

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theories

1. Concept of Motivation

a. Definition of Motivation

The English word motivation has its etymological roots in the Latin word *movere*, which mean “to move.” Motivation is defined as the energization and direction of behavior. Motivation is important in educational psychological because it explains and predicts the behavior of students, teachers and administrations in school things (Salkind et.al, 2008:687).

In Longman dictionary (2002:343) motivation is the driving force in any situation that leads to action. Motivation involves the process that energize, direct and sustain behavior. Moreover, motivation can direct someone’s behavior and action (Santrock, 2011:438).

In defining motivation, Brown (2001:73) says that it can be interpreted in various ways, depending on the theory of human behavior; those are traditional view of motivation that accounts for human behavior through a behavioristic paradigm and a number of cognitive psychological viewpoints through deeper, less observable phenomena.

A behavioristic psychologist like Skinner and Watson would stress the role of rewards (and perhaps punishment) in motivating behavior. It means that someone is motivated by rewards which can be achieved if doing something.

On the contrast, a number of cognitive psychological viewpoints offer quite a different perspective on motivation. Drive theorist who see human drives as fundamental to human behavior claim that motivation stems from basic innate drives, those are exploration, manipulation, activity, stimulation, knowledge and ego enhancement. All of these drives act to probe the unknown, to control our environment, to be physically active, to yearn answers to questions and to build self-esteem.

So, it can be concluded that motivation can be define as a drive that can direct someone's behavior and action. Motivation can come from outside (reward and punishment) and from inside (knowledge).

b. Kinds of Motivation

Harmer (2001: 51) states there are two kinds of motivation, they are extrinsic motivation and intrinsic motivation. *Extrinsic motivation* is caused by any number outside factors, for example the need to pass the exam, the hope of financial reward or the possibility of future travel. Extrinsically motivated behaviors are carried out in anticipation of a reward from outside and beyond the self, Brown (2001:76). In addition, Santrock (2011:441) states that exrinsic motivation is often influenced by

external incentives such as rewards and punishment. For instance, students may study hard because they want to get good grade.

Penny Ur (2009:278) argues the external motivation is affected by teacher' action, they are: (a) Success and its rewards. The teacher's most important function here is to make sure that learners are aware of their own success: the message can be conveyed by a nod. It is important to note that success in this context is not getting the right answer, but the degree of progress since a previous performance and investment effort and care.

The second is failure and its penalties. Failure is not just a matter of wrong answer, learners should be aware that they failing if they have done significantly than they could have and also if they are making unsatisfactory progress or not taking care. As with success, it is in principle part of teacher's job to make learner aware of when they are failing.

The third is authoritative demands. Learner is often motivated by teacher pressure. They may be willing to invest effort in task simply because you have told them to recognizing your authority and right to make this demand and trusting your judgement. The fourth is test. The motivating power of test appears clear learners who know they are going to be tested on specific material next week with normally be more motivated to study carefully that they had simply been told to learn it.

The last is competition. Learners will often be motivated to give their best not for the sake of the learning itself but in order to be at their opponent in a competition.

According to Deci and Ryan (1991:329) states that the types of extrinsic motivation. First, External regulation. External regulation refers to behaviors for which the locus of initiation is external to the person, for example, the offer of a reward or threat of a punishment. A student who does an assignment for teacher's praise or to avoid parental confrontation is externally regulated. The behavior is performed because of an external contingency and these contingencies are considered the loci of initiation and regulation. External regulation represents the least self-determined form of extrinsic motivation. Tanaka (2017:99) says that learners with external regulation are regulated by external factors including grades. For example, they read English books because they want to achieve a higher grade. Utvaer and Haugan (2016:20) says that external regulation is the least autonomous form of motivation, for it is initiated and regulated by external contingencies, including the promise of reward or punishment. For students in upper secondary school, such regulation might manifest in activities in which they can be praised by teachers or recognised by peers.

