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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Nature of Speaking

a. Definition of Speaking

Speaking is one of the important skills which is needed to be mastered by students. It is one of skills used in communication as an interactive process of sharing ideas, thoughts and feelings in ways that create understanding. It means that learners need to develop their speaking skill.

Through speaking, speakers can share a lot of information to the listener. Torkey (2006, p. 14) believed that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. It means that speaking is a complex skill as the way for sharing information. Moreover, Torkey (2006, p. 13) also stated that speaking is a tool to communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. Therefore, speaking is defined as a productive skill which deals with the way of giving information from the speaker to the listener.

Besides, Febriyanti (2009, p. 8) states that speaking is the way to communicate, it is to achieve a particular end, expressing a

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wish or desire to do something; negotiating or solving a particular problem; or maintaining social relationships and friends, etc. It illustrates clearly that speaking is one of the ways to express speaker's idea, share information, maintain social relationship and also influence the listener to do something.

From the definitions above, it can be concluded that speaking is a tool of communication to express ideas, opinions, and feelings to others in order to make and maintain interaction and social relationship.

b. The Functions of Speaking

Speaking is an essential skill that being used to communicate, it is one of the ways to express speaker's idea, share information and also influence people to do something. Luoma (2004, p. ix) also argues that from our spoken performance in foreign language, it can reflect our personality, our self image, our knowledge of the world and our ability to reason and express our thoughts. Therefore, speaking plays significant role for language users in oral communication.

Furthermore, Brown and Yule (as cited in Richards, 2008, p. 21) states the functions of speaking are classified into three kinds; talk as interaction, talk as transaction, and talk as performance. Each of these activities has different form and function and it also requires different teaching approaches.

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1) Talk as Interaction

Talk as interaction refers to conversation and describes interaction that serves a primarily social function. When people meet each other, they exchange greetings, engage in small talk, recount, recent experiences, and so on because they wish to be friendly and to establish a comfortable interaction zone with others. The focus of talk as interaction is more on the speakers on how they wish to show themselves to others compared than focus on the message.

2) Talk as Transaction

Talk as transaction refers to situations where the focus is on what is said or done. The central focus is to ensure listener understands the message accurately. Talk as transaction does not focus on the speakers but rather on the message.

3) Talk as Performance

Talk as performance refers to public talk which is talk that transmits information before audience, such as classroom presentation, public announcement, and speech. Talk as performance tends to be in the form of monologue rather than in the form of dialogue, often follows recognizable format, and it tends to written language than spoken language.

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From those explanations, it can be concluded that there are many functions of speaking. So, it is very useful and valuable for English students to master speaking skill.

c. Micro- and Macro-skills of Speaking

Brown (2003, p. 142) stated that there are two major skills of speaking; micro-skills and macro-skills. The micro-skills in speaking refer to producing the smaller chunks of language, such as phonemes, morphemes, words, collocations, and phrasal units (Brown, 2003, p. 143). Meanwhile the macro-skills in speaking imply the speaker's focus on the larger elements; fluency, discourse, function, style, cohesion, nonverbal communication and strategic options.

Micro-skills (Brown, 2003, pp. 142-143):

- 1) Produce differences among English phonemes and allophonic variants.
- 2) Produce chunks of language of different lengths.
- 3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- 4) Produce reduced forms of words and phrases.
- 5) Use an adequate number of lexical units (words) and accomplish pragmatic purposes.
- 6) Produce fluent speech at different rates of delivery.

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- 7) Monitor one's own oral production and use various strategic devices –pauses, fillers, self-corrections, back-tracking– to enhance the clarity of the message.
- 8) Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- 9) Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.
- 10) Express a particular meaning in different grammatical forms.
- 11) Use cohesive devices in spoken discourse.

In micro-skills, students would possess the sub-skills of speaking when they produce the language naturally and fluently in different lengths, and different rates of delivery. According to Putriani (2015, p. 15), the sub-skills in micro-skills are not representative enough to help students in higher education institution better perform the language. It is because the micro-skills cannot fulfill the needs students to get involved and to perform the language in the highest level of discourse in varied conversations and occasions, but the macro-kills do.

Macro-skills (Brown, 2003, p. 143):

- 1) Appropriately accomplish communicative functions according to situations, participants, and goals.

