

II. FRAME OF THEORIES

This chapter deals with the concept of motivation in general, types of motivation, types of motivation in learning English as foreign language, types of motivation in speaking English as foreign language, the notion of speaking English, types of speaking, aspects of speaking, concept of speaking ability, evaluating speaking ability, and theoretical assumption. Each topic would present in specific ways supported with theories so that this research will be more reliable and valid.

1.1 Motivation in General

Based on Maslow (1970), the word motivation is coined from the Latin word "movere", which means to move. Motivation is defined as an internal drive that activates behavior and gives it direction. The term motivation theory is concerned with the processes that describe why and how human behavior is activated and directed. It is regarded as one of the most important areas of study in the field of organizational behavior.

According to Mc. Donald (1991), motivation is the internal factors that energize and direct human behavior. This theory contains three basic elements or main characteristic in motivation; motivation which stimulates the inner drive, signaled it with feeling, and stimulated because of the goal. Based on this theory, the writer believes that motivation is psychological condition which derives someone to do something so that he/she can reach the goal. The term motivation theory is concerned with the processes that describe why and how human behavior is activated and directed. It is regarded as one of the most important areas of study in the field of organizational behavior.

According to Handoko (1992:42), there are five motivation theories. They are 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. Positive anticipation toward stimulation will effect on approaching reaction while negative anticipation toward negative stimulation will effect on ejecting reaction. This theory applies affective arousal model which says that the stimulation has brought comfortable or uncomfortable situation.

3. Instinct theory

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

4. Psychoanalytical Theory

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

5. Homeostasis Theory (Balance Theory)

This theory argues that human behavior happens because of unbalance feeling inside of them. In another word, the human will always defense the balance that they have in their mind. It can be concluded that human activity happens because of the need and this activity direct to the achievement that can bring them to the satisfaction feeling. It will derive someone to act so that they can reach their goal. After they reach their first goal, they will create another goal so that they will never to be passive.

While Brown (2000, 72) defines motivation as the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit. For the

sake of simplicity, let us look at theories of motivation in term of two opposing camps. In one of these camps is a traditional view of motivation that accounts for human behavior through a behavioristic paradigm that stresses the important rewards and reinforcement. In the other camp are a number of cognitive psychological viewpoints that explain motivation through deeper, less observable phenomena.

These two traditions are described as follows:

I. A Behavioristic Definition

A Behavioristic psychologist like Skinner or Watson would stress the role of rewards (and perhaps punishments) in motivating behavior. In Skinner's operant conditioning model, for example, human beings, like other living organism, will pursue a goal because they perceive a reward for doing so. This rewards serves to reinforce behavior: to cause it to persist.

II. Cognitive Definitions

A number of cognitive psychological viewpoints offer quite a different perspective on motivation. While rewards are very much a part of the whole picture, the differences lies in the sources of motivation and in the power of self-reward. Three different theories illustrate this side of motivation.

a. Drive Theory

Those who see human drives as fundamental to human behavior claim that motivation stems from basic innate drives. David Ausubel (1968) elaborated on six different drives:

- Exploration

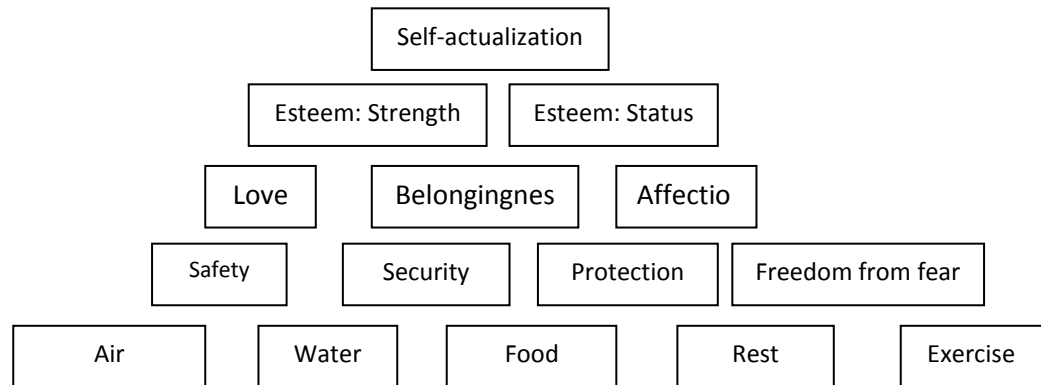
- Manipulation
- Activity
- Stimulation
- Knowledge
- Ego enhancement

