

Motivating Factors in Learning Speaking of English Majored Sophomores



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ABSTRACT: English has become a global language and English speaking skill plays an important role in order for people's communication to fit into the real world. Motivation is regarded as an influential factor in the success of any activity, including learning English speaking. This research aimed to analyze the factors influencing students' motivation to learn English speaking. The study involved the participation of 42 English majored sophomores at a private university in the Mekong Delta of Vietnam. The collected data from a questionnaire and an interview show that factors from students, classroom environment, factors from teachers, and students' other relationships in learning English speaking motivated the students during their learning English-speaking process. The research findings could contribute some insights into motivating teaching and the improvement of English teaching and learning quality.

KEYWORDS: Motivating factors, learning speaking, sophomores

1. INTRODUCTION

Nowadays, English is becoming more and more popular in daily communication and other activities of humans, such as business, cultural exchange, international integration, etc. As a result, in addition to the native language, English is taught at most levels of education in many countries. In Vietnam, English is taught from primary schools to universities. In some big cities of the country, English is even taught in preschools through non-mandatory programs.

Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language. Brown and Yuke (1983) state that speaking is the skill that the students will be judged upon most in real life situations. Therefore, the common goal of English learners is to be able to communicate in their work and daily lives, speaking is an important skill for all learners who wish to learn a foreign language. They wish to use English to enhance their careers, improve business, build confidence levels, get better job opportunities, and make public speeches, attend interviews, participate in debates, and work on group projects.

However, learning speaking English is not easy for many students, and the question of how to speak English well still remains a question for many learners of English, especially for those students in colleges and universities. Brown (1994) states that labeled speaking is the most challenging skill for students. This problem is quite common in many countries around the world, including Vietnam.

Gass and Selinker (2008) believe that motivation has a powerful impact on the students' learning of a second language. According to Dornyei (2003), motivation is one of the keys that influences the rate and success of language learning, and "motivated students are likely to learn more and learn more quickly than students who are less motivated." (Spolsky, 1990, p.157). In terms of English learning, students who have strong learning motivation take a correct and positive attitude towards study and make great efforts to master English with a clear goal and desire, and consequently gain a better grade than those who have not acquired motivation, and those students usually regard English learning as a heavy and boring burden (Huang, 2007). Therefore, studying factors influencing students' motivation is believed to be essential for the improvement of English teaching and learning quality in general or the encouragement of students' English speaking learning in particular.

2. LITERATURE REVIEW

2.1 The concepts of motivation

Motivation is a multifaceted concept that has been the subject of scholarly researches in different academic areas, and no single available theory has yet captured its total complexity (Dornyei, 2001).

The term "motivation" is simply understood that something encourages people to act. A definition excerpted from Cambridge Dictionary mentions that as a reason or reasons for acting or behaving in a particular way, a desire or willingness to do something,

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or possessing enthusiasm. This enthusiasm means internal or external factors that stimulate desire and energy in people to be interested in and committed to a job, role, or subject, and to exert persistent effort in attaining a goal.

In the field of language learning, motivation in foreign language learning has been defined in different ways. Lightbrown and Spada (2001) identify motivation in second language acquisition as a complex phenomenon which can be defined in terms of two factors: learners' communicative needs and their attitudes towards the second language community. For example, when learners think that they need to speak the second language with the aim of being in touch with others or accomplishing and achieving specialized desires and goals, they will be motivated to obtain expertise and skills in it. On the other hand, Gardner (1985, p.10) defines motivation to learn a second language as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity".

In brief, when taking the notions above into account, it concludes that motivation is a psychological trait that leads people to act or desire to attain the goal, and it makes a person wants to know, act, understand, believe, or gain specific desires.

2.2 Types of motivation

There are two types of motivation: intrinsic motivation, or internal factors that motivate a person to do something, then extrinsic motivation, or external factors that engage the person in the process of doing something. Specifically, intrinsic motivation is the execution of an activity for its innate gratification without the thought of any consequence, while extrinsic motivation is the execution of an activity to receive external rewards.

2.2.1 Intrinsic motivation

Intrinsic motivation is the act of doing something without any obvious external rewards. People do it because it is enjoyable and interesting, rather than because of an outside incentive or pressure to do it, such as a reward or deadline. According to Kendra (2019), intrinsic motivation refers to behavior that is driven by internal rewards. In other words, the intrinsic motivation to engage in a behavior arises from within the individual because it is naturally satisfying them.

