THE ROLE OF ENCOUNTER PROJECT ON STUDENTS' MOTIVATION TO LEARN TO SPEAK ENGLISH

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Article Info

Abstract

This study was aimed at finding out the role of encounter project on students' motivation to learn to speak English. Two research questions led this study: 1) What is the role of encounter project on students' motivation to learn to speak English? 2) How are the students' efforts to learn to speak English as the consequence of their speaking motivation after doing encounter project? Mixed-methods approach was applied. The genre of the qualitative method was case study, in addition to the descriptive quantitative. The number of the participants of this study was 15 students who continuously went to talk with English speaking tourists upon the completion of their "encounter project". The results show that the role of encounter project is to lead the students to have not only instrumental motivation in learning to speak English, but also wider expectations named integrative motivation. The students' efforts to learn to speak English as the consequence of their speaking motivation after conducting encounter project are in forms of their activities outside and inside the classroom. Classroom activities are in forms of their attention to classmates' and lecturers' accents, whether their accent refers to Australian, American or British. They also take notes of the terms used in the conversations among student-student and student-lecturer. Outside classroom efforts are in forms of their consistency to meet tourists, organize English camps, run speaking club and English goes to school. They also collected videos regarding the accents and different uses of the terms among Australian, American and British.

Abstrak

Penelitian ini bertujuan untuk mengetahui peran proyek pertemuan terhadap motivasi siswa untuk belajar berbicara bahasa Inggris. Dua pertanyaan penelitian mengarahkan penelitian ini: 1) Apa peran proyek pertemuan terhadap motivasi siswa untuk belajar berbicara bahasa Inggris? 2) Bagaimana upaya siswa untuk belajar berbicara bahasa Inggris sebagai konsekuensi dari motivasi berbicara mereka setelah melakukan proyek pertemuan? Pendekatan metode campuran diterapkan. Jenis metode kualitatif dalam penelitian ini adalah studi kasus, selain deskriptif kuantitatif. Jumlah peserta penelitian ini adalah 15 siswa yang terus-menerus bertemu dan berbicara dengan wisatawan berbahasa Inggris setelah menyelesaikan tugas mereka (proyek pertemuan). Hasil penelitian menunjukkan bahwa peran proyek pertemuan adalah untuk mengarahkan siswa agar tidak hanya memiliki motivasi instrumental untuk belajar berbicara bahasa Inggris, tetapi juga memiliki motivasi yang lebih luas yaitu motivasi integratif. Upaya

siswa untuk belajar berbicara bahasa Inggris sebagai konsekuensi dari motivasi berbicara mereka setelah melakukan proyek pertemuan dalam bentuk kegiatan mereka di luar dan di dalam kelas. Kegiatan di kelas berupa perhatian mereka terhadap logat teman sekelas dan dosen, apakah logat mereka mengikuti logat Australia, Amerika atau Inggris. Mereka juga mencatat istilah-istilah yang digunakan dalam percakapan antara mahasiswa-mahasiswa dan mahasiswa-dosen. Upaya di luar kelas berupa konsistensi mereka untuk bertemu wisatawan; beberapa dari mereka mengadakan pertemuan rutin dengan orang asing berbahasa Inggris, mereka mengatur kamp bahasa Inggris, klub berbahasa Inggris, dan sekolah bahasa Inggris. Mereka juga mengumpulkan video tentang aksen Australia, Amerika, dan Inggris serta penggunaan istilah yang berbeda di antara orang Australia, Amerika, dan Inggris

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INTRODUCTION

There are a few problems associated with the students' efforts to master English in Indonesia. First, English is still considered difficult by many learners in connection with its status in school (as a compulsory subject) which requires them to master all skills of it. Sadtono, O'Reilly and Handayani (in Jazadi 2008), in a survey, from 16 junior high schools in four provinces, found that the students' ability and proficiency in the four macro-skills in English is still far below the threshold level. Also, based on one of the authors' experience in classroom, when he studied at senior high school, out of 40 students, just 5 students considered English as an easy subject.

Second, although English has been taught since our country's independence 1945, there are still many people who feel and realize that English is a strange language (Andika & Mitsalina, 2020). This may have contributed to problems such as student's lack of linguistics resources and lack of effective learning (Al-Rawafi & Syihabuddin, 2019).

