

## **I. FRAME OF THEORIES**

This chapter discusses review of previous research and review of related literature to support the research. This chapter deals with the concept of motivation, the roles of motivation, the concept of speaking, theoretical assumption, and hypothesis.

### **2.1 Review of Previous Research**

There are some studies that have been carried out to investigate students' motivation in English learning process. First, in one of objectives of her research, Abridawati (2011) analyzes how far motivation contributed to the students English speaking ability after being taught by using CLL at the second grade of SMPN 22 Bandar Lampung. She develops a questionnaire to elicit the data required. The questionnaire was administered on approximately 60 students from two classes which is selected randomly. The findings revealed that Community Language Learning can be used to improve students' motivation in speaking ability. Second, Hulda (2011) investigates whether there was significant influence between students' motivation and their reading comprehension achievement in SMAN 1 Lampung Selatan. The research sample was the second year students because it was assumed that they had had an experience of learning English in their

school at least one year. In collecting the data of motivation, she administered a questionnaire of motivation developed by Sadewo (1999). The results supported the theory of motivation that stated by Huit (2001:1) who said “motivation refers to an internal state that serves to activate or energize behavior and give it direction”. And it also proved that what Hamacheck (1994:276) has said about the roles of motivation is true.

Third, by Ali (2010) attempts to find out whether teaching speaking using visual media can improve students’ motivation significantly in their speaking class. The research sample was one class of three classes of the second grade that chosen by lottery. To collect the data, he administered a set of the motivation questionnaire which the scores were based on the Likert scale. The results indicated that students’ score of motivation in their speaking class improved after they were taught through visual media.

To sum up, based on the previous studies, it can be stated that all the above mentioned studies reconfirmed the importance of identifying learners’ motivation in the English learning process. The studies had been carried out to investigate foreign language learners’ motivation and these studies helped the researchers to understand the how to identify learners’ motivation. Not only that, these studies focused on learners’ motivation. Besides adapting questions to investigate the students’ motivation, these studies can help the researchers to build their idea on how to identify students’ motivation in English learning process.

However, there was still, at least, one issue which has not been investigated, that was the correlation between students’ motivation and their English speaking

ability. Therefore, this research was carried out to investigate the correlation between the students' motivation and their English speaking ability and to find out which type of motivation influenced more on the improvement of students' English speaking ability at the second year of SMPN 19 Bandar Lampung in the academic year 2012 – 2013.

## **2.2 The Concept of Motivation**

Motivation is an inner power reinforcing someone to do something, all inner power that determines successful learning activity (Oxford and Shearin, 1994:12). We can figure out that success in task is simply due to fact that someone is motivated. If the students are strongly motivated, the process of learning will be more active and effect their achievement.

Based on Maslow in Setiawan (2012), the word motivation is taken from the Latin word "*movere*", which means "to move". Motivation is defined as an internal drive that activates behavior and gives it direction. According to Mc. Donald in Setiawan (2012), motivation is the internal factors that energize and direct human behavior. This statement contains three basic elements of motivation; motivation which stimulates the inner drive, signaled it with feeling, and stimulated because of the goal. The researcher believes that motivation is psychological condition which derives someone to do something so that he/she can reach the goal.

One of the factors that can influence the students' ability in learning language is motivation that is why the teachers have to know how to give motivation to the students. Students should be aware that motivation is important in learning

English. Besides that, teachers need new teaching methodology to make the learning process more interesting.

As Gardner and Lambert (1972) identified motivation as primarily with the students' orientation toward of learning a second language. Based on this idea, motivation plays an important role toward the students' succession in learning second or foreign language. When the students have good motivation in learning English they will do anything that can improve their knowledge about English. They will also try to speak in that language with their friends without being afraid in making mistake. More practice they have better their English will be.

