

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses about literature review that is related with this study and this chapter consists of speaking, motivation, tahfidz, and previous studies.

#### **A. Speaking**

##### **1. Definition of Speaking**

Speaking is a tool to communicate with others. In English skill, speaking is one of the important skills that should be mastered by students. According to Harmer (2015), he stated that speaking is a productive skill through producing, receiving, and processing information. Also, Lestari and Sridatun (2020) stated that speaking is a productive skill to express the idea and communicate with people in every day. Speaking plays an essential component in English learning process to communicate with people.

Futhermore, Purba and Aritonang (2022) stated that speaking is a skill in English language learning that should be learned and practiced by students. Then, Mandasari and Aminatun (2019) emphasized that speaking is an essential ability to be developed by students to achieve the goal in English communication. From those definitions, those can be concluded that speaking is one of skill in English language learning that should be mastered by students, because it can help students to share their opinion or idea in the classroom.

## 2. Types of Speaking

In speaking, there are some types of speaking. According to Brown and Abeywickrama (2018), they stated that the types of speaking, as follows:

- a. Imitative: This type is repeating in practice pronunciation. It only focuses on sound and intonation. This type can develop the students' pronunciation skill.
- b. Intensive: In this type, students practice to speak simply. Students focus on specific vocabulary, word phrases, stress, intonation, and grammar. The activity on this type is like reading aloud or responding to simple pictures.
- c. Responsive: This type bridges students to interact with others. The activity involves short communication or comment about something. It can stimulate students in everyday conversational exchanges.
- d. Interactive: In this level, the task is more complex than previous type. Interactive speaking involves longer communication. In this type, there are multiple participants. The activity of this type is interview, role play, and discussion. This type is able to help students practice speaking for real-word communication.
- e. Extensive (Monologue): Extensive speaking task involves more complex spoken discourse. It includes presentation, storytelling, and speeches. It can help students practice fluency, coherence, and audience engagement.

### **3. Teaching Speaking**

Teaching speaking is a crucial aspect of language learning that aims to develop students' proficiency to communicate effectively in real-life situations. According to Mulyanti et al. (2021), teaching is a process in which a teacher shares knowledge to students. So, the role of teacher in the speaking learning process is very important because teacher plays a central role in guiding and facilitating in the learning process. According to Ur (2024), teacher is able to assist students to teach in speaking class by implementing some strategies:

- a. Group work: Encouraging students in group work can foster them to interact with others. It can reduce their problems in speaking English when they should speak in front of the class, because they have friends when they speak in a group.
- b. Easy language: In the class, teacher should know the students' level of language. The use of vocabulary and grammar should be easy for students to remember, because it can give impact on students to be fluent and to understand in speaking English.

## **B. Motivation**

### **1. Definition of Motivation**

Motivation is a fundamental aspect in language learning. According to Dörnyei and Ushioda (2011), they stated that motivation is defined as influencing the decisions to make choices, persistence, and effort in human action. Then, Widiyanti et al. (2020) stated that

motivation is the key part in driving people to do something more efficiently. Motivation plays crucial aspect in enhancing someone to engage actively in their activities. Moreover, Schunk (2020) defined that motivation is an idea that helps to explain the reason why someone does something to get the goal. From definitions above, motivation is the important part for someone, because it can explain and influence someone to do something with some factors.

According to Gardner's theory in motivation (2006), he stated that people who have motivation, they will effort to get the goal, they have strong desire to achieve their target, and they can enjoy to get it. For second language learners, Gardner has opinion if the effectiveness of teaching process, curriculum, teacher, and instructional planning can influence students' motivation. Even though all of these aspects have an important role in students' motivation, it still comes back to each individual or learner.

Then, assessing motivation in educational field helps teacher understand and respond to students' motivational needs. A widely used tool to measure the students' motivation is Attitude/Motivation Test Battery (AMTB) by Gardner (1985), but in English version is in 2004. According to Istianti (2013), AMTB involves various statements that describe students' insight in teaching-learning of language. From those, AMTB remains a significant instrument in the language education. It provides into the factor of motivation that can influence in the field of

language education. In AMTB, there are 11 scales to measure the students' motivation.

