

CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Studies

This study focuses on the use of the fishbowl strategy that has been studied by several previous researchers. The researcher took four related previous researchers in this section, The first previous study was done by Andika (2019), the research was entitled “The Effect of Fishbowl technique and Student’s Interest toward the Eighth Grade Students’ Speaking Ability of SMP Xaverius 1 Palembang. This was experimental research which used factorial design that was aimed to see the effect of fishbowl technique and students’ interest on the eighth grade at SMP Xaverius Palembang. The sample was 30 students taken as a sample experimental group and 30 students as a control group. The research had two variables, they are independent variables and dependent variables. The independent variable was about fishbowl technique. The dependent variable was students’ interest. It was found that the use of the fishbowl was mostly effective in teaching speaking both high and low interest.

The second previous study was done by Latuheru (2020), the research was entitled “Fishbowl Technique towards the Students’ Speaking Skill”. This is quasi-experimental research which was aimed to investigate whether or not fishbowl technique can improve students’ speaking skill at the tenth grade of IPS 1 SMAN 2 Sorong Regency. The sample was 30 students which was 1 class as the sample and it consisted of 30 students which had one for one group pre-test and post-test. The research had two variables, they are independent variables and dependent variables. The independent variable was about fishbowl technique. The dependent variable was

speaking ability. It was found that the score is 2.045 with the significance level of 0.05 with df 29. P-value is $0.005 < 0.05$, it is known that $t\text{-value} > (3.048 > 2.045)$. Meanwhile, the alternative (H1) is accepted and the null hypothesis (H0) is rejected. It means that the Fishbowl technique can improve students' speaking skills at the tenth of SMAN 2 Sorong Regency.

The third previous study was done by Hertina (2018), the research was studied the Effectiveness of the Fishbowl Technique Towards Students' Speaking Ability. The study was conducted with the Second Grade Students of Islamic Senior High School Riyadhul Jannah Kecamatan Bram Itam Kabupaten Tanjung Jabung Barat. This study aims to determine whether the students who are taught by using the fishbowl technique achieve better than those who are using the teachers' technique at the Second Grade Students of Islamic Senior High School Riyadhul Jannah Kecamatan Bram Itam Kabupaten Tanjung Jabung Barat. She did the research by using quasi-experimental research. The study results showed that 29 students using a fishbowl technique, which is done based on a t-test, improved the students' speaking ability more than those using the teachers' technique.

The four previous studies done by Intan (2019), the research was found Applying Fishbowl Technique Enhance Students' Speaking Ability. The study was conducted with the Eleventh Grade Students of SMA 1 Tutar Kabupaten Polman. This study aims to enhance speaking skills and describe the process of applying fishbowl in teaching speaking to the eleventh-grade students of SMA 1 Tutar. She

did the research by using quasi-experimental research. Also, the instrument of her research is an oral test using pre-test and post-test. The study results showed that 30 students of senior high school used the fishbowl technique as a treatment. The result revealed based on the t-test that fishbowl technique is enhanced to use in teaching speaking. From those previous studies, we can conclude that the fishbowl strategy indeed has a positive effect on students' learning. There is that the fishbowl strategy can be an alternative technique for teaching or learning language skills on speaking skills. The fishbowl strategy also increases students' motivation to learn and entertains them while learning.

1) The differences between the writer's research and the first previous studies are the design research, method, variable (Y), sample, and setting of the research, Andika's research used experimental research and method qualitative research. The variable (Y) was the student's interest. The sample consisted of 30 students in the eighth grade at SMP 1 Xaverius Palembang in 2018. The sample was only from one class. Meanwhile, the writer's research uses quasi-experimental research and the method is a quantitative method and the variable (Y) of the writer's research student's speaking ability. The sample of the writer's research is 32 students in the eleventh grade at SMK N 2 Bandar Lampung in academic 2022/2023. The samples of the writer's research are from two classes. 2) The differences between the writer's research and the second previous studies are the sample, and setting of the research. The sample was 30 students which were 1 class as the sample and it consisted of 30 students. Meanwhile, the sample of the

