

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter will explain about the theories of this study. It covers the theories of attitudes, theories of motivation, and theories of speaking.

#### **2.1. Literature Review**

##### **2.1.1. Attitudes**

According to Ajzen (2005), attitude is a way to respond positively or unpleasantly to an object, intuition or event. The characteristic attribute of attitude is evaluation (pro-con, pleasant-unpleasant) and most contemporary social psychologist agrees about that. People attitudes can be seen from how they are behaving to do something and an attitude is how the way people look at things or activities. According to Khan (2016), define attitude as the way an individual look at things or activities. Attitude is psychological construct is a mental and emotional entity that inheres in, or characterized a person (Perloff, 2003). In addition, Wenden (1991) stated that terms of attitudes contain three components namely, cognitive, affective, and behavioral. Cognitive is made up of the beliefs and ideas or opinions about the object of attitudes. Affective refers to feeling and emotions that one has towards an object like or dislikes, with or against and the last is behavioral component refers to one consisting of actions or behavioral intentions toward the object. Based on the theory above, attitude is something that arises based on someone feelings or views of something. If he likes or dislikes with something it will be seen from how he behaves towards something.

According to Perloff (2003), attitudes are something that is learned by someone and every person is not born with an attitude because attitude is formed in the process of socialization in childhood and adolescence. Brown (2007) stated that attitudes is something that is formed since children and develops based on the influence of parents, peers or interaction with different people on various occasions and attitudes shape how someone see himself, others, or something. According to Khan (2016)he also stated that many things can affect the formation of attitudes of a learner, can be based on social background, no proper guidance, less competitive nature and many more. Because attitudes are something planted in a person, it is very important to instill the best positive attitude towards the child early because it will shape how he behaves in the future. Maintaining a good environment is also something that must be done.

In language learning, attitudes are something crucial to be considered because attitude affect to the student performance or achievement. In academic factors that are directly or indirectly related to educational outcomes are student attitudes (Khan, 2016). Students attitudes toward language learning and speakers also something that is considered because it affects to their performances. According to Spolsky (1969)stated that one of the key factors that contribute to the achievement of the second language is attitude and attitude of the learner toward the language and to its speakers is one of the most important of attitudinal factor. When students with favorable attitudes towards English and speakers will be more successful than the other way around (Bagheri & Andi, 2015). In addition, Kara (2009) also stated that attitudes toward learning have an obvious influence on students' behavior and give an effect to their performance.

Therefore, having a good attitude towards English and speakers is very necessary because remembering how important a good attitude towards learning will lead to a better learning.

Attitude is the way someone responds positively or negatively towards things or activities. According to Brown (2007), stated that we should be aware about that everyone has different attitude, whether it is a positive attitudes or negative attitudes. Positive and negative are two changes in attitude towards language (Ming, Ling, & Jaafar, 2011). Having positive attitude is really needed because it will affect towards student's achievement. According to Syukur (2016) a powerful tool that fosters enthusiasm, promotes, self-esteem, and creates an atmosphere conducive to learning is a positive attitude. Bakert in Bagheri & Andi (2015)also stated that students who have positive attitudes toward language learning will try harder to learn the language by using strategies like questioning, volunteering information and answering questions. The function of the student's positive attitudes towards linguistic cultural community of the target language is success in learning (Dörnyei, 2003). According to Brown (2007), positive attitudes are giving benefit to second language learners and contrast with negative attitudes may lead decreased motivation. Any various can influenced negative attitudes, it can be because of television, film, media, book, and other sources that may be less than reliable, and environment has an important role in someone looking at or behaving towards something. Thus, it is really important to build a positive attitude on a student with by protecting the environment, instilling a positive

attitude towards something that is good and beneficial to him and also distancing from something that will influence to be negative.

### **2.1.2. Motivation**

The word of motivation come from the Latin verb "mover" which means "to move" something that makes a move to make certain choices to act in the form of a real action (Dörnyei & ushiouda, 2011). According to Keller (2010), stated that general motivation explains what explain the purpose, or in the other words, it explains what goals people choose to pursue and renew their active or intense pursuit. Motivation concern the direction and magnitude of human behavior, and it can be defined why people to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it (Dörnyei & ushiouda, 2011). In addition, Ryan & Deci (2000) stated motivation is concerns energy, direction, persistence and equifinality all aspects of activation and intention. It means that motivation is a something that push people to pursue it what they want, and how people sustain what they will be achieve.

