CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Speaking

a. Definition of Speaking

Speaking is the essential skill among other language skills that must be learned by English students. It is as the major criterion to consider if the English students' competence is good. There are many definitions of speaking from English experts. However, the writer only chooses several definitions which are important to talk about.

There are some experts who proposed definition about speaking. Many experts give the definition about speaking generally. According to Bygate as quated by Nunan adopted by Antoni (2005:9) "speaking is oral interaction where the participant needs to negotiate the meaning in ideas, feelings, and manage in term of who is to say, to whom and what the topic is about. However, speaking is an oral interaction of the people, it can be applied by two people or more, that it negotiates the meaning continued in ideas what has been stated in their mind, with speaking people can share their feeling to the other people orally. And particularly about content, people are going to say what to whom and about what. According to Jo

McDonough and Christopher (1993, p.152) "speaking is a desire and purpose-driven that may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiation and or solving a particular problem or establishing and maintaining social relationship and friendship".

From the definitions above, the writer conclude that speaking is a desire or a wish of person to express ideas, opinions and feelings to others, to negotiate, to solve problems in order to make and to maintain interaction, social relationship, and friendship.

b. The Goal of Speaking

According to Scrivener (2005, p.146) in his book, fluency and confidence are the important goals in the speaking class. From the statement above, it means that speaking exercises students to have fluency and confidence to communicate with others. Fluency is used to describe the ability to communicate an intended message. Fluency is expected to be accurate in order to the listener easy to get the point of the message.

The goal of teaching speaking is to encourage students to develop ability to communicate and interact with others, to develop fluency and natural in expression and to have bravery share their ideas, feeling and opinion to other people.

c. Kinds of Speaking Ability

Speaking is an oral communication that is a process in which someone uses spoken words to express feelings, ideas, opinions and

information to another. When students learn a language, they must practice speaking. There are many activities may be useful for students to improve their speaking ability as follow:

1) Communication games

    Speaking activities based on games are a useful way of giving students valuable practice. Game-based activities can involve practice of oral strategies such as describing, predicting, simplifying, asking for feedback through activities such as filling questionnaires and guessing unknown information.

    Actually the students really like this activity because they can learn how to speak the language by using games. They don't realize that the teacher asks them to practice the language itself because they really enjoy it. They do it voluntarily. Whereas, when the teacher asks them to practice a dialogue, sometime they feel shy. This activity makes them fun, so they don't feel bored.

2) Role play/ simulations

    One way of getting students to speak in different social contexts and to assume various social roles is to use role play activities in the classroom. 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 play but there is a little differences. In simulation, students can bring items to the class to create a realistic environment.

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 partner will share their information. 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.

4) Retelling story

Retelling a story in a foreign language is a very demanding task. The demands of retelling story after listening and understanding should be not underestimated: language needed at a word, sentence and discourse levels must be found and produced. If the students are to retell the story, they are asked to work at this level in production.

The students are expected to be able to enter to imaginative world that the story creates. It means that they can understand enough about the characters and their lives to be able to empathize with them. Thus, they can produce sentences by retelling the story well because they can image what the story actually looks like.

5) Discussion

Discussion is an activity to talking about something to others. It can be done in pairs or groups. It is a very good and useful activity to improve students' speaking skill. For example, after hearing a story, each student is given the opportunity to comment and to react to one another's comments. Students are asked to discuss the value or moral in the story. Surely, many different opinions come out from each student.

6) Dramatization

It is an active situation with a lot of learning and experiencing. This involves students in learning lines for their role and can provide them with a memorable occasion to practice English. This activity involves a high amount of participant by the group. The group should learn how they would act in a situation, or explore being characters in a situation and what is making them act the way they are in order to the drama appears natural.

7) Speeches

The Prepared speech is an activity which is commonly used in the speaking skill class. The topics used for speeches will vary depending on the level of the students and the focus of the class. According to Murcia (1991, p.106) it is good for students to be given some leeway in determining the content of their speeches.

d. The Characteristics of Good Speaking Ability

According to Penny Ur (1996, p.106), there are many characteristics of good speaking activity as follows:

1) Learners talk a lot

As much as possible of the period of time allotted to the activity is occupied by learner talk.