The difficulties faced by the learners include both English language skills and elements. There are two categories of language skills, productive skills and receptive skills (Endang, 2004). Those skills can be respectively further sub-categorized. Productive skills include speaking and writing, while receptive skills include reading and listening. English language elements are vocabulary, grammar, and pronunciation (Markus, 2004; Pardede, 2019). These difficulties are often seen, as so many students are scared, even to start to learn to speak English (Mappiasse & Sihes, 2014).

For this reason, it is believed that one good way to cope with the difficulties learners face in study is by first of all motivating them (Brown, 2007). When the students are highly motivated, being aware of the importance of English and realizing that it can be mastered step by step, they will be able to solve or cope with the difficulties they face in their subject (Brown, 1994; Ellis, 2003; Nunan, 1999; Root, 1999). In regard to speaking skill, some learners also find various difficulties. These include how to use the words or vocabulary they have memorized, how to use grammar and idioms in speaking, and how to be confident when they meet or speak with those whose English is better than them. In short, the difficulties are categorized into two matters: *what*

to say and *how to say it* (Markus, 2004). To a great extent, by being able to speak English, people consider that somebody has mastered English.

Encounter project is a project designed to allow students to have the opportunities to meet and talk with foreigners (both those who are native and non-native with near native English speaking ability) (Thomas and Legutke in Jazadi, 2008). Therefore, the focus of this research was on analyzing the role of encounter project on learners' motivation to learn to speak English.

Encounter project constitutes a learning activity which enables learners to make direct contact with the native speakers or non-native speakers whose English is native like through interacting, speaking, or interviewing them (Thomas & Legutke, 1991 in Iwan Jazadi, 2008).

"Any successful learner must have high motivation in their learning". "Success bases itself on the motivation of the one who gains it". From the statements above, it becomes evident that motivation constitutes the basic reason why many people become successful. Many researchers have proven the significance of motivation. And, they have defined motivation in different ways but refer to the same meaning.

Gardner (1985 in Degang, 2010) stated that motivation is a combination of desire and effort to achieve the goals of learning that will arouse positive or favorable attitudes towards learning a language. It means that effort really depends on motivation or desire as the effort to learn or to do something is the consequence of motivation leading someone. Gardner is also accompanied by Littlewood's (1995 in Degang 2010) theory of motivation. He stated that motivation is a crucial force which determines whether a learner embarks on task at all, how much energy one devotes to it, and how long one preserves. Howard, Bureau, Guay, Chong, & Ryan (2021) contended that motivation is wish or desire that exists in an individual's inner that stimulates him or her to make a move or to take an action. Additionally, Gardner relates motivation to a sort of central mental 'engine' or the 'central energy' which subsumes want/will (cognition) and task-enjoyment (affection).

Integrative or Intrinsic Motivation

This type of motivation denotes self-applied and constitutes genuine interest of a learner. This concerns a positive disposition toward the second language group community and the desire to interact with and even become similar to the valued members of that society, in other words, it is concerned with the willingness to be like valued members of the language community.

Instrumental or Extrinsic Motivation

This type of motivation constitutes a motivation arousing a result from extrinsic sources like the involvement of rewards or punishments. In other words, it is pertaining to potential pragmatic gains or achievement of L2 proficiency like having a better job of a higher payment or salary.

Speaking Skill

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context (Chaney, 1998 in Kayi, 2006). Speaking is a very crucial skill in language since many people believe that language is not only in written form but also on our lips (speaking or oral form). The ability to communicate well in a language determines the success of the learners in school and their success in later life when they have been back to the society (Kayi, 2006; Mulyani, Dewanti, & Iskandar, 2019).

From the definition given above, it can be concluded that speaking is a skill to express ideas, feelings, opinion and comment by the use of words and sounds of articulation with the aim of informing, entertaining, and persuading commenting on one's words of action etc.

In the context of English as a foreign language (EFL), students try many ways to practice their speaking ability whether in the classroom or outside classroom activities (Arianti, 2021; Iwan Jazadi, 2008b; Rao, 2019). One of the participants in Jazadi's study indicated that studying together with friends in or outside classroom really helped her to improve her speaking ability. Moreover, in the rural people's view, somebody is not acknowledged as being able to communicate if orally she

or he cannot be understood well as many rural people in common convey meaning through speaking.