According to Samsudin in Sadewo (2009:32) learning motivation consist of some aspects, they are: (1) learning duration, that is how long someone is able to use the time to do an activity (2) activity frequency, that is how often an activity is done in a period (3) persistency, that is the continuity at the purpose of the activity (4) perseverance, that is the ability in facing hindrance and difficulty (5) devotion, that is sacrifice to achieve the aim (6) aspiration level, that is the target that will be achieved with the activity that will be done (7) qualification level, that is achievement which is achieved from the activity, and (8) attitude, that is the target of learning activity.

Since the learning process needs motivation, the students also need the motivation in learning language especially in learning English. Oxford and Shearin (1994) state that motivation is extremely important for second language learning and it is crucial to understand what our student's motivation are. Understanding their motivation is important in order to know why they learn a foreign language.

Motivation is also used to facilitate students to reach their objectives in learning English; it is to reach good achievement in speaking.

From all statements above, the researcher assumed that motivation means positive impulse toward the language learning in order to attain the goal of foreign language learning. Thus, it seems that motivation plays important part in order to make the students master their English and get the best achievement.

### **2.3 Types of Motivation**

Based on the definitions above, it can be concluded that motivation is a support which comes from inside consciously or unconsciously to do something based on their own specific goal. Next, the writer also believes that motivation is also the efforts which stimuli people to act so that they can reach their goal.

According to Sardiman (2005), motivation is divided into two types; they are intrinsic and extrinsic motivation.

- **Intrinsic Motivation**

Intrinsic motivation is a motivation as incentive, which originates within the behavior itself rather than externally as in playing musical instrument for enjoyment (Setiyadi, 1999). It means that intrinsic motivation comes from the individual itself without any pressure from the outside. In another word, if the reasons of studying English are for enjoyment and knowledge, it belongs to intrinsic motivation. According to Bainbridge, intrinsic motivation refers to motivation that comes from inside an

individual rather than from any external or outside rewards, such as money or grades. The motivation comes from the pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task. an intrinsically motivated person will work on a math equation, for example, because it is enjoyable. Or an intrinsically motivated person will work on a solution to a problem because the challenge of finding a solution is provides a sense of pleasure. In neither case does the person work on the task because there is some reward involved, such as prize, a payment, or in the case of students, a grade.

- **Extrinsic Motivation**

This motivation derives from the outside effect of individual, whether it is from enviroment, society, pressure, persuasion so that the learners tends to be active in their learning process. For example: the teacher will give a gift to the students if they answer the question correctly. Extrinsic motivation stems from positive or negative reinforcement which is external to the behavior itself rather than inherent in it, for instance, studying to get good scores not because of studying is enjoyable.

## **2.4 Types of Motivation in learning English as a Foreign Language**

For several decades, research on motivation in the field of second or foreign langugae acquisition research has been strongly influenced by the work of Gardner and his associates. In this succession of research stuidies, a distinction has been made between integrative and instrumental orientation. According to

Gardner and Lambert (1972), motivation in learning English is divided into two parts. The first is integrative motivation that identified with positive attitudes toward the target language group and the potential for integrating into that group or at least an interest in meeting and interacting with members of the target language group. The second is instrumental motivation, which refers to more functional reasons for learning a language, for example to pass a required examination or to get a better job.

## **2.5 Types of Motivation in Speaking English**

Since motivation is as an internal drive that comes from intrinsic and extrinsic aspects, it is of course one of the parts which will encourage the students to learn the language appropriately. The main goal in learning the language is the students are able to speak in its language, therefore, motivation is something important that students should have in order for them become attractively in acquiring it. consciously or unconsciously, they were eagered to matser it even it is difficult for them.

In addition, according to Krashen's Affective hypothesis (1981), in acquiring second language, learner is affected by some variables including motivation, self confidence, and anxiety. Krashen states that with high motivaton, self confidence, a good self esteem, and a low level of anxiety, learner will be better for succes in second language acquisition. Therefore, the learners who are highly motivated will have their own strategies to reach their objectives in learning English.

Meanwhile, the students can acquire the langugae and can speak in English.

