

EFL STUDENTS' MOTIVATION IN ENGLISH SPEAKING CLASS AT THE TWELFTH GRADE OF SENIOR HIGH SCHOOL DURING COVID-19 PANDEMIC

Rosma Nofi Damayanti¹, Putri Kamalia Hakim², Totoh Tauhidin Abas³

University of Singaperbangsa Karawang

¹ rosmanofidamay@gmail.com, ² putrikamaliahakim@staff.unsika.ac.id,

³ totoh.tauhidin@fkip.unsika.ac.id

Abstract

Learning speaking skill is one of the important components for mastering English skills of EFL students, including Indonesian students. However, this learning process is not easy to do, because English in Indonesia as a foreign language and also difficult to do in the current COVID-19 pandemic situation. This has an effect on students' motivation in learning to speak English. Motivation has an important role in the success of learning speaking foreign languages including English. The purpose of this study is to analyze the motivation of EFL students in English speaking class during COVID-19 pandemic based on Gardner's theory and to analyze the difficulties in speaking English that will affect students' motivation. This study was conducted at a senior high school in Bekasi, Indonesia. The participants consisted of eight students in twelfth grade. The research design in this study used a case study. Data was collected through observation, focus group discussion (FGD), and documentation. Observation and FGD was carried out via Zoom meeting. The data analysis used is thematic analysis. The result of this study is the students have instrumental and integrative motivation. However, students are motivated more instrumentally than integratively. The most students are instrumentally motivated for future interests such as as get a better job, continuing education, and to achieve success in the future. Then, many students experience difficulties in pronunciation and grammar which can influence their motivation in speaking English. This study has limitations, because the participants only consisted of eight students from twelfth grade.

Keywords: EFL Students, Motivation, Speaking

INTRODUCTION

Many students studying English as a foreign language or second language (EFL/ESL) prioritize speaking in their acquisition of language skills. According to Nunan (1995) the success of learning a language can be measured by a person's ability to have a conversation using the language and make speaking the most important aspect in learning a foreign language or second language. Therefore, speaking is an important and inseparable aspect of language learning. In addition, some of them used the level of oral speech development to measure their success in learning a language. Davies & Pear (2000) stated the purpose of teaching English is to give students the ability to communicate using English effectively and correctly. Brown, as quoted in (Hasbawati, 2018) divided speaking into two types, namely monologue and dialogue. Monologue is one type of speaking that is usually done in lectures, speeches, and new broadcasts. Monologue can be done in a planned and unplanned monologue. A planned monologue usually has to prepare several things in writing to be conveyed during the monologue. Meanwhile, an unplanned monologue is a one-way conversation that is carried out suddenly without any prior preparation. However, there are still many foreign language learners who have not mastered the ability to speak English well and effectively in Indonesia. The

position of English itself in Indonesia as a foreign language. Even though English is a foreign language, learning about English has long been applied at various levels of education in Indonesia. Many factors cause them not to master speaking skills well, such as lack of confidence, fear of speaking in front of the class or many people, motivations that affect them, and etc. Given the current situation in the -19 pandemic where the learning process is carried out by distance learning or online. This can affect students' motivation in learning to speak English. This pandemic condition forced students to study at home without meeting their friends and can make students feel too tired or bored, which can affect their interest in learning online. Jere Brophy, as quoted in (Woolfolk, 1990, p.328) explained that motivation is the desire of students to carry out learning activities and they will try to benefit from these activities. The success or failure of students in learning a language can be determined by the motivation they have. This is supported by the statement of (Dörnyei, 2001, p.2), in determining whether or not success can be determined from the motivation that plays an important role in the process. According to Fernet, Guay, Marsh, & Dowson (2008), there are 3 types of motivation, namely intrinsic motivation, extrinsic motivation, and motivation which are followed in various levels of self-determination theory (SDT). Another theory is Gardner's theory of motivation, 1972 in (Hong & Ganapathy, 2017) which focuses on two constructs, namely integrative motivation and instrumental motivation.

