



ADDIS ABABA UNIVERSITY

**COLLEGE OF HUMANITY, LANGUAGE STUDIES, JOURNALISM
AND COMMUNICATION**

DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE

**FACTORS AFFECTING STUDENTS MOTIVATION in English speaking skill
STUDENTS SPEAKING SKILL; THE CASE OF GOBEN SECONDARY
SCHOOL**

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**A THESIS SUBMITTED TO THE DEPARTMENT OF LANGUAGE STUDY AND
LITERATURE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTERS OF ARTS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE**

AUGUST, 2024

ADDIS ABABA ETHIOPIA

Declaration

I, Geremew Gusare Urgesa the undersigned, declare that this study entitled “Factors Affecting Motivation Students Speaking Skill; The Case Of Goben Secondary School ” is my own work. I have undertaken the research work independently with the guidance and support of my research advisor. This study has not been submitted for any program in this or any other institutions and that all sources of materials used for this thesis have been duly acknowledged.

Geremew Gusare Urgesa

Signature

Date

Certification

This is to certify that the thesis entitled: entitled ““Factors Affecting Motivation Students Speaking Skill; The Case Of Goben Secondary School” submitted in partial Fulfillment of of Master’s Degree in English Language Teaching , Addis Ababa University is a record of original research carried out by Geremew Gusare Urgesa , under my supervision, and no part of the research has been submitted for any other degree or diploma. The assistance and help received during this investigation have been duly acknowledged. Therefore, I recommend it be accepted as fulfilling the thesis requirements.

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DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE

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Factors that affecting the Motivation of Students speaking skill

*A Thesis Submitted To The Department Of Foreign Language And Literature In
Fulfillment of of Master's Degree in English Language Teaching*

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Acknowledgements

First of all I would like to express my deepest gratitude to my advisor, Abebe G/Tsadik for his valuable and constructive suggestion from conception to the realization of this thesis. I am also very much indebted to him for his critical review of each and every piece of the thesis work. If there was no overall support, this study would not be accomplished in this way.

My sincere and heartedly felt gratitude also goes to my wife Dinke Dula for her unreserved commitment in handling my kids that in turn made me become successful in my stay at the university.

And I would like to acknowledge Lelisa Dessalegn for his continuous encouragement and material support throughout the study. At last but not least, I would like to thank all of my friends who provided me their priceless professional comments while I was conducting this research.

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ABSTRACT

This research was conducted to identify factors that affect students' motivation to engage in speaking lesson in EFL class. In other word, the study attempted to find out student related actors that hinder students ' motivation to engage in speaking lesson and the strategies teachers use to overcome the problems. The study was conducted in Goben secondary school that is found in Oromia national regional state Horo Guduru Welega zone Jima Rare wereda. Data for the study was collected through student questionnaire which means quantitative and that of qualitative was collected from the teachers and class room observation hence the researcher used mixed research approach. in the study, one hundred twenty six (126) grade eleven students and two (2) English teachers were participated. The sampling technique used for students was simple random sampling and for the teachers was available sampling technique that is all teachers that were teaching the grade under investigation were participated.. In order to collect the data questionnaire, interview and classroom observation were used. The data collected through questionnaire were analyzed quantitatively using descriptive statistics. The data obtained from the interview and classroom observation were categorized in their accordance and described verbally or qualitatively. The study suggested that students were less motivated to engage in speaking lesson due to the following students related factors: students' wrong attitude or views towards speaking lesson, lack of confidence, shyness, anxiety, and fear of making mistakes; and the teacher related factor: teachers' provision of feedback in the speaking lesson and teachers teaching methods of speaking lesson were found as major factors that affect students' motivation to engage in speaking in EFL class. Furthermore, it adds the ways how teachers can initiate and sustain students' motivation in speaking lesson class. Finally, based on the findings of the study, it was recommended that students should take responsibility for their learning and capacity building should be given for their wrong perception towards speaking in the school, awareness should be created gradually for the students' lack of confidence by the teachers and regarding teachers related problems, teachers should use variety of methods by relating with current approach of teaching speaking lesson as well as use appropriate provision of feedbacks in the speaking lesson with having their own responsibilities to initiate and sustain students' motivation towards speaking lesson in EFL class.

CHAPTER ONE

INTRODUCTION

In this chapter, attempts was made to describe the background of the study, statement of the problem, objectives of the study, research questions, scope of the study, significance of the study and limitation of the study.

1.1 Background of the Study

Language is a tool by which human beings communicate with each other. Among the languages, English is globally used and serves as international language mediator. English language plays major role in the areas of education, business, technology, banking, computing and etc. It is used as a means of communication, either in writing or speaking. Speaking is one of the most important skills in English language learning and teaching. Being able to speak English language is very essential for a student to be successful in academic activities.

A current world considerably requires at least a bit right communication in the time of interaction with the people in English language. This is done when someone can speak in the expected language and has speaking skills. In Ethiopia an attempt has been made to make students to improve English language. But, most of Ethiopian high school students either Natural or Social Science students have poor background and command of the English language because of various reasons. Therefore, so as to ponder students in the speaking tasks, motivation has ample role. Gardner and Lambert (1988) stated that motivation is composed of three constituents: individual efforts, desire to achieve learning outcomes and positive attitude towards language learning. From the context of statement, the researcher understood that motivation is very important to engage in speaking lesson since it needs initiation by itself.

Moreover, inspiring students to be engaged in speaking lesson, the major methods are improving speaking skills; besides purpose (goal) or orientation boosts the motivation (Alderman, 1999). However, taking part in speaking lesson is not easy for most students, especially for our students who take English as foreign language. It is more difficult who has different cultural backgrounds, educational and linguistic. Hence, even though, the students have to struggle with resolving the difficulties in speaking English language, they cannot successfully speak it because of they lose their courage and motivation (Thesen, 1997). Also, the researcher had recognized this problem in

his teaching experience in the particular school, to enhance teaching speaking skills, it is expected from English language teachers to work in collaboration and solve the factors that affect students' motivation of speaking skills in English classroom.

1.2 Statement of the Problem

The ability to communicate effectively through spoken English enables one to be proficient in various language skills. For example, we can see the students' academic activities highly dependent on their ability to ask and understand concepts of learning from both teachers and peers (Cunning, 1984:83). Liu (2005) stated that students who participate actively in classroom tend to have better academic achievement compared to students who do not participate. Furthermore, previous local research works have recognized that students face difficulty even after completing high school in using speaking skills for real communication. They are, rather, forced to use their first language instead (Tamene, 2000; Negash, 2006).

Therefore, investigating the factors that affect the development of students' motivation in speaking skills has a paramount importance. Accordingly, the current student researcher will try to assess the factors that affect students' speaking skills.

Students' participation in speaking lesson can help students fill the gap between what they want to say and whether they are able to say it. Basically learning English language speaking lesson is difficult unless the students are motivated since it is a productive skill which needs every learner's participation. So, to avoid and minimize this in English classroom especially in speaking lesson, motivation is very important to someone who wants to do something. If he/she highly motivated, he/she would be able to do the things within a short period of time. And he/she demotivated or less motivated will fail to do.

If so, how do we know when students are motivated or de-motivated? They pay attention, begin working tasks immediately, ask questions and volunteer answers and appear to be happy and eager are motivated if not they are de-motivated (Palmer, 2007).

The practical problems engaging in English language lessons are obvious. The obvious problems related to individual learners' personalities and attitudes to the learning process and learning speaking in particular are inhibition (fear of making mistakes, shyness and losing face), nothing

to say(learners have problems with finding motives to speak, formulating opinions and relevant comments), low or uneven participation and mother tongue use(Brown and Yule, 1983)

In the researcher's particular school the students are de-motivated to engage in speaking lesson of English language. Even the teachers are going to teach students with lesson of speaking the students hate the teacher and try to leave the class when the teacher comes to the class.

Consequently, for the teachers who teach English language, speaking lesson class is more of challenging because of the students' motivation towards speaking lesson. Furthermore, the researcher's long years teaching experience shows that in the study area high School students are unable to communicate with the teachers and their peers as well as the students' reluctance to speak English language in class particularly when they are required to speak, converse, have dialogue and introduce themselves in the classroom in front of their classmates and teachers. In addition, when the English language teacher asks the question in target language, the students respond in their mother tongue. Due to, the teachers by themselves rely on communicating mother tongue. This is challenging situation for one's English language teacher in secondary school level to run teaching learning process out of the medium and for students to be effective in academic achievements.

Therefore, students' motivation is an essential element to be successful in their academic activities and necessary for quality education in order to meet the desired educational goals. A researcher has read some local studies related to the problem. For instance, Bedhanu (2011) conducted a research on assessing students' performance of speaking skill at Bule Hora secondary school, Borana. The finding of study showed that the speaking lesson was not effective because of students' motivation. Similarly, Beyene (2008) also conducted the research on perception and classroom practice of speaking skill in high school EFL students. As result, the finding of his study stated that students have negative perception and less practice of speaking skills in the class due to lack of motivation. Chote (2007) in addition studied on factors affecting students learning English speaking skill at Gambella collage of teachers. His study finding showed as student related factor is less motivation to engage in speaking lesson classroom. In relation to this, Aman (2012) conducted a study on factors that affect learning English language speaking skills of grade nine students at Asela Andinet Secondary School, Arsi

Zone. The finding of study showed that students are silent in speaking class because of their lack of motivation.

The above referred all local researchers conducted their research on factors affecting students to learn English speaking skill and their main finding was lack of students' motivation to participate in speaking lesson classroom. But none of them considered incorporating under their study what affects students' motivation to engage in English speaking lesson rather investigated what generally hinder students to learn English speaking skills in EFL class.

However, students' motivation problem to engage in speaking lesson is not identified yet in context of Goben high School in Jima Rare wereda, Horo Guduru zone of Oromia national regional state and the current researcher will delimited the study to the those factors affecting students' motivation in speaking lessons that was not conducted by the mentioned researchers. For this reason, the researcher initiated to focus on factors affecting students' motivation in speaking to engage in speaking lessons. Furthermore, it will attempt to analyze the strategies teachers use to enhance students motivation in speaking lesson classroom. Hence this study, therefore, an attempt will made to assess the factors that affect motivation of students' speaking skills in English language.

1.3 Objectives of the Study

1.3.1 General objective

The general objective of the study was to identify factors affecting students' motivation in learning speaking EFL skill in English class rooms.

1.3.2 Specific objectives

The Specific objectives of the study were to:

- Find student related factors that hinder students' motivation to engage in speaking lessons.
- Identify teacher related factors that affect motivation of students towards practicing speaking lessons.
- To assess the environmental or contextual factors that students face in practicing speaking skill in English language classes.

