

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will discuss relevant theories and literature including students' motivation, learning speaking English, and the strategies used by the teacher. This chapter consist of a theoretical description, theoretical framework, and review of the previous study.

A. Theoretical Description

1. Students' Motivation

a. Definition of Motivation

As we know before, motivation is an important factor even very important for student learning. For a students who want to learning speaking English, motivation is a critical factor to impact for students in the process learning speaking English. When students are not motivated, they are so doubtful to take a risk in the learning process.

Therefore etymologically the word motivation comes from the word "*Motive*" which means impulse, will or reason. Then, motivation is the forces that generates and controls an individual's behavior. Motivation is not behavior but a complex internal state that cannot be observed directly, but affect behavior. Motivation explanations based on verbal or non-verbal behavior. According to Nurul Hidayah Motivation and motive, motivation is the process of inducing motivated behavior or action to achieve goals. According to Sardiman The term "motive" is defined as the effort to encourage someone to do something. it can be said that motivation is the driving force from the inside and the subject to carry out certain activities in order to achieve a goals. Motivation can also be interpreted as an intrinsic condition (readiness).¹

However according to Radicio, one thing should do it before diving into each definition, its

¹ Syarifan Nurjan, *PSIKOLOGI BELAJAR*, ed. Wahyudi Setiawan (Ponoro: Wade Group, 2016), <http://eprints.umpo.ac.id/4909/>.

important to remember that primary motivation is not a physical and therefore cannot be directly measured.² Second, motivation is not the only piece of the complex mechanism that controls people's behavior in this way something.³ Weiner found that motivation is a determinant of personal achievement and performance.⁴ When students tend to achieve goals, when it comes to learning content, they clearly conclude that motivation is something that stimulates the student to start learning and makes him want to continue the process. Self-motivation also "oils" two supporting factors that affect learning progress and fulfilment of expectation. While Gridler, Broussard, and Garrison generally agree that motivation is not only the reason why some people want to do something, but also the reason why individuals are less motivated to do something.⁵

Furthermore, as quoted by Nurlaili, Ellis explained that motivated people learn another language faster and to a higher degree, as many studies have shown that motivation is a key factor in language learning process.⁶ As we all know, motivation also plays an important role in learning English. People

² Zoltán Dörnyei and Mary Lee Scott, "Communication Strategies in a Second Language: Definitions and Taxonomies," *Language Learning* 47, no. 1 (1997): 173–210, <https://doi.org/10.1111/0023-8333.51997005>.

³ Rocio Redondo and José Ortega Martín, "Motivation: The Road to Successful Learning," *PROFILE Issues in Teachers' Professional Development* 17 (July 1, 2015): 125–36, <https://doi.org/10.15446/profile.v17n2.50563>.

⁴ Kris M. Y. Law, Shuang Geng, and Tongmao Li, "Student Enrollment, Motivation and Learning Performance in a Blended Learning Environment: The Mediating Effects of Social, Teaching, and Cognitive Presence," *Computers & Education* 136 (July 1, 2019): 1–12, <https://doi.org/10.1016/j.compedu.2019.02.021>.

⁵ Ratna Prasasti Suminar and Giska Putri, "The Effectiveness of TTW (Think-Talk-Write) Strategy in Teaching Writing Descriptive Text," *Academic Journal Perspective : Education, Language, and Literature* 2, no. 2 (November 14, 2018): 300, <https://doi.org/10.33603/perspective.v2i2.1666>.

⁶ Nurlaili Nurlaili, "The Correlation Between Motivation And Vocabulary Mastery To Ombak Sunset Hotel Employees' Speaking Skill In Gili Trawangan," *THE INDONESIAN JOURNAL OF LANGUAGE AND LANGUAGE TEACHING* 2, no. 2 (May 15, 2017): 38–47.

who are highly motivated will motivate themselves to learn better and master English faster. Motivation provides a source of energy that determines why learners choose to make an effort, how long they willing to stick with an activity, how committed they are to the activity, and how closely feel about the activity.⁷ To acquire an understanding of motivation, it should be noted that theories according to the expert and how they classified motivation is its types and its role in the learning process.

b. Theories of motivation

According to Brown, Motivation such as self-esteem can be global, situational, or task-focused. Motivation is often studied in terms of learners' intrinsic and extrinsic motivations.⁸ Furthermore, Brown noted in his research that three main points: (a) From a behavioral perspective, motivation is seen as a fact. It's just the expectation of the reward. They respond to past experiences of positive behavior reinforcement driven by desire for more positive reinforcement. (b) Motivation focuses more on individual decision from cognitive perspective. Personal choice. (c) Constructive believe that each person drives differently and therefore responds to his or her environment in unique ways. However, these unique behaviors are always in the cultural and social context and cannot be separated from it.

Dr. Jaquelynne Eccles uses expected value theory to explain brain drain in math and science course. It assert that the pursuit of achievement/excellence in a particular activity or field (commonly referred to as "achievement motivation") is driven by two main factors: (1) our expectation of mastery of our ability to

⁷ Zahid Hussain Md Jakir Masum, "Motivation of Bangladeshi Higher Secondary Students in Learning English Language," *2016* 16 (February 2016): 1–13.