Gardner & Lambert, 1959 in Norris-Holt, 2001 defined that integrative motivation is a desire of students in learning a language to learn about cultural communities from target language, and they will be integrated in it. Then, Gardner (2001) stated that integrative motivation emphasizes the interest and desire of individuals in learning a language and seeks to make it part of their behavior that makes them blend in the cultural community of that language. This means that students are interested in learning a foreign language because of their desire to learn a culture from a community that speaks that language, and students can associate with people who speak the language in order to integrate in with them. Instrumental motivation according to Gardner et al. 1983 in (Hong & Ganapathy, 2017), instrumental motivation is "Learning for perceived utility". In other words, students learn a language with reasons to describe the value of use or advantage in learning a language. This instrumental is useful for improving social status or self-image, enhancing career and business opportunities, continuing or meeting school requirements, reading technical or translation materials, and so on (Saville, 2006). According to Syamsuddin (2007) there are several indicators to measure student motivation such as, duration of activities, frequency of activities, persistence, fortitude, tenacity, and ability to face difficulties or problems, devotion, level of achievement qualification, and level of aspirations. When students are asked to speak, they also experience some difficulties when speaking which can affect their motivation to speak English. Richards (2008) categorized students' problems or difficulties in speaking, namely lack of vocabulary, poor in grammar, and in poor in pronunciation. Thus, the difficulties or problems that students have in learning to speak English as a foreign language that are commonly found in the context of linguistic problems are related to vocabulary, grammar, and pronunciation.

Several previous studies examine students' motivation in learning to speak. Tambunan & Siregar (2016) showed instrumental motivation has a greater influence on students than integrative motivation. Three interrelated instrumental motivations when students learn English include future studies, grades, and careers. Another previous study by Fatimah, Sale & Sapan (2019), they conducted *"The Correlation between Students' Motivation and Their Speaking Achievement at English Department of Halu Oleo University"*. The study showed that there is a significant correlation between students' motivation and their speaking achievement, and

students are instrumentally motivated higher than integratively. Maulana et.al (2016) said limited vocabulary, difficulty in pronunciation, fear of making mistakes, and lack of confidence are problems that are often faced by students in learning speaking.

Based on the description above, this study aimed to analyze the motivation of EFL students in English speaking class during COVID-19 pandemic. Furthermore, to analyze difficulties of English speaking that will affect students' motivation. The researcher conducted this study on students' perceptions of their motivation and their difficulties in English speaking class during COVID-19 pandemic. To analyze the type of motivation, the research data of this study is analyzed by categorizing the types of motivation based on Gardner's theory, namely instrumental motivation and integrative motivation.

METHOD

Research Design

A qualitative research is used in this study. The goal is to understand the opinions, feelings, experiences, and thoughts of participants on a topic. Simons (2009) "Case study is an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, program or system in a 'real life'" (ibid, p.21). Thus, the researcher chose to use case study, because this study will focus on EFL students' motivation in English speaking class during a pandemic situation based on Gardner's theory and to analyzed what difficulties students experienced that influence speaking English.

Site and Participants

This research was conducted in a senior high school in Bekasi, Indonesia. The participants are the twelfth grade students and consist eight students. According to Patton (2002) researchers recruit or choose their own people who will become participants, because researchers will get more information related to problems in their research through this method, this method is commonly called purposive sampling technique or non-random sampling technique. Thus, the researcher used a non-random sampling technique, where participants were selected according to several characteristics. First, the participant's first language is not English. Second, the participants were in twelfth grade and in the same school. Third, the participants are around 16-17 years old. Then, the researcher selected participants based on when the learning activity took place. Participants in this study were selected with the agreement of the participants themselves.

Instruments

The data instruments used were group discussion guidelines, observation guidelines, notes, and recorders. Observation, focus group discussion, and documentation are used to collect the data. FGD consists of 13 open-ended questions given by the researcher to the participants. 11 questions based on Ratanawalee Wimolmas' previous research in (Hong & Ganapathy, 2017) adapted from the Attitude/Motivation Gardner Battery Test, (AMI). Then, one question is based on indicators from Richards (2008) and one questions are based on some indicators from Syamsudin (2007). The questions are grouped into three parts:

Part 1: Background of a student such as name, age, and gender.

Part 2: Questions about student motivation related to the types of integrative motivation and instrumental motivation.

Part 3: Questions about students' difficulties in speaking English and students' efforts to overcome them.

