

RELATIONSHIPS AMONG SELF-ESTEEM, MOTIVATION, COMMUNICATIVE APPROACH, AND SPEAKING ACHIEVEMENT OF THE STUDENTS

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Abstract: This research is aimed to find out the relationships among self-esteem, school motivation, communicative approach, and speaking achievement of the students. The data were collected through questionnaires and speaking test. The data were analyzed by using Pearson Product Moment Coefficient Correlation and Multiple Regression Linear. The results show that there is a positive and significant relationship between self-esteem and speaking achievement of the students ($r = 0.474$); there is a positive and significant relationship between school motivation and speaking achievement of the students ($r = 0.561$); there is positive and significant relationship between communicative approach and speaking achievement ($r = 0.679$); there is a positive and significant relationship between self-esteem and school motivation ($r = 0.567$); there is a positive and significant relationship between school motivation and communicative approach ($r = 0.510$); there is a positive and significant relationship between self-esteem and communicative approach ($r = 0.590$); there is a positive relationship between self-esteem added to school motivation and communicative approach towards speaking achievement ($R = 0.723$). Simultaneously, there is a significant influence of independent variables towards dependent variable of the research. The contribution of self-esteem, school motivation, and communicative approach towards speaking achievement of the students is 45.5%.

Keywords: *Self-esteem, school motivation, communicative approach, and speaking achievement*

The importance of speaking English fluently and accurately has been understood by many people. Several factors that can affect speaking achievement of the students have been discussed. Several other factors and the relationships among those factors still need to be investigated both partially and simultaneously.

The scholars and educators believe that communicative approach has contribution on speaking achievement of the students. As popular approach in English teaching and learning process, communicative approach still holds many mysteries. What is communicative approach and can the belief regarding the effect of communicative approach towards speaking achievement of the students be justified? The research is needed to find out whether the lecturers should apply communicative approach in their speaking classes or not.

The next variable is self-esteem. Rosenberg (1979) states that self-esteem is positive or negative behavior dealing with feeling like comfortable, uncomfortable, and happy or frustrated. The research conducted by Asadifard and Biria (2013) shows that there is a significant relationship between language learning strategies (LLSs) namely

cognitive strategies with general self-esteem (GSE) of students. In terms of self-esteem, the researcher wanted to investigate self-esteem of the students. The researcher also wanted to investigate the relationship between self-esteem and speaking achievement of the students; the relationship between self-esteem and school motivation of the students; and the relationship between self-esteem and communicative approach. Those problems were very important to be investigated. By knowing those conditions, the lecturers will understand whether they have to improve self-esteem of the students in speaking classes or not.

The previous research regarding academic motivation conducted by Kusmartini (2012) shows that academic motivation has a significant relationship with writing achievement of the students ($r = 0.834$). Another research conducted by Kusmartini and Carlos RS (2016) shows that there is a significant relationship between motivation and speaking achievement of the students who study speaking by using project-based learning ($r = 0.652$). A research conducted by Amrai, Motlagh, Zalani, and Parhon (2011) shows that there is a positive and significant correlation between academic motivation and academic achievement of the students of Tehran University. Meanwhile, the research conducted by Ghavamnia, Kassaian, and Dabaghi (2011) shows that there is a positive correlation between motivation and strategy. In terms of motivation, the researcher wanted to investigate the relationship between school motivation and speaking achievement of the students; the relationship between school motivation and self-esteem; and the relationship between school motivation and communicative approach.

The objectives of the current research were: 1) to investigate whether there is a significant relationship between self-esteem and speaking achievement of the students; 2) to investigate whether there is a significant relationship between school motivation and speaking achievement of the students; 3) to investigate whether there is a significant relationship between communicative approach and speaking achievement of the students; 4) to investigate whether there is a significant relationship between self-esteem and school motivation of the students; 5) to investigate whether there is a significant relationship between school motivation and communicative approach; 6) to investigate whether there is a significant relationship between self-esteem and communicative approach; 7) to investigate whether the independent variables have a

significant effect on the dependent variable; and 8) to investigate the contribution of independent variables towards dependent variable.