1.4 Research Questions

The study was to attempt to answer the following basic research questions.

- What are student related factors that hinder students' motivation to engage in speaking lessons?
- What are teacher related factors that affect students' motivation to engage in speaking lessons?
- What are environmental or contextual factors that students face in practicing speaking skill in English language classes?

1.5. Scope of the Study

The study was focused on identifying student and teacher related factors that might affect students' motivation taking part in speaking lesson in EFL class. In this study, the information or data was gathered only from grade eleven Goben high schoolin Jima Rare wereda students and English language teachers. The study was delimited to only Goben high school students and English language teachers due to shortage of time and resource to cover all secondary school in the zone.

1.6 Limitation of the Study.

Even though attempts was made by the student researcher to increase the content and validity of the research to achieve the fullest status, some problems have been influenced the achievements of the intended outcomes of the study. It was difficult and unmanageable to assess and identify allother related factors (environmental, material or textbook and cultural related factors) that may affect students' motivation to engage in speaking lesson in EFL classroom because of the time and financial constraint that might compromise the finding of this study. Furthermore, the study comprised only two sampled teachers and the classroom observations were observed by only four sections twice in each class from eight grade elven classes. If other related factors, more teachers and more classes included in the study, the result of the study would have been more effective.

1.7 Significance of the Study

The researcher believes that the finding of the study was have the following significances. These are it increase the students view about the roles of motivation towards actively participating in speaking skill lesson in their career/arena, benefit the English language teachers indicating students related factors that affect motivation towards speaking lesson, encourages English language teachers to use suitable strategy in order to motivate students in speaking lesson and gives the way for other researchers to fill the gap in this study because of the dynamic world/education policy.

1.8. Operational Definitions

Motivation- refers to the desire to learn and improve one's speaking skills.

Speaking motivation -is the inner need to involve one's self in the speaking activities.

Factor - is a cause which can impact the motivation towards speaking, for example, poor language background.

CHAPTER TWO

RIVIEW OF RELATED LITRATURE

This chapter was present a review of related literature and scholarly experiences concerning learners' motivation in speaking tasks. The chapter includes definitions of motivation solely and in the context of speaking skills, theories of motivation in relation to speaking lesson. Following this types of motivation, Students related factors affecting motivation when they engage in speaking lessons are explicated.

2.1. Motivation

Motivation is very hard to define. As Gardner (2006, p.242) states “motivation is a very complex phenomenon with many facets. Thus, it is not possible to give a simple definition”. This is because the term motivation has been viewed differently by different schools of thought. From the Behavioristic perspective, motivation is quite simply the anticipation of reward (Brown, 2000, p. 160).

2.2. Definition of Motivation in the Context of Speaking Skills

Different scholars define motivation in various ways. All of them emphasize different activities and processes when they define the same concept. For example, Susan (1995) defines motivation as an energizing force that stimulates arousal, direction and persistence of behavior. In Susan's definition, one can note that learners should be energized so as to make them actively engaged in speaking practices. Another important element from this definition can be contextualized that arousal, direction and persistence of speaking skills practicing behavior which relies on energizing force should be vitally applied on the practice of speaking skill to enhance the skills. Another influential scholar is Kendra Cherry who defined that motivation is the force that initiates, guides and maintains goal oriented behavior. The forces that lie beneath motivation can be biological, social, emotional or cognitive in nature. From this the researcher can understand that if the learner is goal directed /focused/, possibly to be a good speaker, one can initiatively /enthusiastically/ guide and maintain oneself to the practice in speaking tasks. For Curzon (1990), motivation is the internal state or condition that results in behavior that is directed towards the specific goal. From this, logically, it is possible to understand that the internal drive

towards the planned goal through a particular behavior is essential for learning. Hence, students should have motive towards practicing a speaking tasks.

However, Curzon's definition neglects the prominent agents that can be responsible either to onset motivation or to lose it. But, still the definition assures the paramount importance of the motivation to achieve any specific goal like to be actively engaged in speaking practices /activities/.

However, the following definition resulted from the general conscious since it is taken from a variety of physiology textbooks in easily understandable manner. So, motivation is an internal state or condition that serves to activate or energize behavior and give it direction (Kleiginna, 1981). Thus, when it is contextualized to the current study, energizing internal state of the learner is vital for initiative (enthusiastic) and courageous practicing of the speaking skills.

2.3. Theories of Motivation in Relation to Speaking Skills

Numerous cross disciplinary theories have been postulated to explain motivation. Each of these theories has some truth but no single theory seems to adequately explain all human motivation. For example, the pioneer of humanistic approach, Abraham Maslow (1958), students' needs should be met so as to make learning to take place due to motivation. A student who feels hungry or thirsty can get difficulty to be motivated to practice learning tasks.

In turn, behaviorists like B.F. Skinner (1954) emphasize that the teachers' praise, students grades and the smile or frown face of the teacher can either motivate or de-motivate the learners depending on their interpretations of the teacher's behavior.

According to Gardner and Lambert (1972), motivation of learning can be for the sake of integration or instrumentation .Integrative motivation is characterized by the learners' positive attitudes towards the target language group and the desire to integrate the target language community. However, instrumental motivation underlies the goal to gain some social or economic reward through language achievement, thus referring to a more functional reason for language learners who wanted to integrate the target culture were more motivated and more proficient than those who were instrumentally oriented for reasons of academic or job advancement. However, integrative orientation proved far less important in foreign language settings where such integration is virtually impossible. But in current researcher's view, students

should be genuinely motivated for the sake of pleasure what he acquires when he learns the language.

2.4. Types of Motivation

Some educational psychologists concerned with understanding learning have attempted to formulate categories of motivation, that is, groupings of students' motives for learning.

Categories have been categorized in to four: instrumental, social, achievement and intrinsic motivation as Biggs and Teller (1987).

2.4.1. Instrumental motivation

This type of motivation, which is purely extrinsic, is in evidence where students perform tasks solely because of the consequences likely to ensue, e.g. the chance of obtaining some tangible reward or avoiding a reprimand. In the face of motivation of this nature, the teacher should ensure that the task to be performed is placed in a context perceived as pleasant. According to Dornyei (2001) instrumental motivation directly involves driving oneself to acquire something which is external. For instance, if a student is reading his lesson simply to pass the examination, he is now motivating instrumentally. Furthermore, Wilkins (1972.p.184) defines instrumental motivation more specifically as, a learner is instrumentally motivated when he/she wants to learn "to pass an examination, to use it in one's job, to use it in holyday in the country, as a change from watching Television, because the educational system requires it."

2.4.2. Social motivation

Students influenced by this type of motivation tend to perform tasks so as to please those they respect, admire or whose opinions are of some important to them. From this it is possible to understand that students can have better motivation to participate in speaking tasks if they like English language teacher. McMillan (1991) explained that students can be motivated to learn in order to make the respected teachers and the parents pleased. From this it is possible to deduce that teachers should be admired by their learners at least socially to motivate the learners to the speaking tasks.

2.4.3. Achievement motivation

This is involved where students learn in the hope of success. According to Ausubel (1963) three elements compose achievement motivation: learning to know (cognitive drive), learning to have self-esteem (self enhancement) and learning to approval of others (affiliation). Among the above elements of the achievement motivation learning to know is internal pleasure acquisition where as motivation to achieve affiliation and self enhancement are extrinsic. From this the researcher understands that students should be encouraged by teachers to have achievement motivation as it can play its role(s) in enhancing engagement in participating speaking skill tasks.

2.4.4. Intrinsic motivation

In this variety of motivation the learning tasks are under taken for the pleasure and satisfaction it brings to the learner. Thus, learners can motivate themselves to practice any speaking tasks simply they feel pleased. Meyer (2000) added that motivation can be less if students are motivated for external benefits. Based on this, the researcher may conclude that learners should love learning by their own internal initiation for the better success.

2.5. Factors Affecting Students' Motivation

According to Tanveer (2007), in many cases, students' feeling of stress, anxiety or nervousness may impede their motivation to engage in speaking lesson. Both students and teachers are aware and generally feel strongly that anxiety is a major hurdle to be overcome when learning to speak another language. Learning a language itself is "a profoundly unsettling psychological proposition" because it directly threatens an individual's "self-concept" and world-view (Guioram, 1983 cited in Horwitz et al., 1986). Having seen this as an overview of factors affecting motivation in speaking class room, what then are the most outstanding students related factors affecting students motivation towards speaking lesson?

Some scholars made plenty of research on what the factors that affects students' motivation to take part in speaking lesson. The following ones are some of them.

2.5.1. Attitudes

Cook (2001) contends that the root of motivation reside deep within the students' mind. Attitudes of students towards themselves, the foreign language, the learning context, the skill and

the learning outcomes have a deep impact up on their motivation to engage in speaking skill or to learn language. Negative attitudes towards these produce very de-motivated students. Students who hardly feel learning English add something new to their skills and experiences are unlikely to be motivated and succeeded

2.5.2. Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (Horwitz et al cited in Nascente, 2001). Further Nascente writes that, among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences students' motivation to engage in speaking lesson. Therefore, paying attention to this factor of learning should also be taken into consideration. It can influence the quality of oral language production and make individuals appear less fluent than they really are. This explanation suggests that teachers should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

2.5.2.1. Causes of anxiety

Regarding the causes of anxiety, Horwitz and Cope (1986, in Zhao Na, 2007) based on the findings of their study, found out three main causes of students' anxiety i.e communication apprehension, test anxiety and fear of negative evaluation as cited in Juhana (2012). The communication apprehension refers to the students' ability to communicate in the target language. Their low ability in this aspect, in many cases, causes anxious feeling among many students. The second cause which is test anxiety deals with students' fear of being tested. The last cause has to do with other students' evaluation. In this case, as mentioned above, very often that other students' evaluation causes anxiety among students themselves. In addition, fear of being evaluated by their teachers is also another factor affecting students' anxiety (Liu, 2007; Zhou, et al 2004).

2.5.3. Shyness

According to Juhana (2012) shyness is an emotional thing that affects students' motivation to take part in speaking lesson. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore,

Gebhard (2000) cited in Juhana, stated that paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom. In line with this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. And this leads students to be de-motivated in speaking lesson.

2.5.3.1. Causes of shyness

With regard to the cause of shyness, Bowen (2005) and Robby (2010) argue that some shy learners are caused by their nature that they are very quiet. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher. In addition, most of English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers.

2.5.4. Lack of confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not been understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. In response to this, Nunan (1999) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension.

2.5.4.1. Causes of lack of confidence

He and Chen (2010) state the main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they cannot speak English well. As a result, as Brown (2000), adds students find the learning de-motivating rather than motivating.

