

## II. THEORETICAL FOUNDATION

This chapter presents the theories which are used in the research. It covers a number of aspects; review of previous research, motivation, motivation in language learning, motivation in speaking, notion of speaking, theoretical assumption, and hypothesis.

### 2.1 Review Previous Research

There are five previous researches that have relationship with this research. First, Yuliani (2002) found some problems on the students of the information technology faculty who thought that English was not a major of their subject. But after she found the result of the questionnaire, it showed that there was a tendency in most respondents to choose the wish which was enjoyable as well as less serious materials and facility to practice and improve their English proficiency. She stated in her research on *The Correlation between the Students' Motivation and the English Proficiency among the Students of Strata One (S1) Information Technology Faculty of UNIBANK in Semarang*, that there was a positive correlation between motivation in learning English and English proficiency. She computed that the average score of motivation was 73.3. This figured out that

most students as the respondents of this research had a good motivation in learning English.

Second, *the Relationship between Motivation and Students' English Learning Achievement: A study of the Second – year vocational certificate level Hatyai Technical College Students* research of Faculty of Liberal Arts, Prince of Songka University, Choosri had some factors responsible for low English proficiency of the majority of Thai students including traditional pedagogical prescriptive approaches (Bunnag 2006, Forman 2005, Kongpecth 2004), the influence of Thai culture, EFL learning environments, and low motivation in learning a foreign language. After doing his research, the research showed 1) a high level of motivation in both high and low group. In high achievement group, the mean score of instrumental motivation was higher than the mean score of low achievement group, and 2) the motivation and English learning achievement were significantly positively correlated with each other. The result of the study indicated that there was a positive relationship between their achievement and motivation. This might be due to the fact that the students who got a high grade average in English courses tended to be interested in English learning.

Third, Li found *The Relationship between Motivation and Achievement- A Survey of the Study Motivation of English Majors in Qingdao Agricultural University*, that motivation was taught to be a very important reasons for different achievement. People thought that it was reasonable for English major to learn English, since they chose English as their major. The subjects were junior of non-English majors. They had low motivation in learning English. Revealing the correlation among motivational factors and their influences in students English

learning were: the instrumental motivation played an extremely important role in English major's learning, both high achievers and lower achievers had higher instrumental motivation, high achievers had higher sense of achievement while low achievers had lower sense of achievement. Students with higher motivation were achieve greater success in their language learning, while those lacking in motivation made no attempts in the process of language learning and often fail the exam.

Fourth, Nuri on *The Effects of Age and Motivation Factors on Second Language Acquisition*, the writer said the competency of a learner in his or her first language had a direct relationship with his or her age. Schooling and cognitive development were the other factors affecting the second language acquisition. Motivation was another factor affecting second language acquisition. Achieving motivation let the learner desire to learn a language. The writer, in the field of applied linguistics called for an expansion of the motivational construction in second language learning. The research expressed that motivation was a key factor in the second language learning process. They stressed that a less able student who was highly motivated achieved greater success than the more intelligent student who was not well motivated. Sometimes students came highly motivated and the task of the teacher was to maintain motivation of the students. The task of the teacher was to maximize the motivation.

In the last previous research, Yue of *A Study of English Learning Motivation of Less Successful Students*, the author intended to explore the types of motivation and the correlation between the types of motivation and their performance. The subjects were 207 unsuccessful students through a questionnaire and 20 of them

were selected randomly. The result suggested 9 types of motivation (interest motivation, personality, language value, group value, instrumental motivation, teaching and curriculum value, cultural influence, personal development and self-evaluation), in which instrumental motivation affected the students the most and intrinsic motivation the least. There was a significant correlation between language value and achievement. The significant correlation between language value motivation and achievement proved that even those students got low mark on their tests, they were aware that language value was a great importance. They believed that the mastery of a foreign language will bring them good education and economic status.

In this research, the researcher gave the informations about correlation between two variables: students' motivation and students' speaking ability. The researcher informed how motivation contributed students' speaking ability. Based on the data of pre-observation in SMPN 3 Natar, the researcher assumed that the students at the third year were not interested in speaking through English. Based on the questionnaire, there were 85% of students at SMPN 3 Natar who were lowly motivated in learning English.

