

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Motivation

a. The Definition of Motivation

Many researchers consider motivation as one of the main elements that determine the success in developing a second or foreign language: It determines the extent of active, personal involvement in language learning¹. According to Harmer, motivation is kinds of internal drive, pushing someone to do things in order to achieve something². Motivation is essential to the success that people have to want to do something to succeed at it³. Motivation is one of the psychological factors that gives effect to foreign language learning. It is easy in foreign language learning to claim that a learner will be successful with the proper motivation.

Motivation has been seen as a set of beliefs, thoughts, feelings that are turned into action⁴. Motivation is the key factor that influences the rate and success of the foreign language learning. Being motivated to learn a language is the first impetus since the motivation will bring the

¹ Oxford, R. L & Shearin, J, *Language Learning Motivation: Expanding the Theoretical Framework*, *Modern Language Journal*, 73, 291-300. 1994 p.29

² Jeremy Harmer, *How to Teach English*, Malaysia: Longman, 2001, p.8

³ Jeremy Harmer *Op.Cit.*, p.98

⁴ Brewster, Jean et al, *The Primary English Teacher's Guide*, New Edition, Essex: Penguin Press, 2003, p.218

students to the feelings of enjoyment, challenge to success in learning the language.

According to Robbins in Anwar Rahman, motivation is the willingness to exert high level of effort toward organizational goals, conditioned by the effort's ability to satisfy some individual need.⁵ As proposed by Gardner, the motivated individual is one who wants to achieve particular goal, devotes considerable efforts to achieve this goal, and experience satisfaction in the activities associated with achieving this goal.⁶ It means that motivation is defined by three components: desire to achieve a goal, effort extended in this direction and satisfaction with the task. The writer concludes that motivation is one of the factors that influences people in successfully learning language. In other words, if the motivation is higher, the result of learning will be better.

According to Brophy in Judith Meece, there are some behavioral indicators of highly motivated students:⁷

1. Attendance and discipline
At the most basic level, students who are motivated attend class, pay attention, and are not disruptive.
2. Participation and completion of work
Students who are motivated begin assignment with little prompting, follow direction, participate in classroom discussion, and complete task on time.
3. Task persistence and acceptance of errors
How long a student stays with a task, especially a difficult one, is an important indicator of motivation.
Highly motivation students persist and try different solutions before seeking help when they have difficulty with a task.

⁵ Anwar Rahman, "The Correlation between Students' Motivation and Their English Speaking Ability at the First Year Students of SMA N 2 Bandar Lampung, Bandar Lampung" (Bandar Lampung: Unpublished thesis),

⁶ Anwar Rahman. Ibid. p.2

⁷ Judith Meece, Ph.D and Wendy McColskey., *Improving Students Motivation: A Guide for Teachers and School Improvement Teams*, Third Printing (Greensboro: University of North Carolina, 2001), p.4-5.

4. Quality of task involvement

Students can either invest effort in learning or find shortcuts to get the task done without expending a great deal of effort. The amount and quality of effort students expend on learning tasks is an important indicator of motivation.

Highly motivated students are willing to invest effort and to use skills they have acquired.

5. Independent learning

Students who are willing to learn more than is required are reluctant to stop working on a task, even when it is time to move on to something new. They also may bring in materials from home, complete work that is not acquired, or ask questions to learn more about a topic.

6. Interest and Liking

Highly motivated students enjoy learning, show enthusiasm and take pride in their work. Think about a classroom or school you are familiar with, and estimate the percentage of students who persist on difficult tasks or material, enjoy coming to school, sometimes engage in learning activities that go beyond course requirements.

From the definition above, it can be concluded that motivation is an inner strength in order to achieve a set of goal in which there is a physical or intellectual efforts as well. It influences the success or failure of the second or foreign language learning. students with higher motivation will be more successful than those with lower rate of motivation.

b. Types of Motivation

Motivation is also typically examined in terms of the intrinsic and extrinsic motives of the learner. They are:

a. Intrinsic Motivation

Harmer describes intrinsic motivation as motivation which comes from within the individual⁸. Thus, a person might be motivated

⁸Jeremy Harmer, *The Practice of English Language Teaching*. London: Longman. 2007. p.51

by the enjoyment of learning process itself or by desire to make themselves feel better. Deci in Brown said that intrinsically motivated activities are ones for which there us no apparent reward except the activities it⁹. Intrinsically motivated behaviors are aimed to bringing about certain internal consequences, namely, feelings of competence and self determination.

