II.   LITERATURE REVIEW

This chapter provides explanation related theories used in this study, such as concept of motivation, types of motivation, high and low motivation in learning English, concept of speaking, concept of speaking activity, relation between students' motivation and speaking ability, theoretical assumption and the hyphothesis.

2.1.   Concept of Motivation

Motivation is an individual's inner power which pushes to do something. The term motivation theory is concerned with the process of describing why and how human behaviour is activated. Motivation is the attribute that "moves" us to do or not do something (Gredler, 2001). Huit (2001:1) says that "motivation is an internal state (sometimes described as a need, desires, or want) that serves to activate or energize behaviour and gives it direction". Motivation is usually considered as an inner drive, impulse, emotion, or desire that moves one to a particular action (Suparman, 2010).

In his discussion of motivation, Brown (2007: 169) includes the need for ego enhancement as a prime motivator. This is the need 'for the self to be known and to be approved by others. Williams and Burden (1997 : 120) suggest that

motivation is 'a state of cognitive arousal' which provokes a 'decision to act', as a result of which there is 'sustained intellectual and or physical effort' so that the person can achieve some 'previously set goal'. They go on to point out that the strength of that motivation will depend on how much value the individual places on the outcome he or she wishes to achieve.

Gardner (1985) , as one of the leading researchers in the field of second language learning focuses on motivation, and defines motivation by specifying four aspects – "a goal, effortful behavior, a desire to attain the goal, and favorable attitudes toward the activity in question". A goal is seen as a stimulus for increasing motivation rather than a measurable part of motivation.

However, based on the social psychological point of view, Gardner (1985) defined L2 motivation as "the extent to which an individual works or strives to learn language" because of their desire to do so and satisfaction obtained from the activity, such definition focuses on learner's inner desire and attitude. Futhermore, based on Deci and Ryan's (1985) self-determination theory, motivation is related to all aspects of "activation" and "intention" , including energy, direction, persistence, equifinality.

According to Handoko (1992:42), there are five motivation theories. They are clarified as follows:

1.   Cognitive Theory

Dahar (1989: 152) stated that cognitive concept could be explained as process which are more focused on insight thinking, reasoning, using inductive deductive

logical. Therefore, based on cognitive theory, human being is a rationale creature. The more education they have, the better attitude they have

2.   Hedonism Theory

Hedonism Theory states that every human activity, consciously or unconsciously which come from inside or outside have the same purpose. They look for happiness and prevent disgusting activity. Relating to the motivation, it can be said that action depends on someone anticipation and expectancy toward an object or stimulation faced.

3.   Instinct Theory

This theory believes that every man has biologist power since they are born. This power makes someone act based on the spesific way. It is different from rationale theory which believes that human thinking as the decision maker of human behaviour.

4.   Psychoanalytical Theory

This theory is the development of instinct theory. This theory recognizes that the power which comes naturally from the human will cause and organize the human behaviour.

5.   Homeostasis Theory

This theory argues that human behaviour happens because of unbalance feeling inside of them. In other words, human being will always defend the balance that they have in their mind. It can be concluded that human activity happens because

of the need and this activity directs to the achievement that can bring them to the feeling of satisfaction.

Then, according to Dornyei (1998) motivation is the "process whereby a certain amount of instigation force arises, initiates action, and persists" as long as there is no other forces weakening it until the planned goals is reached. Motivation also means the combination of effort plus desire to achieve the goal of learning the language which leads to a conscious decision to act, and which gives rise to a period of sutained intellectual and/or physical efforrt in order to attain previous set goals (Choosri and Intharaksa : 2011).

2.2. Types of Motivation

Gardner and Lambert in Suparman (2010: 71) classify motivation into two types of motivation. The first is instrumental motivation, that is, a means of getting instrumental goals, such us furthering a career, reading technical material, and translation. The second is integrative motivation, that is, a desire to be a part of the L2 society and integrate L2 culture. Yufrizal (2001:278) also states that two types of motivation i.e. Integrative and Instrumental :

(1)   Integrative Motivation

A learner with integrative motivation has a genuine interest in the second language community. The learners want to learn their language in order to communicate with them more satisfactorily and to gain closer contact with their cultural.

