CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about some theories related with the research. It is about the theory of speaking that include the definition, component of speaking, students' problem in learning speaking, classroom speaking activities; and the theory of motivation that include the definition, the important of motivation in learning speaking, different types of motivation, factors that affect motivation in language learning; and review of previous study.

2.1 Speaking

2.1.1. Definition of Speaking

Speaking skill is significant for communication among people in the community to express information and ideas, and to keep social relationship. The general aim of speaking is communicate effectively. As Al Roud (2016: 2) says that speaking is one of the most significant skills of the language that leads to effective communication between people. According to Sutjiati, et al.(2018: 162) speaking is the action of passing on information or expressing the thought and feeling in spoken language. The term is also used in reference to the act or process of delivering speeches and lectures.

Leong and Ahmadi (2017: 34) defines that speaking does not only say the words by mouth but it means delivering the message through words from the

mouth. Nunan (2000: 39) also adds that speaking skill is the ability to carry out a conversation in the language. Furthermore Harris (1969: 82) also defines that student's skill in speaking is the skill to interact informally on everyday subjects with ease and fluency to attract the attention of listeners.

Speaking is productive ability that producing systematic verbal utterances to convey the meaning. Brown (2001: 251) also classifies the type of spoken language into two parts, monologue and dialog. Monologue means that a speaker speaks the language, such as in speech, lecture's reading, news broadcast, and the like. While, dialogue involves two or more speakers and can be further divided into exchanges that encourage social relationship (interpersonal) and whose the intention is to deliver the information (transactional)

In summary, it can be said that speaking is the action of expressing the idea, opinion, thought, feeling, and having a conversation with somebody by producing, receiving, and processing information in spoken language. In another word, speaking is the key to communicate with other.

2.1.2. The Component of Speaking

Among the four skills, producing spoken language is difficult for learners since speaking is a complicated skill to be mastered. Leong and Ahmadi (2017: 35) states that speaking English is not an easy task since speakers should understand many essential components like grammar, fluency, vocabulary, comprehension, and pronunciation. Moreover, speaking is the skill that uses oral words to express the

thought and idea. Hence, the speaker should acquire the component of speaking so that the listener can understand what speaker meaning.

According to Harris (1969: 81) there are five components of language influence speaking ability. Those components are needed when learning speaking skill because it will determine the students speaking skill and will influence the student to be a good speaker or not. Those components namely:

a. Pronunciation

Harris (1969: 81) states that Pronunciation includes the segmental features: vowels and consonants it is any language we can identify a small number of regularly used sound; and the stress and intonation. Pronunciation is made up of three areas: sounds, stress, and intonation.

b. Grammar

Grammar is about the structure of the language. Grammar is the description of the ways in which words can change their forms and can be combined into sentences in the language. It is a description of the structure of a language unit such as words and phrases are combined to produce sentences in the language. Grammar as the component of language needed to arrange a correct sentence and the correct tenses will be used in conversation or speech.

c. Vocabulary

Vocabulary is a component of language and an essential aspect in speaking language. Students will communicate effectively or convey their ideas easily to the listeners if they have sufficient vocabularies. Moreover, mastering vocabulary will

help foreign learners to be good speakers because they can express their thought easily when they have many vocabularies.

d. Fluency

Harris (1969: 81) states that fluency is the ease and speed of the flow of speech. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

e. Comprehension

Harris (1969: 81) states that for oral communication certainly requires a subject to respond to speech as well as to initiate it. It refers to understanding thoroughly the whole aspect of message conveyed in the conversations. Comprehension as the component of spoken language measures the understanding of conversation. Moreover, comprehension can be defined as the ability to understand the use of expression and the element in spoken language to minimize the mistakes and get good communication.

Leong and Ahmadi (2017: 36) states that the characteristics of speaking skill are Fluency (connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation) and accuracy (focusing grammatical structures, vocabulary, and pronunciation). He also stated that in order to speak English

language accurately, learners should master phonological rules and be aware of the various sounds and pronunciation. They should also know the stress, intonation, and pitch. All of these components help the learners speak the English easily and effectively.

Moreover, Brown (2003: 142) lists micro and macro-skills that enumerate the various component of speaking.

Micro-skill

a. Generate differences among English phonemes and allophonic variants.

b. Generate chunks of language of different length.

c. Generate English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.

d. Generate reduced forms of words and phrases.

e. Use an adequate number of lexical units (words) to complete pragmatic purposes

f. Generate fluent speech at different rates of delivery

g. Monitor one's own oral production and use various strategic device-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.

h. Use grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

i. Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.

j. Express a particular meaning in different grammatical forms.

k. Use cohesive devices in spoken discourse.

