
**THE RELATIONSHIP BETWEEN LEARNER AUTONOMY AND
MOTIVATION IN EFL SPEAKING CLASS**

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ABSTRACT

Despite continuous effort to establish an engaging learning environment, there is a lack of motivation among EFL learners in speaking class. Understanding the relationship between autonomy and motivation might provide insights into effective methods of instruction in EFL speaking classes when learners need to strengthen their speaking skills. This study aimed to investigate the relationship between learner autonomy and motivation in higher education, particularly in EFL speaking classes. The research method employed in this correlational study was a questionnaire to assess learner autonomy and motivation. The data were analyzed quantitatively using Pearson product moment and linear regression. The findings indicate a positive correlation between learner autonomy and motivation in EFL speaking classes (r -value = .835; Sig. (2-tailed) .000 < .05). Specifically, learners' control of cognitive process, independent use of learning resources, learner's control of affective process, and autonomous use of learning skill were significantly correlated with motivation in EFL speaking ($r = .731$, Sig .001; $r = .841$, Sig .000; $r = .855$, Sig .000; $r = .753$, Sig .000, $n=17$; Sig .05). Although independent use of technology was not significantly correlated, it had a positive and low correlation towards motivation in EFL speaking ($r = .358$, Sig .158, $n = 17$, Sig .05). The five aspects of learner autonomy simultaneously had a strong significant effect on motivation ($R^2 = .798$, $p < .001$). The findings suggest that educators can design instruction that promote learner autonomy and increase motivation in EFL speaking classes.

Keyword : *Learner autonomy, Motivation, EFL speaking*

INTRODUCTION

Learning motivation has been shown to be a major predictor of students' learning outcomes and skills (Deci & Ryan, 2004). It is a necessary component of learning and plays an important role in assisting students in becoming motivated in the academic setting. It provides energy to guide and maintain activity and may lead to a variety of actions, and understanding the significance of motivation in the educational context is critical. Action requires effort and persistence to function for an extended period of time; the same is true for language learning. Learning motivation is a required condition for significant and successful learning.

Motivation is explained under the framework of self-determination theory. Self-determination theory is used to understand the motivation for learning and the degree to which people are motivated to learn. It is a wide framework for understanding elements that increase or decrease intrinsic motivation, autonomous extrinsic motivation, and psychological wellbeing (Deci & Ryan, 2004; Ryan & Deci, 2020). It is a transpersonal view of human behavior and personality development essentially psychological in nature, and it distinguishes distinct forms of motivation across a range from controlled to autonomous. The theory explains how social-contextual elements improve or reduce people's thriving by meeting their core psychological demands for competence, relatedness, and autonomy (Ryan & Deci, 2017; Ryan & Deci, 2020).

Motivation is defined as the reasons that support willing and volitional behavior (Lai, 2011). Theories of motivation attempt to explain why humans behave and think the way they do (Guilloteaux & Dornyei, 2008). Individuals with exceptional skills cannot achieve long-term goals unless they are motivated. Similarly, proper curricula and pedagogical skills are insufficient to ensure student outcomes; students must also be motivated. People can be motivated to participate in an activity because they value it or because there is a strong external force. They can be persuaded to act by a direct interest or a bribe. They may act out of a sense of personal commitment to succeed or out of fear of being monitored (Deci & Ryan, 2000).

Dörnyei & Ushioda (2013) states that there has been a shift toward socio-dynamic perspectives on L2 motivation research to investigate the "dark side" of motivation. Demotivation is a related concept in motivation psychology to amotivation, seen in the left side of motivation spectrum, which is defined as the lack of motivation caused by an individual's feelings of helplessness and incompetence when confronted with a task, rather than a lack of initial interest. Amotivation is associated with unrealistic outcome expectations, whereas demotivation is associated with external causes.

Furthermore, demotivation is defined as a lack of effort, need, and desire in the teaching process (Aydin, 2012). It is explained as an external force that can cause people to diminish or lose a certain behavior tendency or pattern of behavior (Dörnyei, 2001). Baldauf (2007) mentions that demotivation is a major issue in the field of foreign or second language learning. Demotivation does not imply the complete annihilation of the initial positive basis of motivation; rather, it was observed that the obtained motivational force has been greatly reduced by an extremely damaging effect, while not ignoring the possibility that other positive influences may also be at work. For instance, a student who had lost interest in

studying English due to a dislike of the teacher might still believe in the value of this language (Chong, Renandya, & Ng, 2019)

It is said that motivating factors could improve speaking performance, meanwhile demotivating factors are believed to obstruct the learning process (Hu, 2011). Dörnyei (2001) defines demotivating variables as external pressures that have a negative impact on learners' language learning motivation and may finally extinguish willingness to participate in language learning activities.

