

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter, the findings and discussions are found about the Pre-Service English Teachers' Motivational Orientation in Practicing Speaking Skills. The research data is taken from questionnaire and interview. The questionnaire was shared to 80 sixth semester students of UIN Antasari Banjarmasin English Education Department who did Teaching Practice II from July 18 to August 13, 2022. While the interview was conducted after the students doing questionnaire.

1. Motivational Orientation of the pre-service English Teachers in speaking English

The researcher collected data on speaking motivational orientation using a questionnaire. The researcher used Speaking Motivational Scale adapted from Ali Dincer (2011) in this questionnaire. This questionnaire consists of 5 points Likert scale from 'Strongly Disagree' to 'Strongly Agree.' There are 31 main statements involved in this questionnaire. Which is categorized into Extrinsic and Intrinsic motivation.

The result of the questionnaire revealed that the pre-service English teachers do the speaking activities and tasks (role-play,

information gap, jigsaw activities, etc.) in/out of the classroom given by their speaking teacher because:

a. Extrinsic Motivation

Mostly they want to show others how good they are at speaking in English, it can be shown on this figure 4.1.:

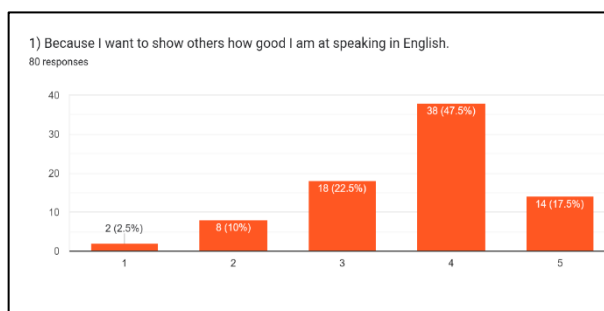


Figure 4.1. Pre-service English Teachers want to show others how good they are at speaking in English.

Based on the figure 4.1., it can be concluded that the respondents mostly want to show how good they are in speaking English, 38 respondents (47,5%) agree, 18 respondents (22,5%) chose moderately agree, 14 respondents (17,5%) strongly agree, while 8 respondents (10%) disagree, and 2 respondents (2,5%) strongly disagree.

The result of the seventh statement “I do not care the speaking activities and tasks much”, can be seen in the figure 4.2.:

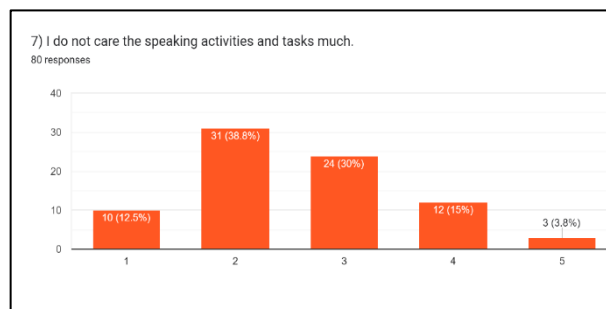


Figure 4.2. They do not matter about the speaking activities and tasks.

From the figure 4.2., 31 respondents (38,8%) disagree, 24 respondents (32,5%) moderately agree, 12 respondents (15%) agree, 10 respondents (12,5%) strongly disagree, and 3 respondents (3,8%) for strongly agree that they do not matter about the speaking activities and tasks much.

In the eighth statement “Because I know I will get in trouble if I do not”, it means pre-service English teachers know will get trouble if they do not. The result can be shown in this figure 4.3.:

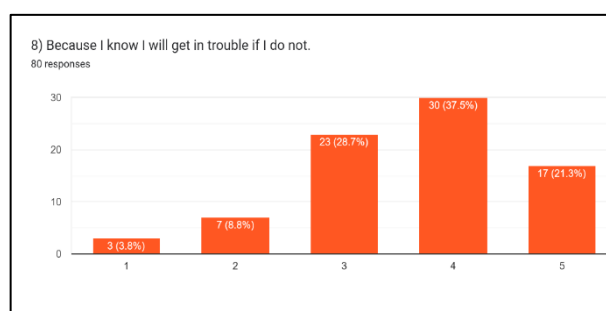


Figure 4.3. Pre-service English teachers realize that if they do not do the speaking activities or tasks, they will be reprimanded.

The figure 4.3. showed 30 respondents (37,5%) agree, 23 respondents (28,7%) moderately agree, 17 respondents (21,3%) strongly agree that they realize will get in trouble if they do not.

While 7 respondents (8,8%) disagree, and 3 respondents (3,8%) strongly disagree with the statement.

The ninth statement “Because I want the teacher to think I am a good student” can be shown in this figure 4.4.:

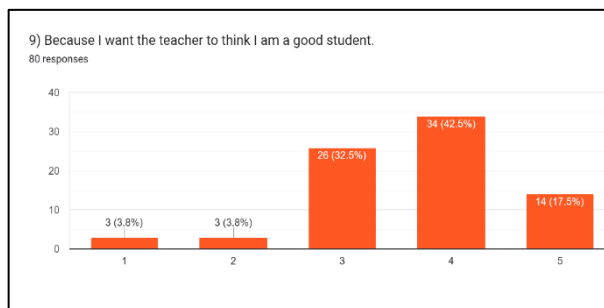


Figure 4.4. They wish the teacher think that they are good students.

Based on the figure above, 34 respondents (42,5%) agree, 26 respondents (32,5%) moderately agree, 14 respondents (17,5%) strongly agree, while 3 respondents (3,8%) both strongly disagree and disagree that they want the teacher to think they are good students.

In the next item number fifteen “Because I am supposed to do them by my parents, teacher, friends, etc.”, it means pre-service English teachers are influence by other parties. The result can be shown in this figure 4.5.:

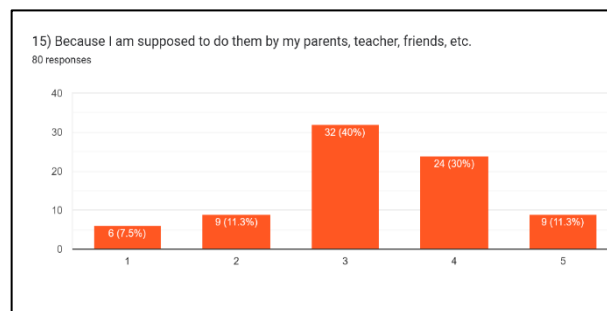


Figure 4.5. Speaking activities and tasks are supposed to do by them because of their parents, teacher, friends, etc.

