

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer is going to explain the theories and previous study that related to the topic for this study. They are the student's motivations and the student's speaking skills.

2.1 Good EFL Learners

2.1.1 The Definiton of Good EFL Learners

EFL or English as a Foreign Language, indicates the teaching of English in a non-English-speaking region. This is mainly used to talk about students whose first and second language is not English. Methods of learning English are highly variable depending on the student' level of English proficiency and the manner and setting. The differential succes of foreign language learners suggest a need to examine in detail what motivation of good EFL Learners. Good EFL learners is non-native learners who are proficient in mastering English as a foreign language.

2.1.2 The Characteristic of Good EFL Learners

Good language learners become an attention from the researchers. Based on Rubin (1975), there have been a number of studies conducted on successful language learning. In this work Rubin describes that good language learner is the one who: (1)

is a willing and accurate guesser (2) has a strong drive to communicate and or to learn from communication, (3) are not inhibited (dare to make mistake), (4) is prepared to attend form (language patterns) (5) practices, (6) monitors his/her own and other's speech and (7) attends to meaning (p.45-47).

Wenden (1990) found nine characteristics of good language learners: (1) Good language learners find a style of learning that suits them. They are self-aware, means they know themselves. (2) Good language learners are actively involved in the language learning process. They take responsibility for their own learning. Besides regular language classes, they create opportunities to use the language. They know practice is very important. They are willing to take risks, to appear foolish if necessary. (3) Good language learners try to figure out how the language works. They try to come to grips with the language as a system. They pay attention to form and look for patterns. They develop good techniques for improving their pronunciation, learning grammar and vocabulary. They welcome mistakes as a way of learning more about the language, (4) Good language learners know that language is used to communicate. They pay attention to meaning. They have good techniques to practice listening, speaking, reading, and writing. In the early stages of their language learning they do not worry about making mistakes. They speak and try to become fluent. They look for opportunities to speak with native speakers, (5) Good language learners are like good detectives. They are always looking for clues that will help them understand how the language works. They make guesses and ask people to correct

them if they are wrong. They compare what they say with what others say. They keep a record of what they have learned and think about it. they monitor themselves, (6) Good language learners learn to think in the language, (7) Good language learners realize that language learning is not easy. They try to overcome their feelings of frustration and their lack of confidence. They are able to come to terms with the affective demands of language learning, that means they can manage their emotions. They are realistic in their setting of study goals. (8) Good language learners are also good culture learners aware of the very close relationship between language and culture. (9) Good language learners have a long term commitment to language learning. They are realistic in realizing that it takes time and practice.

The researcher found two Indonesian researchers who tried to find good Indonesian EFL learners characteristic. The first was Sadtono (1996) conducted a research with two Indonesian good language learners. By using qualitative method, the research found three main characteristics of the learners: having high motivation, being active and being independent in their learning. Yanto (2011) who conducted a research on five good language learners who studied in Australia. By using qualitative method the research found three most important characteristics of good language learners, those are : (1) Good EFL learners are taking charge of their own learning and find their own way to learn, (2) Good EFL learners are creative developing a feel of the language and,(3) Good EFL learners make mistakes work for them not against them.

2.2 Motivation in Learning

2.2.1 The Definition of Motivation

Motivation is a very important aspect in supporting a person in doing or learning something, thus affecting a students in the learning achievement. Robbins (1993) mentions that motivation is the willingness to exert high level of effort toward organizational goals, conditioned by the effort's ability to satisfy some individual need. That means when someone is motivated, they will tries hard. But high levels of effort are unlikely to lead favorable job performance outcomes unless the effort is channeled in a direction that benefits the organizations. Owens (1991) says that motivation is made up of all those inner striving conditions described as wishes, desires, drives and etc. It is an inner state that activates or moves individuals, without motivations, there would be no purposive, organized behavior by the individual – either at work or elsewhere.

The understanding of motivation according to an expert named McDonald quoted by Wasty Soemanto (2006: 203) motivation as a change of power within a person / person characterized by effective encouragement and reactions in an effort to achieve goals. The definition contains three things: (1) motivation begins with a system of change in a person, (2) motivation characterized by an affective impulse, (3) motivation is characterized by reactions in achieving the desired goal.

Hammer in Marsono (2005) mentions that motivation itself is some kind of internal drive that encourages somebody to pursue of action. It seems to be the case

that someone will be strongly motivated to do whatever is necessary to reach the goal. Motivation in learning English is also divided into intrinsic and extrinsic motivation. Intrinsic motivation is a motivation as incentives, which originates within the behavior itself rather than externally as in playing musical instrument for enjoyment (Setiyadi, 1999). If the reasons of studying English are for his enjoyment himself and his knowledge himself, it is called intrinsic motivation. Extrinsic motivation stems from positive or negative reinforcement which are external to the behavior itself rather than inherent in it, for instance, studying to get good scores not because of studying is enjoyable.

