

Improving Speaking Skill via Motivating: The Impact of Motivation on Iraqi EFL Preparatory Pupils

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Abstract

The purpose of this research is to determine whether or not the Motivation improved the speaking skills of Iraqi EFL Preparatory Pupils as measured by post-test recognition and production scores, as well as whether or not there was a significant difference in the performance of the experimental group between pre- and post-tests. Hypotheses for this research include, there is no significant difference in post-test scores between the Motivation and control groups and there is no significant difference in post-test scores between the Motivation and Post-Test 1 and Post-Test 2 experimental groups. The present study sampled (60) sixth grade class of the al-shaheed Ahmed Fattah primary school in Bayji town during academic year (2021-2022). There are two groups for research, A and B, each with 30 pupils, A serves as an experimental group and B serves as a control group. Both groups have been equalized in terms of educational of parent's teste's age and English achievement. Six weeks have passed since the beginning of the experiment in the first semester of the academic year 2021–2022. Multiple statistical methods, including the T-test, weighted mean, and percentile mean, have been used to examine data that was gathered from students' post-tests. These results show that utilizing a motivation conversation technique is more efficient than the conventional approach. The report wraps off with some last thoughts, comments, and recommendations.

Keywords: Teaching, Speaking Skill, Motivation, Iraqi EFL, Preparatory Pupils.

Introduction

1.1 Statement of the Problem

Though English is introduced as a mandatory subject in the Iraqi educational system from the first to the twelfth grade, there are still some serious problems in teaching English especially for the intermediate stage. Accordingly, these problems affect the students' proficiency in English.

The factors causing the speaking problems are lack of general knowledge, lack of speaking practice, fear of mistake, lack of words usage and grammar practice, low motivation, low participation, reading laziness, shyness, less dictionary usage, nervousness, fear of criticism, and unfamiliar words pronunciation, also

English grammar is intricate and tricky. Learners can find grammatical patterns difficult, especially in speaking and it can lead to a wrong message being delivered. English grammar rules are not clean-cut and there are way too many of them.

They are caused by teacher's strategy that it is not appropriate to improve students speaking skill . This research will focus :

(1) the students ' speaking skill on English Language subject

1.2 The definition of speaking

Mastering the art of speaking is the single most important aspect of learning a second or foreign language , and success is measured in terms of the ability to carry out a conversation in the language . Considering to the importance , it is necessary , knowing the definition first . Several definition of speaking is stated by some expert . Speaking is as aural / oral skill .

It consists of producing systematic verbal utterances to convey the meaning . Speaking is " the process of building and sharing meaning through the use of verbal and non - verbal symbols , in a variety of contexts " . There are many definitions of speaking , such as the following : According to Hedge (2000) , speaking as " a skill by which they (people) are judged while first impressions are being formed . " That is to say speaking is an important skill which deserves more attention in both first and second language because it reflect people's thoughts and personalities .

1.3The Skill of Speaking.

The second language learners speech is characterized by a number of errors and mistake . Therefore , speaking is not a simple skill ; its complete mastery requires some experience and practice

. According to Luama (2004) argues that " speaking in a foreign language is very difficult and competence in speaking takes a long time to develop . "

Its The ability to speak confidently and fluently is something which children will develop during their time at school, and something that will help them throughout their life.

Speaking skills are defined as the skills which allow us to communicate effectively.

They give us the ability to convey information verbally and in a way that the listener can understand. Children will learn English speaking skills as well as speaking skills in other languages, in primary and secondary school.

Learning how to develop English speaking skills is so important for ESL students and EAL students too. It's one of the most important parts of language learning as speaking is how we tend to communicate in everyday life. Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener. So, it's important to develop both speaking and listening skills in order to communicate effectively.

1.4 How to develop English speaking skills:

1. always beneficial, some words need to be learnt in phrases to be of much use when speaking in English. For example, a cup of coffee might be more useful than just learning "coffee"

2. Focus on pronunciation. Although learning lots of vocabulary can boost English skills, if these words aren't pronounced correctly it can be easy to misunderstand what the student is saying. A top tip to ensure students pronounce the words they've learnt correctly could be to try some tongue twisters. For example, this PowerPoint full of tongue-twisters would be really useful to get your class practising.
3. . Ensure they understand how English flows. With ESL students, an important focus on how to develop English speaking skills is to get them into the flow of how English is usually spoken. This is because often their native language has a very different flow. Native speakers of English link words together, often resulting in a sound disappearing, or a new sound being made. There are often some syllables stressed that wouldn't be in other languages or a different rhythm overall.
4. Get them to practice self-talk. This involves getting them to talk loudly in English to themselves. This could be before completing a task, such as "shall we go and grab a coffee?" to "I need to go to the gym tonight."
5. Encourage your students to download practice apps. This can break down difficult language into manageable chunks that can be practised on the go at regular intervals.