2) Participation is even

All of students get a chance to speak and contributions are fairly evenly distributed. So, classroom discussion is not dominated by a minority of talkative participations.

3) Motivation is high

Learners are eager to speak because they are interested to the topic and have something new to say about it, or because they want to contribute to achieving a task objective task.

4) Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

e. Assessing Speaking Ability

According to Heaton (1995, p.88) Evaluating speaking skill is the most important aspect in language testing. However, Speaking is a complex skill among the other skills in English to be assessed because many criteria

should be evaluated in speaking such as pronunciation, vocabulary, grammar, fluency, comprehension. Moreover, the administration of speaking test is quite difficult because it will be not effective and sufficient to test speaking skill in large number of students at limited time.

The other skills can be assessed by paper and pencil test, whereas speaking cannot be assessed by it. Students' speaking skill should be measured by oral test. The kinds of oral test commonly used by teachers and practitioners to know the students' speaking is face to face speaking test (interview), conversations, role plays, story-telling, oral presentations, etc. Actually all of them only the most popular choices of oral test in teaching and learning English to assess students' speaking ability.

In this research, the students' speaking ability assessed by retelling monologue speaking. While in monologue speaking task, students are asked to give their opinion about a topic for a minute orally. The test is evaluated into five criteria; they are pronunciation, grammar, vocabulary, fluency and comprehension. The five criteria are the components of speaking skill. In this study, the students are scored based on five components of speaking skill by using the scale rating scores of David P. Harris.

2. Motivation

a. Meaning of Motivation

Motivation is a common word for people nowadays. It can be seen through some seminars, and television programs. These programs motivate people to have a better life sight and also push them to be better than before. For this study, the researcher needs to know what motivation is for her own understanding to do the research latter.

Motivation is very important in everything we will do. It is a powerful for us to get the best in doing something. Moreover, in teaching and learning process, motivation is really needed. Motivation makes teaching and learning easier and more interesting. It is very good if both of teacher and students motivate each other in teaching and learning process.

Many experts in psychology have given various definitions of motivation. According to Dornyei (2001) "motivation is one of the key factors driving language learning success". It is supported by Harmer (2001), he says "motivation is some kind of internal drive which pushes someone to do things in order to achieve something". From both definitions above the researcher concludes that motivation can be a key or a drive within the individual person which pushes someone to do something better to achieve or to reach the goal. Motivation make people know what they should do to take their target.

In addition, Santrock (2004, p. 417) "motivation is the processes that energize, direct, and sustain behavior". It means that motivation is the process

in which pushes and shows students to do something and keep on the activity continuously. Motivated students will feel eager to achieve what they want with strong desire. It is similar with the idea of Schunk (2012, p. 58) that motivation is the process of students to conduct activities based on their goals and to keep them on straight away.

Motivation has a significant role in teaching and learning process. The students who have a higher motivation will get a better opportunity to achieve the goal in their learning activities than the lower one. According to Harmer (1991, p.3) motivation is an energy of students which come from inside encouraging themselves to do activity. It assumed that motivation is an essential of learning to achieve something. It is a process which directs students to activity to get goals.

According to James (2009, p. 99) the idea of someone to conduct activity and control the frequency of the actions is called motivation. It is used to see whether the students are interested in the classroom activities. So, students' motivation becomes a vital part in teaching and learning process. It gives a great influence to students to push themselves in learning to get their needs, goals, and interests. From those definitions above, it is concluded that motivation is an energy and direction to do something. Motivation is a process to get success and has a great influence to the future achievement. In teaching and learning process, giving motivation to the students is a process to push

and to support them to learn. Therefore, it can help the students to achieve their goals.

The researcher concludes that motivation generally as energy to support all goals that humans have made. Motivation can be as a guidance to take some efforts to achieve what the people want. Motivation as a direction and also energy for people do everything included learning something.

