II. LITERATURE REVIEW

This chapter discusses the theories used in the research, such as: concept of speaking, types of speaking, proficiency in speaking, concept of motivation, concept of motivational behavior, and the kinds of motivational behavior.

2.1 Concept of Motivation

Many theorists investigate the term of motivation. One of them is Beck (1990: 17) who states that the most difficult task for motivation theorist is to define motivation, particularly because there are two fundamentally different approaches to motivation. The regulatory approach emphasizes to the body's responses to such disruptive forces as hunger and pain, while the purposive approach emphasizes the goal of directed nature behavior. Becks concludes that the definition of motivation emphasizes choices of goals or behaviors, but it does not hinge on the issue of conscious versus unconscious determinants, for surely there are mixture of both in many choices.

The other theorist is Robbins (1993: 205) who mentions that motivation is the willingness to exert high level of effort toward organizational goals, conditioned by the effort's ability to satisfy some individual need. That means when someone is motivated, he or she tries hard. But high levels of effort are unlikely to lead favorable job performance outcomes unless the effort is channeled in a direction

that benefits the organizations. Owens (1991) says that motivation is made up of all those inner striving conditions described as wishes, desires, drives and etc. It is an inner state that activates or moves individuals, without motivations, there would be no purposive, organized behavior by the individual – either at work or elsewhere.

Motivation is normally considered to be rooted in human needs: the individuals respond to needs by doing something about them. Motivation is an inner power reinforcing someone to do something, all inner power that determines successful learning activity. Motivation is considered by many to be the one of determining factors in developing a second language or foreign language. Motivation determines the extent of active and personal involvement. On the contrary, Gardner (1985) explained that motivation differs from orientation but not be highly motivated to achieve that goal. Motivation, in this case is a positive power, which stems from desire to attain the goal reflected in the orientation, for instance, learning English seriously in order to get a better job in the future.

Motivation in learning English is also divided into intrinsic and extrinsic motivation. Intrinsic motivation is a motivation as incentives, which originates within the behaviour itself rather than externally as in playing musical instrument for enjoyment (Setiyadi, 1999). If the reasons of studying English are for his enjoyment himself and his knowledge himself, it is called intrinsic motivation. Extrinsic motivation stems from positive or negative reinforcement which are

external to the behaviour itself rather than inherent in it, for instance, studying to get good scores not because of studying is enjoyable.

In learning language, Tremblay and Gardner (1995) say motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language. Gardner wants to show that describe motivation as effort is not enough, but that has to include desire to get something by doing favorable attitudes.

2.2 Motivational Behavior

Concept of motivational behavior and kinds of motivational behavior is delivered below:

2.2.1 Concept of Motivational Behavior

The research about motivation in learning language can be divided into three groups. The first group is the research that uses instrumental and integrative and focuses on the impact of those aspects to the learning language. The second group is the research that uses meditational model. The meditational model is proposed by Gardner and Lambert (1972) who state attitude gives influence to the motivation and motivation influences the second language acquisition. The last group is the research that uses socio-educational model (Gardner, 1985). Gardner focuses on attitude and motivation that give impact to the second language acquisition.

Tremblay and Gardner (1995) divide motivation becomes motivational antecedent and motivational behavior. Tremblay and Gardner (1995) put attitudes as factor that cause motivational antecedent. Motivational antecedent has function as mediator for building motivational behavior that will become factor that gives impact directly towards success in learning. As proposed by Gardner (1985), the motivated individual is one who wants to achieve a particular goal, devotes considerable efforts to achieve this goal, and experience satisfaction in the activities associated with achieving this goal.

Motivation has important role in learning language by considering that the process of learning depends on effort or energy and time that is used to study. Tremblay and Gardner (1995) state that motivational behavior refers to individual characteristics and someone who wants to observe can feel it. If we refer at the concept of motivation that is described as effort, persistence and attention, motivational behavior is individual characteristics that belong to the form of effort, persistence and attention that are implemented by the learners. Besides, according to Hasan (1999), motivational behavior that refers to the intensity, attention, and persistence gives positive impact to the students' achievement in learning English.

