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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

The theoretical framework of this research is based on the concepts, theories and previous study about intrinsic motivation and speaking ability that will be discussed below:

1. Motivation

a. Definition of Motivation

The term of motivation has several meanings. 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, Schunk(2012) says “motivation is defined as the process whereby goal-directed activities are instigated and sustained”. He adds motivated actions include choice of tasks, effort, persistence, and achievement. It is supported by Brown(2001), he says “motivation is the extent to which you make choice about (a) goals to pursue and (b) the effort you will devote

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to that pursuit”. So that, how we choose the goal and what we do for that can indicated how our level of motivation is.

In educational context, motivation can be a powerful for the students to do something better in order to reach their goals in learning. However, without motivation the students will be lazy to learn because of nothing pushing either within or outside of them. The students who are motivated will be more success in learning, because they try to achieve their goals in learning. Dealing with statement above Arends, (2007) says “motivation is usually defined as processes that stimulate our behavior or arouse us to take action.

b. Types 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.

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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’ performance 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 performs 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

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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,

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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 students need 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. The Characteristic of Motivated Students

The characteristic of motivated students according to Penny Ur are:

- 1). Positive task orientation; the student is willing to do tasks and challenges, and has confidence in his or her success
- 2). Ego- Involvement; the student finds the task important to succeed in learning
- 3) Need for achievement: the student has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do,

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- 4) High aspiration: the student is ambitious, goes for demanding challenges, high proficiency, top grades,
- 5) 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,
- 6) Perseverance: the student consistently invests a high level of effort in learning, and is not discouraged by setbacks or apparent lack of progress,
- 7) 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 explanation above, the researcher concludes that, the students who are motivated in learning will fulfill these characteristics. In other words, students who have characteristics above is called motivated students.

e. **The Importance of Intrinsic Motivation**

There are many scholars argue that intrinsic motivation is very important for successful learning. Abraham Maslow (1970) claimed that “intrinsic motivation is clearly superior to extrinsic motivation”. According to his hierarchy of needs, we are ultimately motivated to achieve “self-actualization” once the basic physical, safety, and community needs are met. No matter what extrinsic rewards are present or absent, we will strive for self-esteem and fulfillment.

Many researchers agree that intrinsic motivation is important for the students’ success in learning. To support the idea above, Reid (2007) state “ideally motivation should be intrinsic

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motivation” cited in Naima (2013). Besides, Ryan and Decy(2000) say “intrinsic motivation result in high-quality learning and creativity, it is especially important to detail the factors and forces that engender versus undermine it”. It can be said that intrinsic motivation has an important role in language learning achievement, because some researcher consider intrinsic motivation in language learner is needed.

The students who are intrinsically motivated enjoy being involved in tasks of the language learning Cited in Naima(2013). In intrinsic motivation, the students need: 1) To understand what they are learning, 2) To be interested, 3) To be able to see the new learning as part of a bigger picture, 4) To enjoy the task or the learning experience, 5) To have energy for learning.

In her writing, Naima also mentioned that intrinsic motivation will help the students to: 1) Engage the tasks and pursuit on their own initiative resulting in self-directed and self-regulated learning strategies over long period of time, 2) Involve learners in deep rather than surface learning, 3) Experience increased levels of self-satisfaction, self-efficacy and competence.

Moreover, intrinsic motivation can guide the students to achieve their goal in learning language. The students enjoy doing a particular activity or satisfying one’s curiosity.

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f. Enhancing Intrinsic Motivation

There are many ways to enhance students' intrinsic motivation. It can come from the teacher as a model or facilitator in the classroom. Dealing with statement above, Brophy (2010) stated that for enhancing intrinsic motivation, the teacher can use several ways such as managing classroom and teaching styles, planning learning activities that make the student enjoyable, and modifying the design of other learning activities as cited in Naima(2013).

On the other hand, according to Naima's dissertation published on June (2013) mentioned some suggestions for fostering up intrinsic motivation as follows:

- 1) Classroom social context: establish a classroom context that supports sense of membership and opportunity to develop autonomy.
- 2) Task motivation: to increase interest, establish tasks to make them more attractive by including students control and curiosity.
- 3) Extrinsic rewards: use rewards appropriately to enhance intrinsic motivation.
- 4) Social-cognitive factors: they contribute to intrinsic motivation. These include: attribution for success, self-efficacy, learning the goal orientation, and the goal setting.