The figure 4.5. above showed that 32 respondents (40%) chose moderately agree, then 24 respondents (30%) selected agree, 9 respondents (11,3%) chose strongly agree and disagree that they are supposed to do them by their parents, teacher, friends, etc. And 6 respondents (7,5%) for strongly disagree in the statement.

“Because I want to impress the other students in the class” is the sixteenth statement. It means pre-service English teachers want to make other students amaze with them. The result can be shown in this figure 4.6.:

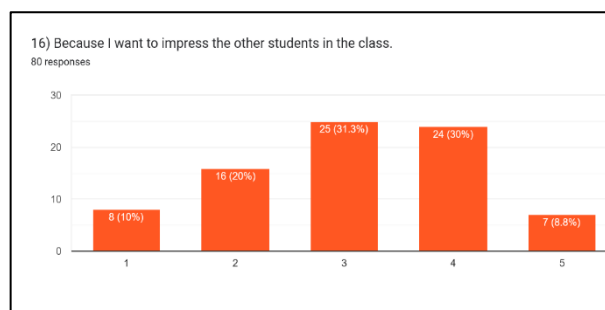


Figure 4.6. Pre-service English teachers are intended to make an impression on speaking activities to others.

The figure 4.6. showed that 25 respondents (31,3%) chose moderately agree, then 24 respondents (30%) selected agree, 16

respondents (20%) chose disagree, 8 respondents (10%) selected strongly disagree and 7 respondents chose strongly agree that they want to impress the others on speaking activities.

“Because it is a good way to maintain good relationships with my classmates” is the seventeen statement. The result can be shown in this figure 4.7.:

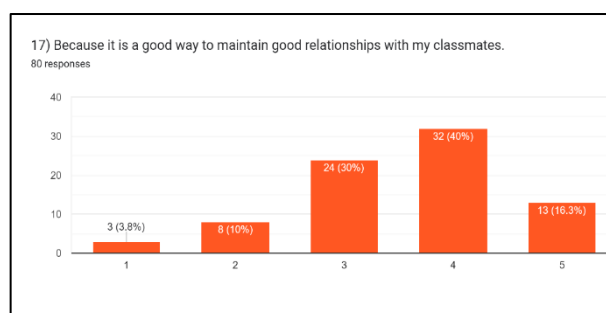


Figure 4.7. Doing speaking activities and tasks is good to build good relationships with their classmates.

The figure 4.7. showed that 32 respondents (40%) chose agree, then 24 respondents (30%) selected moderately agree, 13 respondents (16,3%) chose agree, 8 respondents (10%) chose disagree and 3 respondents selected strongly disagree that speaking activities is a good way to maintain good relationships with their classmates.

The twenty first statement “I do not want to speak in English, because I don’t think I will go anywhere in it”. The result can be shown in this figure 4.8.:



Figure 4.8. Pre-service English teachers do not go to anywhere, thus they do not desire to speak in English.

The figure 4.8. showed that 32 respondents (40%) chose strongly disagree, then 22 respondents (27,5%) selected disagree, 14 respondents (17,5%) chose agree, 11 respondents (13,8%) chose moderately agree, and 1 respondent (1,3%) selected strongly agree that they do not go to anywhere, thus they do not desire to speak in English.

Furthermore, the next item number twenty-two is “Because that is the rule”. The result can be shown in this figure 4.9.:

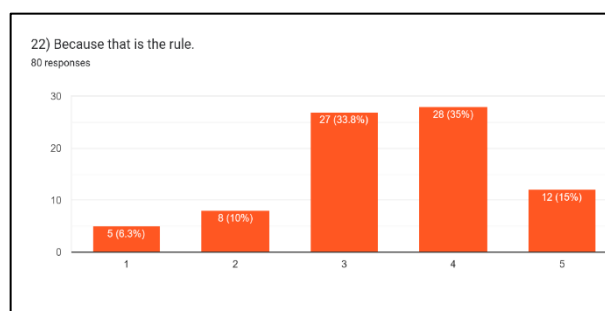


Figure 4.9. They want to do speaking activities because of the rule.

The figure 4.9. above showed that 28 respondents (35%) chose agree, then 27 respondents (33,8%) selected moderately agree, 12 respondents (15%) chose agree, 8 respondents (10%) chose

disagree, and 5 respondents (6,3%) selected disagree that do the speaking activities is the rule.

The next statement number twenty-seven is “Because I want the teacher to say nice things about me”. The result can be shown in this figure 4.10.:

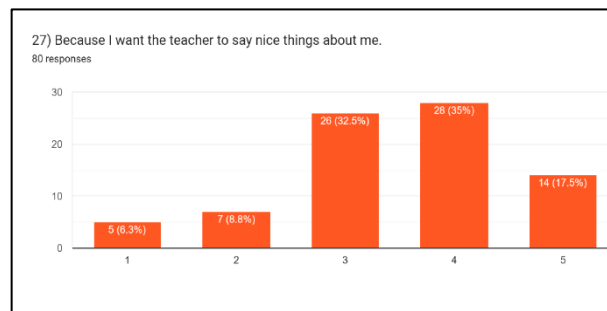


Figure 4.10. Pre-service English teachers want their teacher to talk good about them.

From the figure 4.10. above, it can be seen that 28 respondents (35%) chose agree, then 26 respondents (32,5%) selected moderately agree, 14 respondents (17,5%) chose strongly agree, 7 respondents (8,8%) chose disagree, and 5 respondents (6,3%) selected strongly disagree that they want the teacher to say nice things about them.

