CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

Theoretical framework is the theories that are related to the previous one with the alternative answer of the problems (Syafi'i, 2015) . It means that theoretical framework explains how the researcher can develop her research project based on the theories through printed document.

1. Motivation.

a. Definition of Motivation

Motivation is the most important factor among age and personality. Motivation is defined as the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in this respect.

Motivation is a kind of internal encouragement which pushes someone to do things in order to achieve something (Harmer, 2007). Whereas Guay in Lay (2011) said that motivation refers to the reason that becomes the principle of someone in acting. It means that motivation is the forces that affect people's behaviours or the reasons of those behaviours. Ciccarelli (2012) said that motivation is what moves people to do things they do.

In the process of learning, motivation can be said as an inner drive to achieve learning activity. Motivation is one of the most important factors to encourage learners to learn more rapidly and

effectively. According to Santrock (2006), motivation is defined as the processes that energizes, direct and sustain behavior. The motivation may come from the learners themselves that is the intrinsic, or outside of the learners, that is the extrinsic. For those who have intrinsic motivation they will have strong responsibility to learn. On the contrary, for those who have extrinsic motivation, their enthusiasm to study depends on the conditions outside themselves. According to Scholl in Yulis (2016), motivation are energizes behavior. It means that motivation is as an effort, energy and way of individuals' behavior. Motivation can be defined as the dinamically changing cumulative that shows individuals' cognitive and motoric process by selected, prioritized, and acted out.

In accordance with all the experts above, motivation is the reason for people's actions, desire and needs. Without motivation, the students are not fully engaged and not fully achieved their learning. It is supported by Ciccarelli (2012) that motivation is one of the internal processes that makes a person move toward a goal and the motivation is an encouragement that causes a person to act.

b. **Kind of Motivation**

1) **Extrinsic Motivation.**

Extrinsic motivation refers to the performance of an activity in order to attain what someones' need and it is the opposite of intrinsic motivation. Extrinsic motivation is motivation which comes from not

from inside of ourselves but from outside, it means that extrinsic motivation is motivation that is caused by outside factors of situation.

Santrock (2006) stated that extrinsic motivation involves doing something to obtain something else. Its often influenced by external incentives such as rewards and punishments. It means that students who are extrinsically motivated want the good grades or recognition to the particular activities.

According to Lahey (2012), extrinsic motivation is a motivation that comes from external activities and not an inherent part of it. It means that external motivation is human motives active by external factors. Whereas Schunck (2012) said that extrinsic motivation is a motivation that involves ourselves in an activity as a way to achieve something. Motivated students extrinsically work on activities because they believe that participation will result in desirable outcomes such as reward, teacher's praise or punishment.

According to Brown (2007), extrinsic motivation is a motivation that is influenced by a reward from outside. Typical extrinsic rewards are money, prizes, grades and even certain types of positive feedback. It means that extrinsic motivation is caused by external factors.

Ryan and Deci (2000) said that extrinsic motivation refers to doing something because it leads to a separable outcome. Students can

perform extrinsically motivated actions with resentment, resistance, disinterest or alternatively with an attitude of willingness that reflects an inner.

According to Vallerand (1997), these are factors of extrinsic motivation:

1) External regulation is defined as those activities that are determined by sources external to the person such as tangible benefits or coasts.

2) Interjected regulation refers to reason that encourage someone to act because of external preassures. Performing an activity due some type of pressure that individuals have incorporated into the self, such as that they compel themselves to carry out the activity.

3) Identified regulation is someones' action in achieving their goals based on their own intention. It means that it is an individuals' effort in an activity because they have chosen to do for personally relevant reasons. In this situation, the students would carry out the activity because it is important for achieving a valued goal.

Actually, the factors that can influence upon students' extrinsic motivation in teaching and learning process are as follows:

1) Teacher

Teacher is a person who provides education for students. Teacher is a person who has an important role in teaching and learning activity to socialize and shape motivation among students.

Teacher is not only a person who transfers the knowledge to students, but also as a motivator who always motivates and supports the students in teaching and learning. The teacher has responsibility to make teaching and learning process successfully. Thus, teacher has an obligation to arise motivation to the students to learn hard.

2) Parent

Parents are expected to motivate their children to achieve the good goals in school. Jeremy Harmer stated that "if the parents are very much against the culture of the language, this will probably affect his or her motivation in a negative way. If they are very much in favor of the language this might have the opposite effect".This statement means that parents have an important role to motivate their children. They should have to support their children to create their motivation.

