CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter is intended to give a brief review of what is related to the focus of the study. It reviews theories and research findings on motivation, self-confidence, and speaking English ability.

2.1. Motivation

Motivation covers all the reasons which cause a person to act including the negative ones like fear along with the more positive motives such as money, promotion or recognition (Aldair in Gitonga, 2012). In the world of education, Parson, et. al. (2001) explain shortly that motivation is a crucial element of any learning process. It is important, especially in the teaching and learning process. It gives energy to the students to improve their knowledge.

2.1.1 Definition

In reviewing literature about motivation, there seems to be several definitions about motivation. Motivation, according to Webster’s New World College Dictionary (2016), is the act or process of providing a motive that causes a person to take some action. Ormrod (2003) states that motivation is something that energizes, directs, and sustains behavior; it gets students moving, points them in a particular direction, and keeps them going. To support the previous statement, Gedler, Broussard and Garrison (in Lai 2011) define motivation as “the attribute that moves us to do or not to do something”. Based on the previous statements, it
can be said that motivation is an impulse that drives us to do something in order to gain our purposes in life.

2.1.2 Kinds of Motivation

In long history of study about motivation, most of researchers divide it into two types, intrinsic motivation and extrinsic motivation. Lai (2011) states that intrinsic motivation is animated by personal enjoyment, interest, or pleasure, whereas extrinsic motivation is governed by reinforcement contingencies. Below is the deeper explanation about intrinsic and extrinsic motivation.

2.1.2.1 Intrinsic Motivation

Ryan and Deci (2000) define intrinsic motivation as the doing of an activity for its inherent satisfaction rather than for some separable consequence. In line with this statement, Oudeyer and Kaplan (2007) state that intrinsic motivation is activity pursued for their own sake. Intrinsic motivation is what that occurs while a person is performing an activity she/he takes delight and satisfaction in and is seen as internal rewards (Tella, in Gitonga: 2012). It can be explained based on above mentioned statement that intrinsic motivation is an encouragement to do something in order to fulfill someone’ own satisfaction.

There are many previous studies about intrinsic motivation. Some findings of these studies show that there is positive correlation between intrinsic motivation and speaking performance or learning performance. Wilona, Ngadiman and Palupi (2010) found that having intrinsic motivation in the process of learning a foreign/second language helps learners to achieve better speaking
proficiency. In addition, Naima (2013) also found that intrinsic motivation is an important factor in enhancing the skill of speaking. Bett, Onyango and Bantu (2013) state that there is a positive relation between motivation and students’ performance, more motivation resulted in higher performance of students.

2.1.2.2 Extrinsic Motivation

According to Woolfolk (2007), extrinsic motivation is a motivation created by external factors such as reward and punishment. In line with this, Schacter (2013) states that extrinsic motivation is “a motivation to take actions that lead to a reward”. Based on these definitions, extrinsic motivation can be defined as an encouragement to do something in order to gain a reward or avoid punishment that comes from external environment.

Some previous studies about external motivation have been conducted. The findings show teachers agreed that the concept of punishment and reward can create motivation in students to learn (Rehman and Haider, 2013). Furthermore, in the field of English education, Shinta (2012) finds that in countries in which English acts as a second language, as means of communication both in education and business, learners learning English are integratively motivated due to inner needs to develop their skills in English, while the exposure of external factors such as media, environment also play an important role.
2.1.3 Factors Affecting Motivation

The following is explanation about the factors that affect motivation. It is divided into two parts; factors that affect intrinsic motivation and the factors that affect extrinsic motivation.

2.1.3.1 Factors Affecting Intrinsic Motivation

Hassandra, Goudas, and Chroni (2003) state that there are four factors that influence intrinsic motivation in education: 1) perceived competence, 2) perceived autonomy, 3) achievement goal orientation, and 4) perceived usefulness. Perceived competence relates to students’ effort, willingness, attention and interest in the lesson. When students feel that they are competent in class, they will enjoy their learning process. Perceived autonomy can also be called as self-determination, it is found that when students are self-determined, they are more intrinsically motivated. Achievement goal orientation is also a factor that affects students’ intrinsic motivation. Level of students’ motivation is different for each student since every student has their own goal orientation. The last factor that influences intrinsic motivation is perceived usefulness; it also can be called as outcome expectancy. It is found that high-expectation students have higher motivation than students with lower one.

2.1.3.2 Factors Affecting Extrinsic Motivation

Extrinsic motivation is motivation that is caused by external factors, in terms of the teaching and learning process, Fabien (2015) states there are three factors that affect students’ motivation: 1) home environment, 2) classroom
environment, and 3) school system. She states “A child who comes from a home environment which is caring, comfortable and supportive brings to the classroom, motivation arising from his conducive home environment”. Classroom atmosphere can also affect students’ motivation, positive classroom atmosphere can increase students’ motivation in learning. The system itself can influence students either to excel or to rebel. A system which is extremely regimented can give negative impact on students.