2.5.5. Fear of making mistake

As argued by many theorists, fear of making mistake becomes one of the main factors that affect students' motivation to engage in English speaking lesson (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010). With respect to the fear of making mistake issue, Aftat, (2008) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much

influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity.

2.5.5.1. Causes of fear of making mistake

The primary reason of fear of making mistake is that students are afraid of looking foolish in front of other people & they are concerned about how other will see those (Kurtus, 2001). In addition, Hieu (2011) and Zang (2006) cited in He and Chen (2010) explain that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking English.

As argued by Middleton (2009), most EFL students are afraid to try and to speak in a foreign language they learn. In this context, as he adds, students do not want to look foolish in front of the class. In some other cases, they also worry about how they will sound, and are scared of sounding silly and so on.

2.6. Teacher's Factors

Students display more motivational benefits from teachers they like over or they dislike according to Montalvo (1998). However, education is much more than a personality contest.

The role of teachers seems to be shifting from programmed knowledge dispensers to managers of student's learning and the learning environment. Therefore, teachers must be empowered to exercise professional judgment in the classroom to attain clearly expressed goals. In order to justify this, Weinstein (2010) states that the teacher's knowledge of subject matter and the motivational level immensely matter students' motivation. Besides, teacher's skills like language proficiency, disengaging stress, remembering that students are not bad rather just in the process of development and a sense of humor Whistler (1992).

Moreover, according to Shulman (1987) the knowledge needed for effectively teaching a specific subject pedagogical content knowledge (PCK) which represents the blending of content and pedagogy into an understanding of how particular topics, problems or issues are organized, represented and adapted to the diverse interests and abilities of learners and presented for instruction.

According to Alderman (1999), two basic approaches are stated to cultivate motivation in the classroom: creating a classroom structure together with institutional method and helping students

to develop tools that will enable him or her to be self-regulated. To implement the above two basic approaches, the details will be explicated. For instance, encouraging learners to embrace technology, conveying the real sense of caring to the students, making each student feel special, help students outside of the classroom even at odd hours discussing the contemporary issues and developing guided tasks. Also, the students should be reached out which will help in finding a connection between how students learn and how teachers teach (Mc Glynn, 2008). Moreover, Olson (1997) emphasizes almost everything teachers do in the classroom has motivational influence on students.

Therefore, English language teachers in particular must take care of the activities in the classroom in order not to have unmotivated learners. Beyond that, when the teacher is more enthusiastic about a topic, then the students will be more inclined to believe that the topic has value for them (Palmer, 2007). In addition to this, teachers need to know how to give tests that are motivating to the students. In order to be motivating, tests should be based on course objectives. In general, test taking instructions, terminology and layout item choice need not be ambiguous, confusing, illogical, unclear, and imprecise or poorly designed (Trugman, 2007).

Further, building a professional relationship with learners and valuing it is one of the super scoping motivating qualities of professional teachers. Relationships are at the heart of teaching since it is an activity based on communication (Mac Grath, 2005). From this the researcher understands that the language teachers particularly when they facilitate speaking skill class should feel empathy towards their learners and which can boost the relationship, consequently, the motivated classroom atmosphere is created.

2.7. The Role of Teachers Initiating and Sustaining Students Motivation in Speaking Lesson Class

2.7.1. Provision of the feedback

Harmer (2001) says that the decision about how to react to students' performance will depend upon the stage of the lesson, the activity, the type of mistake made, and the particular student who is making that mistake. Different methodologists look at providing feedback from several aspects; most often, however, feedback is seen from the viewpoint of accuracy (form of the language used) and fluency (content of spoken production) activities.

Byrne(1991), Richards(1999), and Harmer(2001) feedback on students' spoken language can be either positive or negative and may serve not only to let students know how well they have performed but also how bad they have performed to increase motivation and build a supportive climate. They distinguish between the feedback on 'content' and on 'form', suggesting strategies and decisions to be considered for both kinds. The techniques that they suggest for feedback on content/fluency includes: it is important that the teacher does not interrupt in 'mid-flow', since it interrupts the communication and drags the activity back to the start. So use gentle correction, such as prompting students forward, reformulating what a student has said, acknowledging a correct answer, indicating an incorrect answer, praising, expanding or modifying a students' answer, repeating, summarizing, or criticizing and recording mistakes with further analysis.

On the other hand, they suggest several ways of giving feedback or correcting students during accuracy work of spoken production, among which they include: decisions about 'whether learners' errors should be corrected, which kinds of learner errors should be corrected, and how learner errors should be corrected, or asking the student to repeat what he or she said.

Pointing out the error and asking the student to self-correct. Commanding on error and explain why it is wrong, without having the student repeat the correct form, or asking another student to correct the error. Use a gesture to indicate that an error has been made. The teacher may provide feedback immediately on how well or badly students have done, or make a note of mistakes and shift the feedback onto a future lesson. In addition, teacher should not forget that the students may want to ask some questions or say what they think of the activity. It is also necessary to point out and correct the mistakes the students are making, but at the same time the correction should not be too intensive, because it can be just as unpleasant as during fluency work. Show incorrectness by repeating, echoing, giving statement and question, making a facial expression, or hinting. Most of the teaching specialists agree that providing feedback during spoken performance depends on several aspects of which the most important are the type of activity and the kind of mistake that is made.

2.7.2. Goals and goal setting

Students in high school level may not have clear and realistic goals while learning English except achieving grades. Different scholars suggest English teachers can help students set reasonable goals. Harmer (2001) argues that long term goals may begin to dwindle when English

seem to be more difficult than students had anticipated. If this happen, the teacher can help students in the achievement of short- term goals, that will have a vital effect on their motivation.

The teacher can do this by encouraging students to set a realistic short-term goals through discussing the need for planning, practice and persistent about their language learning. English teachers ought to help their students feel that English learning goals are worth the effort too.

2.7.3. Interesting classes

If students are to continue to be motivated, they clearly need to be motivated both in the subject (English) and in the activities and topics they are provided with Harmer (2001). English teachers need to provide a variety of exercises to keep them engaged. Cottrell (2001) and Ornstien (1995) elaborate the following roles of teachers in this aspect use varied approaches, teaching styles, and ways of breaking up the time, set varied assignments and tasks which are relevant to students' needs, capacity, interests and goals, organize lessons and tasks into short, clear and manageable sessions, use concrete and relevant examples, and use novel and interactive teaching methods to get students interested and then to think.

In general, English teachers' role to initiate and sustain students' motivation are absolutely critical to their students' learning success. Motivation depending on the attitudes of the teacher and students are matters of concern for both the teacher and students. Students' engagement in learning English as a foreign language is optimized when the classroom context meets students need to be competent, autonomous, and related to their teacher and peers. Students' need for competence is fostered when the English teacher experiences his classroom as in structure. The English teacher can give this by clearly communicating their expectations and adjusting their teaching strategies to students' level. Moreover, they can support students' for autonomy by allowing students freedom in their learning activities and providing connections between lessons activities and students' need for involvement in English classes is fostered when teachers are involved with their students and students with their peers in all classroom activities.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter presents the research design in which research setting, participants of the study, sampling technique and sample size, data gathering instruments, procedures of data collection and methods of data analysis are discussed.

3.1. Research Design

According to Creswell & Plano lark (2007), research design is the plan of action that links the philosophical assumptions to specific methods. To enable the researcher to investigate factors affecting students' motivation in participating speaking activity, descriptive method was applied. Descriptive method is a procedure which is applied to solve the problems of research by describing the condition of research subject. Creswell (2003:210), defined descriptive research as a research which is being conducted to explain or describe a factual phenomenon or characteristics of certain individual, situation, or group in an area of population or certain time in systematic and accurate way. Mixed research method combines quantitative and qualitative approaches by including both quantitative and qualitative data in a single study. The purpose of mixed methods research is to build on the synergy and strength that exists between quantitative and qualitative research methods to understand a phenomenon more fully than is possible using either quantitative or qualitative methods alone. This research design is required because social phenomena are so complex and in order to understand these complexities. According to Creswell (2003:210), many researchers combine elements from quantitative and qualitative methods in specific research projects. They also perform this type of research to expand understanding from one method to another; to congregate findings from different sources. Quantitative research is formal, objective and systematic process in which numerical data are utilized to obtain information about the world in the form of numbers. In qualitative research the data are empirical. They involve documenting real events, recording what people say (with words, gestures and tone), observing specific behaviors and studying visual images. Furthermore, it helps the researcher to freely use different research methods in order to get the proposed or intended data and enabled him to better understand of the attitudes and feelings of targeted population.

3.2. Research Setting

In order to conduct the study, Goban high School which is located in Oromiya National Regional state of Horo Guduru Welega zone, Goban secondary school was selected because the school is a place where the student researcher have taught for more than 8 years and have seen many problems about the tittle under investigation.

3.3. Total Population and Participants of the Study

The total populations of the study were all 8 section of grade 11(633) students and 2 grade 11 English teachers in Goban secondary school. The researcher has selected students as participants of the study because they are expected as they give enough information for the study from other grade level students in the School. Most of the students from the classes were coming from countryside and some from the woreda town. The total participants of students in the study were 20% (126) from 8 sections of grade 11 by stratified sampling technique because it gives equal chance for all grade students in the school. And the 2 English language teachers from grade eleven were taken purposefully as study participants. All teachers were male and they have had long years' experience in teaching.

3.4. Sample Size and Sampling Technique

In this study, the target populations were all grade eleven students whom are learning in eight section and all grade eleven English language teachers from the School. According to Gay and Airasian (2003), the sampling of 10% to 20% is often used and conducive in social science researches. Hence the researcher of this study assumed to take as sample size at least 20% of total population as it is possible to manage. Due to this the sample sizes for the study were 20% (126) students and Two (2) English language teachers from grade eleven. To choose the students, simple random sampling technique was used because it gave equal chance for all students who were expected to respond to the questions. Since there are only two English language teachers for the grade, purposive sampling technique was used.

3.5. Data Gathering Instruments

To generate the required data, the researcher used questionnaire, semi-structured interview and classroom observation.