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- 2) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and – yielding interrupting, and other sociolinguistic features in face-to-face conversations.
- 3) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
- 4) Convey facial features, kinesics, body language, and other nonverbal cues, along with verbal language.
- 5) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

From those explanations, the writer concluded that the macro-skills of speaking are more complex than micro-skills of speaking. The macro-skills are appropriate to help students in higher education institution to perform the language well.

d. Analyzing Speaking

There are five aspects which are generally recognized in analyzing speaking. Hughes (2003, pp. 131-132) stated there are five aspects in analyzing speaking as follows:

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1) Pronunciation

Pronunciation includes the segmental features of vowels, consonants, stress, and intonation patterns. Pronunciation is the way of certain sounds is produced. In communication process, one need to pronounce and to produce the words uttered clearly and correctly in order to avoid miscommunication. It means that pronunciation is an important element in speaking. It is because speaking deals with the production of sounds. By learning pronunciation, the students know about how to produce the word correctly.

2) Grammar

The important thing in speaking is the messages that want to be conveyed to the listener. Although people do not focus too much on the grammar of their utterance, it becomes a need that the speakers also have to notice the grammar itself when speak to others.

3) Vocabulary

Vocabulary is a must when someone wants to convey his/her thoughts, feelings, or views to other people. Without mastering vocabulary, someone will face the difficulties in conveying his/her thoughts, feelings, or views to other people.

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4) Fluency

The fluency of someone when speaking might draw that he or she is able to speak well. But, it needs to be noticed that intelligibility of the words pronounced is also important. Luoma stated, “Definitions of fluency often include references to flow or smoothness, rate of speech, absence of excessive pausing absence of disturbing hesitation markers, length of utterances, and connectedness” (Luoma, 2004, p. 88). In addition, Luoma also stated that fluency is the ability to talk freely without too much stopping or hesitating. At the level of someone’s fluency when speaking, it can be seen whether he or she speaks natural without some hesitations about what he or she would like to say.

5) Comprehension

The last element of speaking is comprehension. Comprehension is a key feature in the successful teaching for the intended meaning of written or spoken communication.

Based on the explanation above, it can be concluded that the components speaking skill consists of many aspects, such as pronunciation, grammar, vocabulary, fluency, comprehension, and each of them is related to each other. Those aspects are also the part of speaking assessment in measuring the students’ speaking performance.

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e. Problems in Speaking

There are some problems faced by students in speaking, they make the students difficult to speak. Ur (1996, p. 121) stated clearly some problems in getting learners talk in the classroom.

Those problems are as follows:

1) Inhibition

Unlike reading, writing, and listening activities, speaking requires some degrees of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistake, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

2) Nothing to Say

Even if the learners are not inhibited, they often complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3) Low or Uneven Participation

Only one participant can talk at a time if she or he is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by tendency of some learners to dominate, while others speak very little or not at all.

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4) Mother-Tongue Use

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it; because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less ‘exposed’ if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes – particularly the less disciplined or motivated ones- to keep to the target language

From Ur’s explanation, it can be concluded that the teacher should help the students to solve those problems in teaching speaking. Moreover, Ur also gave some solutions used by the teacher to solve those problems: use group work, base the activity on easy language, make a careful choice of topic an task to stimulate interest, give some instruction or training in discussion skills, keep students speaking the target language.

f. Activities to Promote Speaking in the Classroom

Teaching speaking is very important to develop students’ communication ability. According to Amelia (2016, p. 127), teaching speaking is vital, the teacher can use speaking skill as the barometer to check how much the students have learned. To create classroom speaking activities that will develop communicative competence, teachers need to incorporate a purpose and an

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information gap and allow for multiple forms of expression. Here are some activities that can be done in the speaking class to promote speaking according to Kayi (2006):

1) Discussion

This activity is mostly used by the teacher to teach speaking in the classroom. For efficient group discussion, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Through this activity, the students can share their ideas actively and finally the teaching process can be communicative. As Kayi (2006) said in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

2) Role Play and Simulation

One other way of getting students to speak is role-playing. Role play is often designed for pairs but can also involve more people (Solcova, 2011, p. 93). Students pretend they are in various social contexts and have a variety of social

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roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

Simulation is very similar to role-plays but what makes simulation different than role plays is that they are more elaborate. In simulation, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Besides, Solcova (2011, p. 93) also argues that simulation is a kind of role play with the only difference that learners use real objects which teachers and/or learners bring into the class to make the situation more realistic.

