



## A STUDY OF LEARNING MOTIVATION ASPECTS IN SPEAKING AMONG EFL PRE-SERVICE TEACHERS

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### ABSTRACT

Speaking proficiency is a crucial professional competency for EFL pre-service teachers, as it reflects their readiness to perform instructional tasks effectively. However, many pre-service teachers encounter difficulties in developing speaking skills, often linked to their motivational orientations. This study examines the levels of intrinsic and extrinsic motivation in speaking and identifies the dominant motivational aspects among seventh-semester English Education students at a private university in Yogyakarta. Using a quantitative descriptive design, data were collected through a 40-item motivation questionnaire and analyzed using descriptive statistics. The findings indicate that both intrinsic and extrinsic motivation were high (mean = 4.08), with intrinsic motivation emerging as more dominant and consistent. It was primarily driven by self-initiation, personal satisfaction, awareness, and positive learning habits. In contrast, extrinsic motivation showed greater variability, influenced by praise, achievement expectations, and a supportive learning environment. Some extrinsic factors, such as rewards and performance-related pressure, were moderate. The study highlights the importance of balancing intrinsic and extrinsic motivation to sustain effective speaking development and provides practical insights for managing motivation in teacher education contexts.

*Keywords: EFL Pre- Service Teachers, Motivation aspects, Speaking Skill, Language learning.*

### 1. INTRODUCTION

Speaking is widely regarded as the most essential skill for English teachers, as it is the most frequently utilized and evaluated in real-life communication and directly represents communicative competence (Rao, 2019; Putri et al., 2023; Jaya et al., 2024). Mastery of speaking is crucial because teachers are responsible for guiding students in various dimensions of oral communication, including pronunciation and fluency. Teachers with strong speaking proficiency can enhance students' awareness of the knowledge, strategies, and skills required for effective communication and serve as facilitators in developing learners'

language competence (Burns, 2019; Umar, 2021).

Given the pivotal role of teachers in determining learning success (Umar, 2021; Zulfatunnisa & Maknun, 2022), English educators are expected not only to demonstrate professional competence but also to continuously refine their speaking abilities (Astuti & Arini, 2022; Luthfiyyah et al., 2021; Crompton et al., 2024). Consequently, the cultivation of speaking skills should begin at the university level, where EFL pre-service teachers are prepared to acquire accurate and effective oral proficiency as a foundation for their future careers (Shi et al., 2024; N.W.S.C, 2021; Jin, 2023).

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Despite this expectation, numerous EFL pre-service teachers continue to encounter substantial challenges. Prior research indicates that English Education students struggle with linguistic constraints such as limited grammar and vocabulary mastery, as well as psychological barriers including anxiety, low self-confidence, and insufficient practice shaped by environmental influences (Anggrisia & Robah, 2023; Elisathusilawani, 2023; Argawati et al., 2025). Similar findings reveal that fear of making mistakes, concern about negative evaluation, and inadequate lexical resources significantly hinder speaking performance (Harahap & Arini, 2024; Suryadi et al., 2024). Additionally, limited linguistic competence, socio-cultural factors, and restricted opportunities for active engagement further exacerbate these difficulties (Saptiany & Prabowo, 2024; Akteruzzaman et al., 2023). These persistent challenges underscore the critical role of learning motivation in supporting speaking development and enabling students to overcome such barriers.

Beyond linguistic competence, motivation constitutes a central psychological factor influencing the professional growth of future English teachers. Motivation shapes individuals' choices, cognitive engagement, and perseverance in performing tasks (Bakar, as cited in Filgona et al., 2020). Within educational psychology, it is generally categorized into intrinsic and extrinsic dimensions (Zhang & Ma, 2023; Zhang, 2022; Cassidy, 2019). Intrinsic motivation originates from internal drives such as personal satisfaction,

challenge, constructive habits, and self-awareness, whereas extrinsic motivation derives from external influences including praise, guidance, social environment, rewards, and sanctions (Santrock and Harmer, as cited in Sari Puspita, 2021). These dimensions are operationalized into ten specific aspects: intrinsic factors comprising self-desire, satisfaction, challenge or competition, good habits, and awareness; and extrinsic factors including praise, advice, lecturers, parents, environment, rewards, and punishment (Deci & Ryan, 2019; Abdelrahman, 2020; Ventaja-Cruz et al., 2024).