1.5 Characters of Speaking

In recent teaching context , a lot of attention has been paid to design activities which focus more on tasks that are balanced between the need to achieve fluency and accuracy . These criteria are also based upon in the assessment of the oral skills .

a . Fluency The main goal teachers wish to achieve in teaching the productive skill of speaking oral fluency . Fluency and coherence refers to the ability to speak in a normal level of continuity , effort in addition to link the ideas together in a coherent way . Many of second language speakers think of fluency as the ability to speak fast , that is why they start speaking rapidly without pauses Native speakers need to pause from time to time in order to let the interlocutors catch what they said

b . Accuracy Most second language teachers now days emphasize the term of accuracy in their teaching because learners seek more to be fluent they forget about being accurate . Without structuring accurate speech . speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterance each time . The should focus on a number of things in production of the spoken language , mainly the grammatical structure , vocabulary , and pronunciation .

c . Grammar is the study of the classes of words , their inflections , and relations in the sentence . The grammatical accuracy refers to the learners ' grammatical structure that involves the length and the complexity of the utterance in addition the ability to use the subordinating clauses .

d . Vocabulary is all about words the words in a language or a special set of words you are learn . Terms of vocabulary refers appropriate selection or words during speaking . The students often find the difficulties when they try to express what they want to say , they the appropriate vocabulary , and they sometimes use words incorrectly like in the case of synonyms which do not carry the same meaning in all context .

e . Pronunciation English language has been long considered by either native speakers as a difficult language because of its pronunciation . The INTE learners , then who want to develop their speaking skill in English should practice pronunciation overall . Redmond and Vrchota (2007) argues that " It is imperative that you use the correct word in the correct instance and with the correct pronunciation . The pronunciation that are generally accepted or understood , "

1.6 Points to consider about speaking

Speaking is a form of communication in the most effective way . How you something can be as important as you say in getting your meaning across . Jones that there are some points to consider about speaking . They are : a . Clarity The words you speak must clear if listener are to understand what you say . This means speaking your words distinctly and separately . not running the together , and slurring them .

1.7 Teaching Speaking

Teaching speaking is the act or profession of a person who teaches . teaching is showing people how to do something so they will be able to do it themselves and encouraging them to accept something as a fact or principle . On the other hand , the teaching speaking has different aims than other skill of language but it skill have an integration to other skill .

Also , the teaching speaking seems so difficult and challenging for English . teacher , many activities are implemented in order to increase students ability in spoken English language . Speaking lesson can follow the usual pattern of preparation , presentation , practice , evaluation and extension According to Hayriye Kayi in Activities to Promote Speaking in al ([http // : iteslj.org/Technique/Kayi](http://iteslj.org/Technique/Kayi) Second Language teaching Speaking .) is to teach English language learners to ;

- a . Produce the English speech sounds and sound pattern .
- b. Use word and sentence stress , intonation patterns and the rhythm the second language .
- c . Select appropriate words and sentence according to the proper social . setting , audience , situation and subject matter
- d . Organize their thoughts in a meaningful and logical sequence .
- e . Use language as means of expressing values and judgments .
- f . Use the language quickly and confidently with few unnatural pauses , which is called as fluency.

2.Motivation and Speaking Ability

2.1 meaning of motivation

Motivation is very important in everything we will do . It is a powerful for us to get the best in doing something . Moreover , in teaching and learning process , motivation is really needed . Motivation makes teaching and learning easier and more interesting .

It is very good if both of teacher and students motivate each other in teaching and learning process . Many experts in psychology have given various definitions of motivation .

According to Santrock , " motivation is the processes that energize , direct , and sustain behavior . It means that motivation is the process in which pushes and shows students to do something and keep on the activity continuously . Motivated students will feel eager to achieve what they want with strong desire .

