

# **THE INFLUENTIAL FACTORS ON STUDENTS' ENTHUSIASM IN LEARNING SPEAKING SKILLS**

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## **ABSTRACT**

This research aimed to investigate the phenomena of enthusiasm, to observe the responses of enthusiastic students to the speaking activities in the learning speaking skills, and to investigate the influential factors on students' enthusiasm when learning speaking skills. This research belongs to qualitative research precisely descriptive qualitative research design and it is placed within the phenomenology approach as the collection of information was qualifiedly by examining the phenomena of the influential factors on students' enthusiasm in learning speaking skills at the 5<sup>th</sup> semester students of English Education Department at UIN Alauddin Makassar. The data were analyzed and interpreted by using "coding technique" which covered three types: open coding, axial coding, and selective coding. The findings showed that Enthusiasm has several meanings such as; *feeling or emotion, excitement, eagerness and achieving*. Enthusiasm has several functions like; energy enhancer, goal maintainer, curiosity gripper, interest presenter, fire igniters, fear reducer, worry dissolver, and apathy eliminator. There are eight characteristics of enthusiastic students, they are; *happiness, curiosity, satisfaction, endurance in speaking, courage, intolerance, agreement, and assistance*. The influential factors on students' enthusiasm in learning speaking skills are; the instructional materials used by the lecturers or teachers, the lecturer/teacher competence and performance, the students' attitude during the speaking activities, and the classroom environment. Therefore, to create enthusiasm, the lecturers or teachers even the students need to know the influential factors on students' enthusiasm in learning speaking skills which can bring positive impact in learning speaking activities.

Keyword: Enthusiasm, Influential, Students, Learning Speaking Skills.

## **INTRODUCTION**

English as a global language has a great function as a tool of communication. So that Speaking is one of the important skills in English. In the other hand, make students interest and enthusiast in speaking activities is the most crucial one in learning speaking skills. Promoting the students' enthusiasm in learning speaking skills is not such an easy job; we need to know the influential factors on students' enthusiasm and the source of it.

As a matter of fact, some learning speaking skills do not concern the students speaking activities especially their psychological factors such as enthusiasm. In some cases, a

learning speaking skills just focuses on the students speaking fluency and accuracy which does not give much contribution to the students' endurance and interest in speaking activities. So that, understanding well the factors affecting students' enthusiasm in learning speaking skills helps the teacher to create more interesting learning speaking skills activities with enthusiastic students.

Enthusiasm is not merely a figure of speech; it is a vital force that people can exploit and use with profit. In speaking, enthusiasm is a necessity that should be bound to develop dynamic personality. The question to ask in this point is that what actually enthusiasm is, how it is connected with speaking and what factors influence students' enthusiasm.

Enthusiasm is a valuable quality for anyone, regardless of the kind of work one does. As an enthusiastic person is someone who literally is inspired by a powerful force, in a little time, the inspired person comes to regard himself as a distinguished favorite of the divinity. When this frenzy takes place, which is the summit of enthusiasm, every whimsy is consecrated. Consequently, human reason, and even morality are rejected as fallacious guides. The same is true of saying that the fanatic madman delivers himself over, blindly, and without reserve, to the supposed ill-apses of the spirit, and to inspiration from above. Hope, pride, presumption, a warm imagination, together with ignorance, are, therefore, the true sources of enthusiasm (Sanders and Gosenpud, 1986:1).

Enthusiasm may have several functions. Among the functions as noted by Poggi (2007:6) is to enhance energy and persistence in goal pursuit. In speaking, the element of enthusiasm will lend a hand to grip the curiosity of our audience. If we are eager about what we say, our audience will be too. Enthusiasm helps present interest to a speech. While it is imperative to have good content, it is a sparkling eager delivery that will light the fire. Speak with feeling means to be excited to speak to others about our subject. Our facial expressions, gestures, and our influence will imitate the way we in truth feel. One way we can improve in this element is by speaking training. The major factors of enthusiasm could be examined in the learning speaking skills.

Enthusiasm is defined in Cambridge Advanced Learner Dictionary (2008:CD-ROM Version) as "a feeling of energetic interest in a particular subject or activity and an eagerness to be involved in it." As a feeling, enthusiasm involves sensory to enable an organism understands, recognizes, values or reacts to something physically. Energetic interest is a reaction or response of a powered stimulus in a particular activity that results

in excitement or pleasure to perform. In short, this definition focuses on cause and effect of such a feeling.

