MOTIVATION AND IMPROVING LEARNING SPEAKING AMONG HIGH SCHOOL STUDENTS IN LANGUAGE INSTITUTIONS

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A B S T R A C T

Motivation helps to determine goals; volition supports management and execution of goals. The present research titled: motivation and improving learning speaking among high school students in language institutions, investigated the role of motivation on language skills and also it investigated the differences of males and females in motivation. The research instrument in the present study is standard questionnaire by Hermes and data were analyzed by SPSS software. The findings of the present research indicated that there is a meaningful relationship between motivation and speaking performance, also the motivation among males and females is different.

Introduction

Motivation refers to "the reasons underlying behavior" (Guay et al., 2010, p. 712). Paraphrasing Gredler, Broussard and Garrison (2004) broadly define motivation as "the attribute that moves us to do or not to do something" (p.   106) . Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or plea sure. As Deci et al. (1999) observe, "intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards" (p. 658) .

1. Research Problem

Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation (Deci et al., 1999). Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related. As a result, various approaches to motivation can focus on cognitive behaviors (such as monitoring and strategy use), non-cognitive aspects (such as perceptions, beliefs, and attitudes), or both. For example, Gottfried (1990) defines academic motivation as "enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogen; and the learning of challenging, difficult, and novel tasks" (p. 525). On the other hand, Turner (1995) considers motivation to be synonymous with cognitive engagement, which he defines as "voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring" Theoretical Approaches According to Stipek (1996), early approaches to the study of motivation were rooted in the literature on extrinsic reinforcement. Within this literature, all behavior, including achievement, was believed to be governed by reinforcement contingencies. Proponents of this approach included B.F. Skinner, who identified different types of reinforcing. Positive reinforcers, or rewards, are consequences that increase the probability of a given behavior they were made contingent on, whereas negative reinforces are consequences that increase the probability of a given behavior by removing or reducing some negative external stimulus. Punishment, on the other hand, refers to unpleasant consequences that decrease the probability of a given behavior. Under this framework, the teacher's job is clear: to use good grades and praise to reward desired behavior and bad grades or loss of privileges as punishment. As Stipek notes, this approach is limited to the extent that rewards and punishments are not equally effective for all students, and desired behaviors (such as paying attention) are difficult to reinforce. Moreover, the benefits of extrinsic rewards tend to decay over time (Stipek, 1996).

There are many challenges for motivation and its effects on learning language, in which three challenges were investigated in the study:

- Is there any relationship between motivation and speaking performance in English among students of high schools in Ilam?
- Are there any differences between motivations among various genders in students of high schools in Ilam?
- Explicit motivation& implicit motivation, are they different in male and female students?

2. The related empirical studies

Continuing motivation in human development must be considered. Brockett and Hiemstra (1991) mentioned about the components that effected continuing motivation of self-directed learning that it consists of personal responsibility, self-direction learner, self-directed learning, and social context. Self- directed learning is the process that each learner can engage in what he/she really subjects in. Once the learner becomes self-directed learner, he/she could function and be responsible in his/her learning achieved. The relationship between learner and learning process reflects the wellness of continuing motivation. Also, it is

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a vital factor in designing the learning process in order to develop learner's effective learning ability. The study on related factors of continuing motivation in distance learning model to students' opinions were founded 4 results: the student's encouraging to attend project is students' need of higher education entrance exam; the student expectation towards program is the variety of exam samples that the students can use for practicing before attending higher education entrance exam; the most important factor that indicates the achievement of distance learning is learner's factor; program classification, determination, diligence, patience, attempt, and participation; and the factor that encourages unceasingly distances learning the most is facility; fully equipped facilities and well learning environment in a classroom.

The synthesis of continuing motivation in distance learning in unrest southernmost provinces were founded for the discussion that; continuing motivation is a tendency that the learner will retrospect to continue working on his/her interest which has never been in the same context before, this happened from inner self interest without any external influence. Self-directed Learning is processed that the learner has to decide what he/she needs to learn, aims for an achievement, selects learning method, and evaluate progress with/without assistance. The determination of self-directed learning component used the PRO Model of Brockett and Hiemstra (1991) was consisted of 4 components; personal responsibility, self-direction learner, self-directed learning, and social contextContinuing motivation was designed as: INPUT-learner has the goal of educational achievement, acknowledge his/her own ability, self-controlled and motivated, eager to know, be responsible and pay attention, be determined and patient.