Besides, praise also can help teacher to increase students' intrinsic motivation. It is supported by the research from Henderlong and Lepper (2002) they found that "Praise can effect children motivation and in turn, their academic achievement and adjustment"

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g. Intrinsic Motivation in Speaking Ability

Jindathai, (2015) on his journal, he stated that there are some affecting students proficiency; The first is the students' attitude, the second is the students' motivation, next is the students' personality, followed by the level of the students' exposure to English, and finally management in teaching and learning English.

From the statements above, the researcher concludes that motivation is becoming one of the aspects effecting students' speaking performance. It means that motivation has an important role for students' speaking ability. Pertaining with the ideas above, Ur(1996) also mentioned some characteristics of a successful speaking activity; one of them is when the level of motivation is high.

Besides, some researchers had conducted the research about motivation and speaking, such as the research from Istianti (2013), she found that the students are intrinsically motivated that has a good speaking ability than unmotivated ones, the research from Wilona et al (2010) stated that having intrinsic motivation in second/foreign language help people to achieve better speaking proficiency. It means that the students' motivation can affect how their speaking ability. On the other hand, if the students are intrinsically motivated to speak the teacher will be easy to guide the students in learning process because their interested in it.

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h. Assessing Intrinsic Motivation

Assessing motivation is an important topic for researchers to know the level of motivation. Motivation can be assessed in various ways. Schunk as cited in Istianti(2013) describes three kinds of methods for assessing motivation:

1) Direct observations

It refers to behavioral instances of choice of tasks, effort, and persistence.

2) Rating by others

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.

3) 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.

In fact, self- reports are the most commonly used to assess motivation by the researchers. For example, the Istianti (2013), Sandoval (2011), in their studies, they used kind of questionnaire to measure students' motivation. So, in this research, the researcher used questionnaire to measure students' intrinsic motivation. It was adopted from AMTB by Gardener based on the indicators of intrinsic 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. In addition, Gardener's theory of second language acquisition mentioned that

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three components of motivations they are effort, desire, and attitude as cited in Dornyei (2005). Means that, how is students motivation can be seen from 3 components of motivation itself, how their effort, desire and attitude in learning language.

2. Speaking

a. The Definition of Speaking

There are many definitions refers to the term of speaking. According to Cameron (2001), speaking is the active use of language to express meanings so that other people can make sense of them is cited in Ginusti (2014). Supporting by Jo McDonough and Christopher Shaw (1993) says “speaking is a desire and purpose-driven that may involve expressing ideas and opinions; expressing a wish or a desire to do something” as cited in Istianti (2013)

In addition, Wahyudi (2013) says “speaking is one of productive skill which is the ability in using language orally through sound to present information, produce ideas, and express meaning....” From the definitions above, the researcher conclude that speaking is a desire, or an activity or an ability of person to express their ideas, feeling, opinion, etc to the others.

Besides, Speaking is a major criterion to consider that the language learners’ competences are good or lack. Many language learners measure their success in learning language on how their

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speaking. Therefore, speaking is needed for language learners to be mastered.

In addition, when people with the similar culture and linguistic background doing such conversation, they will be easily to communicate because they know the rules of conversation in their language that should be considered. In contrast with the other ones with different culture and linguistic, they must be able to know and understand how the rules of conversation each other and try to understand and apply it during communication.

In line with ideas above Harmer (2001) mentioned three areas of rules which students should consider:

- 1) Sociocultural rules: speaker from similar cultural backgrounds know how to speak each other in terms of how formal to be, what kind of language they can use, how loud to speak, or how close to stand to each other.
- 2) Turn-taking: a term which refers to the way which participants in conversations get their chance to speak. In communication, speaker should know when should speak, when should end the conversation, or when should give some responses.
- 3) Rules for writing: writing has rules too that should be recognized by someone. When person chat each other

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on the internet, to the accepted and successful patterns of a letter supporting an application.