Previous studies have examined and identified factors that can either motivate or demotivate students in language learning. The identified factors are teachers, class features, a failure experience, class atmosphere, class materials, and a lack of interest (Utman, 1997; Deci & Ryan, 1997; Ghadirzadeh et al., 2013; Han, Taggar, Aybirdi, 2018; Soureshjani & Riahipour, 2012; Zhang, 2014; Johnson, 2017; Ryan & Deci, 2020)

The teacher is the one who establishes the learning atmosphere, therefore, is a crucial factor in motivating or demotivating students (Utman, 1997; Deci & Ryan, 1997; Ghadirzadeh et al., 2013; Han, Taggar, Aybirdi, 2018; Soureshjani & Riahipour, 2012; Johnson, 2017; Zhang, 2014; Johnson, 2017; Ryan & Deci, 2020). As teachers are influenced and restrained by governing mandates, institutional constraints, and leadership style, it results in a dynamic relationship between teacher and student motivation (Ryan & Deci, 2020). A teacher who supports learners' autonomy fosters stronger drive in students as well as arouses their curiosity and desire for challenge (Deci & Ryan, 1997). On the other hand, handling the class in a more controlling manner not only make students lose initiative, but they also learn less well, particularly when learning demands intellectual and creative thinking (Utman, 1997). Besides teachers' support for learners' autonomy, higher teacher competency, engagement, and self-efficacy could be motivating factors for students' motivation. (Zhang, 2014; Johnson, 2017). Meanwhile, Thoonen et al. (2011) study conducted on teachers' perceived self-efficacy, showed that teachers' sense of self-efficacy had a positive effect on students' motivation and on their teaching.

Besides the teacher, instructional materials could be the variable impacting motivation (Soureshjani & Riahipour, 2012; Ghadirzadeh et al., 2013). To motivate students in learning, one needs to pay attention to selecting instructional materials. An ideal instructional material should be related to students' interests, meaningful, and have a correct level of difficulties. An instructional material that is too difficult for the students to handle is a demotivating factor for them (Dörnyei, 2001; Ghadirzadeh et al, 2013; Tabatabaei & Molavi, 2012). Additionally, Sakai and Kikuchi (2009) reported that learning materials, lack of opportunities to practice

English, and their low test scores contributed significantly to their demotivation in learning English. They hypothesized that the test scores factor was related to learner failure experiences.

In line with the statement above, recession or lack of confidence and being shy or nervous as well as learner-related influences that stem primarily from intrinsic issues such as low self-esteem or self-worth are also argued as determinants in demotivation (Dornyei, 2001; Han, Taggar, Aybirdi, 2018; Chang, Renandya, & Ng, 2019). The experiences of failure and fear of failure were reported as the most significant internal influences. Other students with negative attitudes toward English reported that it was difficult to learn because of difficulties with pronunciation, vocabulary, and grammar. These students were unable to maintain their interest in learning and thus became demotivated (Chang, Renandya, & Ng, 2019). Besides, learner's factors such as individual competency and self-actualization are also crucial in their learning motivation (Kim & Kim, 2015; Ghadirzadeh et al, 2013). As Ryan and Deci (2020) mention that lack of perceived competence is one attribute of demotivation. Self-determination theory particularly contends that for healthy growth to occur, humans require basic fundamental psychological needs namely; autonomy, competence, and relatedness; to be met (Ryan & Deci, 2020). Therefore, motivating foreign language learners is facilitated by supporting their autonomy in learning.

Various studies on learner autonomy have also provided sample evidence that learners' motivation improves when they have more control over the learning process (Lamb, 2001; Sakui, 2002, Ushioda, 2003, 2011). Learner autonomy was singled out by Kalantzis et al. (2003) as one of the ten crucial skills needed to succeed in an information-based society. Learner autonomy refers to the expectation that students would select their own learning tools and methods, use the language as much as necessary, and be as prepared as possible when speaking and writing it. The learners themselves should gradually enhance learner autonomy by depending on their existing knowledge to increase their autonomy (Humphreys & Wyatt, 2014). Additionally, it might be promoted by allowing students to select their own course materials. They might feel less anxious about learning and develop a more optimistic attitude toward it if they have this kind of independence.

