

**EXPLORING PRE-SERVICE ENGLISH TEACHERS'  
MOTIVATIONAL ORIENTATION IN PRACTICING  
SPEAKING SKILLS**

**By  
SHEVIANA AISYIAH**



**ANTASARI STATE ISLAMIC UNIVERSITY  
BANJARMASIN  
2022 M/1444 H**

**EXPLORING PRE-SERVICE ENGLISH TEACHERS' MOTIVATIONAL  
ORIENTATION IN PRACTICING SPEAKING SKILLS**

**Undergraduate Thesis**

Presented to Faculty of Tarbiyah and Teacher Training  
In partial fulfillment of the requirements for the degree of  
*Sarjana Pendidikan*

**By**  
**Sheviana Aisyiah**  
**190101030196**

**ANTASARI STATE ISLAMIC UNIVERSITY  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
ENGLISH EDUCATION STUDY PROGRAM  
BANJARMASIN  
2022 M/1444 H**

### STATEMENT OF AUTHENTICITY

I, the undersigned, **Sheviana Aisyiah**, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, 26 December 2022  
The writer,



Sheviana Aisyiah



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI ANTASARI  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492  
Web: [www.ftk.iain-antasari.ac.id](http://www.ftk.iain-antasari.ac.id)

**SURAT BUKTI BEBAS PLAGIASI**

Nomor: B-1208/Un.14/III.1.f/PP.00.9/12/2022

Ketua Program Studi Tadris Bahasa Inggris menerangkan bahwa mahasiswa dengan identitas berikut:

Nama : Sheviana Aisyiah  
NIM : 190101030196  
Program : S-1  
Program Studi : Tadris Bahasa Inggris

Judul Skripsi:

Exploring Pre-Service English Teachers' Motivational Orientation in Practicing Speaking Skills

Hasil Uji Plagiasi : 22 %

Berdasarkan hasil uji plagiasi dengan menggunakan [www.turnitin.com](http://www.turnitin.com) bahwa naskah skripsi ini dinyatakan memenuhi syarat batas maksimal plagiasi 25%.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 16 Desember 2022

Ketua Program Studi  
Tadris Bahasa Inggris



Atifah Linda Sari

## APPROVAL

Title : Exploring Pre-Service English Teachers' Motivationl  
Orientation in Practicing Speaking Skills

Name : Sheviana Aisyiah

SRN : 190101030196

Faculty : Tarbiyah dan Keguruan

Program : Undergraduate Study (S-1)

Department : English Education Department

Academic Year : 2022/2023

Place/Date of Birth : Banjarmasin, 22 Januari 2001

Address : Jl. Bumi Pertiwi 1 Ujung Banjarmasin

After being checked and revised, the thesis has been approved to be examined in front of the board of Examiners of Faculty of Tarbiyah and Teacher Training Uin Antasari Banjarmasin

Banjarmasin, 26<sup>th</sup> December 2022

Advisor  
Content and Research Methods




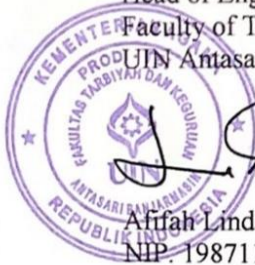
Dr. Hj. Raida Asfihana, M. Pd  
NIP. 198311302006042003

Advisor  
Language and Writing Techniques



Afifah Linda Sari, M. Pd  
NIP. 198711102015032004

Acknowledged by  
Head of English Education Department  
Faculty of Tarbiyah and Teacher Training  
UIN Antasari Banjarmasin



Afifah Linda Sari, S.S. M.Pd  
NIP. 198711102015032004

## VALIDATION

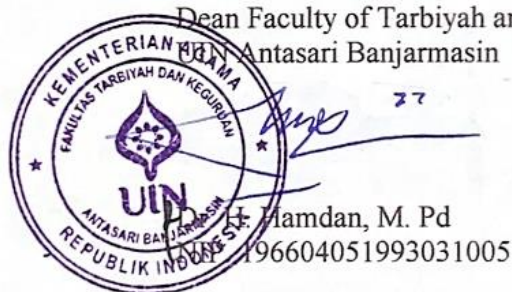
Title: Exploring Pre-Service English Teachers' Motivational Orientation in Practicing Speaking Skills.

Name: Sheviana Aisyiah SRN: 190101030196 has been examined by the board of thesis examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Day : Monday

Date : 26<sup>th</sup> December 2022

Score : 86,2 (A)



### THE BOARD OF EXAMINERS:

Name	Signature
1. Afifah Linda Sari, SS, M.Pd (Chairperson)	
2. Dr. Hj. Raida Asfihana, M.Pd (Member)	
3. Hidayah Nor, S.Pd, M.Pd (Member)	

## ABSTRACT

**Sheviana Aisyiah.** 2022. *Exploring Pre-Service English Teachers' Motivational Orientation in Practicing Speaking Skills*. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Dr. Hj. Raida Asfihana, M. Pd (II) Afifah Linda Sari, M. Pd.

