

CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories relate to the definition of motivation, speaking skill, English club, studies of relevant research and conceptual framework.

2.1. Theoretical Framework

2.1.1. Motivation Definition

Motivation is defined as the energizing and sustaining force that triggers, directs, and sustains goal-oriented behaviors (Dörnyei, 1998). This definition highlights motivation's role in initiating, guiding, and maintaining behaviors aimed at achieving specific goals. This in line with statement by Santrock (2004), he said motivation is the processes that energize, direct, and sustain behavior. It means that motivation is the process in which pushes and shows students to do something and keep on the activity continuously. According to Schunk et al. (2008), motivation can influence what we learn, how we learn, and when we choose to learn. Motivation to learn reveals that a student desires to take part in, and learn from, a training activity (Harandi, 2015). Research shows that motivated learners are more likely to undertake challenging activities, be actively engaged, enjoy and adopt a deep approach to learning and exhibit enhanced performance, persistence and creativity (Ryan & Deci 2000).

Motivation has a significant role in the teaching and learning process. The students who have a higher motivation will get a better opportunity to achieve the goal in their learning activities than the lower one. Astiti (2012) defines motivation as a psychological factor that can influence the process and the result of learning. Motivation is considered as an inner drive that influences students' behavior during the learning process and eventually achieving their goals.

Along with this, Harmer (1991) states that motivation is an energy of students which comes from inside encouraging themselves to do activity. It assumes that motivation is an essential part of learning to achieve something. It is a process which directs students to activity to get goals. As Zhao and Mei (2016) said that educators must create a learning environment in which students are deeply motivated to engage both actively and productively in learning activities, so they can derive maximum benefits from school.

2.1.2. Types of Motivation

Regarding motivation itself, Schunk, et al. (2008) classified motivation into two types, namely intrinsic and extrinsic motivation.

1) Intrinsic Motivation

According to Schunk, et al. (2008), intrinsic motivation is concerned with activities for their own sake. Internal motivation involves motivation to do something for its desire. This motivation appeared from ourselves. The students who have intrinsic motivation will study hard and enjoy the teaching and learning process because they have the desire to do everything from inside themselves. They do activities because they have their desire and reward for themselves and do not depend on external rewards. Gardner as cited in Long et. al. (2013) states “The combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language”. Based on Gardner's definition, this definition includes three components: first, effort expanded to reach the goal, second, desire to achieve the goal and third, favorable attitude towards learning language.

a) Effort

In intrinsic motivation involves individual persistence and dedication to devote time, energy, and hard work in an

activity because of personal satisfaction. According to Ryan and Deci (2000), when a person has strong intrinsic motivation, he tends to make extra effort to achieve his goals. For example, research by Vallerand (1997) shows that individuals who have high intrinsic motivation to learn are more likely to practice longer and more intensively to improve their abilities, even when there is no external pressure.

b) Desire

Desire is an encouragement in intrinsic motivation that arises from the individual's inner desire to be involved in certain activities. According to Deci and Ryan (2000), individuals who have strong intrinsic motivation feel connected to activities because they feel happy and interested in them. For example, a student who has strong intrinsic motivation in learning to speak may have a deep desire to master the target language. They can express a desire to be able to communicate fluently, understand conversations, and be able to express their opinions in that language. This urge arises from a sincere inner desire to achieve higher speaking competence, not just because of the demands of the curriculum.

c) Attitude

The attitude component involves individual views and perceptions of the activity or goal to be achieved. In intrinsic motivation, a positive attitude towards an activity means that the individual feels happy and has a sense of enthusiasm for it. According to Vallerand (1997), a positive attitude towards activities triggers stronger intrinsic motivation. For example, students who have intrinsic motivation in learning to speak might show a positive attitude towards the target language

and its culture. They may appreciate the importance of speaking the language to understand different cultural perspectives. These students may adopt an open and interested attitude towards learning speaking, viewing it as a window that opens up opportunities to explore the world more broadly.

Kasyulita and Armelida (2019) state that when the students have intrinsic motivation, they will show their attitude in the classroom such that they want to learn English because they like and enjoy learning it. Along with this, Xie, et al. (2006) promote that students who have high internal interest in learning tasks, or who perceive tasks as having high value or importance, and who feel that their behavior is highly self-determined, will perform in a manner like students who are intrinsically motivated.