For EFL pre-service teachers, motivation is instrumental in nurturing enthusiasm and sustained commitment to improving speaking competence. Strong motivation encourages frequent practice, greater confidence, and more fluent expression of ideas (Joni et al., 2024; Kirana et al., 2024; Tristiana et al., 2024). Conversely, some pre-service teachers demonstrate low motivation, influenced by factors such as choosing the major due to parental pressure, selecting it as an alternative after failing to enter other programs, limited interest in pursuing a teaching career, and reluctance to utilize digital learning resources such as English-language YouTube content (Mahmuda, Hastowohadi, & Rakerda, 2025).

Although motivation in English learning has been widely examined, research specifically comparing intrinsic and extrinsic motivation in speaking among final-year pre-service English teachers remains limited. This group occupies a critical transitional stage from academic preparation to professional practice. Therefore, this study aims to

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investigate speaking motivation among EFL pre-service teachers at a private university in Yogyakarta by (1) analyzing the levels of intrinsic and extrinsic motivation and (2) identifying the most dominant motivational aspects influencing their speaking development.

**2. METHODS**

A quantitative descriptive approach was employed in this study to describe and compare levels of intrinsic and extrinsic motivation for learning English among prospective English teachers. This approach was chosen because the study does not focus on testing hypotheses or examining causal relationships, but rather to present motivation levels using numerical data from questionnaire responses.

The participants of this study were seventh-semester students enrolled in English Education at a private university in Yogyakarta. Purposive sampling was applied with the criteria that the participants were final year students preparing to become English teachers and nearing the completion of their studies.

Data were collected using a learning motivation questioner consisting of 40 statements adapted from previous studies on language learning motivation. The

instrument covered two main aspects: Intrinsic and Extrinsic motivation. Intrinsic motivation consisting of 19 statements related to self-desire, satisfaction, challenges or competition, positive habits, and learning awareness. Extrinsic motivation, which consisted of 21 statements addressing praise, advice, the influence of lecturers, parents, and the environment, rewards, and punishments. All statements were measured using a five-point Likert scale, ranging from strongly disagree to strongly agree. The questionnaire was distributed online using Google Forms and completed during class sessions to ensure clear instructions and complete responses.

The collected data were analysed using descriptive statistical analysis with the help of Statistical Package for the Social Sciences (SPSS) software. Mean and standard deviation were calculated for each motivational indicator. Motivation levels were classified into high, medium, and low categories based on predetermined score ranges. To determine the dominant motivational aspect, the mean scores of intrinsic and extrinsic motivations were compared, therefore the higher mean was considered the dominant form of motivation among the participants. The level of motivation is presented in Table 1.

Table 1. Motivation Level Criteria

Mean of Motivation	Interpretation
3.68–5.00	High degree of motivation
2.34–3.67	Moderate degree of motivation
0.00–2.33	Low degree of motivation

(Source: Wimolmas 2012:909 cited in Puspita 2019)

**3. RESULTS AND DISCUSSION**

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The research findings on students' motivation in speaking are presented based on questionnaire data including a description of the questionnaire items, students' intrinsic and extrinsic motivation scores, and the dominant motivational aspects that influence their speaking skills.

***Questionnaire Items***

Motivation plays a crucial role in learner's development in speaking skills. It influences both their progress and engagement. In this study, learner's motivation is examined in terms of intrinsic and extrinsic aspects which each contributes differently to the students learning experience.