According to Marsh intrinsic motivation refers to motivation without any apparent external reward. Motivation for learning comes entirely for performing a particular task. Students will be motivated to undertake to a certain task because of some personal factors. They might include needs, interests, curiosity and enjoyment.

b. Extrinsic Motivation

Harmer defined extrinsic motivation as a kind of motivation which is caused by any number of outside factors, such as the need to pass an exam, the hope of financial reward, or the possibility of future travel¹⁰. In addition, Brown said that extrinsically motivated behaviors are carried out in anticipation of a reward from outside and beyond the self¹¹. Furthermore, according to Marsh extrinsic motivation refers to when they receive a reward, avoid punishment, or in some other ways unconnected with the task, earn the approval for a particular behavior. Then in the technical terms, it refers to reinforcement, which is the

⁹Brown, H. Douglas, *Teaching by Principles*, Second Edition. San Fransisco: San Fransisco University, 2001, p.76

¹⁰*Ibid*

¹¹ Brown, H. Douglas, *Op.Cit.*, p. 57

external stimulus, which follows as a result of a certain response. If it is a positive reinforcement, the stimulus or event results in improving learning.

In conclusion, intrinsic and extrinsic motivations are both used in the classroom learning. Extrinsic or external motivation can be demonstrated by an effective teacher to encourage students to be more confident and independent and, in a long term, to become intrinsically motivated.

c. The Importance of Motivation in Learning Process

According to Judith Meece improving students' motivation is generally viewed as important one because it is related to high achievement¹². However, it is also an important educational outcome itself. High or low learning motivation of the students can be measured from the efforts to achieve high learning achievement for all school subjects. students who are motivated to learn and interested in what they are doing will learn more.

Lile stated that motivation is the key to all learning¹³. The main idea of motivation is to capture the students' attention and curiosity and channel their energy towards learning. In summary, motivation is the important aspect in learning. The efforts and the learning achievement depend on the level of the students's motivation. Highly motivated students will have better results of their learning than the low motivated

¹² Judith Meece, Op. Cit p. v

¹³ William T. Lile, *Motivation in the ESL Classroom*, The Internet TESL Journal, Vol. VIII, No. 1, January 2002, available on <http://iteslj.org/Techniques/Lile-Motivation.html>

students. The students with high motivation in learning will have a bigger effort to reach their goal than the students with low learning motivation.

2. Students' Motivation in Learning Speaking

Richards and Schmidt defined motivation as “the driving force in any situation that leads to action”¹⁴. People are motivated to do something they feel is worth doing and expect to succeed in doing. Dornyei said that there are two key factors: first, individual expectations of success; and secondly the value individuals put on success. If individuals have high positive feelings on both factors, they will have a high degree of positive motivation. If one of these factors is missing, they will be less motivated. There are various factors that affect expectancy of success. These include past experiences (attribution theory), judging individual abilities and competence (self-efficacy theory) and maintaining self-esteem (selfworth theory)¹⁵.

Dornyei refers to self-efficacy theory, which refers to individuals' thinking about their ability to carry out activities. Self-efficacy is influenced by previous performance and learning, as well encouragement from other people, and the reactions such as anxiety and a low sense of self-efficacy in a demanding task means that individuals easily lose their belief in their ability to perform the task. As a result, they give up. In contrast, a strong sense of self-efficacy builds confidence and increases effort to avoid failure.

