



The motivation of university students in speaking English on extracurricular activity: Extrinsic or intrinsic?

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: Mar 23, 2023 Revised: May 11, 2023 & Jun 11, 2023 Accepted: Jul 23, 2023</p> <p>Keywords: Motivation Speaking English Extracurricular Activity</p> <p>Conflict of interest: None</p> <p>Funding information: Faculty of Teacher Training and Education, Tadulako University</p> <p>Correspondence: Mawardin M. Said, Department of Language and Art Education, Tadulako University, INDONESIA mawardinmsaid@yahoo.com</p>	<p>Research on the students' motivation to speak English in extracurricular activities has been conducted, but university students in Indonesia still tend to be reluctant to use English in extracurricular activities. In order to explore this problem in more depth, this paper examines the motivation of English Education students in the Department of Language and Art Education at the Faculty of Teacher Training and Education, Tadulako University to speak English outside the classroom. The broader aim is to express how to create an academic atmosphere in which students will be more willing to use English skills to interact with other English speakers. Participants in the research were 25 English education students. The data were collected through Identification (as a procedure) using Questionnaire (as an instrument) and then analyzed using Descriptive Method. Results indicate that university students join the program to be able to communicate in English and get a certificate. Motivations are thus both extrinsic and intrinsic. Most students appear to be self-motivated, exhibiting stronger intrinsic motivation than extrinsic one. This implies that teachers need to support the decision-making of university students in developing their English-speaking skills and provide more opportunities for extracurricular activities in which students can practice their English orally.</p>



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Motivation must be had by someone who carries activity out to support the spirit of reaching success based on an objective designed. Human

beings must have principles to integrate their abilities. The abilities consist of affective ability covering attitude and behavior, psychomotor ability focusing on skill, and cognitive ability dealing with knowledge. Those are integrated to develop motivation to identify extrinsic and intrinsic motivation deeply. University students must have motivation in learning and developing English, especially speaking English in extracurricular activities, so this title is necessarily researched to be published in scientific work.

This research is popular since it is a way to freely develop English-speaking skills and can be followed by university students at any level. It aims to identify English Education students' motivation to speak English in extracurricular activities. It was carried out at English Education Study Program having students who are able to speak English. They join extracurricular activities to practice and develop their English-speaking skills effectively and efficiently to improve oral English.

There is no research about motivation in speaking English on extracurricular, except this one, so this is a research result needed for motivating students to practice English orally. Besides, extracurricular activity for speaking English has not been carried out regularly at Tadulako University except in English Education Study Program once a year. "Academic environment can contribute to academic perception and learning preferences." (Mumin & Salleh, 2021). The students joined the program to speak English, but their motivations have not been clear yet. Real data dealing with developing English-speaking skills in extracurricular activity are needed. The result of this research is detailly to express initial scientific information about the motivation of English education students in speaking English in extracurricular activities. English speaking skills at a tertiary level should be developed through extracurricular activity to support its intracurricular one; however, at Tadulako University it has not been effective yet in all study programs except English Education. Therefore, its academic atmosphere has not been ideal, so that the students have not been duly able to speak English yet. These problems can be solved by answering the following research questions.

1. What extracurricular activity did the university students join in speaking English most?
2. Who motivates university students to speak English in extracurricular activities?
3. What motivates university students to speak English in extracurricular activities?
4. Does extrinsic or intrinsic motivation influence university students to speak English in extracurricular activities more?

Anyone who learns English must have motivation that consists of extrinsic motivation and intrinsic motivation. "Motivation is an important

aspect of successful teaching and learning.” (Muslim et al., 2020). “Motivation is an important factor for success in learning a foreign or second language. Creating such motivation among learners through adopting certain teaching practices is likely to stimulate learners to learn.” (Ahmed & Al-Ward, 2020). Integrating culture into the language teaching programs has an effect on the motivation of the language learners and the process of teaching and learning (Rohmani & Andriyanti, 2022). Traditionally, motivation has been perceived as dichotomous: intrinsic versus extrinsic and instrumental versus integrative (Griffiths & Soruç, 2021). It is the only motivation theory that claims the possibility of extrinsic motivation to change into more intrinsic types, given internalization happens (Basikin, 2020). So, the extrinsic motivation must be in human beings as social creatures to have intrinsic motivation.

