

Students' Self-Determination in EFL Speaking Class at SMAN 5 Soppeng

Raehanun Fadhillah¹, Haryanto Atmowardoyo^{2*}, Samtidar³

^{1,2,3}English Education Department, State University of Makassar, Indonesia

*Corresponding E-mail: haryanto@unm.ac.id

Abstract

The aims of this study are to determine the vocabulary mastery and the ability to translate of junior high school students in Pangkep also whether vocabulary knowledge and translation competence are linked. This study employed a quantitative approach. This article only contains the third research question. The data of this research was collected through a test. Cluster stratified random sampling was used to obtain the sample. In this study, 108 seventh-grade students in Pangkep were recruited from three accredited schools: SMP 1 Pangkajene, SMP 3 Bungoro, and SMP 5 Bungoro. The Pearson correlation results for vocabulary mastery and translation ability at A certified schools are 0.653, which is in the range of 0.61-0.80, indicating a high correlation. Pearson correlation -0.595 which is in the interval 0.41-0.60 for accredited B schools so that the correlation is obtained, and 0.112 which is in the interval 0.00-0.20 for accredited schools so that no correlation is found.

Keywords: *Vocabulary Mastery, Translation Ability, Correlation.*

1. Introduction

Self-determination is one of the core elements in a successful language learning. The reason is because self-determination is related with students' motivation in learning a language. The most explicit link between the motivational process and one's language attainment is the theory of self-determination, (Alamer and Lee, 2019). For example, if individuals themselves believe that they can make and manage their own choices well, they are more likely to garner more motivation in whatever task they wish to undertake. Someone with a strong intrinsic motivation will voluntarily accept new learning and a new language easily. Therefore, self-determination should be a bridge for their motivation and language learning approach.

Self-determination theory is presented for the first time by Deci & Ryan in 1985 through *Self-determination and Intrinsic Motivation in Human Behaviour* book. Self-Determination Theory (SDT) itself is an approach to motivation and human personality where the arena is about investigating the inherent growth tendencies of people and their innate psychological needs as a basis for self-motivation and personality integration to encourage various positive processes that are undertaken. In essence, Self-Determination Theory (SDT) is a contemporary motivational theory that focuses on the fact that individual intrinsic motivation is more important than their extrinsic motivation in achieving success, (Ryan & Deci, 2012).

Self-determination has also been recognized as one of the most important fields in educational studies. If students have a degree of self-determination, they will make the right choices and decisions for their educational life (Liu, Wang, Reeve, Kee, & Chian, 2019). Self-determination leads students to organizing and planning for better educational goals which helps improve students' problem solving which has a positive effect on the development of their academic life.

There is some important profile in Self-Determination Theory (SDT). Autonomy refers to a felt sense of will and drive in one's endeavors. People feel that their actions come from themselves and reflect who they really are, not the result of external pressure. Competence, in turn, is about a sense of mastery and efficacy in an activity. It encourages a person to feel that he is capable of doing what he is doing and capable of completing projects and achieving his goals. Relatedness is more on the interpersonal dimension, reflecting how people are connected to each other, have concern, and become part of the community (Ryan and Deci, 2000; Ryan and Deci, 2017). The profile is important for connecting, encouraging, and analyzing the self-determination that students have to encourage themselves to be motivated in learning. This profile will have connected by two components called Awareness of Self where the student being more aware of their feelings and their sense of self and perceived Choice where the students feeling a sense of choice with respect to their behaviour.

Considering the importance self-determination to the motivation in foreign language learning and the importance of speaking skills as an overlooked language skill in EFL settings, this study has attempted to investigate the EFL learners' motivation to speak English and the underlying reasons behind students'

participation in speaking classroom with the Self-determination theory. Although the scope of the topic has not been widely studied in various countries. However, some researchers show a relationship and even the importance of knowledge about Self-determination in foreign language learning, especially from an educational perspective.

The study that examined students' motivation in speaking English as a foreign language (EFL) based on self-determination theory (SDT) both based on autonomous regulation, support for autonomy from teachers, and class involvement indicate that the level of students' intrinsic motivation is higher than their other orientations but their orientation is still correlated with regulation, teacher autonomy support, and class involvement according to the theory. Furthermore, the qualitative objectives showed a positive correlation and resulted that although students were mostly intrinsically oriented, other motivational factors also played a role in their willingness to speak, with the teacher appearing to be the key factor in the classroom as a motivational support (Dincer & Yesilyurt, 2017).

