

CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Studies

Some researcher have found related result referred to particularly in knowing the students' motivation in speaking class, they are:

The first previous study comes from Damayanti (2022) this study is entitled "EFL STUDENTS' MOTIVATION IN ENGLISH SPEAKING CLASS AT THE TWELFTH GRADE OF SENIOR HIGH SCHOOL DURING COVID-19 PANDEMIC". This study aimed to examine EFL students' classroom motivation during the COVID-19 pandemic, to examine how English-speaking challenges may impact students' motivation. The data was collected through focus group discussions (FGD, documentation, and observation. Through zoom meeting, observation and FGD were conducted and thematic analysis is the method of data analysis used. The result in this study is instrumental motivation accounted for the majority of the students' motivation. The majority of students are motivated by goals for the future. The differences between instrumental motivation and integrative motivation in the number of participants' responses was not very significant. Many students have difficulties in pronunciation and grammar, which may prevent them from speaking English as a second language. This study has limitations because it only included eight students from a senior high school's twelfth grade as participants. The second previous study come from Kholifah (2021) this study is entitled "THE EFFECT OF INTRINSIC MOTIVATION ON STUDENTS' IMPROVEMENT OF ENGLISH SPEAKING SKILL (A CASE STUDY OF SECOND GRADE STUDENTS OF MA FUTUHIYYAH 2

DEMAK)” it can be seen the result of intrinsic motivation on students’ improvement which had reached the average in intrinsic motivation is 83,98 score and the average of speaking score is 88. It means that the students have high motivation in learning to speak. To look at it another way, there is an effect of the students' intrinsic motivation to improve their English speaking skill, as in the case of the MA Futuhiyyah 2 Demak second grade students in the academic year of 2020–2021. The techniques of collecting data are questionnaire and speaking test and for the data analysis used correlation and t test. The third previous study come from Hariani (2018) this study is entitled “THE IMPLEMENTATION OF AUDIO-VISUAL MEDIA TO IMPROVE MOTIVATION IN SPEAKING ENGLISH AT ELEVENTH GRADE STUDENTS (CLASSROOM ACTION RESEARCH AT SMAN 4 PALEMBANG)” as a result in this study is the implementation of audio visual media significantly raised on students’ motivation to speak English. Students benefit from audio-visual media when learning English in the class. The students were given an appropriate speaking model in their learning of speaking through the use of audio-visual media, because students were interested when audio-visual media showed up. Classroom action research was used in this study. Action research is a type of study done to solve the problem and create improvements in a variety of realistic settings. The fourth study comes from Menggo (2018) this study is entitled “ENGLISH LEARNING MOTIVATION AND SPEAKING ABILITY”. The problem of this research shows that there are different forms that can be used to perform a function and also that a single form can often serve a variety of functions, the relationship between the motivation and speaking ability of students. It is shown by the significantly correlated, Students' speaking skills and motivation

to learn English were significantly correlated. There are two types of motivation, namely instrumental and integrative, participated in 48 students from the senior high school science program at Saint Ignasius Loyola Labuan Bajo, West Flores, Indonesia, who are in the XI grade. Data collected through questionnaires, an interview, and recording students speaking. Then using Pearson product moment data were analysed. The fifth study comes from Monika (2021) this study is entitled “THE CORRELATION BETWEEN STUDENTS’ MOTIVATION AND SPEAKING ABILITY OF THE ELEVENTH GRADE STUDENTS IN SMK N 03 KOTABUMI ACADEMIC YEAR 2020/2021”. This study shows that the speaking abilities of students have various issues. Students lack vocabulary, show low motivation, and don't seem to be confident in speaking English in class. This study used descriptive correlations. Students' motivation was the independent variable (X) in this study, and speaking skill was the dependent variable (Y). To choose the sample for the study, the researcher used the proportional random sampling technique. 37 students made up the study's sample data. So from the result of the research it is possible to draw the conclusion that there is a significant correlation between students' motivation and speaking ability based on the results hypothesis and the significant test.

From several previous studies above, there are similarities and differences student’s motivation. However, in the previous research, there is a difference that the research will do is to know the motivation of students especially in the speaking class during in the new normal era. In this study, researcher focused on intrinsic and extrinsic motivation.