Role plays and simulation have many advantages. First, since they are entertaining, they motivate the students. Second, Harmer suggested that role play and simulation increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility (as cited in Febriyanti, 2009, p. 14).

3) Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information.

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Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

4) Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

5) Storytelling

The activity of storytelling can foster students' creative thinking. Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Storytelling helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way,

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not only will the teacher address students' speaking ability, but also get the attention of the class. Solcova (2011, p. 89) also argues that storytelling is one of the techniques that can be employed with learners at any level to increase their fluency. This is because stories are a good opportunity for learners to practice longer stretches of discourse.

6) Interview

Students can conduct interview on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interview with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interview, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

7) Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed

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to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

8) Reporting

The activity of reporting can make students more active and confident in speaking. Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

9) Playing Card

Playing card is one of communication games. As Applebaum (2007, p. 268) stated that by learning through communication game, students will be more motivate to learn and use the target language. The teacher can make some groups in the classroom. Then, gives some cards represent specific topic. Every group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather,

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students ask open-ended questions to each other so that they reply in complete sentences.

10) Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

11) Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

12) Find the Difference

For this activity students can work in pairs and each couple is given two different pictures. For example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

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Kayi (2006) also gave some suggestions for teachers in teaching speaking:

- 1) Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- 2) Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- 3) Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- 4) Indicate positive signs when commenting on a student's response.
- 5) Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- 6) Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
- 7) Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- 8) Involve speaking activities not only in class but also out of class; contact parents and other people who can help.

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9) Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.

10) Provide the vocabulary beforehand that students need in speaking activities.

11) Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

g. The Types of Students' Speaking Performance

Not only knowing the activities to promote speaking in the classroom, the teacher also has to know the types of speaking performance that can be done by the students. By knowing them, the teacher can choose an appropriate type for the students. There are six categories apply to the kinds of oral production that students are expected to carry out in the classroom according Nunan (2003, p. 271): imitative, intensive, responsive, transactional, interpersonal and extensive. Moreover, Brown (2003, p. 141) explained five types students' speaking performance. Those five basic types are as follows:

1) Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. It is the ability to simply parrot back (imitate) a

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word or phrase possibly in a sentence. This is a purely phonetic level of oral production. A number of prosodic, lexical, and grammatical properties of language may be included in the criterion of performance.

2) Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It is the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationship (intonation, stress, rhythm, juncture). Directed response tasks, reading aloud, sentence and dialogue completion, and translation up to the simple sentence level are the examples of intensive speaking.

3) Responsive

Responsive speaking performance includes interaction and test comprehension but at the somewhat limited every level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. In responsive speaking, the students are given more opportunity to produce meaningful language in response.

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4) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of *transactional* language, which has the purpose of exchanging specific information, *interpersonal* exchanges, which have the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a causal register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions. There are some activities of interactive speaking, they are interview, role plays, discussion, and also games.

5) Extensive (monologue)

The last type of speaking is extensive (monologue). The activities like speeches, oral presentations or storytelling are belong to extensive speaking.

Based on those five types of speaking, it can be concluded that the students need to master the pronunciation, fluency, vocabulary, grammar and also comprehension to show a good speaking performance.

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2. Nature of Motivation

a. Definition of Motivation

Every person has internal conditions which give impact in daily activities, particularly to perform something. One of those internal conditions is motivation. According to Uno (2013, p. 1), motivation is the basic propulsion that drives someone to act. Besides, Schunk (2012, p. 8) define that motivation is the process of students to conduct activities based on their goal. From Schunks' definition it can be concluded that motivation is known as a process rather than a product. As a process, we cannot immediately observe someone's motivation, but it can be concluded from many behaviors. Schunk (2008, p. 6) stated that motivation is the process whereby goal-directed activity is instigated and sustained. Besides, he also stated that motivation is an increase in the number/probability of behavior occurring from the repetition of behaviors in response to stimuli/ as a result of reinforcement (Schunk, 2008, p. 33).