All of these drives act not so much as reinforces, as in behavioristic theory, but as innate predispositions, compelling us, as it were, to probe the unknown, to control our environment, to be physically active, to be receptive mental, emotional, or physical stimulation, to yearn for answers to questions, and to build our own self esteem.

b. Hierarchy of needs theory

One of the most widely cited theories of motivation comes from Abraham Maslow (1970) who, in the spirit of drive theory, elaborated further to describe a system of needs within each human being that propel us to higher attainment. Maslow's hierarchy is best viewed metaphorically as pyramid of needs (see Fig below), progressing from the satisfaction of purely physical needs up through safety and communal needs, to needs of esteem, and finally to "self- actualization", a state of reaching your fullest potential.

Maslow's hierarchy of needs (Maslow 1970)



Of key importance here is that person is not adequately energized to pursue some of the higher needs until the lower foundations of pyramid have been satisfied. Therefore, a person who is hungry or cold, who has gotten little sleep, etc., has little motivation to see beyond those pressing physical discomforts to pursue anything higher. Likewise, needs for safety (comfort, routine, protection) and for a feeling of belonging (in a group classmates or friends) must be met in order a person to devote full energy to the higher needs of academic attainment, achievement of recognition for successes and to the ultimate peak of “being all that you can be”.

c. Self-control theory

Certain cognitive psychologists (for instance, Hunt 1971) focused on the importance of people deciding for themselves what to think or feel or do.

1.2 Types of Motivation

Based on the definitions of motivation above, it can be concluded that motivation is a support which comes from inside consciously/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 (2005:89-91), 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. 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.

Here, internal motivation and intrinsic willingness in doing job of school will increase when they have choices and opportunities for taking personal responsibility in learning process.

2. Personal Choice

This optimal experience happens when human thinks that they are able to cover and concentrate in doing any activity fully. This also happens when the individual involves in any challenges considered not too difficult and too easy.

- Extrinsic Motivation

This motivation derives from the outside effect of individual, whether it is from environment, society, pressure, persuasion so that the learners tends to be active in their learning process. For example: the teacher will give a candy to the students if they answer the question correctly. Mc Clelland in Amirullah (2002:154-155) states that there are three of human needs, they are; the need for achievement, need for affiliation, need for power. People who have the high need tends to be more responsible in solving any problems, they tend to set a difficult goal for themselves and take a risk which already be considered in achieving the goal.

1.3 Types of Motivation in Learning English as a Foreign Language

The writer remembers the wise words states that “for every complicated problem there is short, simple, and wrong (Mencken, 2000). Based on words, the writer

assumes that human has their own way in solving their own problem. It depends on how the people overcome and find the solution of every problem they have. Talking about problem, there will be problems in second/foreign language learning and teaching second or foreign language. Therefore, the motivation plays an important role in learning English as a foreign language. This statement is also being supporting by other researchers Hayati and Ostadian (2008) said that no activity will be carried out successfully without motivation.

For several decades, research on motivation in the field of second/foreign language acquisition research has been strongly influenced by the work of Robert Gardner and his associates (Gardner & Lambert 1972; Gardner 1985; Gardner & Macintyre 1991, 1993; Gardner & Tremblay 1994). In this succession of research studies, a distinction has been made between integrative and instrumental orientation. While in 1972 study claimed that an integrative orientation (desire to learn a language stemming from positive affect toward a community of its speaker) was more linked to success in learning a second/foreign language than an instrumental orientation (desire to learn a language in order to attain certain career, educational, or financial goals), later studies showed that both orientations could be associated with success.

2.4 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. While, 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. Conscious/unconsciously, they will be eager to master 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 motivation, self confidence, a good self esteem, and a low level of anxiety, learner will be better for success 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 language and can speak in English.

Motivation in learning the language is divided into two parts, based on Garner and Lambert in Littlewood (1991). They are integrative motivation and instrumental motivation. Integrative motivation which deals 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. While, instrumental motivation which refers to more functional reasons for learning the language, for example, to have a better job or promotion, or to pass a required examination.

As stated before, 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).

