

CHAPTER II

LITERATURE REVIEW

This chapter presents about some definitions and theories related to the variables in this research. It elaborates the concept of motivation, self-confidence and students' speaking ability. In addition, this chapter provides some previous study to support the research.

A. The Nature of Motivation

1. The Definition of Motivation

Motivation is an inner concept that keeping someone to go on. It is a popular word that mostly people hear in every situation. It can be from seminar, TV program, *dakwah*, teaching and learning processes and many others. People need motivation to do something. Without motivation, they will feel burden and do not have enthusiasm with everything. Donyei as cited in Septiana argued that the key element of successful language learning is motivation. ¹In addition, Harmer stated that motivation is an important factor to drive someone to achieve something. Motivation plays a central role in teaching and learning processes. In classroom activity, when the students have higher motivation, they will achieve better performance than the students who do not have motivation. Harmer added his opinion about motivation, he

¹ Septiana Kusumaningsih, *A Correlation Study between Motivation and Self Confidence toward Speaking Ability of the First Grade Students of MAN SUKOHARJO in the Academic Year 2016/2017. Thesis*, English Education Department, Islamic Education Teacher and Training Faculty, IAIN Surakarta. 2017, 21.

argued that motivation becomes a positive energy that students need to have to do classroom learning activities.²

The concept of the needs promoted by Brown (1994, as stated by Ausubel), there are six needs that are constructing motivation. Those are:

a. Exploration

Exploration is a need to explore more, to see the object from different views and looking for new knowledge.

b. Manipulation

Manipulation can be said is a need to manage the environment and make a change with the effort.

c. Activity

Activity motivation need a mental and physic thought and movement.

d. Stimulation

It is a stimulus of the social environment which include other people' idea and feeling.

e. Knowledge

It categorized as a need to process the result of the explanation, activity and stimulation to solve a problem.

f. Ego enhancement

It is a need to be known and appreciated by the others. Based on the explanation above, the six needs are used by the researcher to be indicators of blueprint of motivation questionnaire.

² Jeremy Harmer, *The Practice of English Language Teaching*. London: Longman, 1998, 4

2. Types of Motivation

There are two types of motivation, they are intrinsic motivation and extrinsic motivation. According to Schunk, intrinsic motivation is a stimulation that can drive someone to do something without intervention. It means that people can enjoy when they perform something. Because it comes from their desire. Dev stated that intrinsic motivation is a participation and contribution in doing activity purely. The students who have intrinsic motivation can develop their skill and ability independently. For example, in classroom language learning activity, the students can enjoy the course because they don't need to be pushed. This type of intrinsic motivation comes from the inside of themselves.³

Then, the definition of extrinsic motivation is a motivation from outside factors. For example, the students need motivation to pass their final exam, the students need to study hard. Next, an employee who wants financially free and planning for future travel overseas, so they need to hard work and take part time of working. According to Ur, extrinsic motivation can be defined as a drive that influence people of external incentive. The extrinsic motivation can come from rewards and punishments. The students need an external motivation to engage them in the activities of teaching and learning processes.⁴

From the explanation above, both intrinsic and extrinsic motivation become an essential aspect in language learning. It is important because it

³ Septiana Kusumaningsih, *A Correlation Study between Motivation and Self Confidence*, 2017, 24

⁴ Ibid, 26

influence with students' ability and performance in language learning. it can drive students to take a participation and contribution what they should do and take a part.

B. The Concept of Self-Confidence

1. The Definition of Self-Confidence

Self-confidence is a positive attitude of realistic belief. According to Sihera, self-confidence is personal attributes such as optimism, enthusiasm, affection, trust and ability of emotional control. In foreign language learning, self-confidence as a personal aspect that contribute to the achievement of the students. Self-confidence is a belief that someone can achieve a successful performance and being competence. People who believe in their ability and capability can be said that they have self-confidence.⁵

According to Goleman in Mieke, self-confidence defined as the belief in someone's abilities and capabilities. It is about the feeling of how confident we are with our ability in various condition. Self-confidence is almost the same with self-esteem. According to Robbert, self-confidence is how people feel and think about their ability on themselves. Then, self-esteem is how respect people on themselves include self –love or appreciation.⁶

Considering self-confidence is important. The students need to have self-confidence in language learning. because it is important aspect, so the

⁵ Sihera Elaine. *The definition of Confidence*. (Online). 2007. (<http://www.elainesden.org>, accessed on 18 Seotember 2020)