Brown (2000, p. 160) defined motivation completely based on three different perspectives:

- 1) From behavioristic perspective, motivation is seen in very matter of fact terms. It is quite simply the anticipation of reward. Driven acquire positive reinforcement, and driven by previous experiences of reward for behavior, we act

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accordingly to achieve further reinforcement. In this view, our acts are likely to be at the mercy of external forces.

- 2) In cognitive terms, motivation places much more emphasis on the individual's decision. Schunk (2012, p. 6) concluded that cognitive theory perspectives about motivation have attention to the individual's goal.
- 3) A constructivist view of motivation places even further emphasis on social context as well as individual personal choices. Each person is motivated differently, and will therefore act on his or her environment in ways that are unique. But these unique acts are always carried out within cultural and social milieu and cannot be completely separated from that context. Moreover, Brown (2000, p. 162) represents three views of motivation clearly:

Table II.1
Three Views of Motivation

Behavioristic	Cognitive	Constructivist
Anticipation of reward.	Driven by basic human needs (exploration, manipulation, etc).	Social context.
Desire to receive positive reinforcement.	Degree of effort expended.	Community.
External, individual forces in control.	Internal, individual forces in control.	Social status and security of group.
		Internal, interactive forces in control.

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In learning foreign language, learners also should have some of three levels of motivation. Motivation is something, like self-esteem, be global, situational, or task-oriented (Brown, 2000, p. 162).

From those definitions above, it is concluded that motivation is a desire and energy to do something. Motivation has a great influence to help someone to perform well, because motivated someone will do anything and better effort to achieve something.

b. Role of Motivation

Motivation is very crucial to the students to strength their performance. Regarding with that idea, Uno (2013, p. 1) stated that motivation is a power; from internal or external that gives propulsion for each individual to act or perform something. Students who have strong motivation will try to give good performance in their learning process. Uno (2013, p. 3) also stated that motivation is internal propulsion in doing better behavior alteration to achieve some needs.

Moreover, motivation gives main contribution in determining students' successful. Brown (2000, p. 160) stated that success in any task is known that someone is 'motivated'. Moreover, Brown also stated that a learner will be successful with the proper motivation. It explains clearly that motivation is very crucial in learning process.

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Students who have motivation will try to study hard and also gives good performance in learning process. Those students will struggle although they face difficulties. Regarding with that idea, Santrock (2004, p. 510) has said that motivation is the process that gives spirit, direction, and persistent behaviour. Motivated behaviour filled by energy, directed and will be durable.

From those explanations it can be concluded that motivation gives strong influence to students' performance. It can drive someone to act or perform something. Finally, motivation becomes one of main factors in giving spirit to every student who has it to perform something.

c. Kinds of Motivation

From a motivational point of view, motivation is divided into two; intrinsic and extrinsic motivation.

1) Intrinsic Motivation

Intrinsic motivation is a motivation that comes from the individual. Uno (2013, p.33), stated that intrinsic motivation is the motivation that comes from within the individual, not influenced by the environment. This motivation arises unaffected by the rewards of the deed, and there is no need to punish not to do so. Gardner notes that motivation in learning language is perceived to be composed of three elements; effort, desire and affect (as cited in Wimolmas, p. 906). Effort refers to the time

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spent studying the language and the drive of the learner. Desire indicates how much the learner wants to become proficient in the language, and affect means the learner's emotional reactions related to language study. Deci (as cited in Brown, 2000, p. 164) defined intrinsic motivation as follows:

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward... intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feeling of *competence* and *self-determination*.

Individual who has strong intrinsic motivation will try to reach the goal without any propulsion from outside. Santrock (2004, p. 515) argued intrinsic motivation is the internal motivation to do something for the sake of something itself (the goal itself). Then, he also stated that there are two kinds of intrinsic motivation; intrinsic motivation of self-determination and personal choice, second, intrinsic motivation of optimal experience. Besides, Amelia (2016, p. 78) defined that intrinsic motivation is a motivation that comes from each learner intrinsically because of the own desire to perform a specific task. It can be concluded that intrinsic motivation does not require external stimulation because it already exists within the individual itself.

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2) Extrinsic Motivation

Extrinsic motivation is a motivation that is stimulated by other factors from outside. It is doing something to get something else (how to achieve goals). According to Ur (1996, p. 277), “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”. Santrock (2004, p. 514) also argued that extrinsic motivation is often influenced by external incentives such as rewards and punishments. Besides, Uno (2013, p. 33) said that extrinsic motivation arises because of punishment or does not arise because of the absence of punishment. The reward of an act will strengthen its motivation, while the punishment will weaken it.