2) Extrinsic Motivation

According to Santrock (2011), extrinsic motivation is the drive to accomplish something encouraged by a desire to achieve an external reward or avoid an external punishment. Putra (2017) also states that extrinsic motivation is motivation which is influenced by any outside factors. Extrinsic motivation is important in the teaching and learning process to improve or to support the students in learning English. Thohir (2017) states most of the EFL learners, engage in learning activities relies on external motivations. Gage and Berliner (1984) also say that this motivation can also appear or come from teachers, parents, and the surround environment.

Based on the statement above, it is assumed that factors from outside of students cause extrinsic motivation. It can be from teachers, parents, and the environment.

a) Teacher

A teacher is a person who has an important role in teaching and learning activities to socialize and shape motivation among students.

b) Parents

The role of parents can influence students' extrinsic motivation in the teaching and learning process. Parents give a great influence on their children as students in school. Parents are expected to motivate their children to achieve good goals in school. Harmer (2007) states that parents have an important role to motivate their children.

c) Environment

The environment influence students' motivation in learning. On the other word, students will be more interested if the environment of the classroom is comfortable. According to Putra (2017), an environment should be considered as an important factor that influences students' motivation in learning. Such an environment will motivate students to learn in high motivation or low motivation, depending on the quality of the environment itself.

2.1.3. Motivation in Learning Language

Motivation plays a crucial role in language learning, influencing learners' engagement, persistence, and ultimately their success in acquiring a new language (Istianti, 2013). Dörnyei's L2 Motivational Self System theory in 2005 provides a comprehensive framework to understand the complex interplay of motivational factors in language learning contexts. L2 Motivational Self System is a comprehensive framework that aims to explain the intricate relationship between motivation and language learning. It goes beyond traditional models of motivation and delves into the

psychological aspects of language learners' identities, aspirations, and self-perceptions. Here are some key elements of L2 Motivational Self System by Dörnyei in 2005:

- 1) **Ideal L2 Self:** The ideal L2 self represents the learner's vision of themselves as proficient speakers of the target language. It's a future-oriented self that embodies the language skills, competencies, and identities that the learner aspires to attain. This ideal self serves as a motivational force, driving learners to engage in language learning activities in order to bridge the gap between their current proficiency and their desired future identity.
- 2) **Ought-to L2 Self:** The ought-to L2 self reflects the learner's perception of who they should be in terms of language proficiency. This perception is influenced by external factors such as societal expectations, cultural norms, family pressures, and educational goals. Learners may feel a sense of duty or obligation to develop their language skills to meet these external expectations, thereby motivating them to learn the language.
- 3) **Learning Experience:** Positive and rewarding language learning experiences play a crucial role in strengthening the motivation of language learners. These experiences create a positive emotional connection with the language and reinforce the link between the learner's ideal L2 self and the learning process.
- 4) **Investment:** Dörnyei introduces the concept of "investment" as the effort, time, and resources that learners commit to language learning. Investment is crucial for translating motivation into action. When learners invest in learning activities, they are more likely to experience positive emotions and enhanced motivation, which in turn leads to greater progress and success.
- 5) **Language Learning Motivational Strategies:** These strategies involve setting specific goals related to their ideal selves,

visualizing successful language use, focusing on the positive aspects of the language and its culture, and finding ways to integrate the language into their daily lives.

- 6) **Dynamic Nature:** Dörnyei's theory recognizes that motivation is not static; it can change over time due to shifts in personal circumstances, experiences, and aspirations. Learners' motivation can be influenced by internal factors (e.g., emotions, self-perceptions) as well as external factors (e.g., feedback, support from teachers and peers).
- 7) **Cultural and Contextual Factors:** The theory acknowledges the role of cultural and contextual factors in shaping learners' motivations. Societal norms, cultural values, and institutional settings can impact how learners perceive their ideal and ought-to selves.

Motivation is one of the important aspects of second language acquisition. Motivation is a kind of desire for learning (Anjomshoa & Sadighi, 2015). Apart from the role that intellectual capacity and language aptitude play in a second or foreign language learning (Gardner & Lambert, 1972 cited in Xu 2008), motivation is a major factor in the successful study of language acquisition. It is considered goal directed and defined as “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language” (Gardner, 1985). Motivation is also an important contributor to language achievement in terms of linguistic outcomes, which traditionally embrace the knowledge structure of the language, i.e. vocabulary, grammar and pronunciation and the four basic skills of the language, including listening, understanding, reading and writing (Gardner, 1985).

