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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Speaking Skills

a. Definition of Speaking Skills

In English language learning, speaking skill was one of essential competencies that learners needed to master in order to communicate effectively in various situations. As one of the productive language skills, speaking played a crucial role in enabling learners to express their thoughts and interact with others effectively. Therefore, many scholars has defined speaking skill from different perspective.

According to Adieli Laoli (2021:11) speaking is a means of expressing and conveying ideas that are organized and developed according to the needs of the listener or the examiner. Moreover, according to Hastensi (2020) in Fithriyani et al., (2024:29), speaking skills refer to an individual's ability to communicate by producing spoken language in order to express ideas, thoughts, intentions, or feelings and to interact with others. Speaking involved more than accurate pronunciation. It also required learners to develop other essential language aspects, including grammar, vocabulary, fluency and comprehension. In addition, Andreas et al. (2024:37) explain that speaking skill is an important ability that students need to master in classroom learning, especially for direct oral communication.

Based on the three sources, it could be concluded that speaking was an essential communication skill that enabled individuals to express ideas, thoughts, feelings, and intentions orally while considering the needs of the listener. Speaking skill functioned not only as a means of delivering messages but also as a primary tool for direct interaction, particularly in classroom learning. Therefore, mastering speaking skills was crucial for students to support effective and active communication in learning process.

b. Component of Speaking

According to Harris in Syahidah & Umasugi (2021) in Fithriyani (2024:32), speaking skills consist of five main components, namely comprehension, grammar, vocabulary, pronunciation, and fluency.

a) Comprehension

Oral communication required speakers to be able to understand spoken language as well as respond to and initiate interaction appropriately. Comprehension enabled speakers to interpret messages and participate actively in communication.

b) Grammar

Learners needed to understand how to construct correct and meaningful sentences during communication. Heaton (1978:5) states that grammar refers to learners' ability to manipulate sentence structures and to distinguish between grammatically correct and incorrect forms. Grammar plays an essential role in helping learners achieve fluency in both spoken and written language.



c) Vocabulary

Vocabulary refers to the selection and use of appropriate words in communication. Effective communication, whether spoken or written, could not occur without sufficient vocabulary knowledge. Limited vocabulary often became a major barrier for language learners in acquiring a new language. Without vocabulary, communication was impossible, and without grammar, communication became even more restricted. Therefore, it can be concluded that English learners will face difficulties in speaking and writing if they did not have adequate vocabulary mastery.

d) Pronunciation

Correct pronunciation helped learners speak more clearly and be easily understood. Pronunciation was related to phonology, a branch of linguistics that examined sound systems and patterns in a language. It included both phonemes and suprasegmental features. Based on this explanation, pronunciation could be understood as the ability to produce words clearly and accurately in spoken language, which was crucial for effective communication.

e) Fluency

Fluency was the ability to speak, read, or write smoothly, naturally, and with appropriate expression. A fluent speaker could convey meaning and context effectively while responding to language without excessive hesitation. Fluency was often indicated by the ability to speak at a reasonable pace with minimal pauses or fillers, such as “um” or “er.” This showed that the speaker did not struggle to retrieve linguistic





elements during communication. Therefore, fluency could be considered a key component of speaking ability, referring to the capacity to speak accurately and smoothly.

c. Technique of Speaking

There are various techniques of speaking, including the following:

a. Audio-Lingual Method

The Audio-Lingual Method was a language teaching method that emphasized the repetition of word, phrases and sentences to help students become accustomed to using the target language in communication. Through continuous drills, complex sentence patterns were broken down into smaller and simpler units, making them easier for students to understand, remember and practice. According to Brown (1998:137) in Sari (2021:32), drilling is a key characteristic of the Audio-Lingual Method because it emphasizes repeated oral practice to develop mastery of language patterns.

b. Role Play

Role play was an effective technique for teaching speaking, as it encouraged students to perform different roles in real-life or imaginary contexts. According to Sari (2021:32) Role play is a technique that enhances classroom interaction, increases students' learning motivation and provides opportunities for them to practice their speaking skills. Furthermore, this technique helped students build self-confidence and prepared them to communicate more effectively in various communicative situations.