Extrinsic motivation is the motivation to engage in an activity as a means to achieve a goal. Extrinsically motivated individuals perform tasks because they believe that such participation will lead to desired consequences, such as a prize, teacher accepting, or avoiding punishment. Brown (2000, p. 164) stated that extrinsic motivation is carried out on anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback.

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Which form of motivation is more powerful? Intrinsic motivation is more powerful than extrinsic motivation, especially for long-term retention (Brown, 2000, p. 164). Besides, Uno (2013, p. 4) argues that intrinsic motivation is stronger than extrinsic motivation. Schunk (2008, p. 359) said that intrinsic and extrinsic motivations depend on time and context. Both characterize individuals at a given time in relation to a particular activity. The same activity is can be intrinsically or extrinsically motivates different people.

From those explanations above, it could be concluded that intrinsic motivation is more powerful than extrinsic motivation. Intrinsic motivation does not require external stimulation because it already exists within the individual itself, people who motivated intrinsically would have a strong desire to achieve the goal. On the other hand, extrinsic motivation needs other factors from outside. In other words, the desire to perform a task is controlled by an outside factor.

d. The Characteristics of Motivated Students

Motivated student is one who is willing or even eager to invest effort in learning activities and to progress (Ur, 2009, p. 274). Some professionals infer the presence of motivation from the behavioural indicators (Schunk, 2008, p. 17):

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- 1) Choice of task, or interest, when students have a choice, what they choose to do indicates where their motivation lies. This is an important indicator, students can demonstrate their interest by what they do (or say that they do) in and out of school when they have free time and can choose among activities.
- 2) Effort, students motivated to learn are apt to expend effort to succeed. Students motivated to learn are likely to expend greater mental effort during instruction and employ cognitive strategies they believe will promote learning.
- 3) Persistence, or time spent on a task, students motivated to learn are more likely to persist, especially when they encounter obstacles. Persistence is important because much learning takes time and success may not readily occur.
- 4) Achievement, students who choose to engage in a task, expend effort and persist are likely to achieve at higher level.

Moreover, Ur (1996, p. 275) gave some characteristics of motivated students:

- a) Positive task orientation: the student is willing to do tasks and challenges, and has confidence in his/her success,
- b) Ego-involvement: the student finds the task important to succeed in learning in order to maintain and promote his or her own self-image,
- c) Need for achievement: the student has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do,
- d) High aspirations: the student is ambitious, goes for demanding challenges, high proficiency, top grades,
- e) Goal orientation: the student is very aware of the goal of learning, or of specific learning activities, and directs his or her efforts toward achieving

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them, f) Perseverance: the student consistently invests a high level of effort in learning, and is not discouraged by setbacks or apparent lack of progress, g) Tolerance of ambiguity: the student is not disturbed and frustrated by situations involving a temporary lack of understanding or confusion; he or she can live with these patiently in the confidence that understanding will come later.

e. The Indicators of Students' Motivation in Learning

From previous explanations, it has been stated clearly that motivation can make someone do or perform something. In terms of motivation in learning English, there are some indicators of motivation in learning English. Hamzah B. Uno (2013, p. 23) classified the motivation in learning is indicated by the process of the following:

1. The interest to be successful
2. The motive and need to learn
3. The desire of future achievement
4. The appreciation in learning
5. The interesting activities in learning
6. The conducive environment that makes students comfortable

In this research, the writer only took some indicators of motivation in learning English based on three indicators by Gardner; students have strong effort, desire, and also have good affect in learning English.

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3. Motivation in Learning English and Speaking Performance

Motivation has positive relationship with goal which emphasizes on performance (Schunk, 2008, p. 7). Moreover, motivation also gives strong contribution to someone's performance (Uno, 2013, p. 30). Besides, Putriani (2015, p. 53) also argues that one of the factors to influence speaking performance is motivation. In her book (2015, pp. 53-54) she stated:

“Performing or producing speaking in foreign language context is difficult when it requires its learners to master a wide range of skills and competences. Language learners will keep their language in silence. This is so much serious problem to be solved. But, how? One of the answers is motivation. Motivation helps language learners produce the language. Not a doubt anymore, that motivation is crucial in speaking especially to make its learners want to produce this oral language production”.