METHOD

Kartini-Kartono (in Elisa, 2008) defined research design as a way of thinking and acting which are intensely planned to organize research for obtaining its aim. This study was conducted by employing mixed methods approach. The type of the qualitative mode was case study. Johnson (1992 in Nurmawan, 2010, p. 78) states "*case study methodology is flexible and is formulated to suit the purpose of the study. It can vary along number of dimensions*".. According to Anderson (1998), the basic principle of qualitative research is that a good understanding of the world can be gained through conversation and observation. Lincoln & Denzin, (1994 in Anderson 1998) argue that qualitative research involves the studied use and collection of a variety of empirical materials-case study, personal experience, life story, interview, historical, and visual view. The meaning of case study is an investigation toward a problem or case based on its real life context.

This study also employed descriptive quantitative. To find out the dominant type of motivation the participants had as well as the shift of their motivation, the mean scores of their responses to the questionnaire were counted (Riduwan, 2010). According to Saldana (2011) mixed-methods research can be done by, for example, comparing the mean ratings of the participants' responses in a questionnaire. After that, deeper understanding can be gained through interview with the participants regarding their responses in the questionnaire.

The subjects of this study were 15 English department students in the sixth semester at a private university in Indonesia. They were selected because they conducted encounter project before this study was planned to be carried out. Another reason for their selection was, based on the lecturers' recommendation, they continuously went to meet and talk with English speaking tourists even after the completion of their assignment (encounter project). Out of 40 students at the sixth semester of a private university, those 15 students actively met and talked with English speaking tourists even after the completion of their assignment (encounter project). This means that purposive sampling was employed in selecting the subjects.

The data obtained were analyzed by following the techniques of data analysis Miles and Huberman (1984) and Sugiyono (2010) proposed.
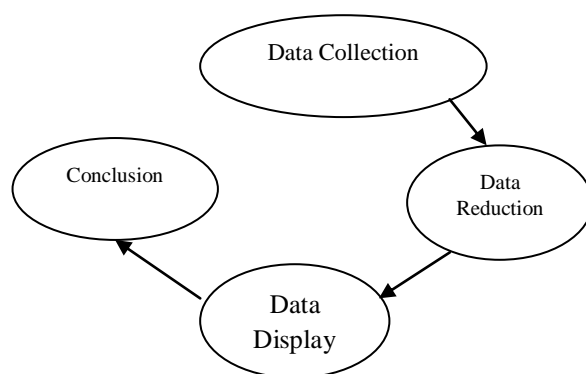

Figure 1. Technique of data analysis

FINDINGS AND DISCUSSION
A. Findings
1. Interview Findings
   The Students' Motivation to learn to speak English before Conducting Encounter Project

Before conducting encounter project, the students spoke English for instrumental purposes. Instrumental motivation is the desire to speak English for getting benefit like incentives or rewards, having a good job and being respected by other people. The students spoke English in order to have good or high score in their speaking exam or assignment. Before conducting encounter project, the expectation of Student-1 was limited to doing her obligation for the speaking class (assignments and the exams). She is in line with Student-7 that when the first time he entered college, he only focused on how to graduate from the college.

"ok, It is only the first time I entered the college and take English Department. I don't really have a big expectation for my skill in especially in my speaking skill I just do my obligation or assignment in class aaa in class and the exams". (Student-2)

Student-3 of this study said that she entered the college and took English Department in order to be respected or known by other people that she could speak English well. This is quoted from her response in the interview.

"ok, aaa hmmm, and it is from I entered this …… I entered this college actually aaa I like English but aaa in this case like many people here……aaa just for style. So, I come ……. I come to this college for speaking English because I want that aaa that many people know that I…… what we call I can well than in order they respect to us especially because everyone will say wow…… it they know that we can speak English". (Student-2).

The Students' Motivation to learn to speak English after Conducting Encounter Project
After conducting encounter project, all of the subjects of this study said the same main importance of English that is for future life. However, the reasons why they really need to develop their speaking ability are various. After conducting encounter project, their motivation to learn to speak English is not only limited to instrumental need (having good score, finding a good job, being respected by other people and furthering higher education), but they more widely motivated that is speaking English for integrative purposes (being involved in the community using the language). One of them said that after conducting encounter project, his motivation to learn to speak English has blown up.