⁸ Brown H Douglas, "Principles of Language Learning and Teaching," PDF Room, 2006, <https://pdfroom.com/books/principles-of-language-learning-and-teaching-5th-edition/QpdMNY4WgaX/download>.

meet the challenges of the activity. (2) how subjectively valuable participation in the activity/domain is to us. The purposes of expectancy-value theory is to determine what types of expectations and subjective values are important for human motivation, as well as how contextual factors might influence both. It highlight one essential expectation (which mostly explains student achievement) as well as four subjective values (which primarily explain student retention):

Expectancy for Success	The perception of how one will do on a given activity
Attainment Value	The importance of doing well on given activity or domain to one's sense of self
Utility Value	The usefulness of an activity or domain in relation to one's future plan
Intrinsic Interest Value	The enjoyment one gains from an activity or domain
Cos	The opportunity cost, difficulty, and emotional cost engaging in activity

Speaking skills are often in the spotlight as student lack motivation and language skills, especially in English in class. According to Uno Motivation is the force that drives someone do something to achieve a goal, this power is motivated by being different types of needs, such as desire, behaviors, goals, and feedback to fulfilled. Motivation and learning are two interrelated factors. Therefore, when learning English,

how to do it very important, so as to make learning English interesting and motivate students to learn.⁹

c. Kinds of Motivation

According to Harmer, there are two types of motivation namely *Extrinsic* and *intrinsic* motivation which comes from outside and from inside.¹⁰ Those are stated as follows:

1) Extrinsic Motivation

The word “Extrinsic” comes from the word “outside”. Extrinsic motivation are motives that come from outside the self or environment, such as a desire to receive gifts, praise, or to evade the law. This motivation does not always imply a lack of self-determination in the actions taken. According to Harmer, extrinsic motivation can be caused by many external factors, such as the need to do something passing an exam, the promise of a financial reward, or the project of future travel.¹¹ In other hand, Moh. Uzer Usman said extrinsic motivation is referenced from outside environment.¹² It can be said that the external environment can affect a person’s motivation. From some of the above points of view, it can be seen that extrinsic motivation is the motivation that arises and works due to external influences.

2) Intrinsic Motivation

Intrinsic motivation is behavior that is motivated by an inner desire or self. In other

⁹ Widyastuti, “Upaya Peningkatan Motivasi dan Keterampilan Speaking Melalui Metode Role Play.”

¹⁰ Harmer Jeremy, “The Practice of English Language Teaching,” Cambridge, 2001, https://www.academia.edu/32715594/jeremy_harmer_the_practice_of_english_language_teaching_3rd_edition_haaa_pdf.

¹¹ Harmer Jeremy, “The Practice of English Language Teaching,” *Pearson Longman*, 2007, 98.

¹² Moh Uzer Usman, *Menjadi guru profesional* (Remaja Rosdakarya, 1999).

words, this motivating behavior is a gift to oneself. For example, a student might read because they want to know a character's story, not because of an assignment. According to Slavin, people with an internal locus of control believe that success or failure is the result of their own efforts or abilities.¹³ Students with high internal control points can expect to achieve better grades and test scores in the course learning process because the motivation comes from themselves, which makes the learning process more enjoyable and interesting for students.

In addition, Slavin said intrinsic motivation is triggered by task, difficult, and personally interesting, task that allow for individual choice and control.¹⁴ From these statements, it suggests that internal focus of control can affect students' intrinsic motivation, control points are useful for explaining student academic performance.

From the above point of view, it can be concluded that intrinsic motivation is the motivation that comes from within the students without external stimuli. Students who have intrinsic motivation also have high self-confidence because they understand themselves.

d. Students' Motivation in English Learning

Based on the previous explanation, motivation can be divided into types, they are extrinsic motivation and intrinsic motivation. Both factors affect learners' motivation to achieve language learning goals. The most important reason for learning English is that they learn English because they want to get best score in English. If they can speak English, they will be proud and that is the main reason why they learn English. The data also shows that students are well aware of

¹³ Robert E. Slavin, *Educational Psychology: Theory and Practice* (Pearson Education, 2017).

¹⁴ Robert E. Slavin, *Educational Psychology: Theory and Practice*, 7th ed. (Boston: Allyn and Bacon, 2003).

their motivations for learning English as a subject at school.¹⁵

Ahmad emphatically states that the socio-cultural environment plays an important role in the enhancement of language motivation.¹⁶ Related to English language learning in general in Indonesia:

- 1) An over-emphasis on monolingual standards, both in terms of language proficiency and monolingual standards, both in terms of linguistic competence and knowledge of culture. Linguistic competence or knowledge of culture of native speakers of English.
- 2) The minimisation of the role of the first language (Indonesia) and the interaction between the first and second Language in the learning of the second language, which in this case is English.¹⁷

In an effort to overcome the problem of learning motivation, one important step that needs to be taken is to examine the amount of motivation to learn English through factors that affect learning motivation. There are various factors that can influence a person's in learning English. These factors can be internal, i.e. factors from within the learner, and external, i.e. factors from outside the learner. One of the most important factors is orientation, which refers to the drive to learn English because of a goal or need such as for career advancement, as a means to master other fields of knowledge, or as a means to learn English.as a means to master other fields of knowledge, or for

¹⁵ Khairunnisa Dwinalida and Sholeh Setiaji, "Students' Motivation and English Learning Achievement in Senior High School Students," *Educalitra: English Education, Linguistics, and Literature Journal* 1, no. 1 (January 1, 2022): 1–9.