However, different people have different ways in communication. Consequently, we should know and consider how should we do in doing communication with other.

b. Types of Speaking Skill

Brown (2004) mentioned five stages of speaking performance. They are imitative, intensive, responsive, interactive, and extensive. The explanation about those categories is stated as follows;

- 1). Imitative. This is types of speaking performance tasks that deal with the ability to imitate a word or phrase or possibly a sentence.
- 2). Intensive. The production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationship.
- 3). Responsive. The students are able to give some respond or giving instruction.
- 4). Interactive. The students are able produce interaction either transactional language or interpersonal exchange
- 5). Extensive. The students are able to produce oral language in term of monologue, speech, or oral presentation.

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c. Students' Problem in Speaking

Students sometime have some problems when they want to talk especially in the classroom during learning process. They feel worried of making mistakes and they feel afraid of making some grammatical errors in speaking.

Ur (1996) argues that some possible problems in speaking including:

- 1) Inhibition. Learners are often inhibited about trying things in foreign language classroom, afraid to make mistakes or to be criticized, and shy to utter words.
- 2) Nothing to say. Sometimes the students find the difficulties to say something in English, so that the students cannot express what they means
- 3) Low or uneven participation. The students lack of participation to speak even in the classroom or outside. So, the students are not usual to speak English or in other word little to speak.
- 4) Mother tongue use. Mother tongue sometime influence the students' speaking. When the students speaking English using their mother tongue, they will fell unnatural to speaking foreign language. It is because English is not their first or second language.

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d. Characteristics of A Successful Speaking Activity

According to Ur (1996) there are many characteristics of good speaking activity as follows:

1. Learners talk a lot. The students talk a lot as much as possible in the period of time.
2. Participation is even. All of students get a chance to speak and contribute in speaking activities fairly.
3. Motivation is high. Learners are eager to speak because they are interested to the topic and have something new to say about it.
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.

Therefore, based on the points above, successful or failure of speaking activities can be seen from how the students' characteristics above. So that, the teacher should consider learning activities which willing be taught in the classroom.

e. Teaching Speaking in Islamic Senior High School

In teaching speaking, there are five aspects that the teacher must concern about. Those are pronunciation, grammar, vocabulary, fluency and comprehension. Pertaining with the idea above, Harmer as cited in Rahmadawati, (2016) said, "if students

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want to speak fluency in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation and speak in connected speech”.

The subject of this Research is the second year of Islamic Senior High School Darul Hikmah Pekanbaru. English is taught twice a week a long duration about 2X 45 minutes. The school still adopts School Based Curriculum as a current curriculum. Besides, as stated in School Based Curriculum, the purpose of the English subject in Islamic Senior High School is to develop communicative competence in spoken and written English though the development of related skill and. The students are expected to be able to speak English for communicating in daily life and the students are able to express meaning in some functional texts.

However, to measure how English learning in the classroom have been running well or not, it refers to the standard competence from the curriculum of SBC itself. It is mentioned in the curriculum standard competence for second year of Islamic Senior High School in below:

“The students are able to express meaning of transactional and formal interpersonal continuously in daily life, and the students are able to express meaning of short functional texts and monolog in form report, narrative and analytical exposition”.

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The students are expected to be able to rich the goal in learning based on the curriculum above. In addition, between the teacher and the students should work together to build good activities and environment during learning process. It means that, the teacher should know what the students need in learning.

f. Assessing Speaking Ability

Luoma as cited in Shahla& Mansoor, (2015) said that speaking is also the most difficult language skill to assess reliably. Speaking assessment will takes considerable time, effort and training Hughes (2003). There are many ways/ techniques that can be used to test speaking based on the types of speaking itself. Brown mentioned some tests that can be used to measure interactive speaking such as interview, role play, discussion, conversation, games, monologue etc.

In this research, the researcher took second year of Islamic Senior High School Darul Hikmah, agree with the goal of the teaching speaking at the school written in the syllabus that the students are expected *“to be able to express meaning of transactional and formal interpersonal continuously in daily life. and the students are able to express meaning of short functional texts and monolog in form report, narrative and analytical exposition”*.

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The students are included in interactive types of speaking. In line with the idea above Brown (2003) stated that in this type include multiple exchanges and/or multiple participations and take transactional language and interpersonal exchange in order to exchange specific information and maintain social interaction.

