CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this study is to know the relation between students' motivation to learn English and students' pronunciation ability. This study also explores the role that motivation toward pronunciation may have played in their success or lack thereof achieving excellent pronunciation.

The chapter reviews some related theories underlying the research. They are 1) Students' Motivation, 2) Pronunciation Ability, 3) Motivation and Pronunciation, 4) Previous Study.

2.1 Students' Motivation

2.1.1 Definition of Motivation

In this section the researcher mentions some definitions related to motivation. There are so many definitions about motivation. Williams and Burden (2000) in Li and Pan (2009), give proposed definition of motivation. They proposed that motivation maybe constructed as a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and physical effort in order to attain a previously set goal.

A student motivated to study is a student who has found his or her reason to study and the student effort makes to learn something is in direct

proportion with the level of motivation, the more motivated the student is the harder he or she will work to learn.

On the other hand, Gardner and Lambert (1972) in Li and Pan (2009) said that motivation plays an important role in the learning of a foreign language, and most previous studies on the role of motivation have been greatly influenced by the classical model and their expansion. In the same study Qin Xiaoqing (2003), also says that learning motivation influences the learners' autonomous learning ability, and determines the learners' confidence in overcoming learning difficulty. It means that students need motivation to reach their learning ability, and can solve the problem that faced by them.

Theorists define motivation differently. Peipei Li & Guirong Pan (2009) stated that motivation is commonly thought as an inner state of need or desire that activates an individual to do something to make them satisfy and motivation is typically defined as the forces that account for the arousal, selection, direction, and continuation of behavior. It means that student with higher motivation always achieve greater success in their language learning, because they have desire, stimulation, and also guideline to reach their destiny. Those theories show that motivation is one of the crucial factors determining the success in language learning that attract much attention of the researchers.

Dornyei (1994) in Vivian Wu & Natalie Wu (2008), defined motivation as the combination of effort plus desire to achieve the goal of

learning the language plus favorable attitudes toward learning the language. This definition is combining the effort and desire to explain motivation. Students who try to achieve the goal will out all of their ability, and with the high desire, the effort that students do will accomplish easy.

Theories about motivation are also different. There are some theories about motivation. Some of theorists reveal motivation in clear terms and some of them reveal motivation in simple terms.

Gardner and Lambert (1972), in Collins (2011), conceptualize the integrative and instrumental orientation as theories of motivation in the field of second language acquisition. Integrative orientation denotes a desire on the part of the learner to be like members of the target language community, and to enter that community to the fullest extent possible. Instrumental orientation, on the other hand, is the desire to learn a language to achieve a practical goal (such as using the target language for professional purposes) rather than the interpersonal benefits that might come from integration.

Based on the Gardner and Lamberts theory, integrative and instrumental orientation are more suited to use in learners who learn the second language, because the second learners have more opportunity to communicate with members of the target community or use the target language in their daily lives. They also describe Instrumental motivation as a motivation to acquire some advantages by learning a second language. A learner with instrumental, motivation regards language as an instrument to get a reward. Gardner (1985) in Wen study (2005), developed a questionnaire

called the Attitude or Motivation Test Battery (AMTN) to test the motivation of learners.

Different with Gardner & Lambert, Deci & Rian (1985) in Collins (2011) developed self-Determination Theory (SDT). SDT identifies three main categories of motivation: intrinsic motivation, extrinsic motivation, and amotivation. Intrinsic motivation is inward motivation, that is, when a learner forced to learn by their own desire, and not for any external reward. Extrinsic motivation is outward motivation, that is, when a learner forced to learn to get a reward, to reach achievement or to avoid punishment. Amotivation is a lack of motivation, that is, when a learner feel no relationship between their actions and the results of those actions.

In other word, Deci & Ryan divide motivation become intrinsic and extrinsic motivation. More specially, intrinsic motivation refers to the motivation to engage in an activity which the learner thinks is enjoyable and satisfying, while extrinsic motivation is the actions carried out achieve some last benefit, such as getting a reward or avoiding a punishment.

In line with Deci & Ryan that divide motivation become intrinsic and extrinsic motivation, Harmer (2002:51) also differentiates motivation between extrinsic and intrinsic motivation.