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c. Dialogue technique

According to Sari (2021:33) dialogue technique is a technique that uses conversations between two people as means of practicing communication. The dialogues were usually short, consisted of several exchanges and were created to represent certain communication situations. Through dialogue activities, students could practice expressing their ideas, giving responses and using English simple conversations. This technique helped students improve their speaking skills and become confident in communicating with others.

b. Conversation

In the conversation technique, students asked and answered questions about the topic they were discussing. Conversation was an interesting form of communication because it took place directly between two or more people. Through conversation activities, students could practice expressing their ideas, giving responses and using English in everyday situations. According to Tarman in Sari (2021:33), everyone has a different speaking style. Conversational style was not something special or possessed only by certain people, but it was the way each person expressed what they wanted to say.

2. Motivation

a. Definition of Motivation

Motivation is regarded as an essential factor that significantly supports students' engagement and active participation in the learning process Fakhri et al., (2023:74–75). In addition, motivation plays a positive





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and meaningful role in influencing students' academic performance or achievement, as learners with higher learning motivation tend to attain better academic outcomes, while those with lower motivation show the opposite results Raysharie et al., (2023) in Nuraysha *et al.*, (2024:35). Moreover, motivation refers to an internal and external force that stimulates individuals to take action in line with their personal desires, enabling them to achieve the goals that have been previously established (Pertiwi & Mursyida, 2025:1).

Based on the three perspectives above, it could be concluded that motivation was a crucial factor in the learning process. Motivation not only encouraged students' engagement and active participation in learning activities, but also had a significant positive influence on their academic achievement. Furthermore, motivation originated from both internal and external drives that stimulated individuals to take action in accordance with their goals and desires. Therefore, a high level of motivation helped students remain committed to learning and achieve optimal learning outcomes.

b. Learning Motivation

Motivation was the driving force that encouraged individuals to begin learning and sustain their involvement throughout the learning process. Whereas, according to Dornyei et al., (2015:72) in Sari (2021:12) learning is an important process in human life. Through learning, individuals gain knowledge, skills and experience that help them develop positive changes in their behavior. Every person carries out and every achievement they accomplish are part of the learning process.

Through learning, individuals gained knowledge, skills and experience that helped them develop positive changes in their behavior. Every activity a person carried out and every achievement they accomplished was part of the learning process. Through learning, individuals gained knowledge, skills and experience that influenced the way they thought and acted in their daily lives. Therefore, learning was not only focused on the final result, but also on process of achieving the learning goals. The learning process took place actively through various activities that helped individuals develop their abilities and gain a better understanding. Thus, learning motivation could be understood as the driving force that encouraged individuals to begin, participate in and maintain the learning process in order to achieve their learning goals success.

In addition, according to Sari (2021:14) learning motivation is supported by several elements, including:

1. Discipline

Discipline was an attitude that taught individuals to obey rules and carry out their responsibilities properly. Through discipline, people became accustomed to being orderly, following regulations and completing their task according to the established rules. In the school environment, discipline could be seen in students' willingness to follow the teacher's instructions, obey school rules and complete their assignments responsibility.

2. Satisfaction

Satisfaction was a feeling that came from within students after they



achieved certain learning outcomes. This feeling encouraged them to maintain and even improve the learning achievements they had accomplished.

3. Security

A sense of security was one of the factors that influenced students' learning motivation. When students felt safe and comfortable in the school environment, they were more likely to stay calm while participating in learning activities and completing their assignments. This condition helped students focus better on their learning and achieve better learning outcomes.

Based on the explanation above, it could be concluded that learning motivation was an important factor in the learning process. It could come from students themselves or from their surrounding environment. Students with high learning motivation tended to be more enthusiastic about learning and achieved better results, while those with low learning motivation were usually less motivated and achieved lower learning outcomes.

c. Foreign Language Learning Motivation

Foreign Language Learning Motivation referred to the drive or reasons that led an individual to make an effort to learn a foreign language. The factors influencing this motivation included the desire to achieve academic success, the need to communicate with native speakers, career opportunities, and personal interest in the culture and language. Motivation in foreign language learning was crucial because it determined the level of consistency, effort, and persistence of learners demonstrated throughout the learning process. According to Ushioda (2022:4), learner motivation should



be understood as a personal, situated, and dynamic phenomenon shaped by the learner's goals, self-concept, and experiences. Meanwhile, Oxford & Shearin (2021:78) state that motivation is the primary factor that determines how much effort learners will invest in language learning.