In language learning, motivation is really needed by a student. According to Zhao (2012)stated that motivation is one of the most important factors affecting students' performances of English learning. According to Wang (2009), motivation is one of important factors that influences English learning achievement. Hedge (2000)emphasizes that motivation is of crucial importance in the classroom, whether learners arrive with it or whether they acquire it through classroom experiences. To develop students' abilities, the desires of these students are needed, because when

students have desires and goals, motivation is formed within them. The extent of active and personal involvement in second language is determined of motivation while unmotivated students are insufficiently involved and therefore unable to develop their potential second language skills (Oxford & Shearin, 1994). Based on theories above, it is important to have a motivation inside yourself, because if a people have a motivation people will be know what their goals and sustain it.

Motivation it can come from intrinsic or extrinsic motivation. According to Ryan and Deci (2000) stated that intrinsic motivation, which refers to do something because inherently interesting and enjoyable while extrinsic motivation which refers to doing something because it leads to a separable outcome. Intrinsic motivation is behavior performed for its own sake in order to experience pleasure and satisfaction, such as the joy of doing a particular activity or satisfying someone's curiosity. While extrinsic motivation is performing a behavior as a means to some separable end, such as receiving an extrinsic reward, high scores or avoiding punishment (Dörnyei & ushiouda, 2011). However, no matters what kind of motivation in people, whether intrinsic or extrinsic. Motivation is really needed and give a good impact.

### **2.1.3. Kind of Motivation**

Motivation can be divided into sections, extrinsic and intrinsic motivation. Psychologist have posited two types of motivation theories and dualistic theories divided motivation into two types, intrinsic and extrinsic (Reiss, 2012). Motivation is an encouragement that is formed based on self-will or because of the influence of others

or something that is beneficial or harmful, such as a gift or punishment. People can be motivated because their activities or because they exist strong external coercion and they can be urged into action by an abiding interest or by a bribe (Ryan & Deci, 2000). In addition, Brown (2007) stated that the most powerful of dimension of the whole of motivation construct is the degree to which learners are intrinsically and extrinsically, motivated to succeed in a task.

Intrinsic motivation as a motivation that arises from within the individual himself without any compulsion to encourage others, but on the basis of his own desires and can be concluded, intrinsic motivation is the motivation that arises from within a person without requiring external stimulation. According to Ryan & Deci (2000), students who have intrinsic motivation do something because they interest and enjoy it. According to Ushioda (1996), stated that intrinsically motivated students can experience greater pleasure and emotional involvement because rewards resulting from intrinsic motivation are usually positive feelings such as enjoyment, pleasure, satisfaction, and self-enjoyment and students can always be motivated by internal appreciation of learning itself to persist learning.

While extrinsic motivation is similar but different, extrinsic motivation is a motivation that arises due to influence from outside the individual, it can be because of an invitation, an order or coercion from someone else so that in such circumstances someone wants to do something. Brown (2007) stated that extrinsic motivation is driven by anticipation of gifts from outside and beyond the self. It is mean that extrinsic motivation is what people do because not just own needed but also because reward

from the other or because something. Usually typical of extrinsic rewards are money, prizes, grades, and even certain types of positive feedback. Because of that people will be motivated and will be achieved their goals because of that doing something for fear of replying is also a type of extrinsic motivation. (Ryan & Deci, 2000).

Extrinsic motivation is motivation that arises and functions because of outside influences. Students who have extrinsic motivation refers to doing something because it leads to a separable outcome (Ryan & Deci, 2000). In learning English language learning, motivation is one of important factor. In addition, (Dornyei, 1994) also state that extrinsic motivation behaviors are the ones that the individual perform to receive some extrinsic reward such as good grades or to avoid punishment and intrinsic motivation behaviors the rewards are internal such as the joy of doing particular activity or satisfying someone curiously. While for extrinsically motivated students, they can work efficiently in the short term in response to external rewards and incentives, but their motivation is impossible to defend themselves independently if the learning experience does not produce internal or intrinsic rewards.

