



REVISTA KRONOS

Methods, techniques, and strategies to motivate students of English as a foreign language to improve the speaking skill

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ABSTRACT Speaking is one of the most important skills a student should practice when learning a foreign language. However, many students are afraid of speaking because they do not want to make mistakes. A lack of motivation is a problem that affects students who are disengaged from learning. When motivation is missing in the learning process, serious consequences can occur. Therefore, the purpose of this research is to determine methods, techniques, and strategies to motivate students of English as a Foreign Language (EFL) to improve the speaking skill. This study is a review article, where bibliographic, analytical, and synthetic methods were employed. Articles were selected from different sources such as Google scholar, Redalyc, Scielo, Eric, and other databases. Among the main results, different methods, techniques, and strategies were found to motivate students to improve the speaking skill and subskills, which can be applied by English teacher, according to their students' level of education, age and needs. It is concluded that motivation is sometimes overlooked by some EFL teachers and authorities. Nevertheless, teachers have the responsibility to use different strategies and techniques to motivate and engage students.

KEY WORDS Motivation, speaking skill, methods, techniques, strategies.

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Métodos, técnicas y estrategias de motivación para mejorar la habilidad oral de los estudiantes de inglés como lengua extranjera

RESUMEN La producción oral es una de las habilidades más importantes que los estudiantes deben practicar cuando aprenden un idioma extranjero. Sin embargo, muchos estudiantes tienen miedo a hacerlo porque no quieren cometer errores. La falta de motivación es un problema que afecta a los estudiantes que se encuentran desvinculados del aprendizaje. Cuando falta la motivación en el proceso de aprendizaje, pueden ocurrir graves consecuencias. Por lo tanto, el propósito de esta investigación es determinar métodos, técnicas y estrategias para motivar a los estudiantes de inglés como lengua extranjera (EFL) a mejorar sus habilidades para hablar. Este estudio es un artículo de revisión, donde se emplearon métodos bibliográficos, analíticos y sintéticos. Los artículos fueron seleccionados de distintas fuentes tales como Google Scholar, Redalyc, Scielo, Eric y otras bases de datos. Entre los principales resultados se encontraron diferentes métodos, técnicas y estrategias para motivar a los estudiantes a mejorar la habilidad y sub habilidades para hablar inglés, las cuales pueden ser aplicadas por docente de inglés, de acuerdo al nivel educativo, edad y las necesidades de los estudiantes. Se concluye que la motivación es pasada por alto por algunos profesores y autoridades de inglés como lengua extranjera, sin embargo, los maestros tienen la responsabilidad de usar diferentes estrategias y técnicas para motivar e involucrar a los estudiantes.

PALABRAS CLAVE Motivación, habla, métodos, técnicas y estrategias.

INTRODUCTION

Globalization has produced a new society in which English has become a lingua franca, shared among diverse groups of non-native speakers. That is to say English is not always associated with particular geographic or cultural communities, but, with an expanding global culture that includes many areas such as business, technological innovation, consumer values, democracy, world travel, fashion, sports, and music (Lamb, 2004). Therefore, English has become the most spoken language in the world that people need to learn, so in many countries, English has had seen as a compulsory subject at schools.

In Latin America, English, as an academic subject, has low results in exams because the educative system has not developed proper learning skills for this language. Generally, in public schools, English classes are crowded with students, there is a low allocation of time for classes and there is usually low quality of teaching. Actually, the educative system has changed in many aspects, but English has not accomplished the objectives to get the standardized levels (Cronquist & Fiszbein, 2017).

In Ecuador, English is a compulsory part of the study program in primary and secondary schools. Therefore, learning a foreign language is considered an academic requirement for obtaining a university degree, as established by official regulations issued by the Council of Higher Education of Ecuador. In the English language learning process, motivation has become an essential element, since it is a process that initiates, guides, and maintains the spirit to accomplish a goal (Hidalgo & Villacís, 2020).

The main purpose of teaching English is to provide students with the ability to use the English language positively and appropriately in communication (Leong & Ahmadi, 2017). Among the basic skills, speaking is one of the most important skills pertaining to linguistic abilities, and a person who learns a second language should manage it. Furthermore, this skill is well known as the way to standardize the level of any language (Sinaga, 2018).

Several problems for learning English and gain confidence with speaking can be identified. Lack of motivation for learning English (Barre-Parrales & Villafuerte-Holguín, 2021). In addition, because English is a compulsory subject, students put more effort on just trying to get good grades or pass exams rather than in improving their English skills. Moreover, during class, students do not pay attention to class, get bored, and show little effort in their assignments.