Theory about motivation was studied by some of researchers. They have different perspective about the result of motivation. Harmer (2002:51) stated that most researchers and methodologists have come to the view that intrinsic motivation is especially important for encouraging success. It

because of students who come to love the learning process or have desire to learn English from their self, will increase the success of student itself.

2.1.2 Division of Motivation

Division of motivation has explained little in previous discussion above. There are some researcher divide motivations into integrative and instrumental orientation (Gardner & Lambert) and some of them also divide motivation into extrinsic and intrinsic motivation (Deci, Ryan & Harmer).

The researcher here uses the theory that related to the study. Gardner & Lambert theory is more appropriate to apply for second language students that use the target language in their daily lives. Different with Gardner & Lambert, Deci, Ryan, and Harmer divided motivation become extrinsic and intrinsic motivation. Their theory is more appropriate to apply for foreign language students that do not use the target language in their daily live, but they learn English to get reward, achievement, avoid punishment or another outward reason.

In this section, the researcher chooses the theory that divides motivation in extrinsic and intrinsic motivation because appropriate with the foreign language students. According to Jeremy Harmer (2002:51), in discussion of motivation an accepted distinction is made between extrinsic and intrinsic motivation which comes from outside and from inside. So, there are two kinds of motivation. They are extrinsic motivation and intrinsic motivation.

2.1.2.1 Extrinsic Motivation

Dornyei (1994:275) stated that extrinsically motivated behaviors are the ones that the individual performs to receive some extrinsic reward or to avoid punishment. In this case, the extrinsic motivation stimulate the students or learners to reach the reward that they want, sometimes students also learn English to avoid punishment that they accept if they do not learn English well. The statement is also the same with Harmer's statement (2000:51). He stated that extrinsic motivation is caused by any number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel.

Extrinsic motivation can be influenced by some factors. Maflukha (2006:14) mentions two factors which can increase extrinsic motivation, they are teacher and environment.

According to Harmer (2002:52), teacher is a major factor in the continuance of a student's motivation. His or her attitude to the language and the task of learning will be vital. Students can pay attention to the teacher if the teacher can hug the students to listen the lesson and give positive atmosphere in the class.

In several schools there are some students who have low interest in English lesson. Most of them are bored when the teacher only teaches without doing activities. The activity is like teacher centre, not student centre. Teacher has been implemented some strategies to increase the students' interest in English lesson, but still ineffective.

Beside teacher, environment also has contribution in extrinsic motivation. Hsieh (2002) in Vivian Wu & Natalie Wu (2008) claimed that there is a positive relationship between the learning environment and student motivation. A good learning environment can make students to concentrate in learning process and it can motivate students to learn better than he or she learns in unsuitable environment.

Chang and Shu (2000) in Vivian Wu & Natalie Wu (2008), also stating the following four guiding principles to define an excellent learning environment:

1. A good learning environment helps to improve the learning outcome.

2. A good environment provides the learner with care and support.

3. A good learning environment inspires and boosts the learning spirit.

4. A good learning environment cultivates responsibility in the learner.

Generally, based on the four guiding above, the excellent learning environment can give good contribution for students. Not only to motivate students, but also train the students to be responsible, to increase their spirit, and to give them a good learning about care and support.

2.1.2.2. Intrinsic Motivation

Jeremy harmer (2002:51) stated that intrinsic motivation comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. It

shows that intrinsic motivation not influenced by extrinsic motivation if the extrinsic environment does not support their desire.

Harmer (2002:51) also stated that most researchers and methodologists have come to the view that intrinsic motivation is especially important for encouraging success. It because of students who come to love the learning process or have desire to learn English from their self, will put out all of their effort to reach the success that they want. In the other side, Dornyei (1994:276) said that several studies have confirmed that students will lose their natural intrinsic interest in an activity if they have to do to meet some extrinsic requirement. He also explains that student can reach the success if their intrinsic motivation is high, but the intrinsic motivation will lose if students meet some of obligation outward from their intrinsic interest.

Maflukha (2006:10) mention three aspects in intrinsic motivation, they are interest, need, and goal. Related to the interest, students' interest is very closely related with motivation. If the students' interest is low, the motivation of the student to the English lesson is low too. As Yelon and Weinstein (1997) in Maflukha' study (2006:11) say that interest students will work and work hard in something in which they have an interest. It means that when the students are aware that the subject that is taught by the teacher is important and the students feel interest to the subject, they will learn more, although they face some difficulties when they learn about the subject. In other word, their interest defeats the difficulties.