(2)   Instrumental Motivation

By contrast, a learner with instrumental motivation is more interested in how the second language can be useful instrument towards furthering other goals, such as gaining a necessary qualification or improving employment.

Integrative motivation is determined by more general attitudes and beliefs: an interest in foreign languages and people, the cultural and intellectual values that the target language has, and new stimuli through learning and using the target language (Dörnyei : 1990). Instrumental orientation is associated with external regulation whereas travel, friendship, and knowledge orientations are correlated with the more self-determined and intrinsic motivation (Noels et al., 2000). While Gardner and Lambert (1972) define the integrative motivation as those that indicate an interest in learning the language in order to communicate with members of the second language community. It is characterized by those who learn the second language so as to identify themselves with the language speaking group and ultimately join it. They describe instrumental motivation as a motivation to acquire some advantage by learning a second language. A learner with instrumental motivation regards language as an instrument to get a reward.

Based on the explanation above, the researcher believes that motivation has important function in getting the purpose of doing something. This matter makes one tends to be better than anyone does and makes him or her has more energy to make it perfect. Hamachek (1994: 276) states that:

There are three important functions of motivation :
(1) Energizing us (i.e., turning the key and starting the motivational engine)
(2) Directing us (i.e., pointing us in a particular direction)

(3) Helping us to select behaviour most appropriate for achieving our goals.

So, it can be inferred that in terms of speaking, the first function of motivation is that to push and energize one to speak. Then, the second function is to make one to be concern on speaking purpose. The last function might to reflect themselves to acculturate habit in order to achieve communicative speaking.

Motivation is also classified as intrinsic and extrinsic based on the degree of self-determination. As Woolfolk (1995: 115) and Hamaheck (1994:278) stated that motivation is divided into intrinsic and extrinsic motivation :

(1)   Intrinsic Motivation

Intrinsic motivation is motivation connected with actions that are their own return. Intrinsic motivation is a power that makes someone do something that comes from himself. It is fueled by one's own goal or ambitions (e.g. the payoff derived from one's own feelings of personal satisfaction or accomplishment). For example, when students study because they enjoy the subject and desire to learn it, it seems that their motivation is primarily intrinsic; their reasons for learning reside primarily inside themselves. There are two types of intrinsic motivation :

1. Self Determination

In this perspective, the students believe that they act because of their willingness not because of the successful or another external factor. It means that the internal motivation and intrinsic willingness will increase when students have opportunities and choices for taking personal responsibility in learning process.