As well, motivation and engagement in school activities decline steadily as students' progress from elementary to middle and high school. When motivation is missing in the learning process, serious consequences can take place. For example, students tend to drop out the school. Additionally, learning a second language can be stressful when motivation is lacking (Center on Education Policy, 2012). Finally, in Manabí Province public schools, there are many students who do not develop the communication skills in English, due to a lack of opportunities for practicing it, limitation of class hours, and an excessive number of students per class (Barre-Parrales & Villafuerte-Holguín, 2021).

Even though, many studies are focused on motivation, only a few are concerned on motivating students to practice the speaking skill of English as a foreign language. For this reason, the main objective of this study is to determine methods, techniques, and strategies to help students to improve the speaking skill of English as a Foreign Language (EFL).

METHODOLOGY

This study is a review article where bibliographic, analytical and synthetic methods were employed. Articles were searched from different data bases such as Google scholar, Redalyc, Scielo, Eric, and others. The following keywords were used to find for relevant scientific

articles in the area: motivation, speaking skill, English as a foreign language, teaching, and learning. Finally, the articles were selected under the following criteria: peer-reviewed scientific articles, English or Spanish articles, and updated articles since 2016.

A worksheet was created to produce a database and organize the articles by categories. They were organized by title, abstract, introduction, methodology, results, discussion, conclusion, author, year of publication, and finally the name of magazine. Then, with the organized database, the two variables motivation and development of speaking skill were identified. After that, the articles were analyzed, highlighting the most relevant information through a comparative system. Finally, a summary was developed to get significant information.

Main studies about motivation to improve the speaking skill are listed below (see Table 1).

RESULTS

SPEAKING SKILL

Speaking is one of the most important skills of a language because through it, people transmit a message to a listener, whether it is understood or not (Amru Bin As, 2016). Speaking has a great significance when people express their ideas, thoughts, and feelings. For teaching English as a Foreign Language (EFL), it is necessary that students practice the speaking skill to get a good pronunciation, word choice, pragmatics, word and sentence stress, intonation, rhythm, fluency, among others subskills.

Speaking has some components that people need to take into consideration to produce a speech, such as fluency, grammar, pronunciation, and comprehension (Sihotang et al., 2021). Furthermore, it is necessary to take into consideration some aspects to master the speaking skill, like the use of grammatical rules, the target word and the manner to pronounce it (Raba, 2017).

THE IMPORTANCE OF SPEAKING SKILL

Nowadays, speaking has a big influence on globalization because people need to be interconnected and integrated with each other. As it is well known, English is the universal language; so, people around the world need to speak it to get socially integrated (Sinaga, 2018). Everybody naturally speaks before reading or writing because people need to interact with others. It means that speaking is the most important skill for interacting and communicating with the surrounding world. In language teaching, people need to follow rules and essential elements to speak and do it in the right way (Leong & Ahmadi, 2017).

To this aim, Derakhshan et al. (2016) mention some kinds of performance criteria for speaking skill, such as imitation, responsive intensive transactional dialogue, interpersonal dialogue, and extensive dialogue.

It is important that when people speak and interact with others, the listener must understand what they are conveying. Also, success on speaking skill activities is based on characteristics such as the students having the chance to speak, being motivated, having the desire to speak, and, that level of language production is acceptable (Zuhriyah, 2017) (see Figure 1).

Table 1. Studies about motivation to improve the speaking skill

Reference #	Title	Study aim
[1]	A review of studies on Cooperative Learning strategy to improve esl Students' Speaking Skills	This study investigates of the esl students towards cooperative learning and their motivation towards speaking skills.
[2]	English language students and their motivation to learn the language.	The aim to learn about the students' perceptions in relation to their motivation to learn English inside the classroom.
[3]	Developing efl Learner's Speaking Ability, Accuracy and Fluency	This paper reviews some empirical studies to clarify the effectiveness of various methods and approaches to promote the speaking skill accurately and fluently.
[4]	Inside-outside circle as the way in building students' motivation and interaction in speaking classroom activities	The researcher focused on students' motivation and interaction in speaking classroom activities through Inside Outside Circle (ioc) strategy.
[5]	Teaching speaking skills through motivational strategies	The aim of this diploma paper is to explore practicing English teacher's personal experience in the use of motivational strategies in speaking activities.

Figure 1. Importance of speaking skill



SPEAKING PROBLEMS

In English as a Foreign language, the acquisition of language skills is one of the most difficult skills to acquire for students. They need to think before start communicating and giving a good speech using utterances grammatically well-structured and in a determined time (Anil, 2016). The lack of motivation, self-confidence, and vocabulary are problems that students have to face in their learning process. Students face anxiety when they speak to others because they feel worried about what errors they can produce when they are communicating (see Figure 2).