According to Keller (2010), students may succeed, thereby affirming the effectiveness of instruction, because it is purely an extrinsic gift such as a certificate, going up to class or a higher position, or avoiding termination even if they have no desire to study. In the process learning extrinsic motivation can engage needed and interest students toward learning process and also be useful for students who not interest with the activity in the class because rewards or punishment factors. Thus, extrinsic motivation be required in the process of learning and teaching. From the

theories above, it is important to give something can be motivated to students for achieve their goals in learning, make a deal with punishment if they doing wrong or give a reward or positive feedback will push students very well and the possibility of getting good results is very possible.

However, at the end from the explanation above can be concluded that no matters what kind of motivation, Brown (2007) stated both of intrinsic and extrinsic motivation may be useful. In every classroom context has sits share of extrinsic motives, and successful classrooms usually incorporate both of them they are have still contribution in learning for achieve something goals in learning. It assumed that students who have motivation and whatever its kind of motivation, intrinsic or extrinsic, student still have something to pushes themselves. It can be affected to process learning and determine what they should to do.

According to Wang (2009), no matter what kind of motivation, both of them have work in the second language, it's difficult to choose one of them is the most effective since they are sometimes overlapping with one another. Therefore, both kind of motivation have same positively affected except learner who nothing has motivation. In the process learning, both of intrinsic and extrinsic motivation may be useful. In every classroom context has sits share of extrinsic motives, and successful classrooms usually incorporate both of them.

#### **2.1.4. Learning Public Speaking**

According to Nunan (1991), speaking is the most important aspect of secondary language learning and success is measured in terms of the ability to carry out a conversation in the language. In line with it, speaking in front of the audience can be categorized as public speaking where it aims to deliver a message to the audience. Public speaking will occur when there are speakers and listeners and also the message that want to be delivered by speaker to the audience. Similarly, Webster (2012), states that three primary elements of public speaking course are the speakers, the audience, and the message. If there are not complete cannot namely public speaking.

Learning public speaking is really necessary because in many occasions we should speak in front of the audience. According to Freeburn (1994) states that all people have opportunities to speak in small and large scale of audiences. In this case, speaking in public allows them to train their speaking ability to be more fluent due to the activity of interaction with the audience. In the context of education, public speaking will be useful in improving students speaking skills (Yee & Abidin, 2014). Moreover, they also stated that learning public speaking will be beneficial for students because they can increase their personal and social interaction, academic improvement and most importantly on their career benefits. Therefore, learning and practicing speech in front of the audience is necessary.

Before produce a speech, speaker should be analysis who the audience to find what the background and characteristic of the audience. According to Sellnow (2015), stated that process to finding out who your listener is and adapting your speech to make

it relevant to interest and desire of audience is namely audience analysis. When a speaker has analysis who the audience it will be not make the speaker make a mistake of a choose the topic. According to Laskowi (2001), state that the more speaker knows and understand about the audience and their needs, the better speaker can prepare the speech. Because of that is really important to know the background of the audience in order to choose the right topic and relevance with the audience. As a speaker also should be aware about how to delivered to the audience, how convey the massage with comfort and good language. The thing that should also be considered by the speaker is the selection of the right topic. The speaker must be careful in choosing the topic they will convey because it will affect their credibility in front of the audience (Webster, 2012). Preparing speeches well is something to do before delivering a speech. According to Scherer & Volk (2013), the task of the speaker is to prepare and arrange the material for the speech. Find support sources, prepare strategies for clarity, choose words are good and structured, adjust the style of speech to the state the audience. In addition, important things that must also be considered are research information carefully, present truthful information, and give credit for and ideas and words that come from someone else it is something that speaker must do because speakers can influence other people (Hamilton, 2012). Therefore, preparing everything very structured will make the conversation more prepare, confident and will be show maximum performance.

However, as a speaker not only preparing the topic and content of the speech, but the appearance in front of the audience is also something important to note.