In this research, the students' speaking ability assessed by retelling monologue narrative story. There were five criteria that evaluated; they are pronunciation, grammar, vocabulary, fluency, and comprehension. To assess the oral proficiency the researcher used scale from English teacher at the school.

g. Relevant Research

The researcher's relevant research is the research from Aventia Wilona, Agustinus Ngadiman M.G. and Retno Palupi. It was published in 46 Magister Scientiae - ISSN: 0852-078X Edisi No. 27 Maret 2010 entitled "*The Correlation between Intrinsic Motivation and Speaking Proficiency of the English Department Student*" The researchers tried to find out the correlation between intrinsic motivation and speaking proficiency. The correlation research was conducted with the assistance of a motivational questionnaire and speaking proficiency level as the instrument.

The data gathered were soon correlated using Spearman's Rank Correlation Coefficient formula. The result was that from twenty nine respondents there were twenty three respondents

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that are entirely intrinsically motivated. Six of them are mostly intrinsically motivated. And no one is slightly intrinsically motivated or hardly intrinsically motivated.

It shows that most of the respondents have Intrinsic Motivation in learning English as their foreign language. They also found that there was a moderate correlation between them. It means that Intrinsic Motivation helps language learners to achieve higher language proficiency, specifically on the speaking skills. Even though the correlation is regarded as moderate correlation rather than high correlation, the researchers believe that Intrinsic Motivation is needed by those who want to acquire a second language or foreign language.

Istianti, 2013 also conducted the research in SMA Darussalam Ciputat by the title "The Correlation between Students' Motivation in Learning Speaking and Their Speaking Ability", the research showed that there is correlation between students' motivation in learning speaking with their speaking ability. It means that students with higher motivation will get better speaking ability than lower one. The method of the research was a quantitative and the technique was a correlational technique. The study took 30 students at second grade of SMA Darussalam Ciputat as samples.

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The data were collected by two techniques. The first, distributing questioners to measure students' motivation whether intrinsic and extrinsic motivation based on indicators adapting from the Attitude/ Motivation Test Battery (AMTB) by Gardner translated into Indonesian language. The second one, conducting oral test to measure students' speaking ability which is analyzing the data using David's scale rating. And the result was there is a positive correlation between students' motivation in learning speaking and their speaking ability.

Dealing with the ideas above, the researcher was different from the previous researches. First, in research by Istianti(2013) focuses to know the students' motivation but the researcher focuses only to know the students' intrinsic motivation. Second, in Wilona et al (2010), in the research they used Spearman'a Rank Correlation Coefficient formula to analyze the data while the researcher used Pearson product moment correlation.

B. 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 were two variables used, they were variable X as the

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independent variable and variable Y as the dependent variable. In this research, variable X refers to students' intrinsic motivation and variable Y refers to students' speaking ability.

1. The Indicators of Variable X (students' intrinsic motivation)

These are some indicators of intrinsic motivation adapting from Attitude/ Motivation Test Battery (AMTB) by Gardner. According to Gardner's theory of second language acquisition mentioned that three components of motivations they are effort, desire, and attitude as cited in Dornyei (2005) as follows:

- a. **Effort.** Students attempt to learn English hard by:
 1. Practice English everyday
 2. Asking to teacher when getting difficulties
 3. Doing English assignment
- b. **Desire.**
 1. Students have strong desire to be able to speak English
 2. English is very important for students' carrier in the future
 3. Students exercise English by watching English program in TV
- c. **Attitude**
 1. Students like to speak English
 2. Students considered English as an interesting lesson
 3. Speaking in English is important program in the school.

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2. The Indicators of Variable Y (Students' Speaking Ability)

The indicator of variable Y or speaking ability as dependent variable according to can be seen as follows (based on KTSP):

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

C. Assumption and hypothesis**a. Assumption**

In this research, the researcher assumes that intrinsic motivation has correlation with speaking ability. Students who have a good intrinsic motivation will have better speaking ability than unmotivated ones.

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b. Hypothesis

1. Null Hypothesis (Ho):

There is no significant correlation between students' intrinsic motivation and their speaking ability at the second year of Islamic Boarding School Darul Hikmah Pekanbaru.

2. Alternative Hypothesis (Ha):

There is a significant correlation between students' intrinsic motivation and their speaking ability at the second year of Islamic Boarding School Darul Hikmah Pekanbaru.