Teacher has to be friendly, knows how to contribute and extend idea, how to carry out proper contents,and how to find out creative way to introduce students the classroom activities to engage in sustained motivation oftheir own; public relations should be well arranged; reach the target learner, classified learner according to theirprogram, preparing text, teaching note and distribute beforehand, teacher assistant should standby to serve indistance classroom; factors in society (school and household) should be tarried and supportive; Internet system, equipment, and tools should be efficient and useful. PROCESS-Public Relations should be done before startingproject to encourage student to participate. The need and achievement have to be indicated, the activities should beused to urge the students to consider their own target and make an agreement with teacher on learning premise;activity schedule is prepared and distributed, including pre-test to recognize the presence of student condition, inorder to establish activity participation; Classroom motivation can be arranged to create good learning atmosphereamong students by applying praise and reward in group and on-line activities; Content summary must be compiledafter every single class and interconnection between distance schools should be set up to collaborate in term oflearning network. OUTPUT-leaning achievement is number of students enters in higher education institute as theydemanded.

Continuing motivation in distance learning model is divided into 4 sections; (1) *Pre-preparation:* Before action review consists of 4 components; *Management:* Project owner has to engage in good public relations, programclassification, text preparation and distribution, classroom schedule planning, and teacher assistance arrangement;

3. Theoretical Models of Motivation and learning language

The study of language learning motivation has been popular in the last forty years. It is generally believed to be one of the most important determinants of achievement in L2 learning (Dörnyei, 1994). Researched from multiple perspectives, human motivation is a complex construct that, when linked to the L2 learning process, becomes even more intricate (Dörnyei, 2001). The complex nature of L2 motivation has caused researchers to promulgate a variety of theories and approaches. As a consequence of these studies, it has been suggested that motivation plays an important role in the success of learners. In foreign language learning, there are some significant factors which help researchers to find answers to the question of why some learners of language are more successful than others. According to Gardner and Tremblay (1994), all individual differences affect learners directly. For example, Özek (2000) draws attention to age, gender and year level differences in learners' FL motivation as one of the main issues in her study. These individual differences are highlighted in many models of motivation, which include Gardner, (1985); Dörnyei (1994), and William and Burden (1997).

3.1. Gardner's Socio Educational Model

In 1985, Gardner's model in the area of foreign language learning was first presented. This paradigm dominated L2motivation research for nearly two decades. Gardner (1985) defines L2 motivation 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 this definition three components are mentioned: effort expended to achieve a goal, a desire to learn the language, and satisfaction with the task of learning the language. To measure the correlation between motivation and proficiency in language learning process, he developed the Attitude, Motivation Test Battery (AMTB), composed of these three sub-scales. Gardner (1985) argues that all three components would be apparent in truly motivated individuals. It is not possible to reflect true motivation if one of them is missing. For him, a learner deemed highly motivated will enjoy learning the language, want to learn the language and strive to learn the language.

4. Research method

In the case of this study, the populations are going to be 140 students at high schools of Ilam, in which, 70 are males and 70 are females ranging from 16-19 years of age that are learning English in institutions. The sampled students are studying in high schools of Ilam city. The informants will be selected in terms of the variables of age, gender and education level.

A purposive method of sampling was used for this study; this method involved looking specifically for candidates who met the conditions of the research. On the basis of the information elicited in the first part of the questionnaire discussed below, the participants were divided into four groups according to their age (17,17,18,19). Two sex groups (male vs. female), they also were divided into three groups according to their educational degree: (first grade, second grade a third grade). After testing the background knowledge of students, they were asked to complete the questionnaire of motivation, after some explanations by the author, the respondent's complete he questionnaire. Finally collected data were analyzed by SPSS software.

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The data for this study were collected by means of a questionnaire. in the present research questionnaire of Hermnes (1996) was used. This questionnaire is including 29 questions that they cover three categories of motivation, speaking performance and motivation in males and females. Moreover, the items in the questionnaires were written in English and we translate them into Persian. The content validity of the instruments was ensured through reading the related literature, the development and use of a detailed item specification as the blueprint, experts' judgments, and pilot testing. The construct validity of the questionnaires was examined using factor analysis. the results of the Cronbach's alpha for student's questionnaire was .87, indicating good internal consistencies.

First of all, a questionnaire was designed. The participants were complete questionnaires. A questionnaire was developed to explore the effects of motivation on speaking performance. The student's questionnaire consisted of 29 items The researcher explained the goals of the research to the participants and assured them that the personal information they provide in the first part of the questionnaire will not be disclosed. In order to emphasize this point, the participants were asked not to write their names on the questionnaire. Therefore, they felt comfortable in responding to the questions. The questionnaire was given to the participants separately and they were asked to answer the questionnaire. They were given an oral explanation to elaborate more on what they were asked to do and to explain more about the goals of the research to the participants in order to gain their cooperation and assistance.