**Table 2 1 AMTB's Scale by Gardner (2006)**

No.	Construct	Scale	Explanation
1.	Integrativeness (It means being open to other cultures and being interested in the foreign language)	Integrative Orientation	Integrative Orientation (IO) measures the desire to learn language because person wants to connect with native speaker.
		Attitudes toward the Language Community	Attitudes toward the Language Community (ALC) measures the students' feelings about the people who speak the target language.
		Interest in Foreign Language	Interest in Foreign Language (IFL) measure the learners' general

			interest in language learning.
2.	Attitudes toward the Learning Situation (It is about students' feeling in the learning environment, such as the teacher and the material used)	Teacher Evaluation	Teacher Evaluation (TEACH) measures students' assessment of teacher.
		Course Evaluation	Course Evaluation (COURSE) measure students' assessment of the language course itself.
3.	Motivation (That is about how strong a students' motivation to learn)	Motivational Intensity	Motivational Intensity (MI) measures students' effort into language learning.
		Desire to Learn the Language	Desire to Learn the Language (DESIRE) measures the students' wish to

			become proficient in the language.
		Attitude toward Learning the Language	Attitude toward Learning the Language (ALL) measure the students' reaction from the experience in the learning language.
4.	Language Anxiety (That is about the students' feeling of uncomfortable when they use language)	Language Class Anxiety	Language Class Anxiety (CLASS) measure anxiety to the classroom setting.
		Language Use Anxiety	Language Use Anxiety (USE) measures anxiety that is related to using language outside the classroom.
5.	Instrumentality	Instrumental Orientation	Instrumental Orientation (INST)

	(It means that students have reasons like getting a job or passing exam to learn language.		measures student who wants to learn study language learning because of the useful for practical purposes.
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## 2. Motivational Orientation

Motivational orientation plays a central concept in Gardner's theory of motivation in second language learners. According to Gardner (1985), he stated that motivation refers to the overall effort, desire, and attitude toward learning language and orientation is a reason to learn second language. There are two orientations that has been explained by Gardner and Lambert (1972), those are integrative and instrumental. In some literatures, those orientations are classified as types of motivation. However, according to Gardner (1985) and Brown (2014), they stated that integrative and instrumental orientation are not types of motivation. So, motivational orientation is not considered a separate "type of motivation" but rather a component of the reason that underlie a learner's motivation.

### a. Integrative Orientation

Integrative orientation refers to a learner's interest to learn second language because of becoming part of the culture of the language community (Gardner, 2006). Students with integrative orientation



view the language that can be as bridge for them to communicate with native speakers and know their culture.

b. Instrumental Orientation

Instrumental orientation involves learning a language because of practical purposes, like career for the future (Gardner, 2006). Students with instrumental orientation will learn foreign language because they realize that the language is important for their future, like getting job.

### **3. The Teacher's Role on Students' Motivation**

In exploring the role of teachers in students' motivation, Harmer (2015) identifies several key aspects that give impact how students engage with learning. These elements are affects, achievements, activities, attitude, and agency. Each elements play a vital role in shaping a motivating classroom environment.

a. Affects

Emotions are crucial for students' motivation. It is important for teacher to help them imagine if they are able to learn foreign language and keep to focus on the goal. Teacher is able to help students to develop the students' confidence by creating engaging activities. To keep students' motivation, teacher can support students in the learning process and ensure their expectations to avoid frustration.

b. Achievements

Teacher should establish the goal for students in teaching-learning process. By setting effective the goal, teacher can encourage students to develop their ability in language learning. Additionally, achievement should be clear and transparent to show the students' accomplishment and the grade is better to reflect effort and progress to keep the students' motivation.

c. Activities

The activities in the classroom play vital aspect in the learning process. Teacher should create the good environment in the classroom. The good environment can make students feel interested in the teaching-learning process. If students are able to enjoy in the class, the students' motivation will be fostered and it can give impact for students in the language learning.

d. Attitude

Students will participate and cooperate with teacher if they believe in teacher's professional competence. This confidence is built through the teacher attitude, preparedness, and the knowledge of subject. It can reflect from the teacher's action, communication, and lesson organization.

e. Agency

Agency is the ability of individuals to take control of their actions and make decision that can influence in their life. In educational context, students typically receive information

passively. But encouraging agency can help students to be active participants in making decision and sharing responsibility.