According to Hayikaleng et al. (2016), intrinsic motivation in language learning refers to motivation to get involved in an activity because the activity is enjoyable and interesting to take part in. A person might be motivated by the enjoyment of the learning activity or a desire to make themselves feel better. Here the pupils are excited by their intrinsic motivation. They study English because of an internal urge. On the other hand, "the intrinsic motivation is based on an interest in learning the second language because of their need to learn about, associate, or socialize with the people who use it, or because of the purpose or intention to participate or integrate into the second language using the same language in that community, but sometimes it involves emotion or affective factors a great deal" (Saville & Troike, 2006, p.86).

2.2.2 Extrinsic motivation

Extrinsic motivation refers to behavior that is driven by external conditions. People are extrinsically motivated when they want to gain a reward such as money, fame, grades, and praise or avoid a punishment. This type of motivation arises from outside the individual, as opposed to intrinsic motivation, which originates from inside the individual. According to Vallerand et al. (1992), these are activities an individual engages in with an expected outcome rather than for their own sake.

The extrinsic motivation often increases the competitiveness of international students learning English as a second language. According to Deci and Ryan (1991), competition is one way to motivate students to achieve higher educational goals, which is needed to ensure a healthy relationship between teachers and students. Therefore, motivating students to learn English incites the competitive nature of some students to ensure that they attain the highest proficiency possible compared to their peers. However, this type of motivation could have a negative impact on the students because, with extrinsic motivation, students do not learn with their strong intention or will but study it because they are pushed by their interest in rewards or punishment. When a student is learning because he has been promised rewards or because he wants rewards, he will be highly motivated to come to classes and learn and achieve the goal that has been set for him. But when these rewards are taken away, or sometimes even if they do not see any punishment, the student will not be interested in coming to class and learning the language any longer.

2.3 Motivating factors in learning English speaking

The significant influence on learners' language learning process is their motivation in that language. It is related to intrinsic and extrinsic factors, especially towards learning speaking which is researched in this study. In this study, the motivating factors are students' motivation, the environment of a classroom, the teacher, and students' other relationship, which are the key motivations in learning English speaking. These effective factors are closely related to one another as aspects of positive sides in speaking skill.

2.3.1 Factors from the students

Students are motivated to practice speaking skill when they have interests, attitudes, or desires that impact on their English learning process. These factors could bring many benefits for the students, and it means that the motivating factors can come from factors inside the students.

First of all, it is undeniable that one of the important factors motivating students in practicing English speaking is their attitudes. Attitude is one of the important factors determining the success of English language learning. Attitude is the way that

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students behave toward English learning, in general, or learning English speaking, in particular. It shows how students think and feel toward the learning speaking process. Students' behavior toward English language learning can give an impact on their language acquisition. According to Lightbown and Spada (2006) said that if the students have positive attitudes toward the speakers of the language, they will desire more contact with them. It means that the students will be more attracted to practice speaking English if they are interested in the target language. This positive attitude related to the target language will bring the motivation to the students to learn the target language enthusiastically.

Secondly, students' interests are important factors that could motivate students in learning English speaking. Students study this skill because they recognize this skill is attractive more than the other skills. They may interest to practice speaking to explore the cultures of many countries around the world, or getting knowledge to apply on their daily communication in class. In addition, the interest is the hobby of students that they tend to self-study, and students practice speaking because they like it, it is interesting.

Finally, students' desires or the expectations motivate their learning English speaking. Students learn English speaking with the expectations that could bring them many benefits in the learning language process. For example, they improve English speaking skill because they could communicate with many people around the world, or it could make them more chances to be desirable to employers, this would open up more opportunities to work in many multinational companies.

In conclusion, interests, desire, or attitudes are the factors come from the students. Students learn English speaking because it is interesting, or it is the desire to master their skill. That is the reason why they have a positive attitude to learn English speaking.

2.4.2 Factors from the classroom environment

The classroom environment plays a significant role in determining students' level of academic achievement and enhancing their holistic growth. Ekiz (2016) found that factors related to parents and students, classroom characteristics, or environmental factors can also influence student motivation. Specifically, the classroom environment means the physical condition or the atmosphere in the class such as classrooms, desks, and books have a direct impact on the good performance of students to practice speaking English. For example, if the students have to practice speaking skill in a poorly lit classroom, and they have to look at a small board or have to study in an unpleasant and smelly classroom, they can lose their motivation or their ideas for speaking will be lowered. For students, the classroom is not just an intellectual space, but also a social, emotional, and physical environment. Many speaking classes with a comfortable and supportive classroom atmosphere will inspire students to be more confident and interested in speaking. A positive environment is also one where students feel a sense of belonging, trust others, and are encouraged to face challenges, take risks, and ask questions. It also encourages students to express their thoughts and speak comfortably.