It is similar with the idea of Schunk that motivation is the process of students to conduct activities based on their goals and to keep them on straight away . Motivation has a significant role in teaching and learning process . The students who have a higher motivation will get a better opportunity to achieve the goal in their learning activities than the lower one .

Harmer states that motivation is an energy of students which come from inside encouraging themselves to do activity . " It assumed that motivation is an essential of learning to achieve something .

It is a process which directs students to activity to get goals . James says that the idea of someone to conduct activity and control the frequency of the actions is called motivation . It is used to see whether the students interested in the classroom activities . " So , students ' motivation becomes a vital part in and learning process .

It gives a great influence to students to push themselves in learning to get their needs , goals , and interests . From those definitions above , it is concluded that motivation is an energy and direction to do something . Motivation is a process to get success and has a great influence to the future achievement . In teaching and learning process , giving motivation to the students is a process to push and to support them to learn . Therefore , it can help the students to achieve their goals .

2.2 Kinds of Motivation

Schunk classifies that motivation is divided into two parts , extrinsic motivation and intrinsic motivation .

a . Extrinsic motivation Extrinsic motivation is motivation which engages in an activity as a means to an end . Motivated students extrinsically work on activities because they believe that participation will result in desirable outcomes such as reward , teacher praise , or punishment . According to Santrock , extrinsic motivation causes someone to conduct something in order to get something else . In other words ,

it is a means to get something . Motivation is caused by external incentives such as rewards and punishments . 11 motivation is motivation which come from not from inside of ourselves but from outside .

As Oemar Hamalik explains that extrinsic motivation is motivation that caused by outside factors of situation . In Marsh ' book , he informs that extrinsic motivation is " Experienced by students when they receive a reward , or avoid punishment , or in some other way unconnected with the task earn approval for particular behavior . " From the statement above , it is assumed that extrinsic motivation is caused by factors from outside of students . It can be from teachers , parents , friends , environment , etc.

Besides , for the further explanation about extrinsic motivation , according to Gardner and Lambert's research , there are two main types of extrinsic motivation : they are integrative motivation and instrumental motivation :

1) Integrative motivation

In integrative motivation , students need to be attracted by the culture of the target language community . It involves students ' reasons for learning the language . To strengthen this motivation , students wish to integrate themselves into that culture and learn hard to master the language . A weaker form of this motivation would be the desire to know as much as possible about the culture of the target language community English) .

2) Instrumental motivation

This motivation describes a situation in which students believe that mastery of the target language will be instrumental in getting them a better job , position , or status . The language is an instrument in their attainment of such a goal . From those explanations above , it is considered that integrative motivation the reasons of students to learn the English language , while instrumental motivation is students view of English as a means to get a better job , position , and status in the future life .

Actually , many other factors that can influence upon students ' extrinsic motivation in teaching and learning process as follow :

1) Teacher

Teacher is a person who has an important role in teaching and learning activity to socialize and shaping motivation among students . Teacher is not only a person who transfers the knowledge to students , but also as a motivator who always motivates and supports the students in teaching and learning . Dornyei informs that teacher's skill in motivating students should be seen as the central in teaching and learning process . Teacher is the key instrument to handle and organize students in the classroom . The teacher has responsibility to make teaching and learning process successfully . Thus , teacher has an obligation to arise motivation to the students to learn hard .

According to Penny Ur . other sources are certainly affected by the teacher actions ; they are success and its reward , failure and its penalties . authoritative demands , test , and competition

a) Success and its reward

This is the single most important feature in raising extrinsic motivation . Learners who have succeeded in the past tasks will be more willing to engage with the next one , more confident in their chances in succeeding , and more likely to persevere in their effort . The teacher's most important function here is simply to make sure that learners are aware of their own success ; the message can be conveyed by a nod , a tick , even significant lack of response .

b) Failure and its penalties

Failure is not just a matter of wrong answer ; learners should be aware that they are failing if they have done significantly less that they could have , if they are making unsatisfactory , or not taking care . Failure in any sense is generally regarded as something to be avoided , whereas success is something to be sought .

c) Authoritative demands

Learners are often motivated by teachers' pressure. They may be willing to invest efforts in tasks simply because you have told them to, recognizing your authority and right to make this demand, and trusting your judgment.

d) Tests The motivating power of tests appears clear: learners who know they are going to be tested on specific material next week will normally be more motivated to study it carefully than if they had simply been told to learn it. Again, this is a useful incentive, provided there is not too much stress attached, and provided it is not used too often.

e) Competition

Learners will often be motivated to give their best not for the sake of the learning itself but in order to beat their opponents in a competition. Individual competition can be stressful for people who find losing humiliating, are not very good at the language and therefore likely consistently to lose in contest based on (linguistic) knowledge; and is over used, it eventually affects negatively. learners' willingness to cooperate and help each other.