"Before conducting encounter project aaa… maybe I I little didn't….. aaa I didn't interested in speaking but after I aaa entered the aaa the encounter project, my motivation……my motivation is aaa my motivation aaa what we call gonna be what we call aaa blow……blow up". (Student-1).

The expectation to be involved in organizations in other national backgrounds is stated by Student-2 of this study. She also wants to create good communication with the people in the organizations.

"after conducting encounter project , my expectation to speaking ability, my expectation becomes larger. And then I just want to expand my speaking ability to increase my speaking ability and I really want to involve in organization in other countries or national backgrounds. So, I really want to aaa create the relation to good communication". (Student-2).

Student-8 of this study truly has big desire to be involved in the community using the language. After conducting encounter project, she wants to go to the countries where she can meet English speaking people. Moreover, she wants to continue her study there. This is viewed in her response in the interview that is *"after conducting encounter project, I really want to go*

to overseas to aaa…… continue my study, but I think aaa it's impossible and it's very hard to get".

From their responses, it is clear that their motivation is not only limited to talking English for getting good scores in speaking exams and assignments, being a respected person, or having a good job, but they are also motivated to speak English in order to be able to study overseas, be involved in the community using the language, and travel abroad.

The Students' Efforts to Speak English as the Consequences of Their Motivation after Conducting Encounter Project

After conducting encounter project, the students of this study have tried to do various efforts to speak English as the consequence of their motivation change. The data about their efforts was gotten from their responses and also the lecturer's comments. The lecturer is the one who always takes control or searches for ways to help students develop their potency. The ways the students have tried are such as organizing English speaking club, organizing English days, English goes to school, involving English speaking tourists in English goes to school, making small group discussion, and actively going to meet and talk with English speaking tourists.

"aamm they continued to meet native speakers. Aaa we, because we already connected them, we allowed them to have aaa the awareness of the importance of meeting and talking with native speakers or how they change their motivation with integrative and they would continue to do that. So, that's really good way for them to continue aaa or to integrate themselves with the real speakers or native speakers. Moreover, they also organize other activities like English camp, English goes to school, etc as part of our program development". (Lecturer).

"I remember when I have joined in English Club. His name is aaa …. and …… They came from aaa Netherland. He is very tall aaa……. maybe he is about more than two meters. I met them when we had English goes to school in Senior High School 1 Moyo Hulu". (Student-8).

In order to be able to speak native like, the students also pay serious attention to the accents of their classmates and the lecturers. They always try to compare the accents they hear from their friends and lecturers with the accents of the English speaking tourists they have met before. This is because accents really affect the understanding of a hearer. Student-2 stated that she paid attention to the accents of the English speaking tourists coming from England and America as her reference when she met English speaking tourist again. Their pronunciation is different. For example when the American say "/woter/ for water", the people from England say "/wota/". Student-4 also stated:

"I guess……I guess aaa what do say……aaa when……when one of my friends uses the aaa another style, so I pay attention which one aaa whether they are British, Australian or American style. Maybe aaa …….. most of them use aaaa American style when I pay attention to my friends". (Student-4).

2. The Questionnaire Results

To find out the motivation shift and the dominant type of the motivation the students had before and after conducting encounter project, two forms of questionnaire were used. The first was close questionnaire in which quantitative data arose. The other one was open questionnaire in which the students gave deeper information about their motivation to learn to speak English before and after conducting encounter project.

1. **Students' Instrumental and Integrative Types of Motivation before Conducting Encounter Project.**

Table 1.

The comparison between students' instrumental and integrative types of motivation before conducting encounter project