Hence, selecting appropriate materials is very important for speaking classes, especially classes with highly motivated students to speak English. Akdemir et al. (2012) experimented with university students taking speaking courses and found evidence to show that speaking is best taught through authentic materials. Moradi and Talebi (2014) also explored speaking classes and university students to conclude that teachers' selection of appropriate tasks to engage students to communicate effectively in the classroom created an interactive environment.

In addition, the crowded classroom conditions not only make it difficult for learners to concentrate but also limit the amount of time teachers can spend on innovative teaching methods such as cooperative learning and group work. This is because the teacher may not be able to move around to give individual attention to all the pupils in need due to the high number of pupils in the class.

In conclusion, the classroom environment has a significant influence on students' motivation level of learning English speaking. A classroom environment with many friendly and enthusiastic teachers and other high-facilities is bound to secure students' success in learning English speaking. Indeed, a positive environment can motivate interest, maintain concentration and make learning in general and learning English speaking, in particular, a more enjoyable, meaningful, and fruitful experience.

2.3.3 Factors from teachers

Teachers play a pivotal role in promoting motivational qualities to their learners. Because of the importance of interactions that occur between learners and teachers, many studies have been dedicated to the discussions on the influence of teachers in the process of students learning English speaking. Madrid and Pérez (2001) defined motivation by comparing it with many researchers' theories. All the researchers agreed that teachers are one of the important factors that can influence learners' motivation. Teachers can engage students in a long way in learning a new language. Ramage (1990) showed that teachers should try to make the learners engage in their learning because that can influence learners' motivation to attain their desired goal. Therefore, the role of teachers to motivate students in learning English speaking skill is an essential part of any effective English teaching strategy. Teachers need to understand the various methods that they can use to engage their students and to find what works best for each pupil.

The method of teaching which refers to the way students are taught by teachers must affect their motivation. Whenever the students feel bored with the teachers' method, their motivation would likely be lost or gradually decreased as Harmer (1991) believed that if the students lose the confidence in the teaching method of teachers, they will become demotivated. To motivate students to interact within the speaking classroom, teachers should implement different activities through group work. It will make the classroom atmosphere to be more energetic and attractive. Students feel happy and more self-confident to speak in front of others when they work in a group. Many students often feel confused and shy when they are called to speak in front of the class and

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teachers because their minds become empty and they cannot say words. Therefore, group work helps them to prepare information and correct their mistakes before they convey their ideas to others. Thus, they have the confidence to speak English naturally and fluently.

In addition, teachers should give feedbacks at the end speaking activities. A lot of learners expect their teachers to give them the necessary feedback on their speaking performance. According to Harmer (1991), if instructors directly correct their students' problems, the flow of the dialogue and the aim of the speaking task will be spoiled. On the other hand, if learners are always corrected, they will be demotivated and afraid of talking. It has been suggested that instructors should always correct their learners' mistakes positively and give them more support and persuasion while speaking. Teachers should teach the students how to improve their pronunciation or use some techniques to self-study English speaking at home. They can show the students the benefits or the positive sides of speaking skill. It can make the learners more goal-oriented and motivated for learning.

Teachers can motivate the learners in speaking class by their positive attitudes. A teacher is a guide, mentor, or facilitator. In the speaking class, students will be more interested in practicing speaking skill when the teachers' attitudes are positive with them. The friendliness and enthusiasm of teachers in English-speaking classes will make students feel closer and more confident. In addition, the teachers' encouragements also contribute to motivate students to be more confident when presenting their opinions in speaking lessons. Teachers should make the learning process enjoyable and interesting for the students that can engage students by showing their ideas in the speaking classroom.

To sum up, some students can be self-motivated due to a natural love of learning English speaking. But even with students who do not have this thing, a great teacher will make learning fun and help them to reach their full potential. Teachers, as the most powerful variable of motivation and demotivation, can play a significant role in motivating students' learning English speaking skill.