This Self-Determination study related to speaking motivation is beneficial for language teachers in creating a barrier-free and anxiety-free classroom environment by supporting the dominant orientation of students' motivation so that they are able to speak English voluntarily and solve their language learning barriers.

In a different study, the promotion of Self-Determination is the best way to achieve success in learning foreign languages in the classroom (Badagbo, 2018). Through this research, it was found that there is a correlation between foreign language motivation, self-determination variables, and even the achievement of language learners. The fear of speaking in a foreign language greatly hinders

the development of the communicative competence of students in the foreign language class. Therefore, teachers need to help students in emotional control of students in managing themselves to determine the settings they want themselves. It was also found that compared to external control, internal control made students more flexible in determining their path to produce good language achievement outcomes. Internal flexibility is able to help students freely to create the learning environment they want so that they feel more responsible for the success of their language learning.

The present research has examined self-determination through various different patterns, both psychological, educational, and social. Several studies show synchronized results that students' intrinsic motivation greatly influences the development of language learning. Some studies also set learning strategies in looking at students' self-determination. As for the issue that the researchers will examine, the researchers will go deeper by looking at the self-determination of language learners in speaking class at SMAN 5 Soppeng. Specifically, this research will raise the topic "Students' Self-Determination in EFL Speaking Class at SMAN 5 Soppeng".

2. Literature Review

2. 1. Self-Determination Theory

Self-Determination Theory (SDT) is a very broad theory of motivation that has been successfully applied across fields including parenting, education, health care, exercise and physical activity, psychotherapy, and cyberspace, as well as the areas of work motivation and management (Deci & Ryan 1985, Ryan & Deci 2017). SDT specifically shows that the performance and welfare of

students are influenced by the type of motivation they have in carrying out their work activities. Therefore, SDT distinguishes between types of motivation and maintains that different types of motivation have functionally different catalysts, counselors, and consequences (Deci, Olafsen, & Ryan, 2017).

SDT focuses on the "nature" of motivation, that is, "why it behaves." The underlying assumption is that "humans are active and growth-oriented organisms that naturally tend to incorporate their psychic elements into an inner sense of self and fuse themselves into the larger social structure" (Ryan & Deci, 2000, p. .229).

According to SDT (Deci & Ryan, 1985), there are various types of motivation that underlie human behavior. This type of motivation is proposed to distinguish a person's level of self-determination. Self-determination involves a true sense of choice, a feeling of being free to do what one has chosen. Self-determination is listed as a continuum from 24 highest to lowest levels, the motivations here are intrinsic motivation, extrinsic motivation, and amotivation (Guay, Vallerand, & Blanchard, 2000).

2. 2. Factor Affecting SDT

CET further determined that feelings of competence would not increase intrinsic motivation unless they were accompanied by a sense of autonomy or, in the case of an attribution of internal perceived locus of causality (IPLOC; Charms de-, 1968). Thus, people must not only experience competence (or self-efficacy), they must also experience self-determination if intrinsic motivation is to be maintained or enhanced. A different statement, for people who have a high level of intrinsic motivation they must experience

satisfaction from the need for both competence and autonomy (Ryan and Deci, 2000).

2. 3. Elements of Self-Determination

In SDT, the three basic element that form the profile of self-determination are divided into: needs for autonomy, competence, and relatedness. First, the need for autonomy represents the individual's definite desire to feel desire and experience psychological choice and freedom when performing or choosing an activity (Deci & Ryan, 2000).

The definition of autonomy generally refers to autonomy as a task characteristic whereas SDT refers to the subjective experience of psychological freedom and choice during activity engagement. Second, the need for competence is defined as the desire in individuals to feel effective when interacting with the environment and activities (Deci & Ryan, 2000).

Finally, the need for relatedness is defined as an individual's tendency to always feel connected to others, join a group, to support each other, love, care or be loved and cared for (Baumeister & Leary, 1995).

2. 4. Profile of Self-Determination

In SDT, satisfaction of basic psychological needs is assumed to drive the underlying motivational mechanisms that energize and direct people's behavior (Ryan & Deci, 2000). Satisfaction of psychological needs is considered an important nutrient for the function and well-being of individuals in encouraging themselves to generate motivation to engage in an activity. In SDT, the two basic needs that form the profile of self-determination are divided into: self-awareness and perceived choice of people.