LITERATURE REVIEW

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Burns & Joice, 1997; and Luoma, 2004). Meanwhile, Howarth (2001) mentions that speaking is a two-way process that involves communication of ideas, information, and true feelings. Therefore, it can be concluded that speaking is an interactive two-way process aimed at constructing meaning that involves producing, receiving and processing information.

Speaking competence has some sub competencies. Burns and Joyce (1997) mention sub competencies of speaking competence that should be mastered by the students are linguistic competence, discourse competence, Pragmatic competence, and fluency. Moreover, Burns and Joyce (1997) mention that in linguistic competence, the students should master the skills how to use intelligible pronunciation, the skill to keep up with the grammatical rules accurately, and the skill how to use vocabulary; in discourse competence, the students should master the skills in structuring discourse coherently and cohesively, and the skill in managing conversation and interacting effectively to keep the conversation going; in pragmatic competence, the students should master the skill in expressing a range of functions effectively and appropriately according to the context and register; and fluency means speaking fluently demonstrating a reasonable rate of speech.

On the context of teaching and learning process of speaking, Nunan (1989) tends to encourage the learner to take part in spoken discourse from the beginning and then they will acquire the smaller units; in teaching and learning activities, the students are asked to express himself/herself orally, coherently, fluently and appropriately in a given meaningful context.

There are many purposes why people want to speak (Kingen, 2000). Some people speak because they want to express their feelings about the weather today or their frustrations, may be they want to describe someone they meet at the concert or at the meeting, or they want to tell stories about their adventures. Another people speak because they want to ask some one to do something or ask questions about the problems they face, compare two or more ideas about the new project they handle, or predict their

possible careers in the near future. The rest speak because they want to explore something interesting, influence other people with their point of views, clarify ideas they understand lately or may be they want to share information they know. Therefore, they have to study how to speak clearly and accurately.

Hymes (1972) mentions that communicative approach in speaking class is the right choice because this approach engages the students to use English to communicate in their daily activities. Larsen (2000) declares that the main focus of communicative approach in the classroom is for communication purposes; the focus of communicative approach is on the functions of language. In speaking classes, the teachers should train the students to use language functions to communicate like making an appointment with the doctor, buying something in supermarket or having a business meeting. The teachers should create the real situations that causes the students speak. The fluency will be formed if the exercise is carried out continuously. Richards (2006) mentions that activities that enable students to use language in authentic situations contribute to communicative practice; communicative practice focuses on the context of real communication.

Hymes (1972), Larsen (2000) and Richards (2006) disagree with the idea that the students should focus more on form and structure rather than meaning. Working in pairs or groups is the example of communicative activities; in this way, the students try to increase their motivation to speak as well as their speaking competence which ends with their fluency. Since the goal is the ability to speak the target language in daily life, the experts believe that the use of communicative language teaching approach in the classroom cannot be neglected (Hymes, 1972; Larsen, 2000; Richards, 2006). The same idea is also stated by Radzi, Azmin, Zolhani and Latif (2007). They believe that communicative approach can encourage students who have relatively low ability to actively and comfortably participate in groups or pairs because they no longer feel shy or inferior. So it can be concluded that the more oral communication is carried out in the classroom, the more active the students are in learning and of course ends with the more fluent speaking skills of the students. In Communicative approach, Karavas (1996) suggests to focus the attention to the students. In communicative approach, the students are encouraged to take initiatives and given the opportunities to practise authentic spontaneous communication in authentic contexts. The role of the teachers here are as the facilitators and not the transmitters of knowledge.

Motivated students tends to apply communicative approach in their speaking class because communicative approach offers appropriate teaching and learning strategy in attaining the goal. Gardner (1988) believes that motivated learners achieve higher levels of proficiency because they put more of themselves into learning. Tremblay and Gardner (1995) believe that there is close relationship between motivation to study and the learning strategy; therefore the teacher is suggested to use appropriate approach so that the students can gain the goal successfully. Motivation is an individual's beliefs in ability to carry out a specific task, the reasons and goals of the individual in doing the task and the emotional response concerning carrying out the task; it can come from the individual or from somebody else (Deci & Ryan, 2008).

