

CHAPTER 2

LITERATURE REVIEW

This chapter provides a literature review about the brief enlightenment of motivation, self-determination theory, speaking in the classroom, and previous studies related to the issue.

2.1 Theoretical Framework

2.1.1 Motivation

The drive to do something is determined by motivation. According to Dornyei (2001), motivation is the study of why individuals choose to do or not do something, how much effort they will expend, and how long they will participate in the activity. Similarly, Ryan and Deci (2000) defined motivation as being moved to do something. Meanwhile, in the context of language learning, motivation is defined as learners' willingness to participate in language learning activities (Lumsden, 1994, cited in Meşe & Sevilen, 2021). In conclusion, motivation is the reason that drives students to participate in the language learning process.

A student's motivation plays a crucial part in their learning achievement. Suryasa et al. (2017) argued that students' motivation is essential in sustaining their English language learning achievements. That happens because motivation and students' achievement correlate significantly. The higher the students' motivation to learn, the higher their chances of achieving learning achievements or producing good outcomes (Amrai et al., 2011). According to Noviana (2019), highly motivated students will be more likely than less motivated students to achieve the goals of their learning activities. Therefore, motivation is well known as the most successful key in students' learning process to achieve better achievement.

Regarding students' motivation, every student has a different amount or level of motivation; some students have high motivation, and some have quite the opposite. High-motivated students are usually active, curious, working hard to achieve goals, enthusiastic, and courageous to take risks for their learning (Rakhmanina & Kusumaningrum, 2017). Meanwhile, low-motivated students show

the opposite attitude. They usually do not perform hard to learn more, do not have enough encouragement to take risks to enrich their knowledge, and tend to be more passive during the learning process (Rakhmanina & Kusumaningrum, 2017). Noviana (2019) also stated that low-motivated students lack interest in the subject and tend to have difficulties in learning. Moreover, students tend to act like they do not want to answer the teacher's questions voluntarily, more silently (Sari, 2021).

However, apart from having different amounts or levels of motivation, every student also has different types of motivation (Mahadi & Jafari, 2012). Students' motivation is divided into extrinsic motivation, which derives from sources outside the student, and intrinsic motivation, which derives from inside. Further explanations regarding extrinsic and intrinsic motivation will be discussed in the self-determination theory.

2.1.2. Self-Determination Theory

Self-determination theory (henceforth referred to as SDT), proposed by Ryan and Deci (2000), is one of the most well-known theories of intrinsic-extrinsic motivation. SDT is an extensive theory of human motivation and personality that emphasizes the importance of humans' evolved inner resources for behavioral self-regulation and personality development in a social environment. It employs an organismic metatheory along with traditional empirical methods. According to Ryan and Deci (2000), in SDT, individuals have three basic psychological needs: autonomy, competence, and relatedness. Autonomy is the sense of control and agency, competence is the feeling of being able to handle tasks and activities, and relatedness is the feeling of being a part of or associated with others (Chen & Jang, 2010). According to Wang et al. (2017), satisfying students' basic psychological needs increases their autonomous motivation, which leads to well-being and achievement.

SDT identifies three types of motivation, which show an individual's motivation in a continuum ranging from non-self-determined to self-determined. They are; amotivation (lack of willingness), extrinsic motivation (controlled motivation), and intrinsic motivation (autonomous motivation). Chen and Jang (2010) describe amotivation as having little or no intention to act, extrinsic

motivation as doing something because it leads to a separable outcome, and intrinsic motivation as acting out of enjoyment, ideal challenge, or appealingly satisfying reasons. Four categories are utilized to classify extrinsic motivation: external regulation, introjected regulation, identified regulation, and integrated regulation.