¹⁴ Richards, J.C. & Schmidt, R, *Longman Dictionary of Language Teaching & Applied Linguistics* (3rd Ed.) Harlow: Longman, 2001, p.343

¹⁵ Dörnyei , Z, *Teaching and Researching Motivation*, London: Pearson Education, 2001, p. 57

This relates to self-worth theory, because with high motivation individuals have a greater sense of personal value and worth. They think that if they experience failure that is due to some other reason, such as lack of time given to prepare for a test, rather than because they do not have the ability to pass the test. Littlejohn identifies several sources of motivation, based on both intrinsic satisfaction and extrinsic rewards and success in performing tasks¹⁶. Self-esteem and confidence are crucial factors influencing motivation and that the self-esteem of students is influenced by feedback from teachers. Littlejohn said that teachers consider evaluative and strategic feedback carefully and try to communicate a sense of optimism so students develop can-do attitudes. He also suggested various strategies for teachers to maintain motivation. First teachers should experiment and vary classroom activities to see which activities individuals do best. They should also choose tasks that give learners the chance to make decisions about what to do. Furthermore, the value of developing learner autonomy, involving learners in classroom decision-making and finding out what they think about lessons.

Speaking is an activity, which gives opportunity to practice a language. Communication through speaking is commonly performed in face to face and occurred as part of dialogue. The ideas of speaking itself cannot be communicated unless what is being said is received and understood by other person. Furthermore, speaking does not only deal with correct

¹⁶ Littlejohn, A, Motivation: Where it does it come from? Where it does it go? *English Teaching Professional*, 2001, 19, p. 5-8.

pronunciation, the use of grammatical structure and appropriate words but also with the proficiency to make the listeners understand about what being talked.

Speaking is a skill of the communications which has been grown up in children life preceded by listening, and at this time, they learn how to speak¹⁷. Everybody can speak, but not everyone can speak in front of the public. It is a big problem for us as learners to speak up in front of the public. It needs self confidence for doing that. Relating to speaking, confidence is firm trust in the abilities or good qualities of somebody or something¹⁸.

Talking about speaking as communication, it cannot separate with that language. The objective of teaching spoken language is the development of the ability to interact successfully in that language and to involve comprehension as well as production.¹⁹ According to Kalayo, speaking involves three areas of knowledge:

- a. Mechanics (pronunciation, grammar, and vocabulary): speaking by using the right order with the correct pronunciation.
- b. Functions (transaction and interaction): knowing when clarify of message in essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)

¹⁷ Henry Guntur Tarigan. *Berbicara Sebagai Salah Satu Keterampilan Berbahasa*, Jakarta: Angkasa, 1981, p.3

¹⁸ Henry Guntur Tarigan, *Op.Cit.*, p.86

¹⁹ Arthur Hughes, *Testing for Language Teachers*, United Kingdom: Cambridge University Press, 1989, p.101

c. Social and culture rules and norms: understanding how to take into account who is speaking to whom, in what circumstances, about what and for what the reason²⁰.

In the communicative model of language teaching, teachers or instructors help their students develop this body of language by providing authentic practice that prepares students real-life communication situations. They help their students develop the ability to produce grammatically correct, connected sentences, and using acceptable pronunciation.

According to McDonough and Shaw speaking is linguistic knowledge that creates an oral message for communication and self-expression²¹. According to Arnold the types of speaking. Firstly test-speak, when teachers use display questions to concentrate on grammar, and correct errors but do not give students opportunities to speak for themselves. Secondly, talk-to speaking, when teachers speak constantly to explain grammar and vocabulary but do not give students opportunities to participate. Arnold suggested teachers should use talking with and real-speak to develop interactive speaking skills²², real speaking for expressing learners' ideas and practising structures in personalized contexts and suggests that this is essential for spoken fluency. She notes, however, that all this depends on the students' willingness (i.e. their motivation) to participate; students may withdraw and refuse to speak. Consequently,

²⁰ Kalayo Hasibuan and Fauzan Ansyari, *Op.Cit*, p. 101

²¹ McDonough, J. & Shaw, C, *Materials and Methods in ELT*, Oxford: Blackwell, 1993, p 60

²² Arnold, J, *Speak Easy: How to Ease Students into Oral Production, Humanising Language Teaching*, 5(2), 2003, p. 1-13.

interesting students in speaking materials and activities is very important for developing their fluency.