Relationship between motivation and learning is issued by Suprijono (2009). He states that motivation to learn is the process that gives the spirit of learning, direction, and persistence of behavior. That is, the motivated behavior is behavior that is full of energy, focus and enduring. Furthermore, Winkel (2003) defines that the motivation to learn is the overall driving force within the students who lead activities and provide direction on learning activities. Thus, motivation is born from the need to achieve the goal. Motivation to learn is very important for the realization of learning achievement. For this reason, students must have the ability to motivate themselves since it is truly required to gain such achievements.

From the experts' explanation, motivation is the learner effort to reach the goal based on her/his willingness that also affects the student's speaking performance in the college.

2.2.2 The Characteristic of Motivation

Hamzah (2008) defines that the characteristics or indicators of motivation are: 1) desires and wishes to success; 2) encouragement and learning needs; 3) hopes and ideals of the future; 4) awards in learning; 5) interesting activities; and 6) the existence of a conducive learning environment.

Motivation is a significantly important factor for academic learning and achievement across childhood through adolescence (Elliot & Dweck, 2005).

According to Sardiman (2006: 83) motivated person has the characteristics : 1) diligently doing the task; 2) persevering in resolve the difficulties; 3) showing interest in various problems; 4) prefer to work independently; 5) not easily bored with routine tasks; 6) can defend his opinion; 7) not quick to give up on what is believed; 8) enjoy at find and solve the problems.

From the description, it can be concluded that students who have high motivation can be seen from several characteristics, including :

1. Having a desire to success
2. Having encouragement and learning needs
3. Doing task diligently
4. Persevering in resolve the difficulties
5. Having awards in learning

2.2.3 Intrinsic and Extrinsic Motivation

The researcher recognizes two major types of motivation: intrinsic and extrinsic.

a. Intrinsic Motivation

Intrinsic motivation is related to an internal willingness to do and reach something. Intrinsic motivation refers to being in an activity for itself, and the pleasure and satisfaction derived from participation (Deci, 1975). Intrinsic motivation is a motivation as incentives which originate within the behavior itself rather than externally as in playing musical instrument for enjoyment (Setiyadi, 1999).

According to Wasty Soemarno (2006: 207) suggests that motivation has two elements, the elements in (inner component), outer component (outer component). The inner element is an element of change that takes place within a person. This change is a state of dissatisfaction or psychological tension. the outer component (an outer component) is the element that directs the behavior of someone who is outside the person's self to achieve the goal to be achieved. So, intrinsic motivation is psychological needs which need to be satisfied in order for an individual to feel intrinsically motivated.

Self-determination theory puts emphasis on three innate psychological needs which need to be satisfied in order for an individual to feel intrinsically motivated. Those needs are: autonomy (in deciding what to do and how to do it), competence (abilities

and skills by which we manage to control our environment) and relatedness (relationships we develop through our interaction with others). This assumption has significant implications for students engaged in the learning process. Namely, students are more likely to experience intrinsic motivation in an environment that promotes the satisfaction of these needs than in the one which neglects them (Brophy, 2004). Successes in particular areas have been identified as important influences on intrinsic motivation (Brophy, 1983; Harter, 1978).

b. Extrinsic Motivation

On the other hand, those who are extrinsically motivated perform a certain action not because they truly enjoy it, but because of a reward that is available in their environment (Topalov, 2011).

Extrinsic motivation can be defined as, "it pertains to a wide variety of behaviors that are engaged in as a means to an end and not for their own sake" (Deci, 1975). Extrinsic goals can change from short-term goals into long-term ones. For example from good grades, prizes from the parents, participation in competitions to the possibility of realize a scholarship or the best job opportunities, etc.

There are three type of extrinsic motivation according to self-determination theory i.e. external regulation, introjections, and identification. The first type is external regulation. It can be motivated by external rewards or constraints. The second is introjected regulation, the mechanisms we have adopted are in conflict with our sense of self because we have to responsible to behave in an expected way. The

third type is identified regulation, it is occurs when an individual identifies a certain value that she or he has adopted as important. Finally, integrated regulation is the most self-determined type because of the complete integration of adopted values and one's sense of self (Brophy, 2004).

So, Intrinsic motivation is the desire to do or achieve something because one truly wants to and takes pleasure or sees value in doing so. Extrinsic motivation is the desire to do or achieve something not for the enjoyment of the thing itself, but because doing so leads to a certain result (Pintrich, 2003). Some refer to this divide as the difference between true motivation and “engagement,” or simply holding one's attention. Others see not a divide but a spectrum; any action could be motivated by a combination of intrinsic and extrinsic factors (Rigby et al., 1992; Murray, 2011).