writer's research is 32 students in the eleventh grade at SMK N 2 Bandar Lampung in academic 2022/2023. 3) The differences between the writer's research and the third previous study are the method, sample, and setting of the research. Hertina's research used method qualitative research. The sample consisted of 29 students in the Second Grade Students of Islamic Senior High School Riyadhul Jannah Kecamatan Bram Itam Kabupaten Tanjung Jabung Barat. Meanwhile, the writer's research uses the quantitative method. The sample of the writer's research is 32 students in the eleventh grade at SMK N 2 Bandar Lampung in academic 2022/2023. 4) The differences between the writer's research and the four previous studies are sample and setting of the research. The sample consisted of 30 students in the Eleventh Grade Students of SMA 1 Tutar Kabupaten Polman. Meanwhile, the sample of the writer's research is 32 students in the eleventh grade at SMK N 2 Bandar Lampung in academic 2022/2023.

Considering the four studies above made the writer even more motivated to research the fishbowl technique. We can see the results of the four studies that have been successful with the same quantitative research design method. In this research, there are differences, especially in specific lessons such as giving opinions and arguments. So, the researcher tried to find a solution that related to teaching speaking in the classroom. Using the fishbowl technique can help improve the students' speaking skills in giving opinions and arguments.

2.2 Theoretical Framework

2.2.1 Concept of Speaking

In English the most important thing in form communication is speaking. The single most important aspect of learning a language is mastering the art of speaking and success as measured in terms of the skill to carry out conversation in the language. According to Hussain (2017), that having a good quality pronunciation and fluency in speaking skill is the hallmark of the way of life or culture where, pronunciation is the way in which a language or particular word or sound is pronounced and the quality of being able to speak or write a language, especially a foreign language, easily and well. Therefore, it is the duty of the teacher or lecturer to achieve this aim approximately as an Englishman does. Speaking is an interactive interpersonal process which does not lend itself easily to the requirements of test designers so it means in a speaking process to create communication it needs at least two people, as a listener and as a speaker is to give information and another one as a listener who receives information.

Burns (2019), stated that the teaching and learning of speaking are vital part of any language education in the classroom, not only does the spoken language offer "affordances" for learning as the main communicative medium of the classroom, but it is also an important component of syllabus content and learning outcomes. It means that to develop the students' speaking ability the teachers could give the situations and opportunity for the students to use English in the classroom as

much as possible without being ashamed or afraid of communicating with other students to tell their ideas, experience or feelings. The teachers can create a new method, strategy, and technique to understand them. As these factors are challenged then, they tend to be quiet when they invite the students to engage in English in the classroom. Students are less motivated to speak English.

According Eiadeh (2016), The most popular form of communication is speaking. Having excellent speaking skills would enable us to communicate with others to make our ideas more understandable. Good communication means speaking produces several benefits for dialogue organizations like accomplishing the speaking result such as business purposes and any other jobs. In addition, based Sudiby (2006), by using monologue and dialogue, students can get ideas and information explained by the teacher and develop various kinds of knowledge based on their thought as mentioned in the 2006 version of the national school curriculum (KTSP); in senior high school, students are taught English speaking skills to recognize new surroundings in order to adapt smoothly and confidently.

McDaniel (1997), stated that some writers had researched that students in Japan find it difficult to speak English. In the four English skills, Speaking and writing have consisted of two essential productive skills to be improved in developing effective English learning. Listening and reading are computed in the two language learning skills. According to Yustiati (2018), Even though it cannot be comfortable in this country to apply English as the one crucial thing of study, the

teachers can create a new method, strategy, and technique to understand them. As these factors challenge them, they tend to be quiet when they invite the students to engage in English in the classroom. Students are less motivated to speak English. These problems can be related to student factors and teaching strategies used by teachers in presenting subject still teacher-centered content. Widiati (2006), stated this technique failed to make students feel low motivation and make them bored in learning in class. The next cause is that students lack the urge to try the English language as a second language in daily life. It means several aspects can affect students' speaking skills like interest in teaching English. According to Hussain (2017), It means the students need some support to change their thought and place the English language as essential to practice, usually to deliver speech through the mouth; hence the students still face relatively easy to express their ideas orally in English.