3. The Factors Influencing Students' Motivation in Learning Speaking

To pinpoint factors influencing students' motivation, Paul proposes some important factors that affects motivation, that of²³:

a. Home support and friends

The attitude of friends and family can have a big effect on child's motivation. If their parents encourage them to learn and their friends think that it is cool to learn, they are more likely to be positive about learning. Support from home is very important for students' motivation to learn a foreign language. If parents value both the native language and English, communicate with their children in whichever language is most comfortable, and show support for and interest in their children's progress, the students will definitely be more motivated to learn the foreign language language.

b. Transfer-ability

The students who can see how to transfer what they learn into other situations are more likely to have higher motivation than those who do not seek out and recognize opportunities to use the new knowledge they learnt. How students are recognized for their accomplishments. Students should be recognized for improving on their own personal best, for tackling difficult tasks, for persistence, and for creativity. Study by Ruth

²³Stipek, D, *Motivation to Learn: From Theory to Practice*, Englewood Cliffs, NJ: Prentice Hall, 1988, p. 20

Butler shows that interest, performance, attribution to effort and task involvement were higher after personal comments²⁴. Ego-involved motivation (the desire to look good or do better than others) was greater after grades and standard praise.

c. Self perception

To motivate students to learn actively, it is important that they perceive themselves as being successful. How much the students expect to succeed. Judging own ability and competence. How capable of success they think they are. The strength of motivation in a particular situation is determined by expectation and the value of that success. Tasks can be interesting or boring for students. And tasks have different value for students.

d. Absence of intrinsic reward

Intrinsic motivation is promoted by the sense of accomplishment obtained from struggling with something that is a bit difficult at first. Rewards tend to encourage children to learn in order to get the rewards, not to achieve internal goals. It means that rewards may have an adverse effect on motivation.

e. Evaluation and threats

If children expect to be evaluated, feel threatened, or feel they are being watched and checked up on, it is likely that they will study for the sake of the evaluation, to avoid the punishment, or to satisfy the adult

²⁴ Arnold, J. (ed), *Affect in Language Learning*, Cambridge: Cambridge University Press, 1999, p. 5

watching them, and will lose some inner motivation to learn. The greater the emphasis on competitive evaluation and grading, the more students will focus on performance goals rather than mastery. Low-achieving students who have little hope of either performing well or mastery the task may simply want to get it over with. Students need to understand the value of the work or how the information will be useful in solving problems they want to solve. One way to emphasize learning rather than grades is to use self-evaluation.

f. Social Identity (Peer groups)

Students tend to be heavily influenced by their peer groups. In foreign language learning, peer pressure often undermines the goals set by parents and teachers. Peer pressure often reduces the desire of the student to work toward native pronunciation, because the sounds of the target language may be regarded as strange. In working with students, it is important to keep these peer influences in mind and to foster a positive image for proficiency in a foreign language. Motivation can greatly be influenced by the ways relate to the other people who are also involved in accomplishing a particular goal. When the task involves complex learning and problem skills, cooperation leads to higher achievement than competition, especially for students with low abilities. The interaction with peers that the students enjoy so much becomes a part of learning process.

g. Learning environment

In order for the students to be motivated, the learning environment needs to be free from anxiety; the student should not feel threatened or intimidated. In order for him/her to speak, students needs to feel that s/he will be heard and that what s/he is saying is worth hearing.

4. The Nature of Pair Taping Method

a. The Definition of Pair Taping Method

Pair Taping (PT), a method designed by Schneider offers student pairs regular opportunities to record conversations at length, allowing teachers equal opportunities to monitor student progress and to provide feedback²⁵. Pair Taping is a fluency practice in which learners record themselves speaking freely in pairs²⁶. the success of Pair Taping “may be due to the efficacy of learning something in multiple short periods, and to students being relaxed, confident and motivated when studying on their own” suggesting students learned to speak fluently as a result of the autonomous nature of Pair Taping. Schneider cited the work of Dickinson: “Students involved in self-instruction tend to be more confident and less inhibited” adding that Pair Taping learners “became perceptibly more open and confident about speaking” Schneider concluded his article by claiming that his method “utilizes self-directed learning with its power to motivate, and helps to activate passively

²⁵ Kubo, M. F, *Pair Taping Methodologies: A Literature Review*, Komazawa Junior College Journal of English Literature, 34, 2006, p.127-146.