Therefore based on the explanations above, it can be considered that motivation has an important role in teaching learning. It can affect students' performance and achievement in

learning. Leung and Gao (2022) explain how factors such as cultural identity, dominant language, and communication opportunities influence students' intrinsic and extrinsic motivation in learning a language. They highlight the importance of understanding how multilingual and cultural contexts play a role in shaping perceptions and motivation to learn language.

2.1.4. The Nature of Speaking

According to Bygate (1987) defines speaking as producing auditory signals to produce different verbal responses in listeners. In line with this statement, Brown (1994) and Burns and Joyce (1997) state that speaking is an interactive process of making meaning that includes producing, receiving, and processing information. It is regarded as combining sounds systematically to form meaningful sentences.

In addition, Nunan (1999) states that speaking requires that learners not only know how to produce specific points of language, such as grammar, pronunciation, or vocabulary, but also that they understand when, why, and in what ways to produce language. Thornbury (2005) states that speaking is an activity in real life carried out by a speaker to carry out his/ her ideas to interact with listeners. The activities are unplanned, and their continuity is based on situations. Speaking is a collaboration between two or more persons in the shared time and context to communicate opinions, information, or emotions.

From the definitions above, the researcher concludes that speaking is an activity to express oneself in a situation or to express a sequence of ideas among people in a community by using verbal and non-verbal symbols in a particular language, situation, and context.

2.1.5. Speaking Skills

Speaking is one of the four language skills. It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes, and viewpoints. Speaking is a part of the important skills in learning English. As an essential tool for language teaching and learning, speaking can “facilitate language acquisition and development” (Goh, 2007), and it can be beneficial to learners’ academic achievement as well as professional success (Saunders & O’Brien, 2006). Moreover Bygate (1987) describes on speaking as a skill emphasizes that speaking involves more than just the production of words; it encompasses various cognitive, linguistic, and interactive elements that contribute to effective communication.

According to Bygate (1987), approach underscores the need to balance fluency and accuracy in speaking.

1) Fluency

Fluency helps learners communicate smoothly and naturally. Hedge (2000) expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation. According to Hughes (2002), fluency is the learners’ ability to speak understandably and not break down communication because listeners may lose interest. Thus, fluency deals with the student’s ability to use mechanical skills, such as pauses, speed, and rhythm; language use, such as being coherent and reasoned; and judgment skills, which is the ability to speak appropriately, depending on the context.

2) Accuracy

Accuracy ensures that the conveyed message is clear and comprehensible. Speaking accuracy indicates “the extent to which the language produced conforms to target language

norms” (Yuan & Ellis, 2003), which involves correct pronunciation, vocabulary, and grammar. Thus, learners should pay enough attention to the exactness and the completeness of language form when speaking, such as focusing on grammatical structures, vocabulary, and pronunciation.

Harmer (2007) argued that speaking is a complex skill requiring the simultaneous use of several different abilities. Along with this, Harris (1994) asserts that there are five components in speaking skills: pronunciation, grammar, vocabulary, fluency, and comprehension. They include the aspects of speaking. Some experts explain the aspects of speaking. The aspects of speaking English are as follows:

1) Pronunciation

Kenworthy (1987) claimed that pronunciation is the act or manner of the speakers producing clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. It includes the segmental features, vowels, consonants, word stress, tone pitch, and intonation patterns.

2) Grammar

Fromkin et al. (2014) argued that grammar is the basic unit of meaning, such as words and a set of rules to combine them into a new sentence. It is necessary for the speakers to arrange a correct sentence in a conversation. The speakers must be able to manipulate and distinguish appropriate grammatical forms and inappropriate ones.

3) Vocabulary

Harmer (2007) argued that vocabulary is a basic language element. It includes a single word, set phrases, variable phrases, phrasal verbs, and idioms. One cannot effectively communicate

or express their ideas in oral and written form if they do not have sufficient vocabulary.

4) Fluency

Harmer (2007) defines fluency as the ability to keep going when speaking spontaneously. In simple terms, fluency is the ability to talk freely without too much stopping or hesitating. When speaking fluently, the speakers should be able to get the message across with whatever resources and abilities they have, regardless of grammatical and other mistakes.