Students' autonomy is improved by the flexibility and responsibility they are given in selecting their reading material, which minimizes negative attitudes and apprehensions while also respecting students' understanding of the social, political, and cultural context of the learning process. Autonomy is a multidimensional term that may be interpreted in a multitude of ways. Learner autonomy is the capacity to take charge of one's learning which emphasizes

the necessity for learners to exert responsibility. It is important to remember that learning is context-bound since it occurs within the boundaries and with the resources of certain socio-cultural settings. Benson (2001) mentions five elements of learner autonomy in foreign language learning namely learner's control of affective process in learning; learner's control of cognitive process in learning; autonomous use of learning skill; independent use of learning resources; and independent use of technology.

Previous studies examined the relationship between autonomy and motivation. Ueki & Takeuchi (2017) explore the relationship between the L2 Motivational Self System, learner autonomy, and language learning outcomes in a Japanese EFL context. The data were collected through a questionnaire with 46 items administered to participants, which measured various concepts related to language learning. The data was analyzed using Cronbach's alpha values for each concept to ensure reliability. It was found that promoting learner autonomy can lead to increased motivation, engagement, and ultimately better language learning outcomes. They suggest that teachers can encourage learner autonomy by providing opportunities for learners to set their own goals, choose their own materials, and reflect on their learning progress.

In line with it, Flunger et al. (2020) aimed to find out the impact of different autonomy-supportive strategies employed by teachers across domains, specifically in math and a second language. The objectives were to investigate the variation in four lesson-specific autonomy-supportive strategies, including providing choices, providing meaningful rationales, acknowledging negative effect, and minimizing controlling language. Data was collected from 1,042 Dutch secondary school students in grades 7-9 who completed pre- and post-tests measuring their perceptions of autonomy support, motivation, and engagement. The data was analyzed using structural equation modeling to test the unique associations between students' perceptions of the four autonomy-supportive strategies and their lesson-specific outcomes. It suggests that teachers can enhance their students' motivation and engagement by implementing autonomy-supportive strategies such as providing choices and meaningful rationales. While this study also investigates aspects of learner autonomy and motivation, it is different with current research in terms of specific research questions, methods of data collection and analysis, as well as the focus on different domains (EFL speaking classes vs. math and a second language).

Basten et al. (2013) also examine the effects of autonomy-supportive vs. controlling guidance on learners' motivation and cognitive achievement in a structured field trip. The study collected data from 120 German high school students who participated in a guided field

trip to a natural history museum. The data was analyzed using questionnaires, knowledge tests, and observations of the students' behavior during the field trip. The results showed that autonomy-supportive guidance led to better motivational learning outcomes, while controlling guidance undermined reading motivation. The study recommends providing structure to field trips with well-designed worksheets without exerting control or pressure on the learner.

Conversely, some studies found that motivation can lead into learner autonomy. Spratt (2002) aimed to examine the relationship between autonomy and motivation in language learning. It is a large-scale survey involving 508 tertiary students in Hong Kong, using a questionnaire that was compiled, piloted, and amended based on feedback. Small group interviews of 5% of the population were also held, with resulting data transcribed and recurring themes identified. It was found out that while autonomy and motivation are often discussed as related concepts in language learning, in many cases, motivation precedes autonomy rather than being a product of it. The authors do not use a specific research method like a questionnaire but instead draw on previous literature to discuss various theoretical perspectives on autonomy and motivation. It takes a broader view of the relationship between autonomy and motivation in language learning, examining both inside and outside class activities across different levels of education.

Okay & Balcikanli (2017) aimed to investigate the role of motivation in EFL students' perceptions of teacher/learner responsibilities and learner abilities. The researchers collected data from 144 students using two quantitative questionnaires and from 38 students using an open-ended questionnaire. They used a mixed research design with a complementary function to analyze the data. The study found that motivation plays a significant role in shaping EFL students' perceptions of their own abilities and the responsibilities of their teachers and themselves. While this study investigated the role of motivation in shaping EFL students' perceptions of their own abilities and the responsibilities of their teachers and themselves, it did not directly investigate the relationship between learner autonomy and motivation. Therefore, there is still a need to explore how these two constructs are related in EFL contexts.