¹⁶ Muhammad Sabboor Hussain, Abdus Salam, and Aisha Farid, "Students' Motivation in English Language Learning (ELL): An Exploratory Study of Motivation-al Factors for EFL and ESL Adult Learners," *International Journal of Applied Linguistics and English Literature* 9, no. 4 (July 31, 2020): 15–28, <https://doi.org/10.7575/aiac.ijalel.v.9n.4p.15>.

¹⁷ Rusfandi Rusfandi, "Pembelajaran Bahasa Inggris Berbasis Bilingualisme Dalam Masyarakat Yang Multilingual Dan Multikultural," 2021, 202–21.

integrative purposes, namely the need to master English to integrate with society. The need to learn English speaking society.¹⁸

e. Factors Affecting Students' Motivation in Speaking

As a social being, it is normal to want something more than what you have now, we also need motivation to achieve our goals. The most important factor affecting motivation is "necessity". Any action that embodies motivation is based on necessity. If someone doesn't need anything from their actions and thoughts, they won't be motivated to achieve goals or take action.

Regarding to the teaching and learning activities, Ahmadi stated, Motivation is closely related to what a student hopes to achieve through the learning activities he or she engages in.¹⁹ it is clear from this statement that in an educational context, student also need motivation to perform well in the learning process.

The motivation to learn comes from the act of preparing lessons. According to Dimiyati and Mudjiono, there are many factors that affect motivation, they are (1) what the student thinks, (2) the abilities and skills of the student, (3) the situation of the student, (4) the environment, (5) dynamic aspect of the learning and teaching process, (6) what the teacher is teaching the student.²⁰

Some people's attitudes can influence and affect the motivation that drives students to learn English. Student's motivation also fluctuates. According to Harmer, there are a number of sources of motivation

¹⁸ Gurendi Wiwoho, Widiarsih Mahanani, and Muslimah Muslimah, "Analisis Motivasi Belajar Bahasa Inggris Mahasiswa Fakultas Bahasa Dan Budaya UNTAG Semarang," *Jurnal CULTURE (Culture, Language, and Literature Review)* 8 (May 1, 2021): 17–30, <https://doi.org/10.53873/culture.v8i1.235>.

¹⁹ ABU AHMADI, "Pendidikan Dari Masa Ke Masa" (Bandung:, 1987).

²⁰ Dimiyati and Mudjiono, *Belajar Dan Pembelajaran* (Jakarta: CV Armiko: Rineka Cipta, 2018), <https://opac.perpusnas.go.id/DetailOpac.aspx?id=630363>.

that can influence a student's motivation to learn English²¹

1) Society

Attitudes towards language learning in general and English language in particular, exist outside the classroom. If they are seen as critical or high value, it affects the student's attitude towards the language to be learned, and the nature of this attitudes. The strength of this attitudes can affect a student's motivation in the classroom and whether that motivation is sustained.

2) Significant Other

People who are close to students can also influence students' attitudes toward language learning. The attitude of parents and older siblings is crucial. It also important to consider the attitude of students and classmates. If you criticize this practice, the motivation of the student will be affected. However, if they are enthusiastic learners, they can take students along with them.

3) The Teacher

Clearly, teacher play an important role in keeping students motivated. In this case, a positive classroom environment seems to require a strong desire to learn and speak English. Hamer also said that part of a teacher's job is to motivate and guide students.²² Teacher behavior can directly affect student motivation in three ways, they are: a) goals and goal setting, b) learning environment, 3) interesting lessons.

4) The Method:

It is very important for both teachers and students to have confidence in the methods used in the teaching and learning process. Progress is more likely when both teachers and students are familiar with the technique being used.

²¹ Jeremy, "The Practice of English Language Teaching," 2001.

²² Jeremy Harmer, "The Practice of English Language Teaching," Cambridge: Longman, 2001, 51–53.

Furthermore, Ebata quoted by Elena as saying that three specific elements are considered important for developing motivation to learn a language, namely: self-confidence, experiencing success and satisfaction, and good teacher-learner relationships as well as relationships between learners.²³

It can be seen from the above explanations on the factors affecting the students motivation, that the factors affecting students motivation include external factors, internal factors and students' own goals.

f. Function of Motivation in Learning Speaking

Motivation takes a crucial part in acquiring English speaking learning. According to Koesworo, Siagian, Schein, Biggs and Telfer in Dimiyati states that motivation encompasses the presence of a desire that activates, move, guides and directs attitudes and drive individual learning.²⁴ This means that motivation is the spirit that encourages learning, while a lack of motivation inhibits the spirit of learning. Students who are unmotivated or lack motivation in learning may not be able to reach their full potential. Motivation is closely related to learning goals and objectives. In this context, motivational functions include the following:²⁵

- 1) Encourage the occurrence of behavior or action.
- 2) Motivation serves as a director
- 3) Motivation acts as an activator. This is similar to concept of learning
- 4) The idea of motivation is closely related to the concept of learning.

²³ Elena M. Galishnikova, "Language Learning Motivation: A Look at the Additional Program," *Procedia - Social and Behavioral Sciences*, ERPA International Congress on Education, ERPA Congress 2014, 6-8 June 2014, Istanbul, Turkey, 152 (October 7, 2014): 1137-42, <https://doi.org/10.1016/j.sbspro.2014.09.289>.

²⁴ Dimiyati and Mudjiono, *Belajar Dan Pembelajaran* (Jakarta: CV Armiko Rineka Cipta, 2018), <https://opac.perpusnas.go.id/DetailOpac.aspx?id=630363>.