⁶ MitaWahyuni, *CORRELATION STUDY BETWEEN STUDENTS' SELFCONFIDENCE AND THEIR SPEAKING ACHIEVEMENT AT THE SECOND GRADE OF SMP AL-ISLAM SURAKARTA IN ACADEMIC YEAR 2017/2018* ".Thesis, Surakarta: English Education Departement Study Program, Islamic Education and Teacher Training Faculty, 2018, 31.

teacher should build students' self confidence in classroom language learning activity to encourage their interest and motivation during courses. Songsiri stated that self-confidence is the main element that can lead the students to achieve the goals. Especially in speaking skill, the use of self-confidence can drive them to have a better performance. To build self-confidence, it needs a corporation between teacher and students. The teacher needs to create enjoyable learning environment, then the students will easily to be more welcome in the course.⁷

2. The Indicators of Self-Confidence

Regarding to self-confidence, Goleman in Mieke (2007) derived some indicators as follow:

a. Desire and effort

The desire is people' inspiration to do activity of mental and physical activity to reach the goal, and effort is the systematic activity toward performance.

b. Optimistic

Optimistic is a belief about positive thing will happen in the future.

c. Adaptation

Adaptation is the process of adjustment of oneself in different environment without changing personal identity and personality.

d. Motivation

Motivation is a mental strength to achieve the goal with enthusiasm.

⁷ Ibid, 33-35

e. Having and utilizing the superiority

Having and utilizing the superiority are part of self-awareness. It means that people must aware on themselves, whether it comes from capability, superiority and weaknesses.

f. Having physical and mental health

Having these psychological aspects can help someone to prevent themselves from out of control. They can control their emotion in every situation.

g. Autonomous

Autonomous is also called as the independence to make decision without control from other.

These seven indicators will be used by the researcher in the creation of blueprint of students' self-confident questionnaire. So, the questionnaire of self-confidence will cover these seven indicators.

3. The Characteristics of Self-confidence

There are some characteristics that represent people self-confidence. McPheat (2010) argued that people who have self-confidence surely show these characteristics as follow:

- a. They will belief on their capability and competence without finding admiration or acceptance from others.
- b. They don't need to be some other one to be accepted
- c. They will enjoy to face the rejection
- d. Have a good control
- e. They have internal focus (self-efforts and never give up)

- f. They have good and high motivation
- g. They will try to do something with hard effort
- h. They tend to present their ability and capability
- i. They are able to make quick decision and do not need to think any longer.⁸

C. Students' Speaking Ability

1. The Definition of Speaking

Speaking is one of language skill that need to be mastered by foreign language learner. It becomes a tool to communicate in building an interaction each other. According to Harmer the ability to speak fluently and accurately are not only about the features of language, such as lexical and grammatical function, but it is wider than that. Speaking ability is processing information from others.⁹ Brown argued that the focus of speaking ability includes two form, they are language form and function. For the language form, it focuses on how the language can be used accurately based on the pattern, sentence structure, vocabulary and some other language elements. Then, for the language function only focus on the purpose of delivering a message orally and use the language appropriately.¹⁰

⁸ Septiana Kusumaningsih, *A Correlation Study between Motivation and Self Confidence toward Speaking Ability of the First Grade Students of MAN SUKOHARJO in the Academic Year 2016/2017*. Thesis, English Education Department, Islamic Education Teacher and Training Faculty, IAIN Surakarta. 2017, 37.

⁹ Jeremy Harmer, *The Practice of English Language Teaching*. London: Longman, 1998. 98.

¹⁰ H. Douglas Brown, *Language Assessment; Principles and Classroom Practices*. San Fransisco; Logman,, 2001, 267

2. The Component of Speaking Ability

There are some components of speaking ability, they are pronunciation, grammar, vocabulary, fluency and comprehension (Harris:1996). Below are the explanations of each component of speaking ability:¹¹

a. Pronunciation

Pronunciation is the way on how the word pronounced correctly. It includes articulation and phonological process. When someone pronounces the word correctly, it will prevent misunderstanding between receiver and sender. So, the listener can give an appropriate feedback regarding to the speaker.

b. Grammar

Grammar is the pattern on how the language used appropriately. Learning grammar means learning the rules on how the word change and combine it into the right pattern. It drives the speaker to obey the right form. There are many aspects related with grammar field, they are tenses, part of speech, conjunction, preposition, etc.

c. Vocabulary

Vocabulary plays a central role in speaking. The study of vocabulary is taught in all level education of language learning. Because vocabulary is basic skill. Speaking is producing word in correct order. Without vocabulary, of course people have difficulties to communicate effectively.