Intrinsic motivation is considered the most optimal form of motivation and is associated with various benefits including enjoyment, persistence, and psychological well-being; the internal motivation can be seen from his hard work in studying something in order to achieve the goal (Deci & Ryan, 2008); while the stimulation given to the students in completing tasks to achieve the goals or level of qualifications of the profession is the example about external motivation (Reev, 2006). Ryan and Deci (2000) believes that there is positive correlation between learning and motivation. Therefore, the role of motivation and its relationship to academic achievement must be investigated. Reev (2006) states that in an educational perspective, motivation has a multi-dimensional structure related to learning and academic motivation. Motivation must be taken into account in education because of its close relationship with learning, abilities, strategies, and behavior and is closely related to academic motivation and academic achievement of students (Masaali, 2007).

Another variable which is believed having important role in the process of teaching and learning speaking is Self-esteem. Self-esteem is the overall view of the individual about himself which is adopted firmly and applied in daily life (Coppersmith, 1967). Brown (2007) mentions that successful cognitive or affective activity can be gained if the student has some degree of Self-esteem, to accomplish that goal.

METHOD

In this current research, the researcher conducted a quantitative correlational research. There were three independent variables in this research, namely: Self-esteem, School Motivation, and Communicative Approach; and there was one dependent variable, namely: Speaking Achievement of the Students.

The research was conducted in Palembang South Sumatera, Indonesia. Population of the research was the students of English Department State Polytechnic of Sriwijaya semester 3 on the academic year 2019-2020. The sample was 30% of the population which was chosen randomly.

The first independent variable of the research was self-esteem. The researcher wanted to investigate the relationship between self-esteem and speaking achievement of the students. The researcher also wanted to investigate the relationship between self-esteem and school motivation; and relationship between self-esteem and communicative approach. This variable was measured by using a 4-point Self-esteem Likert Scale (RSE) developed by Rosenberg (1965). The scale was ranging from 1 (strongly disagree) to 4 (strongly agree). This scale consisted of 10 items. In this current research, the Cronbach alpha for RSE was 0.734.

The second independent variable of the research was motivation. The motivation discussed in this research was the school motivation of the students. This variable was measured by using a five-point Likert scale called Inventory School Motivation (ISM) developed by Ali and McInerney (2005) ranging from 1 (strongly disagree) to 5 (strongly agree). The measuring instruments consisted of 8 dimensions namely: task, effort, competition, social power, affiliation, social concern, praise, and token. The total item of this measuring instrument was 43. The lowest possible score was 43 and the highest possible score was 215. In this current research, the Cronbach alpha for ISM was 0.756.

The third independent variable discussed in this research was communicative approach. The researcher wanted to investigate the perception of the students regarding communicative approach applied in their speaking classrooms. In this research, the variable was measured by using a five-point attitude Likert scale developed by Karavas (1996) ranging from 1 (strongly disagree) to 5 (strongly agree). The total item of this measuring instrument was 24. The lowest possible score was 24 and the highest possible score was 120. In this current research, the Cronbach alpha of this scale was 0.778.

The data regarding self-esteem, school motivation, and communicative approach applied in speaking classrooms were collected by using questionnaires; while the scores of speaking were taken from the test given to the student respondents. Finally, the data

were analyzed by using Pearson Correlation Product Moment and Multiple Linear Regression.

FINDINGS

The data about self-esteem were taken by using a 4-point self-esteem likert scale (RSE) developed by Rosenberg (1965). There were 25 student respondents participating in this research. The mean of the variable was 30.96; median of the variable was 32.00; and the standard deviation was 5.941. The minimum score of the variable was 17 and the maximum score was 40. The data were distributed normally based on the ratio of skewness (-0.744; $0.464 = -1.603$) and based on the ratio of kurtosis (0.365; $0.902 = -0.405$). Self-esteem of the students were categorized low if the scores were ranging from 10 to 20; self-esteem of the students were categorized middle if the scores were ranging from 21-30; and self-esteem of the students were categorized high if the scores were ranging from 31 to 40. The data showed that there were 2 student respondents (8%) having low self-esteem; there were 9 student respondents (36%) having middle self-esteem; and the rest (56%) had high self-esteem.