2. Parents

The role of parents can influence upon students' extrinsic motivation and learning process. Parents give great influence to their children students in school. Parents are expected to motivate their children to achieve the good goals in school. Jeremy Harmer stated that "if the parents are very much against the culture of the language this will probably affect his or her motivation in a negative way. If they are very much in favor of the language this might have the opposite effect". This statement means that parents have an important role to motivate their children. They should have to support their children to create their motivation.

3 Environment

The teaching and learning activity in which conducted in good, clean, and health environment can give better satisfactory both of for teacher and students than conducted in bad environment. Environment also will cause students' motivation. Students will be more interesting, if the environment of the classroom is comfortable. According to Tabrani environment is everything which exist around us, which has correlation and gives influence to ourselves.

I b. Intrinsic motivation

Intrinsic motivation refers to motivation concerned in activities for its own sake. Internal motivation involves motivation to do something for its own desire This motivation is appeared from ourselves. The students who have intrinsic motivation will study hard and enjoy the teaching and learning process because they have desire to do everything from inside themselves. They do activities because they have own desire and reward from themselves and do not depend on the external rewards. Harmer states that intrinsic motivation takes a vital role in the result of students' language learning. Many students bring no extrinsic motivation to the classroom

They may perceive no interest about language learning in the classroom . Therefore , it becomes teacher ' role to create intrinsic motivation in the classroom in order to maintain students learning .

According to Emily in her research , intrinsic motivation is appeared from students personal such as their comfort , happiness , interest Researchers often contrast intrinsic motivation with extrinsic motivation , which is motivation governed by reinforcement contingencies . Traditionally , educators consider intrinsic motivation to be more desirable to result in better learning outcomes than extrinsic motivation .

Intrinsic motivation is better for students because if the students have intrinsic motivation , they will be easier and more enthusiasm in learning . Students) who have intrinsic motivation also will be quicker and more simply to achieve their goals because they have motivation inside themselves .

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2.3.motivation and speaking ability

Motivation is energy of students come from inside or outside which push themselves to do something . Motivation is considered as an essential part in learning . speaking ability . It affects students ' ability to speak up .

Motivated students will speak up eagerly without feeling shy . Murcia states in her book that to motivate the acquisition of communication skill of students and to provide real communication inside and outside of the classroom are the goals of speaking . Speaking is the essential skill among other language skills that must be learned by English students

. It is as the major criterion to consider that the English students competence is good or lack . The essential thing in speaking is practicing the language , because practices make us perfect . This skill is used by everyone to communicate in daily life whether at school or outside school . It can be done by two or more people to communicate , to share information and to achieve a particular goals . However , based on the writer's observation in teaching speaking , many students feel shy to speak up in the classroom .

They are also afraid of being laughed by their friends when they speak up . Moreover , many students are still lack of vocabulary .⁴⁵ All of them actually happened because of students are low motivated . It is assumed that motivated students will not face the problems above . Students with high motivation will study hard and attempt to get the best in learning . One of characteristics of motivated students is high persistence and effort in learning .

Besides , Sumaya states in his research that motivation has important role in developing students ' speaking ability . In his research , he also faced many students ' problems which are almost similar with the problems above such as the students are lack of confident , lack of vocabulary , and worried making mistakes .

He also declares that motivation should be created among students by the teacher in the classroom . Teacher should encourage and support the students to speak up , and also help them to feel enjoy by making interesting situation in learning process . Therefore , teacher has a vital role in teaching and learning to create motivation among students.⁴⁶ Besides , the research conducted at Ha Noi University of technology students shows that motivation plays an important role in learning speaking .