²⁵ Martinis Yamin, "Profesionalisasi Guru Dan Implementasi KTSP" (Jakarta: Gaung persada press, 2007).

In other words, motivation plays an important role in learning, to encourage students to act, to force students to do something. The act of realizing wish, that is the magnitude student learning speed is determined by motivation will do the job, and theory is motivation is also closely related to the following concept learning.

g. Assessing of Motivation

Assessing students' motivation is crucial to do through the researcher to recognise the extent of the motivation that student have in other that researchers can optimize the inducement of the student. According to Schunk there are 3 approaches to assessing college students' motivation²⁶ :

1) Direct Observation

Direct observation are one way to collect rating information. It is associated with the action period of choosing responsibility, effort and tenacity. Using this technique, student motivation can be measured by how conscientious they are, how prepared they are, how hard they try to do things well, and how persistent they are in completing their projects. It can be evaluated according to do the task.

2) Rating by Others

A second way to assess motivation is through evaluation by others. This method is used by observes (parents, teachers, or researchers) to assess traits that indicate motivation. By using this technique, researcher are able to assess students more objectively, as they are assessed by others rather than the students themselves.

3) Self-report

A self-report is a type of personality test in which respondents provide information about themselves by answering a few question, writing

²⁶ Dale H. Schunk, Judith L. Meece, and Paul R. Pintrich, *Motivation in Education: Theory, Research, and Applications* (Pearson, 2014).

personal notes, and describing various thoughts and action. This method is about people's self-evaluation. These method types are:

- a) A questionnaire is a series of written questions that researchers ask subjects to gather information from them.
- b) An interview is a conversation between her two or more people, between the participant and the interviewer, and the interviewer asks question.
- c) Stimulated Recall by J. Calderhed the term "stimulated recall" is used to refer to variety of techniques.²⁷ These usually involve the use of audio or video recordings of manipulative actions to evoke participants' memories to support their thought process. When performing these techniques behavior.

2. Speaking Skills

a. Definition of Speaking Skills

Language is key to communication in all social situations. Using language helps us communicate and express our thoughts. Many different types of language are spoken in Indonesia, including traditional and foreign languages. English is often used as a foreign language. English is not only a means of communication, but also a school subject. It is also important for Indonesians to become proficient in the international language so that they can communicate with people all over the world.

Actual communication by speaking requires the use of language. Speaking is verbal utterance intended to be heard by the speaker. The receiver analyses the words to identify the speaker's intentions.²⁸ According to Harmer, speaking English

²⁷ John Haycraft, *An Introduction to English Language Teaching* (London: Longman, 1978).

²⁸ Dedi Efrizal, "Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-Alhaq, Sentot Ali Basa Islamic Boarding

requires the ability to understand the message of the listener. The speaker and the listener need to understand the meaning of the topic. In addition, Burns and Joyce describe an interactive construction process involving creation, acceptance, and understanding.²⁹ According to Bygate, speaking is a vehicle for social solidarity, social creation, professional achievement, and business life. McDonough and Shaw, in turn, characterized speaking as desire and goal oriented. This means that you really want to say something to achieve a certain goal. The final statement by Nowicka Wilczynska is measurable physical, or more precisely auditory, phenomenon that he describes one human behavior. It can be concluded that speaking is the oral activity of conveying oral speech and also the production of auditory signals intended to provoke various verbal responses in the listener. Speaking is also an important part of language and cannot be separated from its existence.

b. Component of Speaking Skills

There are three components in speaking skills, there are:³⁰

1) **Speakers**

A speaker is a person who delivers or delivers a speech.

2) **Listeners/Audience**

The audience is those who hear and understand.

3) **Utterances**

School of Bengkulu, Indonesia,” 2012, <https://www.semanticscholar.org/paper/Improving-Students%27-Speaking-through-Communicative-Efrizal/1f50260f5999e69763b1edd76cd54caf996956e7>.

²⁹ S. A. Torkey, “The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students.,” 2006, <https://www.semanticscholar.org/paper/The-Effectiveness-of-a-Task-Based-Instruction-in-of-Torky/334416513de6da287d578b031a6ba30d89054f6e>.

³⁰ Azlina Kurniati Kurniati, Eliwarti Eliwarti, and Novitri Novitri, “A Study on the Speaking Ability of the Second Year Students of Smk Telkom Pekanbaru” (Journal:eArticle, Riau University, 2015), <https://www.neliti.com/publications/206186/>.

Discourse refers to words or phrases expressed the speakers use them to make their point.

c. The Importance of Speaking Skills

Language is the media of communication. We use words to interact with others, provide information, convey arguments and express our feelings. Communication happens where there is dialogue. We cannot communicate with each other without dialogue.³¹ With the advent of English language learning, the study of improving student proficiency is gaining prominence among current educators and linguists. Most EFL and ESL learners must have speaking skills.³² They become an important skill because a good command of English is necessary for anyone who wants to communicate easily and effectively with others. During the term, student will have a range of social interactions with different types of people (local and foreigners). According to this statement, students should have more than just skills that they can use in everyday conversation, they should also have excellent speaking skills that they can use in any situation, especially to master their future.³³

³¹ Mrs Ishrat Aameer Qureshi, "THE IMPORTANCE OF SPEAKING SKILLS FOR EFL LEARNERS," *PDF4PRO*, 2008, 4.