2. Personal Choice

It happens when a person considers that he/she is able to concentrate in doing activities. It also happens when a person involves in some challenges considered not too easy and too difficult.
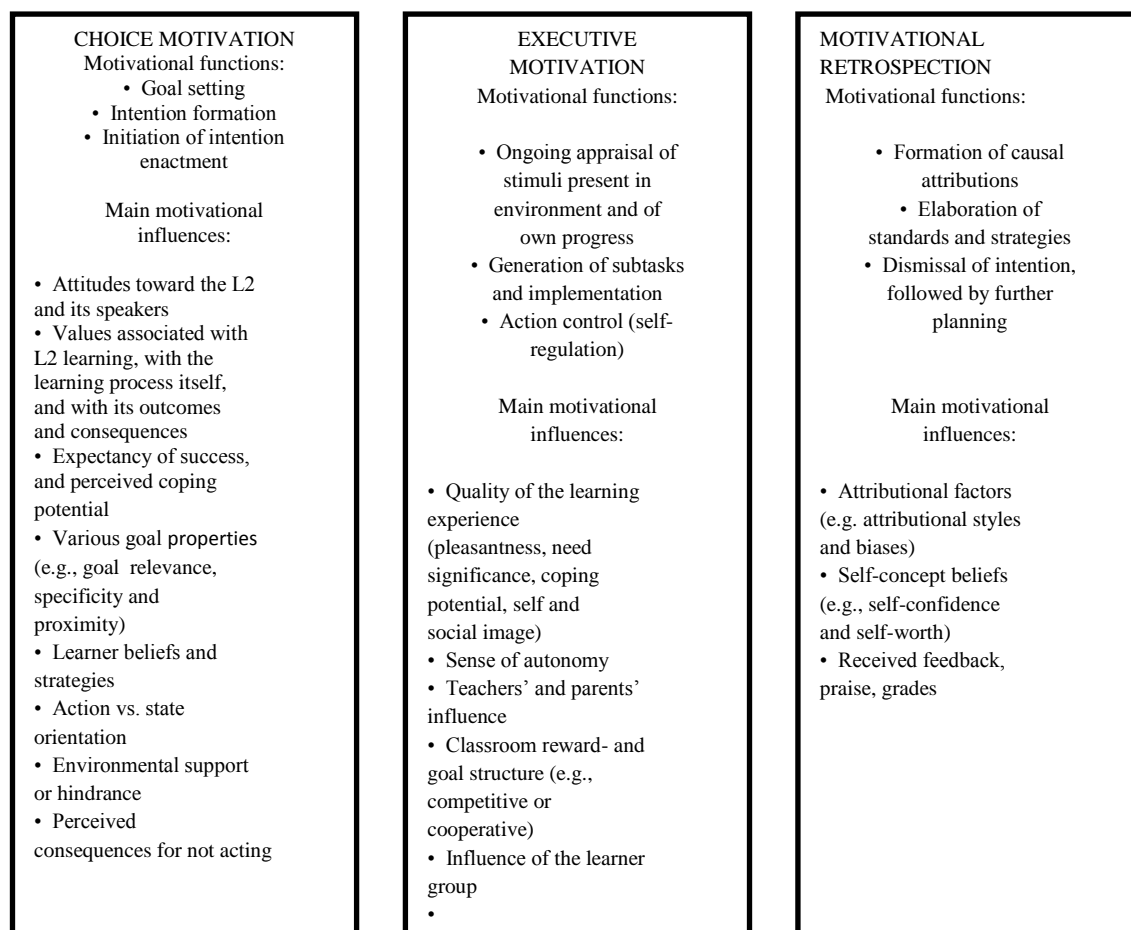
(2)   Extrinsic Motivation

By contrast, extrinsic motivation is a power that makes someone does something that comes from outside. It is fueled by the anticipation and expectation of some kind of payoff from an external source (e.g. a dollar for every A). For example, when students work hard to win their parents' favor, gain teachers' praise, or earn high grades, it seems that their motivation is primarily extrinsic ; their reasons for work and study lie primarily outside themselves. Extrinsic motivation is motivation created by external factors like reward and punishment

In line with Woolfolk and Hamaheck, Deci and Ryan (1985) also put forward intrinsic and extrinsic motivation theory. More specially, intrinsic motivation refers to the motivation to engage in an activity which the learners thinks is enjoyable and satisfying. Extrinsically motivated behaviors are those actions carried out achieve some instrumental end, such as earning a reward or avoiding punishment.

2.3.   High Motivation and Low Motivation in Learning English

Among various factors, motivation is cited as vital affecting language learning (Lambert, 1963). It is further claimed that motivation has direct effect on language achievement. Motivation is defined as the extent to which ones strive to acquire the language because of the desire to do so and satisfaction derived from it (Gardner, 1985). Motivation is, thus, considered significant in its roles in language learning success. Along this line of thoughts, students' motivation toward English language learning can, to a certain degree, influence their learning result. So, motivation is cause L2 achievement.