## **C. Tahfidz**

### **1. Definition of Tahfidz**

Tahfidz is often associated with memorizing Al-Qur'an, which involves remembering and learning Al-Qur'an. According to Adiyani (2023), tahfidz refers to memorization and it can be understood as the process of repeatedly the lesson, weather through reading or listening. Furthermore, Arifin (2018) defined that tahfidz Al-Qur'an is a process designed to keep and preserve the authenticity of Al-Qur'an to prevent forgetting any part of it. Thus, tahfidz Al-Qur'an is the process by which someone memorizes Al-Qur'an, through reading or listening to keep the authenticity.

### **2. Memorization in Tahfidz Class**

Memorization is the activity that is used to enhance the retention and recall information. According to Maming (2023), memorization is a process to enter information into the brain. Then, Indrawati et al. (2019) stated that memorization is the process how someone puts information in the memory. This process involves active engagement and repetition to ensure that the information is retained over time. Moreover, Sönmez (2018) defined that memorization is a cognitive process to reconstruct and reorganize in long-term memory. This process allows someone to

retain information more effectively. From those definitions, those can be highlighted that memorization is the process that involves focusing on the repeating and organizing the information into the brain. In tahfidz class, students are trained to focus, discipline themselves, and develop strong memory skills. The effectiveness of memorization differs for each individual, as some students may excel in mastering vocabulary and achieving their speaking goals, while others may not (Kiswardhani & Ayu, 2021). This variability suggests that personalized approaches may be necessary to optimize learning outcomes for different students in tahfidz class.

### **3. Tahfidz Class at SMAN 1 Prambon**

SMAN 1 Prambon is a school located at Ahmad Yani Street, number 1, Sugihwaras, Prambon, Nganjuk. SMAN 1 Prambon was inaugurated by Mr. Basofi as the Governor of East Java on April 24<sup>th</sup>, 2024. In SMAN 1 Prambon, there are many extracurriculars, but the superior extracurricular in there is tahfidz. The tahfidz program at SMAN I Prambon began during the period of Mr. Imam Mujahit, S.Pd., M.Si in 2018. In that year, Mr. Mochammad Yusuf, S.Th.I, M.Pd as the Islamic Religious Education subject teacher had the initiative to open the tahfidz program. At the beginning of the formation of the tahfidz, there were only a few students interested in joining and they had not received official permission from the principal. However, over time, the number of interested students increased and finally the tahfidz program officially received permission from the principal.

The purpose of establishing this Al-Qur'an tahfidz extracurricular is to accommodate students, especially those who have talent and interest in reciting the Al-Qur'an to be memorized and to train students who do not yet have an interest in talent to love the Al-Qur'an, from initially loving and enjoying it, they can finally be interested in memorizing the Al-Qur'an. Right now, tahfidz at SMAN 1 Prambon has become a large extracurricular and already has 2 instructors, namely Mr. Yusuf and Mrs. Farida. This program has attracted many students, creating an environment that fosters both academic and spiritual growth. There are some benefits when students join in the tahfidz program in SMAN 1 Prambon.

Tahfidz program is very good, because it can make students more disciplined in studying, especially memorizing the Qur'an. Because memorizing will not be successful if there is no discipline. Not only relying on intelligence, but to be successful in memorizing 30 juz must have patience, istiqamah or discipline, and also be closer to spirituality in memorizing Al-Qur'an. Then, tahfidz can increase students' intelligence, so by memorizing it can increase their intelligence, discipline, and character values of students. Therefore, students who take tahfidz are different from students who do not take tahfidz. Such as in lessons, many teachers feel that students who take tahfidz learn more easily and also get good grades. In addition, students who take tahfidz can also get relief from not paying for school, with a

minimum of memorizing 5 juz. Also, many graduates of tahfidz who get scholarships from Kemenag can continue their studies at universities.