Not only interest, need and goal are also affecting the intrinsic motivation. Nakanishi T (2002) in Petrides study (2006) stated that learners are motivated if they need to learn the language in order to achieve a goal or if they want to communicate with speakers of the target language and learn about the country where the language is spoken. It is very clear that need make students stimulate to penetrate the subject. If they penetrate the subject, they can fill their need or their goal.

2.1.3 Component of Motivation

Based on the research result of Clement, Dorney and Noels's classroom study in Dorney (1994:279), mention that in which a tripartite L2 (Foreign Language) motivation construct emerged comprising integrative motivation, self confidence, and the appraise of the teaching environment. The research result shows that the general framework of L2 motivation consists of three levels, they are the Language Level, the Learner Level, and the Learning Situation Level.

From the explanation above there are three components of motivation. They are Language Level, the Learner Level, and the Learning Situation Level. The summary of these components of motivation is on the picture 1.

Components of Foreign Language Learning Motivation

| LANGUAGE LEVEL | Integrative Motivational Subsystem |
| | Instrumental Motivational Subsystem |

LEARNER LEVEL	Need for Achievement
	Self-Confidence
	* Language Use Anxiety
	* Perceived L2 Competence
	* Causal Attributions
	* Self-Efficacy

LEARNING SITUATION LEVEL

Course-Specific Motivational Components	Interest
	Relevance
	Expectancy
	Satisfaction
Teacher-Specific Motivational Components	Affiliative Drive
	Authority Type
	Direct Socialization of Motivation
	* Modelling
	* Task Presentation
	* Feedback
Group-Specific Motivational Components	Goal-orientedness
	Norm & Reward System
	Group Cohesion
	Classroom Goal Structure

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Picture 1. Components of Foreign Language Learning motivation

The picture above shows that the most general level of the component of L2 motivation is the Language Level. Language level focuses on orientations and motives related to various aspects of the L2, such as the culture it conveys, the community in which it is spoken, and the potential usefulness of proficiency in it. These general motives determine basic learning goals and explain language choice. Language level can be described by two subsystems, they are integrative and an instrumental motivational subsystem. The integrative motivational subsystem is centered on the individual's L2 that related to the affective tendency, social, cultural, and ethno linguistic components. While the instrumental motivational subsystem

consists of well internalized extrinsic motives centre around the individual's future career endeavors.

The second level of the component of L2 motivation is the Learner Level. Dornyei (1994:279) mentions that his learner level involves a complex of affects and cognitions that form fairly stable personality traits. In this level, there are two motivational components, need for achievement and self-confidence. The self-confidence covered some aspects, they are language use anxiety, perceived L2 competence, causal attributions, and self-efficacy.

The third level of L2 motivation is the Learning Situation Level, made up of intrinsic and extrinsic motives and motivational conditions concerning three areas. The first is Course-specific motivational components. These are related to the syllabus, the teaching materials, the teaching method, and the learning tasks. These motivational components are described into four things, they are interest, relevance, expectancy, and satisfaction. The second component is Teacher-specific motivational components. These are including the affiliative drive, authority type, and direct socialization of student motivation that consist of modeling, task presentation, and feedback. The third component is Group-specific motivational components. This component is made up of four main components: goal-orientedness, norm and reward system, group cohesion, and classroom goal structure.

Those three levels components divided motivation based on the language, learner, and learning situational demands. Each of them is having

their subsystem or component to describe motivation of Foreign Language learning.

2.1.4 Motivation and Language Learning

Foreign Language learners include of some aspects such as attitude, motivation, learning style, age, gender, aptitude. It is fixed with the Wenden (2002) statement in Petrides study (2006):

The notion of learner –centered instruction in foreign and second languages grew out of the recognition that language learners are diverse, in their reasons for learning another language, their approach to learning, and their abilities (Wenden 2002)

From many factors mentioned above, motivation becomes one of the most important aspects in language learning. It is concurrence with Li & Pan (2009) that mention motivation is just one of the many factors which influence the learning process and the learning result. The teacher also should pay attention to the other factors such as personality, attitude, learning style, language aptitude, etc.