Intrinsic motivation in speaking is reflected through five major aspects: Self-Desire (SD), Satisfaction (S), Challenge (C), Good Habits (GH), Awareness (AW). SD refers to the internal desire of students to improve their English-speaking skills in order to achieve personal goals and professional development. S relates to the feelings of pleasure and satisfaction of students when engaged in speaking activities. C reflects learners' motivation to improve their abilities when faced with difficult speaking tasks or competitions. GH indicate learners' consistency, regular practice, and efforts to develop fluency in speaking. AW involves learners' awareness of their strengths, weaknesses, and progress in speaking performance.

Similar to Intrinsic motivation, Extrinsic one also highlights five aspects: Praise (P), Advice (AD), Lecturers, Parents, Environments (LPE), Reward (R), and Punishment (PM). P and AD represent positive feedback and guidance received from lecturers, peers, and family members. LPE refers to the support, expectations, and learning environment provided by those closest to the learner, while R and PM represent extrinsic factors related to incentives and avoidance of negative consequences that influence learners' effort in improving their speaking skills (Sari Puspita, 2021).

The questionnaires shown in Table 2 were developed to measure students' motivation levels in speaking which covered 10 aspects of motivation both intrinsic and extrinsic. In the questionnaire, each aspect is measured through there until four statements. In Intrinsic motivation SD, S are each represented by three statements, C is represented by three statements, while GH and AW are each represented by four statements. In the other hand, extrinsic motivation P, R, AW, PM are each represented by four statements, AD is represented by three statements and the last one LPE are represented by seven statements that cover each point lecturers, parents and environments.

Table 2. Items in the Questionnaire

Items in the Questionnaire	Labels	Contracts
I have a strong personal desire to improve my English-speaking skills.	SD 1	
My motivation to practice speaking English comes from my own ambitions.	SD 2	SD
I am eager to speak English better to fulfill my personal satisfaction.	SD 3	

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I want to be able to speak English fluently to achieve my personal goals.	SD 4	
I feel satisfied when I can speak English fluently.	S1	
The satisfaction I get from speaking English motivates me to continue practicing.	S2	
When I speak English, I am confident that I am understood by others.	S3	S
I am pleased with my speaking performance because I enjoy the learning process itself.	S4	
I am pleased with my speaking performance because I enjoy the learning process itself.	C1	
I enjoy competing with others to improve my speaking ability.	C2	C
I feel a sense of accomplishment when I overcome a speaking challenge.	C3	
I actively seek opportunities to speak English to enhance my fluency.	GH1	
I often engage in conversations in English, even outside of class.	GH2	GH
I regularly practice speaking English to improve my skills.	GH3	
I set aside time each week specifically for speaking practice.	GH4	
I am aware of the areas in my speaking skills that need improvement.	AW 1	
I regularly reflect on my speaking performance to identify my strengths and weaknesses.	AW2	
I am conscious of how my pronunciation, fluency, and vocabulary affect my speaking performances	AW3	AW
I make an effort to track my progress in speaking English over time.	AW4	
Receiving praise from my lecture motivates me to improve my speaking skills.	P1	
Positive feedback from others helps me feel more motivated to practice speaking English.	P2	
Praise for my speaking progress pushes me to work harder and improve further.	P3	P
When I am praised for my speaking ability, I feel more confident in my English communication.	P4	
The advice I get after speaking activities help me improve my English-speaking skills.	AD1	
Advice from friends or family encourages me to speak English more confidently.	AD2	AD
I value the advice given by others to enhance my speaking ability	AD3	
My lecture encourages me to speak English more frequently in class.	LPE1	
My lecture provides constructive feedback that helps improve my speaking skills.	LPE2	LPE
I feel that my lecture recognizes and praises my speaking progress.	LPE3	