2.2 Theoretical Framework

2.2.1 The Concept of Motivation

The word "Motion" which denotes motion or something that moves is the root of the English word "motive," which is a motive. Beginning with the term motivation implies that a motivating force has started to take action.

a. Definition of Motivation

Various types of learning theory can be used to understand the learning process. In addition, the process can be explained by considering an important role, namely motivation. The activity that pushes someone to accomplish specific goals is known as motivation. The ability a person possesses that leads them to act or do something is called motivation. According Uno (2012) defines motivation as the process of attempting to convince the person or others they are leading to carry out the intended purpose in line with established goals. It implies that the process of motivation can encourage someone to take a good action. Owens (1991), all those inner struggling conditions referred to as needs, desires, drives, and other terms make up motivation. Without motives, there would be no meaningful, ordered conduct by the individual, whether at work or elsewhere. It is an inner feeling that activates or moves people. Human needs are commonly seen to be the source of motivation since people respond to needs by taking action. A person's inner drive to act, or motivation, is what determines whether or not a learning activity is successful. Many people believe that one of the key elements in the development of speaking skills in the classroom is motivation. The quantity of active and personal involvement is determined by motivation. Gardner (1985), on the other hand, argued that motivation is different from orientation but that one need not be strongly motivated to reach that goal. In this situation, motivation is a powerful

force that comes from the desire to achieve the objective expressed in the orientation, such as taking English classes seriously in order to get a better job in the future. The researcher can draw the following conclusion from the previous explanation, motivation is an encouragement or a cause that forms the basis of a person's passion to accomplish something in order to reach specific goals. Another definition of motivation is something that inspires or obsesses someone to do something.

b. Students Motivation

The continually produced learning and the drive behind keeping the learning process going in a sustainable way is motivation. (Dornyei & Ryan, Stephen, 2015:72) While learning is the key basis by which human life progresses, humans change personally as a result of learning, changing their behavior. Because someone lives and works in accordance with what they have learned, all actions taken and the outcomes of every achievement are none other than the products of learning. Learning is characterized as a process instead of simply an internal experience. As a result, learning happens actively and continuously through the use of various forms of action. Therefore, supporting the learning process in order to receive its benefits represents motivation to learn. A student learns because he is motivated by his mental strength during the learning process. Mental strength can be divided into two categories: low and high. It can take the shape of attention, desire, or aspiration. So that means can Human behaviour, especially learning behaviour, is thought to be moved and directed by motivation, which is viewed as a mental urge. The desire that activates, moves, channels, and directs learning attitudes and behaviours is what creates motivation. There are three key aspects of motivation: needs,

encouragement, and goals. Additionally, a dedicated student will take steps that help him achieve his goals and will reduce the stress that his internal energy produces. Usually, they do or say something that reveals their intentions. For instance, they pay attention, begin working on a task right away, ask questions and provide spontaneous responses, and have a joyful and enthusiastic mood. In other words, motivation pushes people to act in ways that achieve their goals, including wanting to be liked and recognized by others. The important thing is that a motivated student will work to achieve his goals. They are inspired because they want to accomplish something if they are motivated, they will be happy and joyful. Furthermore, when learning is being done, two things become the driving forces: extrinsic motivation, or inspiration from outside oneself, and intrinsic drive, or inspiration from within oneself. Ihsan (2016). Learning will be challenging for a child who has little or no drive since they are easily content with their accomplishments, uninspired, uncreative, and inattentive. Additionally, there are a number of components to learning motivation, such as:

a) Discipline

Discipline is the process of educating and training individuals to follow rules so that there is cooperation and that they can then function in an organized and regular manner within the organization. To be happy to perform their responsibilities, students need to be trained and educated in discipline. Responsibilities as directed by the teacher at school.

b) Satisfaction

The student's sense of learning satisfaction comes from within. For instance, a student who is happy with his successes will continue to learn well.

From the previous argument that motivation is important for learning or plays a significant part in the process. Since learning motivation is an inspiration or encouragement for students to push for success. Learning motivation can come from within or from external factors. It implies that the driving force behind the learning process is motivation. Students who are highly motivated will learn in an effective way. Low motivated students, while, have poor learning habits.

c. Functions of Motivation

Motivation plays a role in learning as well as life in general. Sardiman (2012) divides the function of motivation into three parts, and the three parts can be explained as follows:

a. Encourage someone to do activity

Motivating someone to participate in activities by encouragement, it means a student's activity or effort to do something. According to this explanation, motivation acts as a person's driving force when taking actions with desired outcomes.

b. Giving Direction

Motivation can serve as direction, namely in the form of a target to be reached. The need for motivation in learning relates to the fact that it directs students' efforts toward achieving the goals they have set for themselves.

c. Define Action

Knowing what action needs to be taken is the purpose of action identification. The actions conducted are consistent with the objectives to be reached. Thus, students

need to be motivated to learn because they will achieve and produce better results if they are motivated.