2.2.4 Motivational function

In the learning process, motivation is very necessary to carry out the learning activities. According to Djamarah (2002: 123) there are three motivational functions :

1. Motivation as a stimulation of action. Motivation serves as a motivator to influence what attitudes students should take in learning.
2. Motivation as a booster of action. Psychological impulse to bring out to attitudes towards students is an unstoppable force, which then incarnates in the form of psychophysical movements.
3. Motivation as directing the action. Students who have motivation can select which actions should be done and which actions are ignored.

According to Hamalik (2003: 161) the motivational function is:

1. Encourage the emergence of a behavior or action. Without motivation there will be no action such as learning.
2. Motivation functions as a director. It means directing actions towards achieving desired goals.
3. Motivation functions as a booster. Motivation functions as an engine in a car. The size of the motivation will determine the speed of work.

According to Sardiman (2006: 85) there are 3 functions of motivation:

1. Encourage humans to act, so as an activator or motor that releases energy.
2. Determine the direction of the action, towards the goal to be achieved.
3. Selecting an action that is determining what actions must be done in harmony in order to achieve goals by setting aside goals that are not useful for these goals.

The learners will learn well and have good achievements based on motivation and effort. The function of Motivation is to stimulate, boosted, and give direction to achieving desired goals in the learning activity.

2.3 The Student's Speaking Skill

Speaking skills is an important ability for students to communicate effectively. These skills allow students to have conversations with each other. In addition, speaking is the activity to help the students express their ideas.

2.3.1 The Definition of Speaking

Speaking is a productive skill in which the speaker produces and uses the language by expressing ideas or exchanges some ideas. In this case, there is a process of giving a message, which is called as the encoding process. At the same time, there is a process of understanding the message of the first speaker to the listener. Harris (1974) defines speaking as the encoding process whereby we communicate our ideas, thought, and feeling orally. It means that we deliver spoken language for someone to tell what we need and try to fulfill what other people ask. People can express themselves to other people to get a comfort situation in understanding each other. So, speaking is the verbal and nonverbal interaction with others to communicate thoughts or information. Speech is one way human beings make connections with each other. Meanwhile Brown (2001) states, that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Based on this idea, there are three important points that must be occurred to the participants of communication (speakers and listeners) to construct the meaning during the interaction among them.

Therefore, Speaking skill is the ability of the students to communicate effectively. Speaking has an important role in expressing opinions, communicating, and being the basis for learning English besides writing, reading, and listening. Speaking is expressed in the form of an action using words expressing thoughts that can be accepted by others.

2.3.2 Mastering English Speaking

Learning speaking especially in Universities is important because the ability of speaking can create communication between students, or students and the lecturer.

2.3.3 The Components of Speaking

According to Vanderkevent (1990), there are three components in speaking :

a) The Speakers

Speakers are people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling won't be stated.

b) The Listeners

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

c) The Utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

In English speaking, there are several components based on experts, including:

a) **Pronunciation**

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way for students to produce utterance words clearly when they are speaking (Kline, 2001:69). English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow (Gilbert, 2008:1).

Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact (Fraser, 2001:6). Based on the statement above can be concluded that Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact

b) **Grammar**

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all

well formed or grammatical utterances in the language (Purpura, 2004:6). Moreover, the other definition of grammar stated by Greenbaum and Nelson (2002:1) argue that Grammar refers to the set of rules that allow us to combine words in our language into larger units.

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001:12). Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator.

Moreover, Nelson (2001:1) states that grammar is the study of how words combine to form sentences. Thus from statements above can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms. Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words (Batko, 2004:24).

c) **Vocabulary**

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learned for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words.

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday (Turk, 2003:87). It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelled and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation. Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written.

Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary (Hiebert and Kamil, 2005:3).

Moreover, Vocabulary is a set of lexemes including single words, compound words and idioms (Richards and Schmidt, 2002:580).

d) **Fluency**

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In the teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation (Pollard, 2008:16).

e) **Comprehension**

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2005:51).