Because this study about the students' motivation, the researcher needs to know how motivation works in students. The characteristics of motivated students according to Penny Ur (1996, p.275) are: a. Positive task orientation: the student is willing to do tasks and challenges, and has confidence in his or 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. 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 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.

Based on Ur's description above, the researcher deduces that need achievement and high aspiration points can be mixed in one description, because it describes that the learner is ambitious to achieve their learning goals. Then the researcher figures out that the motivated learner will have the best effort to face their challenges in learning, have willing to finish the challenges, ambitious, know what their goals in learning, adapt in a confused meaning as learning process, and never feel hesitant in learning. These characteristics can be as a description for the researcher to see which the learners are having motivation in their learning process.

b. Kinds of Motivation

Schunk, (2012) divided motivation into two types, intrinsic motivation and extrinsic motivation. Intrinsic motivation is a drive to do something based on their desire enjoyable. According to Harmer (2001), "intrinsic motivation comes within the individual. Thus, a person might be motivated by the enjoyment of learning process itself or by a desire to make themselves feel better". The other definitions from Dev, (1997) as cited in Shia, he defined intrinsic motivation as (a) participation in an activity purely out of curiosity, that is, for need to know about something (b) the desire to engage in an activity for own sake (c) the desire to contribute. Students with intrinsic motivation will develop goals.

By contrast with extrinsic motivation Harmer says that "it is caused by any number of outside factors, for example the need to pass the exam, the hope of financial reward, or the possibility of future travel". Dealing with statements above, Ur (1996) says "extrinsic motivation is that which drives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks". From the definitions above, the researcher concludes that extrinsic motivation is outside factors from someone which make someone wants to do something to get something. For example when a student wants to get reward from the teacher, she/he will study hard to pass the exam. Here, where extrinsic motivation influence the students. However, there are some factors of extrinsic motivation such as family expectations, teacher expectations, money, rewards, punishments and peer.

Both intrinsic and extrinsic motivations are important for language learning. It can affect students' ability and achievement in learning. It can be the direction for the students to take action and know what they should do in learning process. Especially in speaking, if the students are not motivated to speak they are not confident to ability and deliver their ideas.

c. **Motivation in Learning**

Motivation and learning can affect one another. Students' motivation can influence what and how they learn. According to Schunk (2012) say "motivation is intimately linked with learning". Besides, motivation is very

important in successful teaching and learning process. The students who have higher motivation will get better opportunity to achieve their goal in learning than lower one cited in Istianti(2013)

Schunk, (2012) divided model of motivated learning into three phases: pre-task, during task, post-task. This is a convenient way to think about the changing role of motivation during learning. The first, pre-task means, in this phase, students enter tasks with various goals, such as to learn the material, perform well, and finish first, and so on. Not all the students enter the task because of academic goal. Also, students differ in their affects associated with learning. They may be excited, anxious, or feel no particular emotion.

The second, during task, instructional variables, contextual variables, personal variables come during learning and affect motivation. Instructional variables include teachers, forms of feedback, materials, and equipment. Meanwhile, contextual variables include social and environmental resources. Such students' social comparisons of ability with peer directly linked to motivation. Then, personal variables include those associated with learning, such as knowledge construction and skill acquisition, self-regulation variables and motivational indexes such as choice of activities, effort, persistence.

The third, post-task refers to the time when the task is completed, as well as period of self-reflection when students pause during task and think their work. The same variables with additional of attributions are important to motivate students. The students who expect to do something good and receive

a better result as outcomes of their learning will be motivated to continue their learning.

However, every student needs motivation to push themselves to do something and to reach their goals. It can be intrinsically or extrinsically. And also, those variables above influence students' motivation in learning. Pertaining with ideas above, Brown (2000) says that, motivation is one of the most important factors in your success. Also Ur (1996) says "learner motivation makes teaching and learning immeasurably easier and more pleasant".

d. Motivation According to Self-Determination Theory

1) Self-Determination Theory

Self-determination has two aspects, internal and external. Internal self-determination is the right of the people of a state to govern themselves without outside interference. External self-determination is the right of peoples to determine their own political status and to be free of alien domination, including formation of their own independent state. However, independence is not the only possible outcome of an exercise of self-determination.