Second, Introjected regulation. Taking in but not accepting a regulation as one's own is the basis of introjected regulation. A student who gets to class on time to avoid feeling like a bad person is regulated

by introjects. The student has not identified with the regulation, so it has not become part of the self and punctuality is not really by choice. Tanaka states (2017:99) learners with introjected regulation are concerned with maintaining their self-worth. For instance, they read graded readers because they do not want their classmates to think that they cannot read English. Utvaer and Haugan (2016:20) says that introjected regulation represents external regulation that is partially internalised in the self and stems from assumptions and feelings that people, including oneself, have to behave in certain ways. For example, students might behave in certain ways at school or in education programmes out of a sense of pressure and coercion instead of desire and choice.

Third, Identified regulation. Identified regulation occurs when the person has come to value the behavior and has identified with and accepted the regulatory process. An example would be a student who willingly does extra work in mathematics because the student believes it is important for continuing to succeed at mathematics. The motivation is extrinsic because the activity is performed primarily because of its usefulness or instrumentality for the goal of improving math performance and succeeding in future endeavors, rather than because it is interesting. Tanaka (2017:99) says that learners with identified regulation place a high level of importance and value on learning. For example: they read graded readers because they believe that it is important for the acquisition

of English. Utvaer and Haugan (2016:20) says that identified regulation based on the usefulness of an identified behaviour. For instance, students might identify with the value of an activity and willingly accept responsibility for regulating their behaviour in performing it.

It can be concluded that extrinsic motivation is often influenced by external incentives such as rewards and punishment. For instance, students may study hard because they want to get good grade. In the classroom, students' motivation can be influenced by teacher' teaching method and their peers. They are can be defined as extrinsic motivation.

The second kind of motivation is *Intrinsic motivation*. By contrast extrinsic motivation, comes from inside the individual. Deci in Brown (2001:76) says intrinsically motivated activities are ones for which there is no apparent reward except the activity itself, people seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. Thus, there is no apparent reward in intrinsic motivation, someone do an activity because he/she want to do it.

According to Santrock (2011:441) intrinsic motivation involves the internal motivation to do something for its own sake, for example a student may study hard for a test because she enjoys the content of course. Alderman (2004:247) says that intrinsic motivation is typically defined as students engaging in actions for their own sake and without coercion such as satisfaction, interest, learning and challenges. In

addition, Penny Ur (2009:280) argues this motivation is the generalized desire to invest effort in the learning for its own sake, whether learners see the learning as worthwhile or they like the language and its cultural.

Deci and Ryan in Utvaer (2016:21) construct the intrinsic motivation into three subscales: (a) Intrinsic motivation for knowledge, which assesses the desire to perform an activity for the pleasure and satisfaction experienced while learning. Yan and Davison in Almeida et al (2016:1286) state that intrinsic motivation factors as enjoying helping others and sense of self-worth due to knowledge sharing contribution. Futhermore Oh in Almeida et al (2016:1286) explores intrinsic motivation as self-enjoyment, self-efficacy, altruism and social engagement in knowledge sharing in online environment. Gottfried in Ayub (2014:2) states that intrinsic motivation to know relays to several constructs such as exploration, curiosity, learning goals, intrinsic intellectuality and finally intrinsic motivation to learn. (b) Intrinsic motivation towards accomplishment is defined as engaging in an activity for the pleasure of accomplishing or creating something. In the other words, motivation towards accomplishment assesses the desire to perform an activity for the pleasure and satisfaction experienced fom accomplishment or creation. (c) Intrinsic motivation for stimulation occurs when an activity is performed to obtain stimulating experiences. In other words, it measures the desire to perform an activity in order to experience stimulation. According to Ayub (2014:2) intrinsic motivation

to experience stimulation take place when someone engages in an activity in order to experience stimulating sensations (e.g., aesthetic experiences, sensory pleasure, with fun and excitement) derived from one's engagement in the activity.

According to self-determination theory by Ryan and Deci, there is the other type of motivation, it is amotivation. According to Ayub (2014:2), in amotivated motivation, individuals neither intrinsically motivated nor extrinsically motivated. Amotivated individual experience feelings of incompetence and expectancies of uncontrollability they perceive their behavior as caused by forces out of their own control. They feel undecieved and start asking themselves why in the world they go to school. Eventually they may stop participating in academic activities.