Intrinsic motivation, influenced by the extrinsic one, enables learners to have a principle to use the target language even though they produce errors. “A non-native English student often produces errors in using the target language. However, those errors should be corrected wisely by her teacher.” (Muslim et al., 2021). “For EFL students, making errors in using the target language is very common.” (Muslim et al., 2021). “Nearly all learners make errors when learning English because it is hard to separate errors. Errors are deviations from the truth that affects understanding and distribution.” (Al-Hamzi et al., 2023). “The teacher should not see them as failures but as signs of learning. If a teacher tries to prevent a learner’s errors, they never learn what they do not know.” (Al-Hamzi et al., 2023). Thereby, intrinsic motivation is an inner impulse as a principle and intention to be realized using language expressed in evaluating communication to develop attitudes and behaviors.

Communication happens by encoding and decoding messages. The former is addressed to the listener(s) and/or reader(s) since the communicator/encoder speaks out like a monologue and/or writes something down like paper(s), and the latter is done by communicatee to get the message(s) from the communicator. They need each other in communication and evaluation. “Language has different ways of expressing evaluation.” (Shorabek et al., 2021). “Evaluation, implemented verbally, is mainly studied by such sciences as linguistics, sociolinguistics, and psycholinguistics.” (Shorabek et al., 2021). The evaluation influences human minds and language.

Human minds can be expressed through understandable language visually to readers and orally to listeners in a community like society for applied linguistic research. “We do hope that the readers of Research in Applied Linguistics will find the papers both enjoyable and informative.” (Izadi & Jalilifar, 2022). In addition, linguistic pragmatics deals with studying the speaker’s attitude (especially evaluative) to what he reports (Shorabek et al., 2021). The psycholinguistic strategies focus on solving a linguistic problem

in communication through self-expression (Zhu et al., 2019). Thereby, evaluation and communication can be applied to motivate students to speak a language.

Speaking English directly, like offline or indirectly, like online meetings can be done after having competence/knowledge and performance/skill in that language. Since English in Indonesia is a foreign language as a formal subject from the secondary up to tertiary levels, all learners have to learn it by skill priority. They can communicate in it if they want to express their ideas internationally. Someone having performance of course has competence, but not automatically that someone having competence has performance.

Speaking devices consist of monologue and dialogue. The former is speaking individually whereas the latter is speaking in pair interactively. To avoid spontaneity in learning the speaking skill, learners are to make texts, monologue text called composition and dialogue text called conversation for reading comprehension. "Reading comprehension is also an active process in which a reader uses prior knowledge to comprehend the text and create meaning." (Erdiana & Panjaitan, 2023). Thus, the monologue is supported by composition, whereas the dialogue is supported by conversation.

Speaking and writing are productive skills that should be had by English education students. Speaking is a skill under time pressure (Kahng, 2020). Speaking (expressing thought, idea, and feeling orally) exists before writing (expressing thought, idea, and feeling visually). Skill is a psychomotor ability to do something. Thereby, speaking skill is a psychomotor ability to express thoughts, ideas, and feeling orally, whereas writing skill is a psychomotor ability of expressing thought, idea, and feeling visually.

Good writing skill supports speaking skill development. A writer has the priority of expressing something grammatically. In contrast, a speaker has the priority of expressing something to be understood by the listener even though ungrammatically, so speaking is easier than writing. "Writing is the most difficult skill among the language skills." (Bairmani et al., 2021). Advanced writing skills are an important aspect of academic performance as well as of subsequent work-related performance (Queroda, 2018). To have good writing skills, one must not only learn them but also practice them regularly (Abdul et al., 2022). "Knowledge about writing plays an important role as a source in the writing process and product." (Rofiqoh et al., 2022). As a rule, foreign language learners face different problems with vocabulary misuse, grammatical errors, spelling, capitalization, punctuation and some others when writing academic texts in English (Marina et al., 2022). "Correct spelling, grammar and punctuation are key factors in written communication." (Marina et al., 2022). The receptive skills (listening and

reading) decode knowledge, whereas the productive ones (speaking and writing) encode knowledge.

Fluency, accuracy, and appropriacy as components of speaking skill are hopefully had by the learners to reach proficiency. They are motivated to speak English fluently, accurately, and appropriately to have it proficiently. "One key aspect of human development in the Indonesian context is good English proficiency." (Muslim et al., 2020). "Globalization and internationalization of higher education in developing countries have become synonymous with the Americanization of universities where English becomes the lingua franca of higher education institutions." (Nicolas & Annous, 2021). The nature of English as the world lingua franca and the nature of Indonesian multicultural students call for the application of intercultural language learning approach in English education in Indonesia (Morganna et al., 2020). The students hopefully become global learners who have English proficiency.