Macro-skill

l. Appropriately complete communicative functions according to situations, participants, and goals.

m. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting, and other sociolinguistic features in face-to-face conversations.

n. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.

o. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.

p. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

In conclusion, if the foreign language learners want to speak and use the target language orally and effectively, they should understand and master the following things in minimal:

a. Having enough vocabulary;

b. Knowing grammatical structures of the target language;

c. Knowing the rules of speaking;

d. Knowing how to use and respond to different types of speech act;

e. Knowing how to use the language exactly;

f. Mastering some micro-skills of the target language.

2.1.3. Students' Problem in Learning Speaking

When talking about speaking of language, it is not only saying the words through mouth but also expressing the message through the words. By speaking, students are able to express their idea using English language in daily activity. However, the students may face some problems when they are asked to speak. As the statement of Al Hosni (2014: 22) that speaking problems can be major challenges to effective foreign language learning and communication.

Ur (1996: 121) lists four possible problems faced by the learners in learning speaking, that is inhibition, nothing to say, low or uneven participation and mother tongue use.

a. Inhibition

One problem that students face in learning speaking in the class is inhibition. Ur (1996: 121) states that learners are often inhibited when they want to say things in foreign language in the class. They are worried if they make mistakes, afraid of being criticism or losing face, or they feel embarrassed if their speech attract attention.

b. Nothing to say

Another problem that learners face is when they do not remember what they want to say or do not possess motivation to convey their idea. Ur (1996: 121) states that learners are lack confidence when speaking and they feel that they do not have

enough language ability to convey anything they want to say. Generally, some topics may perhaps be uninteresting or the student has no ideas about so they prefer to stay still and say no word. If they are asked to participate they simply reply with "I have nothing to say". Moreover, this inability to speak may be due to the lack of motivation.

c. Low or uneven participation

Low of participation is being one of the problems that students encounter in speaking class. In a class with many students, sometimes some students only have little chance to speak. While some students dominate the whole class when other students talk in little time or never speak.

d. Mother tongue use

According to Ur (1996: 121) learners share the same mother tongue since it is easier. The students may feel uncommon to speak to one another in a foreign language.

Furthermore, Leong and Ahmadi (2017: 36) mentions some speaking problems that encountering by the students in the class. Those problems are inhibition, lack of topical knowledge (do not remember anything and do not have motivation), low participant, and mother tongue use.

Al Hosni (2014: 26) also concludes three main speaking problems faced by students. The problems are linguistic difficulties that make students cannot speak English language since they inadequacy vocabulary items and grammar structures, and students inadequacy sentence formation skills, so the students using mother

tongue. Moreover, the students believe that making mistakes when speaking in front of their classmates is embarrassing so they prefer to avoid such situation.

It can be concluded that some major problems encountered by the students in learning speaking are inhibition (worried about making mistakes and fearful of criticism), nothing to say, the participation is low, mother tongue use, and linguistic difficulties in vocabulary and grammar structures

2.2. Motivation

2.2.1. The definition of motivation

In general, Motivation is seen as what drives a person to achieve his goals and also as the reason for people's actions and willingness. Solak (2012: 241) states that motivation is driving force which guides to achieve goals. He also added that motivation is one of the major factors that pushes individual to do whatever it takes to become successful. Harmer (2007: 98) argues that motivation is certain type of the drives from inside which encourages someone to do things in order to reach something.

Dornyei and Ushioda (2011: 4) explaines that motivation reveals the reason on why a person decides to do something, how hard he or she will pursue it and how long he or she is willing to restrain the activity. Ihsan (2016: 2) also concludes that motivation is a different thing that is invisible, yet there is a psychological concept, behavior or effort, attitudes, interest and values or desires.

Motivation involves a need, a desire and an effort in order to achieve a goal. Effort refers to the time spent studying language and student encouragement, the desire shows how much students want to become proficient in language, and attitude means students' emotional reactions related to language study. It can be said that motivation in learning a language refers to what extent the individual undertakes or attempt in learning the language due to the desire to do so and the satisfaction gained.

In summary, motivation in learning is the reasons or factors that stimulate energy and desire of individual to act or behave in certain way in order to participate in learning process and pursue education goal. As Ochoa (2016: 40) states that motivation works as the starting point for learning and supporting the process of foreign language acquisition.

2.2.2. The Important of Motivation in Learning Speaking

Motivation is an essential factor in success and failure in acquiring a second or foreign language, especially speaking. It can be said that learners will be successful if they have right motivation in second or foreign language learning. Motivation can drive a person to accomplish a course of work. Alizadeh (2016: 11)) says that motivation provides learners with an aim and direction to follow. He also added that some difficulties may happen for learners because they have lack enough motivation.