Broadly, self-awareness is defined as the extent to which a person can understand and be aware of the internal state in themselves that makes them interact with others (Sutton, 2016: 646). Furthermore, self-awareness is also an emotional intelligence contained in a person's internal (Goleman, 2018: 8). Thus, people with good self-awareness will recognize how feelings will affect them and why they take an action.

Finally, perceived choice is one of the profiles of self-determination. The availability of perceived choices directly facilitates one's autonomous motivation (Ryan and Deci, 2006). When individuals feel that it is their own choice to perform a task, they tend to have better task engagement and performance.

2. 5. Types of Motivation based on SDT

a. Intrinsic Motivation

Intrinsic motivation is defined as the activity of an activity for a satisfaction and not because of some separate consequences. When intrinsically motivated, a person is moved to act for fun or to take on a challenge, not because of an external drive, pressure, or reward (Ryan & Deci, 2000).

b. Extrinsic Motivation

Extrinsic motivation is a concept related to an activity which every time it is done is to achieve some separate benefit. Extrinsic motivation contrasts with intrinsic motivation, which refers to doing an activity only for the enjoyment of the activity itself, not its instrumental value (Ryan & Deci, 2000).

c. Amotivation

In addition to intrinsic and extrinsic motivation, Deci and Ryan (1985) have suggested a third type of motivation, called amotivation, to fully understand human behavior. When unmotivated, individuals are likely to experience a decline in

behavior and in producing things. Their behavior is neither intrinsically nor extrinsically motivated. Amotivated behavior is the least self-determined because there is no sense of purpose and no expectation of rewards or the possibility of changing the course of an event (Guay, Vallerand & Blanchard, 2000).

3. Research Methodology

3. 1. Research Design

This study uses a mixed method. It involves the collection both of qualitative and quantitative data to response the question of the research. The type of mixed method used by researchers is a convergent mixed method where both types of data provide a different data. The arena is both quantitative and qualitative data collected at the same time.

3. 2. Operational Definition

The title of this research is “Students’ Self-Determination in EFL Speaking Class at SMAN 5 Soppeng”. In order to avoid miss understanding, there are keywords that need to be explained. They are as follows:

- a. Students’ self-determination refers to a concept of motivation and personality. It is about how the student have a full control on their choices and decisions.
- b. Competence is the need for students to succeed in given tasks with the feeling they are capable of doing them.
- c. Autonomy is a need when students believe that they have choices and are free to make their own choices.
- d. Relatedness is the need for students who want to connect with their peers in class.
- e. EFL Speaking Class refers to the significant class focused on improving speaking skills especially for EFL learners.

3. 3. Subject of the Research

In the research the sample need to represent the population. With purposive sampling, Researchers choose a representative sample who can represent the population with a characteristic. It was a potential and a good ability student to speak. Based on the need, the most suitable class in SMAN 5 Soppeng is IX MIPA 1.

3. 4. Instrument of the Research

In collecting data, the researchers choose 2 types of instrument. First, The Self-Determination Scale (SDS) is designed by Michael Wehmeyer (1995) to assess individual differences in the degree to which people tend to function in self-determined ways. The other instrument is the form of interview used by the researchers to find the idea openly.

3. 5. Procedure of Data Collection

The research data were collected through questionnaires and also interview. In the first process, the researchers produce some recommendation data from the English teacher regarding to several students who are considered potential in helping this research. This means that researchers do not involve themselves in the activities of subjects in class. The results of these observations help the authors find samples to study. After the sample is collected, the researchers distribute the questionnaire scale with a “self-determination scale”.

3. 6. Technique of Data Analysis

In finding the sample, the researchers fully use the recommendation data from the English teacher. In addition, to find the main problem

to be studied, about students' self-determination. The data collection technique chosen by the author uses a questionnaire and interview.

To determine the profile of students' self-determination. for the researchers used to follow some steps:

- a. Arranging the data
- b. Calculating Data
- c. Categorizing the Data

4. Findings and Discussions

4. 1. Self-Determination Profile

In this research, the Self-Determination Scale (SDS) questionnaire was used by researchers

as the first instrument given to students to determine the self-determination profile of the students.