³² Asma Ounis, "The Assessment of Speaking Skills at the Tertiary Level," *International Journal of English Linguistics* 7, no. 4 (July 16, 2017): p95, <https://doi.org/10.5539/ijel.v7n4p95>.

³³ Karunia Karunia, Retika Wista Anggraini, and Rudi Hartono, "Analyzing Studentsâ€™ Perception of Speaking Problems and Mispronunciation At English Department UIGM," *Global Expert: Jurnal Bahasa Dan Sastra* 7, no. 2 (2018), <https://doi.org/10.36982/jge.v7i2.775>.

d. The Speaking Skills Assessment

1) Vocabulary

One of the elements that is crucial in learning and communicating is vocabulary.³⁴ Vocabulary is the list of words use to talk and share their thought and feelings. It is important for students to have a good vocabulary to learning English. If they don't, it can make it harder for them to do well in their English classes.³⁵ This will help students get really good at speaking, listening, writing, and reading. By learning new words, students can grow their vocabulary when studying English in the classroom, and can also apply and use in daily life.³⁶

2) Grammar

Language acquisition without grammar can be misleading. Without knowledge of grammar, students cannot use language correctly. Grammar enables students to understand part of language such as nouns and verb. Students will know, understand, and also apply grammatical fundamentals as they tackle the grammar itself.³⁷ There are some grammar definitions. According to Richards and Schmidt, grammar is the structured description of language and the way parts of speech (such as words and phrases) form sentence. In the other words, grammar is consist of language elements and rules for arranging

³⁴ Hermawati, "Building Up The Studets' English Vocabulary Trough Fanny Stories At Smp Negeri 2 Duampanua Kab. Pinrang | Eternal(English, Teaching, Learning, and Research Journal)," 2015 12 (n.d.): 203.

³⁵ Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* 3, no. 3 (2015): 21–34.

³⁶ Fika Nurul Hanifa, "THE USE OF VOCABULARY JOURNAL IN ENRICHING STUDENTS' VOCABULARY MASTERY AND THE STUDENTS' ATTITUDES TOWARD ITS USE," *Journal of English and Education* 1, no. 1 (2013): 81–88.

³⁷ Çağrı Tuğrul Mart, "Teaching Grammar in Context: Why and How?," *Theory and Practice in Language Studies* 3, no. 1 (January 1, 2013): 124–29, <https://doi.org/10.4304/tpls.3.1.124-129>.

words into phrases and phrases into sentence.³⁸
Grammar is divided into several types.³⁹

- a) Prescriptive grammar: it is a way of describing how someone should say something, rather than explaining how someone should say something.
- b) Traditional grammar: a framework for school-used sentence structures, based on classical monolingual grammar.
- c) Structural grammar: a method of defining sentences of a language that focuses on the preparing smaller structures into larger structures.
- d) Linguistic/grammatical competence: from this perspective, grammar is a person's awareness of language structures that exhibit regularity. Language owners know how to use grammar without having to learn it.
- e) EFL Grammar: non-native speakers of a language can learn the grammar of that language by learning that language. This style combines some elements of regular grammar and structural grammar.

3) Fluency

Speaking is when you use words to talk out loud. This means that there is a mechanism for the exchange of ideas between the speaker and the audience. Fluency and mastery of other language components are very important.⁴⁰

³⁸ "A Study on Grammar Teaching at an English Education Department in an EFL Context," *International Journal on Studies in English Language and Literature* 5, no. 1 (2017), <https://doi.org/10.20431/2347-3134.0501005>.

³⁹ Vivian Cook, *Second Language Learning and Language Teaching: Fifth Edition*, 4th ed. (London: Routledge, 2008), <https://doi.org/10.4324/9780203770511>.

⁴⁰ Siti Surinah Harahap, Rivi Antoni, and U. Rasyidah, "AN ANALYSIS ON STUDENTS' SPEAKING SKILL AT SECOND GRADE SMP 8 RAMBAH HILIR," 2015, <https://www.semanticscholar.org/paper/AN-ANALYSIS-ON-STUDENTS%E2%80%99-SPEAKING-SKILL-AT-SECOND-8-Harahap-Antoni/52adb73c4af2e8170567b0c0ff0ee3df1338debb>.

Fluency refers to how well the speech output is reproduced in the dialogue. Confidence in delivering a speech and the ability to answer a given topic without hesitation in choosing words.⁴¹ Another definition holds that fluency is the ability of the speaker to hesitation, silent pauses, etc. self-correction, repetitions, and false beginning.⁴² A good knowledge of the language can greatly improve one's English skills and sound better softer, more natural, and also more impressive to the listener. It also allows for more productive interactions since there are no interruptions while speaking.

4) Pronunciation

Pronunciation clearly is the aspects of English that supports English language skills, as speaking English requires good pronunciation of the language for intelligible communication.⁴³ Pronunciation means the ability to find the correct rhythm, intonation, and other standards of correctness. Words used in spoken language.⁴⁴ When a speaker makes a mispronunciation while speaking, it can be called a mispronunciation. Mispronunciation can be described as the act of pronouncing a verbal expression in a way that is considered incorrect or unconventional. Improve understanding of EFL students about pronunciation is completely needed, because

⁴¹ Yenny Rahmawati and Ertin Ertin, "DEVELOPING ASSESSMENT FOR SPEAKING," *IJEE (Indonesian Journal of English Education)* 1, no. 2 (December 28, 2014): 199–210, <https://doi.org/10.15408/ijee.v1i2.1345>.