English is needed in any field but people still have different assumptions. Students should be able to choose appropriate strategies to bring their performance close to the goal or to self-evaluate their writing tasks (Suwanarak, 2018). The students express something in meaningful English sentences, and their lecturer has to be an educator, facilitator, instructor, assessor, and motivator to develop their English-speaking skills. Educational people have to be aware of the significance of English as a global language.

English speaking skills can also be developed by expressing things in our surroundings to increase our English vocabulary, which is then made into sentences realized in speaking as a priority skill. "In learning a second or foreign language, mastering is essential to support the development of reading, listening, speaking, and writing." (Damanik, 2022). Within the limited speaking practice, the participating teachers prefer to emphasize language structure in their teaching (Setyarini et al., 2020). "Writing is a complex mental process that requires a specific level of linguistic knowledge, written norms, vocabulary and grammar." (Alzahrani, 2022). It is important first to understand how meanings of words are typically learned (Pham et al., 2020). The meaning of 'thing' is very general and close to the meaning of 'something' (Auwera & Krasnoukhova, 2021). We construct sentences by using vocabulary to communicate. Vocabulary is a collection/list of words that have meanings.

Language use is characterized by messages orally and/or visually. The messages expressed are based on principles of *use* and *usage*. *Use* concerns with *performance*, whereas *usage* deals with *competence*. We use language to transfer messages to audience in society. "Languages mirror the social history of their speakers." (Aikhenvald & Maitzb, 2021). Society and language cannot be separated, both have a relationship where society can be formed by the language they use (Agustine et al., 2021). Since the speakers or the learners

are anxious, they cannot express ideas and thoughts fluently (Said & Weda, 2018). Certainly, formal speaking or oral presentation skills are abilities that are required in most job interviews and frequently demanded of at the workplace (Seau et al., 2018). The messages have to be expressed communicatively.

Communicative competence and performance are to use vocabulary in communicating anything. Language competence and performance can be integrated into science applied in real life (Said et al., 2021). We should have competence-based performance (Said et al., 2021). "The language performance covers two productive skills, speaking and writing and two receptive skills, listening and reading." (Said et al., 2021). "*Our actions arise from our beliefs about life: what we need and how best to achieve it.*" (Renandya et al., 2023). "Reading is an activity of acquiring knowledge and information by involving a cognitive process in understanding texts from printed or non-printed media." (Erdiana & Panjaitan, 2023). "The readers' cognitive processes are involved while reading because they attempt to understand and learn from what they read." (Erdiana & Panjaitan, 2023). "Thus, the students in English study program need to master language skills including listening, speaking, reading, and writing skills." (Sabaruddin et al., 2023). Performance and competence are integrated.

This work signifies to support decision-making in developing English-speaking skills. "Language teachers make decisions all the time - they need to choose, for instance, what textbook to use, which role to adopt, or how to treat their learners." (Strugielska et al., 2021). "Learning can be carried out effectively and efficiently if the teacher as a learning designer can select, determine, and use various media, appropriate learning resources." (Lisnawati, 2021). "Thus, learning English by watching movies or TV shows spoken in English may improve learners' proficiency." (Damanik, 2022). The skill is hopefully developed through various atmospheres.

The learning and teaching are integrated. "In language learning, adult learners are known to have specific characteristics." (Damanik, 2022). "Language learning is a process for restructuring identity among learners." (Rashidi & Esmaeeli, 2023). "Various learning resources can now be used by teachers and students, such as textbooks, e-books, journals, newspapers, websites, YouTube, and magazines." (Erdiana & Panjaitan, 2023). "English teachers, material developers, and syllabus designers can gain insight from the result of the study to enable students to do self-reflection and self-evaluation." (Yulianawati et al., 2022). Learning assessment is done by listening, observing, and talking to students when completing assignments (Jafar et al., 2023). Students can learn from assessments and develop their knowledge and skills through self-evaluation (Jafar et al., 2023). Teachers adapt their teaching practices according to student performance (Jafar et al.,

2023). The students have the motivation to speak English in extracurricular activities.

Studentship activities cover intracurricular activities and extracurricular one. The former is associated with the formal curriculum as government rule, whereas the latter deals with the intern program to fulfill needs. Dominantly the intracurricular activity leads the students to be competent, whereas the extracurricular one leads to performance. Those are results of learning activities through lesson plans that can be applied in life-long learning. "The lesson plan should cover learning activities not only inside but also outside the classroom." (Muamar, 2022). "Life-long learning is usually associated with learning new knowledge and skills throughout one's life. Learning new things, however, is not the only thing that enables us to grow." (Renandya et al., 2023). Learning a language is often associated with learning the grammar of the language (Renandya et al., 2023). The underlying belief of this association is that one has to master the language's grammar in order to speak it (Renandya et al., 2023). Thereby, competence and performance correlate in speaking English in extracurricular activity.