Something that should be aware before delivering speech in the class or in front of the audience is notice with what your clothing will to wear, your posture, your facial expression, your word choice, your organization of the speech material, your eye contact and many more elements of delivery that are important for building the credibility of the speaker (Laskowki, 2001). According to Scherer & Volk (2013), also states that looking comfortable and ready in front of the listener will have a positive impact on the audience and encourage them to be ready to accept what will be delivered. There are some basic principles that every speaker should be master, as a speaker is not just talk out loud or how comfortable you are in front of audience but how the message of your speech can be delivered to audience (Webster, 2012). Besides looking comfortable in front of the listener, how the message delivered to the listener is something that must also be considered

The purpose of the speech must also be known by the speaker, whether the purpose of the speech is to inform, persuade or entertain the audience. The purpose of the speaker is to inform, persuade, and or entertain the audiences (Scherer & Volk, 2013). Informative speech is promoting understanding of an idea of related facts while, persuasive speech is seeking to influences beliefs, choices, or opinion special occasion speeches, which are given at such events as wedding and award presentation (Hamilton, 2012). According to Freeburn (1994), speaking in public is the most frightening experiences. In the other hand Sellnow (2015), also states that speaking in public or delivering an oral presentation is a fear for many students public speaking. But, from the theories above we can conclude that if a people or students have a good preparation

and choose the right topic and deliver the message comfortably and easily understood it will be making speech in front of the audience no longer scary because the speaker already has enough provisions.

## **2.2. Relevant Studies**

There are some previous research relevant to the studies. The first research from Zubairi & Sarudin (2009), entitled “Motivation to Learn A Foreign Language in Malaysia” the aims of this study is to investigated Malaysian students’ motivation to learn foreign language. This study used triangulation method, consist of survey questionnaire, document analysis and focus group discussion more employed for data collection. A survey based on a 16 items questionnaire was formulated and more than 500 students from University Kebangsaan Malaysia (UKM) and University Teknologi MARA (UiTM) as a respondent of the survey. There are 2 research question of this study. The first, what is the motivation of Malaysian students at UKM and UiTM to learn a foreign language? The second is, is there a difference between the motivation of Malaysian students at UKM and UiTM to learn a foreign language? The finding of this study indicated that UKM and UiTM students were extrinsically and Intrinsically motivated to learn a foreign language. The result of the t-test indicates a significant difference in terms of the motivation of students from the two universities.

The second research from Haswani (2008), with the title “Students’ Attitudes, Motivation and Anxiety towards English Language Learning”. The purposes of this study are to investigate gender wise students’ attitudes, motivation and anxiety towards

the learning of English as a second language in the multilingual context of Karachi, Pakistan. This study using Attitudes and Motivation Test Battery (AMTB) who was adapted by researcher from Gardner's as an instrument to collecting the data. Total questionnaire 35 items and divided into five sub-scales. 10 items questions for attitudes towards English language, 10 items questions for attitudes towards English language learning, 5 items for classroom anxiety, 5 items for question intrinsic motivation and 5 question for extrinsic motivation. The questionnaire items were also modified as to focus English as the target language, simplifying the language of instructions and item constructs, in order to make it more meaningful and contextually relevant for the participant respondents. The survey findings of 77 students, 40 males and 37 females. The result of this study emphasizes girls to have a slightly higher degree of positive attitudes and motivation comparable to the boys. The overall classroom anxiety demonstrates student's moderate responses with relatively high standard deviation, highlighting that anxiety levels vary from student to student. The study concludes with educational implications and limitations.

The third research from Ming, Ling & Jaafar (2009) with the tittle "Attitudes and Motivation of Malaysian Secondary Students toward Learning English as a Second Language; A case Study" the aim of this study to find reveal an overall positive attitude toward learning English by art and Science students. This study uses quantitative to collect the data and using questionnaire was adapted from Gardner's' attitude and Motivation Test battery was employed and translated into Bahasa Malaysia by the researcher to investigate the students' attitude and motivation. The respondent of this

study consists of 143 male students. The questionnaire consists of 40 items designed to draw out information regarding the students' attitudes and motivation toward the learning of English Likert scale items, ranging from 'strongly disagree' to 'strongly agree'. 20 items were aimed at extracting information about student's motivation while another 20 measured motivation in learning English. The procedure was carried out in a secondary boys' school with the sample population. 111 questionnaires were distributed and collected. And the result of this study finding reveal a positive relationship between higher proficiency level and positive attitudes and motivation learn English.