Figure 2. Speaking problems



Additionally, the problems that students have to face in classrooms come from four aspects, such as inhibition, lack of knowledge of some topic, lack of participation, and difficulties in translating from their L1. If teachers make these improvements, students will foster their speaking skill (Sinaga, 2018). These problems can be associated with intrinsic factors such as linguistic or non-linguistic. So, teachers have to find their students' speaking problems and try to develop their communicative abilities (Zakaria et al., 2019). In addition, teachers need to lower students' inhibition, increase their knowledge on general topics, improve their performance, and reduce the usage of their mother tongue.

Speaking skill are conformed by components, like accuracy and fluency. Accuracy is seen as part of grammar, the set of words, and their articulation; while fluency is the manner to express themselves with confidence to others naturally (Derakhshan et al., 2016). Internal and external factors are associated with speaking problems. The first one depends on students themselves because they are afraid when they speak to others, thus they feel anxious to make mistakes when they are interacting, or they are shy or do not want to speak. The second one comes from teachers about what they teach, how they teach or what strategies, methods, techniques and activities they use the classroom, and how they assess their students (Amru Bin As, 2016) (see Figure 2).

MOTIVATION

Definition of Motivation

Motivation has a great incidence in second language learning achievement. Also, it is known as the prediction to acquire any language using mechanisms such as perseverance, improvement actions and predisposition to learn. Among the reasons why people want to

learn a second language, it can be considered to meet a requirement, desire to learn other cultures or live abroad, or just for social prestige (Peng & Patterson, 2021).

According to Masgored and Gardner's theory, a person's motivation begins when he/she strives and is aware of something that he/she needs to accomplish. It is accompanied by desires, goals, enjoyment of what he/she is doing, experiences the reinforcement and failures through which he/she learns and gets better strategies to solve and achieve goals (see Figure 3). It means that people need high doses of motivation to accomplish their goals, otherwise it may be unlikely to reach their objectives (WATI, 2021)

In the language learning process, motivation has an important role. Language teachers need to consider the connection between motivation and how it impacts language learning because it refers to intrinsic goals and what people want. Teachers should help students to identify their strengths and weaknesses and how to integrate them to accomplish their goals (Chee Hong & Ganapathy, 2017).

Several researchers have studied and discussed students' motivation for learning a new language. It was found that motivation has an important impact on the learning of a foreign language (Susanti, 2021).

THE IMPORTANCE OF MOTIVATION IN SECOND LANGUAGE LEARNING

Motivation acts as a fundamental part of the Second Language (L2) learning since students want to learn a new culture and language to communicate in their daily life (Hudson, 2017). Many students believe that English opens doors for the future because it is the most spoken language worldwide. It also depends on economic factors due to the fact that students from low-income families have lower motivation and autonomous learning, as opposed to those from middle or high-income families (Muslim & Sukyadi, 2020).

Additionally, motivation is important to promote the students' interests and desires to learn a language, as well as to open their minds toward new cultures, new languages, and opportunities (Seven, 2020). Families and teachers have important roles, guiding students in the learning process to achieve their objectives and goals. For example, teachers should apply innovative materials, methodologies, and strategies to fulfill the students' educational needs (Estupiñán Boboy, 2016).

According to Pearse Romera & Ruiz Cecilia (2019), some students are motivated for extrinsic reasons, like for getting well-paid jobs or for attending well-named universities. This situation is based on the socio-educational model sustained by Gardner (1985, p. 10), in which students tend to choose instrumental motivation, contrary to integrative motivation. Moreover, the findings showed that motivation was the predominant factor to acquire English as a second language among students, since they consider that extrinsic and instrumental motivation was more significant than integrative motivation to learn a foreign language.

In the learning process, students need to realize how to think critically and be productive with the material that is being taught. In many schools, teachers have presented the content of subjects to their students and repeat them in a sequence, but they do not allow students to explore and be more analytical. Thus, if they do not participate, it is less probable that they feel motivated for the subject.

Pearse & Ruiz (2019) have shown that intrinsically motivated students analyze and criticize better the subject content. In brief, teachers should motivate their students to be critical and analytical in the language learning process, and possibly in other aspects of their lives as well. Motivational strategies are inspiring procedures that people develop in a conscious way to get a positive effect when accomplishing a goal.

Sanjay & Narayana (2020) offer some speaking strategies for the classroom taken from

Figure 3. Definition of motivation



Dörnyei's book *Motivational Strategies in the Language Classroom*, such as: choosing varied tasks, choosing relevant topics for the learners, giving positive information feedback, among others (see Figure 4) (Sanjay & Narayana, 2020).