3.5.1. Student Questionnaire

This instrument was compiled with both closed and open ended items for students. Regarding this Koul (1996) suggested that questionnaire is widely used in educational research to obtain information about certain conditions and practices and to inquire in to opinions and attitudes of individuals and groups. Open ended and closed ended questionnaire were administered for 126 grade 11 students in the school. Closed ended items were also prepared in order to obtain realistic data. As to Best and Khan, (2003) the number of open-ended items should be few, because this instrument helps to undertake in-depth studies and open ended questions were justified due to the fact that it enables for a free response in the respondents own words. Specifically, the aim of questionnaire was to find out the factors that affect students' motivation when students are learning speaking in the EFL class. The questionnaires were close-ended and designed in the manner of scale containing suitable words (1= strongly disagree, 2=disagree 3= undecided, 4= strongly agree and 5=agree) to choose since the purpose of it was to collect quantitative data related to internal and external variables that affects the motivation of students to engage in speaking lesson. The researcher has used this tool only for students because the tool is preferable to collect information on a variety of issues in a relatively short time from large group.

3.5.2. Semi-structured interviews for Teachers.

Semi-structured interview questions were employed as an instrument to collect relevant information from the teachers to strengthen the response from the students. The reason for using semi-structured interview is that it can permit the exploration of issues, which might be too complex to investigate through questionnaires and also justifies as it allows better flexibility for the interviewer and interviewee to explain more explicitly what he/she knows on the issue Creswell (2003:210). To get reliable information, the researcher was administered the semi-structured interview questions for two English language teachers teaching grade eleven English language. Pre-determined questions were interviewed in specific order and responses will be taken in the form of notes and supported by audio recording. The structure of interview will be open-ended questions for each interviewee primarily focusing on his/her personal information and which will be answered the information related to teachers' and students' attitude about the

speaking and students' motivation towards the speaking skill lessons. The data gathered through this tool were qualitative and too interpreted qualitatively.

3.5.3. Classroom observation

To cross check teachers' way of motivation, classroom observation was conducted by the researcher using self-prepared checklist. The checklist consists to close-ended items in order to get qualitative and quantitative data that was described in manner of narration. It was done by the researcher to strengthen, triangulate and cross check the data obtained by both questionnaire and interview. The classroom observation was conducted in each section. The totals of 4:00' hour's classroom observation was observed in the four sections of eleven grades. During observation the researcher was observing the motivational behavior of students, what affects their motivation and the methodology of teaching speaking lesson within the actual classroom filling the checklist questions answer and writing down what had been observed and sensed in the EFL class.

3.6. Procedures of Data Collection

In the data collection procedures, to collect the required information, first brief explanation and the objective of the research was given for both Goban secondary school students and English language teachers. Furthermore, the researcher never forgets asking the willingness of the participants to take part in the study. Next, questionnaires were distributed to the selected sample of the study participants. The administrations of the questionnaire were taken place in the students' class by the researcher's supervision. Then after the researcher's task was interviewing, the researcher will make the necessary arrangements of students on a separated day. Before that, the participants of interview were consulted in different days on the basis of proposed guidelines. Finally, to substantiate the data gathered through students' questionnaires and teachers' interviews, classroom observation with self-prepared checklist of 12 items was observed in all sections of the school while they are learning English language speaking lessons on the different topics of speaking with having different objectives of the lesson with in consecutive four weeks academic calendar. In while all these entire were happening, the researcher has followed by asking permission primarily each and every responsible body in the school.

3.7. Methods of Data Analysis

For the purpose of designed study, data analysis and interpretation of the result was carefully undertaken. In analysis of the data, both quantitative and qualitative data analysis was employed. The descriptive statistics like percentage, frequency and tables were used for quantitative data which was gathered through students' questionnaire in order to make the data convenient for interpretation. Thus, the data obtained from both teachers' interview and classroom observation were categorized thematically and described verbally in order to support the above quantitatively analyzed data. Finally, the findings obtained from each type of data were interpreted. To this end, themes that captured the related details were identified in categories. Then the related issues and cases extracted from all the used instruments were organized under the major themes and analyzed accurately. This all were done to manage properly and present the findings in a harmonized manner.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION.

The purpose of this study was identifying factors affecting grade eleven students' motivation to engage in speaking lesson in EFL class. In this chapter the data collected through questionnaires, interviews and classroom observation carried by the researcher were interpreted and analyzed. This means, a mixed method of data analysis approach was made through the integration of themes systematically. The main purpose of integrating the data collected with different instruments was to give holistic picture and achieve thematic coherence. Accordingly, the discussion begins with the analysis of the result obtained through questionnaire and goes to interview and classroom observation. Therefore, this section categorized thematically in to three sub sections. The first section presents and analysis the students related factors that affect their motivation to engage in speaking lesson in where; students views/attitudes towards speaking lesson, students lack of confidence in the speaking lesson, students shyness in speaking lesson and students fear of making mistakes in speaking lesson. Second section presents the teacher related factors that affect students' motivation to engage in speaking lesson were teachers' feedback provision and teachers teaching method in speaking class. The third section analysis analyzed the ways of initiating and sustaining students' motivation in speaking lesson in EFL class.

4.1. Students Related Factors Affecting Students' Motivation to Engage in Speaking Lesson.

If teachers want to help learners overcome their difficulties in learning speaking skill, they should identify some factors that influence their speaking performance. Learners' speaking performance is influenced by factors like performance conditions, affective factors, listening skill, and feedback during speaking tasks (Tuan & Mai, 2015). The first factor is pertinent to performance conditions. Learners carry out a speaking activity under different conditions. Performance conditions impact speaking performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support (Nation & Newton, 2009). The second factor is related to affective ones. Oxford (1990) said that one of the important factors in learning a language is the affective side of students. According to Krashen

(1982), a lot of affective variables have been connected to second language acquisition and motivation, self-confidence, and anxiety were the three main types that have been investigated by many researchers. Generally it was tried to search and interpret factors that related to students as the main factors that deprive students to be motivated in practicing speaking skill.

4.1.1. The impact of students' Attitudes towards Speaking Lesson on their Motivation.

Table 1 Table about the Impact of Attitudes towards Speaking Lesson on their Motivation.

No	Item	Scales	Frequency	%
1	Engaging actively in speaking lesson contributes to the development of English language.	1	24	15
		2	28	22.4
		3	-	-
		4	36	28.5
		5	38	30.15
2	Engaging actively in speaking lesson contributes to the development of English language.	1	34	26.9
		2	30	23.8
		3	24	19.9
		4	16	26.9
		5	22	17.2
3	I am not interested to engage in speaking lesson because it is not included in Ethiopian EECE.	1	12	9.5
		2	14	11.5
		3	-	-
		4	42	33.9

		5	58	46
4	I can be motivated if there is an access to use English for out of the School purpose communication in Ethiopia context.	1	14	11.1
		2	24	19
		3	-	-
		4	40	31.7
		5	48	38
5	I would like to learn speaking because I want to make friends with English speakers and hope to be abroad in future.	1	34	26.9
		2	28	22.2
		3	20	15.8
		4	20	15.8
		5	24	19

Note:1=strongly disagree, 2=Disagree, 3= undecided, 4= strongly agree, 5= Agree

In Table 1 above item 1 students were asked to indicate their agreement or disagreement whether or not they are engaging actively in speaking lesson that contributes to the development of English language, to this end their response indicates that 52(41.2%) of the respondents responded disagreement and 74(58%) of them agreed on the state of the idea. From this interpretation one can understand that majority of students do have awareness about the importance of English and however they do not engage in speaking lesson. The main reason for their lack of motivation to engage in speaking lesson was that the students' understanding that they gave towards the importance of speaking skill lesson is still less valued than the other macro English language skills in the EFL class, so that effort should be made up on the matter under question from their teacher, parents and as a whole from the school community. With regard to this, teachers in the interview stated that:

... majority of the students may perceive the importance of English language but, they might be perceive that speaking is not as important as other skills like vocabulary,

grammar and reading since they probably assume that the practical speaking test items do not usually appear in any summative or formative assessment specifically in national examinations. Beyond that, they said, students assume that they will not use English for communication in their daily activity because the work language is not English that do not make them they have affection towards English. That is why they said, our school students are more of exam-oriented learner and they forward their focus to what they would be asked after learning the speaking in long or short period. Added that, they see and put under balance is there is no exam that asks or tests speaking in the school too, that most teachers are depending on written test. Therefore, they worry for exams and try to engage always in the other skill lessons for the case of what they will be tested at the end of the year. Most students are missing the class of speaking but with the lesson of other skill when teachers come to the class we got most of students in the class. For these reason, they do not see equally the English language skills, (interview conducted on 6, June 2023).

From the teachers idea one can understand that the students are motivated to engage in the speaking skill lesson better if it appears usually in formative and summative examination or shares a part of oral assessment in the school that can make them aware the relevance that the English language speaking have. Hence their motivation might be affected towards the speaking lesson. Regarding this Loughran (1996) stated that students' motivation had to do with their positive attitude and desire to participate in the learning process. Students do not have any interest towards the speaking lesson as they have in another skill lessons. From this we can conclude that because of their wrong view towards the speaking skill lesson, a significant number of students do not give speaking lesson class as equal status as other skill lessons.

As presented on the same table1 above, item 2 shows that 64(50.7%) respondents strongly disagreed and disagree respectively, whereas, 38(44.1%) of the students strongly agreed and agree. The rest respondents 12(19%) replied undecided on the idea set in the students questionnaires that enquire “engaging actively in speaking lesson contributes to the development of English language”. From this it can be understood that the students in the study area have narrowed outlooks in the speaking skill lesson classroom. They do not see that by attending speaking lesson class they can learn and develop different skills like listening, grammar,

vocabulary and the like that means the students were not understand the contribution that speaking skill gives to other language skills.

The researcher observed the students in the classroom when they are learning speaking lesson at least four times. In four times classroom observation it was observed that active involvements of students in speaking activities in any round. From these it possible to finalize that students' motivation to the speaking lesson was minimal because of their lack of awareness towards speaking skill lessons in EFL class.

Item 3 of table 1, deals that whether or not speaking skill was included in the Ethiopian EECE. The result of the data gathered on the item 3, 26(20%) of respondents disagreed whereas 100(79.3%) of respondents agreed on the statement given in the students questionnaires. This clearly indicates us that the students generally exposed by external (extrinsic) motivation rather internal (intrinsic) motivation that means the curriculum should include that what student expects from outside hence they thoroughly motivated and participate in the language item under investigation. Meyer (2000) stated that motivation can be less if the students are motivated for the external benefits. So, as the response showed that the majority of students in this particular school affected by their external motivation means they come and attend the class for the sake of to pass grade and complete the yearly class as they have begun early meaning not for the intention of acquiring language item meaning speaking skill.

In general, from this interpretation and discussion one can deduce that the awareness of students having in their mind is still not matured to speaking lesson in the EFL class.