Since motivation accounts for not only why individuals come to engage in an activity but also for how long they persist and how much effort they invest in it Dörnyei (2005), divide the process model of L2 Learning Motivation stated as follow :

CHOICE MOTIVATION	EXECUTIVE MOTIVATION	MOTIVATIONAL RETROSPECTION
Motivational functions: • Goal setting • Intention formation • Initiation of intention enactment	Motivational functions: • Ongoing appraisal of stimuli present in environment and of own progress • Generation of subtasks and implementation • Action control (self-regulation)	Motivational functions: • Formation of causal attributions • Elaboration of standards and strategies • Dismissal of intention, followed by further planning
Main motivational influences: • Attitudes toward the L2 and its speakers • Values associated with L2 learning, with the learning process itself, and with its outcomes and consequences • Expectancy of success, and perceived coping potential • Various goal properties (e.g., goal relevance, specificity and proximity) • Learner beliefs and strategies • Action vs. state orientation • Environmental support or hindrance • Perceived consequences for not acting	Main motivational influences: • Quality of the learning experience (pleasantness, need significance, coping potential, self and social image) • Sense of autonomy • Teachers' and parents' influence • Classroom reward- and goal structure (e.g., competitive or cooperative) • Influence of the learner group •	Main motivational influences: • Attributional factors (e.g. attributional styles and biases) • Self-concept beliefs (e.g., self-confidence and self-worth) • Received feedback, praise, grades

Choice motivation as Pre-actional Stage, Executive motivation as Actional Stage, and Motivational retrospection as Post-actional stage.

According to Cook (1991 : 96) some L2 learners do better than others because they are better motivated. High motivation is one factor that causes successful learning ; successful learning , however , may cause high motivation. So, it can be said that high motivation can cause high achievement in learning English, and low motivation also can cause low achievement in learning English. However, it can also be argued that motivation is the result of learning.

It is also pointed out by Cook (1991 : 99) that it is not motivation for learning as such which is important to teaching but motivation for learning a particular second language. In the teachers' point of view, teacher can influence rather than the learners' more deep-seated motivations. The latter process of creating successful learning which can spur high motivation may be under the teacher's control. So, the meaning of motivation for teacher is probably the interest that something generates in the students.

Furthermore, Guilloteaux (2009) from Gyeongsang National University, in her research about *"Do High and Low Motivation EFL Learner Groups Have Different Goal Orientations?"*, found that both high and low motivation learner groups reported higher performance-approach orientation goals, but in the different grade levels.

In the other side, Guilloteaux (2007) in his thesis for the degree of Doctor of Philosophy at Nottingham University about *"Motivating Language Learners : A*

Classroom-Oriented Investigation of Teachers' Motivational Practices and Students' Motivation" observes learners groups into high motivation and low motivation based on the students' self reported motivation and motivated learning behaviour questionnaire. The result of research shows that the Learners' Motivated Behavior correlates significantly and positively with both the Students' Self-Reported Motivation and the Teacher's Motivational Practice. The relationship with the Teacher's Motivational Practice is particularly strong, with a coefficient exceeding 0.6, thereby explaining 37% of the variance in the students' motivated learning behavior measure.

So, from the entire explanation above, it can be said that high and low motivation can directly give impact for learners and achievement of language, especially in English speaking.

2.4. Concept of Speaking

Speaking is the productive skill in oral mode. Speaking is fundamental for communication and essential for developing interpersonal skill. By speaking, one can interact and give responds to other people and situation. One also can share his/her ideas, thoughts, and feeling through spoken language. Byrne (1984 : 8) states that speaking or oral communication is a two-way process between speaker and listeners and involves the productive skills and receptive skill of understanding. In process of speaking, there must be at least two people : one as a speaker who share information, and the other as listener to receives information.

According to Chaney (1998 : 13), speaking is the process of building and sharing meaning through the use of verbal and non verbal symbol, in a variety of context. So, speaking can take place if the speaker uses verbal symbol such word and non verbal symbol like gesture and body language to convey the meaning.