2.3.4 Factors from students' other relationships

In addition to these factors that may come from students, peers also influence students' attitudes toward learning English speaking, because students may enjoy practicing speaking English if their peers also like it. For example, Yurt and Aktas (2016) illustrated that peer tutoring in English speaking classes positively affects students speaking efficacy, in addition, students become highly satisfied. Moreover, Espinel and Canarfa (2010) found that when students are engaged in cooperative learning, they are influenced by one another, which develops speaking social interactions. Students will be more excited about practicing English speaking with their friends because they find the same interesting topic and share many ideas, and they could find a lot of experiences from their friends that can apply to their speaking activities later. In addition, speaking classes with students who are energetic and ready to participate in class activities will contribute to creating an excited atmosphere for students. Students would feel more confident when they practice speaking English with friends who are willing to talk to them.

Family is the roof affecting directly humans in all aspects of life. Garrett (1995) asserts in a speech at the Oklahoma Administrator's Conference that the smallest school in America is the family, which illustrates the significant role that family has in the education and motivation of students in learning. It is, hence, quite reasonable to say that the parental factor is one of the things motivating children because parents are the first teachers of a student, and they take responsibility for their education. Parents had substantial but varying influences on their children's motivation (Yuko, 2014), that is because it depends on background and children's level. Moreover, the financial support from parents which helps students have more opportunities to study in schools and language centers in the process of improving speaking skill. Engagement or advice from parents can help students feel more confident or less stressed after hours of tired study. Parental encouragement is perceived to play the most significant role in the development of motivational intensity, desire to learn English, and attitude toward learning English speaking.

3. RESEARCH METHODOLOGY

3.1 Research questions

The research study was conducted to find the answers to the following questions:

1. Do English learners have motivation to learn English speaking?
2. What factors motivate them in their learning?

3.2 Research participants

This research was conducted on forty two sophomores majoring in English course at a private university in the South of Vietnam. They were males and females, from 18 to 21 years old. They speak Vietnamese as their mother tongue, and English is considered as their foreign language. Especially, most of them have learnt English from sixth grade. Additionally, they have learnt English speaking skill for two years. The material was the book of "Speak Now - communicate with confidence" by Oxford University Press.

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3.4 Research instrument

In this research, a questionnaire of 29 questions was used as a vital instrument in this research to collect information on the students' background of motivating factors in learning English speaking, and their level of agreement on motivating factors from the students, the environment, the teachers, and the students' other relationships.

4. RESULT AND DISCUSSION

4.1 The participants' level of motivation to learn English speaking

An overview table is verified to confirm the students' motivation to learn English speaking.

Table 1. The participants' level of motivation to learn English speaking

	N	Min	Max	Mean(M)
Motivation level (from Q7 to Q29)	42	1	5	4.25

Table 1 indicates that the motivation level's min score is 1, and the max score is 5. Both are on a scale from 1 to 5. The mean score ($M_{ML} = 4.25$) is higher than the accepted one ($M=3.0$). Surprisingly, the mean score of motivation is over point 4 on the five-point scale. Hence, it can be concluded that the participants had motivation to learn English speaking, and their motivation was very high.

4.2 Intrinsic factors of motivation

Among the four factors affecting the students' motivation to learn English speaking in this research, intrinsic factors are the first ones to be analyzed in Table 2.

Table 2. Intrinsic factors of motivation

Statements	Min	Max	Mean
You are interested in learning English speaking.	3	5	4.38
You want to communicate or make friends with foreigners, so you try to learn English speaking.	1	5	4.28
You want to learn English speaking because your dream job requires good speaking competence.	3	5	4.54
You try to learn English speaking because it will open up more opportunities for you.	1	5	4.3
Good English speaking will make you more desirable to employers.	2	5	4.47
You often find foreigners to practice speaking English.	1	5	4.0
Mean total			4.33

Table 2 shows that the total mean score 4.33 is very high. All of the mean scores in Table 2 are higher than the average one of 3.0. This indicates that the students had an intrinsic motivation towards their learning English speaking. The high mean scores from all of the questions in Table 2 prove that the students had an interest in their learning English speaking. More than 95% of the participants agreed that they were interested in learning English speaking ($M_7 = 4.38$), and they tried to learn English speaking because they wanted to communicate or make friends with foreigners ($M_8 = 4.28$). Surprisingly, over 97% of the students realized the importance of learning English speaking because their dream jobs require good speaking competence ($M_9 = 4.45$). Besides that, over half of the participants tried to learn English speaking because they believed that it would open up more opportunities for them ($M_{10} = 4.3$), and having good English-speaking skill made them more desirable to employers ($M_{11} = 4.47$). In statement 12, only 4.76% (2/42) of the students were hesitant about speaking English with foreigners, meanwhile about 78% of the students agreed and strongly agreed that they often found foreigners to practice English speaking ($M_{12} = 4.0$). This means that they had a habit to communicate with foreigners.