2.3.4 The Types of Speaking

Brown (2001) says that much of our language teaching is devoted to instruction in mastering English conversation. He classifies the types of oral language as the figure follow:

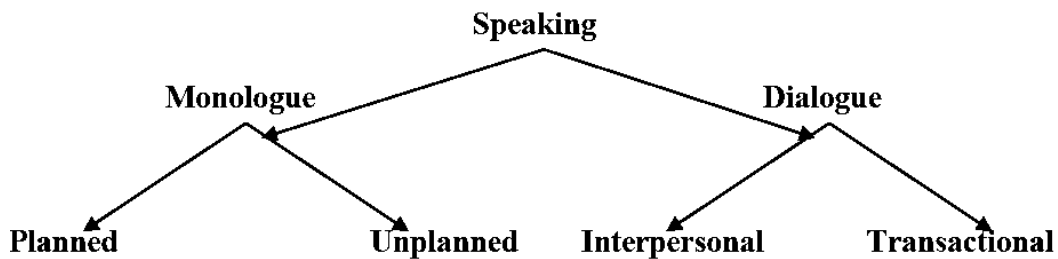


Figure 1. The types of oral language (Brown, 2001)

In monologues, when one speaker uses spoken language, as in speeches, lectures, readings, news broadcast, and the like, the hearer must process long stretches of speech without interruption, the stream of speech will go on whether or not the hearer comprehends. In planned, as it opposed to unplanned, monologue differs considerably in their discourse structures. While dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional).

Brown (2001) also provides types of classroom speaking performance, they are:

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2. Intensive

Intensive speaking goes one-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

3. Responsive

A good dealt of student speech in the classroom is responsive short applies to teacher or students initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

4. Extensive (monologue)

Extensive monologue is extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this, the register is more formal and deliberative. This monologue can be planned or impromptu.

5. Interpersonal (dialogue)

Interpersonal dialogue carried out more for maintaining social relationships than for the transmission of facts and information.

The conversations are a little trickier for learners because they can involve some or all.

6. Transactional (dialogue)

Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language. Conversation, for example, may have more of a negotiate nature to them than does responsive speech, e.g. Transactional dialogue refers to situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. Transactional talk is associated with other activities. For example, students may be engaged in hands-on activities (e.g., in a science lesson) to explore concepts associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding (Jones, 1996).

2.3.5 The Characteristic of Mastering Speaking

According to Mazouzi (2013), learners' activities should be designed based on an equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of communicative approach.

1. The first characteristic of speaking performance is fluency. According to Hughes (2002), fluency is the learners' ability to speak in understandable way in order not to break down communication because listeners may lose their interest. 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.
2. The second characteristic of speaking performance is accuracy. Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. 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 (Mazouzi, 2013).

According to Thornbury (2005), learners' correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses. To gain accuracy in terms of vocabulary means to select suitable words in the suitable contexts. Learners sometimes apply similar words or expressions in various contexts

which do not mean similar things. So learners should be able to use words and expressions correctly.

Thornbury (2005) declared that pronunciation is the lowest level of knowledge learners typically pay attention to it. In order to speak English language accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciations. Learners should also know the stress, intonation, and pitch. All of these elements help learners speak the English language easily and effectively.

2.4 Previous Studies

The first previous study is a Journal entitled '**Good EFL Learner's Strategy In Enhancing English Mastery: A Case Study at Indonesian College Students**' by Syawal*, Patahuddin, Nasrullah AS, Ali Wira Rahman. In this study, the researcher focused on verifying learner strategy in enhancing English mastery inside classroom context of Indonesian college student. This study was qualitative research applied case study approach, which involves grounded theory method. The subject of this study was a learner which was considered as good EFL learner. Findings indicated that; a) Good EFL learner acts to obey a rule of learners (discipline). b) Good EFL learner tends to be relaxed and not easily upset (easy going). c) Good EFL learner has an eager to learn or to know something (curiosity). d) Good EFL learner dare to be different or prefers to act differently. In addition, e) Good EFL learner

usually determined to follow a particular plan of action and sometimes using words in a clever and funny way (serious and witty).

The similarities between the first previous study is the subject of this study was a learner which was considered as good EFL learner. Whether the differences between those studies is the language skills, the previous study focused on English mastery, whether this research focused on speaking skill mastery only.

The second previous study is a journal entitled ‘ **Motivation to Speak English: A Self-Determination Theory Perspective**’ by Ali Dincer and Savas Yesilyurt. The study aimed to investigate the relationships between English as a foreign language (EFL) learners’ motivation to speak, autonomous regulation, autonomy support from teachers, and classroom engagement, with both quantitative and qualitative approaches. The participants of the study were EFL learners from a state university in Turkey. The quantitative findings showed that students’ intrinsic motivation rate is higher than their other orientations and that their orientations correlated with regulation, teacher autonomy support, and classroom engagement in line with the theory. Qualitative findings also yielded that, although students are mostly intrinsically orientated, other motivational factors also play roles in their volition to speak, with the teacher seeming to be the key factor in the class as a motivation supporter.

The participants of both studies were EFL learners. This second previous study used quantitative and qualitative approach, whereas this research used qualitative approach only and the participant is limited in good EFL Learners.