The questionnaire consists of 10 item statements about how students take control over their own decisions. 5 items of question represent the self-awareness & another 5 items of question represent perceived choice as a profile of the self-determination. Based on the results of the questionnaire, the researchers assessed and categorized the profiles of all students according to their responses in the SDS questionnaire to determine the self-control of students in carrying out their actions in the EFL English speaking class.

Table 1. Table of Self-Awareness data

Awareness of Self	Total	Percentage	Mean
1	83	17.58%	16.6
3	113	23.94%	22.6
5	95	20.13%	19
7	91	19.28%	18.2
9	90	19.07%	18
Total	472	100.00%	94.4

From all the answer of the student self-awareness item, the data on the table presented

as above. The total points of the questions are 472 with the mean 94.4.

Table 2. Table of Perceived Choice

Perceived Choice	Total	Percentage	Mean
2	87	18.79%	17.4
4	76	16.41%	15.2
6	84	18.14%	16.8
8	106	22.89%	21.2
10	110	23.76%	22
Total	463	100.00%	92.6

From all the answer of the student perceived items, the data on the table presented as above.

The total points of the questions are 463 with the mean 92.6

Table 3. Students' Self-Determination Profile

PROFILE OF SD	TOTAL	PERCENT	AVERAGE
Awareness of Self	472	50.48%	94.4
Perceived Choice	463	49.52%	92.6

Based on the table, it can be seen that the average student shows a higher self-awareness, which is worth 50.48% of the vote and an average of 94.4 when compared to the perceived choice of students which have a percent of 49.52% with an average 92.6.

Dincer & Yesilyurt (2017) found that quantitatively the intrinsic motivation rate was higher than the output control and they found that students are mostly intrinsically oriented. This is in line with the results of the researchers' research which shows that the average student's "awareness of self is higher and affects when compared to their "perceived choice." This is also connected with the research of Garhani & Yusup (2021) by investigating the perceived motivation using Self- determination theory which found that

more variation was needed to make students motivated through authentic learning, effective teaching strategies, and tutors as agents' roles. So, it can be concluded that the "awareness of self" of students has a percentage and influences students' determination in speaking more than whatever that is.

4. 2. Prominent Self-Determination

The interview process focuses on how elements of students' speaking in the EFL class. Based on the recommendations of the English teacher, the researchers chose students who tend to be able to give definite answers and demonstrate speaking skills to be respondents in interviews. The table below shows the results of students' responses to their control on their self.

Table 4. Prominent Element of SD

Respondents	The Prominent Profile and Element
1	Believe on her self-autonomy and self-relatedness
2	Believe on her self-autonomy, self-competence, and self-relatedness
3	Believe on her self-autonomy, self-competence, and self-relatedness
4	Believe on his self-relatedness
5	Believe on his self-autonomy, self-competence, and self-relatedness
6	Believe on his self-autonomy, self-competence, and self-relatedness
7	Believe on his self-relatedness
8	Believe on his self-autonomy, self-competence, and self-relatedness
9	Believe on his self-relatedness

In the table of interview results about the profile and elements of self-determination of students in English speaking classes, the results show that out of 9 respondents, 5 people have self-confidence and complete control over themselves, a student have control and trust in autonomy and relatedness, then the other 3 students only believed and were able to control themselves over the connection.

Interviews are a determining instrument to answer research question of the most

prominent element of self-determination. Based on the recommendation of the English teacher in the class, the researchers used students who were really interested in speaking English as respondents in the interview. Students with high interest are considered capable of being representative in expressing and assessing the elements needed to answer the research. Based on responses from respondents, there are various reasons out to helping researchers draw conclusions based on research data. This interview contains 3 parts

of questions that will specifically show the most prominent part of the self-determination element, especially in class XI MIPA 1, SMAN 5 Soppeng.

Based on the results of interviews conducted with 9 representatives of class XI MIPA 1 student, it was found that out of 9 students, 6 of them had confidence in their autonomy. Autonomy represents the individual's definite desire to feel comfort and experience psychological choice and freedom when performing or choosing an activity (Deci & Ryan, 2000). This refers to the drive-in students where they feel that the actions, they take are not influenced by their external environment but come from their own desires.

The other result of interviews conducted with 9 representatives of class XI MIPA 1 student found that out of 9 students, 5 of them had confidence in their competence. Competency needs are defined as the individual's desire to feel effective when interacting with the environment and activities (Deci & Ryan, 2000). Competence in self-determination is about a sense of mastery in a task. It encourages people to feel capable of accepting different types of tasks because of their abilities.