Students have to interact in intracurricular and extracurricular activities. They are motivated to be a part of the solution, not a part of the problem. They join English extracurricular activities to develop English skills. "There is no doubt that anything experienced in social life directly affects learners' educational experiences." (Taskiran et al., 2018). In extracurricular activities, teachers can communicate with students by email or in other ways to answer students' learning questions (Wang & Zeng, 2018). Discussion in its various types, group discussion, small group work, big class discussion, classroom presentation, and even debate needs to be well prepared by the teacher and lecturer in the umbrella of student-centered approach (Weda et al., 2021). This principle is necessarily realized.

Realization of intention in learning and teaching should be based on appropriate instructional model to produce materials. The models are designed to support the effectiveness of learning and teaching a target language for effective communication. Communication consists of a source or sender, message, channel, receiver, and feedback (Chanwanakul, 2021). Communication in the language class and especially in a foreign language class plays a key role in ensuring a sense of achievement of learning objectives and fulfillment for teachers and learners (Aromaih, 2021). "It is widely accepted that communication is the main aim of language teaching and learning." (Gholami et al., 2021). "Students also need to be trained to give and receive feedback." (Boonma & Swatevacharkul, 2020). Feedback, particularly corrective feedback, is one of the ways to improve a student's ability to use a target language (Muslem et al., 2021). In general, most students like to receive oral corrective feedback from their lecturer (Muslem et al., 2021). The purpose

of communicative methods is seen in developing the students' communication skills (Hrydzhuk et al., 2021). Thereby, learning and acquisition happens in communication.

Communication happens by combining attitude and behavior. Attitude is a principle as one of the affective aspects which can be analyzed to assess someone's thoughts and feelings (Said et al., 2021). "Behaviour is an action as one of affective aspects which can be seen to indicate someone good or bad. It affects life experience." (Said et al., 2021). The affective fluctuation is also hard to control since it integrates the individual's personality and emotional management with the surroundings (Ma et al., 2022). "Self-confidence and emotions are also affected by contextual factors." (Ma et al., 2022). Human beings must integrate their attitudes and behaviors to be consistent human resources (Said et al., 2021). Communication can be done by students and lecturers to realize their English-speaking skills but maybe in various motivations, attitudes, and behaviors.

Students' motivation in speaking English during extracurricular activities can be influenced by their parents, family, lecturer, expert, government, friends, place/situation, and condition. People are interested in and affected by events around them (Kaku-MacDonald et al., 2020). Human resources and natural ones influence the students' motivation to develop their skills like English speaking skill in extracurricular activities. The students can practice their English in extracurricular activity freely to support their competence from intracurricular activities. In teaching English as a foreign language social networking sites enhance active participation of learners for real purposes (Taskiran et al., 2018). This helps them gain motivation and real-life experience through gaining different roles, such as authors and readers (Taskiran et al., 2018). The students can get motivation to speak English and play roles to have different experiences as if they participate in real English activities.

Lecturers/teachers may use multimedia to facilitate students in learning English materials. "The use of multimedia is intended to facilitate the presentation of learning materials by teachers and understanding of the material by students." (Lisnawati, 2021). "Teachers can also encourage students to discuss their prediction of what will happen in the next chapter of the story before starting a new chapter." (Tsuda et al., 2023). "The process of learning by using multimedia enables the various senses (audio, visual, etc.) of learners so that the learning is done effectively and efficiently." (Lisnawati, 2021). Thereby, they do teach and learn English globally through real-life development.

Students can cooperate with their lecturer/teacher in getting English materials by using smartphones and having facilities like email and WhatsApp. "Cooperative learning is more effective than traditional teaching

in learning English and developing academic achievement." (Al-Mubireek, 2021). "Cooperative learning activities give students the opportunity to work in pairs or small groups." (Nur et al., 2023). The students and lecturer have to interact reciprocally.

University students should have the motivation to speak English. Through lots of practice, the skill becomes automatic (Salehuddin, 2018). Motivation is one of the driving factors of individual behavior in reading activities (Yah, 2018). The students want to practice their English speaking skills in extracurricular activities.

