CHAPTER 2
LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Students' Motivation for Learning

Motivation is the reason that encourages someone to do something. Motivation is the combination of effort and desire that acts as the driving force behind individuals' actions, aspirations, and needs as they strive to attain learning objectives (Purnama et al., 2019). In this case, motivation in learning is something that encourages students to learn.

Motivation in learning is important because motivated learners tend to be more engaged, focused, and productive, which can lead to better learning outcomes (Filgona et al., 2020). In other words, motivation helps students to participate in various learning activities, which fosters academic success and personal development. As this study emphasizes, motivation serves as a stimulant, allowing students to engage themselves in various learning activities and enhance the whole academic experience.

In learning English speaking, motivation can also maintain students interested and successful in learning English. That is in line with Gardner (1985) as cited Seven (2020), "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". Students who are motivated are more likely to overcome common challenges in speaking English, such as anxiety, fear of making mistakes, or lack of confidence. They are also more inclined to engage in practices essential for developing oral proficiency, such as participating in conversations, listening to native speakers, and seeking out opportunities for language immersion.

2.1.2 Ryan and Deci's Theory of Motivation

Edward Deci and Richard Ryan's Motivation Theory, known as Self-Determination Theory (SDT), was formulated in the 1970s and 1980s. Functioning as a conceptual framework, this theory seeks to offer a deeper understanding of human motivation and behavior on a broad scale. It thoroughly clarifies the interplay of human needs, motivation, and well-being within a social context (Ryan & Deci, 1985). SDT highlights the process of how motivation is formed naturally.

This theory posits three psychological requirements: competency, autonomy, and relatedness (Ryan & Deci, 2017). These needs are essential for optimal functioning, growth, and well-being (Cai, 2023). Competence is the desire to perform effectively and be capable. Martela and Riekki (2018) stated that competence refers to a sense of mastery and efficacy in one's activities. One believes that they are capable of completing tasks and achieving their goals. Autonomy is the desire to have control over one's life and choices. The person believes that the actions come from within and reflect who they truly are, rather than being the result of external pressures (Martela & Riekki, 2018). Relatedness is the desire to feel connected. Relatedness refers to the interpersonal dimension, which reflects a person's sense of connection to others, caring relationships, and being part of a community (Martela & Riekki, 2018).

The theory proposes that when these fundamental psychological needs are fulfilled, individuals are more prone to experience intrinsic motivation, wholeheartedly engage in activities, and enjoy a sense of well-being (Hui & Tsang, 2012). Cai (2023) also stated that "the theory explains how these needs interact with intrinsic motivation, extrinsic motivation, and amotivation to shape human behavior and development across different contexts and domains, such as education, work, health, and relationships". By addressing these universal needs across various settings—such as education, work, health, and relationships—the theory provides a comprehensive

framework for understanding the drivers of human behavior and the pathways to personal growth and well-being.

According to Ryan and Deci (2000) there are 3 types of motivation:

1. Intrinsic Motivation

Intrinsic motivation involves engaging in an activity for its inherent interest or enjoyment. Examples of intrinsic motivators include curiosity, taking on something new, and the excitement of engaging in an activity. According to Çetin (2022), intrinsic motivation is related to a person's interest in a task or activity, enjoyment, and intrinsic satisfaction. In educational settings, recognizing and nurturing intrinsic motivation can significantly impact students' academic performance and overall enjoyment of learning. Intrinsic motivation is the highest level of motivation.

In educational contexts, intrinsic motivation has been shown to significantly influence academic performance and the overall learning experience. For instance, fostering intrinsic motivators like curiosity and enjoyment can improve students' academic achievements and make learning more engaging and fulfilling (Steinmayr et al., 2019).

Leitão et al. (2021) also underscore the importance of aligning educational practices with students' natural curiosity and interest, which reinforces intrinsic motivation and promotes deeper learning. Overall, intrinsic motivation serves for encouraging students to pursue knowledge for its intrinsic rewards and fostering long-term academic and personal growth.

2. Extrinsic Motivation

Extrinsic motivation is characterized by participating in an activity with the expectation of a specific outcome. Extrinsic motivation refers to the utilization of external rewards or incentives as a means to stimulate individuals in their goals of learning and task completion. According to Ayduğ and Altınpulluk (2022), extrinsic motivation is the driving force that compels individuals to perform actions based on external factors. Examples of extrinsic motivation in the context of learning include several factors, such as grades, certificates, prizes, positive feedback, monetary rewards,

promotions, and the avoidance of undesirable outcomes like academic failure or losing a job.