Research Procedure

There are several steps in conducting this research. In the current situation of COVID-19 pandemic, this research was conducted online. The researcher made observations first on online speaking learning activities. Researchers record and capture the learning process as research documentation. Then, the researcher selected eight participants to participate in the focus group discussions with their consent. Researchers prepare for the implementation of focus group discussions (FGD). The FGD was conducted in one session. Before conducting the FGD, the researchers familiarized them with the topic and some technical terms that can be used in this session. After that, the researcher analyzed the data using thematic analysis.

Data Analysis

The data analysis that researchers used is based on Braun and Clarke (2006). There are several steps to analyze the data, namely familiarizing the data, Code, find the theme, review the theme, define the theme, and create a report (Braun & Clark, 2006). The first is familiarizing the data, the researcher copied the data from the focus group discussion (FGD). During the transcription, the researcher had to listen clearly to the recording. Then, the researcher had to read in depth about the FGD transcripts to be familiar with the data. While listening to the FGD recordings, the researcher took notes to make coding easier. The researcher should also read in depth the document from the researcher's notes during the observation. Second is code, code is used to provide labels by classifying data related to research questions. All data are given initial codes to make it easier for researchers to classify. In this study, the researcher gave the initial code "P1" to the first participant. Then for the question, the researcher gave the initials "GQ" for general question, "SQ" for specific question, and only "Q" for question. The third is find the theme, the researcher must select and arrange the codes that have been made into appropriate themes. The themes created must be in accordance with the research question. Fourth is the review of the theme, the researcher reviews the codes and themes that have been classified. Fifth is define the theme, the researcher officially makes names for the appropriate themes. In creating a theme, make sure the codes that are grouped are appropriate and relevant. The sixth is create a report, the researcher interprets or interprets the data from a series of data analysis above. Researchers also make a report of the research findings. After that, the researcher gave some questions that had been prepared in advance. Then, participants answered the questions related to the topic of this research. Participants can express anything such as interests, desires, ideas, feelings, and emotions that they feel according to the topics discussed. During the FGD, the researcher listened, wrote, and recorded each answer given by the participants. When participants answer a question, the researcher must be aware of the essence of the answer. All answers were recorded and transcribed. To maximize the information obtained, the researcher need secree capture and video documentation during the FGD process. Thus, the researcher recorded and perpetuated the FGD process.

RESULTS AND DISCUSSION

Results

A. EFL Students' Motivation in English Speaking

Participants' answers to the questions given during the FGD are divided into three parts, namely general information of students, students' motivation based on instrumental and integrative motivation, and student difficulties that affect their motivation.

1. Background of Students

This part indicates the general demographic data of participants. The following results are shown based on the questions in the FGD:

- a) P1: female, 17 years old, science twelfth grade (IPA).
- b) P2: female, 17 years old, science twelfth grade (IPA).
- c) P3: female, 16 years old, science twelfth grade (IPA).
- d) P4: female, 16 years old, science twelfth grade (IPA).
- e) P5: female, 17 years old, social science twelfth grade (12 IPS).
- f) P6: female, 17 years old, social science twelfth grade (12 IPS).
- g) P7: female, 17 years old, social science twelfth grade (12 IPS).
- h) P8: female, 16 years old, social science twelfth grade (12 IPS).

2. Students' Motivation based on Instrumental and Integrative Motivation

The questions given during the FGD are divided into three parts, including general information of students, students' motivation based on the integrative and instrumental motivation, and students' difficulties that affect their motivation.

a. General Question (GQ).

In this study, the majority of participants' responses were included in the category of instrumental motivation, except for responses P6 and P8 which are included in the category of integrative motivation. This can be verified from the participants' respon. The majority of the reasons they learn English is because they learned English for work, in order to get a better job in the future. Here are some of the responses that were received:

P7: *"As for me, I'm majoring in social studies (IPS), so it's related to social issues. Thus, everything I want to go through is like institutes, the majority of them use English. Thus, I choose because of work and because one of my dream jobs really needs English"*.

P5: *"My reason is because the business world usually uses English. Thus, I like and try to learn so that I can communicate with foreign people. But I learn English is more dominant in order to communicate with foreign people"*.