Petrides (2006) stated that in Foreign Language Learning theories, it is suggested that motivation can be defined in relation to two factors; the *needs* of the learners and their *attitudes* towards the second language and the second language community. It is based on Nakanishi T (2002), which mentions learners are motivated if they need to learn the language in order to

achieve a goal or if they want to communicate with speakers of the target language and learn about the country where the language is spoken.

Talks about motivation, most of teachers are concerned with the behavior of the students. Students are considered motivated if they are directly involved active in the activity or task, and the main purpose of language teachers is to stimulate students as many as possible to directly involved in classroom activities.

Beside behavior, there is attitude that related strongly to motivation. Students with negative attitude toward a language could not be motivated learners. It is accordance with Cook (1996) in Petrides (2006), stated that "The usual meaning of motivation for the teacher is probably the interest that something generates in the students" and it relates to the attitudes of children towards the target language, as these is rooted in their minds and their background. A positive attitude that rooted in the students mind will bring them to do something beneficial for their desire.

Those studies show that motivation has important role in language learning. The motivated students will expand their effort, persevere and certainty to achieve their direction or goal. They feel enjoy in the language learning activity and try to find a way to solve their problem related to the language learning itself.

2.2 Pronunciation Ability

Hornby (1995) in Wulandari, et.al (2008), stated that Pronunciation is the way in which language is spoken. In the same study, Gower, Phillips, and Walters (1995) mentioned that work on pronunciation is important for two main reasons: to help the students to understand the spoken English they hear and to help them make their own speech more comprehensible and meaningful to others. It shows that to speak and understand English well, students should be able to using stress pattern of the language, even though they do not understand the rules.

There are some issues related to pronunciation. Some of learners have difficulties in pronunciation. Gilakjani (2011) stated that many learners of English language have major difficulties with English pronunciation even after years of learning the language. There is a phenomenon that elementary school students face pronunciation problem in learning English as their foreign language. Their pronunciation is still greatly influenced by their mother tongue or their native language. Young learners have to study pronunciation early, otherwise they will face more problems related to pronunciation. Some of English teachers ignore or not to pay attention to teach pronunciation to their students. Whereas, this is the task of English teachers to naturally make their students' pronunciation step by step to be like native. It is so as stated by Harmer (2002: 183) that:

> Yet some of these teachers make little attempt to pronunciation in any overt way and only give attention to it in passing. It is possible that they are nervous of dealing with sounds and intonation; perhaps they feel they have too much to do already and pronunciation teaching will only make things worse.

From Harmer's statement above, it is known that students feel unconfidence to pronounce English words. They afraid make a mistake if they pronounce those words. The pronunciation, intonation and the sound maybe different with the teacher want. It can be understood because English is not their First language that using in daily life. So, they need continuing learning to customize listen and speak in English.

To solve the pronunciation problem, teacher has done so many appropriate strategies. According to Harmer (2002: 183), concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed –all these things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility. Teach students about sounds, stress and how the sound produces in the mouth are important to give them information and it can be reached the goal of pronunciation. Otlowski (1998) in Gilakjani (2011) study argues that EFL students can expect to master the pronunciation of English if pronunciation lessons are made an integral part of the oral communication class. From the argument, students can pronounce English words well if students get pronunciation lesson more intensive and teacher also pay attention to the English pronunciation, but it depends on the subject and situation too.

2.2.1 Factors Contributing to Students' Pronunciation

Some of EFL teacher have difficulties in improving the students' pronunciation. Students' pronunciation may be affected by some of factors.

Some of researchers have done some research about factors affecting students' pronunciation. Khamkhien (2010) stated that according to some researchers, there are some factors affecting students' pronunciation as follow: native language, age, experience in studying English, phonetic ability, attitude and identity, and motivation and concern for good pronunciation ability.

a. *Native Language*

According to Avery and Ehrlich (1987) in Khamkhien (2010) study, learners of a language have different ways to speak the target language. The way to speak English in EFL students are of course different with students who use English as their first language. The target language is different too than the native speakers' do. Kenworthy (1987) also stated that the native language is the most influential factor in accounting for students' pronunciation especially foreign accents. It means that, if the students are familiar with the sound of their native language since they are children, they will be able to effectively diagnose their own difficulties and accustomed to speak or pronounce English words easily.

b. *Age*

Senel (2006) in Khamkhien (2010), stated that if learners can pronounce a second language with a native-like accent, they must have probably started to learn it during their childhood since these learners start their second language learning process in target language speaking people environment. It means that teaching pronunciation start from early age is

more effective to make students step by step understand and able to pronounce English words well. Here, age plays a vital role in learning or improving pronunciation abilities.