Data analysis techniques including descriptive statistics, frequency, percent and cumulative percent are employed to shed light on effective factors for motivation among high school students in Ilam. Because of the nature of the study, we have employed mainly descriptive statistics to answer the research questions.

5. Research findings

Q1- Is there any meaningful relationship between motivation and speaking performance in English among students of high schools in Ilam?

To deal with this issue, one- way ANOVA is run as in table 4-18

Table 1. One Way –ANOVA between motivation and speaking performance

Proficiency levels In Second L

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.009	4	.502	1.156	0.334
Within Groups	49.957	115	.434		
Total	51.967	119			

Regarding to mention statistics in this table in which F=1.156, freedom degree of 4 and 115, the sigh=0.04, since the sign is more than 0.335, motivation has a positive effect on speaking performance.

Table 2. Multiple Comparisons

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(I) motivation	(J)) speaking performance	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
	little	.00000	.53815	1.000	-1.4915	1.4915
	Not sure	-.50000	.52106	.873	-1.9441	.9441
	much	.01163	.47677	1.000	-1.3098	1.3330
	Very much	.02459	.47363	1.000	-1.2881	1.3373
Little	Very little	.00000	.53815	1.000	-1.4915	1.4915
	Not sure	-.50000	.35595	.626	-1.4865	.4865
	much	.01163	.28724	1.000	-.7845	.8077
	Very much	.02459	.28200	1.000	-.7570	.8062
Not sure	Very little	.50000	.52106	.873	-.9441	1.9441
	little	.50000	.35595	.626	-.4865	1.4865
	much	.51163	.25378	.265	-.1917	1.2150
	Very much	.52459	.24784	.220	-.1623	1.2115
Much	Very little	-.01163	.47677	1.000	-1.3330	1.3098
	little	-.01163	.28724	1.000	-.8077	.7845
	Not sure	-.51163	.25378	.265	-1.2150	.1917
	Very much	.01296	.13124	1.000	-.3508	.3767
Very much	Very little	-.02459	.47363	1.000	-1.3373	1.2881
	Little	-.02459	.28200	1.000	-.8062	.7570
	Not sure	-.52459	.24784	.220	-1.2115	.1623
	Much	-.01296	.13124	1.000	-.3767	.3508

Test of Tokay shows those sources of differences between variables. In table 2, sign is larger than all other factors and larger than 0.05, so there is a meaningful relationship between motivation and speaking performance.

Q2- Is there any difference between the motivations among various genders in students of high schools in Ilam?

To deal with this question, one way Anova is run as in table 3

Table 3. One Way – ANOVA Between differences of genders and motivation
Motivation

	Sumof Squares	df	Mean Square	F	Sig.
Between Groups	31.488	4	7.872	13.063	.000
Within Groups	69.303	115	.603		
Total	100.792	119			

Based on table 3, in variance test, there are meaningful differences between genders and motivation of students. In other words, it can be said that the differences between genders is an effective factor in the motivation of students.

Table 4. Multiple Comparisons

Dependent Variable: motivation, Turkey HSD

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(I) different genders	(J) Different genders	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Very little	little	.00000	.63384	1.000	-1.7567	1.7567
	Not sure	-.75000	.61372	.739	-2.4509	.9509
	much	-1.00000	.56155	.390	-2.5563	.5563
	Very much	-1.73770*	.55785	.019	-3.2838	-.1916
Little	Very little	.00000	.63384	1.000	-1.7567	1.7567
	Not sure	-.75000	.41925	.385	-1.9120	.4120
	much	-1.00000*	.33831	.030	-1.9376	-.0624
	Very much	-1.73770*	.33214	.000	-2.6583	-.8172
Not sure	Very little	.75000	.61372	.739	-.9509	2.4509
	little	.75000	.41925	.385	-.4120	1.9120
	much	-.25000	.29891	.032	-1.0784	.5784
	Very much	-.98770*	.29191	.009	-1.7967	-.1787
Much	Very little	1.00000	.56155	.390	-.5563	2.5563
	little	1.00000*	.33831	.304	.0624	1.9376
	Not sure	.25000	.29891	.032	-.5784	1.0784
	Very much	-.73770*	.15458	.000	-1.1661	-.3093
Very much	Very little	1.73770*	.55785	.019	.1916	3.2838
	Little	1.73770*	.33214	.000	.8172	2.6583
	Not sure	.98770*	.29191	.009	.1787	1.7967
	Much	.73770*	.15458	.000	.3093	1.1661

*. The mean difference is significant

t the 0.05 level.

