

CHAPTER II

REVIEW OF RELATED LITERATURES

2.1 Students' Motivation

Dörnyei (2001) states that motivation is a preference of particular motion, an effort of doing something, and persistence of doing it- why people determine to do something, how difficult they may be going to do and gain it, and how long they're held doing it.

Cultural Interest, Instrumentality (Promotion and Prevention), Milieu, English Anxiety, and Intended Learning Effort become an benchmark of motivation in four recent studies, Dörnyei, et. al. (2006), Taguchi, et. al. (2009), Ryan (2009), and Yashima (2009). Also supported by Lamb (2012) in his study, founds the L2 Motivational Self System has useful as a way off assesing the motivation to learn English of contemporary students.

And then, as we know that motivation is dynamic and sensitive to the context in which the second language learning takes place and that communication is one of students' motivational sources. Based on that, the researcher believes that some students who have a good motivation in ELL are not better in communication than the other students. Ryan and Deci (2000), states that a student might be inspired to pick up new talents if they see their possible applications or worth, or if they know that doing so will help them get good grades and the benefits

that come with them.

According to Ryan and Deci (2000), there are two types of motivation: intrinsic and extrinsic. The act of engaging in an activity for its own intrinsic rewards rather than for a secondary benefit is known as intrinsic motivation. When a person is intrinsically driven, they are motivated by the joy or challenge involved rather than by external proddings, pressures, or incentives. Extrinsic motivation is a concept that applies anytime an action is taken to achieve a distinct goal. Thus, intrinsic motivation contrasts with extrinsic motivation, which refers to engaging in an activity for its own sake rather than its practical benefits.

This study adapted from Farid and Lamb (2020) model for measure motivation level. At the stage of their research, they used a questionnaire as a research tool with the following components; student engagement in English classes and students' expressed beliefs about the value of English to determine the level of student motivation. While in this study the components used as a measure of student motivation are L2 Learning Experience, Intended Learning Effort, Milieu, and Cultural Interest.

2.2 Willingness to Communicate

Willingness to communicate in English is a feeling, desire, or mental initiative that plays a role in conveying communication in English. In the second language context, it was adapted and extended by MacIntyre et al., (1998) by conceptualizing a heuristic model which integrates various linguistics, psychological

and social variables as constitutive influences that may affect one's willingness to communicate. Willingness to communicate as second language learning is the study of variables related to the social and psychological context of communication is particularly relevant here. Kang (in press). and that MacIntyre et al., (2001) raised is how willingness to communicate correlates across various modalities of communication, one of that is speaking.

To have willingness to communicate students need have motivation. Students motivation become strong impact on willingness to communicate (Pattapong, 2010; MacIntyre et. al., 1998; Peng, 2014)

Figure 1: The L2 WTC Model (MacIntyre et. al., 1998)



In previous research, Pattapong (2015) found that the Social and Psychological context become the main context of the willingness to communicate. Both are part of the Motivational Tendencies (layer IV) of the WTC L2 Model (MacIntyre et. al., 1998) see Figure 1, and focus on cultural factors. it shares similarities with the WTC concept in the Chinese EFL context, courtesy of Wen and Clement (2003). which means that the concept has been proven in many previous studies. So in this study WTC will be associated with student motivation which is expected to have a positive relationship

This study also to follow up practical significance of Pattapong study, to examine influence of different people's belief what they can do on students' willingness to communicate. and MacIntyre et al. (2001) model for measure willingness to communicate.

2.3 Speaking skill

According to Bygate (1987) speaking skill is the ability in using the oral organ to explore ideas, intentions, thoughts and feelings to other people as a way to make the message clearly delivered and well understood by the hearer. Focusing on the definitions of speaking which are stated by Bygate above, it can be concluded that speaking is an ability which is used to deliver ideas through spoken language. Related to a definition of speaking, Nunan (2003: 48) states that speaking is productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning.

Meanwhile, Chaney & Burk (1998) cited in Rahimy and Safarpour (2012) defines speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. (p.50). The similarities of two definitions above are “oral language” which refers to “verbal utterances” and “well understood” to “conveying meaning”. Oral language and verbal utterances represent the place where the language comes out, while well understood and conveying meaning represent the content of sounds which come out. In conclusion, speaking is an activity of delivering ideas or messages using oral or verbal utterances which has a meaning to other people.

Therefore, a person who makes sounds without meaning cannot be concluded as speaking. In line with that, when people communicate with others by producing meaningful things but without any sounds coming from human utterance, it has the same assumption that they are

not speaking.

2.4 Previous Study

This study has 2 previous studies. The first previous study conducted by MacIntyre and Doucette (2009). That examines the willingness to communicate based on individual differences in the linguistic and non-linguistic outcomes of language learning, such as motivation, aptitude, language learning strategies, language anxiety, and others. the method used in this study is a quantitative method using path analysis, that establish support for the proposed model, which also incorporates perceived competence and communication anxiety, using path analysis. The aims of their study, was to determine if the action control system, characterized in terms of persistent individual variations, can accurately predict important emotional responses to linguistic communication.

Students are taught how to create and construct, operate on patients as surgeons, and prepare meals as chefs, so it makes sense to assume that they would act in ways that help them achieve their future goals. For some students, learning a language is about completing a course requirement, like passing an exam, but for many others, the ultimate objective of language study is real-world communication (Alalou, 2001; MacIntyre et al., in press; Ushioda, 2001). The result of this study is there is implications for the trait and dynamic theories of willingness to communicate. The three willingness to communicate variable measures were significantly correlated with the communication variables, which followed the expected pattern of correlation with perceived communication

competence and anxiety about speaking French (L2), and the three ACT scales with preoccupation and hesitation.

Another previous study was from Riasati, (2018). The research design used in this study was quantitative with Spearman Rank Correlation data analysis. The findings of the study revealed that between willingness to speak and learning motivation, there was a positive correlation ($r = .22$). The correlation was significant at the level of .01. This indicted the fact that these two variables were positively correlated, and that learners' willingness to speak increases as their motivation to learn the language rises. The participants of the study rated their speaking ability on a scale of high, medium, and low. As such, to measure the relationship between these two variables.