The last statement that is number thirty-one “Because I might get a reward if I do well (high grades).”. The result can be shown in this figure 4.11.:

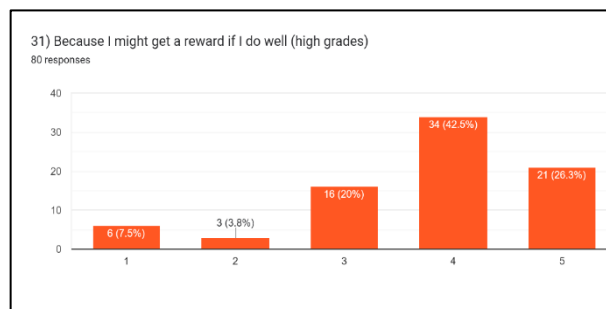


Figure 4.11. They claimed they will get a reward if they do it well.

The figure 4.11. showed that 34 respondents (42,5%) chose agree, then 21 respondents (26,3%) selected strongly agree, 16 respondents (20%) chose moderately agree, 6 respondents (7,5%) chose strongly disagree and 3 respondents (3,8%) selected disagree that they will get a reward if they do well.

b. Intrinsic Motivation

The result of the questionnaire number two “Because it is absolutely necessary to do speaking activities if one wants to be successful in language learning”, can be shown in this figure 4.12. below:

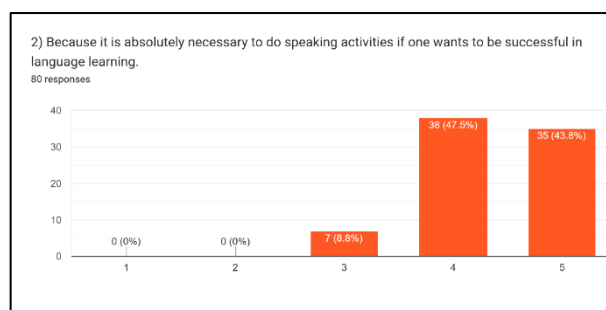


Figure 4.12. Speaking activities are needed if Pre-service English teachers want to be successful in language learning.

From the figure 4.12. above, it can be concluded that 38 respondents (47,5%) agree that speaking activities are needed if Pre-

service English teachers want to be successful in language learning. 35 respondents (43,8%) strongly agree, 7 respondents (8,8%) moderately agree, and there is no respondents (0%) selecting strongly disagree and disagree with the statement.

In the next statement number three “Because it is a good way to gain lots of skills which could be useful to me in other areas of language learning and my life”, it means pre-service English teachers want to have lots skill that can be shown in this figure 4.13.:

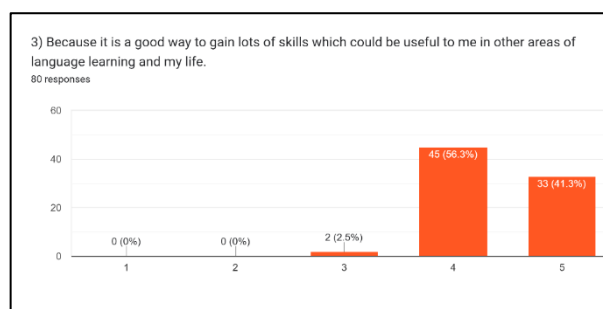


Figure 4.13. The speaking activities and tasks can give a lot of skills in language learning and Pre-service English teachers' life.

The figure 4.13. showed that 45 respondents (56,3%) chose agree, then 33 respondents (41,3%) selected strongly agree, 2 respondents (2,5%) chose moderately agree that it is a good way to gain lots of skills which could be useful to them in language learning and their life and no respondents (0%) for strongly disagree and disagree in the statement.

In the fourth statement “Because I experience a great pleasure while discovering new techniques of expression of ideas and

feelings through speaking”, the result of this part can be seen from figure 4.14. below:

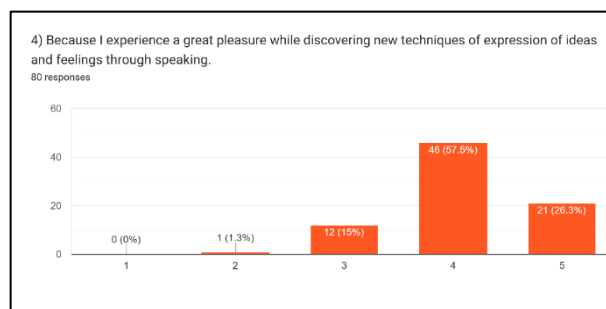


Figure 4.14. Pre-service English teachers are willing to experience a great pleasure while finding new ideas through speaking.

It showed that 46 respondents (57,5%) agreed with the statement. Meanwhile 21 respondents (26,3%), 12 respondents (15%) and 1 respondent (1,3%) respectively selected strongly agree, moderately agree, and disagree. However, there is no respondents selecting strongly disagree that they are willing to experience a great pleasure

The result of the fifth statement “Because I think carrying out complex speaking tasks will improve my performance”, can be shown in the figure 4.15.:

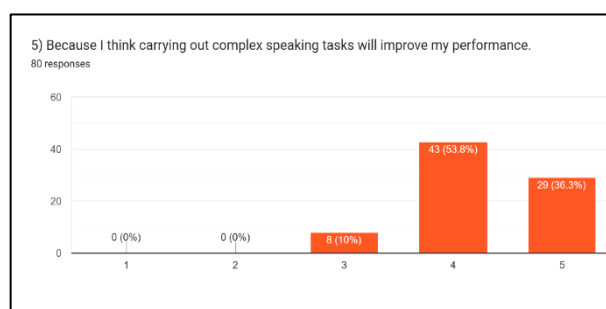


Figure 4.15. Pre-service English teachers believe can improve their speaking performance.

From the figure 4.15. above the result showed that 43 respondents (53,8%) agree, 29 respondents (36,3%) strongly agree, 8 respondents (10%) moderately agree that they can improve their speaking performance. Meanwhile there is no respondent for disagree and strongly disagree with the statement.