Based on those explanations, it can be concluded that motivation in learning is very crucial in giving contribution to someone's performance. If students have high motivation in learning English, it can help them to give good speaking performance. In other word, someone who has high motivation in learning English disposed to try to give good speaking performance.

Motivation in learning English is one of affective factors that will influence students' speaking performance. It was proved by Irmawaty's research (2013), she concluded that motivation in learning English gives contribution to speaking skill. She also said that if the students have high motivation in learning English they will interest to

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speak English and finally they will show a good speaking performance. However, students have less motivation in learning. They will not interest to speak English.

Additionally, Ur (1996, p. 120) stated that the following characteristics are common in successful speaking:

1) Maximum Foreign Talk

One common problem in speaking performance is that students often produce one or two simple utterances in the foreign language and spend the rest of the time chatting in their native language. Another common problem is that the teacher talks too much of the time. In successful speaking activity, the students talk a lot in the foreign language. As much as possible of the period of time allocated to the activity is in fact occupied by learner talk.

2) Even Participation

Whether the speaking performance takes place among the whole class or in small groups, a successful performance should encourage speaking from as many different students as possible. The activity should be designed in a way so that the outspoken students do not dominate discussion, all get a chance to speak, and contributions are fairly evenly distributed.

3) High Motivation

Students are eager to speak, when the topic is interesting or there is a clear objective that must be reached. Again great care

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should be taken to make sure that the speaking performance task is in line with the students' ability to deal with the task. If the task is too easy, the students may think it is childish and thus lose interest.

4) Right Language Level

The task must be designed so that students can complete the activity successfully with the language that they have. Students can express themselves in utterances that are relevant, easily, comprehensible to each other, and of an acceptable level of language accuracy. If the students lack too much of vocabulary, the performance will become frustrating and the students are likely to give up or revert back to the native language.

From Ur's point of view, it can be seen that one of the characteristics of successful speaking is having high motivation. If the students have high motivation in learning English, it can influence their speaking performance. So, it can be seen that motivation in learning English is very crucial in speaking performance. Many students did not want to improve their speaking performance by practicing after the class, they did not want to arrange schedule to practice English, and they also did not try to participate actively in speaking class. Those are the indicators of low motivation by the students which make them hard and cannot perform their best speaking activities. It is assumed that motivated students will not face those problems.

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4. Assessing Speaking and Assessing Students' motivation in Learning English

According to Putriani (2015, p. 17), through speaking performance, our acquisition could be tested. To know students' speaking performance, the teacher can use many types of students' speaking performance. Brown (2003, p. 141) describes five basic types of speaking, they are imitative, intensive, responsive, interactive, and extensive (monologue). Furthermore, Putriani (2015, p. 17) also argues that to receive input from speaking assessment, speaking performance needs to be tested. There are five aspects in assessing speaking (Hughes, 2003, pp. 131-132): pronunciation, grammar, vocabulary, fluency and comprehension. Those aspects were in line with the indicators of speaking performance in School Based Curriculum (2004, p. 18). Then, each aspect is rated into some scales in order to know students' speaking performance. Here is speaking rubric to assess students' speaking performance (David P. Haris as cited in Azzahroh, 2015, pp. 32-34):

Table II.2
Speaking Rubric Assessment

Aspects	Criteria	Scale
Pronunciation	1. Have few traces of foreign accent	5
	2. Always intelligible, though one is conscious of a definite accent.	4
	3. Pronunciation problems necessitate concentrated listening and	3

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	occasionally lead to misunderstanding.	2
	4. Very hard to understand because of pronunciation problems. Most frequently be asked to repeat.	1
	5. Pronunciation problems to severe as to make speech virtually unintelligible.	
Grammar	1. Makes few (if any) noticeable errors of grammar or word order.	5
	2. Occasionally makes grammatical and/or word-order errors which do not, however, obscure meaning.	4
	3. Makes frequent errors of grammar and word order which occasionally obscure meaning.	3
	4. Grammar and word-order errors make comprehension difficult. Most often rephrase sentence and/or restrict himself to basic patterns.	2
	5. Errors in grammar and word-order so severe as to make speech virtually unintelligible.	1
Vocabulary	1. Use of vocabulary and idioms is virtually that of a native speaker.	5
	2. Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	4
	3. Frequently uses the wrong word; conversation somewhat limited because of inadequate vocabulary.	3
	4. Misuse of words and very limited vocabulary make comprehension quite difficult.	2
	5. Vocabulary limitations so extreme as to make conversation virtually impossible.	1
Fluency	1. Speech as fluent and effortless as that of a native speaker.	5
	2. Speech of speech seems to be	4