3) Environment

The teaching and learning activity in which conducted in good, clean, and health environment can give better satisfactory to both of teacher and students than conducted in bad environment. Environment also will cause students' motivation. Students will be more interested, if the environment of the classroom is comfortable.

Based on the explanation above, the researcher concludes that extrinsic motivation is influenced by external factors including parent, teacher, and environment. Also, extrinsic motivation is influenced by external rewards such as money, grades and praise. This type of motivation arises from the individuals' outside. In this research, the writer focuses on students' extrinsic motivation.

2) **Intrinsic Motivation.**

Internal motivation involves motivation to do something for its own desire. This motivation is appeared from ourselves. The students who have intrinsic motivation will study hard and enjoy the teaching learning process because they have desire to do everything from inside themselves. They do activities because they have own desire and reward from themselves and do not depend on the external rewards. Harmer states that intrinsic motivation has an important role in students' language learning. Many students use their intrinsic motivation in the classroom.

According to Lay (2011) in her research, intrinsic motivation is appeared from students' personal such as their effort, happines, interest. Intrinsic motivation is better for students because if the students have intrinsic motivation, they will be easier and more enthusiasm in learning. Students who have intrinsic motivation also will be quicker and more simply to achieve their goals because they have motivation inside themselves.

According to the above statements, intrinsic motivation is an internal form of motivation. Intrinsic motivation occurs when we act without any obvious external rewards. Essentially, intrinsic motivation is performing an activity for its own sake rather than the desire for some external rewards.

c. **The Use of Motivation in Learning**

The motivation that brings students to the task of learning English can be affected and influenced by the others people. According to Harmer (2007), one of the strongest external factor of motivation is the goal which students perceive themselves to be learning for. Frequently this is provided by a forthcoming exam, and in this respect it is no surprise to note that teacher often finds their exam classes more committed than other groups who are not something definite to work towards. However, students may have unclear goals, such as general desire to be able to converse in English, to be able to use English to get a better job or to understand English-Language website, etc.

Based on the statement above, motivation is an encouragement for students to do something. Motivation is used to direct students to achive their goals.

d. **How to Build Students Motivation in Learning English.**

Teachers can feel overwhelmed when faced with students who are unmotivated to learn. According to Wright(2012), the teacher can motivates students by 5 ways :

1. Making positive changes to the learning environment.

   Ideas :

   a) Reduce distraction in the classroom

   b) Let students choose their seat location and study partners.

   c) Ask for students advice on how to make the classroom a more inviting and useful learning environment.

2. Fostering a sense of community in the classroom

   Ideas :

   a) Direct students to be peer editors or evaluators of other's assignments.

   b) Be interactive and visible to the students, use words of praise and encouragement.

3. Making the interest of classroom activities

   Ideas :

   a) Use humor

   b) Select fun, imaginative activities for reviewing academic material.

   c) Use novel, interesting materials for instruction.

4. Responding to individual learning challenges

   Ideas :

   a) Make the classroom a 'safe' setting in which students can identify and work on their own skill deficit.

   b) Allow students to take a brief break when tired or frustated.

5. Building in additional outcomes/pay-offs for learning.

   Ideas :

   a) Reward students effort along with quality of completed work

   b) Create high-visibility location for displaying students work(e.g., bulletin board, website). Encourage students to select their own best work to be posted.

   Harmer in Bell (2011) has some thoughts on how to sustain motivation in the classroom. According to him, it's mixture of 5 A's :

1. Activity, students need to have a lot of activities. Moving around, role-play, hands-on experiences.

2. Agency, students are more motivated when they are doers, when they are agents, so give them some power to decide things when you can.

3. Affect, how they feel. They need to know that the teacher cares about them. for example, know their names.

4. Adaptation, teacher's ability to respond to the unexpected. The teacher has to be flexible when things break down.

5. Attitude, the teacher's attitude. The teacher has to be a good model for the students' behavior.

   From what is said above, the teacher has to understand the ways that he used to build their students' motivation.

e. Technique of Increasing Students Motivation in Learning English.

Students are immediately rewarded upon giving correct responses and are not punished for giving incorrect responses. These students become free and happy in the classroom and outside school because they have established behavioral patterns that produce success, pleasant relations with others and a deserve sense of accomplishment. If you have been fortunate enough to have received such positive reinforcement, you can understand what means by self-motivation.

Juniar(2016) states that reinforcement method is probably best used with students who exhibit high anxiety about learning, poor motivation, or a history of academic failures. The tips on facing with unmotivated or low-motivated students are as follows :

1. Principle : students do a task because it is fun, it brings them some external possibilities, or it is seen as important and useful thing to do.