Based on the previous explanations above, the writer concludes that speaking is part of the essential way to communicate to other people. It means to share their thoughts, ideas, information and feelings, and also speaking is a person's ability to use language to convey meaning and to gain information in our daily communication. Speaking serves several purposes. This involves a different set of skills. Kurniasih (2011), stated that the level production skill (speaking), the majority of speaking activities used in the first level should be designed to enable pupils to participate with a minimal verbal response. However, in the last level, for example eleventh grade, students are encouraged to begin to manipulate

language and express themselves in a much more personal way. It means that speaking must be played and practiced from first level, for example elementary school. Because of that, speaking is a very important thing as a vital form of communication in the language field.

Harmer (2007), stated that there are three main reasons for encouraging students to talk in the classroom. One of main reasons is that speaking exercise enables students to practice speaking in a controlled environment such as the classroom. According to Okar (2019), that Language components have been processed in the minds of students. The more they engage in speaking practices, the more these elements become second nature to them. It means that they will be able to speak fluently without having to worry about it. Speaking is one of the central elements of communication. The aim of learning a language is to communicate well. In addition, the primary purpose of speaking is to inform ideas, to gain information from speaker to listener. However, the purpose of speaking is not only to provide information from people but the purpose of speaking it means speaking activities should to convey something to others by the objectives the speaker expected.

2.2.2 Elements of Speaking

Speaking has several components that a speaker should be concerned about. It is an important way to assess speaking. Harmer (2007), stated if learners need to talk English fluently, they have to properly pronounce phonemes, use spare stress and intonation, and speak in connected speech. It means each student has to strive for

some speaking aspects that need to be achieved, like pronunciation, grammar, vocabulary, fluency, and comprehension. These parts will assess scholars' speaking skills.

a. Pronunciation

In language learning activities, mastering pronunciation skills, especially for EFL students, is one of the most common and challenging aspects of teaching and learning speaking. It happened because each of the learners has different backgrounds. Moreover, the things that make pronunciation more problematic are the teacher mostly focused on the students' vocabulary development and grammatical structures. However, teachers know that the key to learning and teaching pronunciation to the students is to differentiate the features of the sound and focus on helping the learners understand and overcome the difficulties of pronouncing each of the words accurately and systematically. According to Burns (2012), pronunciation has an important part in conveying meaning because it is used to get the idea through the sound used in communication. Therefore the writer concludes that the pronunciation learning activities will help the learners quickly understand the spoken ideas so the communication will go smoothly. The students will understand and know to reply.

b. Grammar

The second element is grammar. Grammar is one of the important aspects of speaking since an utterance can have a different meaning when the speaker uses incorrect grammar. Grammar knowledge is significant for students in order for

them to be able to process and produce correct language usage. However, some do not mind their grammar in their communication as long as the intended idea can be conveyed. However, grammar knowledge is vital for learning processes.

c. Vocabulary

Vocabulary is a set of frequently used words by a large number of people and has linguistic meaning and is also critical when it comes to teaching and learning how to speak. When someone wants to convey a message, they should be well-versed in the necessary vocabulary. Therefore, an English teacher must have the responsibility to use the material in teaching a foreign language.

d. Fluency

In speaking, the activity has a goal to speak understandably and easily. With more practice in speaking, students can speak easily and rapidly. People know fluency is fast when speaking, but it also focuses on correcting the placement of doing stop and pause. Brown (2001), stated that fluency is the ability to communicate plainly, run smoothly, and maintain contact while having insufficient communicative skills to comprehend. Furthermore, he also said that fluency and accuracy is the goal in communication language teaching. Accuracy focuses on articulation, phonology, and syntax right for understudies, while fluency is the fundamental objective in language education. In general, the educator will be pointed in mastering fluency and accuracy to arrive at a reason for curriculum on understudies talking.

e. Comprehension

Hughes (2000), stated that somebody fathoms the language when they understand everything in both formal and informal discourse, not out of the ordinary of an informed local speaker. It means, In communication context, the speech should be conveyed well by speaker A and should be gotten well by speaker B. It means that comprehension is one of the important things in teaching speaking to get the meaning when somebody takes the communication. In the classroom, the teacher can be looking for a misunderstanding about comprehension in their lesson that they had gotten before. According to the description above, these five elements (pronunciation, grammar, vocabulary, fluency, and comprehension) are required for measuring oral production.