On the same Table above table item 4 students were asked whether or not they can be motivated if there is an access to use English for out of the School purpose communication in Ethiopia context so that they can be motivated. Hence clearly indicates that 38(31.1%) of the respondents strongly disagree and disagreed. In contrast to this 88(69.7%) of the respondents strongly agreed and agreed to that they can be motivated to learn English if there were an access to speak and use English language when they are out of school purpose. From this we can generalize that speaking English language was only confined in the class room only that in other way hinder students not to practice as easy as possible and indirect it demotivates the student to practice speaking skill in the class. In relation to interview questionitem4, (How do you think your students can be

motivated towards speaking lesson well in EFL class?), the teachers suggested that the following:

....our students are already de-motivated to speaking lesson class due to many reasons. But, they may be motivated to wards it if there is standard of speaking test that qualify them and given to them as a certificate to being standard of the grade compellation. Not only this the situation we all communicate and teach the subjects by their mother tongue over domination in the class should be checked to more familiarize the students with speaking English as well as English language teachers should take great responsibility for their students to train language specially speaking on the same manner as other language items, (interview conducted on 6, June 2023).

The result of the finding suggests that the students in the school have limited awareness to the speaking lesson yet. That means they totally think that speaking English is not helpful in out of the school compound for the daily communication in the different work place. From this we can understand that the students in the school lacked the pillar one that is awareness to engage in speaking lesson in English class.

In table 1 above item 5 that asks student whether or not they would like to learn speaking because for the sake of they are wanting to make friends with English speakers and hope to be abroad in future so that they will be motivated in practicing speaking skill. The result shows that 62 (49%) of the respondents strongly disagree and disagree, 44(34.8%) of respondents agreed and 20(15.8%) of the respondents neither agreed nor disagreed to the idea that they learn English speaking to make friend a foreign language speaker and to be abroad in the future. The item prepared primarily to differentiate the students' views whether they learn the language for external or internally motivation. If they learn speaking class for the purpose of making English language speakers his/her friend he/ she has internal motivation, which is good especially for learning of foreign language to be succeed but the result shows that students were learning speaking English language without any target for what purpose they are doing so. Dornyei (2001), external motivation directly involves driving oneself to acquire something which is external and that external gain thrown after time being.

Therefore, from the responses the researcher can generalize that most of the students in the study area school exposed their learning for external motivation only. This indicates that the students point of view which was to speaking lesson is not matured/poor still now in the EFL class.

4.1.2. The impact of student's lack of confidence towards speaking lesson on their motivation

Table 2. Table showing the impact of student's lack of confidence towards speaking lesson on their motivation

No	Item	Scales	Frequency	%
1	I like to engage in speaking lesson because I feel confident of learning it well.	1	42	33.3
		2	52	41.2
		3	-	-
		4	12	9.5
		5	20	15.8
2	I hope that the teachers and classmates can note that my speaking skill is better than other students.	1	58	46
		2	24	19
		3	-	-
		4	20	15.8
		5	24	19
3	I often show my motivation when I engage in speaking lesson.	1	36	28.5
		2	38	30
		3	4	3.1
		4	26	20.6
		5	22	17.4

4	Speaking lesson really arouses my motivation to speak English.	1	24	19.4
		2	54	42.85
		3	-	-
		4	16	12.69
		5	32	25.39

Note: 1=strongly disagree, 2=Disagree, 3= undecided, 4= strongly agree, 5= Agree

In table2 item 1, students were asked that they like to engage in speaking lesson because they feel confident of learning it well. Hence 95 (74.5%) of students disagreed and strongly disagreed to the item. On the other hand, 32(25.3%) of students strongly agreed that they feel confident in engaging and learning speaking lesson. From factors which affecting students' motivation in speaking lesson lack of confidence takes lion share of the participants response as the question answered in their questionnaire response. The interviewed teachers revealed that many students do not feel confident to speak and even to participate in speaking lesson. Teachers explained that:

...students do not feel confident .Because of plenty reasons, for example they fear their classmates and teachers correction if they speak and participate in speaking lesson class, their insufficient vocabulary lets them to be unconfident and the method they familiarized the teacher talk in the class solely and get out when the time ends are the reasons for the their lack of personal confidence. Furthermore, teachers said that lacking self-confidence makes them to believe their language skill to be weaker than other students in the class, and it is difficult to say our students feel confident in speaking class. They worry for their mistakes and even they have lock words to participate in the speaking tasks, these lead the students to be not confident in the class as to us, (interview conducted on 6, June 2023).

This was also cross-checked during the class room observation, during the classroom observation the researcher observed that most of the students shivering in the class when they speak English and some students upset when the teacher invited them to answer or say a little about the issues

raised in the topic of the day's lesson. Therefore, the researcher can understand that lack of students' confidence affected their motivation to engage in speaking lesson effectively.

Regarding item 2 that probes students to rate agreement or disagreement up on their hope that the teachers and classmates can note that their speaking skill is better than other students. Accordingly 82(65%) responded that they strongly disagreed and disagreed. Whereas, 44(34.8%) of the respondents agreed on the notion that their speaking is noted as better in the class than the other students. This result actually shows that the students were not feel confident in the class to use or speak English in the speaking lesson class. On the top of this, researcher's observation indicated that, many students were also silent in the class from early begging up to the end of the period. This is why they lack overall confidence in the speaking class due to they fear their classmates and teachers.

In the same table item 3 was about, students often show their motivation when he/she will be engaging in speaking lesson. Accordingly the result indicates that 74(58.5%) of the respondents disagreed that they show motivation in speaking class. In contrast 48(38%) of the respondents agreed that they show their motivation in speaking class engagement and 4(3.1%) of the students neither agreed nor disagreed on the motivation as they show in the class. Most of the students do not show their motivation to the speaking lesson according to the result of their questionnaire showed. Beside this the observation result shows that students seem to be less interested to produce English sounds in the class rather their first language (the class dominated by the first language). It can be understood that most of the students do worry about making mistakes, which is caused by anxiety. Horwitzetal (1986) noted that students who are apprehensive about making mistakes in front of others seem to feel constantly tested and they perceive every correction as a failure. Firstly, students are generally reluctant to engage or participate actively in the target language when they have been called to do so. This is mainly because they dislike losing face among peers and classmates. Therefore, this all situations make them to hide their motivation in the speaking lesson class. For this reason, it is possible to conclude that in the study area students' motivation caused by their fear and leded them to be lack of confidence in the class.

The result of the questionnaire item 4, that inquires Speaking lesson really arouses students motivation to speak English show that 78(66.1%) of respondents disagreed to the idea that speaking lesson arouses their motivation and 36(28.5%) students agreed on it in contrast.

Macintyre and Gardner (1991) argued that negative expectations lead to the cognitive interference which produces performance deficits. Poor performance and negative emotional reactions further reinforce the arousal of debilitating anxiety. Therefore, the researcher can generalize that most of the students in the EFL speaking lesson have not had positive motivation or speaking lesson class does not arouse their motivation due to their poor performance in oral language skill class.

4.1.3. The impact of student’s shyness in speaking lesson on their motivation

Table 3 Table showing the impact of student’s shyness in speaking lesson on their motivation

No	Item	Scales	Frequency	%
1	I often feel lack of motivation when I practice speaking because I am not good at grammar.	1	14	11.1
		2	14	11.1
		3	4	3.1
		4	42	33.3
		5	54	42.8
2	I often uncomfortable when speaking English since I feel shy.	1	22	17.4
		2	16	12.6
		3	-	-
		4	44	34.9
		5	44	34.9

Note: 1=strongly disagree, 2=Disagree, 3= undecided, 4= strongly agree, 5= Agree

As can be observed from the above table 3 above item1 was about whether or not students often feel lack of motivation when they practice speaking because they are not good at grammar. Consecutively 30(23.8%) of respondents responded as strongly disagree and disagree that their

grammar problem do not de-motivates them. Whereas, 96(76.3%) respondents strongly agreed and agreed on the question that set to know whether they have a grammar problem or not and if they had, it leads them to be de motivated or de-motivated. The majority of students in the class worry for the grammatical structures when they participate in the speaking lesson class. So that, the students in the class generally focusing on structures rather than functions of the language what shows us that students give due attention not to make grammar mistake rather than simply practicing speaking skill in EFL class that need due attention from the concerned teachers. In line with this finding Tan veer (2007) reported that the students in his study experience grammatical difficulties which can lead to the impression that anxious students are not capable of communicating in the second language.

In the above table 3item 2, students were asked to respond the question (I often uncomfortable when speaking English since I feel shy) and their response shows that 38(30.1%) of respondents strongly disagreed and disagreed on it. On the other hand, 88 (69.8%) of the respondents strongly agreed and agreed on the idea as their shy when speaking in class and be uncomfortable to them. As result, a significant number of students are de-motivated to engage in speaking lesson due to their feeling that they shy in the classroom. Again, students who were engaged in speaking lesson class were observed as they shy to produce and speak English. That means the study grade school student personal shyness affects the motivation of learning and to engage in speaking lesson in EFL class so that personal shyness deprived students to participate the language item (speaking) and lead them no to be motivated.

Table 4 The impact of student’s fear of making mistakes in speaking lesson on their motivation

No	Item	Scales	Frequency	%
1	I don’t like to engage in speaking lesson class because I am poor in vocabulary.	1	22	17.4
		2	26	20.6
		3	-	-
		4	46	36.5

		5	32	25.3
2	If I produce English words easily and smoothly feel motivated to English speaking lesson.	1	18	12.2
		2	32	25.3
		3	-	-
		4	40	31.7
		5	36	28.5
3	When I engaged in speaking I feel fear to speak English in front of my classmates	1	6	4.7
		2	18	14.2
		3	-	-
		4	42	43.3
		5	60	47.6

Note: 1=strongly disagree, 2=Disagree, 3= undecided, 4= strongly agree, 5= Agree

In the above table 4item 1, asking students that students don't like to engage in speaking lesson class because they are poor in vocabulary. Hence most of the respondents 78(61.8%) were strongly agree and agree respectively as they cannot produce the English words easily. Whereas 48 (38%) of students response showed strongly disagreed and agreed on the idea risen. The result of the data collected shows that most of the students de-motivated to engage in speaking lesson because of their lack of vocabulary knowledge and mother tongue interference lead them that producing English word was difficult in the target language. This means if they have problems in expressing some concepts due to problem of vocabulary, they cannot try to use other ways of telling those things. When the teachers were interviewed to forward their views if there were any linguistic factors that affect students' motivation to engage in speaking lesson all of the interviewee responded that:

...the students always lack their motivation due to their insufficient vocabularies in their foreign language. They added learners' poor pronunciation is again there due to their mother tongue interference because their vocabulary is not enough to say something, (interview conducted on 6, June 2023).