From Brainy Quote (2008:online), enthusiasm is defined as “an inspiration as if by a divine or superhuman power; ecstasy; hence, a conceit of divine possession and revelation, or of being directly subject to some divine impulse.” This definition emphasizes on the power of joy that gives people an idea for doing something. Along with Brainy Quote, Ford Quote (2008: online) said that “enthusiasm is the yeast that makes your hopes shine to the stars. Enthusiasm is the sparkle in your eyes, the swing in your gait, the grip of your hand, the irresistible surge of will and energy to execute your ideas”.

Enthusiasm knocks out fear, worry, and overcomes apathy. According to the famous historian Arnold Toynbee cited in Peale (1973:3),

“Apathy can only be overcome by enthusiasm, and enthusiasm can only be aroused by two things; first, an ideal which takes the imagination by storm, and second, a definite intelligible plan for carrying that ideal into practice.”

The three definitions above contain four main variables of enthusiasm, namely *feeling or emotion, excitement, eagerness* and *achieving*. The four variables are interconnected and complementary to each other. In sum, enthusiasm can be inferred as such kind of emotive enjoyment that arouses intense, interest, or approval in performing an action. To sum up, enthusiasm may serve as energy enhancer, goal maintainer, curiosity gripper, interest presenter, fire igniter, fear reducer, worry dissolver, and apathy eliminator.

In many literatures, an enthusiastic speaker is illuminated by certain characteristics. Among the characteristics of an enthusiastic speaker according to Donaghy, McGee, Usher and Yates (2003:1) is full of energy, interest or emotion, eyes are ablaze with excitement, eager to speak more, showing happiness, expressing welcome, approval or pleasure in a way that shows very strong feeling, giving all attention to something or absorbed, having very strong beliefs and often trying to persuade other people to have the same beliefs very serious and enthusiastic, often in a way which is annoying to other people, energetic and often loud, giving attention, slightly out of control overheated, eyes wide open with surprise or excitement, complete involvement, or (of attention) complete, whole-heartedly, to keep talking about something again and again because of thinking it very important, feeling excited and confident after achieving something, in a state of nervous excitement, or in a confused and excited state.

According to Webster (2005:12) that throughout the years there have been misperceptions about enthusiasm that have confused some and caused concern for others. Confusion and concern generally crop up when our experiences do not match with more common perceptions. Some of them are mentioned as follows:

1. *Enthusiasm means the person always has to be jumping up and down, gregarious, loud, perky, a cheerleader, etc.* In fact, some enthusiastic people are this way but not all. Some enthusiastic people are this way some of the time but not all of the time. There are quiet enthusiasts, as well as gentle, peaceful and reserved enthusiasts. Enthusiasm may be expressed inwardly and outwardly.

2. *Enthusiastic people do not have problems or have to deal with the stuff of life.* In fact, enthusiastic people experience the same types of life events, celebrations and challenges as everyone else. One key difference that sets them apart is how they choose to be with and handle the experiences.

3. *People should always be enthusiastic.* This sounds very idealistic but tends to be a realistic expectation. Of course a lot depends on how enthusiasm is defined, what causes a person to be enthusiastic, how enthusiasm is expressed and how he or she chooses to deal with the wave and flow of life.

4. *Enthusiasm is something other people have.* There are many factors that could lead to someone making this type of statement. This may be the perception that many people hold because of how they interpret their experiences and interactions with others.

From these two points of view, the characteristics of enthusiastic speakers are getting harder to define. On the other hand, enthusiastic speakers might be characterized by the rising of emotional tension indicated by some physical appearance like the 21 points mentioned earlier (p.15) by Donaghy, McGee, Usher and Yates (2003:1). On the other hand, Webster (2005:12) disapproved if enthusiastic speakers are described to be in the fixed or constant situation as those proposed by Donaghy, McGee, Usher and Yates (2003:1).

In both cases, the researcher found out that the difference is more on the personality types, how people handle the experience, how enthusiasm is defined, what causes people to be enthusiastic, how enthusiasm is expressed, how people choose to deal with the flow of life, and how people interpret their experiences and interactions with others.

For this reason, the researcher chose to limit the characteristics of enthusiastic speakers on immediate response to the stimuli. As such, it does not mean that the

researcher disagreed with Webster's view. As a beginner researcher, it is the researcher's limitations to sort of ignoring kinds of enthusiasm expressed inwardly. In other words, the characteristics of enthusiastic speakers in this current research used Donaghy, McGee, Usher and Yates's (2003:1) points of view.