Based on the explanation above, it can be concluded that there are three kinds of motivation, they are extrinsic motivation, intrinsic motivation and amotivation. Extrinsic motivation is influenced by factors from the outside of someone, for instance the teacher, environment and parents. The intrinsic motivation can be defined as someone engaging in actions for their own sake and without coercion such as satisfaction, interest, learning and challenges. Amotivation individuals neither intrinsically motivated nor extrinsically motivated.

c. Sources of Motivation

Harmer (2001:52) says there are four sources of motivation that can be influenced students in learning process. The first source of motivation is the society. People live in environment and their attitudes from their society will influence their views of language learning, whether these attitudes are positive or somewhat negative.

The second is significant others. Students' attitude to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents, older siblings and students, peers will be crucial. The third source is the teacher. Clearly a major factor in the continuance of a students' motivation is the teacher. An obvious enthusiasm for English learning would seem to be prerequisites for positive classroom atmosphere.

The last is the method. It is the vital that both teacher and students have some confidence in the way teaching and learning take place. When either loses this confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success is much more likely.

d. Theories of Motivation

Various theories of motivation have been proposed over the course of decades of research, Brown (2007:168). First, from a behaviour perspective, motivation is seen in very matter of fact terms. In a

behavioral view, performance in tasks and motivation is likely to be at the mercy of external forces: parents, teachers, peers, educational requirements and so forth.

Second, In cognitive terms, motivation places much more emphasis on the individual's decision. Some cognitive psychologist see underlying needs or drives as the compelling force behind our decision, for example Ausubel.

Third, a constructive view of motivation places even further emphasis on social context as well as individual personal choices. Each person is motivated differently and will act on his or her environment in ways that are unique. But these acts are always carried out within a cultural and social milieu and cannot be separated from that context.

In addition, Santrock (2011:438) explains different psychological perspective explain motivation, those are the behavioral perspective, the humanistic perspective, the cognitive perspective and social perspective. First, the behavioral perspective emphasizes the external rewards and punishments as key in determining a student's motivation. Incentives are positive or negative stimuli or event that can motivate a students' behavior, for example by displaying their work, giving them a certificate of achievement, etc.

Second, the humanistic perspective stresses students' capacity for personal growth, freedom to choose their destiny and positive qualities

(such as being sensitive to others). This perspective is closely associated with Abraham Maslow's belief that certain basic needs must be met before higher needs can be satisfied. According to Maslow, individual needs are: Physiological. Hunger, thirst, sleep; Safety. Ensuring survival, such as protection from war and crime; Love and belongings. Security, affection; Esteem. Feeling good about oneself; Self-actualization. Realization of one's potential. Thus, in Maslow's view, students must feel satisfied about their need for food (psychological) before they can get achievement by developing their potential.

Third, the cognitive perspective. According to cognitive perspective on motivation, students' thoughts guide their motivation. The cognitive perspective also stresses the importance of goal setting, planning and monitoring progress toward goal. Fourth, the social perspective involves need for affiliation and relatedness. Students' need for affiliation or relatedness is reflected in their motivation to spend time with peers, their close friendship, their attachment to their parents and their desire to have good relationship with teachers.

The other theory is self-determination theory. Deci et al (1991:327) state self-determination theory does address the energization issues as well as the direction issue, and it does so by postulating about basic psychological needs that are inherent in human life. The theory focuses primarily on three such innate needs: the needs for competence, relatedness and autonomy. Competence involves understanding how to

attain various external and internal outcomes; relatedness involves developing secure and satisfying connections with others in one's social milieu; and autonomy refers to being self-initiating and self-regulating of one's own actions.

According to Wiley and Sons (2005:333), central to self-determination theory is the distinction between *autonomous motivation* and *controlled motivation*. Autonomy involves acting with a sense of volition and having the experience of choice. In the words of philosophers such as Dworkin, autonomy means endorsing one's actions at the highest level of reflection. Intrinsic motivation is an example of autonomous motivation. When people engage in an activity because they find it interesting, they are doing the activity wholly volitionally (e.g. I work because it is fun). In contrast, being controlled involves acting with the sense of pressure, a sense of having to engage in the actions. The use of extrinsic rewards was found to induce controlled motivation. Autonomous motivation and controlled motivation are both intentional and together they stand in contrast to amotivation, which involves a lack of intention and motivation.