The researcher surmises from the above explanation that motivation can stimulate growth for achievement goals in addition to other functions. Someone conducts commercial activity for a reason. The motivation function given above, it is certain that motivation is important for stimulating students, giving them direction, and inspiring them to take action. Therefore, a student is aware of what must be done in order to accomplish their objectives. Therefore, activities have an impact on motivation.

d. Kinds of Motivation

In the teaching and learning process in schools, motivation is one thing urgent. Little or much at least the students have the motivation to learn because activities will be successful if the student concerned has strong motivation

1. Intrinsic Motivation

Schunk (2008) categorizes intrinsic motivation as being interested in an activity for its own reason. Intrinsic motivation is the drive to achieve someone's desires. This inspiration first came from within. Due to their desire to do everything from inside themselves, students who are intrinsically motivated will put a lot of effort into their studies and enjoy the teaching and learning process. They act in activities because of their own intrinsic motivation and without regard to external rewards. Self-Determination Theory (SDT; Deci & Ryan, 1985) is an additional theory of motivation. Based on several causes or objectives that motivate an action, this theory makes differences between various types of motivation. The basic difference between intrinsic and extrinsic motivation is that intrinsic motivation relates to a

person's desire to engage in an activity that they find interesting or appealing. However, parent and educational behaviour both inspires or helps prevent motivation Ryan & Stiller (1991) Since intrinsic motivation leads to superior learning and creativity, it is important to develop the conditions and forces that inspire motivation rather than simply getting it. So it follows that those who have intrinsic motivation have a need that develops inside them on its own, regardless of any external factor. For instance, when someone hears a song, reads a book, or watches a movie without having a purpose in mind. Because they are willing to participate in activities that are motivated by their own wants and do so without being forced to.

After knowing some definitions of intrinsic motivation then there are several factors that affect intrinsic motivation, including;

a) Interest

The learning process will go more smoothly if someone is interested, as interest has been connected to learner achievement, attention, and comprehension.

b) Desire

If students have a desire to study, they will be motivated to do so otherwise, they will be lazy learners. Therefore, a person may be motivated by their enjoyment of the learning process or by a desire to feel better about themselves.

c) Goal

A goal may influence what someone does or does not do in relation to the goal. The goal should be clear to the students during the teaching and learning process since it will act as a significant motivational tool for them. If they have a specific goal, they must have everything ready that will let them to accomplish that goal.

2. Extrinsic Motivation

Extrinsic motivation is the ability to engage in task-unrelated activities like the anticipated of benefits or punishment, such as passing the test or receiving a good grade. Extrinsic motivation refers to motivation that uses an activity as a way of achieving a goal. Extrinsic motivation, on the other hand, refers to motivation that is related to something because it results in future outcomes. The educator should be aware of motivation. Because of this, students consistently achieve, and motivation is a natural source in the learning process. According Gardner Extrinsic motivation: driven by external factors such as parental pressure, the role of teacher, environment. Many sources of extrinsic motivation are inaccessible to the influence of the teacher: for example, the desire of students to please some other authority figures such as parents, their wish to succeed in an internal exam, or peer groups influences (Gardner, 1982, p.14). Seem from the understanding above, conclusion can be drawn that extrinsic motivation is influenced or stimulated from the outside individual. Factor affecting extrinsic motivation among others:

a) Parents

Parents' roles can affect their children's extrinsic motivation for learning and teaching. Parents have significant influence on their children' academic success.

b) Teacher

The teacher is a key figure in the socialization and motivational structuring of students' motivation throughout teaching and learning activities. A teacher is someone who not only teaches knowledge to students, but also acts as a motivator, supporting and helping them throughout the teaching and learning process. The significant effect on students' motivation is their teacher. If the teacher pushes the

students to study, they will be inspired to do so. For example, students will learn English more enthusiastically from teachers who are excellent at teaching it.

c) Friends

Friend is someone you know well and like, but who is not a friend or relative or someone who is always there for you. In addition to traveling, joking, and having fun together, friends can also be teachers. It indicates that friends can help you study, particularly when it comes to speaking.

From the explanation above, the researcher draws the conclusion that teachers and parents play a key role in supporting students during the educational process, particularly when it comes to English-speaking. Serious study habits are encouraged at home by parents, and at school by teachers. They will influence learning support from outside, both can influence the student's ability to learn or not.