5) Comprehension

Comprehension is the ability to understand completely and be familiar with a situation or facts. Meanwhile, Hornby (1995) claims that comprehension is the power of understanding and an exercise aimed at improving or testing one's understanding of a language (written or spoken). Moreover, comprehension can also mean the capacity of the main to perceive and understand; power to grasp the ideas; ability to know. In short, comprehension is important to avoid misunderstanding between a speaker and a listener.

2.1.6. Assessing Speaking Skills

Evaluating speaking skill is the most important aspect in language testing (Ginther, 2013). However, Speaking is a complex skill among the other skills in English to be assessed because many criteria should be evaluated in speaking such as pronunciation, vocabulary, grammar, fluency, comprehension. Moreover, the administration of speaking test is quite difficult because it will be not effective and sufficient to test speaking skill in large number of students at limited time.

Istianti (2013) claims the other skills can be assessed by paper and pencil test, whereas speaking cannot be assessed by it.

Students' speaking skill should be measured by oral test. The kinds of oral test commonly used by teachers and practitioners to know the students' speaking is face to face speaking test (interview), conversations, role plays, storytelling, oral presentations, etc. Actually all of them only the most popular choices of oral test in teaching and learning English to assess students' speaking skill.

Therefore, this study used interview to assess students' speaking skills. According to Goh and Burns (2012), states "an interview between an assessor and a test candidate is a common way of testing speaking". The interview can be used to measure speaking skill because it is the simplest one and direct means to know students skill. By interview the examiner can get the students' speaking skill clearly and get the information from the students in depth. The test is evaluated into five criteria; they are pronunciation, grammar, vocabulary, fluency and comprehension. The five criteria are the components of speaking skill. In this study, the students are scored based on five components of speaking skill by using the scale rating scores of David P. Harris (1994).

2.1.7. English Club

An English club is a group of people or students who meet regularly to practice speaking, listening, reading, and writing in English (Malu and Smedley, 2015). Through the English club, students can practice and use their English in a relaxed atmosphere outside class hours (Paltridge, 2001). According to Shrum and Glisan (2000), the English club aims to help students to communicate in English and in developing a favorable attitude toward the English language.

Students can have fun practicing their English in an authentic environment by joining an English club. To practice speaking and improve communication skills, students are encouraged to participate

in English club activities (Abott, 2001). The aims of the English club are (Shrum and Glisan, 2000):

- 1) To increase student participation in English clubs.
- 2) To practice students' speaking skills.
- 3) To encourage club activity.
- 4) Establishment of mutual care activities between students and administration.
- 5) Authenticity encourages students to practice English in the context of real-life situations.
- 6) Help increase self-confidence among students.
- 7) Expanding students' communicative competence in the primary socialization process.
- 8) Creating a friendly social atmosphere among students

The English club can have an important role in the development of English speaking skills outside the classroom so that the students get more opportunity and more exposure in learning English especially for speaking. This research on the English Club can provide empirical support for English language training programs held at the English club. By using data and information obtained from research, this research can empirically prove the success of the English language training program and convince members and related people to continue to support the extracurricular.

There are some activities in English clubs according to Armita (2019) such as storytelling, speech, debate, conversation.

- 1) Storytelling is the original form of teaching. Storytelling can also be interpreted as the oldest branch of literature. According to Boltman cited in Firyati (2017), storytelling as an art or a narrative skill from stories in the form of poetry or prose, which is shown or led by one person in front of the audience directly where the story can be narrated by way of being told or sung,

with or without music, pictures, or with other accompaniment that may be learned orally, either through printed sources or through mechanical recording sources. Finally, it can be concluded that Storytelling skills is an art in which describes a story or event that is conveyed using images or sounds by conveying through stories and singing.

- 2) Speech is the human ability to produce language in oral form. According to Susilowati (2017), speech or public speaking is a skill that must be followed by knowledge. It means that speech is not easy to do. It is needed the guidance and training.
- 3) Debate can be described as a formal discussion in which two opposing parties follow a series of previously agreed rules to engage in verbal exchanges from various points of view on a problem.
- 4) Conversation is an activity in which two or more participants use linguistic forms and nonverbal signals to communicate interactively. Conversation is not just a sequence of messages that are expressed as a talk turn, produced by the speaker, and received and translated by the recipient. Conversations are arranged into adjacency pairs, with the first and second parts produced by different speakers (Brennan, 2010).

