Chapter Two

Literature Review

This chapter discusses the literature review relating to several previous theories and studies that fit the topic to support the researcher's opinion. There are some important points discussed in this chapter. There are some contents which are discussed in the literature including the definition of motivation, type of motivation, students' motivation in learning English, speaking skill, and motivation in improving English speaking skill.

Definition of Motivation

Motivation has been considered as one of important factors influencing the success of second language learning. Madsa (2012) defines motivation as a business or desire to achieve the goal of learning language and a favorable attitude toward language learning. Many people assume that learning English is very difficult and it considered unimportant. Actually, learning English is not difficult and if the students learn hard then they will get maximum results.

The motivation of learners plays an important part in learning English. Madsa (2012) asserts that motivation in language learning is of particular importance. Learning motivation is to encourage students in learning activities. Motivation is considered very important because it can provide a boost in the classroom to master knowledge. Sadirman (2006) claims that there is the complementary relationship between motivation and learning. In the field of learning and teaching, motivation was found to be the best predictor of student

achievement in two studies investigating the influence of student achievement

factors and the effects of factors on student achievement in learning (Oxford,

Park-Oh, & Sumrall, 2001).

Types of Motivation

The problem that occurs in learning English is unmotivated students.

Someone who does not have the will to do something can be categorized as

unmotivated, whereas a person who has a passion for doing something can be

categorized as a motivated person. It is possible that to measure students' low or

high motivation in learning can be known through students' activities in class.

Motivated students can be seen when students are active in the classroom, while

students who are not motivated will tend to be passive while in the classroom. The

type of motivation could be divided into two majors. According to Mahadi (2012)

motivation can be classified into two big majors, namely extrinsic and intrinsic

motivations.

Intrinsic motivation. There are some experts who have clearly defined

the intrinsic motivation. First, Santrock (2013) defines intrinsic motivation in

terms of drive theory: a basic psychological need that is innately human. Intrinsic

motivation can be caused by learning process itself. Moreover, intrinsic

motivation is the desire to do something that comes from oneself. According to

Vilimec (2010) intrinsic motivation is a motivation that arises from within the

individual without any coercion or encouragement from others and on self-desire.

For instance, students who are interested in learning English speaking skill will

learn about speaking seriously. They will keep learning about speaking either in

the classroom or outside classroom. It is supported by Hakim (2008) that a student who has intrinsic motivation will actively learn by himself. Kaylene and William (2011) stated that intrinsic motivational factors are found to be at work with most students including involvement (the desire to be involved), curiosity (the desire to find out more about their interests), challenge (the willingness to figure out the complexity of a topic), and social interaction (the ability to creat social bonds). Thus, those aspects can be measurement tools to check students' motivation in learning.

Based on those theories above, intrinsic motivation can be assumed as a motivation that emerges from the self and from the student itself. In addition, intrinsic motivation will drive students to improve their effort to learn English. For example, students do not feel confident when speaking English in front of the class because she/he does not have a lot of vocabulary but they want to communicate fluently in English, so she/he is enthusiastic in adding vocabulary and practicing speaking English. They will keep learning about speaking either in or outside classroom. It is supported by Hakim (2015) that a student who has intrinsic motivation will actively learn by himself. This research focuses on the effect of intrinsic motivation which influences students' English speaking skill.

Extrinsic motivation. Extrinsic motivation means something that comes from outside, which means encouragement from others or the environment that stimulates a person to do something. According to Supandi (2011) extrinsic motivation appears when there is some stimulation from another person. In addition, extrinsic motivation is the encouragement from outsides (Brown, 2011).

Moreover, Santrock (2013) states that extrinsic motivation refers to someone or individual who has eagerness to gain something to get reward and to avoid the punishment.

Based on the definitions from some experts above, extrinsic motivation is the drive to get something that is caused by others. For instance, students are lazy to learn and do not want to take the test at school. Then their mother promises to give a gift if she gets good grades. As a result, the student becomes enthusiastic in learning because she wants to get the gift promised by her mother. Consequently, students become motivated to get the highest scores in the class. Then, students must try to get maximum results as expected. This is one of the positive threats that can encourage the emergence of external motivation.

Additionally, there are some factors that influence extrinsic motivation. Pujadi (2007) imposed that there are learning environment, teacher ability, facility, and classroom atmosphere, and stimulation. In addition to extrinsic motivation, there is also intrinsic motivation that could help students in improving their learning process to achieve their goals.

