

CHAPTER II

LITTERATURE REVIEW

This chapter presents the concept Motivation, the kinds of motivation, the characteristics of motivated students, language learning, and review of previous studies.

A. The Concept of Speaking Ability

Speaking serves an important part of everyday lives especially in oral communication, since we use speaking to establish a connection with others in order to conduct our lives. Speaking is a productive ability that varies from other English skills such as writing, listening and reading. Through speaking, we can express the message, opinion, thoughts, information, and also our emotions orally.

According to Bygate (1987) "Speaking is the mechanism of social solidarity, of professional and business social construction." It is through their way of speaking that people are most commonly judged. Speaking is also a means through which, including English, a fair amount of language is taught. Speaking is not simply uttering a series of words in their proper pronunciation. Another is said to be a good speaker if he can convey what is well in his mind and make his audience him/her understand (cited by A. S. Putra, 2017).

Through speaking, we can communicate information, share feelings, and show results. Moreover, it is the same as other skills such as listening, reading and writing both to learn to speak in a foreign language. To speak English fluently, students need to

practise a lot. We can also say that it is more difficult to learn to speak than to learn to understand spoken language because the teacher receives more attention for arranging speaking efforts. It takes a longer period for the whole process to develop than it does in listening comprehension.

Harmer (1993) describes contact when it is necessary for the listener to send the listener. After the listener understands the message given, they can respond directly to the speaker. There are as we know, four basic English skills that should be learned. Speaking is one of them. Nevertheless, the use of English communication is generally considered, among other things, to be a primary skill.(A. S. Putra (2017).

According to Horwitz (1986), Speaking is an activity between two or more individuals in which listeners and speakers have to respond to what they hear and make their contributions to deliver or receive the meaning. If there is an interaction between two or more individuals, based on the definition, speaking or occurring. To convey the message to the listeners, it is necessary to express what the speakers want to say as effectively as possible, but if someone intends to say something they should be mindful of creating the meaning to get an understanding from the listener and avoid misunderstanding between the speaker and the listener (cited in Pebriyana (2017).

Ur (1996) also states that the most significant abilities of all four abilities (listening, speaking, reading and writing) appear to be speaking because people who know a language are usually shown as speakers of that language. (cited Damayanti & Listyani (2020). Davies and Pearse (1998) said that the main objective of all teaching of the English language should be to give learners the ability to use English in

communicating efficiently and accurately.

B. The component of Speaking Ability

The language component needs to be known and understood by students. They need to understand the context of the expressions and the function. Five factors have a major impact on the ability to communicate. There are vocabulary, grammar, fluency, pronunciation, and comprehension are available.

Vocabulary is the first linguistic feature. It is really important for students to learn vocabulary, and students need a lot of vocabulary. Vocabulary was made up of the proper and acceptable usage of the term. One of the drastic aspects that allows to speak in English is vocabulary. Hornby (1984) describes that vocabulary as total number of words used in that language. It means vocabulary plays an important role in speaking. We will be unable to learn to communicate without extensive vocabulary.

Grammar is the second language component. One of the essential aspects about language components is grammar. The listener would be a little confused about what we have said if we do not know the corresponding grammar in a sentence. Brown (2001) mentioned that by using the correct grammar, grammar is a collection of laws governing the conventional structure and the relationship of words in sentences, so the listener can know where the action happens when the action happens, who the audience is who the speaker is etc. And beginners don't have to speak the right grammar. They will understand the true meaning of the sentences when they use the proper syntax.

Fluency is the third language component. Speaking is a positive ability to orally repeat words. It means that there is a process for the exchange of ideas between the

speaker and the listener. According to Hornby (1984) fluency is capable of speaking or writing a language, or of saying it easily or fluently, to make it easier for others to understand what he or she has written. Pronunciation is the fourth language component. One of the important aspects about speaking skill is pronunciation. Each word has a sound, and the speakers of the language need to understand these sounds. Therefore the English teacher not only teaches pronunciation well but also makes it possible for learners to imitate the teacher to make a successful pronunciation. According to McIntosh (1987), pronunciation is a function of the considerable ability to systematically use only a limited subset of sounds in any single language. To make our correspondence accepted by our listeners, we should speak out clearly (cited by Amaliah (2019)). And the last language component is comprehension . Understanding is the meaning of comprehension. It means that the speaker and the audience must know what the speaker's intended purpose is when the speaker says something.

C. Basic Types of Classroom Speaking Performance

Speaking is an interactive process of activity that provides or expands knowledge to create meaning during interaction between individuals or groups. It is necessary, therefore to speak fluently, correctly, and understandably. Brown (2000) defines six forms of classroom speaking performance, and there are many speaking performance events.

The first of these is imitative. It appears to imitate a word, phrase, or sentence, an imitative output that focuses on a particular element of the type of language and belongs to an intonation's ability to practice. Imitating is performed not for substantive

interaction, but to concentrate on the essential elements of the language structure, such as pronunciation. In speaking assignments, imitation is based on repetition.