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My parents support my efforts to improve my speaking skills.	LPE4	
I feel motivated to speak English better because of my parents' expectations.	LPE5	
I feel that my learning environment encourages me to speak English more confidently.	LPE6	
I feel that speaking English is valued in my social environment, which motivates me to improve.	LPE7	
I feel motivated to improve my speaking skills when I receive rewards for my performance.	R1	
I perform better in speaking tasks when there is a reward at stake.	R2	R
Rewards make me feel more satisfied with my speaking performance.	R3	
I work harder to improve my speaking skills because I fear the consequences of not performing well.	PM1	PM
I feel anxious about my speaking performance because I worry about negative feedback or punishment.	PM2	
I try to improve my speaking ability to avoid criticism or reprimand from my teacher.	PM3	
The possibility of punishment motivates me to avoid making mistakes when speaking in English.	PM4	

**Intrinsic Motivation in Speaking**

The result of Intrinsic motivation in speaking which are presented in Table 3 for clearer. The findings show that the

learners' overall intrinsic motivation was high with mean score of 4.08 indicating strong internal initiative which shaped by factors such as SD, C, GH, and AW.

Table 3. Mean scores of Intrinsic Motivation

Indicators	Items	Mean	S. D	Rating of motivation level
Self-Desire (SD)	1	4.30	.483	High
	2	4.30	.674	High
	3	4.30	.674	High
	4	4.50	.527	High
Satisfaction (S)	5	4.30	.823	High
	6	4.30	.674	High
	7	4.00	.816	High
	8	4.20	.632	High
Challenges (C)	9	4.00	.816	High
	10	3.70	1.059	High
	11	4.20	.632	High
Good Habits (GH)	12	4.10	.737	High
	13	3.70	.948	High
	14	4.00	.816	High
	15	3.40	1.074	Moderate
Total		4.08		High

The “Self-Desire (SD)” indicators showed high motivation levels with mean scores ranging from 4.30 to 4.50. This indicates strong internal willingness admitted that their motivation to practice English speaking comes from personal intentions, a desire to improve their fluency, and the goal of achieving personal satisfaction (SD1-3). They also expressed eagerness to reach their individual objectives in speaking (SD4)

The “Satisfaction (S)” indicator also showed a high level of motivation with a mean average of around 4.00 to 4.30 suggesting that the respondents enjoyed and felt satisfied with the process of learning to speak. The feeling of accomplishment when communicating fluently and being understood by others seems to strengthen their confidence and encourage continued practice (S1-3). Furthermore, students' enjoyment of the learning process indicates that they view speaking not only as an academic requirement but also as a meaningful and satisfying experience (S4). This positive emotional experience may contribute to sustained motivation and active participation in the development of speaking skills.

Similarly, the “Challenge (C)” indicator shows high motivation, with an average score of 3.70-4.20, indicating that challenging speaking activities encourage students to improve their speaking performance. They reported that challenging speaking activities encouraged them to try harder and step outside their comfort zone (C1-2). Successfully overcoming speaking difficulties may have strengthened their sense of accomplishment and self-confidence, which encouraged continued engagement and perseverance in developing their speaking skills (C3).

The Good Habits (GH) aspect shows a high level of motivation, with an average of 3.70 to 4.10, and is classified as high. However, one item is classified as moderate (GH 4 = 3.40). These results indicate that, in general, students have positive learning habits and strive to improve their speaking fluency. Although most aspects of learning habits show high motivation (GH1-3), students state that there is variation in the consistency of speaking practice outside of formal learning activities (GH4). These results are consistent with the findings of Lestari and Nugraha (2023), who found that students generally do not set aside specific time for English practice outside of class. This shows that high motivation is not always followed by consistent practice, which can ultimately affect the development of students' speaking skills.

The “Awareness (AW)” indicators shows a high level of motivation with an average mean of around 3.90 to 4.30. These results indicate that students are generally aware of the areas of speaking ability that need improvement and reflect on their strengths and weaknesses in performance (AW1-2). The highest score on awareness of the influence of pronunciation, fluency, and vocabulary indicates a good understanding of the factors that affect speaking quality (AW3). However, the slightly lower score on tracking skill development over time (AW4) indicates that consistency in monitoring learning progress still varies among students.