Some researchers believe that intrinsic-extrinsic distinction is similar to integrative-instrumental distinction. As Schmidt et al. (1996) defines extrinsic motivation as motivation to obtain an external reward and intrinsic motivation as motivation to get sufficient rewards from the activity itself. Schmidt et al. stated that intrinsic-extrinsic distinction is similar to integrative-instrumental distinction, but not identical. Both instrumental and integrative motivation can be seen as subtypes of extrinsic motivation, because both are related to goals and outcomes (Schmidt et al., 1996). Schmidt et al. also state that integrative and instrumental motivation are not a dichotomy and that there are some learners who are both instrumentally and integratively motivated to learn a foreign language and those who are neither instrumentally nor integratively motivated.

2.5 Notion of Speaking English

Speaking ability is an aptitude of human being in communicating each other even in different language. Speaking is one of effective way to interact and communicate among people in social life. Brown (1980) states, that speaking is an 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 be occurred to the participants of communication (speakers and listeners) to construct the meaning during the interaction among them.

Speaking is also the ability to receive and to produce the words which have meaning. Byrne (1984:9) defines speaking as two-ways process between speaker and listener and it involves the productive skill and receptive skill of understanding. Actually, speaking process needs at least two people, one as a speaker and the other as listener.

Brown also classifies types of spoken language into two types, they are monologue and dialogue. In monologue, when a speaker uses spoken language like in speech, lecture, etc, the hearer must process long stretches of speech without interruption the stream of speech will go on whether the listener comprehend or not. While dialogue, involves two or more speakers and can be subdivided into interpersonal and transactional. An interpersonal language is a dialogue with the purpose is to promote social relationship between speakers. On the other hand transactional language is 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, student is hoped 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 English subject, the students must

have good ability in speaking. They have to be able to communicate, to convey meaning, and to have a meaningful conversation in English.

But, there some factors should be underlined in speaking, according to Heaton (1991):

1. Standard of voice

According to Gilman (1968) the characteristics of voices is commonly described as pitch, loudness, fluency, duration, and quality.

2. Pronunciation

Brown (2001:198) separates teaching pronunciation into two, they are:

- a. The beginning levels: learner hopefully can surface that threshold beneath which pronunciation detracts from their ability to communicate.
- b. The advanced level: learners focus on elements that entrance communication intonation features that go beyond basic patterns, voice of quality, phonetic distinction between registers and others refinements that are far more important in the several stream of clear communication than rolling the English/r/or getting vowel to perfectly imitate a native speaker.

c. Comprehensibility

Heaton (1991:35) describes that comprehensibility denotes the ability of understanding the speakers' intension and general meaning. It means that the speakers and the listeners must grasp the meaning quickly and correctly while speaking so that the conversation can run well.

Based on the ideas above to acquire the language especially in speaking, the pioneer of education must give much more opportunities to the students to practice speaking during the class. In order for the students get accustomed to speaking while improving their voice, pronunciation, and also understanding of the words.

2.6 Types of Speaking Skill

Based on categorical level of proficiency of speaking in foreign language, speaking can be divided into three types of speaking skill

1. Beginner level

In this type, people cannot speak in foreign language. When they make a conversation especially in English people who are the partner totally do not understand what are being said by him/her.

2. Intermediate level

People who belong to these types are able to speak in English but sometimes they will make some mistakes but not totally wrong. It still can be tolerated because he/she only makes local errors not global errors so that can influence on the whole meaning. In another word, people in this type have a little ability to communicate in English but not fluently.

3. Advance level

This type is the upper level of proficiency in English, people who belong to this level are able to communicate in English even in the native environment. They can speak English fluently and totally understandable by others. Sometimes, their pronunciation is likely a native speaker so that the native can easily comprehend everything being said by them.

2.7 Aspects of Speaking

- Speaking mode

The first feature is the speaking mode: it can be isolated (the words are pronounced in isolation with pauses between two successive words), connected (usually used when spelling names or giving phone numbers digit by digit), or continuous (fluent speech).

- Speaking fluency

With the three speaking modes, the speech input can be spontaneous or read (scripted speech for data entry by computer operators or a text dictated to a secretary from a manuscript document).

- Speaking rate

It is obvious that the speech production rate varies from one speaker to another. The speaking rate depends on the exploitation conditions in particular due to stressful operating conditions such as adverse physical environments. The speaking rate can be slow, normal or fast. This may be measured by the statistical distribution of the average number of speech frames within a given set of sentences. If the performance result is obtained with a particular speaking rate that is not used during the exploitation it has to be specified. A tool may be required by the application developer to measure speaking rate.