**Keywords:** Speaking, Motivational Orientation, Pre-Service English Teacher

This study aimed to explore the motivational orientation of pre-service English teachers to practice speaking in teaching English lessons and to find out the influence of motivational orientations of pre-service English teachers on their speaking skills during the teaching practice II program. Motivational orientation in this study includes two parts: extrinsic motivation and intrinsic motivation. The researcher employed a sequential explanatory mixed methods research design with two phases of data collection and analysis to unpack (1) the motivational orientation in practicing speaking skills during teaching practice II and (2) the influence of the motivational orientation on the pre-service English teachers' speaking skills. It took place in the English Education Department of Antasari State Islamic University Banjarmasin. In the quantitative phase, the researcher administered a questionnaire to 80 pre-service English teachers that were still doing teaching practice II in the academic year 2021/2022. In the qualitative phase, the researcher steered in-depth interviews through zoom meetings with 20 pre-service English teachers who had already filled in the questionnaire. All participants were chosen using a purposive sampling technique. Findings revealed that (1) the motivational orientations of the pre-service English teachers in speaking English are the extrinsic and intrinsic motivation that helped them to speak English fluently and correctly, and (2) the motivational orientations of pre-service English teachers on their speaking skills during teaching practice were influenced by the pre-service English teachers' confidence to use English in speaking and their positive views toward speaking skills position among all English skills.

## ABSTRAK

**Sheviana Aisyah.** 2022. *Menggali Orientasi Motivasi Guru Bahasa Inggris Prajabatan dalam Mempraktikkan Keterampilan Berbicara*. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari. Dosen Pembimbing: (I) Dr. Hj. Raida Asfihana, M.Pd (II) Afifah Linda Sari, M.Pd.

**Kata Kunci:** Berbicara, Orientasi Motivasi, Guru Bahasa Inggris Prajabatan

Penelitian ini bertujuan untuk mengeksplorasi orientasi motivasi guru bahasa Inggris pra-jabatan untuk berlatih berbicara dalam mengajar pelajaran bahasa Inggris dan untuk mengetahui pengaruh orientasi motivasi guru bahasa Inggris pra-jabatan terhadap keterampilan berbicara mereka selama program praktik mengajar II. Orientasi motivasi dalam penelitian ini meliputi dua bagian yaitu motivasi ekstrinsik dan motivasi intrinsik. Peneliti menggunakan desain penelitian *sequential explanatory mixed methods* dengan dua tahap pengumpulan dan analisis data untuk membongkar (1) orientasi motivasi dalam melatih keterampilan berbicara selama praktik mengajar II dan (2) pengaruh orientasi motivasi pada pra-jabatan bahasa Inggris terhadap keterampilan berbicara guru. Penelitian ini bertempat di Jurusan Pendidikan Bahasa Inggris Universitas Islam Negeri Antasari Banjarmasin. Pada tahap kuantitatif, peneliti memberikan kuesioner kepada 80 calon guru bahasa Inggris yang masih melakukan praktik mengajar II pada tahun ajaran 2021/2022. Pada tahap kualitatif, peneliti mengarahkan wawancara mendalam melalui pertemuan zoom dengan 20 calon guru bahasa Inggris yang telah mengisi kuesioner. Semua partisipan dipilih dengan menggunakan teknik *purposive sampling*. Temuan mengungkapkan bahwa (1) orientasi motivasi guru bahasa Inggris pra-jabatan dalam berbicara bahasa Inggris adalah motivasi ekstrinsik dan intrinsik yang membantu mereka untuk berbicara bahasa Inggris dengan lancar dan benar, dan (2) orientasi motivasi guru bahasa Inggris pra-jabatan terhadap keterampilan berbicara mereka selama praktik mengajar dipengaruhi oleh kepercayaan diri calon guru bahasa Inggris untuk menggunakan bahasa Inggris dalam berbicara dan pandangan positif mereka terhadap posisi keterampilan berbicara di antara semua keterampilan bahasa Inggris.