e. Characteristic of Motivated Learner

Motivated learner is one who willing or even eager to invest effort in learning activities and to progree. Learner motivation makes teaching and learning easier and or pleasant (Penny Ur, 2009:274). There are some

characteristics of motivated learners: (1) Positive task orientation. The learner is willing to tackle tasks and challenges and has confidence in his or her success. (2) Ego involvement. The learner finds it important to succeed in learning in order to maintain and promote his or her own (positive) self-image. (3) Need for achievement. The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do. (4) High aspiration. The learner is ambitious, goes for demanding challenges, high proficiency, top grades. (5) Goal orientation. The learner is very aware of goals of learning or to learning activities and directs his or her efforts towards achieving them. (6) Perseverance. The learner is very consistently invest a high level of effort in learning and is not discourages by setbacks or apparent lack or progress. (7) Tolerance of ambiguity. The ambiguity is not the big problem for the learners. The learner consistently invest a high level of effort in situation involving a temporary lack of understanding on confusion, he or she can live with this patiently, in the confidence that understanding will be come later.

2. Speaking Performance

a. Definition of Speaking Performance

Speaking is one of the four basic language skills, along listening, reading and writing skills. Speaking and writing are classified as productive skills while listening and reading are classified as receptive skills.

According to Thornbury (2012:2), the first point to emphasize that speech production takes place in real time and is therefore essentially linear. Words follow words and phrases follow phrases. Likewise, at the level of utterance (the spoken equivalent sentence), speech is produced utterance by utterance, in response to the word by word and utterance by utterance productions of the person we are talking to.

According to Brown (2000: 30) performance is the overtly observable and concrete manifestation or realization of competence. It is the actual doing of something: walking, singing, dancing, speaking. In refers to language, performance is actual production (speaking, writing) or the comprehension (listening, reading) of linguistic events.

In Longman dictionary, performance is a person's actual use of language. A difference is made between a person's knowledge of a language and how a person uses this knowledge in producing and understanding sentence.

Based on explanation of some theories above, the researcher concludes that speaking performance is actual production to produce the utterances to deliver their ideas, thoughts, and opinion.

b. Types of Speaking

According to Brown (2003:141) there are five types of speaking, they are:

(1) Imitative

One of types of speaking performance is the ability to simply imitate a word or phrase or a sentence. Imitating of this kind is carried out not for purpose of meaningful interaction, but to focus on some particular element of language form such as pronunciation. Imitative speaking tasks are based on repetition. The students need to repeat a sentence that they heard. For example: first, the teacher will utters a sentence: 'My mom bought a refrigerator yesterday.' Then the students will imitate that sentence repeatedly until they can utters correctly. By drilling, the students will achieve opportunities to learn the difficult words which is hard to be pronounced. They will listen utter how to pronounce them.

(2) Intensive.

Intensive is focusing on practicing some phonological or grammatical aspect of language. This kind of activity can be self-initiated or it can be form of some pair work activity where the students are 'going over' certain forms of language. Example of intensive assessment includes directed response tasks, reading aloud, sentence and dialogue completion and translation up to the simple sentence level.

(3) Responsive

It includes interaction and text comprehension but somewhat limited level of very short conversations, standard greetings and small talk, simple request and comments and the like.

(4) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationships. Transactional focuses on what is said or done in some situation. It is very important to make someone understand the meaning of information in a conversation. Generally, a transactional dialogue happens in someplace such as bank, supermarket, etc. for example, someone gets some trouble to find a taxi in supermarket. The she asks other people to find a taxi but unfortunately that people cannot help because she or he is busy. On the other hand, interpersonal dialogue is carried out the purpose of maintaining social relationship than for the transmission of facts and information.

(5) Extensive (monologue)

Extensive oral production tasks include speeches, oral presentation and storytelling where the students have to share and explain the ideas.

c. Rubric for Assessment Speaking Performance

Scoring the student's speaking performance based on the rubric which adopted from ('mailto:Kewen@valenclacc.edu") (2006). This rubrik was developed for ESL/EFL students.