2. Strategy : Find a way to make the task more interesting and enjoyable; this will increase the students' motivation of doing the task.

3. Strategy : associate an extrinsic reward with task participation and completion; this will increase the extrinsic motivation value of the task for students.

4. Strategy : Explain carefully to students why the task is important, meaningful and valuable to them; this should increase the identified value of the task and influence self-regulation by students.

f. The Role of Motivation in Learning English.

Motivation is widely used variable in many educational and other studies. According to Juniar(2016), motivation is an important psychological construct that affects learning and performance in at least four ways, as follows :

a. Motivation increases individual's energy and activity level. It influences the extend to which an individual is likely to engage in certain activity intensively or halfheartedly.

b. Motivation directs an individual toward certain goals. Motivation affects choices people make and the result they find rewarding.

c. Motivation promotes initiation of certain activities and persistence in those activities

d. Motivation affects the learning strategies and cognitive processes an individual employs.

From the ideas above, motivation has an important role for students to learn English and the most important thing is motivation can direct students to achive their goals, also motivation can affect the students' learning activities.

g. Assesing Motivation.

Assesing motivation is an important topic for researchers and practitioner to know the level of motivation and how too optimize it. Motivation can be assesed in various ways. Schunk (2012) describes three kinds of methods for assesing motivation:

1) Direct Observation

It refers to behavioral 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 of tasks, the effort they expand to perform well and how willingly they engage in tasks.

2) Rating by Others

Another method to asses motivation is done by observers (teachers, parent, researcher) to rate students. Rating by other is judgements by observer of students on characteristic indicative of motivation. One of the advantages of rating by other is observers may be more objective about students rather than students do it themselves because it is done by others.

3) Self-reports

Self-reports involve people's judgement and statement about themselves. The types of self-report instruments are questionnaires, interviews, stimulated recall, think-alouds and dialogues.

a) Questionnaires are consisted of a number of questions that should be answered by respondents asking about their actions and beliefs.

b) An interview is a type of questionnaires in which the question or points to discuss are presented by an interviewer and participants answer orally.

c) Stimulated recalls, recall of thoughts accompanying one's performances at various times.

d) Think-aloud refers to students' verbalizing aloud their thoughts, actions and emotions while working on task.

e) Dialogues are conversation between two or more persons.

2. Speaking

Teaching English in any level, always involves four basic skills. They are listening, reading writing and speaking. However, in using English to communicate one another, we often used orally or speaking, than the other skills. Speaking is one of essential productive skills that should be mastered by the students. It is one of the important parts in teaching language because it includes one of the four basic language skills.

Speaking is generally thought to be the most important of the four skills. Indeed, one frustration commonly voiced by learners is that they have spent years studying English, but still they cannot speak it. Based on school based-curriculum, speaking is one of the four basic competence that the students should gain well.

Brown and Yule in Richards (2008) made a useful different between the interactional function of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information

Related to speaking ability, Tarigan (1981) states that speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message. Lado (1961) points out that speaking

ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently.

In accordance with all the experts above, it can be concluded that speaking ability is a skill, which is communicating the speech sound for expressing and conveying a messages or ideas. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

a. The Elemant of Speaking.

According to Hughes (2003), speaking ability is assessed through several elements. Those elements are grammar, vocabulary, comprehension, fluency and pronunciation.

1. Grammar

It is obvious that in order be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary. Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences. Therefore, grammar is very important in speaking because if the speaker does not master grammar structure, he cannot speak English well.

2. Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is a core component of language proficiency and provides much of basic for how well learners speak, listen, read

and write. It means that by knowledge of vocabulary the students can express their ideas and understand about the meaning of the words that they pronounced.

3. Fluency

   In simple terms, fluency is the ability to talk freely without too much stopping or hesitating. According to Longman dictionary, fluency is the ability with a good but not necessarily perfect command of intonation, vocabulary and grammar.

4. Comprehension

   According to Longman dictionary, comprehension refers to the identification of the intended meaning of written and spoken communication. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

5. Pronunciation

   The last element of speaking ability is pronunciation. Pronunciation is the way a certain sound or sound is produced. It means that pronunciation is the way how we pronounce the word correctly.

b. **Strategies to Learn Speaking.**

   According to Harmer (2011), ways to learn speaking are as follows :

1. Students make a list of the kind of things that people like or do. They have to go round the class to 'find someone who' does, did, likes etc. those things.