According to the results of the study , students at Ha Noi University of Technology have a higher degree of extrinsic motivation in learning English speaking skill than other kinds of motivation ,

2.4.The Characteristics of Motivated Students

The most successful students are not necessarily those to whom a language comes very easily . However , they are those who display certain characteristics , most them clearly associated with motivation , as follows :

according to Penny Ur are:

- a. Positive task orientation: the student is willing to do tasks and challenges, and has confidence in his or her success,
- b. Ego-involvement: the student finds the task important to succeed in learning in order to maintain and promote his or her own self-image,

- c. Need for achievement: the student has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do,
- d. High aspirations: the student is ambitious, goes for demanding challenges, high proficiency, top grades,
- e. Goal orientation: the student is very aware of the goal of learning, or of specific learning activities, and directs his or her efforts toward achieving them,
- f. Perseverance: the student consistently invests a high level of effort in learning, and is not discouraged by setbacks or apparent lack of progress,
- g. Tolerance of ambiguity: the student is not disturbed and frustrated by situations involving a temporary lack of understanding or confusion; he or she can live with these patiently in the confidence that understanding will come later.

3.1 Methodology and Procedures

The experiment is carried out according to a set of guidelines known as "experimental design". Best and Kahn(2006) state that experimental design as the blueprint for the processes that allow the researcher to test hypotheses by arriving at reliable conclusions about the connection between dependent and independent variables.

The researcher of this study defines experimental design as an approach that needs a good understanding of the appropriate system to test the hypothesis and discover the results of the study. Concerning the current study, the use of aims and hypotheses demands the Non-Randomized experiment group pretest-posttest design. Consequently, the two groups of the six scientific primary school pupils are the sample of the study. The experimental design of the study is shown in table (3.1).

Table (3.1)
The Experimental Design

Group	The Test	Independent variable (Treatment)	Dependent variable	The Test
Experimental	Pretest	Modeled Talk strategy	Improving speaking skill	Posttest
Control	Pretest	Traditional Strategy	Improving speaking skill	Posttest

is a set (or collection) of all elements possessing one or more attribute of interest. (Arikunto ,2002) Ary et al., (2018) also define a population as a set of members such as people who have the same principles. Best (1981) says that the sample as a small number of pupils selected for research and analysis. For the current study, Al Forquan primary school for boys has been chosen as the sample of the study. The sample consists of (60) pupils will divide into two

sections. The first Section (A) has randomly been chosen to be the experimental group and the second section (B A population) will be the control group. Each section has 30 pupils.

3.2 Test Construction

In order to assess the experimenter's level of success, the instrument involves preparing a post-tests. Khader(2016) states that a test is based on what the pupils learnt should be given immediately after the instructional material is completed (units or textbooks).

3.3 Face Validity

Caldwell (2008) clarifies that a test has face validity if it measures what is supposed to measure. Hence, to achieve the face validity of the test, and find out whether its items are suitable to assess the pupils' aptitude in teaching English, the test presented to a jury member of specialists in the field of TEFL and linguistics. They give the task of determining whether the samples products are suitable or not. The jury members agree that the test questions are appropriate for pupils.

3.4Content Validity

Anastasia and Urbina (1997) explain that content validity is the systematic analysis of the test content to see if it covers a representative sample of the behavior domain to be evaluated.

3.5 Reliability

The reliability of a test is a critical characteristic of a good test. It is said that a test is trustworthy if the degree of accuracy of the exam is stable and consistent each time it is administered under the same conditions to the same sample of pupils (Veram and Beard, 1981). One of the necessary characteristics of a good test is reliability. Alpha- Cronbach formula is used to measure the reliability of the posttest. The coefficient is found to be (0.88), which consider acceptable.

3.6 Pilot Study

In preparation of this test for small groups of examinees, Richards and Schmidt (2010) explain the pilot study is to assess suitability and function ability of the tools sample, and clarify directions, define the time required to answer the question, determine complexity and discriminatory power, measure the reliability of the test and making the final administration of the test items

3.7Analysis of the Test Items

The test items must be examined to distinguish two significant objects are level of difficulty and discrimination power. Marshall and Rossman (1999:150) say that item analysis is a process to understand and collect important information about the relationship among items of the test and make the decision depend on analyzing items of the test.

3.8.Difficulty Level

The difficulty level of the test items is important aim of the pilot study. The test will lack the balance if the questions of test will be very easy or difficult (Madsen, 1983: 180). The difficulty level is specified as the ratio of the pupils who replied correctly to each item (Rosas, 2000:3). Item difficulty refers to the extent to which an item appears to be complicated or facilitated for a given number of tests. It just reflects the percentage of learners who respond correctly to the object. The most suitable test item will have item difficulty varying between 0.15 and 0.85 (Brown, 2010: 70-1). It was found that the current test items' difficulty level ranges from 0.27 to 0.69, as shown in table (12).