## 2.2 Review of Related Literature

### 2.2.1 Motivation

Harmer (2007:98) states that motivation is essential to success: that people have to want to do something to succeed. Without such motivation the learners will almost certainly fail to make the necessary effort. Motivation is the one of the psychological factors that affects to language learning. It is easy in second language learning to claim that learner will be successful with the proper motivation. Such claims are of course not erroneous, for countless studies and experiments in human learning have shown that motivation is a key to learning.

According to Brown (2000:160) there are three different definitions of motivation.

- a. From a behaviouristic perspective, motivation is seen in very matter of fact terms. It is quite simply the anticipation of reward. Driven to acquire positive reinforcement, and driven by previous experiences of reward for behaviour.
- b. From a cognitive perspective, motivation places much more emphasis on the individual's decisions, "the choices people make as to what experiences of goals they will approach or avoid, and the degree of effort they will exert in that respect" (Keller 1983 in Brown 2000:160)
- c. From a constructivist perspective, motivation places even further emphasis on social context as well as individual personal choices (Williams & Burden, 1997 in Brown 2000:161)

Motivation in students' learning can be divided into 2 types, extrinsic and intrinsic motivation. According to Brown (2001 p.76) extrinsic motivation refers to

motivation that comes from outside an individual. The motivating factors are external, or outside, rewards such as money or grades. These rewards provide satisfaction and pleasure that the task itself may not provide. For example, an extrinsically motivated person who dislikes math may work hard on a math equation because want the reward for completing it. In the case of a student, the reward would be a good grade on an assignment or in the class.

Intrinsic motivation has important role to the process of language learning. Intrinsic motivation is defined as performing an action or behavior because the learners enjoy the activity itself. Intrinsic motivation in second language classrooms in particular, consider the activities that capitalize on the intrinsic be appealing to learners' self-determination and autonomy:

- a. Oral fluency exercises in which learners talk what about what interest them and not about a teacher-assigned topic.
- b. Communicative language teaching, in which language is taught to enable learners to accomplish certain specific functions.

Gardner and Lambert (1972) made a distinction between two kinds of motivation in second language learning:

a) Instrumental Motivation

Learners with an instrumental motivation want to learn a language because of a practical reason such as getting a salary bonus or getting into college. Many college language learners have a clear instrumental motivation for language learning: They want to fulfill a college language requirement.

b) Integrative Motivation

Learners who are integratively motivated want to learn the language because they want to know the people who speak that language. They are also interested in the culture associated with that language. Integratively motivated learners may have significant others such as a boyfriend or girlfriend or family members who speak the language, and heritage language learners typically have a particularly strong integrative motivation for language learning. Several studies have found that language learners who are integratively motivated are more successful than those who are instrumentally motivated; it is likely that integratively motivated language learners are more successful because their motivation is stronger than that of instrumentally motivated students.

Based on the explanation above, the researcher stated that motivation is something that can like self-esteem, be global, situational, or task-oriented, that support learner to do something to success. For example, a learner may possess high “global” motivation but low “task” motivation to perform well on, the written mode of the language. Motivation is also typically examined in terms of the intrinsic and extrinsic motives of the learner.

There are two types of motivation in students’ learning process. First, extrinsic (instrumental) motivation is a support which comes from the outside of the individuals, while intrinsic (integrative) motivation comes from the inside of the individuals. Students who are integratively motivated might be successful than the

students who are instrumentally motivated. Both of those motivations have role that can push someone to do something to reach a goal.

### **2.2.2. Motivation in Language Learning**

Motivation plays a significant role in the process of learning a language. A language teacher cannot effectively teach a language if they do not understand the relationship between motivation and its effect on language acquisition. The core of motivation is what might be called passion, which relates to a person's intrinsic goals and desires. Successful learners know their preferences, strengths and weaknesses, and effectively utilize strengths and compensate for weaknesses. Successful language learning is linked to the learner's passion.

Motivation has several effects on students' learning and behavior.