- Non-speech sounds

The users are likely to produce acoustic sounds that are not relevant to the application, such as cough, sneeze, clearing one's throat, lip smacks, clicks, etc. These extra-linguistic phenomena (or non linguistic phenomena) may be considered as part of the speech modeling (implementation of the rejection mode described below), or may be tackled at the linguistic level or other higher levels.

The application developer has to know if these phenomena are handled or not, and how to tune the system for that purpose if any intervention is needed.

2.8 Evaluating Speaking Ability

Tests are most powerful as they are often the single indicators for determining the future of individualism (Shohamy 1997:2). According to Douglas Brown (2000:390), there are many kinds of tests in second language learning, each with a specific purpose, a particular criterion to be measured. They are as follows:

1. Proficiency tests

A proficiency test is not intended to be limited to any course, curriculum, or single skill in the language. Proficiency test have traditionally consisted of standardized multiple-choice items on grammar, vocabulary, reading comprehension, and sometimes a sample of writing.

2. Diagnostic tests

A diagnostic test is designed to diagnose particular aspects of language. Achievement tests are useful for analyzing the extent to which students have acquired language that have already been taught.

3. Placement tests

Certain proficiency tests and diagnostic test can act in the role of placement tests, whose purpose is to place a student into an appropriate level or section of a language curriculum.

4. Achievement tests

An achievement test is related directly to classroom lessons, units, or even a total curriculum. Achievements test are limited to particular material covered in a curriculum within a particular time frame, and are offered after a course has covered the objectives in question.

5. Aptitude tests

A language aptitude test is designed to measure a person's capacity or general ability to learn a foreign language and to be successful in that undertaking.

In interpreting a test it is important to note which linguistic units are being tested. Speaking or oral production tests can be test of overall conversational fluency or pronunciation of a particular subset of phonology, and can take the form imitation, structured responses, or free responses.

Speaking is probably the most difficult skill to test. It involves a combination of skills that may have no correlation with each other, and which do not lend themselves well to objective testing. In (Kitao & Kitao, 1996), it was mentioned that there are not yet good answers to questions about the criteria for testing these skills and the weighing of these factors.

It is possible to find people who can produce the different sounds of a foreign language appropriately; hence they lack the ability to communicate their ideas correctly. This is one of the difficulties that testers encounter when testing the oral

production of learners. However, the opposite situation could occur as well; some people do have the ability of expressing their ideas clearly, but at the same time they cannot pronounce all the sounds correctly.

Another difficulty is the administration of speaking skills testing. That is because it is hard to test large numbers of learners in a relatively short time. Therefore, the examiner of an oral production is put under great pressure (Heaton, 1988).

Finally, the assessment and scoring of speaking skills is one of its biggest problems. If possible, it is better to record the examinees' performance and the scoring will be done upon listening to the tape. In testing oral proficiency, or oral skills of second language learning, four components are emphasised. These include: vocabulary, grammar, semantics, and phonology. Accurate assessment of limited-English speaking learners requires a total description of the communication skills, linguistic structures, and functional usage of the learner's language within all social domains (Silverman, Noa, & Russel, 1977).

2.9 Theoretical Assumption

Based on the theoretical review, motivation has important role in learning process, especially in speaking. Thus, the writer believes that learning and motivation are strongly interrelated that a person cannot fully understand learning without considering the impact of motivation on it.

In this study, the writer assumes that the students who are highly motivated will be able to acquire the language and speak English fluently, confidently, and regularly. Because of the highly motivated students will look for the ways that can help them in mastering English particularly in speaking. They will decrease the anxiety levels or their affective filter so that they are brave to take risks of making mistake and decide about what to say and how to express their ideas in English.

Based on the ideas about, the writer is attracted in investigating the correlation between students' speaking ability and students' motivation and also analyze how far the contribution of motivation in students' speaking ability at first grade students of SMA Al Azhar 3 Bandar Lampung.

2.10 Hypothesis

Referring to the theoretical views and assumption above, the writer stated the hypothesis as follows:

1. There is a significant correlation between motivation and speaking ability of first grade students of SMA Al Azhar 3 Bandar Lampung
2. Motivation has a significant contribution to the students' speaking ability of first grade students of SMA Al Azhar 3 Bandar Lampung