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	slightly affected by language problems.	3
	3. Speed and fluency are rather than strongly affected by language problems.	2
	4. Usually hesitant; often forced into silence by language limitations.	1
	5. Speech is so halting and fragmentary as to make conversation virtually impossible.	
Comprehension	1. Appears to understand everything without difficulty.	5
	2. Understand nearly everything at normal speed, although occasional repetition may be necessary.	4
	3. Understand most of what is said at slower-than-normal speed with repetitions.	3
	4. Has great difficulty following what is said. Can comprehend only 'social conversation' spoken slowly and with frequent repetitions.	2
	5. Cannot be said to understand even simple conversational English.	1

The score from each scale:

5 = 91-100

4 = 83-90

3 = 75-82

2 = 66-74

1 = below 66

$$\text{Score} = \frac{\text{the score from all criteria}}{5}$$

Then in order to know students' motivation in learning English, there are some ways to assess students' motivation in learning English.

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There are three kinds of methods for assessing motivation (Schunk, 2008, pp. 20-25) as follows:

1. Direct Observation

It refers to behavioural instances of choice of tasks, effort, and persistence. It is usually used to measure motivation. Motivated students can be seen by the observation of students' persistence at tasks, the effort they expend to perform well, and how willingly they engage in tasks.

2. Rating by Others

Another method to assess students' motivation is done by observers (teachers, parents, researchers) to rate students. Rating by others is judgement by observers of students on characteristics indicative of motivation. One of advantageous rating by others is observers may be more objective about students rather than students do it themselves because it is done by others.

3. Self-reports

Self-report involves people's judgement and statement about themselves. The types of self-report instruments are questionnaires, interviews, stimulated recalls, think-aloud and dialogues.

- 1) Questionnaires are consisted of a number of questions should be answered by respondent asking about their actions and beliefs.

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- 2) An interview is a type of questionnaire in which the questions or points to discuss are presented by an interviewer and participants answer orally.
- 3) Stimulated recalls, recall of thoughts accompanying one's performances at various times.
- 4) Think-aloud refers to students' verbalizing aloud their thoughts, actions, and emotions while working on a task.
- 5) Dialogues are conversation between two or more people.

The most commonly used in assessing motivation is self-report by using questionnaires. In this research, the writer also used students' self-report by using questionnaire based on indicators of students' motivation in learning English.

B. Relevant Research

Reviewing some previous researches conducted by other researchers is intended to keep the originality of previous research. Relevant research is intended to avoid the plagiarism toward the design and the findings of the previous researches (Syafi'i, 2015, p. 103). The following are some relevant researches in reference to this research project:

First, a research conducted by Hafizhal Ridho (2016) entitled "*The Relationship between Self-Esteem and Students' Speaking Performance at State Islamic Senior High School 2 Model Pekanbaru*". This research was categorized into correlational design research. The researcher used



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questionnaire to determine students' self-esteem, and he recorded students' speaking performance to determine students' speaking performance that evaluated by two raters. The result of the research showed that Null Hypothesis (H_0) was accepted. It showed that $r_0 = 0.189$, it is lower than r table 1% (0.381). In other words, there was no significant positive correlation between self-esteem and students' speaking performance at State Islamic Senior High School 2 Model Pekanbaru. Thus, it could be concluded that students' self-esteem level would not influence their speaking performance. The researcher gave some recommendations as the implication of the research for further research, it can be investigated the correlation between students' speaking performance with another affective aspects.