2.2.2 Kinds of Motivational Behavior

The researcher focuses on the concept of motivation that is described as effort, persistence and attention (Tremblay and Garder, 1995). The researcher concludes

that motivational behavior is individual characteristic that belong to the form of effort, persistence, and attention that are implemented by the learners.

Motivational behavior differs with motivation. Motivation is the form of desire or want of people about something. When people show their wants or desire inform of action, it is called as motivational behavior. Effort is still inside the learners. So, I order to show learners' effort informs of action, intensity is used.

Motivational Behavior will be measured by looking at the learners' motivational intensity, attention, and persistence. The concept of intensity based on Dunkel (1948) is behavior that approaching-the-goal. With the same goal, two learners may have different effort to achieve the goal.

Intensity can be described as learners' effort in learning English, and the average time of doing their work. Arthur S. and Emily S. Reber (2000) state that intensity is the diligence of someone's behavior that is coming out. Cholas and Sadily (2000) state that intensity comes out from intention means the rank of power, strength, or can be said as intensity. Besides, P.Chalpin (2009) states intensity can also be defined with a force that supports an opinion or action.

Someone who learned with high spirits and spend many times in learning, it will show good results , as opinion Sadirman A.M . (1996), stating that the intensity of student learning will certainly determine the level of achievement namely the purpose of learning raise outstanding achievements. Relates to the learning,

intensity can be said as excitement and sincerity, energetic in learning in physics and psychological aspect.

Crookes and Schmidt (1991) say there is any the correlation between motivation and attention. Kanfer and Ackerman (1989) state motivation refers to the effort of attention, proportion of effort with full of attention and refers to the intensity, also effort in giving attention to the task. Attention can be described as learners' sacrifice and interest to gain the purpose. Suparyoto (2011) states attention is a genera reaction from organism and awareness that can cause the increasing of activities, concentration, and the limitation of awareness to an object.

According to Bimo (1989: 43) attention is the convergence or concentration of all the activity of individuals who demonstrated to something or set of objects. Besides, Walgito (2004) says attention is the concentration of all the individual's activities to an object or many objects. Kartini kartono (1996) explained attention is common reaction from an organism and awareness that causes increasing activity, the concentration of resources and restrictions awareness against one object.

According to Dakir (2008) attention is liveliness an increase in mental function is directed in concentration on the or individuals .Something that exists within all of individual and outside individual .Attention in following an activity very important, this will impact on students in learning.

Furthermore, Maehr and Braskamp (1986) differ between effort and persistence in doing the task with the time that is spent to do that task. Persistence refers to the learners' ability to solve the problems. Persistence is violence and earnestness (Poerwadarminta, 1982). It means work, learning, and trying to do their best, so with earnestness heart and a strong willingness can be used as an example for other people and give the results.

Persistence is one of the factors that can support the students' achievement in learning. The level of students' persistence gives different result in learning between each student. The students who have high persistence will get higher score who other who have low persistence (Puspitasari, 2014).

2.3 Speaking

These are some explanations regarding studying speaking like concept, aspects, types, and achievements in speaking:

2.3.1 Concept of Speaking

Speaking is not simply about talking what people want to say. Rather, speaking has to understand how to deliver the information so that the listener can give good response. Therefore, speaking is not an active activity only by talking the information, but a passive activity also with the understanding in giving response based on their own interpretation.

According to Lado (1961), speaking is described as an ability to express oneself in life situation, converse to report acts or situations in precise words or the ability to express a sequence of ideal fluently. Haris (1974) states speaking is encoding process where people can communicate the ideas, thought, and feeling orally. It means that someone produces spoken message to other. According to Rivers (1978), through speaking, someone can express the ideas, emotion, attention, and reaction to other person and situation and influence other people. So, it can be said that it is important for us to communicate with other people to share our ideas, feeling, and experience.

Meanwhile Brown (2001: 250) states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Based on that idea, there are three important points that have to be occurred to the participants of communication (speakers and listeners) to construct the meaning during the interaction among them.