2.2. Study of the Relevant Research

There are numerous studies related to the correlation between students' motivation and students' speaking skill. According to Pratiwi et al. (2015), Yulis et al. (2016), and Ratnawati et al. (2019) investigated the correlation between students' motivation and students' speaking skill. In EFL learning context, Pratiwi (2015) revealed that the motivation directed students' behavior in learning, changing the cognitive processes in learning and making the students focus on reaching their goals. Motivated students overcome obstacles which come to them strongly from inside. Moreover,

motivated students often got the best result because motivation improved their performance to achieve their goals. Another study conducted by Yulis et al. (2016) proves that there is significant impact on students' extrinsic motivation and intrinsic motivation becomes one of the factors of the directions of resulting behavior. In a similar vein, Ratnawati et al. (2019) also stated the similar thing. Their research proved by testing the correlation between both of them. The result of this correlation indicated that the correlation between students' motivation and students' speaking skill was strong enough or medium correlation. The students who are learning to speak will be able to achieve better speaking performance by using motivation. The students who have high motivation will make an effort to follow the learning process intensively, and they learn the lesson as well as possible not only in the school but also outside the school.

In learning English outside classroom, English club extracurricular can be an alternative way to improving students' speaking skill. A current study conducted by Amita et al. (2015) revealed that English club extracurricular helped students' to be more confident and it was improve students' speaking ability, by giving more practice and drill the speaking skill whether inside or outside the classrooms. Another recent study was done by Neno and Siahaan (2021) revealed that English Club as an extracurricular strongly improves the students' speaking skill and the effect of English club as an extracurricular activity was effective in developing students' speaking skill.

The correlation between motivation and speaking skills can be an interesting topic to be explored in an educational context. Motivation is a psychological factor that drives a person to achieve certain goals or actions. Motivation can also affect a person's level of confidence when speaking in the target language. The higher the motivation, the more likely the individual is to feel confident when speaking and more courageous to speak in front of others. In the context of language learning and speaking skills,

motivation plays an important role as encouragement or enthusiasm to practice and improve speaking skills.

The similarity between this research and the relevant research is that this study examines the relationship between students' motivation and students' speaking skills. The difference is in the context of the research where the previous research took the context in the classroom or intra-curricular while this research took the context outside the classroom, namely in extracurricular, one of which was the English club. So this study wants to prove the relationship between students' motivation in learning at an English club and students' speaking skills at one of the junior high schools in Tasikmalaya.

2.3. Conceptual Framework

To make it easier to understand and avoid misunderstandings in the theoretical framework, the researcher created a conceptual framework using the figure below:

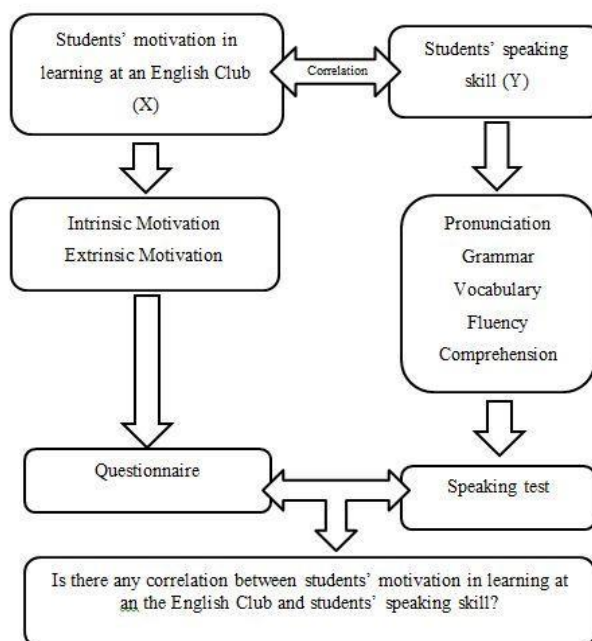


Figure 1.1. *Conceptual Framework*

2.4. Research Hypothesis and Research Questions

A hypothesis is a provisional answer. The researcher must state or formulate this hypothesis as a temporary answer to the research question. There are two hypotheses: the alternative hypothesis (H_a) and the null hypothesis (H_o) entering the scene. The hypothesis is formulated as follows:

H_a : There is a correlation between students' motivation in learning at an English club and students' speaking skills.

H_o : There is no correlation between students' motivation in learning at an English club and students' speaking skills.