2.1.4 Ways in Motivating Students

Teachers in classroom play a significant role to increase the students’ motivation. As it is stated by Kaboody (2013), teacher’ roles in L2 class are as initiator, facilitator, motivator, ideal model of target language speaker, mentor, consultant, and mental supporter. Among the roles explained, this study underlines teacher’ role as motivator. As it has been stated by Parson et al (2001) above, motivation is a crucial element of learning process. Many previous studies showed that most of high motivated students got high learning achievement.

There are two common ways in motivating students, giving reinforcements or punishments. In the process of teaching and learning, students try their best to gain reinforcement and avoid punishment as response to the treatment given. Alberto and Troutman (2003) suggest two kinds of treatment to motivate students, reinforcement and punishment. Reinforcement is given in the form of Edible reinforces, sensory reinforces, tangible reinforces, privilege reinforces, activity reinforcers, generalized reinforcers, and social reinforcers. Whereas punishment is given in the form of extinction, response cost, time out, and aversive stimuli.
Alberto and Troutman (2003) categorize reinforcement into six as described previously. 1) **Edible reinforcers** are giving something that can be consumed such as food and liquids. 2) **Sensory reinforcers** are giving reinforcement that is related to common sense such as an exposure to controlled visual, auditory, or kinesthetic experience. 3) **Tangible reinforcers** are giving students stuffs such as badges, certificates, stickers as reinforcement. 4) **Privilege reinforcers** are giving students a special right such as becoming a team captain or being excused from homework. 5) **Activity reinforcers** are giving students activities that can improve their motivation such as special projects and play activities. 6) **Generalized reinforcers** are giving students tokens, points, or credits as reinforcement. 7) **Social reinforcers** are giving expression, praise, feedback, seating arrangement, or proximity as a reward of students’ achievements in classroom.

Furthermore, Alberto and Troutman (2003) categorize punishment into four: *extinction, response cost, time out, and aversive stimuli*. 1) **Extinction** is defined as “reduces behavior by abruptly withdrawing or terminating the positive reinforce that maintains an appropriate target behavior” (Alberto and Troutman, 2003). For example, a student is ignored when he or she uses mother tongue to answer the teacher’ question or when expressing ideas. 2) **Response cost** attempts to reduce behavior through removal of a reinforcer, such as score reduction and opportunity reduction. 3) **Time out** is punishment by denying a student, for a fixed period of time. 4) **Aversive stimuli** defined as of physical or psychic punishment that given is in order to reduce inappropriate behavior.
2.1.5 Problems with Students’ Motivation

Based on Wright (2012), there are six reasons why students are unmotivated: 1) the students are unmotivated because they cannot do the assigned work; 2) the students are unmotivated because the ‘response effort’ needed to complete the assigned work seems too great; 3) the students are unmotivated because classroom instruction does not engage; 4) the students are unmotivated because they fail to see an adequate pay-off to doing the assigned work, 5) the students are unmotivated because of low self efficacy—lack of confidence that they can do the assigned work; and 6) the students are unmotivated because they lacks a positive relationship with the teacher.

2.2 Self-Confidence

2.2.1 Definition

Self-confidence is very important in the teaching and learning process, especially in the teaching and learning of English as a foreign language. Grubber (2015) states, “Self-confidence is an attitude that you hold about yourself that allows you to move forward and achieve your goals.” In addition, Lyczkowska (2014) defines self-confidence as “freedom from doubt; it is trust in yourself, your ability and your judgement.”

characteristics, such as motivation and self-confidence, also strongly influence their achievements during their high school careers." Park and Lee (2004) stated that self-confidence gives a significant effect on students’ oral performance.

Another study that shows the importance of self-confidence was conducted by Jamila (2014) which indicated, that lack of confidence “is really a headache for both the teachers and the learners, especially of University levels, in Bangladesh as it hampers the development of students’ speaking abilities as well as creates a difficult classroom situation for the teachers to take their students to the path of success.” Furthermore, Yashima, et. al. (2004) stated, “Some students were not ready to communicate due to some factors, including lack of L2 confidence, and found themselves in an endless cycle: needing to communicate with native speakers to gain L2 confidence, but due to a lack of confidence, unable to initiate interactions.”

Above mentioned statements about the advantages of self-confidence (Park & Lee, 2004; Abdallah & Ahmed, 2015) and the disadvantages of lacked confidence (Yashima, et. al., 2004; Jamila, 2014) showed how really important self-confidence is in the teaching and learning process. Self-confidence is considered as one of many factors that affects students’ performance in many activities of teaching and learning. Cited from Jamila (2014: 157),

Krashen (2002) finds that learners with high motivation, self-confidence and a good self-image, and with a low level of anxiety are well equipped for success in second language acquisition. Makiko Ebata (2008) finds that, ‘Lack of belief in one’s ability hinders him from achieving that task—pursuing a targeted language accomplishment…Moreover, it is widely believed that once students
gain self-confidence, it progressively expands, in conjunction with experiencing success and satisfaction as well as good relationships.

Based on the previous statements, it can be seen that self-confidence plays a significant role in the process of gaining knowledge. The level of self-confidence is directly proportional with learning outcomes.

A study was conducted by Park and Lee in 2004 about the correlation between L2 learners’ anxiety, self-confidence, and oral performance. The study was participated by 132 Korean college students in English conversation class. The finding of this study showed there were a significant effect of anxiety and self-confidence on L2 learners’ oral performance; the higher confident they were, the higher oral performance they showed.