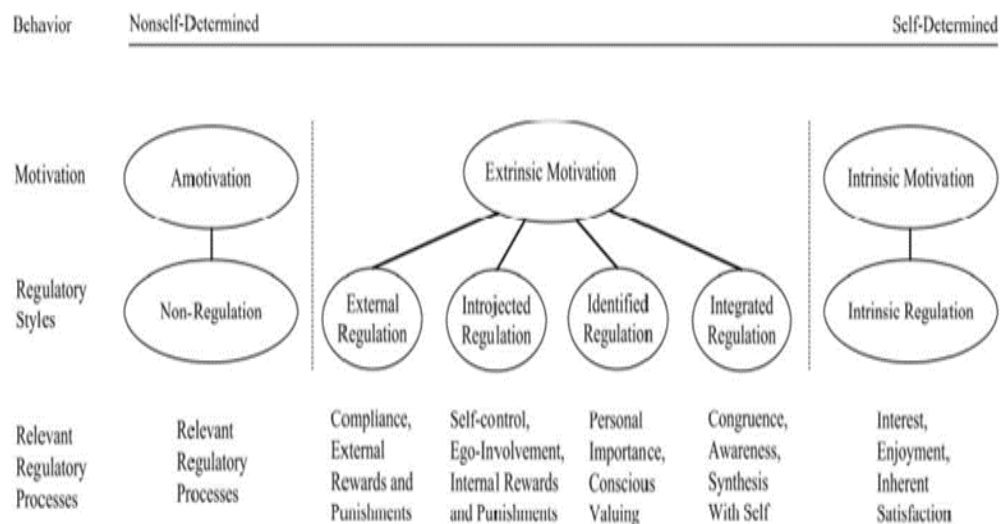


Figure 2.1 The Self-Determination Continuum (adopted from Ryan and Deci, 2000)

From the far left in the SDT continuum shown, there is amotivation. Amotivation (Non-regulation) is when individuals do not perceive a connection between their behavior and its results (Noels et al., 2000). It is also considered a condition when someone is lack of intention to do something. When someone is amotivated, they do not act with intention or a sense of personal responsibility. People in such situations have no internal or external motivation to engage in the activity and would be expected to quit as soon as possible. This lack of motivation can be caused by various factors, such as not appreciating an activity, not feeling capable of completing it, or not believing it will lead to a desired outcome (Ryan & Deci, 2000).

On the right of amotivation, there is extrinsic motivation. Extrinsic motivation applies to any action taken to accomplish a specific goal (Ryan & Deci, 2000). In other words, behavior intended to obtain tangible rewards is controlled.

Therefore, extrinsic motivation is also known as controlled motivation. In extrinsic motivation, there are four sub-types / four regulatory styles:

1) External Regulation

The least self-determined type of extrinsic motivation is external regulation. External regulation is defined as doing activities with an external source of determination, such as tangible advantages or costs (Noels et al., 2000). Externally regulated individuals behave to satisfy others, gain recognition and rewards, or avoid punishment. For instance, a student takes English lessons because if he/she does not participate in the lessons, he/she will be punished. The student will stop participating in the activities in that lesson if there are no longer any consequences. As Noels et al. (2000) stated, there is no incentive to do anything if the reason for doing it is removed. In line with that, the more the students were externally regulated, the less they showed interest, value, and effort toward achievement (Ryan & Deci, 2000).

2) Introjected Regulation

The students force themselves to do something under pressure to avoid feeling guilty or ashamed, which is considered introjected regulation. Despite the source of the pressure is internal, it is not self-determined because the students are responding to external pressure, not acting based on personal choice (Noels et al., 2000). It is more related to social pressure on students' feelings that should be resolved. For example, students who practice English would feel ashamed if they could not speak it. Another example is students who study before an exam because that is what good students should do. In other words, this is the type of behavior by which students are motivated to demonstrate their ability for self-esteem.

3) Identified Regulation

This type of regulation is a more autonomous form of extrinsic motivation driven by a sense of autonomy. The individual performs behavior to gain personal importance and consciously values the behaviors (Dincer & Yesilyurt, 2017). In this regulation, students would carry out the activity because of its importance for achieving a valued goal (Noels et al., 2000). In other words, the students realize the value of the activity. For example, students are learning English because they want

to be a good English speaker or to study abroad in native English-speaking countries.