TYPES OF MOTIVATION

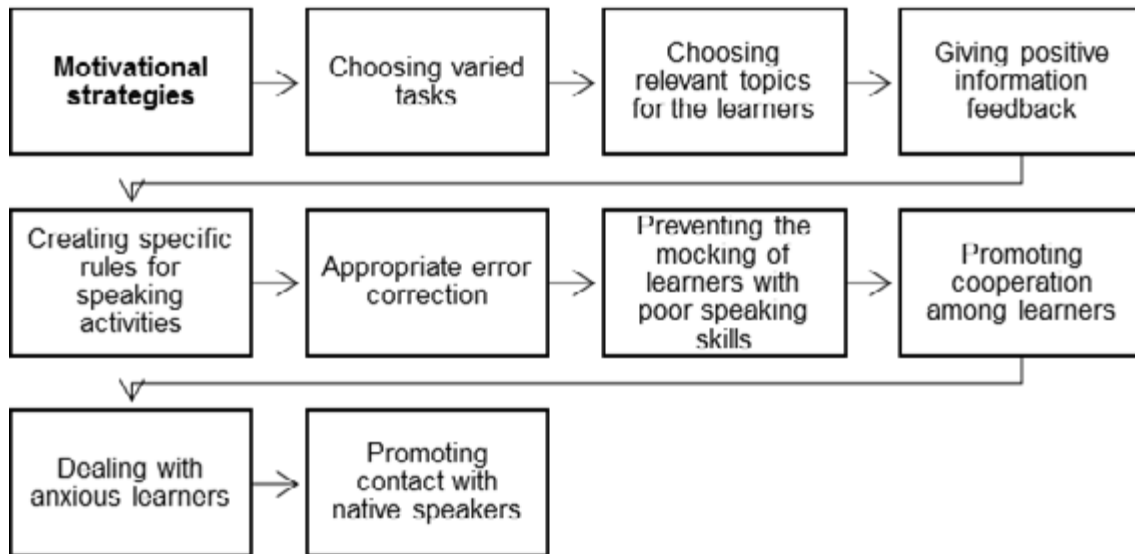
Seven (2020) distinguishes four types of motivation: a) instrumental, b) integrative, c) extrinsic, and d) intrinsic. Motivation is conducted by two means, instrumental versus integrative motivation, and intrinsic versus extrinsic motivation (see Figure 5).

Instrumental motivation refers to the acquisition of a language as a means of achieving instrumental goals in which the learner gains advantages by learning a second language. On the other hand, integrative motivation describes the learner who wants to get involved in a different culture by means of a second language and wishes to communicate with people who use the target language. According to Kumar (2021), instrumental motivation is more effective than integrative motivation because the students have successful objectives based on the material gain. On the contrary, instrumental, and integrative motivations are fundamental in second language acquisition.

Recent research by Susanti (2021) showed that integrative and instrumental motivation are both involved in learning English. In integrative motivation, students are engaged because they want to know other cultures and languages in order to communicate with native speakers. This author encourages teachers to use the target language history and culture in the learning-teaching processes by presenting conversations between native or near-native speakers.

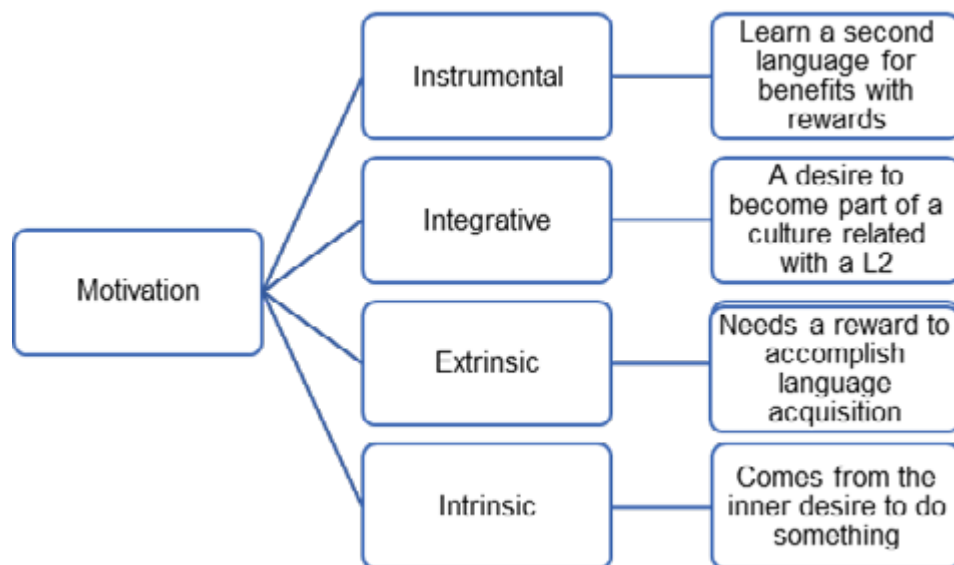
Also, the author suggests the use of Information and Communication Technology (ICT) such as apps on cellphones and TV-series to create interactive learning. On the other hand, instrumental motivation is conducted to help students feel motivated in order to get better jobs and educative careers in their future. Therefore, students need that their teachers focus on their needs and interests, so they can improve their practice within real context activities or scenarios.