The data about school motivation were taken by using a five-point Likert scale called Inventory School Motivation (ISM) developed by Ali and McInerney (2005) ranging from 1 (strongly disagree) to 5 (strongly agree). The number of the item was 43. The lowest possible score was 43; and the highest possible score was 215. There were 25 student respondents participating in this research. Mean of the variable was 137.08; median was 127.00; the standard deviation was 42.086; maximum score was 212 and the minimum score was 84. The data were distributed normally based on the ratio of skewness (0.478; $0.464 = 1.0302$) and based on the ratio of kurtosis (-0.974; $0.902 = -1.08$). The school motivation of the students were categorized low if the scores were ranging from 43 to 100; the school motivation of the students were categorized middle if the scores were ranging from 101 to 158; the school motivation of the students were categorized high if the scores were ranging from 159 to 215. The data showed that there were 6 student respondents (24%) having low school motivation;

there were 11 student respondents (44%) having middle school motivation; and there were 8 student respondents (32%) having high school motivation.

The data about the variable of communicative approach was collected by using a five-point attitude Likert scale developed by Karavas (1996) ranging from 1 (strongly disagree) to 5 (strongly agree). The total item of this measuring instrument was 24. The lowest possible score was 24 and the highest possible score was 120. There were 25 student respondents participating in this research. The mean of the variable was 73.92; median was 72.00; standard deviation was 18.127; minimum score was 45 and the maximum score was 112. The data were distributed normally based on the ratio of skewness (0.219: 0.464=0.47) and based on the ratio of kurtosis (-0.432: 0.902 = -0.48). The perceptions of the students towards the variable of communicative approach applied in the speaking classes were categorized low if the scores were ranging from 24 to 56; the perceptions were categorized middle if the scores were ranging from 57 to 89; and the perceptions were categorized high if the scores were ranging from 90 to 120. There were 5 student respondents (20%) having low perception regarding the variable; there were 15 student respondents (60%) having middle perception regarding the variable; and there were 5 student respondents (20%) having high perception regarding the variable.

The data about speaking achievement of the students were collected from the test given to the student respondents studying in semester 3 on academic year 2019/2020. The following is descriptive statistic analyses. There were 25 student respondents participating in this research. Mean of the variable is 74.96; median is 75.00; standard deviation 3.931. The minimum score was 68 and the maximum score was 85. The data were distributed normally based on the ratio of skewness (0.435: 0.464=0.938) and based on the ratio of kurtosis (0.683: 0.902=0.757). The student failed if he or she got the score less than 40 in his or her speaking test; it was categorized poor if the student got the score ranging from 40 to 53; it was categorized enough if the student got the score ranging from 54 to 65; it was categorizing good if the student got the score ranging from 66 to 79; and it was categorized very good if the students got the score ranging from 80 to 100. The data showed that there were 21 student respondents (84%) who got good scores in their speaking test; and there were 4 student respondents (16%) who got very good scores in their speaking test.

Pearson Product Moment Coefficient Correlation

Correlations

		Speaking achievement	Self-esteem	School motivation	Communicative approach
Speaking Achievement	Pearson Correlation	1	.474*	.561**	.679**
	Sig. (2-tailed)		.017	.004	.000
	N	25	25	25	25
Self-esteem	Pearson Correlation	.474*	1	.567**	.590**
	Sig. (2-tailed)	.017		.003	.002
	N	25	25	25	25
School motivation	Pearson Correlation	.561**	.567**	1	.510**
	Sig. (2-tailed)	.004	.003		.009
	N	25	25	25	25
Communicative approach	Pearson Correlation	.679**	.590**	.510**	1
	Sig. (2-tailed)	.000	.002	.009	
	N	25	25	25	25

The table showed that there was a positive and significant relationship between the variable of self-esteem and the variable of speaking achievement of the Students ($r=0.474$) on the significant level of 0.05 (2-tailed). Second, there was a positive and significant relationship between the variable of school motivation and the variable of speaking achievement of the students ($r=0.561$) on the significant level of 0.01 (2-tailed). Third, there was a positive and significant relationship between the variable of communicative approach and the variable of speaking achievement of the students ($r=0.679$) on the significant level of 0.01 (2-tailed). Fourth, there was a positive and

significant relationship between the variable of self-esteem and the variable of school motivation of the students ($r=0.567$) on the significant level of 0.01 (2-tailed). Fifth, there was a positive and significant relationship between the variable of school motivation and the variable of communicative approach ($r=0.510$) on the significant level of 0.01 (2-tailed). Finally, there was a positive and significant relationship between the variable of self-esteem and the variable of communicative approach ($r=0.590$) on the significant level of 0.01 (2-tailed).