- a. *Motivation directs behavior toward particular goals.* It affects the choices students made—for instance, whether to enroll in physics or studio art, whether to spend an evening completing a challenging homework assignment or playing video games with friends.
- b. *Motivation affects cognitive processes.* Motivation affects what learners pay attention to and how effectively they process it. For instance, motivated learners often make a concerted effort to truly understand classroom material to learn it meaningfully and consider how they might use it in their own lives.
- c. *Motivation determines which consequences are reinforcing and punishing.* The more learners who are motivated to achieve academic success, the more they will be proud of an A and upset by a low grade. The more

learners want to be accepted and respected by peers, the more they will value membership in the “in” group and be distressed by the ridicule of classmates. To a teenage boy who is uninterested in athletics, making or not making the school football team is no big deal, but to a teen whose life revolves around football, making or not making the team may be a consequence of monumental importance.

- d. *Motivation often enhances performance.* Because of the other effects just identified goal directed behavior, effort and energy, initiation and persistence, cognitive processing, and the impact of consequences, motivation often leads to improve performance. As you might guess, then, students who are most motivated to learn and excel in classroom activities tend to be the highest achievers.

In this research, the researcher did not compare between students who had extrinsic or intrinsic motivation or who were instrumentally or integratively motivated. The researcher was interested in investigating whether there is any correlation between students’ motivation in learning English and their speaking ability. The researcher wanted to know whether the students who had motivation would be a good achiever or not, and whether the students who were not motivated would be a bad achiever. Based on the previous explanation, motivation can affect students’ performance. Motivation affects cognitive process. Motivation also determines which consequences are reinforcing and punishing and directs behavior toward particular goals. In this case, the students learnt English because the curriculum at the school were able the students to learn English as the subject in a class. Almost all of the students, had extrinsic

motivation while the process of teaching learning English. But not all of the students were intrinsically motivated in learning English as their subject.

### **2.2.3 Motivation in Speaking**

Success and failure in language learning especially in speaking seems largely to depend on students' motivation to learn English. In particular, students' motivation is important in the development of speaking skill. Motivation is term for explaining the success and failure or virtually any complex task (Brown, 2008). It is easy in language learning to claim that a learner will be more successful with the proper motivation. In addition, motivation is all power that pushes someone to do something (Nasution, 2000). This means that there is positive effect that influences someone to do a lot activity. According to Nasution (2009), motivation pushes people to create an acitivity or to do positive activity.

Motivation was important factor which supports the students in learning, especially, for developing students' speaking skills. If the students had motivation in learning, they were interested in speaking English. However, students who were not motivated in learning, they were not interested in speaking English. The students who had high motivation or integratively motivated might be a good achievers. Integrative motivation was important because when the students were interested in speaking, they understood the material or context of speaking easily. It is because they did the assignment or practiced their speaking enjoyably.

Moreover, Harmer (2001) was interested in initiating and sustaining motivation in the teaching and learning process. He further extended his

explanation about increasing and directing students' motivation is one of a teacher's responsibilities. There are three areas which can directly influence students continuing participation. Those will be briefly illustrated as follows:

- a. **Goal and goal setting** means motivation is closely bound up with a person's desire to achieve a goal. A person desires whether to achieve long term goals or short term goal. Long term goal may include the mastery of English, the passing of an exam (at the end of the year), the possibility of a better job in the future, etc. On the other hand, short term goal might be the learning of a small amount of the new language, the successful writing of an essay, the ability to partake in a discussion or the passing of the progress test at the end of the week.
- b. **Learning environment** refers to the teachers who are able to choose the students actual classrooms, the physical appearances at the emotional atmosphere of our lessons. When the students walk into an attractive classroom at the beginning of the course, it may help to get their motivation for the process going. When they come to unattractive place, motivation may be not initiated in this way.
- c. **Interesting class** refers to the choice of material to take into class but even more important than it will be the ways in which to use in the lesson. If students are continuing to be intrinsically motivated, they clearly need to be interested both in the subject they are studying and in the activities and the topics they are presented with.