Instrumental Motivation	Mean	Integrative Motivation	Mean
Q1. I mainly focused on speaking English for class assignments and the exams.	3. 73	Q10. Good speaking ability enabled me to understand English movies and music	3.27
Q2. I was interested in speaking English only for my university study, but not for other needs.	3. 40	Q11. Being able to speak English enabled me to participate freely in academic, social, and professional activities among other cultural groups.	2.93
Q3. I was interested in speaking to get university degree of English and a good job.	3. 87	Q12. Native like speaking ability enabled me to behave like native English speakers: e.g. accent and using English expressions.	2.87
Q4. I was studying English as best as I could to achieve maximum proficiency.	3. 87	Q13. Being able to speak English native like enabled me to better understand English and appreciate the ways of life of native English speakers.	2.80
Q5. Being able to speak English well was important for making a knowledgeable person.	7. 38	Q14. Speaking English enabled me to get or keep in touch with foreign acquaintances.	2.73
Q6. Having native-like speaking ability showed that I was an educated person.	3. 47	Q15. Being able to speak English enabled me to be open-minded and sociable person like English people.	2.73
Q7.Being proficient in speaking could lead to more success and achievements in life.	3. 33	Q16. Good speaking ability was important for travelling abroad.	3.00
Q8. I was interested in speaking to further my higher education.	3. 47	Q17. Being able to speak English enabled me to transfer my knowledge to other people: e.g. giving directions to tourists.	3.13
Q9. Being proficient in speaking made other people respect me.	3. 79	Q18. Speaking English enabled me to discuss interesting topics in English with people from other national backgrounds.	2.87
Overall mean score	**4. 03**	**Overall mean score**	**2.92**

Total Mean Score: 6.95

The Students' Comments in the Open Part of the Questionnaire
Speaking English for their higher education

This is the part that the students responded to in accordance to their motivation to learn to speak English before conducting encounter project. Being motivated to speak English in order to further

higher education is included in instrumental motivation. Student-2, Student-3, Student-5, and Student-14 state that they tended to use English only for furthering their higher education.

Speaking English for having a good job in the future

Most of the students tended to learn to speak English for having a good job in the future. Having good speaking ability would make them easy to find a good job. This is because all work opportunities include English for the main requirement.

Student-3 thought that a good job required a good ability in English, especially speaking skill. It is because in big and famous companies, it needs a person who can speak English. She thought the benefit was that to be a good translator or guide to connect those companies with another big and famous company which was led by foreigner. She hoped to work in foreign companies that could provide well-being for her.

Speaking English for being an educated person

Being an educated person is part of instrumental motivation. So the students tended to be instrumentally motivated. Student-2 thought that anybody who studied English wanted to be a knowledgeable person. Student-3 believed that whoever had huge knowledge would be always respected by others. She also thought that people who were knowledgeable will have certain skills. In this case, mastering English and having speaking ability is an outstanding expertise. According to the views of Sumbawanese people, English is very difficult to learn. Therefore, anyone who mastered English would be respected by them. Student-5 stated that being able to speak native-like could make him study hard and respected by people.

2. **The students' instrumental and integrative types of motivation after conducting encounter project**

Table 2.

The comparison between students' instrumental and integrative types of motivation after conducting encounter project

Instrumental Motivation	Mean	Integrative Motivation	Mean
Q1. I mainly focused on speaking English for class assignments and the exams.	1. 73	Q10. Good speaking ability enabled me to understand English movies and music	4.27
Q2. I was interested in speaking English only for my university study, but not for other needs.	1. 93	Q11. Being able to speak English enabled me to participate freely in academic, social, and professional activities among other cultural groups.	4.27
Q3. I was interested in speaking to get university degree of English and a good job.	3. 47	Q12. Native like speaking ability enabled me to behave like native English speakers: e.g. accent and using English expressions.	4.40
Q4. I was studying English as best as I could to achieve maximum proficiency.	3. 67	Q13. Being able to speak English native like enabled me to better understand English and appreciate the ways of life of native English speakers.	4.00
Q5. Being able to speak English well was important for making a knowledgeable person.	3. 27	Q14. Speaking English enabled me to get or keep in touch with foreign acquaintances.	3.93

Q6. Having native-like speaking ability showed that I was an educated person.	3. 27	Q15. Being able to speak English enabled me to be open-minded and sociable person like English people.	3.93
Q7. Being proficient in speaking could lead to more success and achievements in life.	3. 67	Q16. Good speaking ability was important for travelling abroad.	4.00
Q8. I was interested in speaking to further my higher education.	3. 27	Q17. Being able to speak English enabled me to transfer my knowledge to other people: e.g. giving directions to tourists.	3.87
Q9. Being proficient in speaking made other people respect me.	2. 73	Q18. Speaking English enabled me to discuss interesting topics in English with people from other national backgrounds.	4.20
Overall mean score	**3. 00**	**Overall mean score**	**4.09**

Total Mean Score: 7.09

The students' responses in the open part of the questionnaire
Speaking English in order to function in worldwide social life

Student-2 becomes more motivated to be involved in communicating with people coming from other cultural groups. She has an online group that consists of people from other countries and sometimes she is involved in discussion with them. Since the completion of encounter project, she has had some foreign acquaintances and she said that English has helped her to keep in touch with them untill now. She also feels that she is more open-minded and sociable after conducting encounter project. Being able to speak English also enables her to transfer knowledge to other people such as giving directions to tourists.