Table 2.1
Rubric for the Assesment Speaking Performance
(Content)

No	Aspect of analysis	Level Description	Score
1	Introduction	1. No attention getting the strategy was evident. No clear or relevant connection to topic or speech purpose. No credibility was established.	1
		2. Use of attention getting strategy, but did not seem to adequately capture audience attention and/or lead to desired outcome credibility was implied	2
		3. Effective strategy to capture listener's attention adequate introduction of the topic. Credibility was established by the speaker.	3

		4. Creative attention getting the strategy captures listener's attention to introduction of the topic. It is relevant to the topic and clearly gains the desired response from the audience. Credibility was established by the speaker.	4
	Thesis statement	1. No thesis statement. Main points are not clearly identified. Audience unsure of direction of the message	1
		2. Thesis is implied, although not explicitly stated. Topic is clearly identified, but main points are not clearly.	2
		3. Thesis statement identifies topic and lists/previews main points. Previewed	3
		4. Speaker clearly stated a well formulated thesis statement identifies topic and lists/previews main points.	4
	Connection to Audience	1. Topic seems irrelevant to audience needs and interests. No attempt made to connect topic to audience.	1
		2. Topic seems somewhat relevant to audience. Vague reference to audience needs and/or interests. Identifies target audience.	2
		3. Connection of topic the audience needs and interests is stated with	3

		sophistication. Identifies and expresses a deep understanding of their target audience.	
		4. Connection of topic to audience needs and interest is stated with sophistication. Identifies and expresses a deep understanding of their target audience.	4
	Subject Knowledge	1. Provides irrelevant or no support. Explanation of concept is inaccurate or incomplete	1
		2. Provides some supports for main points, but needed to elaborate further with explanation, examples, descriptions, etc. Support is relevant, but not timely	2
		3. Main point adequately substantiated with timely, relevant and sufficient support. Accurate explanation of key concept	3
		4. Depth of content reflects thorough understanding of topic. Main points well supported with timely, relevant and sufficient support. Provided precise explanation of key concepts	4
	Organization	1. Lack of structure, ideas are not coherent, no transitions, difficult to identify introduction, body and conclusion.	1

		2. General structure seems adequate, difference between main points and supporting detail is blurred, logical flow, but no clear signposts for transition.	2
		3. Clear organizational pattern, main points are distinct from supporting details. Smooth transition differentiates key points.	3
		4. Effective organization well suited to purpose. Main points are clearly distinct from supporting details. Graceful transitions create coherent progress toward conclusion.	4

Table 2.1
Rubric for the Assessment Speaking Performance
(Delivery)

No	Aspect of analysis	Level Description	Score
	Eye Contact	1. Read notes/manuscript. Avoid eye contact with the other	1
		2. Only occasionally, sporadic glance at the other	2
		3. Eye contact established rapport with the other. Scanning the other to establish a zone of interaction.	3
		4. Consistently uses eye contact to maintain rapport with other. Effective use of scanning to	4

		expand zone of interaction	
	Gesture and Movement	1. Body language is not supportive of the message, may contradict it. Gesture, facial expressions, and posture are stiff or distracting	1
		2. Body language is a minimal support of the verbal message. Gestures, facial expression, and posture reflect speaker discomfort that occasionally interferes with the message.	2
		3. Body language is an adequate support of the message. Movement and gestures clarify key points	3
		4. Facial expression and posture seem comfortable 5. Gesture, facial expression, and posture reinforce and enhance the verbal message. Body language is expressive dynamic, natural and comfortable.	4
	Voice	1. Fails to maintain audience interest and support the verbal message due to excessive monotone, inappropriate rate and volume. Pitch may be strained or flat	1

		<p>2. Inconsistent use of voice to support message. Monotone passages interfere with audience interest. Rate may be too fast or slow; volume too high or low. Pitch is strained at times, too artificial or too nervous.</p>	2
		<p>3. Tone fits verbal message. Changing for emphasis at appropriate moments. Rate and volume allow the audience to follow message. Pitch seems natural to speaker.</p>	3
		<p>4. Tone is authentic and appropriate to topic. Rate, pitch and volume vary at key points to support the verbal message and keep audience interest. Voice is natural to the speaker and topic, talking with rather than at audience.</p>	4
4	Fluency	<p>1. Incoherent presentation to many factors that undermine fluency including poor pronunciation. Long pauses interrupt flow of speech. Excessive use of vocalized fillers distracts audience.</p>	1