Of all the previous definitions, the researcher can conclude that enthusiastic speaker is someone who uses language in expressing an idea and sharing information with emotive enjoyment that arouses intense, interest, or approval in performing the action. Enthusiastic speaker can speak more in several times confidently so the learning speaking skills will be more attractive and pleasant.

In addition, there were some researches conducted related to enthusiasm in speaking, such as: (1) Pheng (2003) did the experimental research to a number of students in Vietnam. Pheng found out that the students in the experimental group who were exposed to authentic resources outweighed their peers in the control group in terms of confidence, enthusiasm and fluency in speaking English. Pheng concluded that the students were more confident, enthusiasm and fluent in speaking when the topics were of their interests and taken from actual issues from foreign newspapers and magazines rather than from prescribed textbooks they used in their school; (2) research on enthusiasm in classroom contexts is also vast and emerging. Most would agree that an enthusiastic classroom environment is a more interesting and stimulating place to be than in a dull or stolid environment. Cruichshank (1980), for example, found that, all other things being equal. A teacher who presents material in an animated and stimulating manner with a good competence and performance will have students who achieve better on speaking activities than a teacher who does not; and (3) another group of researchers tested retention in college students after experiencing presentations from "static" speakers and "dynamic" speakers. Static speakers read from a manuscript, used no gestures, had no direct eye contact, and kept vocal inflection to a minimum. Dynamic speakers delivered presentations from memory, with extensive use of gesturing, eye contact, vocal inflection and animation. The mean score of the students who heard the dynamic speaker was significantly higher than those who heard the static speaker (Coats and Smidchens, 1966). The implications of this research are that energy level not only contributes to retention but to attention.

Based on some sources about enthusiasm above, the researcher was eager to explore more about enthusiasm in real life English learning activities, especially in learning speaking skills. Therefore, the researcher proposed this title "Influential factors on

Students' Enthusiasm in Learning speaking skills". As the researcher one of the lecturers at UIN Alauddin Makassar of speaking subject, the researcher observed the students of the 5<sup>th</sup> semester of English Education Department at that university. In this case, the researcher focused on investigating the meaning of enthusiasm, observing the responses of enthusiastic students to the speaking activities in the learning speaking skills, and investigating the influential factors on students' enthusiasm in learning speaking skills.

## **METHOD**

This research is of importance for the lecturers of speaking in response to the challenge of teaching speaking to students in EFL education classrooms. It offers the phenomena of enthusiasm and the influential factors on students' enthusiasm in learning speaking skills. Through those phenomena, the lecturers can use the inventory of factors affecting students' enthusiasm to promote students' enthusiasm in learning speaking skills, to acquire the knowledge, as well as create interpersonal skills. As the students in the English Education Department of UIN Alauddin Makassar are in need of rich resources to develop their oral communication skills to the level of advanced proficiency, this research is applicable to promote the students to speak enthusiastically more in many discourses. Finding the influential factors on students' enthusiasm in learning speaking skills is helpful to solve the lecturers' problem in teaching speaking of any classes, especially in promoting students' enthusiasm to speak more and confidently in learning speaking skills.

This research was under the area of applied linguistics as it was in the area of language learning activities, language teaching methodology, content materials and socio-psychological factors in learning languages in the case of speaking skill. By location, this research was applicable only in the English Education Department of UIN Alauddin Makassar and specified by semester V in the year of 2017 – 2018 of PBI Class 1-2 which consists of 32 students. In this case, the researcher selected three students from the class based on the researcher interview and observation of them. The researcher just selected three students because the researcher needed the most enthusiastic students based on lecturers' and others' admission and information about them. By method, this research was qualitative, precisely descriptive qualitative method by phenomenology approach with descriptive analysis not statistical analysis and by topic, this research focused on influential factors on students' enthusiasm in learning speaking skills.

The researcher used some instruments as the tools in collecting the data, namely participant observation by using field note and semi-structured interview. The purposes of using those instruments are described clearly in data collection procedures as in the following:

Firstly, the researcher observed the classroom directly, as this research aimed to examine factors influencing the students' enthusiasm in speaking class, so the researcher needed to choose speaking class for the further observation.

Next, the researcher interviewed some lecturers who have taught the class about the students' behavior and activity during the teaching and learning activity, especially the enthusiastic students. In the other cases, the researcher also interviewed the students of the class to know the enthusiastic students based on their friends' perceptions.