⁴² salam mairi, "AN ANALYSIS OF SPEAKING FLUENCY LEVEL OF THE ENGLISH DEPARTMENT STUDENTS OF UNIVERSITAS NEGERI PADANG (UNP)," *2016* 10 (n.d.): 162.

⁴³ Mohammad Syarif Hidayatullah, "Improving Students Pronunciation Through Western Movie Media (A Classroom Action Research at 4th Semester in English Education of IAIN Sultan Amai Gorontalo)," *Al-Lisan* 4, no. 1 (2018): 93–111, <https://doi.org/10.30603/al.v3i1.381>.

⁴⁴ Devi Mulatsih, "Pronunciation Ability by Using English Song in Indonesian Student of Unswagati Cirebon," *2015*, n.d., 295.

mispronunciation may lead to miscommunication, misperception, and misunderstanding in communication among the participants.⁴⁵

3. Teacher's Strategies in Teaching Speaking

a. Definition of Strategy

Strategy is synonymous with technique, stratagem or tactic, but if combined with the word learning (learning strategy) it can be understood as a way or a set of methods or techniques carried out by a teacher or learner in seeking a change in behavior or attitude. Therefore, teachers and learners need to do a learning activity in order to reach their goals in a good and fast way.

Learning strategies are things that teacher use to help students learning. Learning strategies are not just about how to do learning activities, but also about how to organize and give students the materials they need. Learning strategies are the tools and methods that teachers use to help students learn and reach their goal. It includes all the material, activities and steps that teachers use during the process . According to Bambang Warista the following is the application of learning strategies that cover four aspects, namely as follows.⁴⁶

- 1) The sequence of learning process, which contains the sequence of learning process, which contains the sequence of teacher activities in delivering the material or content of the lesson to students.
- 2) Learning methods, which are the way teachers organize learning materials and students so that the learning happens well and quickly.

⁴⁵ Ronald Maraden Parlindungan Silalahi, "Pronunciation Problems of Indonesian EFL Learners: An Error Analysis | Silalahi | Journal of English Language and Culture," 2016 6 (n.d.): 163.

⁴⁶ Bambang Warsita, "STRATEGI PEMBELAJARAN DAN IMPLIKASINYA PADA PENINGKATAN EFEKTIVITAS PEMBELAJARAN," *Jurnal Teknodik*, 2009, 064–076, <https://doi.org/10.32550/teknodik.v13i1.440>.

- 3) Learning media, which are learning tools and materials used by teachers and students learning process.
- 4) The time used by the teachers and students to complete each step of learning activity.

Finally, the importance of learning strategies is to determine all the steps and activities that need to be carried out, so as to provide learning experience to students. So the teacher decides what activities students will do to learn, the facilities and infrastructure to be used, including the type of media used, the material provide, also the methodology used in carrying out learning activities. It is expected that students can gain the experience needed to achieve learning purposes. In other words, a learning strategy is condition created by the teacher (such as methods, facilities and infrastructure, materials, media, and so on) so that students are facilitated (made easier) in achieving predetermined learning objectives.

b. Learning Strategy Components

In implementing learning strategies, there are several components that must be considered so that learning activities can achieve the predetermined goals. The opinion of Dick and Carey as cited by Suparman, mentions 5 general components of learning strategies, namely: (a) preliminary learning activities, (b) information delivery, (c) learner participation, (d) tests, (e) follow-up activities (Suparman 2004). While the sequence of learning activities generally consist of three stages, namely:

1) Introduction

In the initial or preparatory stage, activities are intended to mentally prepare learners to learn new knowledge, skills and attitudes. This means that the teacher must prepare learners to pay attention and learn seriously during to presentation stage. The teacher have to also briefly explain material that learners will learn , the usefulness of the material in everyday life, the

relevance of the material that learners have mastered and the objectives/competencies that learners must master by the end of the activity.

2) Presentations

The presentation stage is the main learning process or the core of the learning activity. This stage includes the following part:

- Explanation: is an explanation of the subject matter or concepts, principles, and procedures that learners will learn.
- Examples and non-examples: are objects or activities around learners as a manifestation of the subject matter being explained, both positives and negative.
- Exercises: are practical activities for learners to apply concepts, principles, or procedures that are still abstract in accordance with everyday life. With practice, students will learn actively so that it is easy to master the material being studied.

3) Closing (test and follow up)

Activities in the closing stage are the final activities in the sequence of learning activities. The purpose of the closing stage activities is to provide affirmation or conclusions and assessment of the mastery of the subject matter that has been given, both formative test and feedback (follow up).

In addition to the sequence of learning activities above, teachers need to determine the learning methods and learning tools or media used in delivering the subject matter. Thus, the learning method serves as a way of presenting (explaining, give an examples, and give an exercise) the lesson content to students to achieve certain goals/competencies. However, keep in mind that not all methods are suitable for achieving certain objectives/competencies. Therefore some method that can be used in

learning activities are lecture method, demonstration method, discussion method, assignment/exercise method, simulation, and so on.

c. Learning Strategy Selection Criteria

Learning strategy selection is basically comparing one type of learning strategy with another type of learning strategy based on certain criteria. Criteria, benchmark or standard is a measure used as a benchmark or minimum limit to choose something. Therefore, every selection of learning strategies requires criteria as a reference or benchmark.