Studen-3 stated that she can solve problems in learning English not only with peers but also with native English speakers and foreign friends who speak English. She said that she also needs English to maintain relationship with foreigners. Also, by mastering English people can establish relationship with them, sharing experience and knowledge. Giving guidance and sharing experience with other people that cannot understand the language in our place, we should use language that is understood by them in a global language namely English.

Student-5 stated that with English he can enrich his ideas and knowledge. So, he can talk more clearly about the topics. By mastering English, especially speaking, everybody can have good communication with his or her foreign friends. He added that by mastering English he can speak or talk whatever he wants with her friends who can speak English. Further, If we can speak English we can guide the tourists in case they ask us about the tourism objects or to have some conversation with them. When the topic he talks is about English or whatever the topics but need to be discussed in English he said that he is always ready to do it because of mastering or knowing the language (English).

Speaking English following the native English speakers

After conducting encounter project Student-2 speaks English in order for her to behave like native English speakers such the native speakers' accents and using the English expressions. Over the time, we learn about their culture and their language. So, the more we understand the language, the more we have to know about their culture and customs. Moreover, Student-3 stated that she

speaks English in order for her to behave like native speakers of English, e.g. their accent and because she thought that of practice speaking English let alone with a stranger is a good strategy to enable us to speak as the original. It makes us able to imitate the English accent and expression of the original.

Moreover, Student-5 added that when he can speak English as a native does, automatically he can do the expressions as the native's expressions. He also added that by mastering English he can understand the language as the owner of the language and he can appreciate the ways of life of native speakers.

Speaking English in order to easily travel abroad

After conducting encounter project, the students really want to do travel abroad with the English speaking ability they have. Student-2 said that if we want to do travelling abroad, we have to have capital like English without which we will get lost as it is impossible to use our own language there. Student-3 stated that being able to speak English like native makes her understand how the native speakers' life is. To be able to go abroad, she said that she has to have speaking ability in English because the language used in foreign countries is an international language that is English. Student-5 stated that when somebody can speak English fluently it can make him or her easy to have good communication in overseas or abroad.

Speaking English in order to understand English movies and music

Some of the students really paid attention to the English movies and music they hear. Sometimes they intensely listen to the music in English in order to know and imitate the native speakers' accent and pronunciation in the music. Most of them watch English movies because in movie they can directly imitate the pronunciation of the native speakers. Some of them use software that shows both English and Indonesian subtitles that make them easy in understanding the expression used in the movies.

Student-2 stated that she is interested in speaking English in order to understand English movies and music and her ability in speaking is improving as she can directly see her score in speaking before and after conducting encounter project. Student-3 also stated the same that is "due to mastering English I can more easily understand the movies and music in that language as well". Student-5 also added that by mastering English, especially speaking, he can analyze the movies and also can listen to the music in English clearly in terms of pronunciation and the messages of the movies and songs.

The students' conclusion about their motivation to learn to speak English before and after conducting encounter project

The students' conclusions regarding their motivation to learn to speak English before and after conducting encounter project are provided below.

Student-1
Basically, speaking is one modal to be confident in practicing our English. Before we did the encounter project, we spoke English for our assignment for speaking subject. I have no idea about this, but I become more interested to speak English especially with tourists.
Student-8
She studied English only for her class and also my assignment because she never thought that they would have a project to do conversation with foreigner. Before conducting encounter project, she was only focusing on speaking for her class subject and for her university study. She was not interested to study more, especially in speaking because she was not interested to have speaking ability further.

After conducting encounter project, she is very interested in studying English, especially in improving her speaking ability not only for my classroom, but also for being involved in

international organization. Besides that, she wants to get a good job in the future after graduating from this college. That is why she is intense to enhance her speaking ability.

Student-9

After he conducted encounter project, he has some motivation to deepen his understanding about English language. However, it will not change his personal conception that he studies English not just for knowing the language, but also for his business in the future.