Self-determination described as an effort in setting goals in his own life. Self-determinationis a theory of motivation, which focus on intrinsic motivation or motivation emerges from within a person (Deci &Ryan). Deci & Ryan (in Field, Hoffman&Posch. 1997) based on a perspective psychology

defines self-determination as one's capacity to choose and has several options for determine an action. It can be concluded that self-determination is part of motivation that can person know the intrinsic motivation in themselves.

It can be said that roundnessone's determination or determination someone on an intended purpose reach it. Self-determination is ability to self-identify and achieve goals based on knowledge and individual self-assessment (Field & Hoffman, 1994, p.164 in Field,Hoffman &Posch. 1997). It is supported by Powers, et al(inside of Field, Hoffman &Posch.1997) argues that self-determination is the attitude and ability of the individual which can facilitate himself within identify and achieve goals.Power (in the Field, Hoffman &Posch. 1997) argues that self-determination can be reflected as self-control or self-control, participate actively in the making decisions, and self-leadership skills alone to reach the goal of life personal worth.

From the description of motivation such achievement, can be concluded that the motivation of achievement is effort which individuals do for maintain personal ability as high as possible, to overcome obstacles, and aims for succeed in the competition in a size of excellence. Size of excellence can be in the form of his own previous achievements or can be other people's achievements.

Self-Determination Theory (SDT) is a theory of motivation. It is concerned with supporting our natural or intrinsic tendencies to behave in

effective and healthy ways. SDT has been researched and practiced by a network of researchers around the world. The theory was initially developed by Edward L. Deci and Richard M. Ryan, and has been elaborated and refined by scholars from many countries.

There many types of self-determination theory. One of type is Perceive Competence Scales. This questionnaires that assess how competent people perceive themselves to be with respect to a particular behavior or behavioral domain. Competence is assumed to be one of three fundamental psychological needs, so the feelings or perceptions of competence with respect to an activity or domain is theorized to be important both because it facilitates people goal attainment and also provides them with a sense of need satisfaction from engaging in an activity at which they feel effective.

So, in this research for variable x motivation in learning speaking used questionnaire derived from perceived competence scales on self-determination theory (Williams, Freedman, Deci (1998))

a. Students perceive their speaking ability well.

b. Students perceive their ability (competence) for learning English well.

3. Assessing Motivation

Assessing motivation is an important topic for researchers and practitioners to know the level of motivation and how to optimize it. Motivation

can be assessed in various ways. Schunk(2012, p.13) describes three kinds of methods for assessing motivation:

a) 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 at tasks, the effort they expend to perform well, and how willingly they engage in tasks.

b) Rating by others

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

c) Self-reports

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

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

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 persons.

In fact, self reports are the most commonly used in assessing motivation by the researchers. In this research states about students' motivation in learning English, she used questionnaires to know the students' motivation. It is done to confirm the result of motivated students in questionnaires whether they truly have high motivation or not. It was adapted from perceived competence scales on self-determination theory questionnaires (Williams, Freedman, Deci (1998) based on the indicators of motivation in learning speaking. In addition, self-determination theory mentioned that two components of motivations they are students perceive their speaking ability well and students perceive their ability (competence) for learning English well as cited in (Williams, Freedman, Deci (1998).

4. **Correlation between Students' Motivation in Learning Speaking And Their Speaking Ability**

Motivation is energy of students come from inside or outside which push themselves to do something. Motivation is considered as an essential part in learning speaking ability. It affects students' ability to speak up. Motivated students will speak up eagerly without feeling shy. Murcia (1991, p.126) states in

her book 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.

