

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer will explain some of the theories of several previous studies that are in accordance with this study. Discussion of explanations and previous research are also contained in this study.

2.1 Self-Regulated Learning

We will discuss the definition of SRL by several experts from previous studies. Every individual has different self-regulated in their learning, for more details of SRL will be explained in the next point.

2.1.1 Definition of Self-Regulated Learning

Self-Regulated Learning (SRL), also known as self-regulation is how individuals actively organize, manage and control their own learning process by (Brown, Miller 1999). He also state the outlines there are three main phases of self-regulated learning namely, forethought/planning phase, performance monitoring phase, and reflection on performance phase. Forethought/planning phase it consists of the learners set goals, identify strategies, and assess their self-efficacy and intrinsic interest in the task. Performance monitoring phase it consists of the learners use strategies to move forward on the learning task and monitor the effectiveness of those strategies. They also manage their motivation and seek help when needed. Reflection on performance phase it consists of the learners reflect on their performance, evaluate their progress, and adapt to their circumstances. This reflection influences their future planning and goal-setting.

If there is a deficit in any of these self-regulation processes, ones behavior regulation will suffer. Within this theoretical framework, Brown (1998) defines self-regulation as a person's ability to plan, monitor and direct his or her behavior in changing situations.

According to other experts, SRL is an individual control over their learning environment, including analyzing goal setting and self-direction in learning (Pintrich 2004). Pintrich believes that students success or failure in their learning is a factor within their control. Another expert (Zimmerman 2002) said self-regulation is the control of oneself, both in self-regulation of thoughts, emotions, behavior,

and performance on tasks or work. Furthermore (Zimmerman and Martinez-Pons 1988) state that SRL is selecting, organizing, and creating an environment that optimizes their learning. Self-regulated learning is a persons ability to effectively manage their own learning experiences in a variety of ways so as to obtain optimal learning outcomes based on (Wolters 1998).

For all definitions above, the researcher concludes the definition of SRL is who students has a model of learning independently by manage it effectively so as to achieve optimal learning outcomes. Referring to Brown et al.s theory, the theory emphasizes the importance of learners taking an active role in their learning process. the students conceptual framework independently using various strategies to manage their own learning, and adapting to different learning situations.

2.1.2 Phases of Self-Regulation Learning

Based on, (Brown, Miller 1999) formulated a seven-step self-regulation models as follows:

1. Receiving relevant information

Receiving relevant information is an Individuals initial step in receiving relevant information from various sources. With this information, an individual can find out the more specific character of a problem, such as the possibility of a relationship with other aspects.

2. Evaluating the information and comparing it to norms

It involves evaluating the information received and comparing it to personal norms and standards. An individual analyzes information by comparing a problem detected outside of themselves (externally) with personal opinions (internal) created from previous similar experiences. This evaluation process also includes analyzing abilities, both strengths and weaknesses.

3. Triggering change

As a result of a process of comparing the results of the previous evaluation of the information. This includes recognizing the need for change and initiating the process of adapting to new information. All the reactions that occur at this stage, which is also called the tendency towards change.

4. Searching for options

Involves searching for options and alternatives to achieve the desired outcome. This includes identifying potential strategies and selecting the most appropriate ones.

5. Formulating a plan

Involves formulating a plan to implement the chosen strategies. This includes setting specific goals, identifying the necessary resources, and outlining the steps to achieve the goals.

6. Implementing the plan

Implementing the plan leads to actions or taking appropriate actions that lead to goals and modifying attitudes as desired in the process.

7. Assessing the plans effectiveness

Involves assessing the effectiveness of the plan and making adjustments as needed. This includes evaluating the outcome, identifying areas for improvement, and refining the strategies used.

The Self-Regulation (Brown, Miller 1999) was developed as a first attempt to assess these self-regulatory processes through self-report. Self-Regulated Learning (SRL) which consists of 7 steps. Although this model was developed specifically to study addictive behaviors, the self-regulatory processes it describes are meant to be general principles of behavioral self-control. Self-regulation related to learner autonomy is considered helpful in improving students speaking skills. This autonomy in completing a given assignment is what makes students improve their speaking skills gradually. This is also related to personality as an aspect possessed by each student, which also influences students mastery of speaking skills.

2.1 Learning Motivation

We will discuss the definition of learning motivation by several experts from previous studies. The students have different learning motivations in their learning, for more details of learning motivation will be explained in the next point.