The extracurricular activity for speaking English must be designed to support the academic atmosphere to reduce students' anxiety. "The language practitioners and lecturers at the university should reduce students' anxiety". (Said & Weda, 2018). Students' anxiety can be reduced in all levels of language learning by implementing a good atmosphere and relaxed situation to attract students' involvement in the language learning process (Said & Weda, 2018). Anxiety is naturally experienced by students learning English.

The students may communicate alone and interact with their lecturer. "The tradition of learning a foreign language through communication alone has a long history." (Mohammed & Mohammed, 2021). Various teaching methods can improve the students' interest in English learning, their enthusiasm to participate in classroom learning, and the autonomy of learning after class (Wang & Zeng, 2018). When the students are aware of the progress as a result of their effort, they become more appreciative of their learning success over the grade received (Boonma & Swatevacharkul, 2020). In English class, willingness to communicate is essential (Said et al., 2021). Therefore, teachers are required to be able to motivate English learners (Said et al., 2021). This research result expresses the motivation of the English Education Students in Speaking English in Extracurricular Activity: Extrinsic or Intrinsic?

METHOD

Research Design

This research has accurate data obtained to answer the research questions. It was carried out over six months. Descriptive qualitative data were collected to find out the main points to be a standard for decision making in a program design supported by principles from the references. Thus, the descriptive method was applied to describe important things expressed qualitatively for duly solving the main problem stated.

This descriptive qualitative research was conducted at Tadulako University in Palu, Central Sulawesi, Indonesia. Its subjects/respondents are 25 English Education Study Program students as in the following Table 1. They were from Odd Semesters: III, V, VII, IX, and XI (five for each

representatively). Each has a different initial appeared to keep privacy. They were various students chosen from the different semesters but the same amount. They filled out a questionnaire having three questions. Their answers resulted accurate data analyzed carefully.

Instrument and Procedure

Questionnaire

The instrument of this research is Questionnaire (as in the Appendix). It has been used to have the respondents and data. They have filled it out individually. The data were obtained effectively and efficiently.

Identification

The data were identified to solve the problem by answering the research questions. Those were collected through Identification. It was done to pay attention to the subjects and real data. The actual data have been obtained through the Questionnaire filled out individually by the respondents.

Data Analysis Technique

This scientific research has data obtained and analyzed descriptively. Its description is expressed qualitatively. It is to develop the English-speaking skill of English education students. The descriptive qualitative procedure was carried out by using descriptive qualitative analysis technique to have real data expressed through table and figures accurately and explained in paragraphs in detail.

FINDINGS

We can identify university students' motivation by paying attention to data. The following Table contains Extracurricular activity joined with and motivator and something which motivates for identifying extrinsic or intrinsic motivation. Those may be analyzed separately or integratively. The data analysis is used to answer the research questions.

Table 1. Extracurricular activity joined and motivator and something which motivates for identifying extrinsic motivation or intrinsic motivation

The Motivation of University Students in Speaking English on Extracurricular Activity...

No.	Initial	Extracurricular Activity Joined for Speaking English					Motivator in Speaking English			Something which Motivates in Speaking English	Extrinsic Motivation or Intrinsic Motivation in Speaking English			
		English Club	English Debate	English Day	English Club	English Course	Tourist	Self	Teacher	Parent	Senior / Friend	Oral English Communication Freely and Awarely to be Better than before	Institutional Rule for Developing English Skill	Extrinsic Motivation
1	RS	√	√							√	√		√	√
2	MD	√	√			√	√			√	√		√	√
3	RS	√				√	√			√	√		√	√
4	MSL	√				√				√	√		√	√
5	RAS	√				√					√			√
6	MHLP	√				√					√			√
7	Y	√				√					√			√
8	MTP	√				√					√			√
9	W	√				√					√			√
10	SFA	√				√					√			√
11	INS	√	√	√		√	√	√	√	√	√	√	√	√
12	A				√	√					√			√
13	NM			√	√	√			√		√		√	√
14	RL	√	√	√	√	√	√			√	√	√	√	√
15	An	√		√		√	√				√		√	√
16	O	√				√					√			√
17	JK	√	√	√		√					√			√
18	APM	√				√	√			√	√		√	√
19	AS	√			√	√					√			√
20	S	√					√				√		√	√
21	TW	√				√					√			√
22	Mf	√				√					√			√
23	AH	√					√				√		√	√
24	Wy	√								√	√		√	√
25	RUA	√							√		√		√	√