3.8 Discrimination Power

Discrimination power means "calculating the degree to which a particular item's results correspond with the results of the entire test" (Alderson, 1995). Also, Matlock-Hetzel (1997) shows that the discrimination power (DP) of a test item can be measured by comparing the number of persons with high test scores who replied correctly to that item with the number of people with low scores who responded correctly to the same item. This means that an object is deemed to have weak power of discrimination if it is correctly scored by high-skilled pupils as well as low-skilled pupils. Item discrimination refers to the degree to which an object makes a difference between good and poor testers. An object has good power of discrimination if it collects the right answers from the good pupils and the wrong answers from the bad pupils. It is worth noting that the high power of discrimination will be close to 1.0, and no power of discrimination will be nil at all (Brown, 2010). The results obtained indicate that the test item discrimination power ranges from 0.29-

4. Analysis of Data and Discussion of Results

4.1 The First Hypothesis

Comparison between the Mean Scores of the Experimental Group and that of the Control Group in the second Posttest All mean scores are obtained and compared to find out if there is any significant difference between the mean scores of the experimental group and those of the control group in the posttest. Statistics show that the mean scores of the experimental groups are (46.13) and that of the control group is (30.40). By using the t-test formula for two independent variables, the calculated t-value is found to be (8.667), while the tabulated t-value is found to be (2.00) at the degree of freedom (58) and level of significance (0.05). This means indicates that there is a significant difference between the achievement of the two groups and in favour of the experimental group. Thus, the first hypothesis, which states that there is not any significant difference between the mean scores of the experimental group and that of the control group in the second speaking posttest, is rejected, as shown in table (4.1).

Table (4.1)

Means, Standard Deviation, and t-Values of the Two Groups in the Achievement Test

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
EG.	30	46.13	5.30	Calculated	Tabulated	58	0.05
CG.	30	30.40	8.41	8.667	2.00		

4.2 The Second Hypothesis

Comparison of Experimental Group Pupils' Performance in the First and Second Post Speaking Tests In order to acquire the mean scores of the experimental group who are taught

by nursery rhymes strategy first and second post-grammar tests, mean scores are computed and compared to see if there is a statistically significant difference between them. The acquired data indicate that pupils' mean scores in the second experimental group are (46.13) and those in the first experimental group are (42.86). The t-test formula for two paired samples is employed, and the calculated t-value is (3.809), whereas the tabulated t-value is (2.04), at the degree of freedom (29) and level of significance (0.05). This means that there is a significant difference between the experimental group's pupils' performance in the first and second speaking posttest, for the benefit of second speaking posttest. Therefore, the second hypothesis is rejected, as shown in table (4.2).

Means, Standard Deviation, and t-Values of the Two Groups in the Achievement Test

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
EG.	30	46.13	5.30	8.667	2.00	58	0.05
CG.	30	30.40	8.41				

4.4 Discussion of the Obtained Results

The obtained results of the current study show that pupils' achievement of the experimental group who has been taught by Using the motivation is better than those of the control group who have been taught by using the traditional technique. This means that motivation proves to be more effective than the traditional technique, in teaching English speaking.

1. Motivation helps pupils to be more active participants in the classroom.
2. Motivation changes the role of the teacher from the direct instructor or to the shifter of information, then to the role of mentor and supervisor, resulting in the emergence of positive impact in the collection of pupils.
3. Motivation encourages pupils to create, organize, and better connect relationships between ideas.
4. Motivation improves effectively the way pupils record information, enhance their ability in learning speaking.
5. Motivation enables the teacher to use a new method in teaching pupils by using its application

5.1 Conclusions

Depending on the results and the analysis of data of the current study, the following conclusions are illustrated:

1. Motivation that help pupils in improving speaking skills.

2. Motivation helps teachers and pupils to find out the solution for the problem that is faced in the learning process.
3. Motivation has an important role which increases pupil's interaction in the classroom and it is a new method for pupils and easy to use.
4. The presentation of the lesson according to the Motivation method use previous knowledge and rebuild it in the brain with the new knowledge to comprehend.
5. Motivation also increases the pupils' speaking skills and encourage them in the classroom.
6. Motivation method can be applied in different learning environments.
7. Pupils depends on Motivation in speaking skills more than traditional strategy.

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