According to Ryan and Deci (2000), there are 4 regulatory styles: external regulation, introjected regulation, identified regulation, and integrated regulation. External regulation refers to the least autonomous forms of extrinsic motivation (Ryan & Deci, 2000). The individuals perform an activity solely to gain rewards or avoid punishment, often feeling controlled by these external incentives. External stimuli directly drive the actions, leading to low levels of self-determination (Mercader-Rubio et al., 2022). As for introjected regulation means the individuals begin to partially accept external motivations as their own; they may feel obligated or guilty if they don't meet certain standards, striving to gain approval from others. The individuals are influenced by feelings of pressure to avoid guilt and anxiety or for the ego's enhancement or pride (Van Der Vyver & Geduld, 2022). In addition, identified regulation refers to the individuals engage in activities because they see the personal value or benefits. Students viewed the activity as an opportunity to develop important abilities (Werth & Williams, 2021). Lastly, according to Ryan and Deci (2000) "the most autonomous form of extrinsic motivation is integrated regulation". Integration happens when self-regulatory changes are fully integrated into one's values and needs, which is accomplished through self-examination and alignment with current regulations.

3. Amotivation

Amotivation is "lacking any motivation to engage in an activity, characterized by a lack of perceived competence and/or a failure to value the activity or its outcomes" (Özdemir, 2020). Feeling incompetent to do a task, ignoring the task being completed, or not expecting the desired result are all factors that lead to amotivation. Recent studies expand on this concept, suggesting that amotivation is linked to negative psychological states such as low self-efficacy and perceived irrelevance of tasks. For instance, Ntoumanis et al. (2020) highlighted that amotivation often results from misaligned goals

and lack of meaningful engagement, particularly in educational and health domains. Understanding and addressing the underlying causes of amotivation, such as enhancing competence, autonomy, and relatedness, can help mitigate its negative impacts and foster sustained engagement across various settings.
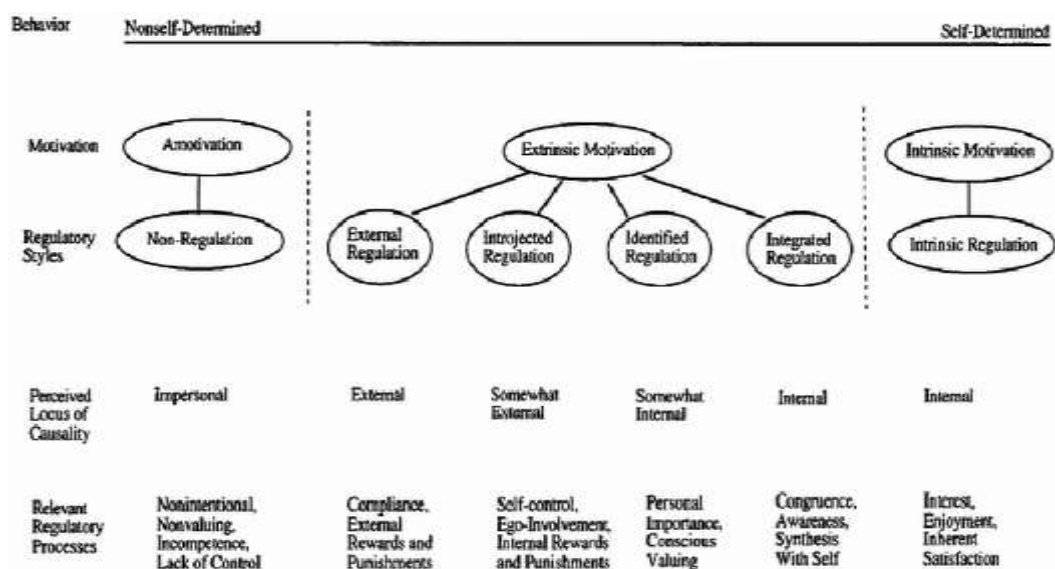

Figure 1. The Self-Determination Continuum Showing Types of Motivation With Their Regulatory Styles, Loci of Causality, and Corresponding Processes (adopted from Ryan & Deci, 2000)

SDT provides a strong emphasis on the internalisation process, which is how external motivations become intrinsically motivated. This process is crucial to understand how students develop more self-determined in their learning and how their motivations to acquire English speaking change over time.

2.1.3 Learning English Speaking

Learning to speak English involves the process of developing the skill for verbal communication in the language. Mastery of spoken communication in a second language requires enhancing the ability to effectively use language elements, ensuring the production of speech that is fluent, accurate, and socially appropriate, all while taking into account the cognitive processing limitations of the speaker (Burns, 2019). Learning can not be separated with teaching. Kamal (2019) stated that teaching speaking

involves providing guidance to an individual with the aim of facilitating effective communication. Teachers play a crucial role in choosing appropriate educational resources, engaging students, and creating a positive learning environment. According to Burns (2019), teachers systematically lead learners by introducing integrated and sequenced activities, assisting them in becoming aware of the essential knowledge, skills, and strategies essential for various types of interaction and discourse.