2. Students work in pairs, each has similar pictures, but with differences. Through talking to each other, they have to 'find the differences' without looking at each other pictures.

3. Students in groups look at five different photographs. They have to decide which one should win a photographic prize. The group have to agree with each other to come to a final decision.

4. Students give a talk on a given topic and/or person.

Based on the ideas above, the writer concludes that to learn speaking there are some ways to increase students' speaking ability, according to Harmer, one of that ways is the teacher gives a topic to the students and the students can develop their ideas by talking in front of the class.

c. **Technique How to Teach Speaking**

English speaking skill is a priority for second language or foreign language learners. Learners often evaluate their success in language learning as well as the effectiveness of their English course on oral english. According to Richards (2008), techniques of teaching speaking are as follows :

1. Talk as Interaction

      Talk as interaction is perhaps the most difficult skill to teach since interactional talk is very complex. Interactional talk involves subtle phenomenon that takes place of spoken rules.

2. Talk as Transaction.

      Talk as transactions is more easily planned since communicative materials consist of group activities, information gap-activities, and role plays that can provide a source for practicing how to use talk for sharing and obtaining information..

3. Talk as Performance.

      Teaching talk as performance requires a different teaching strategy. This approach involves providing examples or models of speeches, oral presentation, stories, etc.

      In accordance with all the statements, teaching speaking has some techniques to teach speaking, Richards(2008) said that there are 3 techniques in teaching speaking. First, talk as interaction means that the speaker should know the spoken rules. Second, talk is as transaction. This talk seems like, group activities that give the students a chance to speak up. Third, talk is as performance. In this talk, students have a chance to do oral presentation and oral speech about the topic that is given by the teeacher.

d. Assesing Speaking

      To know students speaking ability is achieved, the teacher needs to assess the students after they finish their speaking. Hughes (2003) has explained that there are some possible tasks teachers use in

order to assess lexical and grammatical aspects of speaking ability. They can be seen as follows:

1) Question and Request for Information

   Yes/No questions should generally be avoided, performance of question and requests for information can be elicited through request of the kind :

   'can you explain to me how/why .....?'

   'can you tell me what you think of ....?'

2) Picture

   Single picture is particularly useful for eliciting description. It means that in this part students have to speak based on the pictures given by the teacher.

3) Role Play

   Candidates can be asked to assume a role in a particular situation. In this part students will do the role play based on the situation.

4) Prepared Monologue

   Prepared monologue is used where the ability to make prepared persentation that the candidate will need. Thus, it could be appropriate in a proficiency test for teaching assistants, or in an achievement test where the ability to make presentations is an objective of the course.

   From what is said above, it is clear that there are several tasks that may be used to asses students' speaking ability. These tasks are

quite easy to be conducted by teachers because most of the procedures of all tasks are simple and understanable enough.

e. Teaching Speaking

Training students to use the language is one of the main problems in foreign language teaching. Knowing the basic rules of grammar and certain amount of vocabulary is important in order to be able to acquire the language.

Malamah in Azizah (2015) stated that pair-work, group-work, and informal chat are some interaction activities that would help students to be engaged in the class. Malamah suggests that the teacher has the ability to stimulate the learners by using the pair-work which makes the students free and enjoy asking question and giving answers on certain task that is involved in the curriculum. Moreover, Evans and John in Aziza (2015) stated that in communication practice, it is better that the students are divided into pair and group for the big size of class, and then making some question and responding are obtained from the other groups.

From the statement above, the teachers should evaluate their learners' ability to speak by encouraging them to say something through giving them speaking practice and oral exam.

f. Stages of Teaching Speaking

1) Pre-speaking

Pre-speaking activities are the activities that help students to focus on students' mind by planning and organizing the topic.

2) While speaking

  While speaking activities are what are students asked to do during the time that they speak. The purpose of while speaking is to develop the skill of sharing the information.

3) Post speaking

  Post speaking activities is time for students to reflection and setting a goal.

From what is said above, it's clear that there are three stages in teaching speaking. First, in pre-speaking the teacher gives the students activities to plan and organize the topic that should be discussed. Second, in while speaking, it's time for the students to speak and share the information. Last, in post speaking, the students do some reflection and share their purpose of that speech.

3. The Relationship between Students' Extrinsic Motivation and Speaking Ability

  The correlation is close to relationship or not connection (oxford learner's pocket dictionary). Correlation always has relation between one and others always influenced in it. The correlation between extrinsic motivation and speaking ability may serve as the best indicators of basic speaking ability.