2.2.3 Problems In Speaking Performance

Speaking within the target language is not simple for many foreign language learners, since more than comprehension, learning to speak a foreign language requires grammatical and semantic rules. Language learners often encounter two kinds of difficulties in speaking (linguistic and non-linguistic).

a. Linguistic Problem

Linguistics is the objective study of language structure (grammar), words, and phonology, among other things. According to Spolsky (2008), linguistics includes vocabulary, grammar, and pronunciation. In addition, linguistic concerns are those

that cause students' speaking abilities to deteriorate. Some linguistic concerns, such as a lack of grammar, vocabulary, and pronunciation, influence speaking.

b. Non-linguistic problem

Non-linguistic problems originate from outside the language, but external influences come from outside the language or language. In addition, non-linguistic components, such as movements and body language/posture, and facial expression, can be used in combination with speech to convey messages directly. According to Heriansyah (2012), that many non-linguistic problems related to issues, including not being confident to speak, not being used to speak in class, fearful of making mistakes, and being mocked by classmates. Students are afraid of being mocked; they are worried about speaking English because they fear making intonation, pronunciation, and language structure errors as the frequent errors in speaking. They think that their fellow students would receive an unsatisfactory answer, such as teasing if they make mistakes when talking

2.2.4 Teaching Speaking

According Andika (2019), Teaching speaking is very necessary to be given to the students earlier. It is capable of giving the effect of a student's communication skills, where the student's will be active to acquire the information around them by socialization. It means that teaching speaking is a necessary tool that must be taught early from kindergarten. The aim of speaking makes the students more confident to speak in foreign language, in order to share understanding with other

people requires attention to precise details of the language. The students and teachers should have good cooperation in order to gain speaking skill and also the students are encouraged to speak up about what they want to say from their thoughts or ideas and feelings even though it is out of the text. Harmer (2007), stated that speaking serves several purposes, each involving a different set of skills. There are three main reasons for encouraging students to talk in the classroom. First, the speaking's exercise enables students to practice speaking in a controlled environment such as the classroom. Second, students attempt to use some or all of the languages they are familiar with, and third, students have opportunities to activate the various elements of English they have stored in their brains, the more automatic their use of these elements communicates efficiency. It means that learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary.

In the learning process, speaking learners is one of the important parts in the schools. When the students want to speak English fluently, they should know how to speak by using English grammatical rules correctly and know how to speak in order to get skill in the language itself. Speaking skills is recognized as a basic skill in mastering a foreign language, the students can study a foreign language, they must know how to speak in order to get the skill of language. The goal of capability in speaking makes the students more confident to speak English correctly, in order to share the concept with other people requires attention to

piece details of the language. The students and the teacher should have a good contribution to get the ability in speaking. From the explanation expert above the writer assumed that teaching speaking as a foreign language, especially English, the teacher must be able to achieve their objectives teaching speaking in learning speaking. And the teacher must give examinations to measure their knowledge and what the students understand or not and also as the teacher should make the students more confident to speak and practice their language. In this case the teacher and students should have good cooperation to get speaking well.

In teaching speaking, must be a problem that influences students' ability in speaking of course. Teaching speaking needs to figure out about obstacles that may occur in the teaching and learning process. Several problems come from the internal of students and others come from outside students. The factors to push the students in learning English are to teach them from under the age of puberty. Generally the child is under the age of puberty like an empty paper that must fill it with many words or language. So they can speak like a native speaker. Sometimes perhaps they can be extremely sensitive but motivation and concern are high, and then the necessary effort will be expended in pursuit of goals. In teaching, speaking does not only come from internal aspects of the students but also influenced by external factors that affect the effectiveness in teaching and learning process.