The sixth statement “Because I like speaking in English.”, is shown in the figure 4.16.:

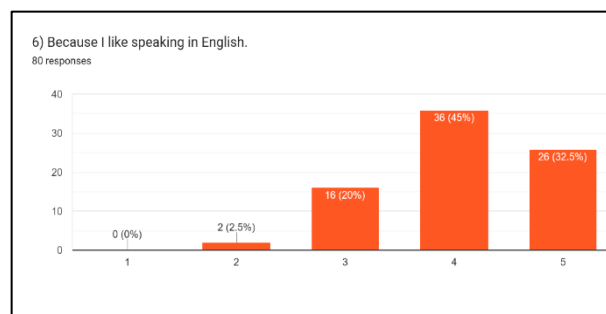


Figure 4.16. Pre-service English teachers are fond of speaking in English.

Based on the result of the figure 4.16., it showed that 36 respondents (45%) agree, 26 respondents (32,5%) strongly agree, 16 respondents (20%) moderately agree, 2 respondents (2,5%), and there is no respondent for strongly disagree that they fond of speaking in English.

The result of the tent next statement “Because I want to get better at speaking or, at least, keep my current skill level”, can be viewed in the figure 4.17.:

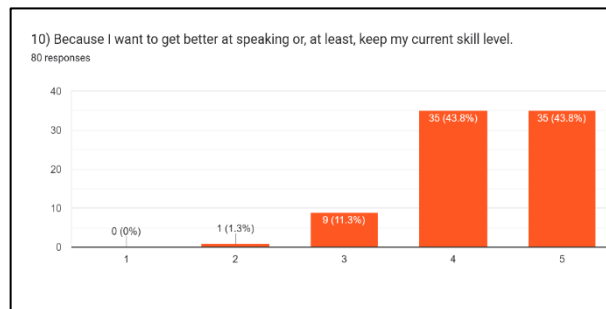


Figure 4.17. Pre-service English teachers try to get better at speaking or maintain their current skill level.

The figure 4.17. showed 35 respondents (43,8%) both strongly agree and agree, 9 respondents (11,3%) moderately agree, 1 respondent (1,3%) disagree that they want to get better at speaking or maintain their current skill level. While there is no respondent for strongly disagree with this statement.

In the next item number eleven “Because I get a satisfaction in finding out new things.” The result can be shown in this figure 4.18.:

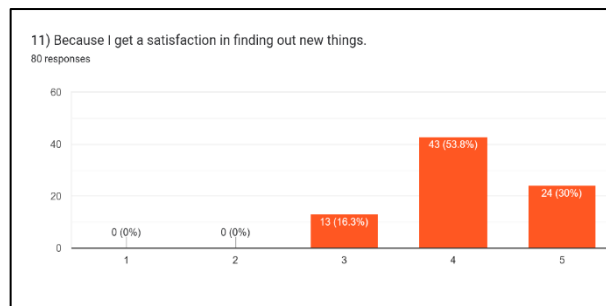


Figure 4.18. They feel satisfied when they find out new things.

The figure 4.18. showed that 43 respondents (53,8%) chose agree, then 24 respondents (30%) selected strongly agree, 13 respondents (16,3%) chose moderately agree that they feel satisfied

in finding out new things and no respondents (0%) for strongly disagree and disagree in the statement.

In the twelfth statement “Because I have a pleasure while I am perfecting my abilities in foreign language speaking.”. The result can be shown in this figure 4.19.:

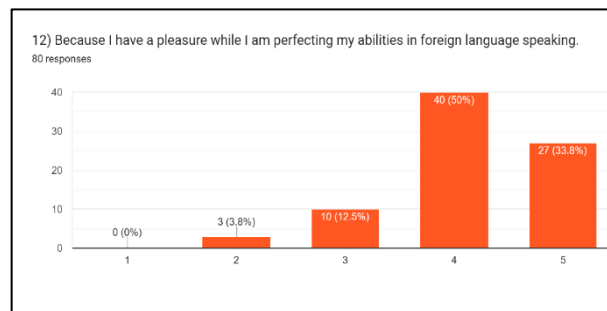


Figure 4.19. They are pleased when they are keeping their abilities perfectly.

The figure 4.19. showed that 40 respondents (50%) chose agree, then 27 respondents (33,8%) selected strongly agree, 10 respondents (12,5%) chose moderately agree, 3 respondents (3,8%) selected disagree, and no respondents (0%) for strongly disagree that they are pleased while they are perfecting their abilities in foreign language speaking.

Furthermore, the statement number thirteen “Because it makes me happy”, it means they feel pleased when they do it. The result can be shown in this figure 4.20.:

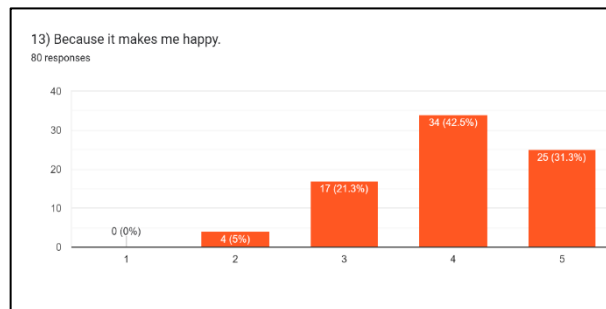


Figure 4.20. Speaking activities and tasks make them happy.

Based on the figure 4.20. above, it showed that 34 respondents (42,5%) chose agree, then 25 respondents (31,3%) selected strongly agree, 17 respondents (21,3%) chose moderately agree, 4 respondents (5%) that it makes them happy and no respondents (0%) for strongly disagree in the statement.

In the fourteenth statement “Doing speaking activities is not interesting for me.” The result can be shown in this figure 4.21.:

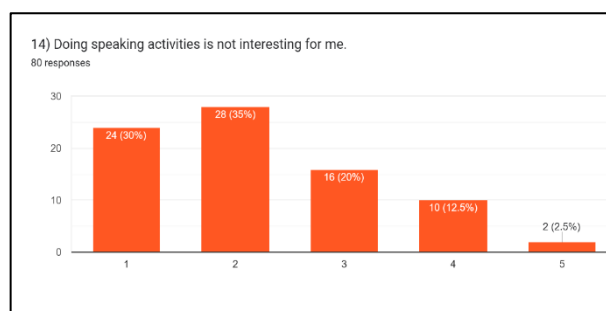


Figure 4.21. Pre-service English teachers are not attracted by the speaking activities.