According to Marzban and Sadigi (2013: 155) a lot of researchers assume motivation and attitude as the primary elements in determining success to promote a second or foreign language. They believed that these factors decide the active,

personal involvement, in learning second or foreign language. A less able learner who has high level of motivation can reach greater success rather than intelligent leaner who is not well motivated. The more motivation one may have, the more efforts she or he tends to put in language learning.

In addition, speaking is known as the difficult skill in language learning. In order to speak fluently, the speakers must speak and think at the same time. Therefore, speaking needs careful and plenty source of skill. Dincer and Yesilyurt (2013: 88) argues that speaking is complicated and not easy skill to be acquired because it includes linguistic and non-linguistic elements such as vocabulary, intonation, articulation, formal and informal expression, gestures, and so on. He also continued that motivation as the primary factor in the success of language is very helpful to realize clearly teaching and learning speaking in EFL settings.

From the statement above, it can be concluded that motivation have an important role in learning English speaking language. Motivation can force and push someone to complete any difficult activity, including speaking skill as the difficult skill among others. As Alizadeh (2016: 11) states that motivation is significant factor in specifying the readiness of learners to communicate.

2.2.3. Types of Motivation

Alizadeh (2016: 12) states that there are four types of motivation: intrinsic, extrinsic, integrative, and Instrumental motivation. Ryan and Deci (2000: 54) claims that there are two types of motivation; those are intrinsic and extrinsic motivation.

The two main types of motivation are intrinsic and extrinsic motivation. Intrinsic motivation can be defined as the motivation to engage in certain activity since that activity is enjoyable to do. Extrinsic motivation implies the actions that are performed to obtain some external purposes such as getting a reward or avoiding punishment.

The two other important motivation types in language learning also defined by Gardner and Lambert (1972) are integrative and instrumental. The concept was first established by Gardner and Lambert in 1972 to explain the reason on why some learners master a second language faster and better than others. The integrative motivation is the motivation in learning a language with the purposes of involving in the community or culture of the target language. And instrumental motivation implies the reasons of learners in learning a language because of relating to occupation or further useful motive.

2.2.3.1   Intrinsic motivation

Intrinsic motivation according to Dornyei and Ushioda (2011: 23) deals with action that is performed for its own sake in order to get enjoyment and satisfaction, such as the joys of performing a certain activity or satisfying individual's curiosity. It means that intrinsic motivation is the motivation to engage in a behavior arises from within the individual that is driven by internal reward such as getting satisfaction. As Harmer (2001: 98) states that intrinsic motivation is from inside of the individual.

Therefore, a learner may be motivated by the pleasure of learning process itself or by a desire to make themselves feel better.

According to Vallerand et al (1992: 1005) there are three types of intrinsic motivation:

a. Intrinsic motivation to know

It means doing an activity for the enjoyment and satisfaction experienced learning, exploring, or trying to understand something new. For example, when learners read certain book, they may be motivated to know because they feel enjoyment to learn something new.

b. Intrinsic motivation to accomplish thing

It means engaging in an activity for the pleasure and satisfaction experienced when one attempts to accomplish or create something. For instance, learners may be motivated to accomplish when they read beyond the required sections of the text-book to experience the satisfaction of surpassing themselves.

c. Intrinsic motivation to experience stimulation

It is working when a person involve in certain activity in order to feel stimulating sensation (e.g., pleasure sensations, aesthetic experiences, as well as fun and excitement). For example: learners may be motivated to go to class in order to experience the excitement of a stimulating class discussion.

2.2.3.2   Extrinsic motivation

Anjomshoa and Sadighi (2015: 126) say that extrinsic motivation refers to the anticipation of reward from outside and a person is motivated from an outside source rather than the self. The causes can mean the anticipation of reward or punishment, such as being successful in the exam or getting a good mark. It can be said that extrinsic motivation occurs when individuals engage in a behavior not because they enjoy it or find satisfaction, but to get something in return or avoid something unpleasant.