		2. Pronunciation is mostly correct yet enunciation and articulation are still tentative speaker recovers from awkward pauses and proceeds. Vocalized fillers are noticeable but not excessive.	2
		3. Careful pronunciation support coherence of presentation. Enunciation and articulation of words are mostly clear. Pauses were momentary and did not interrupt fluency of speech. Vocalized fillers are minimal and do not distract the audience.	3
		4. Coherence of presentation strongly supported by correct pronunciation, confident enunciation and articulation. Pauses are purposeful and enhance fluency of speech. Virtually no vocalized fillers are noticeable.	4

3. Factors Influencing Students' Motivation in Speaking Performance

According to Ekiz and Kulmetov (2016:22-25) factors influencing students' motivation in speaking performance can be divided into three factors, they are:

a. Classroom features or environmental factors

Classroom features or environmental factors are not related to the teacher but to the environmental conditions such as classroom size, order of desks, demographic factors, situations, technological learning tools in the classroom, climate, weather conditions, etc. Knowing and trying to find solution for these problems will provide more friendly and motivated environment for both learners and teachers.

Students learn new information in their classroom with their friends. Students' peers also affect students' attitudes toward the language learning outcomes since students may like learning the language when their peers like it. Furthermore, students' previous learning experience influences their present learning outcomes. When they were successful learner before, they would tend to learn the way of success for their later life. In addition, the knowledge from their past learning experience is considered as the knowledgeable background from which they are able to continue studying at present and in the future. Students who have successful learning background can study well at present.

When we begin to talk about classroom features, we can say that physical conditions such as lightning, atmosphere, order of desks, showing all kinds visuals, useful materials have significant influence on learning. Also, if the classroom has many students and not enough light,

it demotivates students because it creates difficulty in studying due to disadvantageous.

b. Teachers' attitudes

Students' learning motivation is directly affected by the teacher and the teaching techniques that are supported with appropriate guidance and advice. Learners appreciate the distinctive paths offered to them to follow for better understanding and learning. Appropriate guidance or advice to students and fully-developed learning strategies support the flow of knowledge from the teacher to the learner to learn, initiate the learners to adopt appropriate skills as well as facilitate them to use for gaining knowledge.

Furthermore, teachers and their teaching methods also affect students' motivation. Teachers are seen to be the most important factor due to the fact that they have important role in the students' learning. Teachers' feedback influences students' learning motivation when they realize that s/he follows their individual development (Trong Tuan, 2012).

Teacher should motivate students towards the topic of the day just at the opening stages of the lessons. Moreover, teachers should vary the activities, tasks and materials because students are reassured by the existence of classroom routines that they can depend on. Thus varying the activities, tasks and materials can help to avoid demotivation and increase students' interest level.

c. Parental factors

Parents as a noteworthy social-relevant element impacting kids' inspiration and the accomplishment have gotten considerable consideration in general education (Butler, 2015). Concentrating on parental inclusion in kids' learning, Cheung and Pomerantz (2012) estimated that the kids' parent-related motivation or what they called parent-oriented motivation would clarify the positive after effects of parental involvement and its' part in understudies' scholastic engagement and accomplishment at secondary level (Butler, 2015).

Wigfield et al. (2006) identified the following four major parental factors influencing children's outcomes, such as school achievement and motivation: (1) parent, family and neighborhood characteristics (including major socioeconomic status indicators such as household income, parental education and parental occupation); (2) parent specific behaviors (parental involvement in child's study and school, teaching strategies, training values, etc); (3) parents' general beliefs and behaviors (parenting styles, values of school achievement, efficacy beliefs, etc) and (4) parents' child-specific beliefs (perception of their child's competence, expectations for the child's success, etc).

According to Tuan (2012:430-439), there are some factors influencing students' motivation as follow:

a. Factors influencing extrinsic motivation

Extrinsic motivation comes from such factors outside the classroom as parents, teachers, friends or their previous learning, but most often involves subjects in a reward and punishment system. Motivation to learn is a competence acquired through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by others, especially parents and teachers.

