ROLE OF MOTIVATION IN ENHANCING STUDENTS' LANGUAGE SKILLS - A STUDY

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Abstract
The teacher is a very important figure in the teaching and learning process as a mediator, facilitator, and leader in the class. Teachers and students must be able to communicate well as the principle of communication between teacher and students so that learning goes well. They play a vital role in creating an environment that supports students' learning. They often do this through their support for students' autonomy. By supporting students' choices and interests, teachers help students develop personal interest, involvement, and ownership of their work, which aid in motivation. Therefore, the present study discusses the importance of motivation, self-confidence, and learning strategies in English language learning. The role of teachers in identifying appropriate strategies for students is highlighted, as well as the significance of self-confidence in language learning. It also presents previous studies that have explored the correlation between ideal L2 self and willingness to communicate, as well as the use of pair and small-group activities in language learning. Overall, the study emphasizes the importance of effective teaching strategies and student motivation in achieving success in English language learning.
Keywords: Motivation, Self-confidence, Learning strategies, Teacher's role, Communication Skills.

Introduction
Motivation is one of the key things that can inspire students to speak English, and teachers' fans can help encourage students to speak English. Any descriptions of the motivation of the experts are: motivation is some sort of internal intensity, according to Harmer, which drives someone to do something to accomplish something. To do something, motivation is an important part of doing things. According to Malley (1995), motivation is an effort, a desire, and a learning attitude. Motivation is the ability to put a great deal of work into the organizational goals, conditioned on the potential of the effort. To serve any individual need. The motivated person, as Gardner has suggested, is one who wants to achieve a specific goal, makes substantial efforts to achieve that goal, and experiences satisfaction with the activities associated with achieving that goal. Motivation is one of the factors influencing individuals to learn a language effectively. In other words, the outcome of learning would be higher if the incentive is greater. Motivation has been known to be a sequence and converted into the action of thoughts, feelings, and emotions.

Motivation is the primary factor in the speed and productivity of language analysis. The first impetus is to be inspired to learn a language as the encouragement would add feelings of happiness to the students, an obstacle to success in learning the language.

There are some behavioral markers of students with high motivation, Dornyei, (2001),

1. Students who are inspired to attend class at the most basic stages, pay attention, and are not disruptive;

2. Participation and completion of motivated work begins with little feedback, follow the guidance, take part in class discussions and perform the complete task in due course;

3. Persistence of tasks and mistake acceptance. A significant measure of motivation is how long students stay with an assignment, particularly a difficult one. Students with a high degree of commitment persist and find multiple strategies before searching for assistance with a mission.

4. Mission participation performance. Students may either spend time studying or find shortcuts to complete the task without spending a lot of time. A fundamental indicator of motivation is the amount and quality of effort that students spend on learning activities. Highly motivated students can spend time using their skills.

5. Individually studying. Even if it is time to step onto something else, students who can learn more than possible are reluctant to stop working on a mission.

Previous Studies

Apriani (2006) opines that when teachers enable their students to be communicatively competent in English as a foreign language or a second language, a significant part of the overall competence of the teacher is taken into account. The skilled teacher in selecting techniques and supported strategies can also help the students do more to make them easy to apply their strategies for the techniques applied so that what has been targeted is successfully achievable. An appropriate technique or strategy used by English teachers can improve students' achievement Zainil (2008) suggests "a language teacher must identify their students' learning strategies and recognizes that some strategies are successful and others unsuccessful." It indicates that the teacher also has a role to help the students recognize what the appropriate strategies suitable for them are. It is due to the inability of the students to find their strategies and how to use them. Furthermore, Harmer (1985) discusses some important points of developing learning strategies that can help students become effective learners with a variety of tools in all types of learning and understanding.

McDonough (2004) explored instructors' and learners' perceptions of the use of pair and small-group activities in a Thai EFL context, and examined whether the learning opportunities theoretically attributed to these activities occurred in an intact classroom. He also investigated whether learners who actively participated during the pair and small-group activities showed improved production of the target forms. The results indicated that learners who engaged in more participation during the pair and small-group activities demonstrated improved production of the target forms, although they did not perceive the activities as useful for their learning.

The development of Speaking with Confidence is very important for students as communication is the core tool in society and civilization. Its importance is usually overlooked as it is an intangible skill that many struggle with silently, particularly from a young age where the requirement and expectation is at a minimum level. Speaking with Confidence has great personal and professional benefits, such as building self-esteem, building trust and relationships with themselves and the people around them, open discussions and critical thinking skills to name a few. Self-confidence is one of the important factors in determine students' English achievement

Roysmando (2018) conducted a study entitled, "A Correlation between Self- Confidence and the Students' Speaking Skill." Based on the study, he found out that the students with high self-confidence can speak fluently and clearly. Though, they have problem in the pronunciation aspect,

but in general the student who has high confidence, they have speaking skill well. It showed that there is significance correlation between self-confidence and the students' speaking skill.

Self-confidence is an affective factor which students need it for engaging and taking risks without hesitation. Furthermore, it considered as an essential quality which should be possessed by foreign language students. Confident students trust their abilities and they have specific go McDonough als in order to be achieved without worrying about the outcomes. Thus, teachers must constantly be searching for effective ways in order to motivate students. Also, they must pay attention to the significance of self-confidence and help students to have positive believes about their abilities.