2.2.1 Definition of Learning Motivation

Motivation has a very important role in the teaching and learning process. Many experts provide various definitions of motivation according to (Harmer 1998) that motivation is encouragement from oneself to someone if they want to achieve certain goals, which are usually called “the action is driven motivation”. Which comes from within oneself which drives one to carry out activities or in other words motivation is an internal process. Meanwhile, according to Santrock motivation is a process that encourages and directs students to be continuously actively involved in the teaching and learning process. Motivation does not only refer to factors that activate behavior, it also involves factors that direct and sustain actions directed at specific goals. (Uztosun 2020) stated that students can generate and improve their self-motivation through controlling and regulating task values, learning environments, influences, and classroom environments. Furthermore, (Zimmerman et al. 1990) that motivation is an important aspect that students need to regulate themselves in adjusting their learning goals and academic achievements.

According to Gardner (1985), the definition of motivation can be categorized into two main types there is intrinsic and extrinsic motivation. Of these two types of motivation, both have different implications for the learning process. Intrinsic motivation is a more sustainable and effective motivator, because it is driven by the student's internal desire to learn and develop. This type has three parts, namely an effort, the desire to achieve goals, and a supportive attitude towards activities. Meanwhile, extrinsic motivation, while potentially effective in the short term, may not result in long-term engagement and learning if the external factors that drive that motivation are removed.

For all definitions above, the researcher concludes the definition of learning motivation referring to Gardner's (2005) theory, which has two types of motivation namely intrinsic motivation and extrinsic motivation.

2.1.2 Kind of Motivation

According to Gardner and Lambert's research, there are two main types of motivation:

1. Extrinsic Motivation

- Teacher

A teacher is a person who has an important role in teaching and learning activities to socialize and shape motivation among students. A teacher is not only a person who transfers knowledge to students but also a motivator who always motivates and supports the students in teaching and learning. Dornyei informs that a teacher skill in motivating students should be seen as central to the teaching and learning process. A teacher is the key instrument to handle and organize students in the classroom. The teacher has the responsibility to make the teaching and learning process successful. Thus, the teacher has an obligation to provide motivation to the students to learn hard.

- Parents

The role of parents can influence students extrinsic motivation in the teaching and learning process. Parents give great influence to their children as students in school. Parents are expected to motivate their children to achieve good goals in school. Jeremy Harmer stated that “if the parents are very much against the culture of the language, this will probably affect his or her motivation in a negative way. If they are very much in favor of the language this might have the opposite effect”. This statement means that parents have an important role to play in motivating their children. They should have to support their children to create their motivation.

- Environment

The teaching and learning activity conducted in a good, clean, and healthy environment can be better satisfactory for both the teacher and students than one conducted in a bad environment. Environment also will cause students' motivation. Students will be more interesting if the environment of the classroom is comfortable. According to Tabrani, the environment is everything that exists around us, which has correlation and gives influence to ourselves.

2. Intrinsic Motivation

- Effort

Effort refers to the directed, reinforcing actions learners take to achieve their goals attitude that can help the learners stay committed and engaged in the learning process.

- Desire

Desire is the underlying motivation to achieve those goals. It's essential for successful language learning, as they help learners stay committed and engaged in the learning process.

- Attitude

Attitude plays a significant role in Gardner's theory, as it influences learners motivation and their overall orientation towards the target language. Favorable attitudes towards learning the language, such as a positive view of the language and its culture, can enhance motivation and contribute to successful language acquisition.

2.3 Speaking Skill

Speaking is one of the four skills in English. Speaking skills as a means of communicating for students in expressing opinions, intentions and hopes according to (Ilinawati, Sijono n.d.). Speaking skill is a productive language where when you speak you produce sounds that have meaning and can be understood by other people (Harmer 1998). Supported by the information conveyed by (Bailey 2007) that speaking is part of the productive skills in learning English, which consists of producing verbal that have meaning. Futher, according to (Mendes et al. 2004) that "Speaking is an interactive building process meaning that involves producing, receiving, and processing information". (Arthur 1989) stated that the assessment of speaking skills was based on expansive monologues. Through a monologue is a speaking task, where the writer understands a process of making meaning with a form of continuous monologue that includes receiving information, processing it, and finally producing and conveying your thoughts orally in a deep way logical and coherent way.

Below are the components that are tested orally (Arthur 1989, p.131-132):

1. Vocabulary

Vocabulary contains a list of words in a language in alphabetical order. If you only have a small vocabulary, then communication will not run well, because nothing can be communicated without vocabulary. Becoming a good speaker means continuing to develop new vocabulary.