Some of researcher has conducted study about pronunciation and age. Gilakjani (2011) stated that the influence of age on language acquisition and specifically pronunciation may make adults find pronunciation more difficult than children do and that they probably will not achieve native-like. Some of researchers find that children are easier to catch the sound of English words and pronounce them than adult, but it is not propose significance evidence for straightforward link between age and ability in pronunciation of a new language because age only one of factors that influence pronunciation ability of the students.

c. *Experience in Studying English*

Moyer (2007) in Gilakjani (2011) study, found that experience with and positive orientation to the language appears to be important factors in developing native-like pronunciation. Experience in studying English becomes one of the factors affecting English pronunciation because experience give people about English learning process, people who have more experience in learning English will be able to authorize English although they are not an English native language. Khamkhien (2010) stated that, lacking of opportunity to practice English pronunciation is another prominent problem to advancing in English pronunciation.

Students with poor pronunciation, in case of less experience, had more language transfer problem than the students with good pronunciation. Learners who are living in an English-speaking country or community would have many opportunities to listen to and to use language in their daily live, but the success in learning and teaching English also depend on students' ability and exposure.

d. *Phonetic Ability*

According to Brown (1992) in Khamkhien (2010) study, phonetic ability is sometimes called phonetic coding ability. Not all of students aware about this ability, especially for EFL students in elementary school who focused on vocabulary. Teaching phonetic symbol in this level is difficult because they are not able yet to discriminate between the two sounds accurately and read the symbols. So, teacher only gives example how to pronounce English words without give them the phonetic symbol.

Students usually use dictionary to find the meaning of English words, and also to find symbol of how to pronounce them. Harmer (2002:185) suggests that if students can read the symbol they can know how the word is said even without having to hear it, and when teacher and students know the symbols it is easier to explain what mistakes has occurred. It is one of the effective teaching phonetic symbols to the students, but it is still difficult if students have limitation to understand the symbol, make students confuse to differentiate the same sound, or worry about mistake that will be occurred when they pronounce the word.

e. Attitude and Identity

Another factor influencing on acquiring and improving pronunciation is attitude and identity. Attitude here is attitude towards speakers of the target language and identity is the extent to which the language ego identified with those speakers.

Brown (1992) in Khamkhien (2010), points out that students with a positive attitude towards the people who spoke the target language were likely to learn pronunciation more successfully. It is the same with Sparks and Glachow's work (1991) in Gilakjani (2011) study. They stated that student with motivation to learn with positive attitudes towards the target language and its speakers were more successful than were students with less positive attitudes. Those researchers agreed that attitude is influences the pronunciation ability of the students. Students with positive attitude will work harder to increase their communication skill, especially in pronunciation ability.

f. Motivation and Concern for Good Pronunciation

Khamkhien (2010) stated that the learners' motivation can be seen the strongest factor contributing to the success or failure of learning a second or foreign language, if they do not see the value or pay attention to their pronunciation, they may not be motivated to do well. Here motivation is a crucial factor because students with high motivation will try to learn English hardly and seriously. They want to reach their goal or

their target language. The motivation can appear from inside or outside the students.

2.2.2 Previous Studies on Pronunciation

A number of researchers are focused on English pronunciation problems have created their own study. In this study the researcher give some previous study related to pronunciation. The previous studies of course have different subject, different problem and different conclusion.

In the study with title "Improving students' pronunciation using video visual aids (AVAs) at the fifth year of Al-Azhar Syifa Budi Elementary School of Surakarta in academic year 2007/2008" Anggar Wulandari et al (2008) describe the implementation of AVAs to increase students' pronunciation. The findings of their study indicated that teaching pronunciation using AVAs is successful. Students interest to watch video, listen to the native speaker's voice, watch the character's behavior, and read the subtitling of the speech being spoken. The result study shows that student's pronunciation will increase if teacher uses interest media or strategy.