Figure 4. Suggested sequence of activities for effective motivational strategies in the Language classroom



Note. Adapted from *Teaching Speaking Skills through Motivational Strategies* (p. 42-44), by G. Sanjay & T. Narayana, 2020, *Research Journal of English*, 5 (37).

Figure 5. Types of motivation



INTEGRATIVE MOTIVATION

Integrative motivation determines a desire to become part of a culture associated with a second language. It means that a L2 includes knowing and adapting to a new culture to learn a language that is not their own. Moreover, to learn a foreign language, people need attitudes, desires, and the motivation intensity to acquire it, which means being near other language communities (Kim & Shin, 2021). Besides, Hudson (2017) agrees and says that integrative motivation is defined as the people's desire to learn a second language and be part of the target language community and culture.

Some students believe that their integrative motivation help them to improve their English skills to communicate with native people, because they can interact in the target language (Muslim & Sukyadi, 2020). Díaz Iza (2016) says that motivation plays an important role in students' learning because the activities, methodologies, and strategies that teachers apply in their classes help to engage their attention and desire to learn English.

INSTRUMENTAL MOTIVATION

Based on Gardner and MacIntyre's theory, instrumental motivation gets advantages in learning a new language. A learner endeavors by which means he wants to get excellent grades in the final results as a reward because he does something out of necessity, not satisfaction (WATI, 2021). Instrumental motivation makes students learn a second language to get benefits with rewards like getting better job opportunities and completing a level of proficiency when studying a foreign language, among other benefits (Khansir & Jarizadegan, 2016).

According to Gardner and Lambert (1959), Instrumental motivation is when learners are motivated to increase their knowledge or to be part of certain jobs especially if it has benefits with language. In the same way, Krashen (1988) says that instrumental motivation includes the concepts of purely practical costs of learning a second language, increasing students' career or business opportunities, reward plus prestige and power, access to scientific and technical information, or simply taking a course at school (Sukri et al., 2021).

INTRINSIC MOTIVATION

This motivation comes from the inner desire to do something, and it does not have an award to get or accomplish an objective. However, if the teachers motivate and offer emotional benefits, they could engage students in the L2 learning (Díaz Iza, 2016). Intrinsic motivation refers to the motivation in which learners engage in activities because it is fun to perform. It means that the activities to perform are enjoyable for them, so it generates feelings of competence and self-determination as consequences (Alizadeh, 2016) Intrinsic motivation is guided by their self-factors.

EXTRINSIC MOTIVATION

Extrinsic motivation needs a reward to accomplish language acquisition. If teachers do not give rewards like high grades, students tend to be unmotivated to learn an L2. Furthermore, external aspects, such as a proper pedagogical environment, relationships, personal achievements, and so on, have been considered to acquire a second language effectively (Díaz Iza, 2016).

METHODS, TECHNIQUES, AND STRATEGIES TO IMPROVE THE SPEAKING SKILL

To motivate students to improve speaking skill, teachers could make use of different methods, techniques, and strategies.

METHODS

Some methods teachers could use to motivate students to improve their speaking skill include the following.

Task-based learning (TBL). It allows learners to develop tasks at the same time they practice speaking skill. To upgrade skills, facilitators have to bring in ICTs (Information and communications technologies) to focus on their development, creating an interesting and innovative way to learn English (Anil, 2016).

From another perspective, the Task-Based Language Teaching Approach focuses on the development of the language through situations that are performed as if students were outside the classroom; on the contrary, in classrooms students use the language to communicate achievements. Albino (2017) shows in his research that students felt confident to speak, believed in their strengths to use the target language, and increased their vocabulary, concluding that the use of this approach was relevant.

Project-Based Learning. It is a method that allow students to produce and show results about projects that need to be designed, planned, and gotten results. Moreover, through this technique, students learn by actively engaging in real-world and personal meaningful projects using language skills of English as a second language (Dewi, 2016). This author concluded that after applying this technique, students were more motivated, happy, and confident to speak English.