## **MOTTO**

*“For indeed, with hardship [will be] ease.”*  
(QS. Al-Insyirah; 5)

## DEDICATION

I dedicate this thesis for:

1. My beloved parents, (The late) Mr. Abdussamad and Mrs. Ana who always give me endless love, support mentally, spiritually, and materially during the study and the process of making this thesis.
2. My lovely siblings, Ka Eet, Ka Parin, Ka Aziz, Ka Yati and Najwa, your sister has been always blessed for the laughs and happiness. They are such life amusements for me.
3. My beloved brother, Ka Aziz. Thank you for coming into my life and making me stronger to face all the problems.
4. All of my family. Thank you for always trying to make me laugh when I'm feeling down.
5. All of my best friends, Lita, Rosela, Sheila, Amel, Luna, Della, Muja, Zakia, Hana, Fifah, Fathia, Kiki, Shafira. Thank you for all the happiness, and support. And thank you for being my comfort place to share all my stories.
6. Another family in KKN UIN Antasari 2022, *Desa Kias*. Thank you for the struggle and a month of experiences that I have never done before.
7. My PPL II friends. Thank you for a month and a half in SMP NU. That was really pleasant to have experience teach together.
8. My tutor, Ka hikmah. Thank You so much for all the support and help.
9. My thesis participants. Thank you for being a part of my thesis.
10. All of my friends in UIN Antasari Banjarmasin who have given me supports and love for completing my study.

## ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا وَمَوْلَانَا مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ, أَمَّا بَعْدُ

Praise to Allah the Almighty who has been giving me guidance till the writer finished this thesis entitled “Exploring Pre-Service English Teachers’ Motivational Orientation in Practicing Speaking Skills”. Peace and salutation always be upon Prophet Muhammad (Peace be Upon Him) and all his friends who struggle for Allah. The writer like to express appreciation and gratitude to:

1. Dr. H. Hamdan, M.Pd as the Dean of Faculty of Tarbiyah and Teacher Training of Antasari State Islamic University and all his staff for their help in the Administrative matters.
2. Afifah Linda Sari, SS, M.Pd, as the Head of the English Education Department for the assistance and motivation.
3. Hidayah Nor, S.Pd, M. Pd, as the secretary of the English Education Department for the help and motivation.
4. My first academic advisor, Willy Ramadhan, M. Si, for the guidance and encouragement.
5. My second academic advisor, Dr. Hj. Raida Asfihana, M. Pd, for the guidance and encouragement.
6. My thesis advisor, Dr. Hj. Raida Asfihana, M. Pd, as the advisor of content and research methods for the advice, helps with suggestions and corrections.

7. Afifah Linda Sari, M.Pd, as the advisor of language and writing techniques for advice, help, suggestion and correction.
8. All lecturers and assistants in Faculty of Tarbiyah and Teacher Training for the priceless knowledge.
9. All Pre-service English teachers of UIN Antasari Banjarmasin in the academic year 2021/2022, as the participants in my thesis.

Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, the suggestion will be expected to make it better.

Banjarmasin, Jumadil Akhir, 02th 1444 A.H  
December, 26th, 2022 A.D



Sheviana Aisyiah

## LIST OF CONTENTS

<b>TITLE PAGE .....</b>	<b>i</b>
<b>STATEMENT OF AUTHENTICITY .....</b>	<b>ii</b>
<b><i>SURAT BEBAS</i> PLAGIARISME .....</b>	<b>iii</b>
<b>APPROVAL.....</b>	<b>iv</b>
<b>VALIDATION.....</b>	<b>v</b>
<b>ABSTRACT .....</b>	<b>vi</b>
<b><i>ABSTRAK</i>.....</b>	<b>vii</b>
<b>MOTTO .....</b>	<b>viii</b>
<b>DEDICATION.....</b>	<b>ix</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>x</b>
<b>LIST OF CONTENTS .....</b>	<b>xii</b>
<b>LIST OF TABLES .....</b>	<b>xv</b>
<b>LIST OF FIGURES .....</b>	<b>xvi</b>
<b>LIST OF APPENDICES.....</b>	<b>xix</b>
<b>CHAPTER I.....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
A. Background of Study.....	1
B. Definition of Key Terms .....	5
1. Speaking .....	5
2. Motivational Orientation .....	5
3. Pre-Service English Teacher .....	5
C. Research Questions .....	6
D. The Objective of Study .....	6
E. Significance of Study .....	7
<b>CHAPTER II.....</b>	<b>8</b>
<b>THEORETICAL REVIEW .....</b>	<b>8</b>
A. Pre-Service English Teachers .....	8
B. Teaching Practice .....	9
C. Motivational Orientation in Speaking.....	10

