

The Matters That Hinder Students' Motivation in Learning Speaking Skills in Haro Sabu High School Grade9 in Focus

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Abstract:

The purpose of this research was to investigate the factors that affect grade 9 students' motivation to learn speaking in EFL class at Haro Sabu High School. There were 500 grade 9 students in the year 2021 G.C. Of these populations, 160 (32%) students and 4 EFL teachers were selected as research sample using simple random sampling techniques. The research used cross sectional survey technique design with mixed approach. The research instruments were questionnaire, classroom observation, and interview. The collected data were analyzed both qualitatively and quantitatively. From the analysis of the collected data it was found that the major factors affecting students' motivation to learn speaking skills were teachers' inappropriate use of motivational behaviors, insufficient motivation and guidance from EFL teachers, students' poor background and lack of interest. Finally, recommendations were forwarded to EFL teachers to be committed, work cooperatively and use different motivational techniques.

Key Terms: Motivation: Is a critical, vital aspect of which learners are fully involved in learning process.

Demotivation: Specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action.

Behavior: The way that somebody behaves especially towards other people.

1. INTRODUCTION

Background of the Study

According to Ekiz (2016) motivation plays a very important role in enhancing the students' English learning performance. Dornyei (1998) put stress on the influence of motivation, which is considered as a key to learning foreign language and one of the biggest factors affecting language learners' success. It is widely accepted that the more motivated learners are, the more successful they would be at learning the second /foreign language. The learners who choose English subject as major and study it as a foreign language are concerned towards the motivational factors that play a major role in academic, development of skills and practicing English language in day-to-day use. According to Astuty (2005, p.2) motivation

plays a crucial role in people's life because it provides causes and origins of human actions. According to Ryan and Deci (2000), motivation is the whole energy, direction, and persistence of an individual which are being concerned to create activation and intention.

Astuty (2005, p.2) defines motivation as the individual attitudes, desires, and efforts. Similarly, psychologists (e.g., Gardner and Lambert) in the early development of motivation study, viewed motivation as the motor of human's behavior coming from inside the individual state which focuses on concepts such as instinct, drive, arousal, need and personality traits. In this concept, the motivation comes from within an individual who then moves him/herself to do an action. However, in educational psychology, individual's motivation is specifically information into a belief: which

later becomes the source of action (Dornyei, 1994).

Astutty describes that motivation is related to how an individual thinks about his/her abilities, possibilities, potentials, limitations and past performance that could affect his/her future goal expectancy (Dornyei, 2005).

Astutty discusses that the importance of motivation in foreign language learning is strictly related to the success of each action of human being, especially in gaining long term goals. It has been widely acknowledged and recognized by researchers as a success of learning (Dornyei, 2005).

Astutty (2005) maintains that motivations serve as a primary force to initiate foreign language learning, and then it becomes a sustaining force to the continued series and long process of learning to acquire the target language.

Statement of the Problem

This research explores the factors affecting student's motivation in learning the speaking skills of English as a foreign language. Ekiz (2016, p. 18) explains that teachers and researchers have broadly accepted motivation as one of the most important elements in foreign/second language teaching and learning.

According to Ekiz (2016, p. 22) motivation acts as a driving force that encourages the learner to learn, initiate the learners to adapt appropriate skills as well as facilitates them to use for gaining knowledge. Ur (1991, p. 274) also discusses that motivated learner is one who is willing or even eager to invest effort in learning activities and to progress. Learner's motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive. Ur (1991, p. 275) points out that the most successful are not necessarily those to whom a language comes very easily, they are those who

display certain typical characters, most of them clearly associated with motivation, and some of these are positive task orientation, ego-involvement, need for achievements, high aspiration, goal orientation, perseverance, and tolerance of ambiguity.

According to Ekiz (2016, p. 21) lack of motivation occurs because of many reasons. To give example of these reasons we may mention the following: lack of belief in one's abilities, being a shy person, lack of knowledge, and not studying enough for the course. In addition to these reasons there are some factors that affect student's willingness. For example, memorization, teachers explaining the subject in a boring manner, teacher's ignorance of student's psychological condition, difficult and dull subject, and reluctance to learn and all these factors make the learning process difficult.