In 2014, Jamila conducted a study in Bangladesh about lack of confidence as a psychological factor affecting spoken English of university level student. The finding of the study showed, among 83 participants, lack of confidence is considered as the greatest barrier to communicate using English. There were also other factors such as unwillingness to develop the skill, lack of awareness; lack of skilled and friendly teachers, laziness etc, yet lack of confidence is ranked as the greatest barrier by majority of participants.

Another study conducted by Helen (2013) found that,

The higher confident students are more accurate in their speech production, and are also better at communicative and discussion skills. However, neither did they demonstrate a large amount of talk as in some past literature, nor did they display a very complex language. They instead articulated more false starts and made more repetitions as they self-corrected their utterances during the task. Compared to the lower-confident group, these learners surprisingly contribute fewer arguments, particularly counter-arguments such as rebuttals.
In addition, findings from study conducted by Abdallah and Ahmed (2015) showed that self-confidence gives positive impact on students’ speaking performance. It is said:

The findings revealed a positive, significant correlation between self-confidence, oral communication proficiency and academic performance. The students who scored high in the self-confidence questionnaire also had high scores in oral communication test and academic performance.

2.2.3 Indicators of Self-Confidence

Indicators of self-confidence in this study adopts Park and Lee’ (2004) components of self-confidence. There are four indicators of self-confidence called: 1) situational confidence, 2) communication confidence, 3) language potential confidence, and 4) language ability confidence. Situational confidence is students’ confidence about how they view themselves, how they feel about themselves. For example, situational confidence can be seen when students feel “I’m a good student or I’m the most important member of my group”. While communication confidence is students’ confidence about how they feel when they communicate using English, for example they don’t shy when using English with their classmates to communicate. Language potential confidence is how students view themselves in future when using English as communication tools. For example, they are optimistic in gain score A in class, or they are optimistic will able to speak English perfectly. Pasaribu (2011) defines language potential confidence as “their perception if they will get good English score someday will use English perfectly someday, and whether they think that they will get great
TOEFL score someday”. Lastly, language ability confidence is defined as students’ confidence about their ability in speaking English.

2.2.4 Problems with Students’ Self-Confidence

Tseng (2012) states there are seven problems that result in students’ low confidence, 1) self perceptions; it can be defined as how students view themselves, people with low self-confidence worry about what their peers think; they are concerned with pleasing others. It makes them fail to gain high self-confidence in performing their speaking ability; 2) social environment and limited exposure to the target language; it could also be problems for students’ self confidence. In country which English becomes a foreign language, it is difficult for students to confidently speak English outside academic environment or their daily life; 3) culture difference; 4) social status and self-identity; 5) gender, strict and formal classroom environment; 6) presentation in the classroom; and 7) fear of making mistakes and apprehension about others’ evaluation.

2.3 Speaking

2.3.1 Definition

Speaking is the way to communicate with other people orally. It is the simplest way to communicate. It is used to transfer and share our ideas with others. Cited from Bygate (2000: 1):

Speaking is, however, a skill which deserves attention every bit as much as literary skills, in both first and second languages. Our learners often need to be able to speak with confidence in order to
carry out many of their most basic transactions. It is the skill which they are most frequently judged, and through which they may make or lose friends. It is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also medium through which much language is learnt, and which for many is particularly conducive for learning.

Based on the citation above, it can be interpreted that speaking is important skill that need to be mastered. Speaking skill mastery determines many aspects in life, especially in the world of teaching and learning. Speaking is a medium to transfer and gain knowledge. In this study, what so called as speaking is how students communicate with other people using English inside or outside the classroom.

2.3.2 Aspects of Speaking

This part is the review of related literature about aspects of speaking. It will explain about pronunciation, grammar, and vocabulary as interpreted from Park and Lee (2004) when define about self-confidence in speaking ability

2.3.2.1 Pronunciation

According to Richard (2002), pronunciation is the sound of the language, or phonology; stress and rhythm; and intonation and includes the role of individual sounds and segmental and supra segmental sounds. Moreover, Otlowski (2004:1) stated that pronunciation is a way that is accepted or generally understood. From those statements above, it can be concluded that pronunciation is the way of someone produces segmental and supra segmental sound that is accepted or generally understood.
2.3.2.2 Grammar

Swan (2005) defines grammar as the rules that show how words are combined, arranged or changed to show certain kinds of meaning. Every language has its own rule. In addition, Coghill and Magendanz (2003) state, “The grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units.” Based on previous statements, it has already clear that the main point of grammar is “rule of a language”.

2.3.2.3 Vocabulary

Cited from Lehr, Osborn, and Hiebert (2004), vocabulary is “knowledge of words and word meanings.”. In addition, Barnhart (2008) defines vocabulary as "(1) stock of words used by person, class of people, profession, etc and (2) a collection or list of words, usually in alphabetical order and defined." Based on previous statements, the main point of vocabulary is knowledge about word that is owned by a person. Vocabulary is important in speaking since it is needed in order to transfer someone’s idea appropriately.