No.	Initial	Extracurricular Activity Joined for Speaking English						Motivator in Speaking English			Something which Motivates in Speaking English		Extrinsic Motivation or Intrinsic Motivation in Speaking English		
		English Camp	English Debate	English Day	English Club	English Course	Tourist Festival	To	Self	Peer	Senior	Oral English Communication Freely and Awarely to be Better than before	Institutional Rule for Developing English Skill	Extrinsic Motivation	Intrinsic Motivation
		23	3	7	3	1	1	20	7	3	8	25	2	13	25

Table 1 contains Extracurricular Activity Joined and Motivator and Something which Motivates for Identifying Extrinsic Motivation or Intrinsic Motivation. Motivation is to increase the spirits to do something. Its opposite is demotivation. "Demotivation is the negative counterpart of motivation. Learners who experience demotivation are characterized by reducing or losing interest in learning." (Iftanti et al., 2023). "Lecturers play a significant role in determining students' motivation and involvement during learning. In other words, if lecturers fail to play their role during online learning, students will experience demotivation." (Iftanti et al., 2023). Data in Table 1 are identified by analyzing the Questionnaire that has three questions: Question 1, Question 2, and Question 3. Their results can also be looked at in Figure 1 for Question 1, Figure 2 for Question 2, and Figures 3 and 4 for Question 3. The data have been analyzed by having the following four Figures (1, 2, 3, and 4).

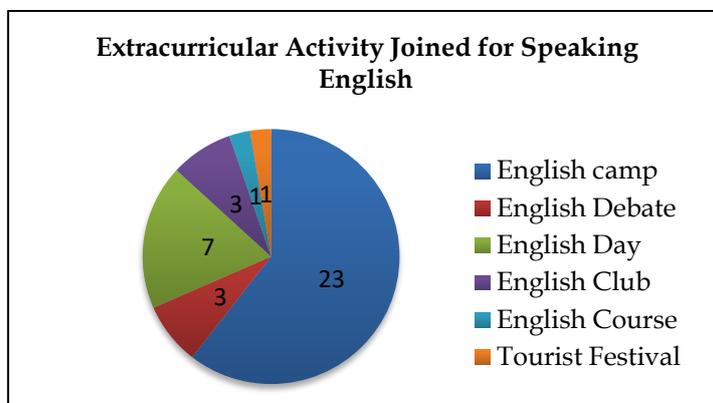


Figure 1. Extracurricular activity joined for speaking English

Figure 1 contains extracurricular activities joined for speaking English. The English education students developed their English skills by joining the extracurricular activity. That activity consists of five activities: English Camp, English Debate, English Day, English Club, and English Courses. "Using English as the Medium of interaction is assumed to create an English environment that leads to familiarity with using English." (Nur et al., 2023). The circumstance could encourage student-teacher interaction in English outside the classroom (Nur et al., 2023). "In normal social interactions, society communicates ideas and thoughts using a nonverbal language known as paralanguage." (Fougty et al., 2023). Various extracurricular activities should be carried out to create an environment for English learning (Wang & Zeng, 2018). Figure 1 indicates that the university students dominantly joined English Camp (23 of the 25 students). They then, respectively, English Day, English Debate and English Club, English Course, and Tourist Festival. Those supported their psychomotor ability, especially English-speaking skills.

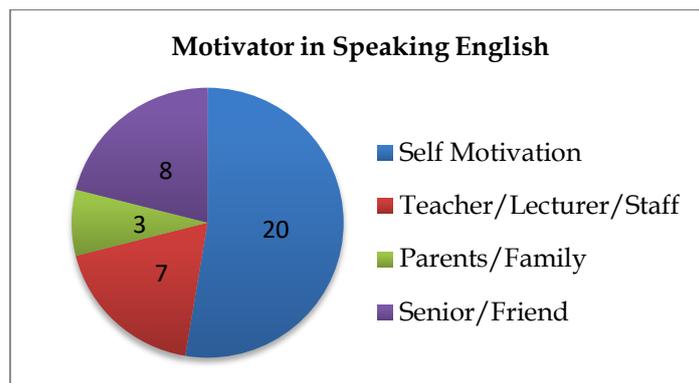


Figure2. Motivator in speaking English

Figure 2 indicates that the students had a motivator in speaking English. They answered Question 2 in the Questionnaire. Its results are dominated by self-motivation (20 of 25 students). Others are respectively Senior/Friend, Teacher/Lecturer/Staff, and Parents/Family. Their motivator in this matter consists of themselves/self-motivation, Senior/Friend, Teacher/Lecturer/Staff, and Parents/Family. "Teachers believed that technological tools such as the internet, mobile phones, YouTube videos, and laptops enable them to explore their creativity by transforming their concepts into reality." (Hidayat et al., 2023). "Teachers gained knowledge in various ways, including formal education, professional development, personal experience as learners, and teaching experience." (Hidayat et al., 2023).