Motivation in learning English is divided into two parts, based on Gardner and Lambert (1972). The first is integrative motivation that identified with positive attitudes toward the target language group and the potential for integrating into that group or at least an interest in meeting and interacting with members of the target language group. The second is instrumental motivation, which refers to more functional reasons for learning a language, for example to pass a required examination or to get a better job.

## **2.6 The Roles of Motivation**

Motivation is an essential condition of learning. When the students have a target to be achieved, they will be motivated to find the way to achieve it. For example, the students locks himself in his bedroom, spend hours to study to face his examination. Motivation is correlated with aims or objectives. The aim of the students who study hard is for passing his exam. It can be said that motivation influences somebody to act. According to Sardiman (1994:85) there are three roles of motivation, they are:

- 1) Pushing human to do something. Motivation is as activator or motor which escape energy. In this case, motivation is activator motor from every activity that will be done.
- 2) Determining the destination of behavior that is toward the goal that will be achieved. Thus, motivation can give the destination and the activity that has to be done based on the objectives.
- 3) Selecting the action, which is determining what is suitable actions that have to do to achive the goal, by eliminating the action which are useless



for that goal. A student who will face the exam and hope to pass the exam, must be studying and will not spend his time to play card or read comics because those are not suitable with his goals.

Another function of motivation is a stimulus to do efforts to reach the achievement. Somebody does an effort because of motivation. For teachers, the roles of motivation are very important in the learning process because motivation can give spirit, willingness and awareness to increase their students' achievement. The way teacher motivate their students can be giving praise, advice, reward, giving English story books and helping students in doing task. It can make students love learning. The willingness that comes from inside is like an energy which can push and drive the activity to study hard.

Motivation is considered by many to be 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 explains 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. In relation with the previous statement, students need motivation in order to attain the goal of learning learning and the motivation come from themselves or from their environment.

Motivation in learning English is also divided into intrinsic and extrinsic motivation. Intrinsic motivation is a motivation as incentive, which originates within the behavior itself rather that externally as in playing musical instrument

for enjoyment (Setiyadi, 1999). If reasons of studying English are for his enjoyment himself and his knowledge himself, it is called intrinsic motivation.

Intrinsic motivation does not mean, however, that a person will not seek rewards. It just means that such external rewards are not enough to keep a person motivated. An intrinsically motivated student, for example, may want to get a good grade on an assignment, but if the assignment does not interest that student, the possibility of a good grade is not enough to maintain that students' motivation to put any effort into the project.

Bainbridge (2005) also states 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.

An extrinsically motivated person will work on a task even when they have little interest in it because of the anticipated satisfaction they will get from some reward. The rewards can be something as minor as smiley face to something major like fame or fortune. For example, an extrinsically motivated person who dislike math may work hard on a math equation because wants 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.

Extrinsic motivation does not mean that a person will not get any pleasure from working on or completing a task. it just means that the pleasure they anticipate from some external reward will continue to be a motivation even when the task tto

be done holds little or no interest. An extrinsically motivated student, for example, may dislike an assignment, may find it boring, or may have no interest in the subject, but the possibility of a good grade will be enough to keep the student motivated in order for him or her to put forth the effort to do well on a task.

The researcher assumes that all kinds of learning process need the motivation especially in learning English as foreign language. The students can reach their goal if they have intrinsic or extrinsic motivation. In this research, the researcher will focus on the students' intrinsic motivation because it would be come from their inner mind and feeling to speak enjoyable. Besides that, it focuses also on students' extrinsic motivation to support intrinsic motivation itself. Therefore, they can speak without any pressure from teacher or other students. In ideal classroom, students pay attention, ask questions and want to learn. They do their assignments without complaining and study without being coaxed or cajoled. But, teachers do not do teach is an ideal world. They often have students who are not motivated; more accurately, students do not seem motivated to work on the task their teachers have set out from them, including in speaking class. A teacher contributes a great deal to the students' desire to learn and to make responsibility and control for their own learning. With a positive, proactive to motivation, a teacher can influence the way students view themselves and learning.