As a whole, from the results of these statements, it could be inferred that most of the students had intrinsic motivation to learn English speaking. Because of the interests, the desire, and the requirements of dream job were the factors that motivated them to improve their speaking skill. In addition, these factors would help the students be more motivated in the process of learning English speaking.

4.3 Extrinsic factors of learning environment

According to the findings, the students were aware of the effects of their learning environment on their learning English speaking. In this questionnaire, it was tried to find out their motivating factors on learning English speaking. The table including five statements (13, 14, 15, 16, and 27) was presented below.

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Table 3. Extrinsic factors related to learning environment

Statements	Min	Max	Mean
Your classroom has suitable brightness and high-quality equipment.	1	5	3.85
Your speaking class is not crowded that you can easily concentrate on listening to the lecture.	1	5	3.97
The fun atmosphere of the speaking English class makes you feel excited.	3	5	4.38
You have a chance to practice with many active students in your speaking class.	1	5	3.95
You like to study in small classrooms well-equipped for practicing English speaking.	1	5	4.19
Mean total			4.07

The total mean score of the factors related to the learning environment is quite high and over the agreement level of 4.0 ($M_T = 4.07$). This indicates that the classroom factors had positively affected the participants' motivation to learn English speaking. Statement 15 has the highest mean score ($M_{15} = 4.38$). It was over 90% of the students agreed that the fun atmosphere of the class made them more excited about learning English speaking. In addition, the mean score of question 27 is also high ($M_{27} = 4.19$). This shows that the majority of the students expressed that they desired to learn in small well-equipped classrooms, which is more convenient for them to practice speaking English.

Furthermore, the mean scores of the last three statements 13, 14 and 16 are also high, but lower than the agreement level of 4.0. The mean score of statement 13 shows that they had chances to study in a class with suitable brightness and high-quality equipment ($M_{13} = 3.85$), and their class of speaking was not crowded so they could concentrate on lessons and listen to the teachers carefully ($M_{14} = 3.97$). Besides, about 72% of the students stated that they had chances to practice with many active students in their speaking class ($M_{16} = 3.95$).

All in all, it could be implied that the learning environment was one of the important factors affecting students' motivation. Specifically, the equipment of class for learning, class population, active friends to study with, and an enjoyable atmosphere were the factors that motivated them in learning English speaking. These extremely motivated English sophomores to show off their abilities as well as possible. These factors could bring many benefits to students. The students had opportunities to practice English speaking. Moreover, factors of learning environment helped them feel confident when speaking English in front of others.

4.4 Extrinsic factors concerning teachers

Along with the motivation belonging to the factors of linguistics, teacher is one of the factors that can motivate students in learning English speaking. More specific details are presented in Table 4.

Table 4. Extrinsic factors concerning teachers

Statements	Min	Max	Mean
Your teacher always creates a fun and comfortable learning atmosphere in English speaking class.	3	5	4.52
Your teacher creates many chances for you to express your opinions in class.	3	5	4.5
Your speaking teacher always encourages you to practice speaking English.	3	5	4.45
Your teacher helps you correct your pronunciation carefully.	3	5	4.42
Teachers should give many useful feedbacks to encourage students to improve speaking English.	1	5	4.3
You prefer to learn English speaking with foreign teachers rather than Vietnamese teachers.	2	5	4.28
You think teachers should give you more opportunities to practice speaking in class.	1	5	4.28
Your teacher teaches you not only how to practice speaking English in class but also ways to self-study.	1	5	4.26
You think your teacher needs to give you more homework to practice English speaking.	2	5	4.16
Mean total			4.35

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As can be seen in Table 4, the participants responded very positively. The total mean score of factors from teacher is very high above the average score of 3.0 and over the agreement level of 4.0 ($M_T = 4.35$). Especially, most of the mean scores are higher than the accepted ones ($M = 3.0$). All of these things indicate that factors from teachers fostered the students to learn speaking English well. Especially, the mean scores for statements 17, 18, 19 and 20 are the highest mean scores. Actually, about 92% of the participants agreed that their teacher created a fun and comfortable learning atmosphere in English speaking class ($M_{17} = 4.52$). Furthermore, more than 97% of them felt more interested when the teachers created many chances for them to express their opinions in speaking class ($M_{18} = 4.5$) because the teachers were always enthusiastic to encourage them to practice English speaking ($M_{19} = 4.45$). In addition, over 95% of the students agreed that their teacher always helped them to correct pronunciation carefully ($M_{20} = 4.42$).