  According to Sham (2008) , one of the factors affects speaking in learning speaking is motivation including intrinsic and extrinsic motivation. Motivation seems having an important role in developing students' speaking ability. According to Harmer (1991), motivation is

energy of students which comes from inside or outside encouraging themselves to do something. It will give strength to students in learning speaking in order to speak up. In fact motivated students will do everything which supports their performance. Murcia (1991) stated that to motivate the acquisition of communication skill of students and to provide real communication inside and outside of the classroom are the goals of speaking.

From the expalanation above, the researcher concludes that the purpose of this study is to know the students' extrinsic motivation, students' speaking ability and the correlation between students' extrinsic motivation and their speaking ability at SMAN 7 Mandau Duri.

B. Relevant Research

According to Syafi'i (2015), relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to the research you are conducting. It means that the researcher finds some previous researches that are relevant to researcher's title which has aim to avoid plagiarism toward the design and the finding of the previous researcher.

This research is relevant to several researches that had been conducted before. However, the research has the same object but it has different problem. It can be seen from several previous theses below :

First, a research was conducted by Dwy Gitawati in 2010. Her research is a correlational research entitled "The Correlation between Students

Learning Motivation and Their Achievement in English at Eight Class of MTs Al-Hamidiyah" She used questionnaire for the learning motivation and documentary study for students' achievement in English. From the calculation Pearson's Product moment correlation above, she got the result (0.271) it is between (0.20-0.40). Based on the result above, it was considered there is no significant correlation between learning motivation and students' achievement in English.

Second, a research was conducted by Nerfi Istianti in 2013. Her research is a correlational research entitled "The Correlation Between Students' Motivation In Learning Speaking And Their Speaking Ability (A Correlation Study In The Second Grade Of SMA Darussalam Ciputat) ". From calculation Pearson's Product Moment formula it was found that $r_{xy} = 0.555$. It was considered that there is positive correlation between students' motivation in learning speaking and their speaking ability. It means that the students with higher motivation will get better speaking ability than the lower one. From the findings above, it is proved that motivation is an essential part in teaching and learning process.

From the explanation above, the writer concludes that the first research conducted by Dwi Gitawati (2010) entitled "The Correlation between Students Learning Motivation and Their Achievement in English at Eight Class of MTs Al-Hamidiyah", has no correlation. While the second research conducted by Nerfi Istianti (2013) entitled "The Correlation Between Students' Motivation

In Learning Speaking And Their Speaking Ability (A Correlation Study In The Second Grade Of SMA Darussalam Ciputat) ", has a possitive correlation.

Based on the researches above, the writer found that there are some differences between this research and the researches before. First, the research before focused on students' achievement, but in this research focused on speaking ability. Second, the sample of the research before was 40 students, but in this research was 36 students. Last, the researches before used score documentation but in this research the writer used test and questionnaire. So, the writer is interested in investigating students' extrinsic motivation and students speaking ability entitled "The correlation between students' extrinsic motivation and their speaking ability of the second grade at SMAN 7 Mnadau Duri".

C. Operational Concept

Operational concept is the concept which is used to clarify the literature reviewed in order to avoid misunderstanding and misinterpretation. There are two variable used, they are variable X as the independents variable and variable Y as dependent variable. In this research, variable X refers to students' extrinsic motivation and variable Y refers to students' speaking ability.

The indicators of variable X is according to Vallerand (1997) (students' extrinsic motivation) are as follows :

a. The students do the class activities for tangible benefits.

b. The students perform an activity due to some types of pressure.

c. The students do the class activities to achieve their goal.

While the indicators of variable Y is according to Hughes (2003) (students' speaking ability) are as follows :

a. Students are able to use correct grammar in speaking.

b. Students are able to choose vocabulary accurately in expressing oral language.

c. Students are able to comprehend what the speaker says in English.

d. Students are able to speak fluently.

e. Students are able to pronounce English word well

D. The Assumption and Hyphothesis

1) The Assumption

In this research, the writer assumes that the result of this research shows there is a significant correlation between students extrinsic motivation and their speaking ability at the second grade of SMAN 7 Mandau Duri.

2) Hyphothesis

a. The Null Hyphothesis (H_o)

There is no significant correlation between students' extrinsic motivation and their speaking ability at the second grade of SMAN 7 Mandau Duri.

b. The Alternative Hyphothesis (H_a)

There is a significant correlation between students' extrinsic motivation and their speaking ability at the second grade of SMAN 7 Mandau Duri.