According to Harmer (2007), as usually in speaking under the age of puberty children stand an excellent opportunity of speaking like a native, if they have continued exposure in authentic contexts. Beyond the age of puberty, while adults will almost surely maintain a foreign accent, there is no particular advantage attributed to age. A fifty-year-old can be as successful as an eighteen-year-old if all other factors are equal. Learners are often described as children, young learners, adolescents, young adults or adults. According to Brown (2001), that motivation and concern are high and then the necessary effort will be expended in pursuit of goals. It means that the motivation of learning to speak is very important to achieve a goal. The effectiveness of teaching speaking does not only come from internal aspects of the students but also influenced by external factors. The teacher should know the complete understanding of problems in teaching speaking. The factor is an institutional context that puts English as a second or foreign language in a nation. The context in which the language is learnt is still of considerable relevance to the kind of English that a nation will want and need to study, and the skills they will need to acquire. Brown (2001), stated language teaching in what might broadly be categorized as an EFL context is clearly a greater challenge for students and teachers. Often, intrinsic motivation is a big issue, since students may have difficulty in seeing the relevance of learning English. Their immediate use of language may seem far removed from their own circumstances, and classroom hours may be the only part of the day when they are

exposed to English. Besides, the facilities of learning activities and the teacher competences may influence the success of teaching speaking.

2.2.5 Principles of Teaching Speaking

According Nunan (2003), Principle is a law, a rule or a theory that has something that has to be followed or a basic generalization that is accepted as true and that can be used as a basis for reasoning or conduct.

1) Teachers must be aware of the differences between second language and foreign language learning contexts. Speaking is learned in two broad contexts, foreign language and a second language situation, the first a foreign language (FL) context is one where the target language is not the language communication in the society. Learning speaking skills is very challenging to use the target language outside the classroom and a second language (SL) context is one where the target language is the language of communication in the society.

2) Teachers must give the students practice with both fluency and accuracy. Accuracy is the extent to which students' speech matches what people actually say when they use the target language whereas fluency is the extent to which speakers use the language quickly and confidently. With few hesitations or unnatural pauses, false starts, word searches, etc.

3) Teachers must provide opportunities for students to talk by using group work or pair work and limiting teacher talk. Pair work and group work activities can be used to enhance the amount of time that learners get to speak in the target

language during lessons. One further interesting is that when the teacher is removed from the conversation, the learners take on diverse speaking roles that are normally filled by the teacher.

4) Teachers must plan speaking tasks that involve negotiation for meaning. Negotiating for meaning involves checking to see if you have understood what someone has said, clarifying your understanding and confirming that someone has understood your meaning. By asking for clarification, repetition, or explanation during conversations, learners get the people they are speaking with to address them with language at a level they can learn and understand.

5) Teachers must design a classroom that involves guidance and practice in both transactional and interactional speaking. Speaking activities inside the classroom need to embody both interactional and transactional purpose, since language learners will have to speak the target language in both transactional and interactional settings.

2.2.6 Asking and Giving Opinions

As a human, people need each other for the survival of their life. Without others, a human can not do anything. Especially the one activity that can not be avoided is communication. Communication is an important thing to get somebody connected, especially with family, friends, or maybe communicating with the teacher at a class or college. However, when the communication was running,

people sometimes want to know how their opinions and how they will give their opinions based on their idea about what happened.

According to Mitchel, opinions are some of the oral response or answer that somebody gives in response to one stimulus condition in which some general question is raised (Malcolm, 1997). Thus, based on the definition above, giving opinions is the solution to express our idea based on the question or discussion to other people like judgment or belief that comes from an assumption point of view. In addition, there is a critical difference thing between opinions and facts. Facts are real events that happen, while opinions are opinions about something and are not necessarily true. So that by understanding these facts and opinions, we can understand the aims and objectives contained in a discourse. Thus, opinion is the personal opinion of a person, which is not based on facts but rather on its taste.

