.	Max.	Mean	SD
11. I practice speaking English for professional purposes	54	1	5	3.96	1.115
12. I practice speaking English to travel all over the world	54	1	5	3.91	1.086
13. Better English fluency will be useful in getting a good job	54	1	5	4.65	.677
14. English fluency is essential for success in the program of study	54	1	5	4.48	.771
15. I practice speaking outside for external validation	54	1	5	3.28	1.156
16. I practice speaking English to learn about various cultures and people of the world	54	1	5	3.93	.887
17. I practice speaking English for professional growth and moving to high career positions	54	1	5	4.22	.984
18. I practice speaking English to be able to access the latest research and information in my field of study	54	1	5	4.22	.883
19. I practice speaking English to avoid getting a form of punishment	54	1	5	2.78	1.160
20. I expect rewards for practicing speaking English	54	1	5	2.59	1.019
Total				3.802	

Students' English Speaking Intrinsic-Extrinsic Motivation

Table 5. Types of Motivation

Type of Motivation	N	Percentage
Extrinsic	5	9.26%
Intrinsic	16	29.7%
Both	26	48.14%
Neither	7	12.9%
N	54	100%

Table 2 and 3 has shown the participants' intrinsic ($M = 3.802, M \geq 3.68$) and extrinsic ($M = 3.802, M \geq 3.68$) motivation and both data shows a close total mean with high interpretation. Upon further investigation, the researcher found that most participants are both intrinsically and extrinsically motivated. Table 4 shows 48.14% participants get their motivation to practice English speaking intrinsically and extrinsically. Meanwhile, 29.7% participants are exclusively intrinsically motivated and 9.26% participants are

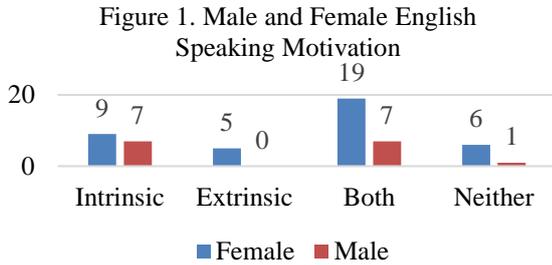
exclusively extrinsically motivated. In addition, the researcher found another category in which the participants show low agreement in both intrinsic and extrinsic motivation.

The Gender Distribution of Students' English Speaking Motivation

Figure 1 shows the distribution of male and female participants in each category (see Table 2, 3, and 4). The participants of this study consist of 15 male students (27.8%) and female students (72.2%) (See Table 1). In addition to the two new categories: *both* and *neither*, the researcher found the tendency of which male and female participants are more dominant at. It is found that more female students are intrinsically motivated than male students with 9 female students and 7 male students. In *Extrinsic* category, no male students are found while there are 5 female students who are exclusively extrinsically motivated. In *Neither* category, only 1 male student who fell into the category while 6 female students are found to have low agreement in terms of intrinsic and extrinsic motivation. In addition, a big difference can be seen in *Both* category. 19 female

students are found to be both intrinsically and extrinsically motivated whereas only 7 male students are found.

The Tendency of Male and Female Students' English



Speaking Motivation

Table 5 shows the distribution of male and female students in each statement in terms of intrinsic motivation. In terms of intrinsic motivation, male students show high results in item 1 ($M = 4.07, M \geq 3.68$), item 2 ($M = 4.40, M \geq 3.68$), item 3 ($M = 4.33, M \geq 3.68$), item 4 ($M = 4.67, M \geq 3.68$), item 5 ($M = 3.87, M \geq 3.68$), item 7 ($M = 4.13, M \geq 3.68$), item 9 ($M = 3.73, M \geq 3.68$), and item 10 ($M = 3.80, M \geq 3.68$). However, item 6 ($M = 3.20, M \geq 2.34, M \leq 3.67$) and item 8 ($M = 3.53, M \geq 2.34, M \leq 3.67$) shows medium result. Additionally, female students show high result in item 1 ($M = 4.13, M \geq 3.68$),

Table 6. Male and Female Intrinsic Motivation

	Gender	N	Mean	SD
1.	Male	15	4.07	.884
	Female	39	4.13	1.005
2.	Male	15	4.40	.632
	Female	39	3.79	1.128
3.	Male	15	4.33	.617
	Female	39	4.26	.880
4.	Male	15	4.67	.488
	Female	39	4.26	.910
5.	Male	15	3.87	.640
	Female	39	4.13	.864
6.	Male	15	3.20	.941
	Female	39	3.03	1.038
7.	Male	15	4.13	.640
	Female	39	3.69	1.004
8.	Male	15	3.53	.640
	Female	39	3.23	.902
9.	Male	15	3.73	.884
	Female	39	3.59	.938
10.	Male	15	3.80	.862
	Female	39	3.54	1.047
M	Male		3.97	0.64
	Female		3.74	0.971

item 2 ($M = 3.79, M \geq 3.68$), item 3 ($M = 4.26, M \geq 3.68$),

item 4 ($M = 4.26, M \geq 3.68$), item 5 ($M = 4.13, M \geq 3.68$), and item 7 ($M = 3.69, M \geq 3.68$), meanwhile item 6 ($M = 3.03, M \geq 2.34, M \leq 3.67$), item 8 ($M = 3.23, M \geq 2.34, M \leq 3.67$), item 9 ($M = 3.59, M \geq 2.34, M \leq 3.67$), item 10 ($M = 3.54, M \geq 2.34, M \leq 3.67$) shows medium result. The highest mean for male students is item 4 ($M = 4.67$) and the highest mean for female students are item 3 ($M = 4.26$) and item 4 ($M = 4.26, M \geq 3.68$). Moreover, both total mean of male ($M = 3.97, M \geq 3.68$) and female ($M = 3.74, M \geq 3.68$) students' intrinsic motivation are high.