Multiple Regression Linear

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.723 ^a	.523	.455	2.903	2.307

a. Predictors: (Constant), Communicative approach, School motivation, Self-esteem

b. Dependent Variable: Speaking achievement

The table showed that there was a correlation between independent variables and dependent variable ($R=0.723$) simultaneously. Adjusted R Square of 0.455 showed the influence of independent variables towards dependent variable. Adjusted R Square was used because this regression analyses used more than two independent variables. The contribution of independent variables towards dependent variable was 45.5%, while the remaining 54.5% was influenced by other variables which were not included in this model.

To test the significance of the influence of the independent variables towards dependent variable, ANOVA or analysis of variance was used. The test was carried out at a significance level of 0.05. The following were the hypotheses:

- Ho : Simultaneously, independent variables did not influence dependent variable significantly.
 Ha : Simultaneously, independent variables influence dependent variable significantly.

The output showed, that F obtained was 7.669 with the level of significance was 0.001. F table can be seen from statistical table at the significance level of 0.05 with df 1 ($4-1 = 3$), and df 2 ($25-3-1 = 21$). F table was 3.072. Because F obtained was bigger

than F table ($7.669 > 3.072$) and the level of significance was lower than 0.05 ($0.001 < 0.05$), H_0 was rejected and H_a was accepted. Therefore, it can be concluded that simultaneously independent variables influenced dependent variable significantly.

DISCUSSIONS

The significant relationship between self-esteem and speaking achievement of the students shows that all parties including the students, the educators, the scholars, and the management both at the level of study programs and at the level of institution must pay attention to the significant relationship between these variables in order to improve speaking achievement of the students. By understanding and holding self-esteem in cognitive and affective activities, the students can improve their cognitive and affective achievement. It is in line with the idea expressed by Coppersmith (1967) and Brown (2007).

The result regarding the significant relationship between school motivation and students' speaking achievement strengthens previous studies on academic motivation and writing achievement (Kusmartini, 2012) and also motivation and speaking achievement in project-based learning (Kusmartini & Carlos, 2016). All parties must pay attention to this relationship in order to improve speaking achievement of the students. By understanding the importance of this school motivation, students will be more motivated to play an active role in the language learning process. This research also opens the insight of the lecturers regarding the importance of developing school motivation of the students.

Understanding the relationship between communicative approach and speaking achievement of the students will arouse the enthusiasm of the students to study and practice their speaking skills; play active and communicative role in the language learning process; understand that they must apply communicative approach if they want to improve their speaking skill. In this way, they have to follow the learning strategy given, practice continuously, and open the possibility to practice speaking with people from different background. It is in line with the idea mentioned by Burns and Joyce (1997) regarding the skill to manage conversation and interact effectively to keep the conversation going. For the lecturers, understanding this relation will make them aware that they have to provide communicative language teaching (CLT) in speaking class, follow the procedure, and facilitate the students with the information needed, provide

different topics to talk, and provide the students with good academic atmosphere so that the teaching and learning process in speaking class can run well, attractive and can make everybody happy with the result. It is in line with the idea mentioned by Hymes (1972) regarding the use of communicative approach in speaking class. For the management, understanding this relation will make them aware that they have to provide some workshops in terms of communicative language teaching for the lecturers so that the lecturers can improve their insight and it will effect on their way of thinking. Moreover, the management should also provide good academic atmosphere so that the students have many chances to explore their speaking skills. Finally, the management should also provide the moments to interact actively with many people from many places and from different background.