After that, the researcher observed the class for several times. In this case, the researcher conducted the *participant observation*; the researcher became a part of or participated in the situation being observed. The researcher used *field note* to record all the detail phenomena about the enthusiasm, the enthusiastic students and factors influencing students' enthusiasm in speaking class during the observation.

The last, the researcher interviewed the enthusiastic students about their opinions about the factors influencing their enthusiasm in speaking class. In this case, the researcher was taking notes during the interview and sometimes after the interview. The interview results were formulated in the script forms to make easier in interpreting and analyzing the data.

The data obtained from interview and observation by using script and field note to know the phenomena of enthusiasm, enthusiastic students and influential factors on students' enthusiasm in learning speaking skills were analyzed and interpreted by using "coding technique" which covered three types: open coding, axial coding, and selective coding (Haryanto, 2008). In this case, no statistical calculation was used or in the other word, the data were analyzed descriptively with non numerical analysis.

## **FINDINGS AND DISCUSSION**

The subjects of this research are Ani, Ana, and Ali (not the real name). They are the students of 5<sup>th</sup> semester of English Education Department at UIN Alauddin Makassar. Ani, Ana, and Ali are the smart students in the classroom, it is approved through the admission of their lecturers that they not only have a good grade and attitude in learning speaking skills but also in the other subjects or classes. The other facts that show their intelligence

and great achievement in learning English especially in speaking skill are; their high GPA (Grade Point Average), the admission from their friends, and their good performance in some English speech and debate.

Based on the investigation through this research, the researcher found that all the great achievements that Ani, Ana, and Ali have recorded came from their enthusiasm in learning English, so the enthusiasm showed the positive impact in their learning activities.

### ***The Meanings and Functions of Enthusiasm***

Based on some literatures cited in chapter II, enthusiasm has several meanings such as; feeling of enjoyment, pleasure to perform, a high inspiration and power, a positive emotion, an extreme excitement, eagerness and achieving. One of some literatures like Cambridge Advanced Learner Dictionary (2008:CD-ROM Version) defined enthusiasm as “a feeling of energetic interest in a particular subject or activity and an eagerness to be involved in it.”

Enthusiasm has several functions like; energy enhancer, goal maintainer, curiosity gripper, interest presenter, fire igniters, fear reducer, worry dissolver, and apathy eliminator. Those conclusions in line with Poggi's (2007:6) research findings that the functions of enthusiasm are; to enhance energy and persistence in goal pursuit. In speaking, the element of enthusiasm will lend a hand to grip the curiosity of our audience. If we are eager about what we say, our audience will be too. Enthusiasm helps present interest to a speech. While it is imperative to have good content, it is a sparkling eager delivery that will light the fire

Through this research, the researcher found out that the subjects showed the characteristics of enthusiasm by showing their feeling of enjoyment, the positive emotion and the extreme excitement in speaking activities; they have a high inspiration and power to speak and also support the other to speak enthusiastically, and eagerness to explore more about the topic. Those characteristics would be discussed more detail in the characteristics of enthusiastic students.

The functions of enthusiasm made the subjects endured in speaking process. They have no hesitation to speak more, interest to the discussion topic, and they were confident in performing in front of their friends. Enthusiasm had the great functions in creating the extraordinary speaking activities in the learning speaking skills. Through the enthusiasm, the learning speaking skills will be more attractive and enjoyable for students.

### **The Characteristics of Enthusiastic Students**

The research findings showed that there are at least eight characteristics of the enthusiastic students that researcher found from observing and interviewing the subjects, they are:

The first characteristic is *happiness*. The students with this characteristic showed their behaviors in the speaking activities by; always sit impatiently to have the lecturers' attention and to show that they want to speak like the others, their mouth or lips smile or open when they appointed to speak, their face is upward as well as their eyes are open wide and bright when they are listening to the explanation from the lecturer or their friends.

The second characteristic is *curiosity*. In this case, the enthusiastic students tend to always ask question about the speaking topic, ask about the odd or foreign words/sentences from their lecturer or friends utterances, and always ask for repetition for unclear explanation from the lecturer or their friends during the speaking activities.

The third characteristic is *satisfaction*. The enthusiastic students showed this characteristic by; standing or hopping occasionally to show their opinion, saying or yelling "yes" occasionally when their argument is suitable with the speaking topic or when they can answer the question or their friends agree with their opinion, like to raise hand to say something, nodding head, and grasping their hands.

The fourth characteristic is *endurance in speaking*. This characteristic of enthusiastic students showed that the students tend to talk much when they speak, always ask for additional time, unaware that the time is over, have a good mood during the speaking activities, and have no sign of weary or bored with the speaking activities.