Particularly, insufficient of vocabulary and using mother tongue is one of the issue which makes students of the study school students to be de-motivated in speaking lesson classes is supported by researcher's actual classroom observation. So that the mistakes that student may commit are those that the students feel to commit change the meaning of utterances they want to convey and can create some problems for their understanding, In the observation, the student researcher observed the students when they dominantly use their mother tongue while as they answer and ask the questions. In the classroom the students speak other language the teacher in contrast, try to deliver learning with little English and their mother tongue by subsiding.

In the above table 4 item 2, students response on "if students produce English words easily and smoothly feel motivated to English speaking lesson". Accordingly the result shows us that 78(60.3%) of respondents agreed and strongly agreed that they can be motivated in speaking lesson class if they able to produce English words easily. Whereas 50(39.6%) of respondents disagreed and strongly disagreed respectively. This suggests that the majority students are not motivated to engage in speaking lesson due to the fear of making mistake in front of their classmates and teacher because they unable to produce the words easily in the class. This implies that if they can produce English words easily they may be motivated and don't be deprived by fears. Therefore, it is possible to say a significant number of students are affected their motivation by fear due to the problem that they cannot producing words smoothly and easily in the EFL class.

In table 4 for item number 3 was asking students to rate their agreement or disagreement up on "when students are engaging in speaking they feel fear to speak English in front of their classmates". Hence 102(80.9%) of respondents strongly agreed and agreed that they fear to speak English in front of their classmates and teachers. On the other hand only, 24(19%) of the respondents strongly disagreed and disagreed to the same idea. The result of the respondents indicates that the students fear of making mistakes in front their friend and teachers during speaking session. Therefore, fear of making mistakes in the speaking class is found to be among

the prominent factors affecting grade twelve students motivation to engage in speaking lesson in EFL class. Totally these interpretation indicates us that in the study grade, there might be lack of or little autonomous learning, the teacher is not a facilitator of learning or, an organizer of learning opportunities, was not a resource person providing learners with feedback and encouragement, and not a creator of the learning atmosphere and a learning space through which the learners can minimize their fear. This, the students response is supported by the researcher's classroom observation, in where the researcher observed the students who are being silent in the class and when the teacher goes around there they show the behavior of fear by densely sitting in the desk each other with the buzz saying of what I can I say if the teacher asks the question in their mother tongue.. Thus, the researcher concluded that the study grade students are affected their motivation by full of fear to speak English.

4.2. Teachers Related Factors Affecting Students' Motivation to Engage in Speaking Lesson.

Learner responsibility can develop if teachers allow more room for learner involvement. In autonomous learning, the teacher is a facilitator of learning, an organizer of learning opportunities, a resource person providing learners with feedback and encouragement, and a creator of the learning atmosphere and a learning space (Kohonen, et al, 2001: 40).Nunan (1991) suggests that a number of factors should be considered in order to develop the speaking skills. He emphasizes the consideration of the size of the class, the arrangement of the classroom and the number of hours available for teaching the language. In addition to this he has written the role of the teacher as follows:

What, then, is your role as a language teacher in the classroom? In the first place your task, like that of any other teacher, is to create the best condition for learning. In a sense, then, you are a means to an end; an instrument to see that learning takes place. But, in addition to this general function, you have specific roles to play at different stages of the learning process (Nunan 1991: 1).

Furthermore, Nunan writes the role of the teacher at the presentation stage as informant selecting the new material to be learned and presenting this in such a way that the meaning of the new language is as clear and memorable as possible. The role of the learners in this stage is listening and trying to understand. He mentioned that the teacher is the center of the stage, presenting the

new language item systematically in an attractive way. He also warns not to spend too much time presenting. At the practice stage, he assigns the teacher as the conductor and monitor. To him, at this stage it is the students who do most of the talking. The teacher's role is to devise and provide the maximum amount of practice (which is meaningful and memorable). The teacher is there to monitor the performance of the learners. Hence the student researcher has tried to investigate the role of teacher as the main factor to motivate students to participate in speaking skill class in English EFL class.

4.2.1. The impact of Teacher's feedback provision on students' motivation.

Table 5 The impact of Teacher's feedback provision on students' motivation.

No	Item	Scales	Frequency	%
1	In the lesson of speaking, getting feedback from the teachers motivates me to engage in speaking English.	1	20	15.8
		2	34	26.9
		3	-	-
		4	32	25.3
		5	40	31.7
2	When I get teachers appreciation, I feel happy and motivated to engage in speaking English.	1	6	4.7
		2	26	20.6
		3	12	9.5
		4	42	33.3
		5	40	31.7

Note: 1=strongly disagree, 2=Disagree, 3= undecided, 4= strongly agree, 5= Agree

In the above table 5 item 1 students were asked to respond on whether or not the students are motivated in the lesson of speaking by getting feedback from the teachers motivates them to

engage in speaking English. Consecutively their response show that 54(42.7%) of respondents strongly disagreed and disagreed to the question that getting teachers' feedback in the speaking lesson motivates students to engage in. On the other hand, most of the respondents 72(57%) strongly agree and agree to their teachers feedback that motivates them in the speaking lesson class. This indicates that English language teachers feedback is very important to the motivation of students in the speaking class. Students expect their teacher's giving the necessary feedback when they are speaking so that students can correct a task or mistakes they were committing that was not habituated in the study area. In relation to this, Harmer (2001) feedback on students' spoken language can be either positive or negative and may serve not only to let students know how well they have performed but also how bad they have performed to increase motivation and build a supportive climate. So if the teachers feedback provision in speaking lesson does not given necessarily may it cause students to be passive participants in the speaking skill lesson since the speaking class by nature needs to be active participant on the lesson. In addition the interview response suggested for the item 10(How your students perceive your feedback provision in the class of speaking lesson?) that their response was supplemented as follows.

.....to speak frankly our students are poor in English language speaking and they see you as a model that they can correct their speaking in the class where they learn English. In contrast, the teachers problem in here is, the teachers' feedback giving mood is not good sometimes they discourage the students who made a mistake in their speaking training that the teachers were used to from their experience of their learning in their carrier before. This is not expected from the teachers because the teachers deliver the speaking lesson with encouragement by scaffolding the students, (interview conducted on 6, June 2023).

From this response, one can understand that feedback may have great place in the students' motivation and the students' motivation is more resulted from the teachers, because a lot of learners expect their teachers to give them the necessary feedback on their speaking performance. That means it is been better that instructors should always correct their learners' mistakes positively and give them more support and persuasion while speaking.

Moreover, the researcher's observation reveals that the teachers in the speaking lesson class are not regularly feed the necessary feedback immediately in the EFL class. Here, the teacher only focused to cover/ signal the lesson on the available time rather working together with each student and assuming the mood of the lesson can run in the way that preferable. This is

particularly observed during the observation. Therefore, the researcher can conclude that the teacher's feedback provision surely affects the motivation of students in speaking class where the study was conducted. According to Zhang (2005), teachers need to be very careful about how to give feedback, in particular who gets praise and who does not.

According to the above table 5 item 2 students were given chance to show their agreement or disagreement up on "when students get teachers appreciation, they feel happy and motivated to engage in speaking English". Accordingly 26(20.6%) of the students disagreed to that their teachers appreciation does not motivate them in speaking class and 82(65%) of the students in contrast agreed and the rest 12(9.5%) of the students neither agreed nor disagreed on that the teachers appreciation motivates students in the speaking class. From this we can infer that the majority of students need to obtain their teachers' positive appreciation while they are participating in the speaking lesson class to get motivated in the class. In the interview question item 9 (Do you think appreciation from the teacher motivate the students to engage actively in the speaking lesson in EFL class?) and the result of the response was summarized and supplemented here under: *....since the students are attending the foreign language class and the teachers teaching strange language, in where to motivate the students' participation in the lesson the teacher's appreciation their practice is very important. If the teacher in their practice class does not appreciate the students who are trying to speak actively in their performance, his/her motivation towards the speaking lesson becomes decrease from time to time. Not only this but also the others who follow the brave students trend can be affected their motivation if the teacher is not appreciate those who are on the track of participation, (interview conducted on 6, June 2023).*

From this the researcher can conclude that students might not be motivated to speak English even in their broken language if they could not get an appreciation from the teacher in the class. So as appreciation is necessary in speaking lesson class as the teachers' response. According to the classroom observation result, the majority of teachers in the speaking lesson class were not seen as they give any appreciation after the end of speaking lesson participation or immediately. Therefore, it is possible to finalize the students motivation is affected by the teachers' way of giving or not giving appreciation in the classroom learning.

4.2.2. The impact of teachers teaching method on student’s motivation

Table 6 Table showing the impact of teachers teaching method on student’s motivation.

No	Item	Scales	Frequency	%
1	The English teacher’s way of teaching speaking does not motivate me.	1	18	28
		2	20	15.8
		3	-	-
		4	34	26.9
		5	54	42.82
2	The language teacher’s approach to teaching speaking does not encourage me to engage in speaking lesson.	1	26	20.6
		2	20	15.8
		3	-	-
		4	30	23.8
		5	50	39.6

Note: 1=strongly disagree, 2=Disagree, 3= undecided, 4= strongly agree, 5= Agree

As it is shown in the above table 6 above item 1 probes students that “The English teacher’s way of teaching speaking does not motivate them”. Hence 20(15.8%) of the respondents disagreed and 18(14.28%) strongly agreed and agree on that the teachers method of teaching speaking lesson does not motivate the students. This result of the students’ response indicates that the teachers’ teaching style may be a serious problem for students’ motivation to engage in speaking lesson class. In other words, if teachers are usually follow the same kind of teaching style in all speaking lesson classroom it makes student to be buried and then lack motivation that indirect lead them poor in speaking skill. In relation with this, interview conducted with teachers pointed out that:

...teaching speaking skill lesson should be more attractive and dramatized means it should not be static. The students could not be motivated if giving the lesson were always the same or static teaching method as the previous one. But we teachers do in speaking class is more of teachers talk and a little with some students. I think this is the old way of teaching speaking, if the teacher come with always the same way, method and approach it may de-motivates the students in the class. So as early I said the speaking lesson class be dramatized and make all students participant in a stage, it may motivate the students in speaking lesson class, (interview conducted on 6, June 2023).

Similar with this during classroom observation, the researcher observed that the approach of teachers in the speaking lesson does not motivate the students because the teachers do not give alternative activities so as to motivate the students to actively engage in speaking lesson and even they do not create opportunities to participate with initiation. Most of the teachers in speaking class spent the time by expressing grammar and some vocabulary words particularly.