The selection of learning strategies can be made based on considerations or criteria: (a) learning objectives, namely the type and level, (b) material or lesson content, namely the nature, depth and breadth, (c) students, namely their background, motivation, learning style and physical and mental conditions, (d) education personnel, namely the number, qualifications and competence, (e) time, namely the length and schedule, (f) facilities that can be utilised, and (g) cost.

d. Learning Effectiveness

1) Definition and Principles of learning

According to Sutikno an activity is said to be effective if the activity can be completed in a timely manner and achieve the desired goals. Effectiveness emphasises the comparison between plans and goals achieved. Therefore, learning effectiveness is often measured by the achievement of learning objectives, or if they can handle the situation correctly. Thus, effective learning that allows students to learn easily, pleasantly, and can achieve learning objectives as expected.

2) Characteristic of Effective Learning

There are several characteristic of effective learning namely:

- a) Learners become alert assessors of their environment through observation, comparing, find out the difference and similarities and forming concepts and generalisations based on the similarities found.
 - b) Teachers provide materials as the focus of thinking and interacting in learning.
 - c) Learners' activities are only determined by their assessments.
 - d) Teachers help students figure out and understand in analyze information.
 - e) The orientation of learning is content mastery and the development of thinking skills
 - f) Eggen & Kauchak said teachers use a variety of teaching techniques in accordance with the teacher's objectives and teaching style.
- 3) The Modern Conception of Learning
 Requires learners to be active, responsive and involved in seeking, selecting, finding, analysing, concluding and reporting their learning outcomes. This kind of learning outcomes. This kind of learning model can only be implemented well if teachers are able to develop effective learning strategies.
- Therefore, according to Soedjiarto it is necessary to create a learning process that challenges and stimulates the brain (cognitive), touches and moves feeling (affective), and encourages students to move (motor) and if possible students practice knowledge and skills in a concrete atmosphere.⁴⁷

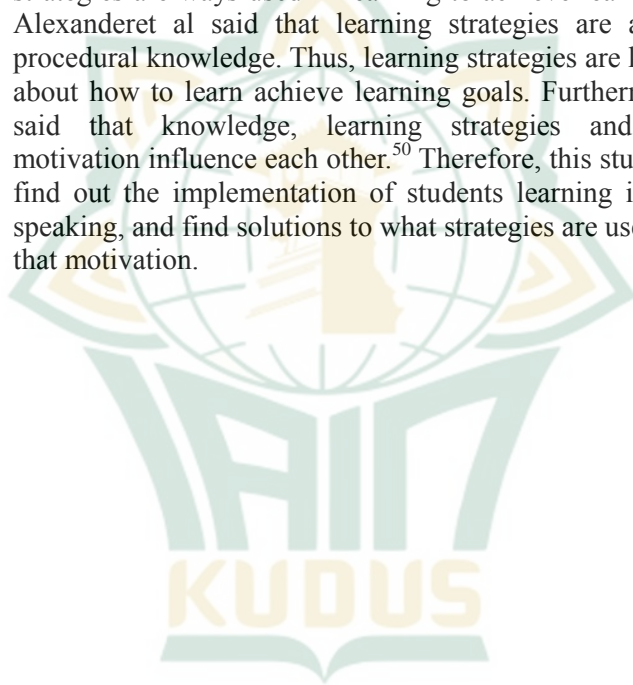
B. Theoretical Framework

Speaking skills are an important skill to be mastered when someone learn English. According to Jo McDonough and Christoph, speaking is not always the oral production of written language, but consist of learners with the mastery of

⁴⁷ Warsita.

huge range of sub-skills that are delivered together to help speaking skills.⁴⁸ In order for someone to be master in speaking skills, strong motivation is needed. A student will be motivated to continue learning if he has the expectation that the learning process he is doing will get real result in the future.⁴⁹

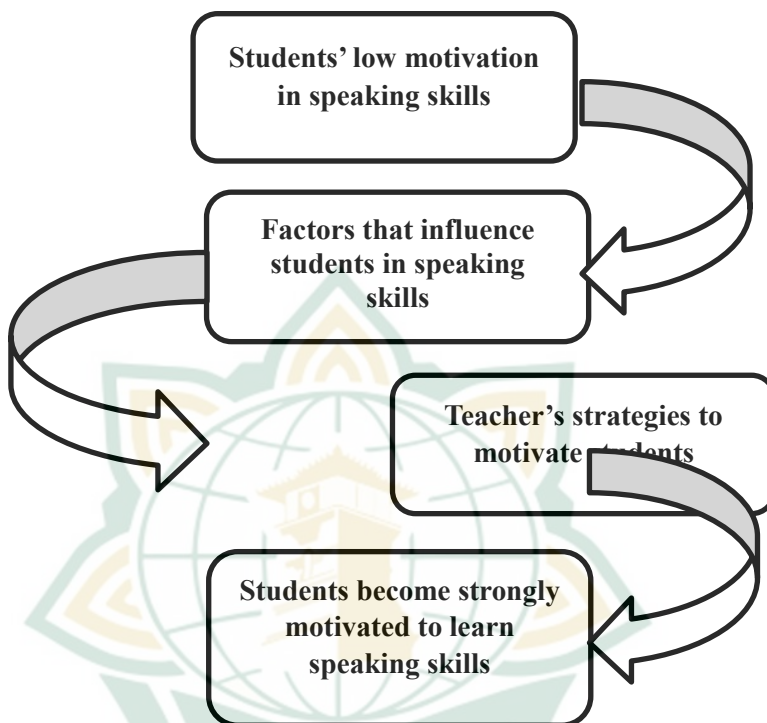
Based on this research, we can conclude that the role of motivation in learning , especially speaking skills is very important to build a high sense of desire to learn. And learning strategies are ways used in learning to achieve learning goals. Alexander et al said that learning strategies are a form of procedural knowledge. Thus, learning strategies are knowledge about how to learn achieve learning goals. Furthermore, they said that knowledge, learning strategies and learning motivation influence each other.⁵⁰ Therefore, this study aims to find out the implementation of students learning in learning speaking, and find solutions to what strategies are used to build that motivation.