The following is one of the participant responses which includes integrative motivation:

P8: *"So that I can better understand foreign languages and cultures, and English is still one of the language categories that I really like"*

P8's response is integrative because she likes the language itself and wants to be integrated with the culture of that language.

b. Students' Motivation based on Instrumental and Integrative Motivation

Many participants responded positively to SQ1 and only one participant responded negatively. The researcher indicates the seven responses given by the participants that being able or proficient in English can help them achieve success in their future work. In the world of work and companies, English can provide a great opportunity to get a higher position. This was conveyed by answers of P2, P3, and P6.

P2: *"In my opinion yes. In the field of work and also in the field of education it is very helpful"*.

P3: *"In my opinion yes, because nowadays, proficiency in English is very much needed, including speaking. Especially for people who work in quite large companies. They definitely need these skills to interact with their clients"*.

P6: *"In my opinion, the ability to speak English to enter a company is quite important. If you can speak English fluently, it can increase your chances to be better in your position, for example when the company is collaborating with foreign countries"*.

In addition to the interests of work, P2 added the opinion that the opportunity for success in education can also be achieved if we are proficient in English. However, compared to the

response given by P1, according to her, to measure success, you don't have to be proficient in English, because she sees that people around her can be successful but can't speak English.

P1: *"In my opinion, in terms of knowledge and education, it will be better so we can be bilingual. But to measure success, people don't have to be very good at English. Because there are people around me and I've also seen some successful people but they can't speak English"*.

Based on SQ2, there are seven participants who gave positive responses when asked about being proficient in English can make someone open minded and easy to get along with like a native speaker This can be indicated from the seven participant responses that being proficient in English will make it easier for them to communicate with others, easy to get along with and think critically.

P1: *"Yes. During these years I have studied English, it has made my mind more open. So, it's easier for me to communicate with other people. So, I'm not so stubborn such as any opinion I accept and filter"*.

In addition, all participants agreed that learning English would make them knowledgeable and skilled. The response is given to answer SQ3.

P4: *"To be more knowledgeable, that's really true. If we learn and can speak English and we want to master other languages such as Chinese or Japanese, basically if the official dictionary contains it from English to Japanese or English to Chinese. So, I think it's very important and creates a great opportunity for us to be more knowledgeable"*.

Many participants also made it possible for them to appreciate English art and literature if they learned the language, except for one response that did not agree. This can be verified from the SQ4 response.

P5: *"To appreciate, I'm sure, because I like reading the novels"*.

P8: *"My opinion is the same as P7's, yes. I certainly appreciate it, but if I prefer literature"*.

Based on SQ5, there are five responses from participants who disagree if someone learns English it will make other people respect them more. They argued that there are still people who do not respect them when they speak English, because English is still rarely used in English in Indonesia.

P4: *"I think it's more towards disagreeing. Because it depends on the people, what is the nature of the people. In my experienced, I like to make English captions and I have a cousin who I and he talked in English almost every day, but sometimes people like to talk about it. They said "you just eat with tofu and tempeh, but you speak in English" and that's a lot of people who said that"*.

Based on SQ6, all partisipan agreed if they learns English, it allows them to participate freely in academic.

P8: *"Yes, because it will facilitate conversations about foreign cultures in the face of socializing"*.

Based on SQ7, the researcher asked about if them learns English, it will give them a better job in the future. This can be indicated from the responses given by the participants, the majority said that when they mastered English skills, they could get a higher position or position in their work. In addition, they said that many jobs today require English skills and are important to have, because it will be an added value.

P1: *"In my opinion yes, especially in the current era of globalization. If we have English skills and other skills, it can reach a higher position in the future"*.

P8: *"I think yes, because it can increase our value in the eyes of others people. So, people will respect us more in the international world of work".*

P7: *"In my opinion yes, because usually for work they are taken from good universities, while many universities now require English entrance exams".*

P1 added a consistent opinion that it is not uncommon for companies to take job candidates from good universities. Meanwhile, many universities currently have entrance exams that require English language skills.

Based on SQ8, there are seven responses agreed when the researcher asked whether someone learns English so that he/she can understand English films, English music, English novels, and others. The majority of participants said they learned English so they could understand the meaning of English songs and movies without subtitles. This can be indicated from P4's response that he understands the meaning of English films without subtitles better. If there are some vocabularies that he doesn't understand, he will try to string them together logically.