Content and Language Integrated-Learning (CLIL). It is a method that guides and supports the language learning process, in which students acquire skills and abilities of the target language. Students use the communication to convey information and apply cognition, which encourages students to increase their linguistic competence and culture, that has a near relationship with the mother tongue language and the target language (Barre-Parrales & Villafuerte-Holguín, 2021).

Improving speaking skill is a big responsibility in the teacher's hands because they are the means to teach and engage students' attention. That is why they need to reinvent and motivate how they can boost this skill.

Cooperative Learning. Vellayan et al. (2021) states that is a method where students developed their activities in a cooperative way among their classmates, creating an enjoyable and collaborative environment of the class to achieve the teachers' proposal. It is essential in the SLA (Second Language Acquisition) communicative skill because students feel comfortable and self-confident to interact with others, and it is a good strategy to engage students to speak confidently and in a participative way.

Namaziandost et al. (2019) mention that Cooperative Learning (CL) is centered on the learners. Thus, this approach motivates and develops speaking skill in students. Also, they show evidence that this method has a high impact on the communication process in a positive way, and researchers have suggested implementing CL in the classrooms to improve English speaking skill getting on motivated students.

TECHNIQUES

Manurung & Izar (2020) argued that the lack of interaction with others comes from internal and external factors that lower production and cause the wrong application of techniques to speak. Some techniques for improving the speaking skill include.

Role plays. This technique helps students to gain self-confidence to diminish shyness, using real activities developed in class as Derakhshan *et al.* (2016).

Interview techniques. They help to improve speaking skill. Sihotang et al. (2021) suggest a good way to get better through describing pictures, giving opinions, and retelling stories. In their research, they propose the naturally speaking guidebook as a good technique to develop speaking, where students can find real examples for communicate and an assessment is provided to check their progress.

Debate. It is a technique in which students develop their speaking abilities by defending opinions and giving their arguments of a specific topic. Through this technique, students participate actively and speak more with their classmates in the classrooms as are shown in results (Arung, 2016) In this study students improved their speaking skill efficiently and effective results were obtained.

Storytelling. It is a technique in which pupils show their expressions and create an external sense of the world. It fosters a good environment because students get relaxed inside of class. Moreover, in storytelling students experiment with a set of stories, which create a sense of humor in the classroom through their own opinions and words, increasing the students' knowledge about other cultures, places, heritages, and beliefs. Through this technique, teachers conduct their pupils to listen, concentrate, and follow their arguments based on a logical sequence (Amru Bin As, 2016).

Questioning. It is a technique to trigger students to be active and to keep them speaking along the teaching process because they participate and involve in the learning activities (Arini & Wahyudin, 2022). Also, it enhances students to listen and understand the questions thus, achieves good fluency and accuracy of speech in English.

STRATEGIES

Teachers should select the best strategies that can help students to improve their speaking skill in the context to communicate inside the classroom and in real-life scenarios (Zakaria et al., 2019). Díaz Iza (2016) suggests that a good way to motivate students is that teachers establish goals, assessments, and guided strategies to enhance their students to learn a foreign language. When they are connected, students have the chance to practice and improve their English, so they are motivated and feel comfortable and reliable with others.

Bandura's theory. The use of language strategies like Bandura's theory helps students to improve their speaking skill through motivation and feedback. Bandura Zakaria et al. (2019) suggests strategies called social and affective strategies in which students learn from others how they act and imitate.

Group work. It enhances the student's speaking skill. Rao (2019) says that the teachers should apply group activities in which students get the opportunity to share their thoughts and ideas in an integrated atmosphere through selected topics thinking based on the needs and interests of the learners. Moreover, with this strategy, students might work independently and try to speak more and produce sentences.

Direct and Indirect strategies. In the same way, Khodadad & Kaur (2016) cited in their study that an essential strategy to teach a foreign language has six types of strategies divided into subcategories as direct and indirect strategies. Direct strategies, which need mental processing of language, involve memory, cognitive as well as compensation strategies. Indirect strategies, on the other hand, include metacognitive, affective as well as social strategies. They conduct and help in an indirect way with language acquisition.

Inside Outside Circle. This strategy is suggested by Tiwery & Souisa (2019) to teach speaking skill. Through it, teachers can integrate all the students in the class because students can interact and establish communicative abilities in the classroom among them.

Also, if the students practice more, they can speak naturally and increase spoken production as a result of their own motivation in the learning route.

Peer feedback. It is a strategy in which students evaluate themselves through feedback (Vinansaca Trelles, 2021). This is a technique in which students feel comfortable because they interact and make feedback to their classmates; on the contrary when teachers make feedback, they feel embarrassed about their errors.