Therefore, it could be concluded that foreign language learning motivation was the main factor that drove individuals to learn a foreign language and determined how consistent, persistent they were, as well as how much effort they put into learning process. This motivation was influenced by various aspects such as academic goals, communication needs, career opportunities, and interest in the culture. Moreover, learner motivation was personal, situated, and dynamic, and was shaped by the learners' goals, self-concept and experiences.

d. English Foreign Language

According to Brudden (1995) in Desiana et al., (2020:55), speaking is an activity carried out by an individual to communicate with others in order to express ideas, feelings, and opinions to achieve a certain purpose. Therefore, speaking had many benefits, especially in terms of communication, because through communication a person could gain knowledge, build good relationships with others, and share ideas and expressions. On the other hand, student motivation is an important factor in the learning process Lestari (2019) in Desiana et al., (2020:55). Motivation played a significant role in encouraging students to learn in order to meet their needs, achieve goals, and develop their interests. Moreover, a well-structured learning process can enhance students' motivation, making them



feel supported and driven in participating in learning activities, particularly in developing speaking skills. With strong motivation, students were more diligent and consistent in practicing speaking, which enabled them to achieve the expected learning outcomes.

Therefore, it was concluded that speaking was a crucial form of communication used to convey ideas, emotions, and opinions, and it provided significant advantages such as gaining knowledge and strengthening social relationships. Additionally, student motivation played a vital role in the learning process because it encouraged learners to study consistently to fulfill their needs, reach their goals, and develop their interests. When motivation was strong and the learning process was well-organized, students tended to be more encouraged to enhance their speaking skills, which helped them achieve the desired learning outcomes.

e. Indicators of Motivation

Students' learning motivation can be classified into four indicators, namely intrinsic and extrinsic motivation proposed by Deci and Ryan (1985:11) through Self-Determination Theory, as well as instrumental and integrative motivation introduced by Gardner (1985) in the Socio-Educational Model of Second Language Learning. These four indicators of motivation are often used together in language learning research because they complement each other in explaining students' internal drives as well as their social and practical goals in learning English (Zihni et al., 2023:7).

1) Intrinsic Motivation

Intrinsic motivation refers to an individual's engagement in an activity driven by genuine interest, curiosity, and enjoyment. Students who possess natural motivation to learn English are encouraged by the pleasure they gain



from the learning process itself. They may experience satisfaction in writing, reading, or speaking English, enjoy understanding complex sentence structures, or feel a sense of pride in their ability to express ideas effectively in English Sari & Wahyudin (2023) in Yasin et al., (2025:16). Self-Determination Theory (SDT) explains that intrinsic motivation develops when students experience autonomy, competence, and relatedness as essential psychological needs (Alamer, 2021) in (Yasin et al., 2025: 16). When these needs were satisfied, students were more likely to engage voluntarily in learning activities, take on new linguistic challenges, and sustain their learning efforts over time without relying on external rewards.

Based on the explanation above, it was concluded that intrinsic motivation was an internal drive that arose from students' interest, curiosity, and enjoyment in the process of learning English. This type of motivation developed when students experienced autonomy, competence, and relatedness in learning activities. When these psychological needs were fulfilled, students tended to engage voluntarily, were willing to face linguistic challenges, and were able to sustain their learning over time without relying on external motivation or rewards.

2) Extrinsic Motivation

External motivation occurs when students learn a language to achieve specific outcomes, such as fulfilling parental expectations, passing examinations, or obtaining scholarships, rather than for enjoyment derived from the learning process itself. Students who are externally motivated often study English because they feel obligated to do so or because they anticipate future advantages, including career opportunities or improved



social status (Aulia & Mulyadi, 2022) in (Yasin et al., 2025: 16).

It was concluded that extrinsic motivation played a significant role in encouraging students to meet academic demands, maintain scholarships, and develop skills required for future careers. Cultural values and family support systems also influenced the emergence of external motivation. However, the effectiveness of extrinsic motivation depended largely on students' perceptions. When external encouragement was viewed as supportive, it could enhance learning outcomes; conversely, when students felt pressured or controlled, their motivation and enthusiasm could decline despite initially strong academic performance.

3) Instrumental Motivation

Gardner and Lambert (1972) in Swari et al., (2023:2) state that instrumental motivation is the drive to learn a language because of the benefits it provides to the learner. This type of motivation functioned as a tool to achieve economic and social goals through mastery of the target language. Thus, instrumental motivation reflected learners' interest in learning a language to obtain certain qualifications and improve their career opportunities. This type of motivation functions as a tool to achieve economic and social goals, such as improving social status or self-image, obtaining better careers and business opportunities, continuing education, and meeting academic requirements, including reading technical texts or engaging in translation Saville (2006) in Swari et al., (2023: 2). Therefore, learners with instrumental motivation studied a second language mainly to accomplish practical and non-interpersonal purposes rather than to engage socially with the target language community.