English education students have the spirit to develop their English-speaking skills since they have been motivated by themselves or others.

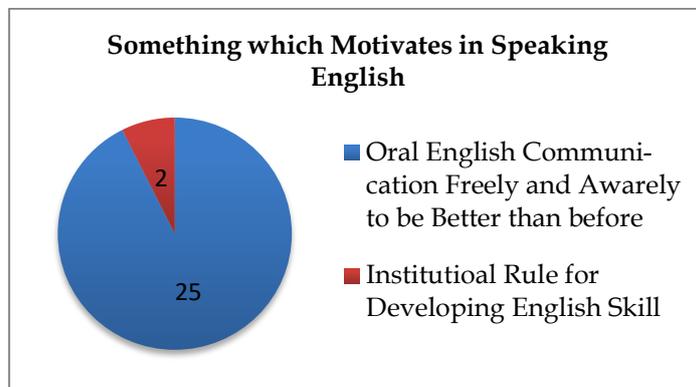


Figure 3. Something which motivates to speak English

Figure 3 indicates that the students had something motivating them to speak English. There were two options, i.e. a. Oral English Communication Freely and Awarely to be Better than before and b. Institutional Rule for Developing English Skill. The answers of the Question 3 to Questionnaire have been analyzed. The data can be analyzed that all of the respondents chose the former as something motivates them even though among them there were two respondents also chose the latter. They can speak English freely if they have English words to make English sentences for clearly communicating something in the target language. "Words are stored in the mental lexicon which is located within semantic memory." (Agustín-Llach, 2023). However, words are not stored randomly, they follow a certain structure (Agustín-Llach, 2023). Thus, what motivated to speak English through extracurricular activity was Oral English Communication Freely and Awarely to be Better.

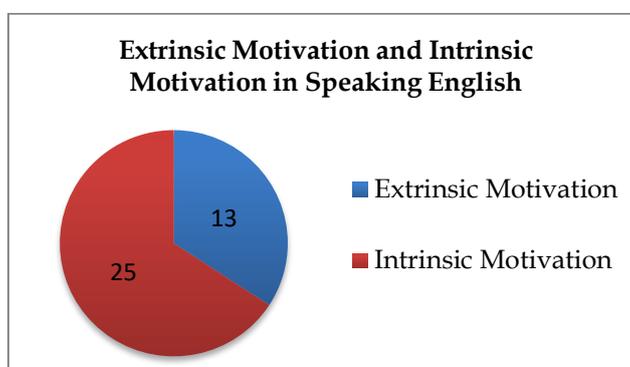


Figure 4. Extrinsic motivation and intrinsic motivation in speaking English

Figure 4 contains Extrinsic and intrinsic motivation in speaking English through extracurricular activity. Those are identified through question 3 of the questionnaire. It is a combination of motivators and something that motivates to identify extrinsic motivation and intrinsic. "Motivation is the direct power of action. It can stimulate people to achieve the goal of internal action." (Chuane et al., 2023). "Intrinsic motivation plays an important part in most learners' EFL learning success." (Chuane et al., 2023). Figure 4 data indicate that all respondents have intrinsic and extrinsic motivations even though their intrinsic motivation was greater than extrinsic one. The data can be expressed that 25 respondents had intrinsic motivation, and among them, there were 13 respondents who had extrinsic one. Those can be integrative motivation from the English education in speaking English through extracurricular activity.

DISCUSSION

This part deals with discussions of findings from the answers to the research questions. What extracurricular activity did the university students join in speaking English most? This is the first research question. Table 1 expresses Extracurricular Activity Joined and Motivator and Something which Motivates for Identifying Extrinsic Motivation or Intrinsic Motivation in Speaking English. "Extrinsic motivation, such as monetary rewards or status and recognition, may have a limited effect on individual performance." (Hidayat et al., 2023). "Motivation is defined as a strong desire or interest in discovering new ways, resolving problems, and enhancing teaching practices that result in creative production." (Hidayat et al., 2023). "Intrinsic orientation entails an individual's satisfaction, enabling them to be creative in their teaching and an awareness of their responsibility to be creative." (Hidayat et al., 2023). Extrinsic motivation refers to external factors that can help teachers develop and encourage creativity (Hidayat et al., 2023). The data are the results of the student's answers to the questions 1-3 of the Questionnaire attached.