In Harmer's (1991) view, parents' expectations are significant to students' school performance, their motivation and their academic achievements since they are generally associated with higher levels of educational attainment. Furthermore, Paige (2001) emphasized that parents are the most powerful advocates in their students' language learning. Harmer (2001) also added that parents have a great impact on students' attitude to the learning language. Whether students have positive or negative attitude toward the language depends mostly on their parents. If the parents are very much against the culture of the language learning, this will probably lead to their children's negative motivation whereas many students are willing to study the language in order to meet their parents' expectations.

Like parent factor, students' peers also affect students' attitude towards the language learning outcomes since students may like learning

the language when their peers like it. Furthermore, students' previous learning experiences influence their present learning outcomes. If they were successful, they may be predisposed to learning success now. On the other hand, if unsuccessful, they will expect failure now. In addition, the knowledge from their past learning experiences as the knowledgeable background from which they are able to continue to study at present and in the future. Students with good past learning knowledge can study well at present.

b. Factors influencing intrinsic motivation

According to Harmer (1991), factors influencing students' intrinsic motivation are physical conditions, teachers as well as their teaching methods. Physical conditions such as the lighting, temperature, acoustic, the layout the desks have a great effect on learning. In addition, other factors influencing students' motivation are teachers as well as their teaching methods.

In Lumnsden's (1994) study, school students' level of interest and desire to engage in learning are heavily influenced by such factors are teachers, administrators, the school environment and their classmates. However, among these factors, teacher seems to be the highest one because their roles are very important in students' learning. Pearse (2000) also pointed out that teacher's feedback mostly affects students' learning motivation especially when they are aware of their students' own process. For teachers, the keys to foster motivation and engagement in

learning can be lead to good teaching method as well as good teachers, both of which attract students a lot in their learning. If students find their teacher's methodology boring, they will probably become demotivated whereas if they are interested in the method, they will find it motivating so that they can study better.

In Crookes and Schmidt's (1991) view, teachers should motivate students into the lesson, that is, at the opening stages of lessons, remarks teachers make about forthcoming activities can lead to higher levels of interest on the part of the students. Besides, teachers should vary the activities, tasks and materials because students are reassured by the existence of classroom routines that they can depend on. However, lesson, which always consist of the same routines, patterns and formats, have been shown to lead to a decrease in attention and an increase in boredom. Thus, varying the activities, tasks and materials can help to avoid demotivation and increase students' interest levels.

Furthermore, teachers had better use cooperative rather than competitive goals in classrooms. Cooperative learning activities are those in which students must work together to complete a task or solve the problem. These techniques have been found to increase the self-confidence of students, including weaker ones because every participant in a cooperative task has an important role to play. Knowing that their teammates are counting on them can also increase students' motivation.

B. Relevant Studies

This research is supported by some researchers. First, a thesis was from Ahmet Colak (2008). He attempted to analyze Baskent University second year students' attitudes towards learning English and their motivation to learn English. The study was also an endeavor to define these students' general study habits and vocabulary learning behaviors in relations to their motivation levels. The study revealed that very few of the learner possessed negative attitudes towards learning English, majority of them possessed moderately positive attitudes and few had strongly positive attitudes. The study was also revealed that there was a significant correlation between students' grades and their attitudes. However, there was no relationship between students' departments and their attitudes towards leaning English. He found that most of the students had moderate level of motivation to learn English. As far as students' motivation orientations were concerned, the analysis illustrated that most of the students had moderate levels of integrative, instrumental and travel orientation.

Second, thesis by Dwi Gitawaty (2010) entitled the Correlation between The Students' Learning Motivation and Their Achievement in English. she found that there is no significant correlation between students' learning motivation and learning achievement in English. the students with lwer motivation do not always get lower score in English achievement and the students with higher motivation do not guarantee that they will get higher score in English achievement.

Third, a survey study of motivation in English language learning of first year undergraduate students at Sirindhorn International Institute of Technology (SIIT) Thammasat University in Thailand. This study was conducted by Ratanawabe Wimolmas (2012). After analyzing the questionnaire, the researcher found that the students are highly motivated to learn English.