On the other hand, Spivack & Milosevic (2018) introduce the concept of perceived location autonomy and examine its relationship with worker productivity and well-being. Data was collected through self-reports from knowledge workers in an academic setting. The study used structural equation modeling to analyze the data and test the relationships between perceived learner autonomy, intrinsic motivation, work environment choice, productivity, and well-being. The results showed that workers with higher levels of perceived learner autonomy

were more likely to choose work environments that enhanced their personal well-being in addition to their performance. Furthermore, intrinsic motivation mediated the relationship between perceived learner autonomy and work environment choice. While the study on perceived location autonomy and work environment choice provides important insights into the relationship between autonomy and motivation, it focuses specifically on knowledge workers in an academic setting. Therefore, understanding how learner autonomy, which refers to students' ability to take control of their own learning process, relates to their motivation in different educational contexts.

Besides investigating the relationship between learner autonomy and motivation, some studies examined the effect of classroom instruction or environment towards learner autonomy and motivation. Challob (2021) investigates the effect of flipped learning on EFL students' writing performance, autonomy, and motivation. The study collected data from 60 EFL students in a Saudi Arabian university who were divided into two groups: a control group and an experimental group that received flipped learning instruction. Data was collected through pre- and post-tests, questionnaires, and interviews. The researcher analyzed the data by categorizing themes that emerged from the collected data. The results showed that flipped learning had a positive impact on students' writing performance, autonomy, and motivation. Students in the experimental group outperformed those in the control group in terms of writing scores and reported higher levels of autonomy and motivation. The study also identified several factors in the flipped learning environment that contributed to this effect, such as increased interaction with peers and teachers, access to online resources, and personalized feedback. While the current study investigated the effect of flipped learning on EFL students' writing performance, autonomy, and motivation, it did not specifically focus on the relationship between learner autonomy and motivation. Therefore, there is a need for further research to explore this relationship in more detail. Additionally, while the current study found that flipped learning had a positive impact on students' autonomy and motivation, it did not investigate how these two factors are related to each other.

Wong et al. (2018) investigate the effectiveness of blended learning on academic achievements, motivation, and learner autonomy in the context of teaching English through short stories. The study collected data using post-test questionnaires and analyzed it using an independent t-test analysis. The results showed that there was no significant difference in the academic achievement scores of the blended learning and conventional learning conditions. However, the study provides feedback on the effectiveness of blended learning and its potential to support the current curriculum. It examines the effectiveness of blended learning

on academic achievements, motivation, and learner autonomy in the context of teaching English through short stories, it does not specifically explore the relationship between learner autonomy and motivation. Therefore, a study that focuses on this relationship would help to fill this research gap.

The promotion of learner autonomy is believed to lead to better language learning outcomes by increasing motivation and engagement, but empirical evidence supporting this claim is limited. Therefore, further research is needed to explore the specific relationship between learner autonomy and motivation in different language learning contexts. While one study sheds light on the relationship between autonomy and motivation, it focuses on knowledge workers in an academic setting, leaving a gap in understanding how learner autonomy relates to motivation in different educational contexts. Moreover, despite growing interest in learner autonomy and motivation, there is a lack of empirical studies that investigate this relationship specifically in the context of EFL speaking classrooms. Thus, there is a need for research that focuses on the unique challenges and opportunities of promoting learner autonomy and motivation in EFL speaking classrooms and how the development of learner autonomy can impact students' motivation to learn and engage in speaking activities.

Therefore, investigating the relationship between learner autonomy and motivation in EFL speaking classrooms can help provide a better understanding of the role of learner autonomy in promoting motivation in language learning. Therefore, the study is conducted to examine the following question: "How is the relationship between learner autonomy and motivation of learning in EFL Speaking Classroom?"

METHOD

This study was a correlational research that aims to see the relationship between learner autonomy and motivation in higher education. Correlational study is a research methodology that focuses on assessing associated variance among naturally occurring variables (Emzir in Dewi et al, 2022). It was conducted on in English Department of Universitas Riau Kepulauan, Indonesia. The population was 33 students. 17 students were chosen as the sample by using cluster random sampling.