Research conducted by Bal (2021), aimed to investigate the relationship between EFL students' ideal L2 selves and their Behaviors in and out of the classroom. This research was intended to be qualitative, and a correlational strategy was utilized to probe the questions it raised. A total of 61 English as Foreign Language (EFL) students from a public university's feeder high school took part. The findings of the ideal L2 self-scale and the WTC survey for in-class and extracurricular usage were analyzed using descriptive statistics and the Pearson correlation test after the data had been checked for normal distribution. Most students reported typical levels of both ideal L2 self and WTC, whereas a few reported lower than average levels of both. According to the research, WTC was also positively associated with the notion of an ideal self in L2. Conflicting and overlapping findings from previous studies conducted in different contexts, including Japan, China, Indonesia, Malaysia, Thailand, Iran, and Turkey, are discussed to kick off this investigation.

Motivation in Writing Skills

According to the research conducted by Tsao (2021), pupils are more likely to remain engaged if they feel they are making progress. The study of writing in a second language has done little work in this area. In this quantitative study, Tsao (2021) investigate how EFL students' L2 writing self-efficacy affects their willingness to read and act upon constructive written comments from their instructors and peers (WCF). 227 students from Taiwanese high schools filled out the Learner Engagement with Written Corrective Feedback Scale and the Writing Self-Efficacy Scale for Second Language Learners. Individuals self-reported low to moderate levels of proficiency in writing in their L2s. When considering all three types of L2 writing self-efficacy (i.e., ideation, conventions, and self-regulation), student engagement with teacher and peer written corrective feedback was solely predicted by self-efficacy for writing self-regulation. These findings shed some much-needed light on the relationship between L2 writing self-efficacy and learner engagement with written corrective feedback and add to our understanding of L2 writing self-efficacy among EFL students, a population for whom this topic has received relatively little attention.

Zahra & Shiva (2020) investigate the effect of self-assurance on the proficiency of Iranian EFL speakers. Thirty students from the least-proficient end of the college proficiency range were divided into an experimental (EG) and control (CG) group for this purpose. Although the SG and EG both practiced and refined their public speaking abilities, only the EG additionally received treatment to strengthen their self-assurance. Two identical IELTS speaking tests were used to assess the patients' progress before and after treatment, and the Offer Self-Image Questionnaire was used to gauge patients' perceptions of themselves before and after the intervention. Self-perception training was shown to increase participants' self-assurance and their capacity for effective public speaking. Both Modal Language Resources (MLR) and Speech Rate A, two measures of oral fluency, significantly increased for the EG. Nevertheless, there was no noticeable difference between the two groups with regards to oral accuracy and speech tempo B.

Esfandiari& Husseini (2023) examine the beliefs held by EFL teachers when they assess the creative writing of their pupils. Additionally investigated was the degree to which participants' opinions and actions were consistent when rating creative output. Using a descriptive narrative research strategy, this study analyzed the experiences and teaching methods of seven Iranian EFL teachers. Results from a deductive-thematic analysis suggest that teachers don't always follow through on plans to help students develop creative thinking abilities including elaboration, flexibility, originality, and fluency. We observed that instructors' opinions and behaviors differed when grading students' writing creativity due to a number of factors, including teachers' expertise, teachers' accountability, a lack of defined rubrics to evaluate writing uniqueness, and teachers' concept of creativity. This study has the potential to contribute significantly to the field of teacher education. Secondly, they'll be in a stronger position to encourage their pupils' individual innovation.

Speaking Skills

Mohamed SalamaEissa (2019) investigates the reasons why adult students in the Kingdom of Saudi Arabia are having difficulty learning English as a Foreign Language (EFL). This is also a trial run of a new method for teaching English as a Foreign Language (EFL): digital storytelling. Northern Border College is a target institution for this study. The study's major issue is whether or not the usage of antiquated pedagogy is to blame for the students' inability to become fluent in English; the study's secondary question is whether or not updating pedagogy improves students' language skills. Surveys are used to collect the necessary data for this purpose. Students at the specified Saudi Arabian institution are also employed to develop and evaluate a prototype of a DST-based instructional program. The findings indicate that students at the selected college have difficulty communicating in English, but that DST may be used to help them become more fluent speakers. This research will help EFL teachers in Saudi Arabia create classrooms where their students feel comfortable speaking English outside of school. Teachers of English to speakers of other languages may choose to reconsider some of their traditional practices in light of this research; educators may wish to use the DST method with their own students to test its efficacy.

Conclusion

Integrated and interactive instruction through frequent in-class project work facilitates collaboration and active participation, thereby making the classroom a vibrant place for learning and contributing. As better opportunities for using one's ideas and interacting in English arise in working through the projects, it needs to be exploited considerably both in content-based as well as more traditional language classrooms. Important pedagogical issues can be better reinforced by integrating project work into various courses and providing trainees with hands-on experience. Many self-directed and teacher-directed projects can be easily integrated into any teaching situation because topics and specifications can change to fit the students' ages, interests, backgrounds, and proficiency levels. Whether a project centers around examining a way of life, reviewing a story or a film, critiquing cartoons and advertisements, or interpreting a work of art-- students at all levels and of different needs can benefit from the supportive, stimulating and empowering experience that comes from collaboration and participation in a cohesive group or team

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