

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Motivation in Language Learning**

Motivation takes an important role in teaching and learning, especially in learning English as a foreign language. Whether the students want to study hard or not it is based on their motivation in learning. Motivated students are enthusiastic and active in learning, whereas unmotivated students are insufficiently involved and have no desire for learning. Marzban and Sadighi (2013) stated “The more motivation one may have, the more efforts she or he tends to put into learning the language, and this could lead to success” (p. 155). It means that good motivation in learning can give a good achievement for the students.

Students’ motivation is an important element that is necessary for students’ achievement in learning. However, there are several strategies that the teacher can do to motivate students in learning English. Such as research conducted by Madsa (2012) who investigated some motivational strategies that can be used by the teacher to increase students’ motivation in learning such as “Planning the lessons, preparing the material, adding some interesting media are some steps the teachers take to make the lesson more interesting and interactive” (p. 2). Therefore, students’ motivation will be increased.

#### **B. Students’ Motivation in Learning Speaking**

As a language skill, speaking is one of the most important skills that must be learned by students. However, it is not easy for the students to

communicate in English. They have to think more often when speaking English since English become a foreign language in Indonesia. Richards (2008) stated “The mastery of speaking skills in English is a priority for many second-language or foreign-language learners” (p. 19). It means that speaking is an important part for students to achieve their goal in learning.

However, there was a researcher who tried to explore students’ motivation in learning speaking. Mahdi (2015) who investigated motivation found that “Students feel reluctant to speak in an English language learning classroom because they are not motivated to speak. This happens due to many reasons, such as lack of confidence in speaking and the fear of making errors in language while speaking”(p. 1704). It means that there are several factors that will decrease students’ motivation in learning Speaking.

### **C. Motivational Factors in Learning Speaking**

The essence of motivation is believed as one of primary determinants for students’ learning achievement. The issue of factors influencing students’ motivation in learning a particular subject, especially in learning Speaking have not been discussed sufficiently. However, there are some factors related with students’ motivation in learning Speaking. According to Dornyei (2001) “Motivational strategies cannot be employed successfully in a ‘motivational vacuum’ ; certain predictions must be in place before any further attempts to generate motivation can be effective” (p. 31). As stated by Dornyei (2001) there are three motivational conditions that may increase students’ motivation in learning Speaking:

a. Appropriate teacher behaviors

No matter how fun the lesson, if the teacher delivers the subject without good behavior to the students it is hard for the students to get involved in learning. As research conducted by Dornyei (2001) she concluded that “The survey revealed that the participants considered the teacher’ behavior to be the single most important motivational tool” (p. 31). Furthermore, Dornyei (2001) explained the teacher with good behavior means that the teacher has good enthusiasm, commitment to the students and has good relationships with the students.

b. A pleasant and supportive atmosphere in the classroom

Students come to the class with different motivations, some of them may come with spirit and curiosity and some of the students may come with no enthusiasm to learn Speaking. There is a reason underlying why the students have no enthusiasm in speaking such as shy and nervous to speak or communicate in the classroom. Building a favourable atmosphere in the classroom is important for the teacher since it helps students more comfortable to communicate while learning Speaking. As stated by Madsa (2012) “It is essential to try to build an atmosphere where the students no longer feel shy, where they will voluntarily raise their hands to ask a question and where they will freely voice their own opinions” (p. 4). It can be concluded that a favourable and good atmosphere in the classroom may increase students’ motivation in learning Speaking.

c. A cohesive learner group with the appropriate group norm

Cohesiveness or group cohesion is important in learning speaking to build students' motivation in learning. A good group cohesion means that the students pull each other to share their opinion and achieve group goals and of course the teacher has to make the students more enjoyable while learning. According to Beri and Safi (2018) "If an individual get in touch with the other language group, he/she will be more motivated to learn the language than individuals who do not" (p. 12). Further Anwar (2016) added that "A study group is essentially all group efforts to help each other learn optimally" (p. 105). It can be concluded that not only the teacher behavior and supportive classroom atmosphere in the classroom may increase students' motivation in learning Speaking but also group cohesiveness since it makes the students pull each other to share and communicate with the other and they help each other to learn optimally.