Fourth, an empirical research by Luu Trong Tuan (2012) in Vietnam. He found that the students have positive towards English learning and motivational activities. They were both extrinsically and intrinsically motivated in English subject. However, they had many difficulties in succeeding in the English subject and their English learning was influenced by various elements, among which two main factors influencing their English learning most were their personal ways of studying and the heavy learning curriculum with different textbooks. Teachers' attitudes as well as their perceptions toward learning motivation are positive since they all find the necessity of motivation in improving students' English performance.

Fifth, the study of students' motivation on English learning in junior middle school in Gejiu, China. This study was conducted by Chunmei Long (2013) found that most students have a relatively clear study motivation. They think that learning motivation is the main sources to get good grades in the examination; some students get/avoid parents and teacher of praise/punishment; to go abroad or to find good job in the future.

The last, Hoang Tuan (2015) had done a research about students' motivation at Le Thanh Hien, Vietnam. He found that there were a variety of factors that affect the students' speaking performance. A majority of the teachers said that the students' speaking performance was affected by topical knowledge. The next two important factors mentioned were listening ability and motivation to speak. Besides, the teachers' feedback during speaking activities was also reported to affect the students' speaking performance. finally, the confidence was considered to be a factor that had influence an students' performance.

This study focuses on students' motivation in learning English at class IX of Junior High School 2 Payakumbuh. This study aims to describe students' motivation in learning English at class IX of Junior High School 2 Payakumbuh and the factor mostly influence students' motivation in speaking performance at class IX of State Junior High School 2 Payakumbuh.

C. Conceptual Framework

In order to know the students' motivation in speaking performance and the factor influencing students' motivation in speaking performance, the researcher distributed questionnaire to students. Then, the researcher analyzed it by using percentage. The concept of this work can be seen in following conceptual framework:

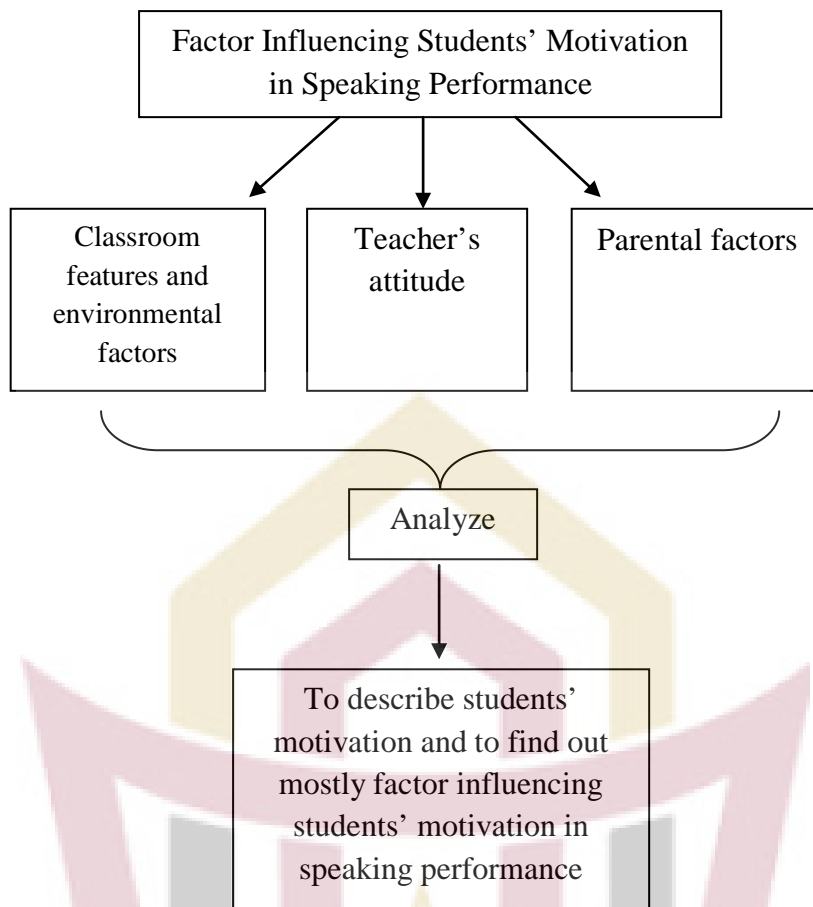


Figure 2.2 Conceptual Framework