The figure 4.21. showed that 28 respondents (35%) chose disagree, then 24 respondents (30%) selected strongly disagree, 16 respondents (20%) chose moderately agree that it is not interesting for them and 10 respondents (12,5%) for agree and 2 respondents (2,5%) chose strongly agree in the statement.

In the eighteenth statement “Because I have an excitement in knowing more about the foreign language speaking”. The result can be shown in this figure 4.22.:

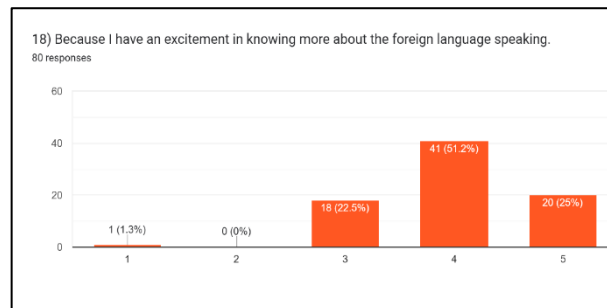


Figure 4.22. a pleasure of Pre-service English teachers to know more about speaking in foreign language.

The figure 4.22. showed that 41 respondents (51,2%) chose agree, then 20 respondents (25%) selected strongly agree, 18 respondents (22,5%) chose moderately agree and 1 respondent (1,3%) chose strongly disagree that they have an excitement to know more about the foreign language speaking. Meanwhile, no respondents (0%) for disagree in the statement.

Furthermore, the next statement number nineteen is “Because I feel a lot of personal satisfaction when I master difficult speaking activities.”. The result can be shown in this figure 4.23.:



Figure 4.23. When they can do difficult speaking activities and tasks, they feel gratification.

The figure 4.23. showed that 45 respondents (56,3%) chose agree, then 17 respondents (21,3%) selected moderately agree, 15 respondents (18,8%) chose agree and 3 respondents (3,8%) chose disagree that they feel gratification when they master difficult speaking activities. While no respondents (0%) for strongly disagree in the statement.

Then “Because I think it is interesting” is the twenty statement.

The result can be shown in this figure 4.24.:

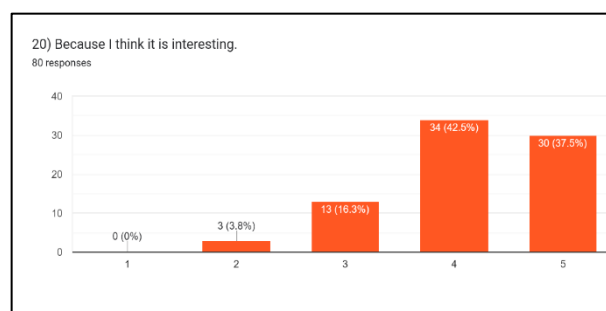


Figure 4.24. They believe speaking activities are attractive.

The figure 4.24. showed that 34 respondents (42,5%) chose agree, then 30 respondents (37,5%) selected strongly agree, 13 respondents (16,3%) chose moderately agree and 3 respondents

(3,8%) selected disagree that they think it is interesting. Besides that, no respondents (0%) for strongly disagree in the statement.

In the twenty-third statement “Because I will feel bad about myself if I do not try and do well in speaking classes”. The result can be shown in this figure 4.25.:

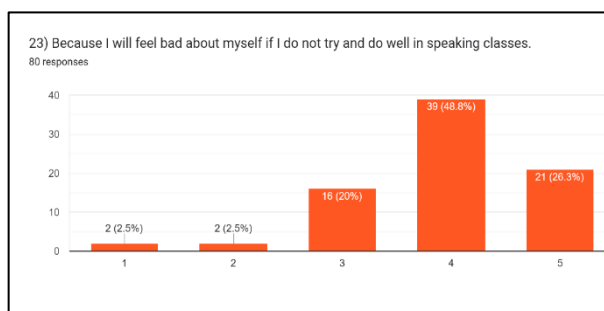


Figure 4.25. Pre-service English teachers are unhappy when they do not do well in speaking classes.

Based on the figure 4.25. above showed that 39 respondents (48,8%) chose agree, then 21 respondents (26,3%) selected strongly agree, 16 respondents (20%) chose moderately agree, and each 2 respondents (2,5%) chose strongly disagree and disagree that they are unhappy about them self if they do not try and do well in speaking classes.

In the next statement number twenty-four “Because I want to find out how good I am at speaking”. The result can be shown in this figure 4.26.:

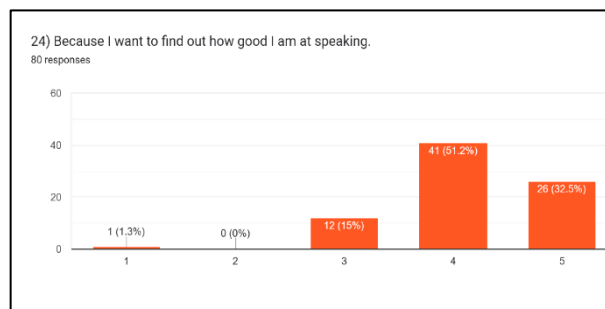


Figure 4.26. They want to measure how good they are at speaking.

The figure 4.26. showed that 41 respondents (51,2%) chose agree, then 26 respondents (32,5%) selected strongly agree, 12 respondents (15%) chose moderately agree, and 1 respondent (1,3%) chose strongly disagree that they want to find out how good they are at speaking. While no respondents (0%) for disagree in the statement.

“Because I feel good when I do better than I thought in speaking English” is the twenty fifth statement. The result can be shown in this figure 4.27.:

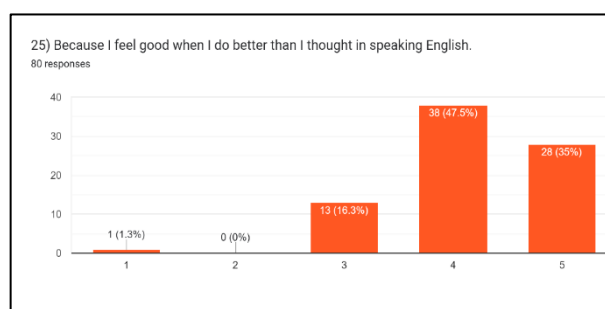


Figure 4.27. They are happy when they can speak in English better.