In line with that, Byrne (1984) defines speaking as two ways process between speaker and listener and it involves productive and receptive skill of understanding. The definition infers that in speaking process, one tries to communicate with and send out his/her message to the others. In this case, the communication needs at least two people, a speaker who produces a message and a listener who receives the message.

In speaking process, one tries to communicate with and send out his/her message to the others. In this case, the communication needs a speaker and a listener. Therefore, in speaking process, especially in dialogue, needs at least two people because we cannot do it individually. Referring to this, transactional dialogue is suitable to measure students' speaking achievements 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.

2.3.2 Aspects of Speaking

Speaking is one of four basic skills of language and it has important role in daily life because it is the main skill in communication. Speaking must be fulfilled these following aspects, they are:

1. Fluency

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: 81). Fluency is the smoothness or flow with which sounds, syllables, words, and phrases are joined together when someone speaks. When a person makes a dialogue with another person, the other person can give respond well without difficulty. For example, A asks B: *"How are you today?"* B answers: *"I am fine, thank you."* It is answered well and quickly.

2. Accuracy (grammar and pronunciation)

Accuracy focuses on issues of appropriateness and other formal factors. That relates to the use of grammar and pronunciation. Heaton (1991: 5) 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).

3. Comprehension

Syakur (1987) defines comprehension for oral communication that requires a subject to respond to speech as well as to initiate it. Comprehensibility denotes the ability of understanding the speakers' intension and general meaning (Heaton, 1991: 35). That means that if a person can answer or express well and correctly, it shows that he/she comprehends or understand well. For example, A asks B (in dialogue): *"Where are you going?"* Then B answers it well, quickly and correctly. He says: *"I am going to School."*

In brief, speaking is an ability to express ideas, feeling, and emotions to other person. People try to communicate with each other and use the language to make the listener understand; therefore the people can interact with others.

2.3.2 Types of Speaking

Speaking is the productive skill and cannot be separated from listening. When we speak we produce the meaningful text. In the nature of communication, we can find the speaker, the listener, the message, and the feedback.

Studying speaking is designed to improve students' speaking skill in English by activating and extending their linguistic competence, increasing their confidence in using spoken English, developing their ability to analyse and evaluate spoken performance, and sharpening their strategic competence in face-to-face interaction. Studying speaking has been influenced by finding of research into the relationship between classroom communication practice and overall progress in the foreign language (Krashen, 1981).

Brown (2001) also provides types of classroom speaking performance, they are:

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human tape-recorder" speech, where for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2. Intensive

Intensive speaking goes one-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are "going over" certain forms of language.

3. Responsive

A good dealt of student speech in the classroom is responsive short applies to teacher or students initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. The example is:

> *T: How are you today?*
> *S: Pretty good, thanks, and you?*
> *T: What is the main idea of this essay?*
> *S: Indonesia should have more authority.*
> *T: So, what did you write for question number one?*
> *S: Well, I was not sure, so I left it blank.*

4. Extensive (monologue)

Extensive monologue is extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this, the register is more formal and deliberative. This monologue can be planned or impromptu.

5. Interpersonal (dialogue)

Interpersonal dialogue carried out more for maintaining social relationships than for the transmission of facts and information. The conversations are a little trickier for learners because they can involve some or all the following factors: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, a covert "agenda".

For example:

> *Mel   : Hi, Chris, how's it going?*
> *Chris : Oh, so-so.*
> *Mel   : Not a great weekend, huh?*
> *Chris : Well, far be it from me to criticize, but I'm pretty miffed about last week.*
> *Mel   : What are you talking about?*
> *Chris : I think you know perfectly well what I am talking about.*

Mel   : Oh, that…..how come you get so bent out of shape over
something like that?
Chris : Well, whose fault was it, huh?
Mel   : Oh, wow, this is great, wonderful. Back to square one.
For crying out loud, Chris, I thought we'd settled this before. Well, What
more can I say?

6. Transactional (dialogue)

Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language. Conversation, for example, may have more of a negotiate nature to them than does responsive speech, e.g. 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.