Meanwhile Brown (2001 :250) says that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. So, it can be concluded that speaking is an interactive process for building and sharing meaning through the use of verbal and non verbal symbols in context of producing, receiving , and processing information.

There are three aspects that would be measured for speaking test :

(1)   Fluency

Fluency can be defined as the ability to speak fluently and accurately. Hedge (2000) defines fluency as the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation. Nunan (2003) also said that fluency is use the language quickly and confidently with few unnatural pauses. So, fluency is the ability to speak fluently and confidently while the smoothness or flow with which sounds, syllables, words, phrases, are joined together when speaking.

(2)   Accuracy (Pronunciation and Grammar)

Pronunciation is native speaker (competent user the language) to know how to say a word-that is how to pronounce it (Kenworthy ; 1987). Pronunciation is a way in

which someone utters the words or the language to another based on the available rules. Heaton (1978: 5) defines grammar as the students ability to manipulate structure and to distinguish approriate grammatical form in approriate ones is needed for students to arrange correct sentences in conversation.

(3)   Comprehensibility

Comprehensibility is the ability to understand the conversation or speaker. Comprehensibility measures how much interpretation is required to understand student's responses.

Those three aspect of speaking is really important to master for english learner for good communication.

Brown (2001: 250) also classifies the types of spoken language. Those types are as follows:

1.   Monologue

In monologue, when a speaker uses spoken language like in speech, news broadcast, or lecture, the listener must process long stretches of speech without interuption the stream of speech will go on whether the listener comprehend or not. Monologue is divided in two parts, that are *planned* and *unplanned*. Planned means that the speaker produces refined speech. Planned usually manifest little redundancy and are therefore   relatively difficult to comprehend. In contrary, the phrases are often produces one after another in unplanned, the "nextness" shows that they are related. Unplanned exhibit more redundancy, which makes for ease in comprehension, but the presence of more performance variables and

other hesitations,can help or hinder comprehension. Planned and Unplanned has some characteristic, based on Green in Hyatt (2008) :

a.   *Planned*

- the speaker has prepared and practised a speech or presentation (at home

/   before the test)

- pronunciation and intonation have been practised

- often tends towards formality of lexis and syntax

b.   *Unplanned*

- e.g. everyday conversation – spontaneous

- utterances; short sense units, incomplete sentences

- pronunciation and intonation less controlled

- lexis and syntax tend to be informal/colloquial

Ochs (1979) states that *planned speech* is the situation where the speakers have prepared and possibly rehearse their presentations in advance, or they express well-thought-out points and opinion, which they may have voiced many times before. In contrast, *unplanned speech* is spoken on the spur of the moment, often in reaction to other speakers. It is particularly in unplanned speech that short idea units and 'incomplete sentence' are common, although even in planned speech,

idea units are usully shorter than in writing, because the speakers know their talk has to be understood by the listeners in real time.

2.   Dialogue

Dialogues involves two or more speakers and can be subdivided into interpersonal and transactional language. An interpersonal language is a dialogue which has function to promote social relationship between speakers. While transactional language is a dialogue which involves two or more speakers with the purpose is to convey propositional or factual information.

2.5.   Concept of Speaking Activity through Prepared Talk

Speaking activity is the activity that encourages students in the class to speak. Whatever the purpose of the speaking event, we can characterise it as interactive and non-interactive. The conversation that takes place when we buy a newspaper at a new kios is interactive, whereas leaving message on an answer phone is non-interactive. We also make a differentiation between speaking (monologue speaking) that is *planned* and *unplanned*. Here, the researcher uses planned speaking namely Prepared Talk, that is a kind of classroom speaking activities which involve students to makes a presentation on a topic of their own choice. It is aimed to encourage them to speak as free as possible. Prepared Talk is part of Communicative Language Teaching (CLT). Communicative Language Teaching aims is broadly to apply the theoretical prespective of the Communicative

Approach by making communicative competence the goal of language teaching and by acknownledging the interdependence of language and communication (Larsen-Freeman, 2000: 121).