²⁶ Schneider, P. H, Pair Taping: *Increasing Motivation and Achievement With a Fluency Practice*, TESL-EJ, 2001 September, 5(2), p. 1

learned knowledge by giving increased chances to speak” Washburn and Christianson initiated a Pair Taping Method with the primary aim of giving students conversation “strategies” they could use to manage communication breakdowns, failures in communication marked by long pauses which, in turn, disjointed fluency²⁷. Washburn and Christianson claim that by having students read transcriptions of actual student conversations in which effective speaking strategies were used, gave students a “much-needed boost of self confidence”.

b. The Advantages of Using Pair Taping Method

Outside taping has become a vital component of English course, and several advantages are clear²⁸:

1. Students develop real fluency and ease in using English
2. Students nearly always stay in English while taping, as they are conscious of a listener
3. Students get hours of extra practice and a concrete record of their progress
4. Students have a concrete record of their progress
5. Students gain a sense of responsibility for their progress beyond the classroom
6. Teachers gain a better sense of who the students are and what their language problems

²⁷Washburn, N. & Christianson, K. *Teaching Conversation Strategies Through Pair-Taping*, The Internet TESL Journal, 1996 March, 2(3), p. 3

²⁸Kluge, D. E. & Taylor, M. A, *Boosting Speaking Fluency through Partner Taping*, *Internet TESL Journal Vol. VI, No. 2*, February, 2000, p. 5

7. Most students enjoy the taping and recognize its value
8. The spirit of the school is transformed as hallways, lobbies and lounge areas fill up with students chatting in English.

c. The Procedures of Pair Taping Method

1. Students record his or her voice by using recorder, talk about any topic and change partners any time.
2. The teacher should encourage speaking with as many different partners as desired.
3. Have a natural, flowing conversation: don't pause or stop while taping, don't leave long periods of silence, and don't speak in own language.
4. Get enough tapes for two weeks of recording. The students will use half of their tapes for recording during a week and the teacher will keep the other half a week for checking.
5. Checking tapes From all the collected tapes.
6. Comments are stuck on the tape covers with stick 'em notes.
7. The teacher might also inform the students that entire tapes will be reviewed from time to time.

5. Using Pair Taping Method Towards Students' Motivation in Learning Speaking

Pair Taping Method is a fluency practice in which students record themselves speaking freely in pairs. Recognizing, through doing fluency practices, that they can express themselves in English should encourage

students with low expectancy to overcome their feeling of "I can't." Brown also suggests that fluency practices may help intermediate students to break through their anxiety about always having to say things correctly.

According to Bandura²⁹, four types of evidence affect self-efficacy in doing a task: seeing others with comparable ability succeed in it, personally experiencing success in it, being told that success in it is possible, and feeling less anxiety when doing it. Although Tremblay and Gardner's suggested that it is easier for teachers to influence goals and values than self-efficacy, fluency practices may provide all of these³⁰. Seeing partners succeed in speaking should help students believe that they can also succeed. Practicing speaking should give students the experience of succeeding at should encourage students to believe that they can speak. Becoming more familiar with speaking should make them feel less worried and more relaxed about speaking.

Pair Taping is a method designed to engage students in extensive, natural, and meaningful conversation. Using Pair Taping (PT), required pairs to meet regularly and outside of class to record all-English conversations, creating the need to converse in English, just as they would abroad or attending private conversation classes³¹. PT students simply had more opportunities to practice speaking English than those students not involved in Pair Taping. According to Schneider "the success with Pair

²⁹ Bandura, A, *Self-Efficacy Mechanism in Human Agency*, *American Psychologist*, 37, 1982, p. 122-147

³⁰ Gardner, R. C, & Tremblay, P. F, *On Motivation, Research Agendas, and Theoretical Frameworks*, 1994, *The Modern Language Journals*, 78(3), p. 359-368

³¹ Schneider, P.H, *Developing Fluency with Pair Taping*, Unpublished: *JALT Journal*, 1993, 15(1), p. 55-62

Taping may have something to do with the fact that students participation in decision making leads to increased productivity” Pair Taping gives students a “much-needed boost of self-confidence and lends legitimacy to the process of negotiating meaning with which students must become comfortable” students speak with their peers in the target language, Fluency practices may not immediately influence the expectancy of language students, especially those who have already given up on ever being able to speak.