Speaking Skills

Speaking is an activity that a person uses to communicate with others in everyday life. Communication is very important to share ideas, talk to others, feeling the expressions and thoughts. That becomes the reason why people need to speak. According to Akhyak and Idramawan (2013) "speaking is one of the main goals in learning English because it is the ability to transfer some ideas to others

clearly and correctly (p. 76)". Thus, the people can communicate their ideas well to others.

The students will think about which one is better, to talk much with many errors or to think more with better result. It can be answered when the aims of speaking is clearly stated, that is to build meaningful communication. In this case, to encourage learners to talk as much as possible to convey the messages of communication is more important (Malihah, 2010, p. 86). The ability of students in speaking English can be improved on their own when students become more aware of what helps them to learn the language they learn most efficiently. Akhyak and Indramawan (2013) mentioned that the characteristics involved are vocabulary, fluency, grammar, pronunciation, and social culture.

Vocabulary. Vocabulary is a basic component in making structure of speaking skill**.** Vocabulary has an important role as a basic component in making the structure of speaking skill. Tuan and Mai (2015) revealed that students who have little English vocabulary because their English speaking skills is getting low. Furthermore, it can be concluded that mastering as many vocabulary as possible is necessary for students in mastering speaking skill.

Fluency. Fluency is needed in speaking skills because another people who get involved in speaking skill will understand what students say. Harmer (2012) said that feedbacks given by teachers are beneficial for students' learning forever. So the students who fluently speak English will make it easier to communicate English with others.

Grammar. Students who do not have grammar in speaking skills will make themless confident whe speak English. Araki (2015) said that students who know grammar will be confident when they speak English. Learning grammar is a foundation for students' speaking skill.

Pronunciation.In speaking skills the student must have a good pronunciation. Harmer (2012) advised that to learn English speaking skills, students can learn by listening to music and watching movies. It means to learn to speak English is very easy for students and it can be done anywhere.

Socio culture. It is known that language and the sufficiency of cultural knowledge can play an important role in determining the success of a person in communication. Culture has an influence on someone especially in communicating with older people. Indonesian culture emphasizes polite behavior towards older people. For example when someone is talking to people who are considered older they must use formal language and be more polite.

Strategies to increase student motivation in learning speaking skills

Speaking is a medium to convey believes. According to Al Hosni (2014), speaking is the activity in using a language to express meaning. Even though speaking is intermediary to convey the meaning, some students have problems such as less of support, feeling shy, and lack of confidence. On the other hand, some students have the strategies to overcome those problems to improve their motivation.

The strategy for shyness. Saurik (2011) as cited in Nakhalah (2016) stated that learners feel shy when speaking English because they are afraid of making

mistakes. Zua (2012) as cited in Nakhalah (2016) suggested two solutions for this problem. First, the learners need to believe that their teacher or friend will help them when they make mistakes in speaking. Second, the learners need to improve their concentration when learning English, especially in speaking activity. The learners always focus on what they want to say without worrying the mistakes.

The strategy for low self-confidence. To solve the problem, students need to build up or enhance their self-confidence. Baggour (2015) mentioned several steps to build up self-confidence. First, student should have the positive internal talk. To build up self-confidence, students need to think in a positive way. It can affect their speaking performance. Second, student need to stop for comparing with others. Comparing with others is a big mistake. It can make the student just focus on their weakness and forget their achievement. Last, student need to conduct reading aloud and speaking up. Practicing English speaking as much as possible is the essential step to build up self-confidence. Furner, Yahya and Duffy (2005) said that students can raise self-esteem to increase their potential when speaking English.

The strategy for the problem about friends. To solve this problem, the students need to think positive and try to be active in joining the activity during the learning process. Baggour (2015) asserted that thinking positive can make the students have bravery to speak up. Positive thinking about friends can make students closer to their friends then when students have problems they can share to solve the problems.Wolley, Kol, and Bowel (2009) said that sharing the problems with friends is one way for the student to find solutions when

experiencing learning problem. Then, they can be more active in joining friends in activities during the learning process in class and sharing with friends about problems that make them unmotivated.