The teacher asks the students to repeat the sentence spoken by the teacher. For example, the teacher will pronounce a word first, "My uncle is reading a book," then the students will repeatedly imitate that sentence until they can correctly say the sentence. Therefore the teacher uses the drilling technique to find opportunities for students to learn difficult words that are difficult to pronounce. They are going to listen and tell you how to pronounce them.

The second is intensive. In speaking, some phonological or grammatical aspects of language are intensively focused on practicing. This type of activity can be started individually, or it can be a form of group work activity where certain forms of language are 'going over by the students. The reading aloud task is an example task of intensive speaking. A scripted dialog with other students or reading a sentence containing minimal pairs can be read for the tasks. In a series of phonological variables and fluency, the teacher will be a corrector to listen to and evaluate the way students speak.

The third is Interaction-related responsive output and measure interpretation of sensitive outcomes, but it's just a brief interaction, such as responses to questions or input from others. These answers are usually satisfactory and substantive. An example of a responsive speaking role is questions and answers. It only consists of one or two interview questions that should be answered by the students. The teacher, for example, read a procedure text about How to make fried rice? to the students. When the teacher finishes reading the letter, he asks the student a question, "What should you do after add the rice?"

Then the student answers, "pour the soy sauce," and they easily and correctly answer the question.

The fourth is Interpersonal (dialogue). Interpersonal communication suggests that rather than sharing information and understanding, interactions are maintained. The performance of interpersonal speaking focuses on role play, where the action of speaking about something is important for making conclusions or sharing ideas. Roleplay creates an opportunity not only to practice communicating in different social situations, but also in different social roles.

The last type is extensive (monologue). Extensive oral presentation, speaking, and storytelling monologue performance, where students have to express and illustrate ideas about their knowledge. It can be organized or improvised by the students doing the monologue.

It can be concluded on the bases of the explanation above that there are many types of speaking sperformance that the researcher can choose to assess their capacity. In this case, since the aim is to measure student's motivation, the researcher will use interpersonal dialogue, which is group performance.

D. The Concept of Motivation

Motivation in everything we are doing is really necessary. It is a strong force for us to get the most out of doing something. In addition, motivation is really required in the process of teaching and learning. Motivation makes it simpler and more enjoyable to teach and learn. It is really good if teachers and students both motivate each other in the process of teaching and learning.

Many psychology experts have given different definitions of motivation. Robbins (1993) stated that motivation is the desire to expend a high degree of effort towards organizational objectives, depending on the potential of the effort to fulfill certain individual needs. That implies that If someone is inspired, he or she will try hard. However if the initiative is channeled in a way that benefits companies, high levels of effort are unlikely to contribute to desirable job performance outcomes. Owens (1991) explains that all those inner striving circumstances defined as impulses, desires, drives and so on are motivated. It is an inner state that triggers or pushes people, there will be no purposeful, coordinated actions by the person without motives, either at work or elsewhere (cited by Amaliah 2019) .

In developing a second language or foreign language, motivation is considered by many as one of the determining factors. The extent of active and personal involvement is determined by motivation. Gardner (1992), on the other hand, explained that motivation differs from orientation but is not highly motivated to achieve that objective. In this case, motivation is a positive power, resulting from the desire to achieve the goal reflected in the orientation, such as seriously learning English in order to get a better job in the future. Students need motivation in relation to the previous statement in order to achieve the objective of language learning, and motivation can come from themselves or their environment.

Scholl (2002) stated that energy behavior is motivation. This attempts to clarify the amount of effort or energy that a person puts into a task. First it directs behavior directly dealing with the direction of one's effort. Second, it deals with the persistence

and consistency of behavior. Anyone interested in understanding, predicting, or influencing individual behavior must begin with a fundamental understanding of human motivation. Motivation initiates behavior or directs it. It can be said that motivation must be involved if someone shifts from the absence of an activity to the performance of that activity. Hunger initiates the search for food; fatigue, and so on, leads to sleep (cited by Yulis et al.(2016).

According to Mahdi (2015) said that motivation is an individual reason for acting in a given way and in a particular situation. It also implies, however that impulse, emotion or desire moves one to a specific action or to do something and keep doing it. Consequently, if a person has a reason to perform an action, he/she has high motivation, and she/he has low motivation for a person who does not have a significant reason (cited by (Sailan et al.(2016).

Motivation becomes a way that happens when someone in his/her life has certain wishes to accomplish certain goals. The purpose would inspire him/her to accomplish it. In our minds, inspiration occurs and influences our bodies to move and act in order to achieve our objectives. Furthermore, learning motivation is the implementation of learning objectives and associated methods, and it is not specifically connected to either extrinsic motivation or intrinsic motivation.

Motivation will offer students a positive impact and effect in order to make them enjoy improving their vocal performance (Isma, 2019). Determine whether the learning process has been successful or has failed. This means that the motivated learner gets a

better chance than someone with poor motivation to excel in their learning activities. Since motivation is an important part/factor in the teaching and learning process that can affect and make the student successfully conduct activities in the learning process (Putra, 2017). It is a helpful reminder that in order to motivate students in any situation successfully and effectively. And motivating behavior is important to include some dimension in the classroom and learning process, particularly in the speech learning process in any meeting in the classroom; positive task orientation, ego participation, need for accomplishment, high expectations, target orientation, perseverance and ambiguity tolerance.