¹¹ David Payne Harris, *Testing English as a Second Language*, (New York: Mc. Grew Hill Book Company 1969), 81-82

d. Fluency

Fluency is part of components of speaking skill. Fluency means on how people have capability, ability and confidently in speaking. Brown stated that fluently is the ability to use and respond language spontaneously without long pause.

e. Comprehension

Comprehension is the ability to understand the content, context and meaning of the utterance. Comprehension refers on how people understand completely. Then, they can give respond toward speakers' utterance in communication.

3. Types of Speaking Performance

Brown introduced six types of speaking, they are:

a. Imitative

Imitative speaking performance is repeating the style of what teacher or speaker say. It addressed on students' pronunciation ability that include intonation and word stress. Usually, the teacher will drill the students to follow and repeat the word. The drilling process requires the students to pronounce a correct word. Then, they can pronounce the same word later in correct order.

b. Intensive

Intensive speaking performance focuses on the practicing of the language include phonological and grammatical function. The appropriate

activity of intensive speaking performance is group work. Because in group work, every student has the same chance in practicing their speaking ability.

c. Responsive

Responsive speaking performance includes the assessment tasks which allow the speaker to build an interaction with the other, such as small talk, short conversation, asking and giving comments, greeting and many more. The role of the teacher is giving them a comment, question, or feedback.

d. Transactional (dialogue)

The term transactional is almost the same with responsive speaking performance. Because it conveys an interaction each other. But, the difference is for transactional focuses on the purpose of the specific information.

e. Interpersonal

Interpersonal speaking performance is speaking category that focuses in fixing the information. The transfer of the information between speaker and listener need to be fixed. Because this relates with social relationship.

f. Extensive

Extensive speaking performance is the way the teacher gives the students an oral monologue. It can be report, evaluation, short speech, and story telling.¹²

¹² H. Douglas Brown, *Language Assesment: Principle and Classroom Practice*. (New York: Longman 2004), 141-142

D. Pandemic Era and Online Classroom

1. The Definition of Pandemic Era

The term pandemic itself is an epidemic that has spread to various continents and countries worldwide which generally affecting many people. While the term of epidemic itself has been used to describe the increasing number of cases of the disease in a certain area. The term pandemic is used to show the level of spread, not the level of the disease. The case of COVID-19 pandemic is the first case and it caused of corona virus that has existed since the end of last year of 2019.¹³

In Indonesia, the pandemic of COVID-19 affect in some aspects. Not only in health aspect, but also in economic aspect, education aspect, tourism aspect, industrial aspect etc. The spread of COVID-19 is being world crisis. The rise of human infected is dramatically increase over this year. According to the OECD's latest Economic Outlook, they have a prediction that the case of pandemic will be crazy recession of the countries worldwide. Thus, for now we are in real global crisis.

2. The Impact of Pandemic Era in Education

Because of COVID-19 pandemic, the education system is also affected. This crisis brings inadequacies and inequities in education system. Many countries closed the school to prevent the students from the infection of COVID-19. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), based on their monitoring of this case

¹³ <https://www.bbc.com/news/coronavirus>, Online, Accessed on 8 September 2020

stated that over 100 countries implemented nationwide closures which are impacting more than a half of students of world population (UNESCO, 2020 as cited in Onyema and Alsayed, 2020).¹⁴

The effect of pandemic in education system results to school closure. School closure is closing the school from all school activities. School closure can be pros and cons. School closure makes participants more difficult because the transition from traditional learning to online learning. It increases responsibility and awareness from all parties.

E. Previous Studies

There are some previous studies that the researcher uses to support the research. The first previous study conducted by Kusumaningsih in her thesis entitled “A Correlation Study Between Motivation and Self-Confidence towards Speaking Ability of the First Grade Students of MAN SUKOHARJO in the Academic Year of 2016/2017”. The result of this study showed that (1) there was a positive correlation between motivation and students’ speaking ability. The coefficient correlation r - obtained showed higher score than r -table ($0.844 > 0.361$). (2) there was a positive correlation between self-confidence and their speaking ability. The coefficient correlation r -obtained (0.984) showed higher than r -table (0.361). (3) there was a positive correlation of motivation, self-confidence towards