Last, based on the results of interviews conducted with 9 representatives of class XI MIPA 1 student, it was found that out of 9 students, overall students felt they had confidence in their relatedness. Relatedness is more on the interpersonal dimension, reflecting how people connect with one another, have concern, and become part of the community (Ryan & Deci, 2000; Ryan and Deci, 2017).

The results of this study linkage with research which states that a connection or relatedness is considered important in connecting, encouraging, and analyzing students' self-

determination to encourage them to get more motivation to learn (Deci, Olafsen & Ryan, 2017). In this research, this element looks more prominent among the other 2 elements in students' self-determination.

5. Conclusion

Based on the results of the Self-Determination Scale (SDS) questionnaire, it is shown that students in the speaking class containing 27 students have a higher "Awareness of Self" self-determination profile than their "Perceived Choice" profile. Awareness of self of students has a percentage and influences students' determination in speaking more than whatever that is. Based on the data obtained from the interview process, of the three elements of self-determination, most of the respondents think that "Relatedness" is the element that most influences students in self-determination which stimulates their motivation in speaking English. Meanwhile, compared to Autonomy, their competence is at the lowest level.

References

- Alamer, A., & Lee, J. (2019). A motivational process model explaining L2 Saudi students' achievement of English. *System*, 87, 102133. <https://doi.org/10.1016/j.system.2019.102133>
- Badagbo, Y. (2018). "Self-Determined Motivation in Foreign Language Learning: Examining the Effects on Students' Achievement". *Theses and Dissertations*. 1058. <https://commons.und.edu/theses/1058>
- Baumeister, R., & Leary, M. (1995). The need to belong. Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117, 497–529.

- Deci, E. L., & Ryan, R. M. (2012). Self-Determination Theory. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of Theories of Social Psychology* (pp. 416-437, Vol. 1). Thousand Oaks, CA: Sage. <https://doi.org/10.4135/9781446249215.n21>
- Deci, E. L., & Ryan, R. M. (1985). Self-determination and intrinsic motivation in human behavior. EL Deci, RM Ryan. – 1985.
- Deci, E. L., Olafsen, A. H., & Ryan, R. M. (2017). Self-determination theory in work organizations: The state of a science. *Annual Review of Organizational Psychology and Organizational Behavior*, 4, 19–43. <https://doi.org/10.1146/annurev-orgpsych-032516-113108>
- Deci, E.L., & Ryan, R.M. (2006). *Handbook of Self-Determination Research*. The University of Rochester Press. Singapore: National Institute of Educational Library
- Dincer, A., & Yesilyurt, S. (2017). Motivation to Speak English: A Self-Determination Theory Perspective. *PASAA: Journal of Language Teaching and Learning in Thailand*, 53, 1-25
- Guay, F, Robert J. Vallerand, and Celine Blanchard. (2000). On the Assessment of Situational Intrinsic and Extrinsic Motivation: The Situational Motivation Scale (SIMS). Plenum Publishing Corporation.
- Goleman, Daniel. (2018). *Emotional Intelligence: Self-awareness*. Boston, Massachusetts: Harvard Business Review Press.
- Garhani, B.C., & Supriyono, Y. EFL Learners' Motivation in English Camp Setting: Self-Determination Theory Perspective. (2021). *JOURNAL OF TEACHING & LEARNING ENGLISH IN MULTICULTURAL CONTEXTS (TLEMC)*: E-ISSN: 2541-6383. 5 (1). <http://jurnal.unsil.ac.id/index.php/tlemc/index>
- Liu, W. C., Wang, C. J., Reeve, J., Kee, Y. H., & Chian, L. K. (2019). What Determines Teachers' Use of Motivational Strategies in the Classrooms? A Self-Determination Theory Perspective. *Journal of Education*, 0022057419881171.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78. Doi: 10.1037/0003-066X.55.1.68
- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Publications.
- Sutton, Anna. (2016). Measuring the Effect of Self Awareness: Construction of the Self Awareness Outcomes Questionnaire. *Europe's Journal of Psychology*. Vol 12 (4), 645-658).
- Wehmeyer, M.L. (1999). *A Functional Model of Self-Determination: Describing Development and Implementing Instruction*. <https://doi.org/10.1177%2F108835769901400107>