This research, therefore, studies the factors that affect student's motivation in learning the speaking skills of English as a foreign language in EFL class. In the context of Ethiopia few research studies have been carried out on students' motivation. These are Birane (2012) on Exploring Teachers' Motivational Techniques used in EFL Classroom and its Impact on Students' Learning; Medhanealem Preparatory School in Focus; Meselu (2003) on Orientations and Motivation in Learning of English as a Foreign Language Among Admas College Students; Giertz (2016) on Quality Education: The Case of Teacher Motivation and Attrition in Ethiopia, and Bayush (2007), on Motivation Techniques Employed By EL Teachers (Two Primary Schools in Focus).

These national research studies have identified certain basic findings about motivation of students in EFL class in Ethiopia. For example, according to Birhane (2012, p. 63) the research on Exploring Teachers' Motivational Techniques used in EFL Classroom and Its Impacts on Students' Learning:

Haro Sabu Preparatory School in Focus has the following main findings: all teachers accepted the idea of using motivation in EFL classroom, majority of the teachers and the students believed that most of the motivational techniques were very important techniques in EFL classroom, some of mentioned techniques are establishing good relationship with the students, showing eagerness for teaching, encouraging the students to use English inside and outside the classroom, students' suggestion of classroom ground rules, presenting tasks in motivating way, helping the students to create group norm and increasing the students' self-confidence. The research design used by the researcher is the descriptive method and the research tools employed are questionnaire, interview, and observation instruments.

Research Questions

The following questions are to be addressed in the course of the research work.

2. What are students' related factors affecting student's motivation during speaking class at Haro Sabu high school?
3. In what ways do English teachers motivate students during English speaking class?
4. Do the EFL class situations motivate students during English speaking skill teaching in EFL class?

OBJECTIVE OF THE STUDY

General objective

The general objective of the study is to describe the factors affecting student's motivation in learning English speaking skills.

Specific Objectives

1. To examine factors related to students that are affecting student's motivation during speaking class.
2. To investigate how English teachers motivate their students in the English speaking class.
3. To assess if the EFL class situations motivate students during English speaking skill

teaching in EFL class.

Significance of the study

The study has valuable benefits for the teachers, and the students. It can help the students to self-evaluate their own motivation for learning speaking skills by understanding their own motivations, and becoming more focused to achieve their goal in learning the target language. Besides, the finding can also be helpful for teachers to develop their teaching materials which can encourage students' motivation to communicate in English fluently. The school and other stakeholders can also benefit from this research by becoming aware of the factors that affect motivation of the students in teaching English speaking skills in EFL classes.

Organization of the study

The report of this research study is organized into five chapters: The first chapter deals with background of the study, statements of the problem, its basic research questions, objectives, significance, limitations and delimitations of the study, and operational definition of key terms.

The second chapter presents review of related literature which discusses the concept of the factors affecting student's motivation in learning speaking skills. The third chapter is concerned with the research methods and methodologies including research design, source of data, the study population, sampling technique and sample size, data gathering instruments, method of data analysis, and ethical considerations. The fourth chapter will deal with data presentation, analysis and interpretation. The fifth chapter discusses the summary, conclusions and recommendations of the study.

2. REVIEW OF RELATED LITERATURE

The Concept and Nature of Motivation

Bomile et al. (1997) as cited in Brewster

and Fager (2000) suggests that motivation refers to a student's readiness, need, longing and compulsion to involve or participate in, and be successful in the learning processes.

Brown (2001, p. 72) also wrote one of the more complicated problems of foreign language learning and teaching is to define and apply the construct of motivation in the class room. It can be said, therefore, that both language teaching and learning involves a way that takes participants towards development in the given areas. Language teaching and learning is a process in which teachers, learners and other supporting groups come together in an interactive environment. As compared to traditional time, nowadays, the concept of learning has been changed from getting something directly from the teacher or waiting for the teacher to do something to the emphasis of the role of the learners. That is to say, learners are contributors in the process, according to Stern (1983:18). So learning can be referred to as an act of trying to find out ways to learn. To do this, students should be motivated and have a great support from their teachers.