Videos. They increase the lexical grammar in students, which depends on their tastes, interests, and age.

Flashcards. Getting learners' attention by images is used to increase vocabulary and grammar too. Then they can easily use them later to check if they have understood the target language.

ASSESSMENT FOR SPEAKING SKILL

In the learning process, the teachers have to evaluate their educators and the assessment way can be good when applied correctly. However, many teachers sometimes tend to be confused about which evaluation method to apply. Zaim et al. (2020) said an authentic assessment is a select technique to collect students' advances and accomplishments. It shows if the established objectives were successfully achieved.

RUBRICS FOR ASSESSING THE SPEAKING SKILL

Rubrics let teachers have a tool to grade their students' learning activities or skills through criteria to have clear what they expect from them. Wei Su (2020) posits that rubrics permit learners know how they are going to be evaluated and it facilitates feedback.

The major purpose of assessment rubrics is to assess performance. Assessing students' performance examiner can whether observe the process of doing something or observe the product that is the result of students' work (Ulker, 2017). Speaking assessment is usually reported as an overall mark on bands scales or score points, in order to provide valid, reliable and consistent results of assessment, that show the learners' speaking achievement/level (see Table 2).

DISCUSSION

The present research focuses on methods, techniques, and strategies to improve the speaking skill of English as a Foreign Language students. Speaking is considered the most predominant skill to develop. Additionally, this skill is well known as the way to standardize the level of any language that a person speaks (Sinaga, 2018). Zuhriyah (2017) mentioned that the speaking skill success activities are based on characteristics such as the students having the chance to speak, being motivated, having the desire to speak, and the level of language production being acceptable.

Students of English as a second language find some problems when they need to express themselves. Lack of motivation, lack of self-confidence, and limited vocabulary are factors that student have to face in their learning process as (Zakaria et al., 2019).

Four types of motivation have been described, called integrative, instrumental, intrinsic, and extrinsic motivation. All of them have a big influence in a foreign language acquisition. Integrative motivation is defined an interest in learning the language to meet and communicate with members of the second language community. While, Instrumen-

Table 2. Speaking rubric

Speaking rubric			
Criteria to be evaluated	2,5	1,5	0,5
Fluency	Smooth flow; quick, continuous flow; natural pauses; volume is excellent.	Occasional hesitation, searching for words; Speaker can self-correct.	Constant searching for vocabulary, verb tense; does not complete utterances.
Pronunciation	Phonetically correct; almost error-free; genuine effort to sound like a native speaker	Frequent errors that confuse listener and require guessing at meaning.	Most utterances contain errors; many utterances are incomprehensible; little communication.
Vocabulary	Very good; wide range; uses appropriate and new words and expressions.	Vocabulary is just adequate to respond; Basic response.	Inadequate vocabulary or incorrect use of lexical items; communication difficult.
Grammar	Demonstrates good accuracy and variety of grammatical structures; no errors.	Frequent errors in grammatical structures even in simple structures.	Makes utterances that are so brief that there is little evidence of structure and comprehensibility is impeded.

tal motivation refers to those reasons, which stress the pragmatic aspects of learning the second language, without any particular interest in communicating with the second language community. According to Chee Hong, Y., & Ganapathy, M. (2017) instrumental motivation was found to have a greater impact on students' English language learning. In addition, studies from (Zakaria et al., 2019;) showed that instrumental motivation has better result in teenagers. They learn a second language to obtains rewards, they think in their future and they want to continue studying to get a remarkable career, better job opportunities, and to get better salaries.

This research presented some methods, strategies, and techniques to improve the speaking skill. The following methods were mentioned: Albino (2017) showed that with the implementation of the Task-Based Language Teaching approach the students felt confident to speak, believed in their strengths to use the target language, and increased their vocabulary, concluding that the use of this approach was relevant.

In the same way, Hassan & et al., (2021) they agree that task-based learning enhances pupils' English-speaking achievement significantly because this method supplies students get the advantage of interacting with their classmates and teachers to promote self-confidence to acquire English language skills.

Project-Based Learning allows to students learn in an active way engaging in real-world and personally meaningful projects using language skills of English as a second language. According to, Riswandi (2018) the implementation of Project Based Learning in teaching speaking can develop the students' speaking skills and motivation. Moreover, learners are engaged if they have high motivation to work in groups in the speaking class so, when they work in groups they practice their pronunciation, increase their vocabulary, and between them create ideas and sentences while they are speaking.