The significant relationship between self-esteem and school motivation shows that all parties must work in collaboration in order to manage the available resources. For students, understanding this significant relationship will inspire them to have higher self-esteem and school motivation. For the lecturers, understanding this significant relation will open the insight that self-esteem and school motivation of the students need to be developed partially and simultaneously.

Understanding the significant relationship between school motivation and communicative approach will inspire the students to improve their school motivation as well as their perception towards communicative approach, because they understand that the higher their school motivation and perception towards communicative approach, the higher their speaking achievement. When conducting communicative language teaching in speaking class, the lecturers also have to promote the importance of having high school motivation. School motivation can be increased by giving some appreciation towards what the students have conducted, building good relationships with students, creating a spirit of mutual cooperation and understanding, building mutual respect, and respecting different thoughts. It is in line with the idea mentioned by Richards (2006) regarding the role of communicative practice that enable students to use language in authentic situations because it focuses on the context of real communication. For management, they can improve school motivation of the students by providing some academic and non academic awards for smart and dedicated students, providing assistance to poor students, providing adequate and appropriate facilities and infrastructure so that the students feel comfortable studying at school, providing various

competitions to improve their academic and non academic proficiency, and bringing experts from various disciplines to share knowledge and experience to all students. Finally, the management can promote the use of communicative approach in studying speaking in order to improve speaking achievement of the students.

The significant relationship between self-esteem and communicative approach shows that all parties must concentrate fully on this significant relationship in order to improve speaking achievement of the students. For the students themselves, they will be inspired to improve self-esteem and communicative approach perception in order to improve speaking achievement. For the lecturers, this research opens the perspective that when conducting the learning process in speaking class using the communicative approach, they must also improve self-esteem of the students.

Simultaneously, the significant influence of independent variables namely self-esteem, school motivation, and communicative approach towards dependent variable namely speaking achievement of the students shows that all parties must concentrate fully on these independent variables in order to improve speaking achievement of the students. For the students themselves, by understanding this influence, they will be inspired to improve self-esteem, school motivation, and perception regarding communicative approach especially when they are in the speaking classes in order to increase their speaking achievement. For the lecturers, this research opens up the insight that when conducting teaching and learning process in Speaking classes they have to apply communicative approach. At the same time they must also improve self-esteem and school motivation of the students. Providing public lectures, seminars and other activities related to the efforts in increasing self-esteem and school motivation of the students and also promoting the use of communicative approach in speaking classes in order to improve speaking achievement of the students should be conducted by the management. It is in line with the idea mentioned by Burns & Joice, (1997) and Luoma (2004) regarding the interactive process that should be processed in order to obtain the goal.

CONCLUSION AND SUGGESTION

The data showed that there was a positive and significant relationship between self-esteem and speaking achievement of the students ($r=0.474$) on the significant level of 0.05 (2-tailed); there was a positive and significant relationship between school

motivation and speaking achievement of the students ($r=0.561$) on the significant level of 0.01 (2-tailed); there was a positive and significant relationship between communicative approach and speaking achievement of the students ($r=0.679$) on the significant level of 0.01 (2-tailed); there was a positive and significant relationship between self-esteem and school motivation of the Students ($r=0.567$) on the significant level of 0.01 (2-tailed); there was a positive and significant relationship between school motivation and communicative approach ($r=0.510$) on the significant level of 0.01 (2-tailed); and there was a positive and significant relationship between self-esteem and communicative approach ($r=0.590$) on the significant level of 0.01 (2-tailed).

Simultaneously, there was a correlation between independent variables and dependent variable ($R=0.723$). Adjusted R Square of 0.455 showed the influence of independent variables towards dependent variable. The contribution of independent variables towards dependent variable was 45.5%, while the remaining 54.5% was influenced by other variables which were not included in this model. Simultaneously independent variables influenced dependent variable significantly.

Regarding the significant influence of independent variables towards dependent variable of the research partially and simultaneously, it is suggested to improve self-esteem, and school motivation of the students and also the students' perceptions regarding the implementation of communicative approach in speaking classes. Moreover, it is also suggested to investigate the remaining 54.5% contribution which was influenced by other variables which were not included in this model.

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