P4: *"Yes, I agree. What I've experienced is yes, I can more understand when watching western films that don't have subtitles. Little by little I know even though it's only a few vocabularies, but we can put it together using logic".*

Based on SQ9, all participants give positive responses. The majority of participants also learn English through other means such as talking to partners and through Youtube. This can be indicated from the responses of P4, P6 and P8 that they practice speaking together with partners such as fathers, friends, and cousins.

P8: *"For the speaking partner in English with my father. When there's something I don't know, I look in the dictionary app and I follow the way speaker talks".*

P1: *"I learned from Youtube, because it's cheaper than the course. After the speaker on Youtube finished speaking, I followed him like when he speaks and so I learned intonation and pronunciation".*

Based on SQ10, the researcher asked whether someone learns English for his/her own interest and is determined to achieve that proficiency to the fullest. The response given by the participants was only one participant who was included in the integrative category. The majority of participants said they learned English because of their future job.

P6: *"I learned English, because I wanted to be a teacher".*

P8: *"No. I studied it because to get a better job in the future and aspire to become a flight attendance (FA)".*

The total response should be 80 responses from 10 specific questions given to eight participants. The details are as follows, there are a total of 40 responses from five specific instrumental questions and 40 responses from integrative specific questions. This study found that as many as 34 responses that gave positive responses were instrumental and 30 positive responses were integrative. This means, the majority of participants are motivated instrumentally rather than integratively.

B. Students' Difficulties in English Speaking

In this section, the researcher presented the results of the FGD (Focus Group Discussion) participants about the difficulties experienced or encountered when speaking so that it can affect motivation when speaking in English. In addition, the efforts made by students when they have difficulty speaking. Based on Q1, the researcher asked about the difficulties experienced by the participants when speaking. The majority of the responses given by the participants thought that the pronunciation often experienced by the participants could affect their motivation in speaking English. Some other participants had difficulty in grammar and

vocabulary. This can be indicated from the responses of P1, P3, P4 and p5 that they have difficulties in pronunciation. This is because when speaking is too rushed and convoluted, and it is also difficult to pronounce properly and correctly for words that have similar pronunciation. Then, P6, P6, and P7 said that they had difficulty in grammar, because P1 felt like it was upside down in grammar placement and P6 was still confused in differentiating verb 1 and verb 2. Furthermore, P1 said he had difficulty in small vocabulary, the same difficulty It was also added from P2's response that it was difficult to find vocabulary in English. So, there are four responses of participants who have difficulty in how to pronounce certain words, there are three responses of participants who have difficulty in assembling English sentences and distinguishing verb 1 and verb 2 in grammar, and there are two responses of participants who have good vocabulary not many.

P1: *"In my opinion, the difficult is spelling and pronunciation, but its more difficult in pronunciation. Because when I speak, I like to be complicated and in a hurry".*

P2: *"In my opinion, I struggle with what I want to ask like some word in English, difficulty in vocabulary. I'm also hard on grammar to be more appropriate and correct".*

P3: *"For me, I struggle with the many English pronunciations that are similar. Sometimes when I speak, other people think it has a different meaning, because the pronunciation is almost the same".*

P4: *"I'm more difficult in accent and dialect, how to pronounce".*

P5: *"I have difficulty in speaking which is difficult. Hmm, how to pronounce it because I often don't know how to pronounce it correctly".*

P6: *"In my opinion, I still don't really understand grammar. It's still hard to determine verb 1 or Verb 2".*

P7: *"For speaking, it is difficult in grammar. In terms of grammar, the placement is reversed".*

P8: *"I confused the initial words are, and it's more difficult in the vocabulary, which I don't know much about".*

Based on Q3 the researcher asked about the students' efforts when they had difficulty participating in speaking English in class. There were four participant responses from a total of eight participants who thought that they would ask a friend or teacher if their friend could not help. Meanwhile, two responses said that they would remain silent to try their best first and the other two responses chose to directly ask the teacher.