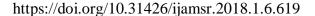Test of Tokay in table 4-20 shows that the difference between genders and motivation is meaningful.

Q3- Explicit motivation& implicit motivation, are they different in male and female students?

Table 5. ANOVA Between explicit & implicit motivations among subjects and their genders

Explicit & Implicit Motivations

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.728	2	.864	1.020	.03
Within Groups	99.064	117	.847		
Total	100.792	119			

Based on data of table 5, in which F=1.020, freedom degree of 2 and 117, sig=03 and since it is less than 0.05 so there is a meaningful difference between explicit and implicit motivations between males and females.

Table 6. Multiple Comparisons

Dependent Variable: explicit &implicit motivation

Tukey HSD

Explicit &(J) implicit various motivation genders		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Very little	little	-.11966	.17878	.002	-.5441	.3048
	Not sure	.26923	.27706	.001	-.3885	.9269
Little	Very little	.11966	.17878	.000	-.3048	.5441
	Not sure	.38889	.27597	.001	-.2662	1.0440
Not sure	Very little	-.26923	.27706	.000	-.9269	.3885
	little	-.38889	.27597	.001	-1.0440	.2662

Based on these explanations it can be said the explicit and implicit motivations are different among males and females. And males are more like toward implicit motivation, whereas females are toward explicit motivation.

6. Conclusion & Discussions

Many of the recommendations for assessing motivation described below are intended to help remove the perceived threat of evaluation and to maximize the likelihood of actually observing students' real motivation levels. Thus, in large part, methods for encouraging the expression of motivation in the classroom overlap with methods for measuring it. A number of researchers note, task characteristics that help to elicit student motivation (Hidi&Harackiewicz, 2000; Lange & Adler, 1997; Stipek, 1996; Turner, 1995). First, task difficulty level affects students' engagement, with most researchers arguing that difficulty or challenge level impacts motivation through the students' sense of competence. That is, tasks that are perceived as too easy can diminish students' engagement because completion of the task does not promote a sense of competence (Lange & Adler, 1997). On the other hand, tasks that are perceived as too challenging may prompt challenge-avoidance behaviors, such as disengagement and low effort, if students are not confident that they can excel at the task (Covington, 1992, as cited in Stipek, 1996). Thus, several researchers recommend using tasks of moderate difficulty (Stipek, 1996; Turner, 1995). Tasks of moderate difficulty have been associated with increased student persistence; more varied strategy usage, greater task interest, and increased task performance (Turner, 1995). Tasks that are appropriately calibrated will be within reach of most students, but only with some effort. As Stipek (1996) notes, however, tasks that are achievable for most students in a classroom will be too challenging for a small proportion of the low-ability students. Thus, instructional approaches concerned with observing student motivation suggest using tasks that can be differentiated according to

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student ability and student interest. Differentiation means that the difficulty level of the task can be manipulated, either by tailoring student goes to ability level or by changing the nature of the task (Turner, 1995). Differentiation also suggests that students may work on several different types of tasks during the course of instruction, and at any given moment, not all students will complete the same tasks (Stipek, 1996).

The present study is including two variables of motivation and speaking performance that were investigated among high school students of Ilam. During the present research, various dimensions of motivation, including explicit and implicit motivation were investigated and their effect on speaking performance of high school students of Ilam was investigated. The research method in the present study is descriptive-analytic and data were collected by Questionnaire and after collecting data, they were analyzed by SPSS software. The findings of the present research show that there is a meaningful relationship between motivation and speaking performance among high school students of Ilam. These findings also indicated that explicit and implicit motivations are different with various genders of students.

7. Limitations and Suggestions for Further Researches

- based on findings of the present research, it can be suggested that implicit and explicit motivation are two separate categories and they can investigate separately.

- motivation is an important factor for learning second language, and the effect of this factor can be investigated on other skills of language.

- as it was shown in the present research, the motivation can lead to improving speaking performance, so investigating approaches for rising motivation can be studied by other researchers.

Each study has a set of limitations or potential weaknesses or problems with the study identified by the researcher. Additionally, by explicitly stating the limitations of the research, a researcher can help other researchers to judge to what extent the findings can or cannot be generalized to other people and situations. Participants of the present study were limited to the population of Ilam, a study about the native population in Ilam would not necessarily be applicable to other geographic regions or other professions. Instrument of the study was a questionnaire, it may be also beneficial to use other ways, such as tape recording, observation and interview, Owing to the multilingual setting of the classes in Ilam. The present research was done at a specified time and it may obtain various results in another time range. So it can be said that the present research is following with these limitations:

- time limitation
- limitation of geographical area
- limitation of research instruments

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