It is concluded from those definitions above that motivation is an Direction and energy to do something. Motivation is a tool for achieving success and has a significant effect on potential success. Giving inspiration to students in the teaching and learning process is a process of pushing and inspiring them to learn. It may also assist students to achieve their goals.

E. Kinds of Motivation

There are two kinds of motivation; intrinsic motivation (the urge to engage in the learning activity for its own sake) and extrinsic motivation (motivation that is derived from external intensives).

a) Intrinsic Motivation

Intrinsic motivation involves the internal motivation to do something for its own sake. Intrinsic motivation refers primarily to affective experience enjoyment of the

processes involved in engaging in an activity. “Students may be motivated to learn from a lesson or activity whether or not they find its content interesting or its processes enjoyable” (Brophy, 2010).

Harmer (2007) says, “Intrinsic motivation is a motivation included in learning situation that originally comes from the need and goals of the students itself”. It means that someone who is motivated for doing something because of his/ her need or goals is called intrinsic motivation. Intrinsic motivation comes from within and operates without any external stimulus. It infers that intrinsic motivation derived from inside of the individual rather than from outside. Intrinsic motivation includes interest, need, desire, and goal.

Interest is important because learning process will go well if someone has an interest like engagement, has been linked to learner attention, comprehension, and achievement. Then, Need is a real or perceived lack of something necessary. The need concept or motivation is for the fulfillment of need is rewarding and requires choices. Furthermore, Desire students will be motivated to learn if they have desire to learn, but if they do not have, they will be lazy to learn. Thus, persons might be motivated by enjoyment of the learning process itself or by a desire to make themselves feel better. Last, Goal can lead someone to do or to avoid something related to goal itself. In teaching learning process, the goal should be understood by the students, because it will be an important motivation for them. If they have particular goal, they have to prepare everything that can help them to achieve their goals.

b) Extrinsic Motivation

Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in task. That means extrinsic motivation is motivation which is influenced by any outside factors. For example, someone is motivated because of good teacher, good environment, etc. Extrinsic motivation is important in teaching and learning process to improve or to support the students in learning English. Brophy (2010) state there are some factors that can increase the extrinsic motivation in teaching and learning as follows:

1) Teacher

Teacher is not only a person who facilitates the student to get knowledge, but also as a motivator who has to motivate students to do learning activities. There are responsibilities of the teacher in motivating students; create a good learning climate, give an appropriate material, vary the method, and the important one is the teachers characteristics, such as; personal teaching efficiency, modeling and enthusiasm, caring and positive expectation.

2) Parents

The factor which influences a lot in learning is parents, because students learn their language and attitude from their parents. Parents with high social economic status seem to instill high achievement motivation in their children, parents who encourage their children to try new things and who reward them for high performs, establish it. On other hand, parents who overly protect their children and punish

them for failure tend to raise children with low motivation.

3) Environment

David (2009) suggested that: “Schools are complex environments where the collective skills, knowledge, and practices of culture are taught, shaped, encouraged, and transmitted. Teachers are challenged to provide affective and explicit instructions that maximizes students acquisition of concepts, skills, and information, and students are challenged to remain attentive, responsive, and engaged to benefit from these instructional opportunities.”

An environment should be considered as an important factor that influences students motivation in learning, for instance, school environment, classroom environment and home environment. Such environment will motivate students to learn in high motivation or low motivation, depends on the quality of the environment it self. Good environment will probably motivate the students better than bad environment. From the statements above, the writer conclude that motivation may come from the inner of the students which is called intrinsic motivation, and from the outer of the students which is called extrinsic motivation. Both intrinsic motivation and extrinsic motivation are important in teaching and learning process. So, in this case, the teachers, as the motivator, have to make the students are motivated internally and externally.

F. Review of Previous Research

Many previous study that carried out relationship between students' motivation and their academic echievement as the topic. It done in different place and time.

Following are the some previous studies that found by the researcher.

First previous study done by Chalernporn entitled “Relationship between Motivation and Students’ English Learning Achievement: A study of the Second-year vocational certificate level Hatyai Technical College Students”. They examine the students’ motivation in low and high achievement and its correlation. They used questionnaire and in depth interview to investigate 140 second-year vocational certificate students in electronics technology program and building construction program in the first semester of the academic year 2016. The conclusion of their study is there significant correlation between motivation and English learning achievement and students have studied English in order to be successful in their future education and career and instrumental motivation was found to have more impact on student than integrative one.

Second previous study from Kitjaroonchai (2018) ”Motivation Toward English Language Learning of Thai Students Majoring in English at Asia-Pacific International University” that finished by Nakhon and Tantip Kitjaroonchai. They examine the type of motivation (integrative or instrumental) that English major Thai students at Asia-Pacific International University have toward the English language learning, and its correlation between their academic achievement. They adapted 20 item motivational survey of Gardner to investigate 137 English major Thai students. The result found that their instrumental motivation was higher than their integrative motivation. The positive correlation also found between students’ learning motivation and their academic achievement.