2. Comprehension

Comprehension is the ability to catch the information with sufficient words to understand the meaning based on the context.

3. Fluency

The ability to speak fluently and accurately is called fluency. Fluency is the use of natural language that occurs when someone is actively involved in communication where the speaker is required to be able to interact well. So fluency is about how comfortable and confident the speaker is in speaking English.

4. Pronunciation

It is an accent or way of pronunciation typical of a language, especially one associated with a particular nation, locality, or social class. Correct pronunciation will produce clearer language so that the meaning can be easily understood.

5. Grammar

Grammar is the whole system and structure of a language or of languages in general. Also, grammar describes how words in the language can change form and be combined to form a sentence.

2.4 Previous Study

1. The Correlation Between Students Self-Regulated Learning and Their Speaking Performance at MA Darul Hikmah Pekanbaru (Mega 2023)

This research is to find out the correlation between students SRL and their speaking performance. The data was obtained by distributing questionnaires and test to 30 students at the tenth grade of MA Darul Hikmah Pekanbaru. The sample was taken by random sampling technique.

In analysis, the data was processed using Pearson Product Moment. The findings showed the significant correlation between SRL and students speaking performance at MA Darul Hikmah Pekanbaru. This study also found the data showing correlation coefficient (r) is 0.567 it indicates a moderate correlation.

2. The Analysis of Self-Regulated Learning in Improving Speaking Skill at the Classroom Context (Rum and Allo 2023)

This research is to investigate how students self-regulated learning in order to build their speaking abilities within the framework of a classroom setting. The researcher conducted the study at SMPN 26 Makassar, and the total sample is 33 students. The research results show that the application of self-regulated learning can improve students speaking abilities, especially their fluency in his research. Based on the findings of the data, the students had a mean score of 71.66 on the pre-test assessment of their fluency (smoothness). While the post-test had a mean score that was higher than the pre-test, the post-test score for fluency was 81.06. Furthermore, the analysis of the data showed that the value of the t-test was greater than the values in the t-test table ($12.590 > 1.693$).

3. The Correlation Between Motivation and Speaking Performance of The Eleventh Graders at SMAN 1 Jenangan Ponorogo (Suta 2020)

This research aims to find the correlation between students motivation and students speaking performance at eleventh grades of SMAN 1 Jenangan Ponorogo. This research applied a quantitative approach and correlational method using questionnaire and oral tests to get data. The sample was taken by purposive sampling technique, with the total of sample is 30 students in class XI IPS. The data analyzing by Pearson's Product Moment formula, show that $r_{xy} = 0.389$ it indicates a weak correlation. Based on the result of $r_{xy} = 0.389$, it indicates the gravity of correlation in this study is the medium level. It is considered that there is a medium correlation between students motivation in learning speaking and their speaking ability. The result showed a positive correlation

between students motivation to learn speaking and their speaking, students who have high motivation learning English can get good grades in these lessons.

4. The Correlation Between Motivation and Speaking Ability (Putra et al. 2017)

This research aims to find the correlation between motivation and speaking ability at eighth grade students of SMPN 17 Tangerang. This research uses a simple speaking test with an oral test and questionnaire to get data. The Questionnaire has consist of 30 items and have 7 dimenssion indicators; Affective/Integrative, Instrumental, Self Concept Related, Goal Oriented, Educational Context Related, Significant Other Related, and Host-Environment-Related dimension. The result of this research showed that there was improvement in the students speaking ability through motivation. It showed a significant improvement that there was a positive correlation through motivation in teaching speaking ability. The data showing average of the students score in learning speaking was 74.75, and the the average of the students' score of motivation was 77.62. It means that the students have high motivation in learning speaking.

5. The Correlation Between Students Motivation in Learning Speaking and Their Speaking Ability (Istianti 2013)

This research finds whether there is any correlation between students motivation in learning speaking and students speaking ability at SMA Darrusalam Ciputat. The sample taken from second grade with a total is 30 students. In collecting the data was distributing a questionnaire and an oral test, the motivation questionnaire instrument adopted was the ATMB questionnaire. The data show that $r_{xy} = 0.555$ it is indicates a moderate correlation. The research results show a significant correlation between students motivation and students speaking ability. It means that students with higher motivation will have better speaking abilities than the lower one. In other words, the higher motivated students, the better speaking ability can be achieved.