The figure 4.27. showed that 38 respondents (47,5%) chose agree, then 28 respondents (35%) selected strongly agree, 13 respondents (16,3%) chose moderately agree, and 1 respondent

(1,3%) chose strongly disagree that they feel good when they can speak in English better. Then, no respondents (0%) for disagree in the statement.

In the twenty sixth statement “I do not know why I do speaking activities”. The result can be shown in this figure 4.28.:

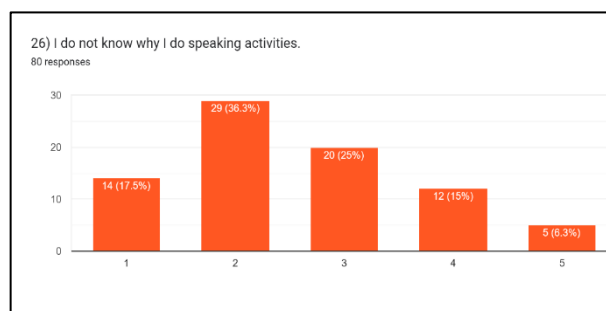


Figure 4.28. Pre-service English teachers do speaking activities without knowing the reason.

The figure 4.28. above showed that 29 respondents (36,3%) chose disagree, then 20 respondents (25%) selected moderately agree, 14 respondents (17,5%) chose strongly disagree, 12 respondents (15%) chose agree, and 5 respondents (6,3%) selected strongly agree that they do not know why they do speaking activities.

The next item number twenty-eight is “Because I will feel proud of myself if I do well”. The result can be shown in this figure 4.29.:

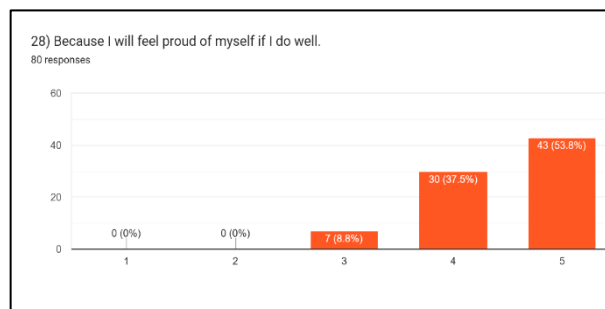


Figure 4.29. They feel proud when they can do speaking activities and tasks well.

The figure 4.29. above, can be seen that 43 respondents (53,8%) chose strongly agree, then 30 respondents (37,5%) selected agree, 7 respondents (8,8%) chose moderately agree that they will feel proud of them self if they do speaking activities and tasks well. And no respondents (0%) for strongly disagree and disagree in the statement.

In the following item number twenty-nine is “Because it is important to me to try to do well in classes”. The result can be shown in this figure 4.30.:

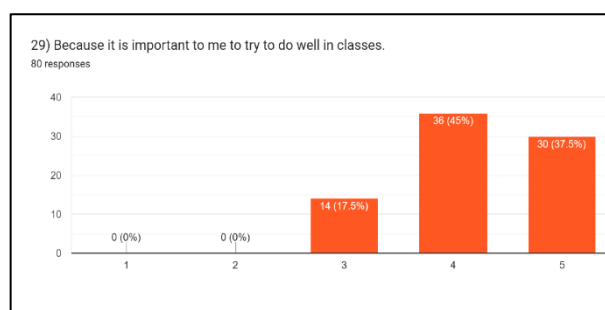


Figure 4.30. Speaking activities and tasks are important to do by Pre-service English teachers.

The figure 4.30. showed that 36 respondents (45%) chose agree, then 30 respondents (37,5%) selected strongly agree, 14 respondents

(17,5%) chose moderately agree that it is important to them to try to do it in classes. Meanwhile, no respondents (0%) for strongly disagree and disagree in the statement.

The statement number thirty is “Because I feel a great excitement when I am involved in speaking activities”. The result can be shown in this figure 4.31.:

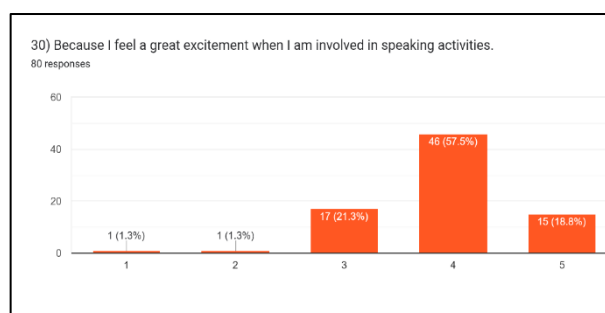


Figure 4.31. Enthusiasm is felt by the Pre-service English teachers when they contribute in speaking activities.

From the figure 4.31. above, it showed that 46 respondents (57,5%) chose agree, then 17 respondents (21,3%) selected moderately agree, 15 respondents (18,8%) chose strongly agree, 1 respondent (1,3%) chose strongly disagree and 1 respondent (1,3%) selected disagree that they feel a great excitement when they contribute in speaking activities.

2. The influence of motivational orientations of pre-service English teachers on their speaking skills during teaching practice

This interview items were designed based on the result of questionnaires on the quantitative phase along with the theory of motivational orientations by Dincer (2013). The interview questions

consist of three main topics. They are about general competency in English Speaking Ability, Instruction on English speaking ability, the position of speaking among four macro language skills.

a. Increasing the Pre-service English teachers' confidence to use English in speaking

From the questions *“Do you believe that you are competent in English speaking ability or not?”* and *“What makes you confident speaking in English?”*. Most of the interviewees felt competent and confident in English speaking because their knowledge in English speaking is proficient and because the positive feedback they got.