Review of Related Studies

To support this research, the researcher provides two similar researches relating to the students' motivation to improve their English speaking skill. The first journal focuses on students' motivation to improve English speaking in a course by Becky (2009). The study was conducted among three participants at Junior Middle School in Obesity. Becky used a qualitative research in which the instruments of the study were interview. This research investigated several factors that can influence in improving motivation in learning English in course. The study revealed that there are more impact of motivation towards students' learning achievement. The research indicates that there were several factors that could influence in improving students motivation in learning English. In the personal level, it referred to the courage of students to make new things when speaking in front of many people. The students who have curiosity about something would develop their learning motivation. The second level was the student's deficiency motivation. The third level was the relevant subject matter. In the relevant subject matter, when the students are talking the lesson is going on. Then the previous student's understanding would be relevant to the topic of the talk being learned.

The second journal focuses on improving students' motivation in learning speaking skill by Vilimec (2010). Vilimec did this study in Pardubice, Czech Republic. The study was conducted among five participants in Pardubice. This

research used a qualitative research and Vilimec had two types of data collections that were interview and observation. The result of this study showed that increasing motivation in learning English speaking skill will only emerge in specific areas such as communication process, number of interlocutors, interaction patterns, and teacher. This is very influential for students' motivation of students in improving their speaking.

There are several things that make this research different from Vilimec's and Becky's research. Firstly, this study has a different result. From the results of the Vilimec's research, it was shown that efforts to increase motivation in learning English speaking skills only focused on specific areas such as communication process, number of interlocutors, interaction patterns, and teacher. Then the results of the Becky's research, the research indicates there are several factors that can influence in improving motivation in learning English. In the personal level, was related to the courage of students to make new things when speaking in front of many people. Secondly, the problem in the study is not the same as those two studies. Last, the place, time and participants used in this study are different from those two studies.

Concerning the similarity from two previous studies above, the first is this study focuses on increasing students' motivation in learning English speaking skills. The second is the research instruments used interview to collect the data. The last is factors that cause unmotivated students are external factors.

Conceptual Framework

Conceptual framework explains the related theories that are summarized and wanted to reveal students' motivation to improve their English speaking skill at ELED. The main goal in improving students' motivation in speaking skills is that students are expected to be more active and motivated in the speaking skill. In learning English, speaking skills are necessary especially in communicating. Students should have the motivation to improve their speaking skills in learning English. Motivation arising from the self as well as from the outside is needed by the students. The review of related studies has indicated that to improve good English speaking, student skills must have motivation. There are two kinds of motivation in learning English.

First, extrinsic motivation comes from external factors of the learners. Students learn English because getting support and influence from external elements such as their parents, their teachers, or their friends. They want to get a gift or want to avoid punishment in learning English. Extrinsic motivation is crucial to the students in improving speaking skill. Practice speaking is not easy especially speaking in Foreign Language. It requires someone to encourage them to practice speaking.

The second is intrinsic motivation. Students have strong willingness and curiosity toward English. They learn because they want. They want to get the experience in learning process until they understand about the meaning of learning itself. Intrinsic motivation is also important for students to improve their

speaking skills. It is not easy for students to speak English. So this requires the

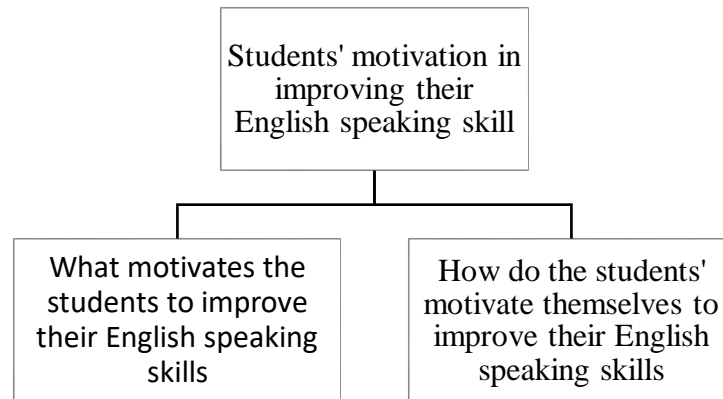spirit that arises from the students themselves to develop speaking skills.

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                    ┌─────────────────────┐
                    │ Students' motivation in │
                    │   improving their    │
                    │ English speaking skill │
                    └─────────────────────┘
          ┌──────────────┴──────────────┐
┌─────────────────────┐     ┌─────────────────────┐
│ What motivates the  │     │  How do the students' │
│  students to improve │     │ motivate themselves to │
│ their English speaking │   │  improve their English │
│        skills       │     │    speaking skills    │
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Figure 1.0 Conceptual Framework