So, this method leads the students to be passive listener and affects their motivation. Therefore, from these we can conclude that the way of teachers' teaching speaking lesson in this particular school may affect students' motivation. So that, the English language teachers are supposed to play a very important roles while they are teaching speaking skill lesson in EFL class.

As it seen in table 6 item 2, study participants were asked that "the language teacher's approach to teaching speaking does not encourage them to engage in speaking lesson". Hence 46(36.4%) of the respondents strongly disagree and disagree. In contrast to this, majority of students 80(63.4%) respondents strongly agree and agree on the idea that the teachers' teaching approach encourages the students in speaking lesson class. This result of the students' questionnaire indicates that the English language teacher was not conducive to the students in EFL class and it lead the student not to be motivate that indirect minimize or make null the ability of students to speak well. In relation to this, the researcher's observation during the observation time asserts that there was no teacher in the speaking class who runs his/her teaching with inculcation of encouragements in EFL class. Consequently, anyone can finalize from the above results, the students' motivation towards speaking lesson class affected by teacher's approach that they use in the time of teaching speaking lesson. Thus, the English language teachers should use dynamic

approaches in the lessons where they prepare themselves to teach the students and in the classroom when they were teaching rather come with familiar ones.

4.2.3. The Ways of Initiating and Sustaining Students' Motivation in Speaking Lesson Classroom

4.2.3.1. The role of teachers initiating and sustaining students' motivation in speaking lesson

Table 7 the role of teachers initiating and sustaining students' motivation in speaking lesson

No	Item	Scales	Frequency	%
1	I often feel anxiety to engage in speaking lesson since my teachers do not properly facilitate the speaking lesson.	1	16	12.6
		2	18	14.2
		3	-	-
		4	44	34.9
		5	48	38
2	I would be motivated if the English language teachers create lively/vivid method of teaching speaking lesson.	1	20	15.8
		2	24	19
		3	-	-
		4	42	43.3
		5	40	31.7

Note: 1=strongly disagree, 2=Disagree, 3= undecided, 4= strongly agree, 5= Agree

In the table 7 item 1, student participants were asked to respond on whether or not they often feel anxiety to engage in speaking lesson since their teachers do not properly facilitate the speaking lesson, and the result indicates that 34(26.8%) of the respondents disagreed on the idea that the

teachers facilitating way in the class make them anxiety. In contrast, 92(72.9%) of the respondents agreed as they feel anxiety in the language class because of their teachers did not facilitate speaking learning lesson properly. The result of the students' questionnaire shows that the teachers handling of speaking lesson and facilitating over all class is not conducive and leads the students to feel anxiety in the speaking lesson class. In line with this the interview response by teachers, stated that:

.....our students are already de-motivated to speaking lesson class due to many reasons. But, they may motivated to wards it if there is standard of speaking test that qualify them and given as a certificate that confirms standard of grade twelve compilation. Not only this, the situation exposed us to communicate in the first language even though we teach the target language. As English language teachers we teachers can make us responsible for students' motivation to engage actively in speaking. If the teachers are responsible, the surely can drive the motivation of students by using variety method of teaching speaking lesson like game, role play and dram, with giving appropriate instruction to the students and helping them to be active inside and outside by expressing how speaking lesson is good and make easy to do whatever things in this real world, (interview conducted on 6, June 2023).

The finding of interview also suggests that the teachers' way of handling, and initiating students' motivation was not well even though some students are motivated by the teachers' initiation. One can note that from teacher's interview, if the teachers are responsible for their students' motivation problem and to make speaking lesson class interesting by doing and facilitating variety conducive ways for the students then the students will be motivated. In addition the researchers' classroom observation reveals that according to the checklist prepared early (Does the teacher use energizer in speaking lesson class and is the teacher encourages students by giving appreciation in the speaking class?). From out of four times classroom observation the researcher observed at least little teachers in three classes were trying to give appreciation and when they do this in speaking class some students showed their motivational behavior by asking and answering their participation in the class of speaking lesson. Therefore, it is possible to conclude that the teachers can initiate and sustain students' motivation in the speaking lesson if they facilitate the speaking lesson with variety of techniques and ample knowledge in the class.

As can be understood from the above table 7 item 2, students were asked that they would be motivated if the English language teachers create lively/vivid method of teaching speaking lesson. Accordingly 44(34.8%) of the respondents strongly disagreed and disagreed respectively. Whereas majority of respondents meaning, 82(65%) of the respondents strongly agree and agree that they need uncommon learning method of English speaking skill lesson in EFL class. Therefore, it can be generalized that it is possible to boost the motivation of students to participate actively in speaking lesson if the teacher use variety of teaching method in their class in different day's lessons that were not seen in the study area.

Furthermore, the observation session showed that when the teachers come to the speaking lesson class with variety methods and approaches by scaffolding their students, the students' motivation has brought to the session/stage in the class. Consequently, the researcher believes that EFL teachers should make the speaking lesson class dramatic with different appreciation, energizer and motivation in order to improve the students' motivation to engage in speaking lesson in EFL class.

4.3. Context or Environmental Factors or Environmental Related Factors that might Affect Students' speaking skill in EFL class.

The learning and teaching in which conducted in good, clean and healthy environment can give better satisfactory both for teacher and student than conducted in bad environment. Environment also will cause students' motivation. Students will more interesting if the context or environment in which the students are will be comfortable. Environment really influence students' ability to speak such as the situation in the class room is interesting, students are easy to speak what they are and students have high confidence to speak. The role of parent have also the lion share in students speaking skill in that the parents can help their children in that they can help the as follows. Parents encourage speaking English by telling their child to follow English private courses, helping students overcome difficulties and giving rewards.

Table 8 showing Context/ Environmental Factors in Affecting students Speaking Skill in EFL class room.

No	Item	Scales	Frequency	%
1	I feel my teacher and classmate note that my speaking skill is better than other.	1	42	43.3
		2	40	31.7
		3	-	-
		4	20	15.8
		5	24	19
2	I am not interested in speaking lesson b/c it was not included in the curriculum.	1	42	43.3
		2	40	31.7
		3	-	-
		4	20	15.8
		5	24	19
3	I can be motivated if there is an access to use English out of the school but it was not exist in the school.	1	11	8.7
		2	17	13.49
		3	-	-
		4	44	34.9
		5	54	42.8
4	My parents are admiring me I should engage in speaking lesson.	1	54	42.8
		2	56	44.4

		3	-	-
		4	9	7.1
		5	7	5.5
5	I always get tangible reward when I am engaging in speaking lesson.	1	53	42.06
		2	46	36.50
		3	-	-
		4	11	8.7
		5	16	12.6

Note: 1=strongly disagree, 2=Disagree, 3= undecided, 4= strongly agree, 5= Agree

In Table 8 above the students were asked whether or not Context/ Environmental Factors were affecting their speaking skill in EFL class room. Hence in the same table item number 1 they were inquired that whether they feel their teacher and classmate note that their speaking skill is better than other. Accordingly majority of them 42(43.3%) and 40(31.7%) replied strongly agree and agree, whereas only 20(15, 8%) and 24(19%) responded that strongly disagree and disagree. From this interpretation we can understand that class room teachers and students in the class never make students or motive students while they practice speaking skill during EFL class when the teacher make the students to do so. As such it was clearly visible that here the teacher was not seen in fulfilling his key instrument to handle and organize students in the class room in both telling students' success and failure.

In table 8 above the students were asked to rate their agreement or disagreement on the issue that whether or not speaking skill was included in the curriculum of their grade in which 82(37.5%) of them answered that the issue under investigation was included in the curriculum however only 44(17.45%) of them disagreed on the issue. This might indicates that even though the skill of speaking was included in the curriculum the use of speaking skill was might be affected by different factors like the method of teachers in teaching and learning might not interesting the

students, the situation of environment is not support to speak up, the students feel shy and be not confident etc. So that from these argument on can judge that it was not from the design of the curriculum that make student to be motivated to speaking skill but it might be those factors mentioned above that make students view about speaking that is a difficult subject to learn cause them difficult to practice that indirect need great effort from English language teachers.

On the same table 8 above in item 3, the study participant students were asked to give their agreement or disagreement whether or not they can be motivated if there is an access to use English out of the school but it was not exist in the school. Accordingly 44(34,9%) and 54(42.8%) were perceived that they will be motivate if there was an access to use English speaking skill outside of the school however it was not functionalized strategically, but little of them, 28(22.22%) of the study participant showed their disagreement. As to this explanation the absence of practicing speaking skill outside the class room or outside the school might demotivate the students speaking skill in that it might hamper the students' desire in that English is very important in their career future, demotivate students attitude students not like to speak English and negate them not to have negative effort to ask their teacher when they are in difficulties.

The 4th item in table 8 above parents' effort to help their child to practice English language that might other factor that can motivate or demotivate students speaking skill in EFL class. Hence majority of students 110(87.2%) showed their disagreement that there were no parent effort to support their kids to practice speaking skill, on the other hand only 16(12.6%) showed their agreement. From these interpretations we can observe parents were not willing to their students in what they can help like making their children in participating English private classes, helping them to overcome difficulties and giving rewards to their children that indirect make student to be demotivated to English speaking skill.

The last item in table 8 above was about the absence or presence of rewarding system in the school that might motivate or demotivate the students' speaking skill in EFL class room. Surprisingly majority of students 99(78.5%) showed their disagreement that there were no parent, teachers and school effort to support their kids to practice speaking skill by rewarding system, on the other hand only 27(21.4%) showed their agreement. From this argument one can understand that lack of reward might lead student not to focus to work hard to get to get the best

to their achievement and students might lack confidence to speak in front of the class that might demotivate their speaking skill. Regarding the above case the researcher has conducted interview with English teachers in the school and supplemented the result as follows.

...teachers are not creating the best condition for teaching while students are practicing speaking in EFL class those indirect lead students to note that their teachers and classmates are admiring them that might affect students to be motivated to the target learning. The other problem of students to be demotivated to spoken English is that in the school there were no strategies or programs of English day in the school so that students are practicing outside the class with themselves and other fellows that indirect help them to practice and then motivated. The school also has no school parent relationship mechanisms so that student's parent can hear their children's problem so that they could help them. The other problem was that in the school all students did not get any positive or negative reward for their success and failures that indirect motivate them to engage in English speaking skill (interview conducted on 6, June 2023).

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the study. In addition, it draws conclusions based on the study and the major findings. Finally, recommendations are based on key findings and their implications.