The data were collected through two kinds of instruments, questionnaires of motivation; as well as learner autonomy questionnaire. There are five aspects of learner autonomy that is correlated with motivation, namely learner's control of affective process in learning; learner's control of cognitive process in learning; autonomous use of learning skill; independent use of

learning resources; independent use of technology (Benson, 2001). Each aspect will be analyzed through product moment correlation to see its relationship with motivation in EFL speaking. Linear regression will also be conducted to predict the relationship between five aspects of learning autonomy and motivation in EFL Speaking. Before distributing questionnaires, Biserial point was used to test the validity and Kuder-Richardson for reliability testing. After collecting the data, a normality test by using Kolmogorov-Smirnov was conducted to ensure that it was in normal distribution. Each aspect of learner autonomy was analyzed through product moment correlation to see its relationship with motivation in EFL speaking. Linear regression was also conducted to predict the relationship between five aspects of learner autonomy and motivation in EFL Speaking and how those aspects affect motivation.

FINDINGS AND DISCUSSION

Findings

Table 1: Tests of Normality

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Learner autonomy	.105	17	.200*	.966	17	.753
Motivation	.162	17	.200*	.905	17	.081

In Kolmogorov smirnov, significance value of learner autonomy was .200 (Sig. > .05), and motivation was 0.200 (Sig. > .05), it indicates that the data of both variables were in normal distribution. Thus, the hypothesis testing could be conducted in parametric analysis using Pearson correlation and linear regression.

Table 2: Correlations

		Correlations					
		Motivation	Independent use of technology	Learner's control of affective process	Learners control of cognitive process	Autonomous use of learning skill	Independent use of learning resources
Motivation	Pearson Correlation	1	.358	.855**	.731**	.753**	.841**
	Sig. (2-tailed)		.158	.000	.001	.000	.000
	N	17	17	17	17	17	17

Learner's control of affective process has the largest significant relationship toward motivation ($r = .855$, $df = 17$, $p < .001$) followed by independent use of learning resources motivation ($r = .841$, $df = 17$, $p < .001$), autonomous use of learning skill motivation ($r = .753$,

$df = 17, p < .001$), and learner's control of cognitive process motivation ($r = .731, df = 17, p < .001$). Those four aspects of learner autonomy have significant correlation with motivation in EFL Speaking as Sig. value (2-tailed) $< .05$. The positive correlation indicated that the higher level of learners control of cognitive process, independent use of learning resources, learner's control of affective process, autonomous use of learning skills were followed by higher level of motivation in EFL Speaking. However, independent use of technology give the lowest contribution to the relationship between learner autonomy and motivation in EFL speaking ($r = .753, df = 17, p < .001$). Thus, there was no significant relationship between independent use of technology and motivation (Sig. value $.158 > .05$), although the correlation coefficient was also positive.

Table 3: Correlations between Learner Autonomy and Motivation

Correlations between learner autonomy and motivation			
		Learner autonomy	Motivation
Learner autonomy	Pearson Correlation	1	.835**
	Sig. (2-tailed)		.000
	N	17	17
Motivation	Pearson Correlation	.835**	1
	Sig. (2-tailed)	.000	
	N	17	17

A positive significant correlation was found between learner autonomy and motivation, in which r -value = $.835$; Sig. (2-tailed) $.000 < .05$. The positive correlation indicates that the higher level of learner autonomy results in a higher level of motivation in EFL speaking. The significance level ($.000 < .05$) indicated that the students having a higher level of learner autonomy has a significantly higher level of motivation.

Table 4: ANOVA^a

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1201.850	5	240.370	8.707	.001 ^b
	Residual	303.680	11	27.607		
	Total	1505.529	16			
a. Dependent Variable: Motivation						
b. Predictors: (Constant), Independent use of technology, Learners control of cognitive process, Independent use of learning resources, Learner's control of affective process, Autonomous use of learning skill						

The table shows that significance value of F test was $.001$, which is lower than the significance level $.05$, thus it can be concluded that independent use of technology, learners control of cognitive process, independent use of learning resources, learner's control of

affective process, autonomous use of learning skill have simultaneous significant effects toward's motivation in EFL speaking.