The fifth characteristic is *courage*. The enthusiastic students with this characteristic always ignore mistakes in speaking, have the clear speech/utterances, quick in responding the others opinions or the lecturer comment, and need no confirmation.

The sixth characteristic is *intolerance*. This characteristic of enthusiastic students showed that students tend to be dominant in the learning speaking skills, tend to disrespect others' opinion, and always sit in front of the others to make them easier to see the lecturer as well as to have the lecturer's attention. In some cases, they tend to ask to be appointed to speak much than the others and sometimes talk when their friends are explaining the case.

The seventh characteristic is *agreement*. Enthusiastic students with this characteristic always give supporting opinions into their speech/utterances, and provide facts and data of their arguments. They have no hesitation to seek the appropriate facts or data.

The last characteristic is *assistance*. This characteristic showed that enthusiastic students always offer helps to their friends about the possible answer or encouragement when they do not have a chance to speak about the speaking topic, in the other hand, they always give assistance to others in providing the suitable answer.

All the eight characteristics above, happiness, curiosity, satisfaction, endurance in speaking, courage, intolerance, agreement, and assistance showed the facts about the enthusiastic students. As Donaghy, McGee, Usher and Yates (2003:1) said that enthusiastic student is full of energy, interest or emotion, eyes are ablaze with excitement, eager to speak more, showing happiness, expressing welcome, approval or pleasure in a way that shows very strong feeling, giving all attention to something or absorbed, having very strong beliefs and often trying to persuade other people to have the same beliefs very serious and enthusiastic, often in a way which is annoying to other people, energetic and often loud, giving attention, slightly out of control overheated, eyes wide open with surprise or excitement, complete involvement, or (of attention) complete, whole-heartedly, to keep talking about something again and again because of thinking it very important, feeling excited and confident after achieving something, in a state of nervous excitement, or in a confused and excited state.

From those characteristics, the lecturers or teacher will be easier to identify the enthusiastic students especially in learning speaking skills, moreover if they can identify the influential factors on students' enthusiasm they could find the way how to promote students' enthusiasm.

The next section would discuss the findings of influential factors on students' enthusiasm in learning speaking skills.

### ***Influential factors on Students' Enthusiasm in Learning Speaking Skills***

Enthusiasm as feeling of enjoyment, interest, eagerness and so forth is one of the important elements for students to have a great achievement learning English, especially in learning speaking skills setting. To create enthusiasm, the lecturers or teachers need to know the influential factors on students' enthusiasm in learning speaking skills. Through this research, the researcher found some influential factors on students' enthusiasm as follows:

#### ***1. The Instructional Materials***

Based on the experimental research conducted by Pheng (2003) he found that the students were more confident, enthusiasm and fluent in speaking when the topics were of

their interests and taken from actual issues from foreign newspapers and magazines rather than from prescribed textbooks they used in their school.

From this research, the researcher also found that the instructional material that teacher or lecturer used in the learning speaking skills affecting students' enthusiasm. Through the observation and interview, the researcher concluded that when the teacher used the topic from students' textbook, the students seem uninterested and indifferent with the topic; they tend to keep silent, do another activity or pay attention to something else, and ask the others to give their argument of the discussion topic.

In the contrary, when the teacher used or brought the topic from the authentic material (materials which involve language naturally occurring as communication in native-speaker contexts of use, or rather those selected contexts where standard English is the norm: real newspaper reports, for example, real magazine articles, real advertisements, cooking recipes, horoscopes, etc), the students tend to speak much, always ask the teacher to give them a chance to speak, and did not realize that time was over at that time.

Based on those phenomena, the instructional material the teacher used in learning speaking skills really impacts the students' enthusiasm. The more authentic the material which is suitable with students' real life and interest, the more enthusiast the students are.

## *2. The Lecturer/Teacher Competence and Performance*

As a matter of fact, the teacher competence and performance in the classroom affects not only students' enthusiasm but also all the classroom environments. The teacher competence and performance determined all the learning elements like the students, the classroom, the instructional materials and the teacher him/herself.

Based on the interview and the observation, the researcher discovered that the students selected to appreciate and respect any teacher or lecturer who can answer their questions regarding the content of the lessons or the lectures. Therefore, the lectures have to be the main resource when they could not find the content of a lecture anywhere or other words, the students like the lecturer who master or competence of the topic gave to the students in learning speaking skills. The lecturers with good competence can promote students' enthusiasm.