P3: *"I asked my closest friend and then my teacher".*

P2: *"First I just keep quiet so I can calm down and if I really don't understand, try asking the teacher / telling the teacher the truth if I don't understand, so I can be helped".*

P8: *"If I can't, I immediately ask the teacher"*

Discussion

a. EFL Students' Motivation in English Speaking

The grouping of the types of student motivation was carried out based on the types of motivation by Gardner's theory. The types of motivation focus on two types, namely instrumental and integrative motivation. Through FGD, the researcher was able to find out what types of motivation the eight participants had.

First, through participants' responses to general question (GQ), the majority of participants said that their reasons for learning English were included in the category of instrumental motivation. This can be verified through the responses given by six participants, namely P1, P2, P3, P4, P5, P7, and P8 from a total of eight students. They say that many jobs, such as in companies require English skills. Thus, the majority of participants decided to learn English for their future job needs. Meanwhile, there were two participants whose responses were included in the category

of integrative motivation. It can be verified from P6's response that she is learning English to make it easier for him to communicate with foreign friends.

Second, through participant responses to specific questions (SQ), this study shows that participants are motivated more instrumentally than integratively. In this study, researchers found there were 34 responses that gave positive instrumental responses and 30 positive responses that were integrative. This can be verified from the high response from SQ3, SQ7, and SQ9 where all eight participants gave a positive response to each of the three questions and the response from SQ1 was seven participants. This finding can be supported by the study of Zhao, cited in (Hong & Ganapathy, 2017), the study was conducted on 124 Chinese ESL students and the majority of them were instrumentally motivated. Hong & Ganapathy (2017) also conducted a study on 12 high school students in Penang and the results found that students were also more instrumentally motivated. Based on the responses of the instrumentally motivated participants, the reasons they learn English are related to their job or career, education, and for future success. This can be verified from the response from P6 in SQ1 that to get a high position or position at work can be supported by proficient English, especially if the field of work is in collaboration with overseas. In addition, Response P7 to SQ7 added that usually to accept prospective workers, graduates from universities are taken into consideration. However, many universities today require English for university entrance exams. This is in accordance with Gardner and MacIntyre (1993) who said that both motivations are orientation motivations and these orientations are "instrumental" related to career or academics. The above findings are also supported by a study by Wong (2011), the study was conducted on third year Chinese UTAR students FAS showing that students have a higher type of instrumental motivation than integrative ones. Generally, they are motivated because to get a good job in the future, pass exams, to achieve success and achievement in the future. Based on the responses of the participants above in the researcher's research, participants learn English to get a good job, position or position in the future. One of the considerations for getting a job is that there are still various fields of work that are looking for good university graduates where English is one of the requirements for the university entrance exam.

On the other hand, of course there are other participants who are integratively motivated, but they are a minority in this study. This can be verified through responses from SQ2, SQ4, and SQ8 where seven participants out of a total of eight participants gave positive responses to each of the three questions. This means that the positive response of participants is integrative which is lower than instrumental. In addition, the positive response from SQ10 only amounted to one participant. Based on the participants' responses, the researcher found that the reasons they learned English were related to friendships with foreign friends, interest in history, culture, art, and English literature, and friendships with foreign friends. This is in line with Gardner (2001) stated that integrative motivation emphasizes the interest and desire of individuals in learning a language and seeks to make it part of their behavior that makes them blend in the cultural community of that language. Hanyeq et.al (2018) showed there are several things related to integrative motivation based on the integrative and Instrumental Orientation Scales of Gardner's Attitude/Motivation test Battery related to real interest to join together with the target language, literature, community, culture, and the target language way of life. These results can be verified in the response from P1 to SQ2. He said that learning English makes me open minded like a native speaker, so I accepted any opinion and filter it first.