The answers for question 1 of the questionnaire are to answer the research question 1. The data indicate that the English education students speaking English joined Extracurricular Activities: English Camp, English Debate, English Day, English Club, English Course, and Tourist Festival. Among the six activities, the activity joined mostly was an English Camp. It is then followed by English Day. English Debate and English Club were in the same position after English Day. English Course and Tourist Festival were low in the same position. They were lower than the other extracurricular

activities: English Debate and English Club. Thus, the highest extracurricular activity was English Camp.

Who motivates university students to speak English in extracurricular activities most? This is the second research question. It is answered through the students' answers to question 2 of the Questionnaire. The data can be analyzed that the Motivators of the students in speaking English through Extracurricular Activities were Self-motivator, Teacher/Lecturer/Staff, Parents/Family, and Senior/Friend. "Teachers should provide students with opportunities to reflect on their own developing identity as language learners and language users." (Evans & Fisher, 2022). The concept of an effective student-centered learning environment requires teachers to appreciate and treat students like co-learners (Mohammad, 2022). "Hence, one assumption can be that teachers' reflections on their environment while doing action research may impact their professional identity development." (Meihami & Werbińska, 2022). To use language independently, learners need a base of sounds, vocabulary, and grammar (Porter et al., 2022). Among those alternative motivators, the highest was self-motivator. In this matter, they motivated themselves. The second position was Senior/Friend. The third was Teacher/Lecturer/Staff and the last/lowest was Parents/Family. Thus, the self-motivator was the highest in speaking English through Extracurricular Activities.

What motivates university students to speak English in extracurricular activities? This is the third research question answered through the students' answers to question 3 of the Questionnaire. The data indicate aspects that motivated/supported the students to have spirits in speaking English on the Extracurricular Activities. There were two aspects in this case, namely Oral English Communication Freely and Awarely to be Better than before and Institutional Rules for Developing English Skills. The former is higher than the latter. "Institutions must also draw teachers' attention to their role as vital knowledge resources for their students." (Al-Dosari et al., 2022). Thereby, Oral English Communication Freely and Awarely to be Better than before motivates university students to speak English during extracurricular activities more than Institutional Rules for Developing English Skills.

The answer to Question 3 of the Questionnaire can be analyzed for answering the fourth research question: Does extrinsic or intrinsic motivation influence university students to speak English during extracurricular activities more? Since Oral English Communication Freely and Awarely to be Better than before is more than Institutional Rules for Developing English Skills, so Intrinsic Motivation of the students in speaking English on the Extracurricular Activities is higher than their Extrinsic One. In other words, intrinsic motivation influences university students in speaking English on

extracurricular activities more than extrinsic motivation. This is an educational dream in human resource development.

The main point of this manuscript is the Motivation of university students to speak English in Extracurricular Activities. Motivation to speak English is dependent variable, whereas extracurricular activity is independent one. "EFL (English as a Foreign Language) in Indonesia is needed by people academically and professionally." (Said et al., 2022). The essential function of language is communication (Woore et al., 2022). "English is used to communicate anything internationally and to get information globally." (Said et al., 2022). In addition, identification of the Extrinsic Motivation and Intrinsic Motivation in Speaking English on the Extracurricular Activity (the results of questions 2 and 3 in Table 1) have been done. Its result indicates that even though the English Education study program students have various motivations, namely Extrinsic Motivation and Intrinsic Motivation, their Intrinsic Motivation was higher than their Extrinsic One.

CONCLUSION

English camp was joined by the university students in speaking English on extracurricular activity most. They motivate themselves to speak English in extracurricular activities. Oral English communication freely and awarely to be better than before motivates them to speak English in extracurricular activities more than institutional rules for developing English skills. Thereby, their intrinsic motivation influences them to speak English on extracurricular activities more than their extrinsic motivation.

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APPENDIX

Questionnaire

Name:

Sex: Male/Female

Reg. Number:

Semester:

Answer the following questions carefully!

1. What extracurricular activity/ activities did you join for speaking English?
 - a. English Camp
 - b. English Debate
 - c.

- d.
- e.
- 2. Who motivates you in speaking English through extracurricular activity?
 - a. Diri sendiri
 - b. Guru/dosen/staf
 - c. Orangtua/keluarga
 - d. Senior/teman
 - e.
- 3. What motivates you in speaking English through extracurricular activity?
 - a. Komunikasi bahasa Inggris lisan dengan bebas dan sadar agar lebih baik dari sebelumnya
 - b. Peraturan lembaga untuk mengembangkan keterampilan bahasa Inggris
 - c.

Good Luck
Thanks