B. The Relevant Research

According to Syafi'i, relevant research is required to observe some previous researcher conducted by other researchers in which they are relevant to our research³². Besides, we have to analyze what the point that was focused on informing design, finding and concluding of the research.

1. Research from Michael Kubo

In 2009, he conducted the research entitled “Extensive Pair Taping Method for students in Japan: Action Research in confidence and fluency building.” The subject of this research was 12 students (six pairs). The research was designed to investigate whether Pair Taping could be used in the classroom and what the effects of Pair Taping will be. The research finding is Pair Taping gives students an alternative agent for learning and change within the classroom. Quantitative results

³² Syafi'i, S, M, *From Paragraph to a Research Report: a Writing of English for Academic Purposes*, Pekanbaru: LBSI, 2011, p.122

from self-reports from this classroom research demonstrated more than those who remained in class learners who chose Pair Taping reported increases in ease of speaking English, self-confidence about speaking English, motivation for improving their spoken English, relaxation in speaking English, enjoyment of speaking English, and improvement in speaking English. Factor analysis results mirrored those with the expectancy-value theory of motivated achievement, suggesting that learner improvement was related to their increased confidence and their increased motivation to improve their increased enjoyment of speaking English.

2. Research from M.Nur Ali

In 2010, M. Nur Ali conducted the research entitled “Improving Students’ Motivation in Speaking by Using English Video at Grade Eight of Tarbiyah Private Islamic Junior High School Ranah Kampar”. He found that the use of English video has been successful to improve students’ motivation to speak English, by using English video was effective to improve the students’ motivation to be involved in the classroom activities.

C. The Operational Concept

Operational concept is necessary to clarify briefly the variable used in this research. There are two variables in this research, they are independent or X variable in which the group is an variable since it is nominal data, while the students motivation in learning speaking English is variable Y.

1. The Indicators of Pair Taping Method are:
 - a. The teacher asks students record his or her voice by using recorder.
 - b. The teacher should encourage speaking with many different partners.
 - c. The teacher asks students to have a natural, flowing conversation.
 - d. The teacher hands in the tapes of students pair(s).
 - e. The teacher checks tapes from all the collected tapes.
 - f. The teacher writes comments stuck on the tape covers.
 - g. The teacher might also inform the students about entire tapes that will be reviewed from time to time.

2. The indicators of the students' motivation in learning Speaking English ³³:
 - a. The students follow directions, participate in classroom discussions, and complete tasks on time.
 - b. The students have positive attitudes toward speaking English.
 - c. The students always review their speaking course
 - d. The students have self confidence in English conversation
 - e. The students prepare the risk, they make mistakes in speaking and they learn from the mistakes that they make.
 - f. The students are willing to invest effort and to use the skills they have acquired
 - g. The students always pay attention to the course during process of teaching and learning.
 - h. The students are on time coming into the class of English subject.

³³ Judith Meece, Wendy McColskey, *Improving Student Motivation a Guide for Teachers and School Improvement Teams*, Florida; SERVE Associated with the School of Education, University of North Carolina at Greensboro, 2001, p.4

- i. The students are active in the class during learning speaking process.
- j. The students always ask help for teacher or friend when they face difficult tasks.

D. The Assumption and Hypothesis

1. The Assumption

In this research, the writer assumes that:

- a. Students' motivation in learning speaking is various.
- b. The better using Pair Taping Method in teaching speaking, the better students' motivation will be.

2. The Hypothesis

Based on the assumption above, hypothesis for this research can be formulated as follows:

Alternative Hypotheses (H_a):

H_a : There is a significant effect of using Pair Taping Method towards motivation in learning speaking of the second grade students at SMAN 3 Pekanbaru.

The Null Hypotheses (H_0):

H_0 : There is no significant effect of using Pair Taping Method towards motivation in learning speaking of the second grade students at SMAN 3 Pekanbaru.