⁴⁸ Jo McDonough and Christopher Shaw, *Materials and Methods in ELT: A Teacher's Guide* (Wiley, 2003).

⁴⁹ Abd Aziz and Mohamad Aso Samsudin, "PERANAN MOTIVASI DALAM KERAJINAN BELAJAR SISWA," *Edupedia : Jurnal Studi Pendidikan dan Pedagogi Islam* 3, no. 1 (July 1, 2018): 1–11, <https://doi.org/10.35316/edupedia.v3i1.315>.

⁵⁰ Asmadi Alsa, Adi Putra Hidayatullah, and Agustina Hardianti, "Strategi Belajar Kognitif Sebagai Mediator Peran Motivasi Belajar terhadap Prestasi Belajar," *Gajah Mada Journal of Psychology (GamaJoP)* 7, no. 1 (May 28, 2021): 99–114.



C. Review of Previous Study

As a preliminary reference to assist with this research, the researcher multiplies some of the research that is relevant to the research, as the work stands for:

First of all, Tri Nengsi Puspita Sari in her study entitled *AN ANALYSSIS OF ENGLISH STUDENTS' MOTIVATION IN SPEAKING CLASS DURING NEW NORMAL ERA (A Descriptive Quantitative Study at the Second Semester of English Department of IAIN Bengkulu in the Academic Year 2020/2021)*. The objectives of this study is to find out how the level of motivation of students in speaking class during new era, to find out the most dominant motivation of students in speaking class, to find out the obstacles faced in learning in speaking class, and also to describe the solution of the obstacles faced in learning in speaking class during the new

normal period.⁵¹ From the previous study above, the researcher has the similarity research that is analyzing students has both intrinsic and extrinsic motivation, meaning that they have different goals in learning English in speaking class. The difference between this research is that there is only question of motivation that occurs in the learning process, while in this research it will include motivation in a classroom that actively meets in person.

Secondly, Zahid Hussain Md Jakir Masum research entitled *Motivation of Bangladeshi Higher Secondary Students in Learning English Language (North East University Bangladesh 2016)*. This research aims to study the nature of motivation of the students of class XI-XII in the higher secondary schools of Bangladesh. By nature of motivation, the researcher trying to find out the type of motivation that students have and the factors that influence their motivation. This study explored how students in Bangladeshi colleges are motivated by instrumental factors that lead to students being unable to communicate in English despite 12years of studying English as an academic.⁵² From the previous study above, the similarity research is to find out what the factors influence students to learning English through a motivational approach. For the difference lies in not mentioning what strategies are usually used to build student motivation because it only focus on the level of student motivation.

Thirdly, Vivit Tania Agnes and Leni Marlina research entitled *EFL Students' Speaking Motivation in Speaking for Informal Interaction Class at English Department UNP*. This study aims to determine the level of speaking motivation of EFL students. The sample of this study consisted of 31 students who attended the speaking informal interaction class at the UNP English Department in the 2019 academic year. The result is in terms of speaking motivation, none of the students have a low level of motivation to speak. This is

⁵¹ Tri Nengsi Puspita Sari, "An Analysis Of English Students' Motivation In Speaking Class During New Normal Era". (Thesis, English Department of IAIN Bengkulu Academic Year 2020/2021)

⁵² MZMJ Masum, "Motivation of Bangladeshi Higher Secondary Students in Learning English Language," *Journal of Language in India* 16, no. 2 (2016): 177-89.

because the samples in this study are new students, so they have high enthusiasm and motivation to learn and practice their skills.⁵³ The similar research is about to find out at what level students have an interest in learning English, weather at a weak, medium or high level, but the difference with the researcher, it is the researcher did not develop a strategy to increase students' motivation in learning English.

Fourthly, Faisal Razi, Asnawi Muslem and Dohra Fitrisia research entitled *Teachers' Strategies in Teaching Speaking Skill to Junior High School Students*. This research aims to describe the kind of strategies as well as the obstacles. This research can be summarised into two main points. First, of the many strategies, there are namely role play, drilling, games, picture describing, and storytelling. Secondly, the solution is for teachers to be creative in finding learning strategies.⁵⁴ From the previous study, the researcher has similar research about the researcher also want to know what strategies are usually used by the teachers as a form of strengthening students' motivation to learn speaking English. Although this research both discusses English learning strategies to improve speaking skills, there is a difference that lies in the absence of a section that discussed the relationship between strategies and increasing students' motivation,

⁵³ Agnes and Marlina, "EFL Students' Speaking Motivation in Speaking for Informal Interaction Class at English Department UNP," *Journal of English Language Teaching* 10, no. 1 (2021):146-152

⁵⁴ Razi, Muslem, and Fitrisia, "Teachers' Strategies in Teaching Speaking Skill to Junior High School Students," *English Education Journal* 12, no. 3 (2021): 399-415