#### **2.2.4 Notion of Speaking**

Speaking is one of important skills which is needed by students from elementary school up to university. They will get informations by sharing to one another. But many students get difficulties in speaking. When someone asks you “Do you speak English?” this usually means: Can you carry on a conversation reasonably and competently? The benchmark of successful language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals to interactive discourse with other speakers of the language. And yet, as Richards (1990) noted “the conversation class is something of an enigma in language teaching.” The goals and the techniques for teaching conversation are extremely diverse, depending on the student, teacher, and overall context of the class. Brown (1980) states that speaking is interactive process of constructing meaning that involves producing, receiving, and processing information. Based on the theory above, there are three main important points of view which must occur to the participants of communication (speakers and listeners) to construct the meaning during the interaction among them.

Brown (1980) also classifies types of spoken language into two types, they are monologue and dialogue. In monologue, when a speaker uses a spoken language such as in speech, lecture, etc. The listener must process long stretch of speech without interruption and the stream of speech will go on whether the listener comprehends or not. While in dialogue, it involves two or more speakers and can

be subdivided into interpersonal and transactional. An interpersonal language is a dialogue which purposes to promote social relationship between speakers. On the other hand, transactional language is a dialogue which involves two or more speakers and the purpose is to convey propositional or factual information.

On the relevancies of curriculum applied in Indonesia, especially in speaking subject, students were expected to be able to express the meaning of short functional text and monologue text in form of recount, narrative, and procedure in daily context and in accessing the science. Therefore, after being taught the English subject, the students should have good ability in speaking. They have to be able to communicate, to convey meaning, and to have a meaningful conversation in English. Referring to this, transactional dialogue was suitable to measure students' speaking achievement since transactional dialogue refers to situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. Speaking must fulfill these following aspects as follows:

- a. **Fluency** can be defined as the ability to speak fluently and accurately. Signs of fluency include a reasonably fast speed of speaking and only a small numbers of pauses. Fluency refers to the ease and speed of the flow of the speech (Harris, 1974). Fluency is the smoothness or flow with which sounds, syllables, words and phrases are joined together when speaking. It means that when a person makes a dialogue with another person, he or she can give respond well without difficulty.

- b. **Accuracy (grammar and pronunciation)** focuses on issues of appropriateness and other formal factors. It relates to the use of grammar and pronunciation. Heaton (1978) defines grammar as the students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones is needed for students to arrange correct sentences in conversation, while pronunciation refers to the ability to produce easily comprehensible articulation (Syakur, 1987)
- c. **Comprehension** is defined for oral communication that requires a subject to respond to the speech as well as to initiate it (Syakur, 1987). Comprehensibility denotes the ability of understanding the speaker's intention and general meaning (Heaton, 1991). It means that if a person can answer to express well and correctly, it shows that he/she comprehends or understands well.

Based on the explanation above, speaking is one of important skills that students can get the information by sharing or talking with each other. Brown classifies speaking into two types monologue and dialogue. Monologue refers to when a speaker speaks on the long stretch of speech without interruption. While dialogue involves two or more speakers who speak in interpersonal or transactional. The beginner level of speaker can speak by concerning three aspects such as pronunciation, fluency and comprehension in a transactional dialogue is suitable to this speaking achievement.

### **2.2.5 Theoretical Assumption**

Based on the theoretical review, motivation had important role in learning process, especially in speaking. Based on the previous explanation, motivation was essential to succeed: that people have to do something to succeed. One of the motivation effects in language learning was motivation affected cognitive process. Motivation affected what learners paid attention on and how effectively they processed it. For example, motivated students made a concerted effort to truly understood the classroom material – to learn it meaningfully – and to consider how they might use it in their own lives.

In speaking skill, students who had motivation were able to acquire the language and speak English fluently, confidently, and regularly. Because of motivated students looked for the ways that could help them in mastering English, particularly in speaking. They were brave to taking a risk of making mistake and deciding about what to say and how to express their ideas in English.

Based on the ideas above, the researcher was attracted in investigating how students' motivation affects students' speaking ability in learning English at the third year of SMPN 3 Natar.

### **2.2.6 Hypothesis**

Referring to the theoretical reviews and assumptions above, the researcher stated the hypothesis as follows:

1. There is no significant correlation between students' motivation and their speaking ability of third year students at SMPN 3 Natar.
2. There is no contribution of students' motivation in learning speaking toward their speaking ability at third year students at SMPN 3 Natar.