Student-10

He has got pretty much what he wants in English. He thinks this world is not small anymore and this is very convenient for him.

Student-14

Before conducting encounter project, she thought that she had to speak English just for speaking test, not out of classroom activities. She thought that it would be useless if she spoke out of classroom because none understood me. She said "English is a foreign language in my country". That is why she just focused on speaking English for assignments and the exams. Moreover, she had never thought to interact with the tourists because she was shy. So, before doing encounter project she had never expected that she would be able to speak and share information with foreigner/tourists freely.

3. The Observation Results

During the observation, the researcher observed the students activities in the classroom and activities outside the classroom. The researcher tried to find their efforts to speak English as the consequence of their motivation after conducting encounter project. Meanwhile, the information about their efforts to speak English before conducting encounter project were gained from the students' responses and the lecturer's comments in the interview. The lecturer was the one who assigned them to do encounter project.

Almost all the students who continuously meet and talk with English speaking tourists upon the completion of their assignment (encounter project) were active and got involved in classroom activities and outside classroom. Those activities constitute their efforts to speak English as the consequence of their motivation to learn to speak English after conducting encounter project. The students' efforts to speak English in the classroom are such as making small group discussion although they had no subject on that day, being active in giving comments to lecturers' and friends' comments when they were asked to give opinions or explanations, asking the meaning of new words they heard from friends and lecturers, and asking the pronunciation of the words they felt difficult to pronounce.

The students' efforts to speak English outside the classroom are such as using English when meeting classmates, organizing English camp, organizing English goes to school, meeting foreigners, watching English movies, listening to English music, using electronic oxford dictionary to check the pronunciation of a word, using English in the dormitory or rent house, etc. These all are done as efforts as the results of their motivation to master English speaking ability not only for class assignments or exams, but also to participate in worldwide social life or organization.

4. The Documentation Results

The documents collected were in forms of the students' pictures and videos of activities inside and outside the classroom after conducting the encounter project. Besides those documents, the researcher also collected the students' videos and pictures during their talks or meetings with English speaking tourists.

After conducting encounter project, some of the students collected videos and movies of English. For example, Student-8 collected videos containing the differences between American, Australian, and British accents and pronunciations. Some of them collected videos containing different vocabulary in America, Australia, and English which is used to refer to the same things in English.

B. Discussion
The Role of Encounter Project on Students' Motivation to learn to speak English

Before conducting encounter project, the students were motivated to speak English in order to complete their speaking assignments and exams. In other words, they were instrumentally motivated. It is indicated by their responses in the interview and questionnaire. After conducting encounter project, the students' motivation to learn to speak English shifted to be more integrative than instrumental.

Before conducting encounter project, the students tended to speak English for instrumental needs (instrumental motivation); they spoke English only to get good scores for their class assignments and speaking examination (Degang, 2010). Besides their responses in the interview, their motivation to learn to speak English instrumentally can also be seen in their responses in the close and open parts of the questionnaire before conducting encounter project.

Their responses in the close part of the questionnaire before conducting encounter project show higher average mean score of their instrumental motivation (M= 4.03) (see Table 1.) than the mean score of their integrative motivation (M= 2.92). This means that they tended to speak English for instrumental needs. They spoke English for these purposes because they only received lessons from campus lecturers who were considered as the ones already getting their success in study and they wanted to follow their lecturers' path. In short, before conducting encounter project, the students' motivation to learn to speak English was still limited to their university study in which they managed to have good speaking ability for some benefits like incentives or rewards through their speaking ability.

However, after conducting encounter project, the students tended to speak English for integrative purposes rather than instrumental in which they speak English in order to be involved in the community which uses the language. They speak English not only to get good scores in their assignments and speaking exams, but they also speak English in order to be involved in foreign companies, share experience with native speakers or non-native speakers of English who ask them about directions or guidance.

The average mean score of their integrative motivation after conducting encounter project is M = 4.09, while the average mean score of their instrumental motivation is lower (M = 3. 00) (see Table 2.). Totally, after conducting encounter project, the students' motivation to learn to speak English is higher than before they conducted encounter project. The result of the questionnaire shows that the overall mean score of the students' motivation to learn to speak English before conducting encounter project is M = 3.47. Meanwhile, the overall mean score of the students' motivation to learn to speak English after conducting encounter project is M = 3.70.