From all statements above, the researcher agrees that motivation means positive impulse towards the language learning in order to attain the goal of foreign language learning. Students' motivation is critical for learning. Learning and motivation are so strongly interrelated that a person cannot fully understand

learning without considering the impact of motivation on it. So that is why, in this research, the researcher focused on the correlation between students' motivation and their English speaking ability.

## **2.7 The Concept of Speaking**

In facts, speaking is one of the most important things in life, thus any expression of thought that comes from mind can be conveyed by speaking. For instance in daily lives most of people speak more than write. On the other hands, speaking a foreign language usually seems much harder than learning to write and read it. Often the most important problem people have with foreign languages is that they cannot speak. Probably it happens because they shame to speak in the public.

Speaking is a productive skill which the speaker produces and uses the language by expressing a sequence of ideas and at the same time he/she tries to get the ideas or the message across. In this case, there is a process of giving message or encoding process. At the same time, there is a process of understanding the message of the speaker.

Speaking skill is very important in daily activities. It is because we can give responds to the people and situation and can express our ideas, thoughts, and feeling through spoken language. Lado (1977:240) states that speaking is described as an ability to converse or two express a sequence of ideas fluently. It means that in speaking someone can transfer his/her ideas or thought to other people. That is why, speaking can be an important aspect from four language skills that should be a priority in language learning.

People try to communicate with each other and use their language to make other people understand. Byrne (1984:8) says that speaking or oral communication is a two-way process between speaker and listener and involves productive and receptive skill or understanding. It means that we try to send our message to the second people. 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 at least two people, a speaker who produces a message and a listener who receives the message. Therefore, in speaking process, especially in dialogue, needs at least two people because we cannot do it individually. One becomes a speaker who produces information and the other become listener who receive information. Referring to this, transactional dialogue is suitable to measur students' achievements since transactional dialogue refers to situation where the focus is on whatt is said or done. The message nd making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

Brown (2001:251) also classifies the types of spoken language. Those types are as follows:

a. Monologue

In monologue, when a speaker uses spoken language like in speech, lecture, etc the listener must process long stretches of speech without interrupting the stream of the speech will go on whether or not the listener comprehend.

b. Dialogue

Dialogue involves two or more speakers and can be subdivided into interpersonal and transactional language. A dialogue involves two or more speakers to convey propositional or factual information. There are three aspects that would be measured for the speaking test. The researcher will examine the aspects of pronunciation, fluency, and comprehensibility. From the statement above we can see that pronunciation is a way in which someone utters the words or the language to another based on the available rules.

Hedge (2003) defines fluency as the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation. Fluency is the smoothness or flow with which sounds, syllables, words, phrases, are joined together when speaking. Meanwhile, comprehensibility focuses on the student's understanding of the conversation. Comprehensibility measures how much interpretation is required to understand students' responses. These aspects of speaking are important for the learners to master English communication.

From the definition above, the writer concluded that speaking is two ways process between speaker and listener and the process includes encoding that is, the process of giving idea or making the listener understand, and decoding that is a process of getting idea of the speaker. In addition, to make students get accustomed to speaking, teachers need to give them a lot of opportunities to practice speaking during the class.

## **2.8 Theoretical Assumption**

Based on the theories above, the writer formulated the theoretical assumption as follow: “If the learners have high motivation they can speak confidently. Because by having high motivation, the students have strength and effort to learn and develop their competence in speaking and be active in English speaking class”.

Thus, the writer was interested in investigating the correlation between students’ motivation and their English speaking ability of the second year students of SMPN 19 Bandar Lampung in the academic year 2012 - 2013.

## **2.9 Hypothesis**

Referring to related literature presented earlier, the writer stated the hypothesis as follows:

1. There is a significant correlation between students’ motivation and their English speaking ability