Because this tahfidz program is developing well, in the 2020/2021 academic year it was inaugurated when the principal, Mr. Inan Mujahit, S.Pd., M.Si, opened a special class for tahfidz students. This tahfidz is the only program in the Nganjuk Regency Education Office that is equivalent in senior high school (SMA), not islamic senior high school (MAN). Recruitment of students begins when registering new students, where children who really want to enter the tahfidz class can enter the registration link which will have 2 choices, namely the tahfidz class or not the tahfidz class. For students who are interested in the tahfidz class, they can choose the tahfidz class. To be able to enter the tahfidz class, there is no minimum juz, but there is a test that will be tested by Mr. Yusuf. From the test day, students who are able to continue their memorization will be grouped and students who do not meet the requirements will be invited to read first. The mechanism of the tahfidz program at SMAN 1 Prambon is that the tahfidz program is carried out every day after school, after the Asr prayer until 5 p.m. And the method used is to submit memorization to the supervising teacher, read together, and also listen to audio. The assessment of this tahfidz program is based on the number of memorization submissions and discipline.

From those, tahfidz program at SMAN 1 Prambon is a program that can develop the students' ability to memorize Al-Qur'an. Under the guidance of two instructors, Mr. Yusuf and Mrs. Farida, this program is

able to give impact for students in discipline and their motivation in memorization. This program not only supports the students' achievement in academic but also helps students to have the strong religious values.

#### **D. Previous Studies**

Research on the correlation between students' motivation and speaking ability through memorization strategy can be found in research conducted by Alfiana and Wijirahayu (2024) with title "The Relation of Students' Learning Motivation and Their Speaking Performance". The aim of this study is to know the correlation between students' motivation and their speaking performance. The participant of this study is the students in 12<sup>th</sup> grade in vocational high school of East Jakarta, with 130 participants. In collecting the data, the researcher used a questionnaire that consist of two part (motivation of learning and the success of students' speaking skill) and test that is oral test that measured the students' understanding about the topic. This finding of this research was that the correlation coefficient is 0,401. From that, the researcher concluded that there was a positive correlation between students' motivation and speaking ability.

Furthermore, Putra (2017) conducted this topic of this study entitled "The Correlation between Motivation and Speaking Ability". The aim of this study is to investigate the relationship between students' motivation and speaking proficiency at 8<sup>th</sup> grade of SMPN 17 Tangerang. The sample of this research are all the eighth grade of SMPN 17 Tangerang in the academic

year 2013/2014. To collect the data, the researcher used questionnaire to measure the students' motivation and simple speaking test that used monologue text. Then, the finding of this study was that the coefficient correlation is 0,815. So, the author concluded that there was a positive correlation through motivation in students' speaking ability.

Moreover, the research is conducted by Maulana et al. (2018) entitled "The Correlation between Motivation Behaviour and Speaking Ability". The aim of this research is to find out whether or not there is correlation between motivation behaviour and speaking skill at English Students Association. This study used questionnaire that is adapted by Jones (2001) to measure the students' motivation and speaking test by storytelling to collect the data. The population of this study is Students Association of IKIP Siliwangi and the sample of this research is 30 students. The result of this study is there was a weak relationship between motivation behaviour and speaking ability at English Students Association ( $r = 0,045$ ). So, there was no correlation between motivation behaviour and speaking skill.

From those previous studies, there are similarities with the research to be conducted. The first is the aspects that want to be researched, such as speaking ability and students' motivation. The second is the method of the study. The method of the study is correlation. However, there are several differences that will be carried out to investigate "The Correlation between Students Motivation and Their Speaking Skill at Tenth-Grade (Tahfidz Class) of SMAN 1 Prambon. The first is in location and subject of the study. The location is in SMAN 1 Prambon and the subject of this study is at



tahfidz class (tenth-grade). In previous studies, no researchers have focused on research in tahfidz class, especially in SMA (Senior High School). tahfidz class in SMA is very unique because it is different from other schools, most of which have tahfidz class in MAN (Islamic Senior High School). The second is instruments. The instrument for motivation, the researcher adapted from The Attitude/Motivation Test Battery (AMTB) by Gardner (2004).

The researcher wants to examine whether there is correlation between students' speaking skill and their motivation at tahfidz class. Because there are some differences from the result of previous studies above. There were studies that got positive correlation, but there was study that got if there is no correlation. From those results, the researcher is interested to research the correlation between students' motivation and their speaking skill at tenth-grade (tahfidz class) of SMAN 1 Prambon.