Speaking is the essential skill among other language skills that must be learned by English students. It is as the major criterion to consider that the English students' competence is good or lack.The essential thing in speaking is practicing the language, because practices make us perfect. This skill is used by everyone to communicate in daily life whether at school or outside school. It is can be done by two or more people to communicate, to share information and to achieve a particular goal. However, based on the writer's observation in teaching speaking, many students feel shy to speak up in the classroom. They are also afraid of being laughed by their friends when they speak up. Moreover, many students are still lack of vocabulary.

All of them actually happened because of students are low motivated. It is assumed that motivated students will not face the problems above. Students with high motivation will study hard and attempt to get the best in learning. One of characteristics of motivated students is high persistence and effort in learning. Besides, Sumaya(2006) states in his research that motivation has important role in developing students' speaking ability. In his research, he also faced many students' problems which are almost similar with the problems above such as the students are lack of confident, lack of vocabulary, and worried making mistakes.

He also declares that motivation should be created among students by the teacher in the classroom. Teacher should encourage and support the students to speak up, and also help them to feel enjoy by making interesting situation in learning process. Therefore, teacher has a vital role in teaching and learning to create motivation among students.

B. Relevant Study

Syafi'i (2007, p. 102) stated that relevant research is required to observe some researches conducted by other researchers in which they are relevant to our research. There are some relevant researches as conducted by some researchers which are relevant to this research:

Dina Maryana (2001, p.46) also conducted research at SMP Muhammadiyah Ciputat by the title "The Correlation between Students' Motivation in Learning English and Their Speaking Achievement", the study was showed that there was a significant correlation between students' motivation and achievement in learning speaking. It means that the students with higher motivation get better achievement in speaking than the lower one. Her research was used survey method through correlational technique. This research took 34 participants as the sample taken by using random sampling technique. The data were collected by two techniques. The first technique was distributing questionnaires to measure the students' motivation. The second technique was collecting students' speaking score from English teacher. Then, the data collected were analyzed by formula of

correlational product moment. The result showed that the correlation index between X variable (students' motivation) and Y variable (Students' speaking achievement) is 0.406. It means both variables have medium correlation and the hypothesis of the research is accepted.

The second 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 questionnaire 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 students' speaking skill.

Dealing with the ideas above, it can be seen that it has in similarity with this research. However, this research has differences from title, the total sample, the technique of collecting and analyzing the data. In this research, writer just focused on students' motivation in learning speaking and students' speaking ability which population was the eleventh-grade students of State Senior High

School 1 Kampar and the writer used random sampling as the technique to get thirty students as desired sample.

C. Operational Concept

Operational concept is the concept which is used to clarify the literature reviewed in order to avoid misunderstanding and misinterpretation. In planning a research, the operational concept can be formulated into particular words to get easy in measuring the research operation. There are two variables used, they are variable X as the independent variable and variable Y as the dependent variable. In this research, variable X refers to students' motivation and variable Y refers to students' speaking ability.

1. Indicators of variable X students' motivation are derived from perceived competence scales on self-determination theory (Williams, Freedman, Deci (1998)).

   a. Students perceive their speaking ability well.

   b. Students perceive their ability (competence) for learning English well.

2. Indicators of variable Y students' speaking ability are taken from David P.Haris

   a. The students are able to produce acceptable pronunciation.

   b. The students are able to use correct grammar.

   c. The students are able to use proper words or vocabularies.

   d. The students are able to produce speech with fluency.

   e. The students are able to express the comprehendible ideas.

D. Assumption and Hypothesis of Study

1. Assumption

For this research, the correlation between the students' motivation in learning speaking and speaking ability, it is assumed that "The more students' motivation in learning speaking, the better their speaking ability will be."

2. Hypothesis

Based on the assumption above, the researcher has two hypotheses as follows:

a. Null Hypothesis (H_o)

There is no significant correlation between students' motivation in learning speaking and their speaking ability at the eleventh grade of Senior High School 1 Kampar.

b. Alternative Hypothesis (H_a)

There is a significant correlation between students' motivation in learning speaking and their speaking ability at the eleventh grade of Senior High School 1 Kampar.