In the process of speaking activity through Prepared Talk, firstly we give the students time to prepare their talks. The researcher will give topic of speaking focused in three purpose :

1. Promoting a Product

2. Entertaining People

3. How To Make/Doing Something

This can be done by getting them to present their speech in pairs in front of class. After that, the teacher also can bring the class into the discussion based on the presentation. The researcher can check their speaking ability from their performance of speaking and their activeness in learning activities.

2.6.   Relation Between Students' Motivation and Speaking Ability

Hayati and Ostadian (2008) point out that no activity will be carried out succesfully without motivation. In learning activity, the student might not engage learning if they do not have motivation. That's why the students must have motivation. This statement is supported by Brown (1980; 112) who states that "motivation is the most often used to catch all term for explaining the succes or failure of virtually and complex task". It can be stated that success in a task is simply due to the fact that someone is motivated.

Studying motivation is important to many SLA researchers, because it is believed that without ample motivation, even learners with the most notable abilities cannot achieve long–term goals. In other words, appropriate curriculum and good instruction might not be enough to guarantee success. Students also need to have a degree of motivation (Guilloteaux & Dörnyei, 2008). According to Ebata (2008), motivation produces successful second language (L2) communicators by making them self–confident. Moreover, it can lead learners to continue learning even after they fulfill a specific goal.

The research about motivation in the field of second language acquisition has been influenced by Gardner and his associates (Gardner & Lambart 1972; Gardner 1985; Gardner & Macintyre 1991, 1993; Gardner & Tremblay 1994). These studies focus on two types of motivation : integrative motivation and instrumental motivation. Some research that pay attention to learners' motivation in China also shows that motivation can lead to successful learning (Dingfang & Zhixiang 1996; Qiufang & Haixiao 1996).

While Ur (1991, 274-280) states that "motivation is very strongly related to achievement in language learning." In relation to speaking, it means that eager learners willing to invest effort in speaking activities are likely to make greater progress.

Learning English is often related to learning how to speak the language. Speaking is also the most important language skills that need to be controlled, and they assess learning achievement based on mastery of speaking skills (Burnkart, 1998). That is why speaking is perceived as measurement of people's English mastery.

The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot (Harmer, 2001). Therefore, one who has strong motivation in learning English will process information and language easier than others. The more motivated the learner the better their learning process will be (Ur, 1996). So, the more motivated the learner the better their speaking ability will be.

Harmer (1991, 4-6) distinguishes extrinsic and intrinsic motivation. He claims that students´ attitude to speaking the language may be affected by different factors from the outside, such as people in close surroundings, previous speaking experience in a foreign language or the job opportunities offered after mastering foreign language communication. All of these represent extrinsic motivation. Although extrinsic motivation is nowadays a driving force for most students, without intrinsic motivation no goal in improving the speaking skill could be achieved.

Futhermore, the learners' type of motivation play an essential role in language achievement. Different levels of students' achievement may be impacted by types of motivation (Choosri and Intharaksa : 2011). Therefore, it is essential to observe how deep different level of motivation can give influence to students' speaking ability.

2.7. Theoretical Assumption

Referring to what have been discussed, the writers assumes that to master speaking skill is need strong desire. It might be the result of students themselves

or outside in language attitude which are known as motivation. And, the speaking ability can run smoothly if students' motivation in learning english, especially in speaking skill stems from students' high passion from themselves. It is also stated by Brown (2001 : 75) that motivation is a factor of high or low of the goal.

Based on the statement above, the writer assumes that motivation give significant effect to reach the goal, especially in speaking ability. Then, the writer also assumes that the high motivated students in learning English may have better ability in speaking than the low ones.

2.8. The Hypothesis

By concerning the theories and the assumption above, the research formulated the hypothesis as follow:

H_0 there is no significant effect of motivation in learning English on speaking ability.

H_1 there is a significant effect of motivation in learning English on speaking ability.