D. Types of Motivation in Speaking.....	12
1. Amotivation.....	12
2. Extrinsic Motivation.....	13
3. Intrinsic Motivation .....	13
E. The types of Speaking Activities and Tasks .....	14
1. Roleplay .....	14
2. Communication.....	15
3. Discussion .....	15
4. Information Gap .....	16
5. Jigsaw Activities .....	16
F. The Purpose of Speaking in the Classroom.....	17
G. The Attitude Towards Learning of Speaking English .....	18
H. Speaking Motivational Intensity .....	19
I. Indonesian Education System of English Speaking .....	21
J. Review of Previous Studies.....	23
<b>CHAPTER III.....</b>	<b>26</b>
<b>RESEARCH METHOD .....</b>	<b>26</b>
A. Research Design.....	26
B. Research Setting.....	27
C. Population and Sample.....	27
D. Data .....	29
E. The Technique of Data Collection .....	29
F. Data Analysis .....	30
<b>CHAPTER IV.....</b>	<b>33</b>
<b>FINDINGS AND DISCUSSION .....</b>	<b>33</b>
A. Findings.....	33
B. Discussion .....	59
<b>CHAPTER V .....</b>	<b>67</b>
<b>CLOSURE .....</b>	<b>67</b>
A. Conclusion.....	67
B. Suggestions .....	67

<b>REFERENCES .....</b>	<b>68</b>
<b>APPENDICES .....</b>	<b>74</b>
<b>CURRICULUM VITAE .....</b>	<b>112</b>

## **LIST OF TABLES**

Table 3.1 The Matrix of The Research Instrument .....	32
---	----



## LIST OF FIGURES

<b>a. Extrinsic Motivation .....</b>	<b>34</b>
Figure 4.1 Pre-service English Teachers want to show others how good they are at speaking in English .....	34
Figure 4.2 They do not matter about the speaking activities and tasks .....	35
Figure 4.3 Pre-service English teachers realize that if they do not do the speaking activities or tasks, they will be reprimanded .....	35
Figure 4.4 They wish the teacher think that they are good students .....	36
Figure 4.5 Speaking activities and tasks are supposed to do by them because of their parents, teacher, friends, etc .....	37
Figure 4.6 Pre-service English teachers are intended to make an impression on speaking activities to others .....	37
Figure 4.7 Doing speaking activities and tasks is good to build good relationships with their classmates .....	38
Figure 4.8 Pre-service English teachers do not go to anywhere, thus they do not desire to speak in English .....	39
Figure 4.9 They want to do speaking activities because of the rule .....	39
Figure 4.10 Pre-service English teachers want their teacher to talk good about them .....	40

Figure 4.11 They claimed they will get a reward if they do it well .....	41
<b>b. Intrinsic Motivation .....</b>	<b>41</b>
Figure 4.12 Speaking activities are needed if Pre-service English teachers want to be successful in language learning .....	41
Figure 4.13 The speaking activities and tasks can give a lot of skills in language learning and Pre-service English teachers' life .....	42
Figure 4.14 Pre-service English teachers are willing to experience a great pleasure while finding new ideas through speaking .....	43
Figure 4.15 Pre-service English teachers believe can improve their speaking performance.....	44
Figure 4.16 Pre-service English teachers are fond of speaking in English .....	44
Figure 4.17 Pre-service English teachers try to get better at speaking or maintain their current skill level .....	45
Figure 4.18 They feel satisfied when they find out new things .....	45
Figure 4.19 They are pleased when they are keeping their abilities perfectly .....	46
Figure 4.20 Speaking activities and tasks make them happy .....	47
Figure 4.21 Pre-service English teachers are not attracted by the speaking activities .....	47

Figure 4.22 A pleasure of Pre-service English teachers to know more about speaking in foreign language .....	48
Figure 4.23 When they can do difficult speaking activities and tasks, they feel gratification .....	49
Figure 4.24 They believe speaking activities are attractive .....	49
Figure 4.25 Pre-service English teachers are unhappy when they do not do well in speaking classes .....	50
Figure 4.26 They want to measure how good they are at speaking .....	51
Figure 4.27 They are happy when they can speak in English better .....	51
Figure 4.28 Pre-service English teachers do speaking activities without knowing the reason .....	52
Figure 4.29 They feel proud when they can do speaking activities and tasks well .....	53
Figure 4.30 Speaking activities and tasks are important to do by Pre-service English teachers .....	53
Figure 4.31 Enthusiasm is felt by the Pre-service English teachers when they contribute in speaking activities .....	54

## **LIST OF APPENDICES**

Appendix I Translation of Qur'an .....	74
Appendix II Questionnaire .....	75
Appendix III Developed Interview Protocol .....	78
Appendix IV Coded Interview Transcripts .....	81
Appendix V Interview Zoom Meeting .....	98
Appendix VI Research Approval Letters .....	102
Appendix VII Title Change Letter .....	106
Appendix VIII Research Finish Letter .....	107
Appendix IX Proposal Seminar Finish Letter .....	108
Appendix X Consultation Schedules and Notes .....	109