2.2.2 Speaking Class

a. Definition of Speaking Class

Speaking is a production skill that involves creating organized oral utterances to communicate ideas. Language theorists have put up a number of definitions for speaking. Speaking is an interactive process of creating meaning that involves information production, reception, and processing. According to Bahar (2014) Speaking, is the act of communicating information orally and is based on a language system that includes grammar, vocabulary, pronunciation, and cultural awareness in spoken conversation. Speaking is a producing skill that can be directly and objectively observed. According to Nunan (1991) Speaking is said that the most important element of learning a second language, and proficiency is determined by

one's capacity to hold a conversation in that language. One of the elements students need to develop in order to learn English is speaking. Speaking is important when learning English because it requires all four skills. Additionally, the classroom provides a performance space for student groups to attend lessons. The class is better known as a learning environment. The teacher then trains students in speaking in the speaking class with the goal of having them speak English fluently in accordance with what has been taught. In addition, it is hoped that students would be able to interact with one another in English.

Additionally, Richards (2008) noted that when we speak, we often accomplish goals, explore concepts, make progress on the world, or simply spend time with one another. Students will find it easier to communicate and explore ideas if they can speak English well. Students who are proficient in English can also obtain the most recent knowledge in any field. The students have also mastered every aspect of speaking abilities needed to speak clearly and naturally.

It has been widely recommended for teachers to implement teaching speaking and there are many techniques in speaking as follows based on the above explanation of their various strategies in teaching speaking in the speaking class. Students are advised to work in pairs or groups it follows:

a. Role play

one method used to teach speaking. According to previous research, role play is a useful method for teaching speaking. Role play is a technique for acting out specific methods of interacting with others in possible situations Byrne (1986), and it increases interaction and motivation in the classroom. Furthermore, according to Budden (2006), role-playing is any speaking action in which you put yourself in

someone else's or an imagined setting. According to Suryani (2015), role playing is used to motivate students in real-world situations as well as to engage them in interactive classroom instruction.

b. Dialogue technique

The small exchange of words between two speakers that lasts four to six times and acts as a form of communication. Dialogues are what we have conversations with others. The students ask and respond to questions about their speaking.

c. Conversation

An amazing area of study. It can be easy to simply record a conversational interaction, translate it, and then cover it over. Conversational style is not something special or rich, as though some individuals speak with style and others speak easily. Conversational style is the method of speaking. Anything that is spoken should do so in some way, and style is that method.

Furthermore, when speaking English, the students communicate their thoughts using their own words and speech. Students are willing to participate in language and practical interactions because these activities assume a main objective in their educational process.

Based on the mentioned ideas, the researcher came to the conclusion that English teachers could use a variety of methods or approaches in the speaking class to raise achievement. As mentioned above, one method for English teachers to speak and give students opportunities to communicate with others or be able to interact in different situations through language is by implementing a variety of speaking activities in speaking classes.

2.2.3 New Normal Era

a. Definition of New Normal Era

In 2019 the world was in an uproar with the Coronavirus 2019 (COVID-19) outbreak. COVID-19 is a new type of disease that has never existed before in humans. (Tria, 2020). A new variety of corona virus is the cause of COVID-19, a respiratory condition. This virus first originated in Wuhan, China, before moving practically everywhere and creating a global epidemic. The main indicators are coughing, fever, and shortness of breath are all symptoms of COVID-19. The elderly, children, and adults are all targets of this condition. The WHO then labeled this a global public health emergency on January 30, 2020 Sari (2020). Additionally, there is proof that this virus has an effect on life in general, including on economics, education, and other areas. All schools and retail businesses are closed down. This prevents the infection from directly reproducing. In order to avoid this dangerous COVID-19 virus, the government also suggested always keeping to all indicated health practices. After this infection spread throughout the world for several months, including Indonesia, the government at last announced a new standard of conduct, because the economy is suffering as a result of the pandemic's problem of business access. Up to the conclusion of the pandemic, the government will continue to urge you to follow health protocols under the new normal policy. The term "new normal" refers to resuming previously forbidden public activities and activities with low health standards after the pandemic. Additionally, in order to adapt to the new normal, the education sector must change the learning pattern in accordance with the situation by conducting evaluations and making reforms in order to increase educational standards once more. The

government began putting plans in place for face-to-face instruction. Therefore, it appears that a new policy governing the implementation of limited face-to-face learning will go into effect in July 2021, provided that all education personnel have had the appropriate vaccinations and training. This is done by establishing strong health guidelines and limiting class schedules. In order to continue practicing habits from before the pandemic while making modifications for the current situation, it is hoped that the offline learning method will not conflict with the learning system.