In addition, statements 28, 25, and 29 are related to ways to motivate students in learning English speaking. All of the mean scores for these questions are very high ($M_{28} = 4.3$; $M_{25} = 4.28$; $M_{29} = 4.28$) and reach over the agreement level 4.0. Hence, it can be concluded that giving useful feedbacks, opportunities, or homework motivated students more interesting in practicing English speaking skill. Specifically, the majority of the students (over 82%) suggested that teachers of English speaking should give many useful feedbacks to encourage students. Over half of the participants wanted to study English with foreign teachers, and offer them a lot of chances to help them felt more interested in practicing English speaking skill in class.

Especially, the mean score of statements 21 and 26 was also high (above 4.0). More than 81% of the students admitted that their teacher instructed them not only how to practice speaking English in class but also ways to self-study ($M_{21} = 4.26$), and given homework to practice English speaking ($M_{26} = 4.16$). This would help the learners feel more excited to learn speaking skill. As a result of these statements, it is easily visible that factors from teachers had positive effects on increasing students' motivation in learning English speaking.

4.5 Extrinsic factors regarding students' other relationships

Questions 22, 23, and 24 address the extrinsic factors regarding students' other relationships affecting their motivation to learn English speaking. The following table presents the results of these factors in detail.

Table 5. Extrinsic factors regarding students' other relationships

Statements	Min	Max	Mean
Your friends always encourage you to practice speaking English.	1	5	4.09
Parents always provide financial support if you want to improve English communication skills at the center.	2	5	4.16
Your friends are willing to practice English speaking with you.	1	5	4.0
Mean total			4.08

The total mean score of this part is quite high ($M_T = 4.08$) compared to the agreement level of 4.0. This means that the factors of students' relationships had a positive influence on the students' motivation in learning English speaking. All of the mean scores in Table 5 are higher than the average one of 3.0. Especially, statements 22 and 23 have the highest mean scores (above 4.0). More than 80% of the students admitted that their friends always encouraged them to practice speaking English ($M_{22} = 4.09$), and their parents always provided financial support for their learning English speaking skill ($M_{23} = 4.16$). This would help the learners focus on learning English speaking more.

Nevertheless, the mean score for statement 24 is above the average-level ($M_{24} = 4.0$). About 76% of the students agreed that their friends were willing to practice English speaking with them.

In brief, it could be noticed that factors regarding students' other relationships played an important role in learning English speaking and the students were more motivated when their parents and friends' supportation encouraged them to learn English speaking.

5. CONCLUSIONS

The collected data from the research show the students had positive motivation in learning English speaking. Some factors that motivated English majored sophomores towards learning English speaking were related to factors inside the students, learning environments, factors from teachers, and students' other relationships.

Specifically, they realized the importance of learning English speaking, and they had a desire to learn speaking. They believed that good English-speaking skill could help them to get their dream jobs in the future because these jobs required good English competence of communication. It could also help them get better communication with people in the world, or to become more desirable to employers.

Moreover, environmental factors had effects on students' motivation to improve their English speaking, as well. Students could have the inspiration to practice well if they could study with many active friends, feel comfortable and be free to express ideas

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without fear. Besides, a well-equipped classroom with suitable brightness, without crowded people would bring a secure feeling for students, so they were motivated to study better.

Furthermore, it was found that their teachers had an influence on the students' motivation to learn English speaking. A teacher with positive characteristics, namely, kindness, creativity, enthusiasm, and thoroughness in both teaching methods and manner could attract students' attention. Teachers should realize their important position in speaking class because their suitable methods and positive attitudes could create or decrease students' motivation in speaking class.

In addition, students' other relationships had an important role in learning English speaking. All the students got some expectations from their surrounding relationships while they were learning a language. Therefore, enough support from their families could help them to become motivated learners. Parents' point of view on the students' English learning as well as their friends' willingness to practice speaking English with them are believed to help them more engaged in learning to improve their speaking competence.

In summary, students' motivation to learn English speaking can come from some factors. Among them, factors from the students were more influential than those related to learning environments, and students' other relationships. An insight into these motivating factors could result in appropriate adjustments in teaching methods to improve students' learning motivation as well as their learning outcomes.

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