One of the interviewees assumed that:

“Competent, I am quite confident too because I think my knowledge in English is quite educate and also when I was talk about how to be a good educator, I was quite confident in speaking skills when teaching and also because of my level is different so I can't always use in English.” (P17, Script 7, Interview data)

It is also supported by another Interviewee that:

“Yes, I am competent in English speaking. Yes, I confident because I have practice speaking before teaching speaking when there are some new vocabularies in material that I will convey at my classroom the new vocabulary I will write it on black board then I will repeat it for my students so they can understand how to speak the vocabulary expressions and dialogue.” (P16, Script 7, Interview data)

Besides one of the interviewees also answer that:

“To be honest I never felt that I was a very competent person in English speaking ability but when I practice teaching as a pre-service teacher, I think my ability is quite good in explaining the

material to my students I mean not really competent but I still can give explanation to my students. Usually my confident depends on the students' response. So, if their response is good for me even my English is still low but still can make the students understand the material. It can make me confident. But if their response is not really good, it makes me unconfident. (P20, Script 7, Interview data)

Meanwhile, the pre-service English teachers feel not satisfied with the previous instruction on English speaking ability. Therefore, it also influences their motivational orientation to use English in speaking. It can be shown from the questions “Do you think instruction on English speaking ability in Indonesian education system is satisfactory or not?” with additional question “Why did you feel instruction on English speaking ability in Indonesian education system is satisfactory?”. For this question most of the interviewees are not satisfied with instruction on English speaking ability because speaking is not carried out 100%.

One of the interviewees said that:

“It is not satisfactory enough because there are still some schools that doing speaking instructions is not good enough, there are English teacher but in the most their teaching time they don't use English speaking often.” (P1, Script 1, Interview data)

Other interviewees claimed that:

“It's not satisfactory, especially in the school that I do the pre service program. The students there are not really able to understand English so it gives us obligation to teach them in the basic level instead of the level that they should be learn according to their LKS. Because they are not on the level by their LKS.” (P13, Script 5, Interview data)

And another interviewee responded that:

“Less satisfactory, because not all English teachers encourage their students to speak English even for speaking practice in class like what I have seen before. Students are usually only told to make sentence and they only make a dialogue not much different from example that the teacher have teach before without improving their vocabulary knowledge spontaneously while practicing the speaking English in class.” (P15, Script 6, Interview data)

At the same time, two of Pre-service English teachers said that instruction on English speaking ability in Indonesian education system is satisfactory.

“Yes satisfactory, it based on the instructor if the teacher has many teaching styles or models it will make the students satisfactory.” (P3, Script 1, Interview data)

“I think it is really satisfactory because it can be seen when I ask them to read the dialogue maybe only some of new words or vocabularies are difficult to say or pronounce. But most of students who I teach in their class can speaking ability friendly word by word in the dialogue.” (P16, Script 7, Interview data)

b. Gaining positive views toward speaking skills position

In the second topic which is The Position of Speaking among Four Macro Language Skills, the question is “Of all four language skills (listening, speaking, writing and reading), in which order do you put the importance of English skills in language learning, and why?” with additional question “What is it? and If speaking skill, what is the example that makes it important?”. For these questions the interviewee chose speaking skill as the first important skill because speaking is highly required in term of communication and mostly used in people’s daily life.

The first interviewee said that:

“Speaking, there are speak in public increase knowledge and communication network and very much needed by many people.” (P9, Script 2, Interview data)

From the second interviewee’s point of view, he said:

“Speaking because I think in this global era we should talk and communicate with the other people in other country and then we should have the good speaking skill. So, I think that is why I choose speaking skill as the important of the four languages skill.” (P5, Script 2, Interview data)

And another interviewee stated that:

“Speaking, listening, writing and reading. Speaking is important because even in Indonesian language how to communicate we will use speaking first even if we can’t read or write. We definitely use speaking in our daily basis. The most skill that we can use in everyday life is speaking. So, speaking is important, especially if we want to be good in speaking English, we have to use English in everyday life.” (P13, Script 5, Interview data)

Most of the participants mention that speaking is the most important among four macro language skills but only a view of them said that:

“Writing is the most skill that we have to learn. For students writing is the important, because if the students know how to write about the simple word it also will help them to understand and to know about the English because if they just listening and speaking but they do not know about how to write it. It will difficult also for them.” (P6, Script 2, Interview data)

“Listening skills is the important, after we can listen, we can speak we can express it. after that we can master our speaking skill, reading and writing. Because how to communicate is the way we can understand the point so, we have to listen to them.” (P14, Script 4, Interview data)

“Reading is the important, because for example if we are in school and then we can analyze the text and we can conclude what

is the topic and then what is inside. Indirectly, it can make the critical thinking of us or of the students. If the critical thinking is carried out so it can give influence to another skill. For example, the writing, they use the critical thinking is good in reading or analyze or if they want to answer the question. They read the text after that they answer the question. It influences to the speaking too. So, I think they can speak the English well from exercise speaking. The last is listening, I think because is the difficult one because as we know Indonesian is not first language or second language. So, the pronunciation maybe is difficult to catch.” (P19, Script 8, Interview data)

B. Discussion

In this chapter, the researcher discusses the result of the study based on the statement of the problems. The study outcome is based on the questionnaire, interview, and documentation results. The researcher discusses the finding of the study, which was conducted on Pre-service English Teachers in UIN Antasari Banjarmasin in the academic year 2021/2022. The discussion explains:

1. The motivational orientations of the pre-service English teachers in speaking English.

Based on the study findings, there are several items that can be discussed. The overall results reveal that all the Pre-service English teachers have motivational orientations toward speaking English. In the first research question, the motivational orientations of Pre-service English teachers at UIN Antasari Banjarmasin in teaching practice II are extrinsic and Intrinsic motivation.

Pre-service English teachers have the extrinsic motivation that externally controlled self-influences. Extrinsic motivation has four parts. First is external regulation that governs behavior externally, such as rewards and money. Second is introjected regulation that controls internal pressures, for example, guilt, anxiety, and shame. Identified regulation is an action recognized or preserved as personally important. And the last is Integrated regulation, which engages in an activity because it receives its value and occurs when the individual fully assimilates a regulatory identification (Ryan, R. M., & Deci, 2002).