In this study, the researcher found that all participants tried to learn English from sources other than English textbooks. This is in contrast to the study from Wang (1993) that some EFL students study less hard to achieve something, because they would not to put in more effort and spend more time studying. This can be verified from the responses of all participants in SQ9

that they also learn English in other ways such as speaking with partners, through Youtube, google translate learning applications, and social media. However, there was only one participant who studied English for his own sake and he was trying to achieve that proficiency. She was interested in the beautiful language of English and wants to mingle with society by joining UNICEF. It can be verified from the responses of P7 participants in SQ10 that they are interested in beautiful English. Actually, one of my dreams is to become a member of UNICEF. Although the majority of participants were instrumentally motivated in the results of this study, the researchers found that there were also participants who were interested in English speaking people such as about culture, history, English literature, and the way of life like native speakers. This finding is also inversely proportional to the results of a study from Hong & Ganapathy (2017) that most participants do not have enthusiasm or interest in English speaking people. It can be verified from the responses in SQ4, there are seven participants have an interest in history, scientific works, novels, and English literature. In addition, the researcher indicated the response in SQ2 that as many as seven participants became more open-minded, accepted the opinions of others, easy and confident in communicating, and easy to get along with or not award to others.

b. Students' Difficulties in English Speaking

In this study, the researcher found some difficulties experienced by students and it could affect their motivation in speaking English in the classroom in the current pandemic situation. The difficulties are spelling and pronunciation, vocabulary, and grammar. Pronunciation was the most experienced by the participants in this study. According to Hetrakul (1995) and Baker & Buri (2016), pronunciation is a problem or difficulty that is often experienced by students. This is in line with the data the researcher encountered in this study. This can be verified from the responses of participants in Q1. Some of them think their pronunciation is difficult to do because they do not know proper and correct pronunciation. In the addition, participants did not feel that language words had almost the same or similar pronunciation.

In addition, some participants also had difficulties in grammar. Students do not learn all the structures and that makes it difficult in grammar (A Celce-murcia, 2001) This is in line with the response from P7 in Q1 that he likes to be reversed in the placement in his grammar. In other words, she still has difficulty in arranging words according to good and correct grammar. According to Shatz and Wilkinson (2010), students who learn English generally experience grammar difficulties in the use of prepositions, past tenses, articles, prepositions and third person singular. This is in line with the researcher's findings from P2's response to Q1 that the participants had difficulty in determining verb 1 and verb 2.

For poor in grammar, some participants also had difficulties in vocabulary. It can be verified from P4's response in Q1 that he doesn't know what he wants to talk about because he doesn't know some words in English. This is in line with Shahzadi, et al. (2014) said that the lack of appropriate vocabulary mastery made it difficult for students to express themselves well. Furthermore, when students experienced their difficulties during English speaking, the majority of them will ask their friends or teachers. This can be verified on the response of P3 in Q2. She will ask close friends first and then ask the teacher. In addition, P2 and P5 will be silent first and try first. However, if they still don't understand, they will ask the teacher or tell the teacher that they don't understand so that the teacher can help them.

CONCLUSION

Motivation is the most important key in pursuing the success of a desired activity has a big influence in the learning process, including learning foreign languages. The result of this study is the majority of the types of motivation owned by the students were instrumental motivation. The most students are instrumentally motivated for future interests such as get a better job, to achieve future success, and continuing education. The distinguish in the number of participants' responses between instrumental motivation and integrative motivation is not too significant. In the addition to students who are motivated to learn English because of their career or educational needs, there are also students who choose because they like culture, history, art, and literature. Then, these students realized that learning English is important and they tried to learn English from various sources other than textbooks. Furthermore, many students have difficulties in pronunciation and grammar which can influence their motivation in speaking English. This study has limitations, because the participants consisted of only eight students from twelfth grade in a senior high school in Bekasi, Indonesia. Therefore, the findings in this study cannot be generalized.

ACKNOWLEDGMENTS

The author would like to thank the supervisors who have provided support and assistance during the process of this research. So that the author can complete this research well. This research is supported by the English Education Program of Universitas Singaperbangsa Karawang.