Table 5: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.893 ^a	.798	.707	5.254
a. Predictors: (Constant), Independent use of technology, Learners control of cognitive process, Independent use of learning resources, Learner's control of affective process, Autonomous use of learning skill				

From the model summary, it could be seen that the determination coefficient, the adjusted value of R^2 was .798 ($p < .001$). It means that independent use of technology, learners control of cognitive process, independent use of learning resources, learner's control of affective process, autonomous use of learning skill's simultaneous effects towards motivation was 79.8%. Meanwhile, the other 20.2% was determined by the other factors (error). The value proves that the five aspects of learner autonomy have a strong significant effect towards motivation.

Discussion

The purpose of this study was to examine the relationship between EFL higher education's learner autonomy and their motivation in speaking. The finding suggests a positive and significant correlation between learner autonomy and motivation in EFL speaking classrooms. Specifically, learners who have a higher level of autonomy in controlling their affective process, independent use of learning resources, autonomous use of learning skills, and control of cognitive process are more likely to be motivated to learn English as a foreign language in speaking classes. However, the independent use of technology had the lowest contribution to the relationship between learner autonomy and motivation in EFL speaking. It supports Ushioda (1996, 2003, 2006) that learners who accept responsibility for their own learning are more intrinsically motivated and better able to control their learning processes.

The finding on the significant correlation between learner autonomy and motivation in EFL speaking classes is of great importance as it sheds light on the factors that can influence learners' motivation. This understanding enables educators to design appropriate teaching and learning strategies that promote learner autonomy and increase motivation in the classroom. For example, educators can encourage students to take control of their learning process, provide opportunities for students to use learning resources independently, and foster

autonomous learning skills. According to Kormos and Csizer (2014), individuals with autonomy are more likely to constantly pursue opportunities to learn and use a second language. Thus, by fostering learner autonomy, educators can promote the acquisition of language skills beyond the classroom setting.

In line with the hypotheses of the study, four aspects of learner autonomy (learners control of cognitive process, independent use of learning resources, learner's control of affective process, and autonomous use of learning skill) significantly correlated to motivation in EFL speaking. Students who take charge of their own learning and manage their persistence towards failure believe that their success or failure is a product of their own efforts are more likely to be effective learners who are intrinsically motivated by a desire to learn activities and outcomes for their own gain (Dickinson, 1995). The strength of the relationship were also quite similar one and the other, the four aspects has strong relationship with motivation. However, contrasting with the earlier hypothesis, independent use of technology was not significantly correlated with motivation in EFL Speaking. It was in line with Hasyim (2021) that someone's technological skill did not significantly affect their ability to manage their self-regulation.

The findings give insights into theory of motivation that creating an autonomous learning environment to create a more autonomous learners will drive student's motivation in EFL speaking class. Dewi and Wilany (2022) suggest that when the students have autonomy in deciding the topic, the demotivation decreases as they do not have to struggle in grasping the words. This driven-attitude is not only resulted from reward and punishment such as marks and scores but also from their ability to control their learning process cognitively, and ultimately, affectively. The ability to control their affective process, their attitude, engagement, and perception towards learning might positively correlate with their motivation to be actively involved in speaking activities. Also, their ability to control negative affective factors that may arise during speaking task such as anxiety, shyness, and apprehension might save them from demotivation. The outcomes highlight the notion made by Deci & Ryan (1997) that a teacher who supports learners' autonomy fosters stronger drive in students as well as arouses their curiosity and desire for challenge.). It also supports Utman (1997) that handling the class in a more controlling manner not only make students lose initiative, but they also learn less well, particularly when learning demands intellectual and creative thinking.

The results of study also imply that educators should pay attention to the role of technology in promoting learner autonomy and motivation. Although independent use of

technology had a lower contribution to the relationship between learner autonomy and motivation, technology can still be a valuable tool in enhancing learning experiences in EFL speaking classrooms. Therefore, educators need to find ways to integrate technology effectively into the learning process and encourage students to use it independently to enhance their learning experience.

CONCLUSION AND SUGGESTION

Motivation is explained under the framework of self-determination theory that aims to understand the motivation for learning and the degree to which people are motivated to learn. It particularly contends that for healthy growth to occur, humans require basic fundamental psychological needs namely; autonomy, competence, and relatedness; to be met. The finding suggests that learner autonomy affected student's motivation in EFL speaking. It indicates that students who have higher level of learner autonomy are also equipped with a higher level of motivation. Therefore, motivating foreign language learners is facilitated by supporting their autonomy in learning as a more autonomous learner tends to be more intrinsically motivated and results in better competence and engagement in the EFL classroom.

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