Language teaching, on the other hand, deals with providing appropriate conditions to make learners part of it. Brown (1994) relates language teaching to guiding and facilitating situations to enable learners to learn. Language teaching can also be about 'activities', which are intended to bring about language learning (Stern, 1983: 21). In this, case teachers can be considered as the ones who take the responsibility to lead the suitable environment. Regarding this, Brown (1994) points out that the way learners learn will be determined by teachers' teaching method and classroom techniques. For this reason, by identifying the needs and interest of the students, it is important to pave the way for the favorable situation. In line with this, Cameron, (2001: 11) states, as follows: The central characteristics of foreign language learning lay in the amount

and the type of the exposure to the language.

Therefore, teachers need to create opportunities that can develop students' Language abilities by considering the ways in which they can be motivated towards the learning situations.

Consequently, teachers, need to be committed to offering students the opportunity to believe in them and achieve great things. Research has shown that the use of specific teaching and learning techniques and strategies while teaching and studying second or foreign language lead to success. In support of this, the conscious use of such strategies and techniques is related to language achievement and proficiency. Teachers have been concerned with how to motivate their students and keep them motivated (Oxford, 1994). Comparing language with other courses, Williams and Burden (1997:115) suggest, learning a foreign language is different from learning other subjects. This is mainly because of the social status of such a venture. Language, after all, belongs to a person's whole social being. It is a part of one's identity and is used to convey this identity to the other people. The learning of a foreign language involves far more than simply learning skills or a system of rules or a grammar. It also embraces an alternation in self-image, the adoption of new social and cultural behaviors and ways of being. Foreign language learning has a significant impact on the social nature of the learner. Therefore, language teachers should take account of a variety of factors that are likely to promote, or even militate against success (Williams and Burden, 1997).

3. RESEARCH DESIGN AND METHODOLOGY

The purpose of this research study was to describe factors affecting student's motivation in learning speaking skills at Haro Sabu high school. So under this section the researcher presents research design, the details of research methodology including the

study population, sample size and sampling techniques, data gathering tools, research instruments, data collection procedures, method of data analysis and ethical consideration of the study.

Research Design

The main purpose of the study was to describe factors affecting students' motivation in learning speaking skills with grade 9 in focus in the case of Haro Sabu high school, in Dambi Dollo town, Kellem Wollega Zone. Hence to achieve this goal the cross-sectional survey method was found appropriate. According to Newman et.al (2013, pp.85, 95) cross-sectional survey method is an observational research design. In cross-sectional design the investigator makes all of his/her measurements on a single occasion or within a short period of time. Cross-sectional survey is valuable for

providing descriptive information about prevalence, distributions and associations of variables.

So it is based on these qualities of the cross-sectional survey method that the researcher selected this method to use for the purpose of this research study.

Study Population

The target population of this study was the students of Haro Sabu high school who were 500 students from whom 160 students and 4 teachers were selected by using simple random sampling techniques.

Sample Size and Sampling Techniques

In order to make the study more specific 100 male and 60 female students were selected from the total of 500 students and 4 teachers were also selected out of 4 teachers by random census sampling.

Table 1: Sampling Techniques

No	Respondents	Population	Sample	%	Sampling Techniques
1	Students	500	160	32%	Simple Random Sampling
2	Teachers	4	4	100%	Available Random Sampling
	Total	504	164	32.53%	

Data Gathering Tools

Three different types of data collection instruments were used in this study. These were: questionnaire, interview and classroom observation.

Methods of Data Analysis

According to Haile Selassie and et.al (2020, p. 2658), when using the cross-sectional survey method, a descriptive statistical analysis will be used for the

research data analysis. This will be done by entering all the data into excel sheet. Also data cleaning will be performed using frequency and tabulation check for accuracy, consistency and missed summaries.

Frequency distribution, proportions, and summary statistics will be used to describe the study population in relation to major variables of the study.