Second, a research conducted by Nerfi Istianti (2013) entitled "*The Correlation between Students' Motivation in Learning Speaking and Their Speaking Ability at the Second Grade of SMA Darussalam Ciputat*". This research was categorized into correlational design research. The researcher used questionnaire to determine students' motivation in learning speaking, the questionnaire was adopted from The Attitude/Motivation Test Battery (AMTB) by Gardner. In assessing students' speaking ability, the researcher conducted oral test (dialog test). The result of the research showed that Alternative Hypothesis (H_a) was accepted. It showed that $r_{xy} = 0.555$ is bigger than r_{table} in the degree significance 5% (0.349) and 1% (0.449). In other words, there was correlation between students'



motivation in learning speaking and their speaking ability at the Second Grade of SMA Darussalam Ciputat.

The third research is a research by Irmawati (2013) entitled “*The Correlation between Students’ Motivation and Students’ Speaking Skill*”.

The instruments which the researcher used in collecting the data were questionnaires to measure students’ motivation and oral test (dialogue) score to measure students’ speaking skill. The result of this research were there is significance correlations between students’ motivation and students’ speaking skill and the students’ motivation contribute to students’ speaking skill. It was proved by statistical analysis in findings that Sig. proportion (0.000) < α (0.05) which indicated that there is significance correlation between students’ motivation and students’ speaking skill and the result of students’ motivation contribution to students’ speaking skill proved by $Y=0.005+0.137X$ which shown students’ speaking skill was only 0.005 but students motivation give contribution 0.137 or 13.70% for increasing student’ speaking skill.

The fourth reserach conducted by Dina Maryana (2011) at SMP Muhammadiyah Ciputat by the title “*The Correlation between Students’ Motivation in Learning English and Their Speaking Achievement*”, the research showed that there was a significant correlation between students’ motivation in learning English and their speaking achievement. It means that the students with higher motivation get better achievement in speaking than a lower one. Her research used survey method through correlational

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technique. The data were collected by two techniques. The first technique was distributing questionnaire to measure the students' motivation. The second technique was collecting students' speaking score from English teacher. Then, the data collected were analysed by formula of correlational product moment. The result showed that the correlation index between variable X (students' motivation) and Y (students' speaking achievement) is 0.406, it means both variables have medium correlation and the alternative hypothesis of the research was accepted.

Dealing with the explanation above, it can be seen that it has a similarity with this research. However this research has differences start from the title, the total sample, the technique to get the sample, the focus of students' speaking performance, the technique on collecting and analyzing data. In this research, the writer just focused on students' motivation in learning English and students' speaking performance in storytelling which the population was the tenth grade students of State Senior High School 1 Tapung Hilir and the writer used systematic sampling as the technique to get thirty five students as the desired sample. The data were collected by using questionnaire based on the indicators of students' motivation in learning English by Gardner and oral test (storytelling), then the data collected were analyzed by Pearson Product Moment in order to measure the correlation between the two variables.

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C. Operational Concept

Operational concept is a concept consists of some indicators that guides the writer to measure some related aspects of variable X and variable Y. It should be interpreted into particular words in order to be easier measured. There are two variables in this research; they are variable X as motivation in learning English and variable Y as speaking performance. Thus, the writer determines some indicators of both variables as follows:

The indicators of motivation in learning English as independent variable (variable X) were developed based on Gardner's questionnaire (2004) adapted by Wimolmas:

1. *Effort* refers to the time spent studying the language and the drive of the learner.
2. *Desire* indicates how much the learner wants to become proficient in the language.
3. *Affect* means the learner's emotional reactions related to language study.

The indicators of speaking performance as dependent variable (variable Y) based on School Based Curriculum (Depdiknas, 2004) can be seen as follows:

1. The ability of the students to produce the difference among English phonemes and allophonic variants in retelling narrative story (pronunciation).

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2. The ability of the students to produce forms of words and phrases in retelling the narrative story (vocabulary).
3. The ability of the students to express ideas in narrative story fluently (fluency).
4. The ability of the students to use past tense in retelling a narrative story (grammar).
5. The ability of the students to understand the narrative story (comprehension).

D. Assumption and Hypothesis**1. Assumption**

In this research, the writer assumes that the better the students' motivation in learning English is, the better the students' speaking performance will be.

2. Hypothesis

- a. Null Hypothesis (Ho): There is no significant correlation between students' motivation in learning English and their speaking performance at the tenth grade of SMAN 1 Tapung Hilir.
- b. Alternative Hypothesis (Ha): There is a significant correlation between students' motivation in learning English and their speaking performance at the tenth grade of SMAN 1 Tapung Hilir.