REFERENCES

- Baker, Amanda Ann, and Michael Burri. 2016. "Feedback on Second Language Pronunciation: A Case Study of EAP Teachers" Beliefs and Practices."
- Braun, V. and Clarke, V. 2006. Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. doi:10.1191/1478088706qp063oa.
- Celce-Murcia, M. (2001). Language teaching approaches: An overview. *Teaching English as a second or foreign language*, 2(1), 3-10.
- Davies, P., & Pearse, E. (2000). *Success in English Teaching*. Oxford University Press.
- Dörnyei, Z. (2001). *Motivational Strategies in The Language Classroom*. Cambridge: Cambridge university Press.
- Fatimah, F., Wahyuni, S., & Qarimah, H. (2021). *An Analysis of Students Difficulties in Speaking A Descriptive Study at Second Grade Year Students of SMPN 1. Jurnal Ilmiah Mahasiswa Pendidikan*, 2(1).
- Fatimah, W. O., Sale, F., Sapan, Y. T. (2019). The Correlation between Students' Motivation and Their Speaking Achievement at English Department of Halu Oleo University. *Journal of English Education and Teaching*, 3(2), 249-259.
- Fernet, C., Senécal, C., Guay, F., Marsh, H., & Dowson, M. (2008). *The Work Tasks Motivation Scale for Teachers (WTMST)*. *Journal of Career Assessment*, 16(2), 256–279. doi:10.1177/1069072707305764.
- Gardner, R. C. 2001. Integrative Motivation: Past, Present, and Future. Temple.
- Gardner, R.C., & Lambert, W.E. (1959). Motivational Variables in Second Language acquisition. *Canadian Journal of Psychology*, 13(4) 266.
- Gardner, R. C., & MacIntyre, P. D. (1993). A student's contributions to second-language learning. Part II: Affective variables. *Language teaching*, 26(1), 1-11.

- Hanyeq, S., Suhatmady, B., & Syamdianita (2018). Students' instrumental and integrative motivation in learning English. *Sustainable Teacher Professional Development In English Language Education: Where Theory, Practice, And Policy Meet*, 102.
- Hasbawati, H. (2018). *The Students' Learning Motivation in Speaking Course at the Third Semester of English Program Tarbiyah Department in IAIN Parepare* (Doctoral dissertation, IAIN Parepare).
- Hetrakul, K. (1995). The Second Language. <http://eserver.org/courses/spring95/76-100g/KavinHetrakul.html> (Accessed on March 06, 2015).
- Hong, Y. C., & Ganapathy, M. (2017). To Investigate ESL Students' Instrumental and Integrative Motivation towards English Language Learning in a Chinese School in Penang: Case Study. *English Language Teaching*, 10(9), 17-35.
- Jack C. Richards, (2008). *Teaching Listening and Speaking; From Theory to Practice*. New York: Cambridge University Press. p. 21.
- Maulana, R., Daud, B., & Heriansyah, H. (2016). Students'views On Efl Speaking Problems. *Proceedings of EEIC*, 1(1), 34-42.
- Norris-HoIt, J. (2001). Motivation as a contributing factor in second language acquisition. *The Internet TESL Journal*, 6, 1-6.
- Nunan, D. (1995). *Language Teaching Methodology: A Textbook for Teachers*. NY: Phoenix Ltd, p. 593.
- Patton, M. Q. (2002). Designing qualitative studies [excerpt: Purposeful sampling]. In *Qualitative research and evaluation methods* (3rd ed., pp. 230-247). Thousand Oaks, CA: Sage.
- Saville-Troike, M. (2006). *Introducing second language acquisition*. New York: Cambridge University Press.
- Shahzadi, K., Zahabia, Manzoor, H., Shabana, H, Rehman, M., Zahra, R. (2014). Difficulties Faced in Learning English Language Skills by University of Sargodha's Students. *International Journal of Academic Research and Reflection*, 2(2).
- Shatz, M., & Wilkinson, L. C. (2010). *The education of English language learners*. New York: Guilford Press.
- Simons, H. (2009). *Case study research in practice*. London: SAGE.
- Syamsuddin, A. (2007). *Psikologi Kependidikan*. Bandung: Rosdakarya.
- Tambunan, A. R. S., & Siregar, T. M. (2016). Students; Motivation in Learning English Language (A Case Study of Electrical Engineering Department). *Journal of English Language Studies*, 1(2).
- Wang, Z. (1993). Factors That Affect Chinese EFL Learner's Acquisition.
- Wong, Y. M. (2011). *A study of instrumental and intergrative motivations as factors influencing UTAR third year Chinese undergraduates in learning ESL* (Doctoral dissertation, UTAR).
- Woolfolk. A. E. (1990). *Educational Pschlogy for The Teachers*. New Yokr: Prentice Hall.