4) Integrated Regulation

The most autonomous form of extrinsic motivation is integrated regulation. It happens when people internalize the regulation to align with their values and beliefs, which motivates them to engage in and commit to the behavior actively (Ryan & Deci, 2000). The more a person internalizes the reasons for doing an activity and assimilates them to oneself, the more they are extrinsically motivated, and actions become self-determined. Ryan and Deci (2000) further explained that integrated forms of motivation and intrinsic motivation share many autonomous and unconflicted qualities. Despite being valued by self and volitional, the behavior driven by integrated regulation is nonetheless extrinsic because it is carried out for its presumptive instrumental value concerning an outcome unrelated to the behavior itself.

On the far right of Figure 2.1 is intrinsic motivation with one regulatory style: intrinsic regulation. The most autonomous type of regulation is known as intrinsic regulation. Intrinsic motivation is defined as doing an activity for its inherent satisfaction rather than for some separable consequence (Ryan & Deci, 2000). When someone is intrinsically motivated, they are not pushed, coerced, or rewarded by external factors but rather by enjoyment.

2.1.3 Speaking in the Classroom

Speaking is an interactive process of creating productive meaning in an oral mode that involves producing, receiving, and processing information (Martina et al., 2021). Many researchers agree that speaking is the most essential skill to acquire in learning English (i.e., Istianti, 2013; Noviana, 2019; Putra, 2017; Sari, 2021). In addition, Noviana (2019) stated that speaking is a person's way of expressing ideas, opinions, and feelings to others to maintain interaction. In conclusion, speaking is essential for interacting and expressing ideas, opinions, or feelings orally to others.

Classroom is one of the communication settings because the purpose of speaking in a language class is to encourage the acquisition of communication and to foster actual communication inside and outside the classroom (Putra, 2017). Noviana (2019) argued that English teachers should be able to provide favorable conditions, appropriate activities, and materials that can improve communication between students in class. According to Harmer (2007), as stated in (Putra, 2017), many activities can be helpful for students to improve their speaking abilities:

a) Communication games

Game-based speaking activities are one of the effective techniques to provide students with helpful practice. These activities can involve practicing verbal strategies, including explaining, predicting, simplifying, and asking for feedback. Students are likely to enjoy game-based activities because they can learn to speak the language without realizing that they are practicing their speaking skills since they enjoy the excitement of a game.

b) Role play/simulation

One method for encouraging students to speak in various social situations and adopt diverse social roles is through role play/simulation. Students participate in this activity by igniting specific real-world scenarios. The teacher provides the students with information such as who they are and what they think or feel.

c) Storytelling

Through storytelling/retelling stories, students can briefly summarize the storyline. This activity can also foster students' creative thinking by briefly conveying the story's beginning, the main problem, to the end without changing the plot.

d) Discussion

Talking with others about an issue is called a discussion, which can be done in groups or pairs. Discussions seek to identify a solution, conclude, or exchange opinions. All students can convey their ideas or opinions on the discussed issues in discussions. Therefore, discussion is a perfect and valuable activity to improve students' speaking skills.

The above activities are expected to improve students' speaking skills successfully. However, there are four characteristics of a successful speaking activity by Ur (1991), as cited in Alimuddin (2015):

- 1) Learners talk a lot; every speaking-intensive activity should, if feasible, be dominated by students speaking, but frequently, teacher talks or pauses take up most of the time.
- 2) There is equal participation; a minority of talkative participants should not dominate classroom discussions, all get a chance to speak, and contributions are dispersed relatively.
- 3) Motivation is high; students are eager to share their thoughts and ideas on the subject matter, as well as to make a positive impact on the task's goals.
- 4) Students' language skills are adequate; students communicate in meaningful ways that are easy for one another to understand and have an acceptable level of language accuracy.