In the other study, Khamkhien (2010) study with title "Thai Learners' English pronunciation competence: Lesson learned from word stress assignment" tries to analyze Thai students. Thai students are same with Indonesian students that use English as their foreign language, not for their first of native language. The participants of this study were Thai

learners of English, studying in the field of science. The results in general explain that most of the Thai learners did not possess satisfactory competence in English pronunciation and the statistical results show significant difference in gender, but not in faculty and years of studying English. In this case, gender is a significant predictor of Thai learners' performance in the identification task.

Different with Khamkhien study, Gilakjani (2011) explores situation of pronunciation instruction in ESL or EFL Classroom. This study concluded that with careful preparation and integration, pronunciation can play an important role in supporting the learners' overall communicative power. Here, teacher holds important role to help students, encourage students' pronunciation, and improve students' self-confidence inside or outside the classroom. Pronunciation may be first step to make students be able to communicate in English, if they know well about stress and intonation they can be able to pronounce English words well too.

From those previous studies, it can know that pronunciation becomes one of ability or competence that should be learned by students, directly or not. Although students' capability to authorize pronunciation is different, the teacher and other component influence pronunciation also should support the learning of pronunciation.

2.3 Motivation and Pronunciation

There are so many researches about motivation and academic achievement or more general language learning, but research about relationship between motivation and achievement specifically in pronunciation has not been thoroughly explored. Li & Pan (2009) study which titled "The relationship between motivation and achievement: a survey of the study motivation of English Majors in Qingdao agricultural University" concluded some things, they are: instrumental motivation plays an extremely important role in English majors' learning, students with higher motivation always achieve greater success in their language learning, student with lacks motivation is unlikely to achieve success no matter who the teacher is or what the curricula are. This study relates motivation and achievement in general. Achievement can mean anything, including pronunciation achievement.

Related to the pronunciation, there is a research about motivation and pronunciation. Wen (2005) study with title "The role of motivation in second language pronunciation", has conclusion related to motivation and pronunciation. This study investigates the phonological ability of exceptional second language (L2) learners of English and their level of motivation, and the subject is fifteen non-native speakers (NNSs) of English. One of this result study is motivation was not sufficient enough to allow L2 learners to pass as NSs (Native speakers), although several tendencies have been noted among all those who were able to pass as NSs which may indicate that motivation did have a role in L2 pronunciation. Wen (2005) stated that motivation was not sufficient enough

because some of NNSs who have high levels of motivation not be able to achieve as high a level of pronunciation accuracy. Not all of learners who have high motivation levels are also have high pronunciation accuracy level. Even though some of learners does not achieve the goal but it is still conclude that motivation can influence pronunciation.

Different with Chih Wen's study, Collins (2011) also conducted study about motivation and pronunciation with title "Motivation in late learners of Japanese: Self-Determination Theory, Attitudes and Pronunciation". The study was explored the relationship between motivation and pronunciation in proficient late learners of Japanese as a foreign language, and investigate the relationship between these two factors. Collins (2011:67) has found that there is a strong correlation between both intrinsic motivation toward accomplishment and accentedness ratings and a very positive attitude toward pronunciation and accentedness ratings. It means that motivation has strong correlation with pronunciation, not as Collins result study that stated motivation is sufficient enough related to pronunciation. Different subject maybe bring different conclusion too.

Those conclusions cannot fully represent all English levels, because different subject, different variable, and different method may be influence the result. There are many other potential variables affecting motivation and pronunciation of the students. Escaped from Strong or not those both relation, motivation still have role to make learners are able to pronounce English words well.

2.4 Previous Study

After checking the literary, the researcher found some previous studies that related to motivation and pronunciation. Most of them are relating motivation with attitude and achievement. Only few literary that relates motivation with pronunciation. One of them is a thesis under the title "The Role of Motivation in Second Language Pronunciation", written by Tao-Chih Wen, B.A.

This study investigates the phonological ability of exceptional second language (L2) learners of English and their level of motivation, and the subject is fifteen non-native speakers (NNSs) of English. The writer of this thesis used quantitative measurement method. The result of the thesis showed that motivation may have an effect on the levels of pronunciation accuracy of the participant, but motivation is not sufficient enough for the participant to get their goal.

The researcher considers the previous study above because it was related motivation and pronunciation. Although the result of this research is maybe different with the result of the previous study, because the subject is also different, after considering the previous study, the writer believes that motivation is important for learning, actually pronunciation that become focus of the researcher.