According to the Education (2003), There are four ways to expressing asking and giving opinions based on the textbook of Eleventh grade of Senior high school, such as:

1. Personal point of view: The usage of this expression is flexible because it can be utilized in formal and informal conditions. For example; a) Personally,I Think....b) I Strongly Believe That....c) In my humble opinion...d) According to me...e) In my opinion...f) I would like to point out that...
2. General point of view: The usage of this expression is relative based on general people's thoughts, and they can use these words and phrases. For examples; a)

Generally, it is accepted...b) Some people say that...c) Majorly disagree with...d) It is considered...e) While some people believe...

3. Agreeing with an opinions: The usage of this expression for agreeing with someone's point of view. For example; a) That is a good point... b) That is absolutely right... c) I think so too... d) I agree with this opinion...

4. Disagreeing with an opinion: Usage of this expression for disagreeing with someone's point of view. For example: a) I'm sorry, I don't agree with you... b) I do not believe that... c) I Disagree With You... d) It is not justified to say so... e) I think you are wrong....

2.2.7 Fishbowl Technique

Fishbowl technique is one of the collaboration teaching techniques. It is an active activity, where the student's will be guided to make a circle with the content of the inner and outer group. Those types of group discussion that can be utilized where they are separated into two groups inner and outer. The students need some support to change their thought and place the English language as important to practice, usually to deliver speech through the mouth. Therefore, it is still relatively easy for students to express their ideas orally in English. The only way to change their thought is as it mentions before, the teacher advised to use another technique for example fishbowl technique.

According to Yabarmase (2013), that The fishbowl technique is a learning technique that can help students conduct oral debates in small groups in class and

debate in English. Each group chooses a group member and prepares ideas. One group watches another group in this action. The first group divides into two groups, one of which forms a circle and discusses a subject. The inner group is surrounded by the second group divide, which forms a circle. All students can imagine their ideas to give arguments and opinions based on the teacher's topic. Thus, the phrase "fishbowl" is derived from two words: "fish" and "bowl." The inner-circle was intended for the fish, and the outer circle was intended for the bowl.

In addition, Berutu (2014), also stated that fishbowl could develop productive environments, and we can think of a range of topics that would work well in this format. Based on an explanation from a previous study the writer concludes that fishbowl is a group that is separated into two groups. The inner circle was intended for "fish" whereas the outer circle was intended for "bowl". Therefore, this is a group discussion in order to increase student's speaking ability where in the inner circle they have discussion and actively communicate their ideas, opinions or arguments. They have debates and then in the outer circle, students only listen, pay attention to the inner circle and take notes.

In field educating and learning English speaking affluence, it is significant for the teacher to make engaging activity just as bolstered to use many kinds of media, approach, strategy, or procedures. Applying some methods in educating and learning processes hopes to help students be more confident and still easily learn

English. In addition, by using fishbowl technique, students can offer their conclusion, opinions, and arguments a few explanations that are uninhibitedly going to communicate what they need to say to other people. According to Effendi (2017), that Fishbowl has three intended: a) It can be a useful teaching method for explaining group dynamics. b) For involving students or another group in a cross-cultural or complicated issue discussion. c) Give students more freedom in class discussions.

In addition, this activity can also help an afraid and shy student make mistakes while they speak because they will not get stuck and end up by holding the stick for the entire learning process. In conclusion, the writer concluded that the usage of fishbowl technique has many benefits both for teacher and student. For example fishbowl can give students more freedom in class discussion. Students no longer felt fear, unconfident, shy, etc. Through this technique it is capable of solving problems faced by students and teachers.

2.2.8 Procedures of Teaching Speaking through Fishbowl Technique

According to Brozo (2007), there are some steps to using the fishbowl technique in the classroom activity. They are:

- 1) Teachers determine a focal point for classroom events, The subject is linked to the students' ability to keep their motivation and consideration alive.
- 2) Teachers invite students to turn to a neighbor and discuss their feelings about the topic, Inform the students that they must take notes on their tasks.