2.1.4 The Importance of Motivation in Learning Speaking

Education and motivation go hand in hand because a student's motivation affects their ability to perform, react, and participate in language learning activities (Batubara et al., 2020). Motivation can be considered the successful aspect when learning a target language, which deals with speaking the language (speaking skill) (Falk & Norris, 2001, cited in Ihsan, 2016). Finally, Tuan and Mai (2015) revealed that motivation to speak English is assumed to be one of the factors influencing speaking skills. In sum, motivation is very influential in language learning, and it can also be said that motivation is a determining factor for success in learning, especially in mastering speaking. Therefore, understanding students' English learning motivation is very important to make students succeed in learning English.

Several studies have stated that motivation significantly correlates with students' speaking ability (e.g., Menggo, 2018; Putra, 2017; Ritonga et al., 2020). It means that the higher the students' motivation to speak, the higher the possibility that they will have good speaking skills. It is in line with Istianti (2013), based on the results of her study, which stated that students with higher motivation would

have better speaking abilities than those with lower motivation. The more motivated students, the better speaking ability can be achieved.

It is essential to know the students' motivation so that the teaching and learning process of English can be successful. Although motivation is not the only determining factor for the success of the teaching and learning process, many researchers agree that motivation is the primary key to the success in the language teaching and learning process (i.e., Kumar, 2021; Menggo, 2018; Putra, 2017; Rahardjo & Pertiwi, 2020; Wallace & Leong, 2020). Arguably, without motivation, there is no effort for learners to do something proficiently. Thus, teachers should be aware of the importance of motivation in students' language learning, and they can support students in increasing their motivation by making some changes (Alizadeh, 2016).

2.2 Studies of the Relevant Research

There are numerous studies about students' motivation in speaking. Putra (2017), Menggo (2018), and Kafryawan (2019) found a significant correlation between learning motivation and speaking ability. Those studies investigated the relationship between motivation and speaking ability using a quantitative research method with a correlational research design. Their research findings argued that the higher the student's motivation to speak, the higher the possibility of the student having good speaking abilities. However, less is known about investigating students' motivation to speak English in the classroom. Therefore, to fill this gap, this present study applied a qualitative research method focused on investigating students' motivation to speak English in the classroom.

The other study on motivation in speaking by Martina et al. (2021) investigated the motivation level of Indonesian EFL undergraduate students in speaking classes during the new normal era using a descriptive quantitative approach. This study showed that students are highly motivated to learn to speak even in pandemic conditions. However, their study was focused on investigating the level of students' motivation. Besides, their research setting was undergraduate students during online learning in speaking classes. Meanwhile, this study used a qualitative research method, with the research setting being students who study

English in traditional classes as participants at one of the junior high schools, focusing on the students' motivation to speak English in the classroom.

Another study on motivation in speaking by Dincer and Yesilyurt (2017) involved the SDT. This study investigated the relationships between learners' motivation to speak, autonomy regulation, teacher autonomy support, and classroom engagement in Turkish EFL undergraduate students. The findings of this study showed that other regulatory styles except amotivation were positively correlated with the variables in different magnitudes, with magnitude increasing from the least to the most self-determined motivational orientations. Besides, they also found that students' intrinsic motivation rate is higher than other regulatory styles. Their study focuses on finding relationships between students' self-determination regulations. Besides, their study also involved undergraduate students as their participants, just like other previous studies. Meanwhile, this present study focused on determining which regulations junior high school students have in speaking English in the classroom according to SDT.

Despite numerous studies regarding students' motivation to speak English, most previous studies focused on the relationship between motivation and speaking skills and revealed the level of students' motivation using a quantitative research method. Besides, some previous studies above involved EFL undergraduate students as the participants. Therefore, to fill such a gap, this present study focused on investigating the students' motivation to speak English in the classroom to junior high school students using the qualitative research method.