5.1. Summary

The increasing need towards the speaking skill required the qualified learning and teaching of speaking lesson in EFL class, but due to unclear reasons speaking lesson class was became difficult. This scenario initiated the researcher to embark on this study. The main purpose of this research was identifying factors affecting the learners' motivation to engage in speaking lesson. The research design was descriptive study in which both qualitative and quantitative data collecting method incorporated. The main research questions were: what are students' related factors that hinder learners' motivation to engage in the speaking lesson? What are teachers' related factors that affect learners' motivation towards speaking lesson? And what are the ways to initiating and sustaining students' motivation in speaking lesson class? The study was conducted in Goben secondary school grade eleven students in Oromia National regional state Horo Guduru Wellega zone to identify factors that affect students' motivation to engage in speaking lesson classes. The study carried was out on grade 11 students of 2015 E.C academic year that were selected by random sampling method. For the study, one hundred twenty six (126) students participated to respond the questionnaire and two (2) English language teachers were participated in the interview. And the class room observation was observed four times in two sections. The students were selected by using simple random sampling techniques proportional to their size. Semi-structured interview was used to collect qualitative data from the teachers. Thus, the primary data were collected through questionnaire and interview. The instruments were designed and adopted to identify factors that hamper students' motivation to engage in speaking lesson in EFL classroom. Based on this, the collected quantitative data were analyzed using simple descriptive statistical tools such as frequencies and percentages and the qualitative data were interpreted and described verbally. The study found out that as students related factors that lead them to be de-motivated towards speaking lesson because of the following major reasons: their wrong view towards it, their poor knowledge of English language and their lack of

confidence, their shyness in the class to speak English and their fear of making mistakes in the speaking lesson class. The teacher related factors are teachers 'feedback provision and the problem of teaching method in speaking lesson as well as the study implied the ways to initiate and sustain students' motivation towards speaking lesson in EFL class.

5.2 Conclusions

Based on the study, the following conclusions were drawn:

- ❖ The findings indicated that the learners' motivation towards speaking was hindered by their wrong view. They assumed that learning speaking skill is less important than learning other skills like grammar, vocabulary and reading for their academic purposes.
- ❖ The result of the study related that students have less interest to engage in speaking lesson because they have deficiencies especially in syntactic and lexical aspects of language and they over controlled by lack of self-confidence and shyness.
- ❖ It was also implied by the findings that the students type of motivation is highly being instrumental was one of the factors which significantly affect the learners' motivation towards the speaking lesson.
- ❖ The findings of the study shows that the students' motivation towards speaking lesson class affected by their fear of making mistakes in front of their classmates and teachers while they are practicing in English.
- ❖ It was also added that the students' motivation affected by their teachers provision of feedbacks and the method or approach of teaching speaking skill lesson in EFL class.
- ❖ The finding of study indicated that even though there were problems of students 'motivation in speaking skill lesson, there were some ways to initiate and sustain students' motivation in the speaking lesson class if the teachers take their own responsibilities.

5.3 Recommendations

Based on the study and the conclusions drawn above, the following recommendations were made.

- Secondary schools should be supported by English club which could publicize the students' creative works to the wider school community so that each student will be encouraged to engage oneself in the speaking contest /competition/ in order to drive the students motivation towards speaking skill and increasing their attitudes to engage in speaking lesson.
- Practical speaking test items should be given whether in formative/summative assessment in the school in order that the learners at secondary level could prepare themselves accordingly even it is difficult to test orally that of many students. Consequently, like other skills the students' motivation turn to speaking skill lesson in EFL class because of they were externally motivated.
- The capacity building training should be given for students to widen the importance of speaking lesson in their English class from time to time. This could be done for the purpose of students cannot decrease their views by relating the things with their daily life conversation.
- Teachers should tolerate their students when they feel fearing of speech in front of teachers and friends, or when they experience anxiety of speech by motivating and supporting to increase their speaking activities I the class
- Teachers should change the method of teaching from that of familiar to conducive and flexible way of teaching before they are engaged in the speaking lesson class and while. This is recommended because it has paramount importance to overcome undesirable variables which influence the motivation of the learners towards the speaking lesson.
- Factors that affect the motivation of learners towards speaking skill lesson should be seen from time to time by the English teachers and cultivated to enhance the students 'participation in speaking lesson.
- Teachers should use effective methods of teaching, such as role play, game, drama and group discussions. During speaking classroom, teachers have to minimize using mother tongue and should engage their students in setting learning goals.
- Teachers should encourage students by providing necessary feedback to take part in their learning and to reflect on what they have learned so that students will be motivated to engage in the speaking lesson class.
- Teachers should take responsibility to initiate and sustain students' motivation in speaking lesson class by using variety ways of technique.

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APPENDICES

APPENDIX A: Questionnaire Guide for Grade 11 Students

The main purpose of this questionnaire will be to get information for the research entitled **“Factors Affecting Motivation of Students’ Speaking Skill.”** The researcher believes that your honest and genuine response to the items will highly contribute to the accomplishment this study. So, the researcher requests your sincere response thereby assuming that your response will be kept confidential and used only for the purpose of the research. You need not to write your name. Please give very honest and sincere information.

Thank you in progress!

The following statements are about your attitudes, concepts or situations to develop speaking skills in English language. Circle the scales in terms of how well the statements reflects your actual experience ,thoughts and feeling when you are engaging in speaking lesson in English class.

The scales: 1. strongly disagree 2. Disagree 3. Undecided 4. Strongly agree 5. Agree.

1. Students Related Factors Affecting Students’ Motivation to Engage in Speaking Lesson

1.1. The impact of students’ views/ attitudes towards speaking lesson on their motivation.

No	Item	1	2	3	4	5
1	Engaging actively in speaking lesson contributes to the development of English language.					
2	Engaging actively in speaking lesson contributes to the development of English language.					

3	I am not interested to engage in speaking lesson because it is not included in Ethiopian EECE.					
4	I can be motivated if there is an access to use English for out of the School purpose communication in Ethiopia context.					
5	I would like to learn speaking because I want to make friends with English speakers and hope to be abroad in future.					

1.2. The impact of student's lack of confidence towards speaking lesson on their motivation.

No	Item	1	2	3	4	5
1	I like to engage in speaking lesson because I feel confident of learning it well.					
2	I hope that the teachers and classmates can note that my speaking skill is better than other students.					
3	I often show my motivation when I engage in speaking lesson.					
4	Speaking lesson really arouses my motivation to speak English.					

1.3. The impact of student's shyness in speaking lesson on their motivation.

No	Item	1	2	3	4	5
1	I often feel lack of motivation when I practice speaking because I am not good at grammar.					
2	I often uncomfortable when speaking English since I feel shy.					

1.4. The impact of student's fear of making mistakes in speaking lesson on their motivation.

No	Item	1	2	3	4	5
1	I don't like to engage in speaking lesson class because I am poor in vocabulary.					
2	If I produce English words easily and smoothly feel motivated to English speaking lesson.					
3	When I engaged in speaking I feel fear to speak English in front of my classmates					

2. Teachers Related Factors Affecting Students' Motivation to Engage in Speaking Lesson.

2.1. The impact of Teacher's feedback provision on students' motivation.

No	Item	1	2	3	4	5
1	In the lesson of speaking, getting feedback from the teachers motivates me to engage in speaking English.					
2	When I get teachers appreciation, I feel happy and motivated to engage in speaking English.					

2.2. The impact of teachers teaching method on student's motivation.

No	Item	1	2	3	4	5
1	The English teacher's way of teaching speaking does not motivate me.					
2	The language teacher's approach to teaching speaking does not encourage me to engage in speaking lesson.					

2.3. The Ways of Initiating and Sustaining Students' Motivation in Speaking Lesson Classroom.

No	Item	1	2	3	4	5
1	The English teacher's way of teaching speaking does not motivate me.					
2	The language teacher's approach to teaching speaking does not encourage me to engage in speaking lesson.					

3. Context or Environmental Factors or Environmental Related Factors that might affect Students' speaking skill in EFL class.

No	Item	1	2	3	4	5
1	I feel my teacher and classmate note that my speaking skill is better than other.					
2	I am not interested in speaking lesson b/c it was not included in the curriculum.					
3	I can be motivated if there is an access to use English out of the school but it was not exist in the school.					
4	My parents are admiring me I should engage in speaking lesson.					
5	I always get tangible reward when I am engaging in speaking lesson.					

APPENDIX – B: Interview Guide Line for Teachers

The main purpose of this interview question will be to get information for the research entitled “**Factors Affecting Motivation of Students’ Speaking English.**” The researcher believes that your honest and genuine response to the items will highly contribute to the problem under investigation. So, the researcher request your sincere response thereby assuming that your response will be kept confidential and will be used for this purpose of the research only.

Please give very honest and sincere information.

Thank you!

The interview question asks you about your students’ attitudes, concepts or situations in teaching and learning speaking skills in English language. Therefore, you are requested to give the ideas freely so that the study hits its target.

1. What can you say about your students ‘views towards the importance of speaking English?
2. How your students are seeing the comparative relevance between speaking and other skills like writing and reading?
3. How the students perceive the role of vocabulary in speaking lesson? Do you think that students feel comfortable when teaching learning in speaking lesson class?
4. How do you think your students can be motivated towards speaking well and have you practiced motivation and at what you are practicing motivation?
5. Do your students have confidence when they are ordered to speak?
Yes _____ No _____

Why? _____

6. Do your students show active involvement in speaking practice?
7. Which methods of teaching speaking is more motivate your students to speak?
8. Can appreciation from their teachers motivate the students to actively participate in speaking lesson? If yes. Why?
9. How your students perceive your feedback provision in speaking class?
10. Are all class students attending speaking skill lesson regularly? If not, Why?
11. Can you explain Context/ Environmental Factors in Affecting students Speaking Skill in EFL class room.

Appendix C: Class Room Observation Checklist

Subject _____ **Teacher's Name** _____

Period _____ **Grade and section** _____

Indicators 1 Yes. 2 No 3 to some extent

No	Items to be observed during class room lesson	Response		
		1	2	3
1	Do students themselves show motivation when they are engaging in speaking lesson?			
2	Is there the sense shy among student while they are practicing speaking?			
3	Is the teacher encouraging students by appreciation in the speaking lesson?			
4	Does approach/methodology of the teacher motivate students to engage actively in speaking?			
5	Do students show self-confidences when they engage in speaking lesson?			
6	Are students using target language while speaking class?			
7	Do students mix their mother tongue when they learn in speaking lesson?			
8	Are all the students are attending the speaking lesson in the class?			
9	Does the teacher give variety of activities to students in speaking class?			
10	Does the teacher create variety opportunity to student to make them participate actively in speaking class?			
11	Are students interested to engage in speaking class?			
12	Do the teachers make the class interesting so that students will be encouraged to practice speaking?			
13	Does the teacher use energizer when he or she teaches the speaking lesson?			