In the teaching of speaking, teachers need to focus on the principles underlying the design of speaking techniques. The research conducted by Kamal (2019), the teacher should adhere to the following principles when formulating speaking techniques:

1. Find a middle ground by giving attention to both fluency and accuracy, depending on the instructional objective.
2. Integrate techniques that inherently motivate.
3. Encourage the application of genuine language in meaningful contexts.
4. Offer appropriate feedback and corrections.
5. Utilize the inherent correlation between speaking and listening.
6. Give students chances to start verbal communication.
7. Promote the development of oral communication techniques.

Similarly, Gupta (2019) emphasized essential principles of second language learning crucial for effective teaching:

1. Understand your students and their motivation to acquire the second language.
2. Create an inclusive atmosphere in the classroom.
3. Establish foundational knowledge.
4. Provide understandable input by enhancing vocabulary.
5. Integrate regular chances for interaction and discussion.
6. Employ various modalities throughout instruction.
7. Carry out continual review and assessment.

The significance of students' motivation is crucial as it has a fundamental role in the journey of acquiring a second language (Gupta, 2019,

p. 51). It aligns with the statement from Khansir and Dehkordi (2017) it can be seen as a tool that English learners employ to acquire proficiency in the language. For teachers, recognizing students' motivation extends beyond the creation of a favorable learning environment. The teacher's engagement in promoting students' autonomy, the relevance of content, and its connection to their lives contributes to an increased level of motivation (Johnson, 2017).

Moreover, teachers need to follow several steps to ensure the effective delivery of the learning process. Burns (2019) outlines a seven-step teaching speaking cycle: capturing learners' focus on speaking, offering input and/or guiding planning, implementing speaking tasks, concentrating on language/skills/strategies, revisiting speaking tasks, guiding learners' reflection on learning, and facilitating feedback on learning.

2.1.4 Assessing Students' Speaking Skills

After the teaching-learning speaking process is finished, teachers need to evaluate the students to understand and gather data on them as they improve their skills in speaking. Suwandi (2023) stated that in the teaching of speaking, two assessment methods are utilized: process assessment and outcome assessment. Process assessment is conducted during learning activities to evaluate students' willingness to participate, their engagement in class, and their efforts in speaking-related tasks. This form of assessment helps teachers identify areas where students may struggle and provides opportunities for immediate feedback to encourage active participation and motivation. Outcome assessment, on the other hand, focuses on evaluating students' performance in demonstrating the necessary speaking skills. This is done through structured activities, such as oral presentations, role-playing, and interactive discussions, as specified in the curriculum. Teachers use outcome assessments to measure students' proficiency, accuracy, fluency, and the ability to communicate effectively in English. These assessments often involve rubrics or criteria that address language use, pronunciation, grammar, vocabulary, and overall delivery.

By combining process and outcome assessments, teachers can gain a comprehensive understanding of students' progress in speaking skills. This dual approach ensures that both the effort and the results are taken into account, helping educators to tailor their teaching strategies and address the specific needs of their students effectively.

2.2 Study of the Relevant Research

Motivation is a significant factor in the acquisition of speaking skills. Numerous studies have been conducted which discuss motivation and investigate students' motivation on learning English speaking. The study conducted by Widayanti et al. (2020) seeks to investigate the correlation between students' motivation to acquire speaking skills and their proficiency in oral communication. The study's results demonstrated that although the students indicated low levels of motivation, they demonstrated a high proficiency in speaking skill. Therefore, no correlation was found between motivation and proficiency in speaking. The study indicates that factors besides motivation may contribute to speaking ability.

Another previous study conducted by Rozi (2022) examined the relationship between students' speaking abilities and motivation in the English Education Department at IAIN Salatiga's International Class Program. According to the study findings, ICP IAIN Salatiga students' speaking abilities are academically well-attained, and there is no clear relationship between speaking abilities and students' motivation. In addition, relying on self-reported data from questionnaires may introduce bias in responses, potentially impacting the accuracy of the findings.

The research conducted by Sabri & Hamid (2023) aims to examine the significant influence of both socioeconomic status and motivation on students' competence in English oral communication. The study reveals that students' socioeconomic status does not affect their high speaking scores, while motivation significantly influences speaking ability. However, the study has limitations, such as not considering external factors like cultural

influences or individual learning styles, which could potentially influence students' English-speaking skills.

To fill the gap, this research conducted at a senior high school in Tasikmalaya with the students at the school as participants.