The learners who are extrinsically motivated will engage in tasks because they believe that they will gain rewards such as good score, a high-paying job, or praises, or they may avoid negative results like low marks, negative criticism or punishment. Ryan and Deci (2000) suggest that there are four types of external motivation. Those are:

a. External regulation

Such behaviors are performed to get satisfaction of an external demand or to obtain an external reward. For example: the students are motivated to study because to obtain approval or avoid punishment from parents.

b. Introjected regulation

It refers to the least self-determined form of extrinsic motivation, coming from external sources such as rewards or threats. People do the actions with the feeling or pressure in order to avoid guilt or anxiety or to attain ego-enhancement or pride. For example: the learners may study because they think that is what good students ought

to do. It is not strictly self-determined as such feelings are introjected from others or social perception.

c. Identified regulation

Occurs when a person involves in certain activity since he or she think their behavior is important and see its usefulness. Therefore, he or she decides to do it even though it may not enjoyable and interesting for them. For example: students may do extra reading because they believe it will lead to academic success or career.

d. Integrated regulation

It is expression of self and identity; congruence with self and other value. The reason for doing something is since it reflects core values and self-identity. For instance: students may perform an unattractive task because they know that practicing this task will make them better students.

2.2.3.3   Integrative motivation

Integrative motivation is the feeling when the individual want to be part of the community and thrive with it. Alizadeh (2016: 12) states that integrative motivation describes students who want to integrate themselves into the culture of the second language group and become engaged in social exchange within that group. The leaners who have integrative motivation want to acquire the language since they want to get in touch with the community who speak that language. They are also interested in the culture connecting with the language.

Integrative motivation is the main concept in the Gardner's model. According to Kato (2016: 3) many researchers have demonstrated that language learners with high integrative motivation focus on developing their language proficiency and try to find more chances to communicate with native speakers and eventually look for the opportunities of studying abroad. It is the reason why integrative motivation is the highest form of motivation among language learners.

2.2.3.4   Instrumental motivation

Instrumental motivation means to the reasons that drives someone to reach goals and objectives. According Alizadeh (2016: 12) the instrumental motivation refers to learning a language with the intention for obtaining instrumental purposes such as furthering a career or education, reading technical materials, translation, and so on.

Learners who have an instrumental motivation want to acquire a language due to a practical reason such as getting a salary bonus or getting into college. For instance, many college language learners have an instrumental motivation because they want to fulfill a college language requirement.

Instrumental motivation is also important and gives better impact in language learning. If there are students with integrative motivation can achieve success because they are active in their learning, the same theory might be applicable to the learners with instrumental motivation. Instrumentally motivated learners may be successful because they are eager to learn to achieve their instrumental purposes.

In summary, it has been mentioned four types of motivation, those are: intrinsic, extrinsic, integrative, and instrumental motivation. And from the explanation also can be concluded the characteristic of motivated students are follow:

a. Students ask questions because they have high curiosity;

b. Students are hard workers by completing assignment given, putting maximum effort in every assignment, asking for help if needed;

c. Students are being involved in every activities in classroom;

d. Students are enthusiasm and active during teaching and learning process

e. Students are discipline in following the lesson, they follow the rules and the procedures.

2.3. Review of Previous Study

There are some studies which have investigated the students' motivation in learning English especially speaking. For instance, one study investigated students' motivation in practicing speaking English in Easy-Speaking course conducted by Ihsan (2016). The study was quantitative descriptive research which analyzed the learners' effort, interest, attitude, and desire in practicing speaking English from the distributed questionnaire. The result of this study was 1) the learners' effort in practicing speaking English is 56.1%, 2) the learners' interest in practicing speaking English is 49.7%, 3) the learners' attitude in practicing speaking English is 59.9%, 4) the learners' desire in practicing speaking English is 71.43%,

Abdullah et al. (2012) conducted a study that discussed the reasons or motivation of students to speak up in the class. After five weeks observation on three classrooms at the Faculty of Social Science and Humanities, The National University of Malaysia, the study found that the size of a classroom, personalities of the instructor and the perception of peers influenced the students to speak up in class.

A study investigating college EFL learners' speaking motivation and achievement under English-medium instruction policy was conducted by Kim (2014). It found that the students had higher extrinsic motivation than intrinsic motivation under the English-medium instruction policy. The role of the English-medium instruction policy had significant factor as a mediating which influences both students' motivation and speaking achievement.

Doan (2011) carried out a study to identify the kind of motivation possessed by second year tourism major students at Sao Dao University, Vietnam. The result showed that two main types of motivation, integrative and instrumental motivation possessed by the students. He also investigated the demotivating factors affecting students in their speaking such as lack of time and vocabulary, low proficiency in Tourism English rank, the crowded class, and the class hour which start early become the demotivating factors affected students in English speaking learning.

Another study by Marzban and Sadighi (2013) studied the impact of motivation and attitude on speaking academic context of Iranian EFL University learners. The study found that integratively-motivated students scored higher than

instrumentally-motivated students on speaking test. It means that integrative motivation more dominant factors of motivation.