In this case, the students' expectation of being able to speak English well is not merely for their university study, but they also expect that by having good speaking ability, they will be able to travel abroad, get or keep in touch with foreign acquaintances, give directions to tourists, behave as the English native speakers (e.g. their accents and English expressions), and being sociable and open-minded.

In short, the role of encounter is first to improve the students' motivation to learn to speak English and to lead them not only to having instrumental purposes, but to having more or wider purposes that is having the integrative ones.

The Students' Efforts to Learn to Speak English as the Consequence of Their Speaking Motivation after Conducting Encounter Project

Upon the completion of their assignment, the students shifted their motivation to learn to speak English in order to behave or speak native-like. This was revealed through their efforts or activities to study inside and outside the classroom. The students' efforts in the classroom are shown in forms of their attention to their colleagues' and lecturers' accents, whether their accent is Australian, American or British.

This is because before they conducted encounter project, they only followed and imitated the lecturers' styles and accents in speaking. They had no comparison. Notwithstanding, after they conducted encounter project, they tended to follow and imitate the native speakers' styles and accents and also the lecturer' styles who sound native. They compare the lecturers' style and accents with the native speakers' style whom they met during the project and upon the completion of the project. In addition, some of the lecturers graduated from overseas, particularly, English speaking countries. This makes the students believe and follow their style and accents in English, in particular, speaking.

In addition, they pay attention to the terms used in the conversation among students-students and students-lecturers. For example, when one student says "pavement", it means that student is using British term to refer to what Americans say "sidewalk".

The students' motivation to learn to speak English native-like shown in forms their efforts outside the classroom are their activeness to meet tourists-some of them have regular meeting with English speaking foreigners, but some have to go to frequently visited tourist resorts in order meet to talk with English speaking tourists, organize English camp-an activity to develop speaking ability which is organized by the students themselves, and organize English speaking club and English goes to school. Moreover, some of them collect videos of English explaining the differences among Australian, American and British accents. In addition, they also collect English videos explaining the different use of terms among Australian, American and British. Those activities are done by the students in order to achieve their expectation of speaking kill.

In some of the efforts (English camp, English goes to school, English speaking club, meeting tourists, and making small group discussion), activities to promote speaking skill proposed by Kayi (2006) (discussion, role-playing, simulation, information gap, brain storming, story-telling, interview, story completion, reporting, playing cards, picture narrating, and picture describing) are covered

From the findings above, it is distinct that this study is consistent with all of theories about motivation. Theories about motivation indicate that motivation leads students to making efforts to achieve what becomes their expectation. Gardner (1985 in Degang, 2010) stated that motivation is a combination of desire and efforts to achieve the goals of learning that will arouse positive or favorable attitudes towards learning a language. The results of this study have shown that students' motivation to learn to speak English after conducting encounter project has led them to making efforts to achieve their expectation of speaking ability. This study is also in line with the findings of Degang's (2010) in which the results of his study revealed that the subjects were relatively highly motivated, and were even found to be close to be equally motivated both instrumentally and integratively to learn English. However, on a subtler assessment, it is revealed that students are more slightly integratively motivated to learn to speak English.

CONCLUSION

In conclusion, the role of encounter project are first to improve the students' motivation to learn to speak English, second, to lead the students to speaking English not only for instrumental purposes, but it also leads them to speaking English for integrative purposes which is more dominant than instrumental.

The students' efforts to speak English as the consequence of their motivation shift after conducting encounter project were in forms of their activities inside and outside the classroom. Their activities in the classroom are their serious attention to their peers' and lecturers' accents, whether their accent is Australian, American or British. They also paid serious attention to the terms used in the conversation among students-students and students-lecturers. For example, when one student says "pavement", it means that student is using British term to refer to what Americans say "sidewalk". Moreover, they usually make small group discussion when the lecturer does not come on that day.

Their activities outside the classroom are their activeness to meet tourists (some had regular meeting with English speaking foreigners), frequent organization of English camp-an activity to develop speaking ability which is organized by the students themselves, organization of English speaking club, and English goes to school. Moreover, some collected videos of English explaining the differences between Australian, American and British accents. In addition, they collected English videos explaining the different use of terms among Australian, American and British.

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