The following example from a literature lesson illustrates this kind of speaking in a classroom setting (T = Teacher, S = Student):

T: The other day we were talking about figures of speech. And we have
already in the past talked about three kinds of figures of speech. Does
anybody remember those three types? Mary?
S: Personification, simile, and metaphor.
T: Good. Let me write those on the board. – Now can anybody tell me
what personification is all about again? Juan?
S: Making a nonliving thing act like a person.
T: Yes. OK. Good enough. Now what about simile? . . . OK. – Cecelia?
S: Comparing two things by making use of the words "like" or "as."
T: OK. Good. I'll write that on the board. The other one – metaphor.
Paul?
S: It's when we make a comparison between two things, but we compare
them without using the words "like" or "as."
T: All right. Good. So it's more direct than simile. Now we had a poem a
few weeks ago about personification. Do you remember? Can you recall
one line from that poem where a nonliving thing acts like a human
person?
S: "The moon walks the night."

> *T: Good. "The moon walks the night." Does the moon have feet to walk?*
> *S: No.*
> *T: No. So this is a figure of speech. All right. Now our lesson today has something to do with metaphor. Now we're going to see what they have in common . . .*

(Richards and Lockhart 1994: 116–117)

Examples of transactional dialogue are:

- Classroom group discussions and problem-solving activities

- A class activity during which students design a poster

- Discussing needed computer repairs with a technician

- Discussing sightseeing plans with a hotel clerk or tour guide

- Making a telephone call to obtain flight information

- Asking someone for directions on the street

- Buying something in a shop

- Ordering food from a menu in a restaurant

Richard distinguishes between two different types of transactional dialogue. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

From the explanation above, there are many types of speaking mentioned. In this case, the researcher will use transactional (dialogue) which is classroom group discussions and problem-solving activities as one type of speaking test because its purpose is to convey or to exchange information or idea that may enable the

students to discuss the information and exchange the information they have in which they cooperate one another.

2.4. Previous Finding Research

The previous finding research was the research conducted by Hasan in 1999. Hasan (1999) analyzed the impact of motivational behavior toward students' achievement in learning English. Hasan in her unpolished script with the title "*Pengaruh Motivasi Pada Keberhasilan Belajar Bahasa Inggris*" shows that there is a relatonship between students' motivational behavior and students' achievement in learning English. Hasan carried out that motivational behavior that refers to the learners' intensity, attention, and persistence give possitive impact to the students' achievement in learning English.

2.5 Theoretical Assumption

On basis of the previous paragraphs, the researcher assumes that motivational behavior influences students' achievement as Tremblay and Gardner found that motivational behavior is a factor that gives direct influence to the successful of English learning.

Motivation is a complex phenomenon and includes many components and success, curiosity, desire for simulation and new experience (Littlewood, 1984: 530). As proposed by Gardner (1985), the motivated individual is one who wants to achieve a particular goal, devotes considerable efforts to achieve this goal, and experience satisfaction in the activities associated with achieving this goal.

According to the result of research carried out by Devianti (2010), it is found that motivation as a psychological factor that had a positive correlation with students' English speaking ability.

Furthermore, According to Hasan (1999), motivational behavior that refers to the intensity, attention, and persistence gives positive impact to the students' achievement in learning English. Conversely, learners with little interest in the way of life of native speakers of L2 or with low motivational behavior can be expected to learn slowly and to stop learning some way short of native speaker competence.

In this study, the researcher assumes that if learners have high motivational behavior, they will speak English fluently because they will have strong willingness and effort to learn and to develop their competence in speaking and be active in English speaking class. Students who have high interest and concentration in learning English will understand more because they give full attention to the learning process.

Thus, the researcher is interested to investigate the relationship between students' motivational behavior and their English speaking proficiency of second year students of SMA Negeri 1 Pringsewu and find out that attention is the kind of motivational behavior that gives most influence to students' speaking proficiency.

2.6 Hypothesis

Concerning with the concept and theoretical assumption above, the researcher formulates a hypothesis below:

1. There is relationship between students' motivational behavior and their achievement in speaking of second year students of SMA Negeri 1 Pringsewu.

2. Attention is the kind of motivational behavior that gives the most influence to the students' speaking proficiency.