### *Extrinsic Motivation in Speaking Learning*

The result of Extrinsic motivation in speaking which presented in Table 4 show that learners's overall extrinsic motivation also was high with mean score of 4.08 indicating strong external initiative which

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shaped by factors such as P, AD, LPE, R, and PM.

Table 4. Mean scores of Extrinsic Motivation

Indicators	Items	Mean	S. D	Rating of motivation level
Praise (P)	20	4.20	.918	High
	21	4.60	.699	High
	22	4.10	.737	High
	23	3.90	.994	High
Advice (AD)	24	4.40	.699	High
	25	4.40	.699	High
	26	4.50	.707	High
Lecturers, Parents, Environments (LPE)	27	4.70	.483	High
	28	4.20	.632	High
	29	3.90	.737	High
	30	4.20	.788	High
	31	4.00	.942	High
	32	4.20	.632	High
	33	4.10	.737	High
Rewards (R)	34	3.80	.632	High
	35	3.30	1.059	Moderate
	36	3.60	.843	Moderate
Punishment (PM)	37	4.10	.737	High
	38	3.60	.966	Moderate
	39	4.10	.567	High
	40	3.90	.875	High
Total		4.08		High

In term of Extrinsic motivation, the findings show similar result. External factors such as praise, advice, and support from lecturers, parents, and the learning environment are reported to contribute to high level of motivation in speaking activities.

The “Praise (P)” indicator shows a high level of motivation with a mean range of 3.90–4.60, indicating that external appreciation plays an important role in encouraging the development of students' speaking skills. These results show that students feel more motivated to improve their speaking skills when they receive praise from lecturers and positive feedback from others (P1-2). They also believe that appreciation for their progress in speaking skills encourages them to work harder and

continue to improve their performance (P3). In addition, praise for their speaking skills also boosts students' confidence in communicating in English, which shows the importance of positive support in maintaining motivation to learn speaking (P4).

The “Advice (AD)” indicator shows a high level of motivation, with a mean of 4.40–4.50, indicating that advice and input from others play an essential role in developing students' speaking skills. These results show that students feel that advice after speaking activities and support from friends and family (AD2) help to increase their confidence and performance. Students also consider feedback from others a valuable learning resource, so interpersonal support strengthens their motivation to practice speaking (AD3).

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The “Lecturer, Parents, and Environment (LPE)” indicator shows a high level of motivation, with a mean range of 3.90–4.70, confirming the strong influence of the social and academic environment on students' motivation to speak. Students feel that encouragement and constructive feedback from lecturers, including recognition of their progress in speaking skills, can increase their participation in speaking activities (LPE1-3). A supportive learning environment is also evident in the way lecturers provide structured, clear feedback, particularly on pronunciation, grammar, and the use of expressions in speaking. Feedback delivered positively and non-judgmentally helps students understand mistakes as part of the learning process, thereby reducing anxiety about speaking and increasing confidence. In addition, parental expectations and a social environment that values English use encourage students to use English more consistently and to continue developing their speaking skills (Mutia & Zaitun, 2024).

The “Reward (R)” indicator shows moderate to high levels of motivation, with an average score ranging from 3.30 to 3.80, indicating that rewards have a varying effect on students' speaking performance. While some students feel more motivated and satisfied when rewards are given, others only show moderate dependence on external incentives. This shows that rewards can increase effort and performance in speaking tasks, but may not be the main

factor driving students' motivation to improve their speaking skills.

The “Punishment Motivation (PM)” indicator shows a moderate to high level of motivation, with a mean range of 3.60–4.10, suggesting that concerns about adverse consequences also influence students' speaking behaviour. Students reported that fear of poor performance, criticism, or punishment motivated them to try harder and avoid mistakes during speaking activities. However, the moderate score indicates variation in students' emotional responses to punishment or negative feedback: some students are not particularly affected, some are neutral, and others consider punishment normal. Although it can motivate improvement, punishment can also negatively affect students' affective state. Rahayu et al. (2024) stated that unpleasant experiences of punishment can reduce students' desire to participate in class discussions and inhibit their courage to speak. Therefore, the application of punishment needs to be handled carefully, as it can affect students' confidence and courage in speaking activities.