The researcher finds only three parts of extrinsic motivation orientation in this study. Such as External regulation, introjected regulation, and identified regulation. Based on the findings from the questionnaire, External regulation consists of three item numbers. First, number 8, Because pre-service English teachers know they will get in trouble if they do not. Second, number 22, Because that is the rule. Third, number 31, Because they might get a reward if they do well (high grades). Then, Introjected regulation consists of three item numbers. Numbers 9, 15, and 27 are Because they want the teacher to think they are good students, because they are supposed to do them by my parents, teacher, friends, etc., and because they want the teacher to say nice things about them. The third extrinsic motivation is Identified regulation. Depending on the findings, identified regulation involves five item numbers. The first, number 1, Because they want to show

others how good they are at speaking in English. Second is number 7, they do not care about the speaking activities and tasks much, but the result showed that pre-service English teachers care much about the speaking activities and tasks. Then, number 16, Because they want to impress the other students in the class. Fourth, number 17, Because it is a good way to maintain good relationships with their classmates. And the last is number 21, they do not want to speak in English because they do not think they will go anywhere in it. Meanwhile, based on the result, pre-service English teachers disagree with that statement. It means pre-service English teachers want to speak in English because they will go anywhere.

Pre-service English teachers also have an intrinsic motivation that comes from the inside self and relates to an individual's behaviors and actions for doing something for their enjoyment (Ryan and Deci, 2000, 2002). Based on the findings, pre-service English teachers mostly have the intrinsic motivation to practice their speaking skills. Twenty reasons include intrinsic motivation from the research that the researcher has obtained.

Following twenty items: number 2, Because it is necessary to do speaking activities if one wants to be successful in language learning. Number 3, Because it is a good way to gain lots of skills that could be useful to them in other areas of language learning and their life. Number 4, Because they experience great pleasure while discovering new

techniques of expression of ideas and feelings through speaking. Then number 5, Because pre-service English teachers believe can improve their speaking performance. Number 6, Because they love speaking in English. Number 10, Because they want to get better at speaking or at least maintain their current ability level. Number 11, Because they prefer discovering new things. Number 12, Because they enjoy developing their foreign language speaking abilities. Next, number 13, Because it makes them happy. Number 14, Doing speaking activities is not interesting for them. Number 18, Because they are excited to learn more about foreign language speaking. Number 19, Because they feel a great deal of personal satisfaction when they master challenging speaking activities. Number 20, Because they find it interesting. Number 23, Because they feel bad about themselves if they do not try and do well in speaking classes. Number 24, Because they want to find out how good they are at speaking. Furthermore, number 25, Because they feel better when they do better than they thought in speaking English. Number 26, they do not know why they do speaking activities. Number 28, Because they will feel proud if they do well. Number 29, Because it is important to them to try to do well in classes, and number 30 is because they feel great excitement when they are involved in speaking activities.

Based on the discussion above, the motivational orientations of pre-service English teachers in practicing speaking English are Extrinsic

motivation which comes from External regulation, Introjected regulation, and Identified regulation. And Intrinsic motivation comes from an individual's internal source.

Pre-service English teachers have to do teaching practice II in a good way. Teaching practice in Indonesia is one of the education subjects or programs at the university level to facilitate the students before becoming real teachers. In teaching practice, the pre-service teacher will get the theory of teaching preparation before being implemented in the classroom. The university will collaborate with several schools over two months or a semester (Shalawati and Hadijah, 2018).

In other words, teaching practice is a step before becoming a professional English teacher in the English context. Pre-service English teachers must understand a good way of teaching English to give understandable material. One of the ways to give understandable material in teaching English is by practicing speaking activities to bolster pre-service English teachers' teaching methods, such as role-play, communication, discussion, information GAP, and Jigsaw activities. Therefore, Extrinsic motivation and Intrinsic motivation helped them to speak English fluently and correctly.

2. The influence of motivational orientations of pre-service English teachers on their speaking skills during teaching practice.

Legault (2016) stated that intrinsic motivation is a common human trait. In many others, individuals will actively pursue activities that they find exciting or enjoyable. However, for intrinsic motivation to flourish, its social environment must be conducive to its development. Social contexts influence the experience of intrinsic motivation via perceived competence.

Additionally, perceived competence influences intrinsic motivation. When the social environment diminishes perceived competence, intrinsic motivation decreases; however, intrinsic motivation increases when the social climate enhances perceived competence in an activity. Positive feedback (e.g., verbal praise) enhances perceptions of self-reflection and intrinsic motivation, for instance. Interestingly, this positive feedback effect on intrinsic motivation is contingent on the individual's feeling of competence (Legault, 2016).

Based on the findings, pre-service English teachers are competent enough and confident in speaking English, especially in front of the students when they are doing their teaching practice II. They stated that they could feel competent and feel like a great person when

they receive good feedback from the students or the environment, which can boost their confidence as well. It is suitable with the theory of Legault (2016), in which positive feedback can influence their motivational orientation, especially intrinsic motivation.

There are three goals of English learning. First, it emphasizes macro skills such as listening, speaking, reading, and writing to advance communicative competence. Second, to increase self-awareness of acquiring English as a foreign language and a means of learning and communication. Third, to promote intercultural understanding by constructing and developing a solid understanding of the close relationship between language and culture (Zein et al., 2020).

However, based on the findings, pre-service English teachers feel that they are not satisfied with the instruction on English speaking ability. The reasons are that some schools need to give explicit instruction about speaking. The teachers focus on grammar and then forget that speaking English means communicating in every situation and with every people. If teachers do not encourage their students to speak English, it makes them unable to understand and communicate in English.

Pre-service English teachers claimed that speaking is an important English skill in language learning. Based on the result, pre-service English teachers gave reasons that speaking is needed in daily

life activities formally or not. They also use speaking in teaching and learning when they explain the material. Significantly, the pronunciation has to be right so that students can understand the material and improve their English skills.

It is relevant to Rao's theory that speaking is the most important skill in acquiring foreign or second language learning. Speaking is the most important of the four essential language skills in learning a foreign or second language (Rao, 2019).

Finally, the motivational orientations of pre-service English teachers on their speaking skills during teaching practice are influenced by how positive feedback can be a key for them to be competent during teaching practice II and how they perceive speaking as the most important skill among all English skills. Therefore, motivational orientation increases the Pre-service English teachers' confidence to speak English and gain positive views toward speaking skills.