- 3) Teachers explain the arrangements and desires of the fishbowl activities, It almost clearly indicates the rules of fishbowl activities and the goals to be achieved.
- 4) Teachers get the activities begun by telling the students sitting in a cluster to converse about their thoughts and opinions when speaking with a partner.
- 5) Teachers when engaging in a small group game, instructing the other students to pay close attention to their peers and requiring notes.
- 6) Teachers inquire of the other students for a response after the small group has finished, It is an excellent opportunity to illustrate relevant feedback and questions.
- 7) Teachers are making a few varieties of Fishbowl activities to create it more interesting for the students.

2.2.9 Concept of Motivation

According to Melendy (2019), motivation is interpreted as a process that started with a necessity and guide to a behaviour that drives someone to achieve an aim. Kea (2017), stated that motivation is a factor that pushes someone to continue in doing something consciously or unconsciously in order to achieve set goals. It could be seen from the view of two aspects that is internal and external, such as enthusiasm, appreciation of an achievement, also expectation from other people.

Gardner (2020), stated that motivation identifies as one of the main factors that can affect in learning English. According Parsons, Hinson, and Brown (2013),

added learning has same importance with motivation that is achieving goals. Learning creates the students to get new knowledge also skill, while motivation leads the students to achieve goals in the learning process. In addition, Lai (2019), stated that motivation is a reason that underlies behaviour that indicate by students' willingness and desire in English learning.

From the statements above, motivation called as the most needed component in learning English because it is critical success to students. It also drives students to get certain purposes because there is the will to do so. It also can influence students in behaving. In the presence of motivation, students are being more excited, so the learning English is going well.

Gardner (2017), stated that motivation is combination of will, positive behaviour, and effort invested in learning English. Hardiyanto (2019), stated that motivation can trigger an extra strive of the students in achieving the desired purposes. Gardner (2006), stated that motivated students surely showed their motive for engaging in the learning process, give the best effort, persist, brave in facing the tasks, show ambition to reach the goal and enjoy the learning activities.

As mentioned above, motivation can be referred as desire of someone that can be viewed by positive behaviours, such as an effort, diligence, and verbalization. Students who are motivated in learning English certainly have reasons why they want to learn about. They also indicate that they enjoy in the learning process. They believe that learning English is important to learn for them. A student who

has higher motivated will put the best effort to learn English more and be persistent in it than the one with lower motivation. In addition, a motivated student will be successful than a student who is unmotivated. From the explanation above, it confirms that motivation is very important part that can give big impact in process of learning English.

According Baily and Garratt (2014), there are categorized motivation in general can be classified into two types, they are intrinsic and extrinsic motivation.

a) Intrinsic Motivation

Intrinsic motivation is an impulse that comes from the individual itself. According to Santrock (2017), intrinsic motivation is an impulse of will from within individual in doing something. Ciccarelli & White (2012), stated adds that students called have intrinsic motivation when they are doing an action because they feel the act is interesting, rewarding, challenging, or satisfying. Based on two experts above, it means that there is strong desire in a person to learn English without any pressure from external factors. For example, a student learns English because he/she likes and enjoys it. There are positive impacts to students that belong to this kind. They are voluntary and willingly try to learn English because it is important to them. In addition, Lightbown and Spada (2013), stated that the teachers do not have many effects on intrinsic motivation since the students are from different backgrounds and the only way to motivate them is by making the classroom a supportive environment.

b) Extrinsic Motivation

According to Arnold (2019), extrinsic motivation is an impulse that comes from external factor also influenced. Factors can be from the parents, teachers, or the social environments. The influences can be rewards or keep away from punishment. This kind emphasizes of the external need to demand the students to follow in activities of learning. According to Hayikaleng & Krishnasamy (2016), For example, a student may study hard when he or she wants to obtain a good score for passing the test of the course. It is same as which has opinion that extrinsic motivation refers to students' performance when they learn English to get reward such as get a good score, increase salary, or maybe avoid from punishment.

According to Ryan & Deci (2012), that student called has extrinsic motivation when he/she is doing an action because it guides to the result that is separated from the student. When students learn English because they want the rewards, they will have high motivation to attend and to learn in the class to get their goals. However, when these rewards already picked up by the students or if there are no any punishments, they are no longer interested in attending to class to learn English.