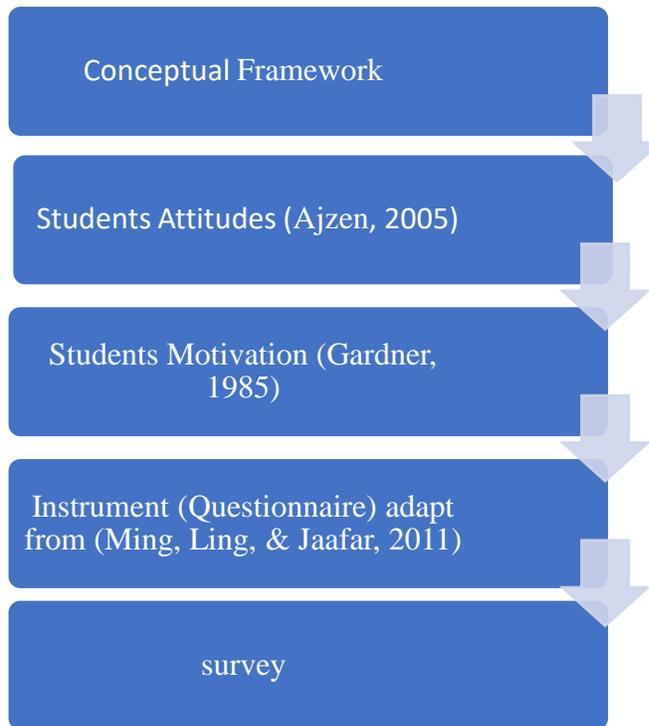
The fourth research from Bidin *et al.* (2009), with the title "Motivation and Attitude in Learning English Among UiTM students in the Northern Region of Malaysia" the purposes of this study is to describe the relationship between the students' motivation and attitudes and their English language performance. The subjects of this research are 139 students from the Perlis Campus, 248 from the Kedah Campus and 237 from the Pulau Pinang Campus. Research instruments of this study using questionnaire was adapted from Gardner and Lambert (1972). The reliability test of the instrument produced a Cronbach alfa of 0.075. The data correlated were computed and analyzed using the SPSS 12. Each student score on the questionnaire was watched to his or her BEL 100 examination grade. The statistical procedures used in this study were the descriptive statistic-mean and standard deviation or SD scores, frequency and percentage, t-test, Spearman Rho Rank-Order Correlation Coefficient, and ANOVA. The result of this study showed the existence of significant difference.

The last research from Mat and Yunus (2014), with the title “Attitudes and Motivation Towards Learning English among FELDA School Students” This study investigated FELDA primary school students’ attitudes and motivation toward English and the learning of the language. Respondents of this study consist of 40 students, age between 10-12 years old took part in this preliminary study. For collect the data, researcher using questionnaire survey and interviews and was analyzed using descriptive statistics. The questionnaire was translated into Bahasa Malaysia. The questionnaire consists of 25 items and divided into three sections. The first part consists of items which seek information on students’ background. The second part contained ten items to draw out information regarding their attitudes toward learning English. The last part contained ten items aimed to extracting students’ level of motivation and efforts taken towards improving their English proficiency. The questionnaire using 4 Likert scale where 4 is strongly agree until 1 is strongly disagree. The researcher also collects the data through interviews with the respondents. The interview was conducted in Bahasa Malaysia to make students easily to understanding and encourage them to be more expressive. 5 students picked out randomly for the sample were interviewed. The finding of this result suggest that students are highly motivated, have positive attitudes toward learning English and extrinsically motivated.

### **2.3. Theoretical Framework**

The main of this research is attitudes and motivation. Research has purpose attitudes and motivation in public speaking class. This study applied the definition of attitudes that according to Ajzen (2005), and the definition of motivation by Gardner (1985). Researcher used questionnaire adopted from (Ming, Ling, & Jaafar, 2011). According to Ajzen (2005), attitudes is way to respond positively or unpleasantly to an object, intuition or event, the characteristic attribute of attitude is evaluation pro-con or pleasant unpleasant. Motivation is a combination from goal, effort, behavior, a desire to attain the goal and favorable attitudes towards the activity in question (Gardner R. , 1985).

The theoretical framework of this research can be illustrated in the following diagram:



*Figure 1. Theoretical Framework*