¹⁴ Edeh Michael Onyema et,al, *Impact of Coronavirus Pandemic on Education, Journal of Education and Practice*. 2020, Vol 11(13), 108

speaking ability. The coefficient correlation of r-obtained (0.987) showed higher than r-table (0.361).¹⁵

The second study conducted by Sailan, Yazid and Normawati entitled “The Correlation between Motivation and Self-Confidence on Students’ Speaking Performance at Islamic Religion Education Study Program Faculty of Tarbiyah IAIN Kendari. The result of this study were, (1) there was a significant correlation between motivation and speaking performance of the students with the result of coefficient correlation was 0.769, (2) there was a correlation of self-confidence on speaking ability with the coefficient correlation 0.864, (3) there was a contribution both motivation and self-confidence towards speaking performance 79,5%, r-obtained is 0.795. (4) the better predictor on speaking performance is self-confidence than motivation.¹⁶

The third previous study is the study conducted by Sudirman, Junaid and Tamallo (2020) entitled “The Correlation between Students’ Self Confidence and Speaking Performance”. The result showed that there was no correlation between self-confidence and students’ speaking performance in SMAN EX Pallopo. The evidence showed that p-value (0.088) is higher than 0.05. So, H_a is rejected.¹⁷

The forth, the previous study conducted by Maulana, Wahyuni and Siregar (2018) entitled “The Correlation between Motivation Behavior and Speaking

¹⁵ Septiana Kusumaningsih, *A Correlation Study between Motivation and Self Confidence toward Speaking Ability of the First Grade Students of MAN SUKOHARJO in the Academic Year 2016/2017. Thesis*, English Education Department, Islamic Education Teacher and Training Faculty, IAIN Surakarta. 2017, ix

¹⁶ Zalili Sailan, Yazid A.R.G Yazid A.R.G, Normawati, The correlation Between Motivation and Self-Confidence on Students’ Speaking Performance at Islamic Religion Education Study Program Faculty of Tarbiyah IAIN Kendari, *ELT Lectura*, 2017, Vol 4(1), 1

¹⁷ Andi Mangnguntungi Sudirman, Rusdiana Junaid, Ibo Indira Tamallo, The Correlation between Students’ Self Confidence and Speaking Performance. *Journal of Linguistics and English Teaching Studies*. 2020, Vol 1 (2), 80

Ability”. The result of this study showed that there was a weak correlation between motivation behavior and speaking ability with correlation coefficient showed 0.045.¹⁸

The fifth previous study conducted by Yulis, Antoni and Rasyidah (2016) entitled “The Correlation between Motivation and Their Speaking Skill at 8th Grade in MTs N Rambah”. The result of this study proved that there was a positive correlation between motivation and speaking ability. The r-obtained (0.515) showed higher score than r-table (0.404).¹⁹

The differences between this research with previous study above are, this research has different location of the study. This study will be conducted in SMAN 1 Ngadiluwih Kab. Kediri. This school is one of state senior high school in Kab. Kediri. It is also favorable school to be chosen because of many learner from junior high school in Kab. Kediri continue their education in this school. This school also always motivates the learner to be productive to join the extracurricular subjects that exist and support the learner when they join every competition. Based on researcher’s observation, the facilities are quiet fully equipped. Then, this study has different population and sample. Based on researcher’s observation, the learner of SMAN 1 Ngadiluwih has various characteristics. In English class, especially when the teacher asks them to speak or deliver the opinion, the learners directly confuse with the teacher’s instruction and they don’t know what will they speak about. They prefer to keep silent than to

¹⁸ Diki Maulana, Widya Sri Wahyuni, Detya Siregar, The Correlation Between Motivation Behavior and Speaking Ability. *PROJECT*. 2018. Vol. 1 (2), 115

¹⁹ Putri marinda yulis, Rivi Antoni, Ummi Rasyidah, The Correlation Between Motivation and Their Speaking Skill at 8th Grade in MTs N RAMBAH, *Media Neliti*, 2016. 1

Speak up because they are afraid to make mistakes. Some of the students who have motivation and self-confidence in English class, they can enjoy the course and accomplish the task well. But, for those who have low motivation in learning English, they just join the class without pay much attention. Next, for the sample, the researcher will examine 8 classes with one class is treated as try out class, and 7 classes left are the sample. Because now we are in pandemic era, so the researcher will not take all participants of 10 classes, but the researcher will take 10 students as representation of one class itself. So, each class will have 5 students as representative sample. Then, the total number of sample is 70 participants. Those differences are the specialization that differ with previous studies.