Content and Language Integrated-Learning encourages students to acquire and increase their linguistic competence between their mother tongue and target language. Also, Sarip (2019) mentions that Content and Language Integrated-Learning grant an advantage

in the educative process specially in class because it blends content that is integrated with their life context and from students' experiences in real life.

Cooperative Learning is a way to communicate with others because they feel confident and participate freely with classmates to improve their speaking skills. Singh (2020) mentions through this method creates an environment in which students connect with their classmates in order to accomplish the learning target in the class. Learners need to be confident on their knowledge, their leadership and their subskills to achieve the target goal and doing the activities.

One of the most useful techniques that this paper shows is debating in which students develop their speaking abilities by giving their arguments and defending opinions themselves. Arung (2016) affirm that debate technique improves students' speaking skill efficiently and effectively because learners get the chance to interact and enrollment in debate. Also, they participated in a cooperative way and defending their ideas in teams.

Role play is a good technique that helps students to gain self-confidence to diminish shyness, using real activities developed in class. Neupane (2019) mentions that role play improves the students speaking skill because through this technique in EFL classroom the students generate self-confidence and imagination thus, they are motivated to communicate. Moreover, this technique improves fluency and vocabularies according to the chosen topics. Furthermore, storytelling techniques provide students with a lot of opportunities to practice their skills by completing various student-centered tasks such as describing pictures and making predictions and personal connections in which students get intrigued and motivated to participate. According to Amru Bin As (2016), there are various post-storytelling tasks too, including role-plays, answering questions, making alternative endings of the story, and so on. Moreover, Eissa (2019) mentions that this technique lets students to practice with new vocabularies and use the appropriate grammar hence, improve their speaking skill by mastering stress, tone and intonation.

Interview techniques let students describe pictures, give opinions, and retell stories. Also, learners ask questions to their classmates about a selected topic answering in a relaxed and comfortable way. Aristy et al., (2019) suggest implementing interview techniques to improve speaking in class because learners feel motivated to talk and describe people with the whole class.

Finally, questioning motivates students to be active and participate with their classmates in their classrooms to improve their speaking ability. Wahyudi (2017) suggest the use of questioning because it allows students to increase their vocabulary, understand what they say, improve their grammar, better fluency and pronunciation when they speak.

Among the strategies, social and affective strategies get students to learn from others how they act and imitate. Gani et al., (2015) Social strategies provide students with opportunities to practice their knowledge on the contrary, affective strategies help students to develop their self-confidence.

Moreover, in group work, students have a chance to speak about their relevant topics sharing their thoughts and ideas. Otherwise, some advantages are suggested by Rospinah et al., (2021) one of them is group work creates an interactive room, follow rules, and students' responsibility to do the assignments in groups with their peers

Direct strategies need mental processing of language which involves memory, and, indirect strategies include the metacognitive processes that help to acquire a language. Based on John et al., (2021) findings say that students improve their speaking abilities through the metacognitive strategy meaning the indirect strategy, because they are conscious of their knowledge and get more confidence to speak in English.

Inside Outside Circle is a strategy used for teaching speaking skill in which students can speak naturally and increase spoken production as a result of their own motivation in the learning route. Wijaya & Sari (2017) argued this strategy provides students with opportunities to exchange knowledge with their peers. The inside-outside circle is a strategy

learned in class, taking turns in different pairs to check understanding, review, process, and speaking practice students.

Peer feedback is a technique in which students feel comfortable because they interact and provide feedback to their classmates. Rodríguez-González & Castañeda (2016) mention combining peer feedback with effective teaching and training in the L2 classroom allows you a powerful tool to increase the learners' self-confidence and self-efficacy. Finally, videos and flashcards increase grammar, vocabulary, and fluency in students, the videos and flashcards are chosen on their tastes, interests, and age. About Kusumawardhani (2019) suggests the flashcards' use because enhance and increases the students' number of words, pronunciation, spelling, and grammar of their speech. Similarly, Purwanti et al., (2022) say that the use of videos improve students' pronunciation, enhance their intonation, develop their grammar, enrich their vocabulary, refine their fluency, and promote comprehension while fostering their autonomy.

All the methods, techniques, and strategies mentioned before help teachers improve their students' speaking skill through motivation, since they involve successful participation in communicative skills.

CONCLUSION

Motivation has a great influence in the improvement of the speaking skill of students of English as a foreign language.

Motivation is sometimes overlooked by some EFL teachers and authorities. However, teachers have the responsibility to use different strategies and techniques to motivate and engage students.

Teachers at all level should make use of different methods, techniques, and strategies, according to their level, to motivate their students to develop the speaking skill.

Future research will cover the application of different types of motivation in the teaching and learning process.

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