In the other views from the interview, the students argued that they will be very enthusiastic in speaking activities if the lecturers use English with perfect pronunciation and without hesitation in explaining the lessons or the topic issued in the classroom as well as if the lecturers explain the topic enthusiastically and create enthusiastic classroom

environment with their good performance (clear sound, bright face and eyes, smile, using gestures, managing the class well, and good uniform or dress).

### 3. *The students' Attitude*

According to the research subjects, another factor that influenced their enthusiasm in learning speaking skills is the students' attitude (their friends' attitude or behavior in the classroom during the learning and teaching process). The subjects stated that they felt enthusiastic when their friends were speaking enthusiastically about the topic discussed at that time.

Furthermore, the subjects described that they were interested when their friends were speaking and acting communicatively to them by using gestures, eye contacts, clear sound, high confidence, and low anxiety. The researcher concluded that the subjects' friends' performance really impacted their feeling and emotion.

All the explanation from the subjects that researcher found through the interview along with the group of researchers that tested retention in college students after experiencing presentations from "static" speakers and "dynamic" speakers. Static speakers read from a manuscript, used no gestures, had no direct eye contact, and kept vocal inflection to a minimum. Dynamic speakers delivered presentations from memory, with extensive use of gesturing, eye contact, vocal inflection and animation. The mean score of the students who heard the dynamic speaker was significantly higher than those who heard the static speaker (Coats and Smidchens, 1966).

### 4. *Classroom Environment*

Research on enthusiasm in classroom contexts is also vast and emerging. Most would agree that an enthusiastic classroom environment is a more interesting and stimulating place to be than in a dull or stolid environment. (Cruichshank, 1980).

In this case, the researcher found that classroom environment is also one factor that has a high impact to the students' enthusiasm. Based on the information that researcher collected from the research subjects, the researcher found that the sitting arrangement, the light, and the equipment use have the big roles in influencing students' enthusiasm

The subjects said that they did like to stay longer and study more in the classroom when the classroom is neat, clean, and orderly in appearance, the whiteboards are erased, chairs are appropriately arranged, the classroom is as free from external noises (machinery outside, street noises, hallway voices, etc.), the classroom light is good or the classroom

has the appropriate windows, and cooling systems (like AC - Air Conditioner) are applicable and operating or working.

The sitting arrangements that most favorable for the subjects are “U shaped, Circle shaped, and Group-Work shaped”. They preferred the U shaped most in speaking activity because they could see all of their friends when they are speaking and the teacher or lecturer, the whiteboard and other equipment were easily to be accessed for them, so they could speak interactively each other and study enthusiastically.

## **CONCLUSION AND SUGGESTION**

This part concludes the findings and the discussion following by remarks the researcher would like to share. Some suggestions or recommendations are also proposed after the concluding remarks.

### **1. Conclusions**

Based on the findings and discussion, the researcher concludes the following things:

- a. Enthusiasm has several meanings such as; feeling of enjoyment, pleasure to perform, a high inspiration and power, a positive emotion, an extreme excitement, eagerness and achieving. Enthusiasm has several functions like; energy enhancer, goal maintainer, curiosity gripper, interest presenter, fire igniters, fear reducer, worry dissolver, and apathy eliminator.
- b. There are eight characteristics of enthusiastic students, they are; happiness, curiosity, satisfaction, endurance in speaking, courage, intolerance, agreement, and assistance
- c. To create enthusiasm, the lecturers or teachers need to know the influential factors on students' enthusiasm in learning speaking skills. Those factors are; the instructional materials used by the lecturers or teachers, the lecturer/teacher competence and performance, the students' attitude during the speaking activities, and the classroom environment.

### **2. Suggestions**

As the results of this research reveal that enthusiasm is one of the important factors in learning speaking skills and has positive impact to the students, so the lecturers or teachers are expected to know about the influential factors on students' enthusiasm in learning speaking skills so that they can find the way how to promote students' enthusiasm, the researcher suggests the following things:

- a. For all the lecturers and teachers to create the enthusiastic environment and promote students' enthusiasm not only in learning speaking skills and learning English but also in learning all the subjects.
- b. For the next researcher to investigate more about enthusiasm, the characteristic of enthusiastic students and influential factors on students' enthusiasm in learning speaking skills or other subjects/skills. The other researchers may formulate this research with other methods, for example put it in experimental research to find the other evidence of enthusiasm or to prove the theories of enthusiasm.

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