4. DATA ANALYSIS AND INTERPRETATION

Analysis of Students' Questionnaire

Teachers' Motivational Role Implementation

ion

In the following respondents were asked to report about their teachers' motivation of student in English speaking class. Their responses are represented in the tables below.

Table 1: Response to questionnaire on student's motivational factors related to teacher's encouraging comments in grade 9 EFL class

No	Factors related to teachers	Frequency							
		Frequency & percentage	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)	Total	Mean
1	When you perform well your teacher marks your work and gives you encouraging comments like (excellent, very good, good, fair, good trial, keep it up)	Freq	5	25	60	40	30	160	3.4
		%	3.1	15.6	37.6	25	18.7	100	

Item 1 in table 1 above asked whether EFL teachers gave encouraging comments when the learners perform well. Accordingly, 5 (3.1%) and 25 (15.6%) of the respondents said never and rarely respectively. Sixty (37.5%) of them agreed that the teachers sometimes

encourage them.

The rest 40 (25%) and 30 (18.7%) said often and always respectively. From this we can understand that the EFL teachers try to motivate their students to speak in the classes.

Table 2: Response to questionnaire on student's motivational factors related to teacher's discouraging comments in grade 9 EFL class

No	Factors related to teachers	Frequency							
		Frequency & percentage	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)	Total	Mean
2	When you answer questions your teacher gives you discouraging comments like (very poor work, very dull student, very lazy student)	Fr eq	2 0	6 5	4 2	1 8	1 5	1 6 0	2 . 5
		%	1 2. 5	4 0. 6	2 6. 2	1 1. 2	9 .3	1 0 0	

In item 2, 20(12.5) and 65(40.6%) said never and rarely respectively. While 42(26.2%) responded sometimes the other 18(11.2%) and 15(9.3%) said often and always respectively. As the mean (2.5) shows the EFL teachers mostly used motivational words than demotivating their learners.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The main aim of this study was exploring the factors that affect students' motivation in learning speaking skills in Haro Sabu High School. The study was based on the necessary experience of students' motivation in learning speaking skills.

This study tried to answer the following three research questions: 1-What are the factors affecting students' motivation

during speaking in class at Haro Sabu High School? 2-In what ways does an English teacher motivate students during speaking class? 3- What are the EFL class situations related factors that affect students during speaking class? The study used cross-sectional survey method with qualitative and quantitative data

analysis. The study also used three data gathering tools namely questionnaire, interview and observation. The quantitative data gathered through questionnaire was analyzed using descriptive statistics like frequency, percentage and mean. For the data gathered using interview and observation necessary verbal explanations were made.

6. CONCLUSION

Wright (1987) said that the role of motivation in language learning activity is vital for it facilitates the acquisition of the language there by making communication

smooth among students. Hence, motivation is a powerful house for creating force in the course of learning.

The purpose of this study was in investigating the factors that demotivated students to learn speaking skill. So based on the findings the following conclusions were made.

- As speaking is one of the most important language skills in learning and using language learners need to be motivated to have fluent speaking abilities.
- High school students have poor speaking background these days.
- A lot is expected from the EFL teacher to encourage their students to at least improve the learners' speaking skills.
- EFL teachers should create different situations and activities in which the students practice speaking both inside and outside the classroom.
- Students are expected to have interest and practice speaking in English language.

7. RECOMMENDATIONS

Teachers have to use motivating and enjoyable teaching aids in order to facilitate the understanding of the learners' language.

There must be a good supply of teaching materials that is, text books for teachers' and students and a provision of the supplementary materials that initiate learner's use of English in every day activities.

Based on the above conclusion the following recommendations were forwarded.

- EFL teachers should use varied teaching methods so as to motivate students
- EFL teachers should first identify students' abilities and needs.
- There should be cooperation and experience sharing at school level to know how to improve students' speaking abilities by motivating the learners.
- It is better if there are short trainings and wo

rkshop on how to motivate students, based on the findings of this research.

- EFL teachers should be committed and use different motivational techniques.
- Finally, the researcher would like to suggest that in the future researchers have to see a detailed and comprehensive type of study in this area.

8. REFERENCES

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