### *Levels of Intrinsic and Extrinsic Motivation in Speaking*

Table 5 presents the overall levels of intrinsic and extrinsic motivation in speaking learning. The results show that both types of motivation are categorized as high, with each obtaining a mean score of 4.08. This indicates that learners possess strong motivation to develop their speaking skills, supported by both internal and external factors.

Table 5. Overall Level of Intrinsic and Extrinsic Motivation in Speaking

Motivation Type	Mean Score	Motivation Level
Intrinsic	4.08	High
Extrinsic	4.08	High
Overall	4.08	High

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The high level of intrinsic motivation implies that learners are driven by internal aspects such as self-desire, satisfaction, awareness, challenges, and good learning habits. Meanwhile, the equally high level of extrinsic motivation indicates that external factors such as praise, advice, support from lecturers, parents, and the learning environment, as well as rewards and punishment also contribute significantly to motivating learners in speaking activities.

### *Dominant Motivational Aspects Influencing Speaking Skills*

This section discusses which motivational aspects are the most prominent viewed from both intrinsic (SD, S, C, GH, AW) and extrinsic (P, AD, LPE, R, PM) dimensions as well as their implications for speaking learning.

Regarding intrinsic motivation, the highest average score was Self-Desire (SD) at 4.35, followed by Satisfaction (S) at 4.20 and Awareness (AW) at 4.08. Meanwhile, “Challenges” (C) has an average of 3.97, while the lowest is Good Habits (GH) at 3.80, making it the least dominant intrinsic aspect.

For extrinsic motivation, the most dominant aspect is Advice (AD), with a score of 4.43. Next are Praise (P) = 4.20 and Lecturer, Parents, Environments (LPE) = 4.19, which also show a strong influence. Punishment (PM) has an average of 3.93, while Rewards (R) = 3.57 is the extrinsic aspect with the lowest score.

Although intrinsic and extrinsic motivation are both high, the study shows that intrinsic motivation is a more dominant factor in speaking learning. The dominance is evident in the consistency of high scores on almost all intrinsic indicators, while extrinsic motivation shows greater variation. This indicates

that pre-service English teacher students are driven more by self-awareness, personal goals, and their own interest in improving their speaking skills than by things such as lecturers’ or parents’ advice and praise, and even reward or punishment. Strong intrinsic motivation tends to be more sustainable because it encourages voluntary and continuous learning.

#### **4. CONCLUSION**

Given the pivotal role of motivation in language acquisition, understanding the relative influence of intrinsic and extrinsic factors on students’ speaking development is essential. By investigating the motivational profiles of seventh-semester English Education students, this study revealed that both intrinsic and extrinsic motivation levels are high and consistently contribute to speaking performance. Nevertheless, intrinsic motivation emerged as more predominant, with only one indicator at a moderate level (GH4), whereas extrinsic motivation demonstrated greater fluctuation, reflected in three moderate indicators (R2–3, PM2).

These findings generate both theoretical and practical contributions. From a theoretical standpoint, the study advances current discourse on speaking motivation among pre-service English teachers by emphasizing the centrality of intrinsic drives in sustaining speaking development. From a pedagogical perspective, lecturers are encouraged to design speaking instruction that extends beyond outcome orientation to incorporate enjoyment, meaningful challenge, and emotional support. The provision of constructive feedback and the cultivation of a positive classroom climate are vital strategies for sustaining students’ motivational engagement.

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Despite these contributions, the study is limited by its focus on a single institution and reliance on self-reported questionnaire data, which may not fully capture the multidimensional nature of motivation. Future investigations should incorporate broader samples, experimental approaches, and additional motivational variables to achieve a more comprehensive understanding of speaking motivation in EFL settings.

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