The Tendency of Male and Female Students' English Speaking Extrinsic Motivation

The results of male students' extrinsic motivation are high in item 11 ($M = 4.00, M \geq 3.68$), item 12 ($M = 3.87, M \geq 3.68$), item 13 ($M = 4.67, M \geq 3.68$), item 14 ($M = 4.33, M \geq 3.68$), item 16 ($M = 3.87, M \geq 3.68$), item 17 ($M = 4.20, M \geq 3.68$), and item 18 ($M = 4.27, M \geq 3.68$). Meanwhile item 15 ($M = 3.33, M \geq 2.34, M \leq 3.67$), item 19 ($M = 2.73, M \geq 2.34, M \leq 3.67$), and item 20 ($M = 2.67, M \geq 2.34, M \leq 3.67$) got medium result. These results are similar with female students' results in extrinsic motivation. Item 11 ($M = 3.95, M \geq 3.68$), item 12 ($M = 3.92, M \geq 3.68$), item 13 ($M = 4.64, M \geq 3.68$), item 14 ($M = 4.54, M \geq 3.68$), item 16 ($M = 3.95, M \geq 3.68$), item 17 ($M = 4.23, M \geq 3.68$), and item 18 ($M = 4.21, M \geq 3.68$) have high agreement, meanwhile item 15 ($M = 3.26, M \geq 2.34, M \leq 3.67$), item 19 ($M = 2.79, M \geq 2.34, M \leq 3.67$), and item 20 ($M = 2.56, M \geq 2.34, M \leq 3.67$) have

Table 7. Male and Female Extrinsic Motivation

	Gender	N	Mean	SD
11.	Male	15	4.00	1.000
	Female	39	3.95	1.169
12.	Male	15	3.87	1.060
	Female	39	3.92	1.109
13.	Male	15	4.67	.488
	Female	39	4.64	.743
14.	Male	15	4.33	.724
	Female	39	4.54	.790
15.	Male	15	3.33	1.047
	Female	39	3.26	1.208
16.	Male	15	3.87	.743
	Female	39	3.95	.944
17.	Male	15	4.20	.775
	Female	39	4.23	1.063
18.	Male	15	4.27	.799
	Female	39	4.21	.923
19.	Male	15	2.73	1.280
	Female	39	2.79	1.128
20.	Male	15	2.67	.900
	Female	39	2.56	1.071
M	Male		3.935	1.067
	Female		3.95	0.8495

medium agreement. The item with the highest mean is

item 13 for male ($M = 4.67$) and female ($M = 4.67$) students. On top of that, the total mean of male ($M = 3.94$, $M \geq 3.68$) and female ($M = 3.95$, $M \geq 3.68$) students are high.

Discussion

This study aims to see the speaking English motivation of EFL students in English Education major during the COVID-19 pandemic. Firstly, the result of the study shows most students are high in intrinsic and extrinsic motivation. Thus, the study sound most student to be both intrinsically and extrinsically motivated. This is in line with a previous study done by Abrar-ul-Hassan (2014). The students agree that better English fluency is essential for both good job and success in their field of study and they practice speaking English in order to improve their study and professional growth. They also agree that to be better educated and to feel confident are their reason to practice their English speaking. Moreover, the students also agree that the feeling of success itself give them motivation. They also agree that external factors distract them to stop practicing English speaking, but they do not do it expecting for rewards. Although most students are motivated both intrinsically and extrinsically, there are more students who are intrinsically motivated than those who are extrinsically motivated. Meanwhile, a small amount of students are found to be neither intrinsically nor extrinsically motivated. The overlapping motivation is possible as intrinsic and extrinsic motivation are not mutually exclusively and they can coexist (Lemos, 2014).

Lastly, this present study shows that there are similar tendencies on female and male students in terms of their motivation. Both male and female students are found to be mostly leaning towards exclusively intrinsic motivated and both intrinsic-extrinsic motivated. Male and female students agree that they practice English speaking to be more educated and to get a good job. In the statements related to intrinsic motivation, more male students are found to give positive agreement on the excitement in speaking English and their liking to challenge themselves to practice more on it. However, more female students agree that rewards are not expected when they practice their speaking English. In the statement related to extrinsic motivation, more male students agree that they practice speaking English for professional purposes. Ultimately, both male and female students give more positive agreement on both intrinsic and extrinsic motivation and exclusively intrinsic motivation. This result shows contradictory with the previous study that found female students are more likely to be extrinsically motivated than male students (D'Lima, 2014; Boggiano, 1991; Davis, 2006).

CONCLUSION

Along with the struggle of online class during COVID-19 pandemic, students' motivation has been an issue for teachers, parents, and the students themselves. Moreover, the pandemic also highly EFL students who

are unable to be exposed to direct conversation in English. This is an issue that also affects students' English speaking skill. In regard to see EFL students' speaking English motivation during COVID-19 pandemic, this study find the students are more intrinsically motivated than extrinsically motivated. It is also found that most of the students' motivation are overlapped between intrinsic motivation and extrinsic motivation. On top of that, this study shows both male and female students have the same tendency in motivation. Both male and female students are more intrinsically motivated than extrinsically motivated. The result implies that most students' motivation comes within themselves and although they are also extrinsically motivated by their goal in job or education, more students agree that their motivation is more on the self-accomplishment.

The information from this study are hopefully able to aid teachers and instructors to employ better method and approach for the sake of maintaining or enhancing the students' motivation. This present study suggests future researchers to add more qualitative components into the study considering the complexity of motivation. In addition, the author suggests future researchers to expand the range of sampling in participants as this study has a small scale of random sampling in English major students in one state university in Surabaya.

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