Based on the explanation above, it was concluded that instrumental motivation was a form of motivation driven by the practical benefits gained from learning a language. Learners with instrumental motivation were encouraged to master a target language as a means to achieve economic and social objectives, such as obtaining qualifications, improving career prospects, enhancing social status, and fulfilling academic requirements. Therefore, instrumental motivation emphasized practical and non-interpersonal goals in second language learning rather than social integration with the target language community.

4) Integrative Motivation

Integrative motivation refers to the desire to learn a second language in order to communicate with its speakers and understand their culture Chalak & Kassaian, (2010) in Swari et al., (2023:2). Learners with integrative motivation are interested in the culture of the target language, including the way people think and behave Wang (2016) in Swari et al., (2023:2). Unlike instrumental motivation, which focuses on career-related goals, integrative motivation emphasizes cultural understanding in language learning.

According to Gardner (2001) in Rahadiano et al., (2022:5), integrative motivation plays a major role in successful language learning, particularly when learners have positive attitudes toward the second language, enabling them to become part of the L2 culture more easily Gardner & Lambert (1972) in Rahadiano et al., (2022:5). Integrative motivation refers to learning a language for personal growth and cultural enrichment, in which learners desire to learn a language in order to integrate successfully into the target language community.





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Based on the explanations above, it was concluded that integrative motivation was a form of motivation driven by learners' desire to communicate with speakers of the target language and to understand and integrate into their culture. This type of motivation emphasized cultural understanding, personal growth, and positive attitudes toward the second language. When learners possessed strong integrative motivation, they were more likely to engage deeply in the learning process, adapt to the target language culture, and achieve successful outcomes in second language learning.

3. Bilingual Activities

a. Definition of Bilingual Activities

Bilingual activities was a teaching process that used two language as the medium of instruction, such as Indonesian and English or another language. The purpose of bilingual activities was to help improve students' language abilities. According to Pratiwi (2023) in Uma et al, (2024:918), implementing bilingual activities requires careful planning and well-organized stages so that the teaching and learning process can run effectively and achieve its objectives. In addition, according to Paraniti (2012) in Uma et al (2024:919) bilingual activities aims to improve students' understanding of the subject matter, develop their foreign language skill in both them access information from various international sources and enable them to communicate with people both within their own country and abroad.

b. Benefits of Bilingual Activities

According to Uma et al., (2024:919), bilingual activities has many benefits for students, including:

- 1) In education, it helps students improve their language abilities and



compete with others.

- 2) In term of thinking skill, it can increase students' creativity, especially in solving problems.
- 3) In social and cultural aspect, it helps students gain wider knowledge about the world and communicate with people from different countries.
- 4) In economic aspects, it can provide better job opportunities because many job require international language skill.

Therefore, bilingual activities can help students prepare themselves for future careers.

Meanwhile, according to Kurniawan (2019:68-75) in Uma et al (2024:919-920), bilingual activities has many benefits, including:

- 1) Improving students' cognitive abilities
- 2) Developing social skills
- 3) Supporting brain health by helping protect against memory loss.

Based on the explanation above, bilingual activities provided many benefits for students. They not only helped students improve their language skill and communication abilities but also developed their cognitive abilities, creativity and social skills. In addition, bilingual activities supported brain health and prepared students for better opportunities in the future, especially in education and career fields.

c. Objectives of Bilingual Activities

According Akbar et al (2025:106) the objectives of bilingual teaching are as follow:

- 1) Improving Language Skills

One of the main objectives of bilingual teaching is to help students develop their foreign language skills, especially in English,



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while maintaining their first language. By using two languages in the learning process, students can improve their listening, speaking, reading and writing skills, enabling them to communicate more effectively in both local and global context.

2) Developing Cognitive Skills

Learning through two languages can enhance students' cognitive abilities. Many studies have shown that students who participate in bilingual programs tend to have better critical thinking, problem-solving and language pattern recognition skills. They are also more adaptable to new linguistic environments.

3) Increasing Self-Confidence

Bilingual teaching aims to build students' confidence in using both their native language and English. As students become more familiar with communicating in two languages, they feel confident expressing their ideas, interacting with others and facing new challenges.

4) Preparing Students for Higher Education

Bilingual education provides a strong foundation for students to continue their education at higher levels. Students with good language proficiency can adapt more easily to new learning environments and more advanced academic demands.

5) Expanding Cultural Awareness

Bilingual teaching not only focuses on language development but also introduces students to different cultures and global perspectives. This helps students become more open-minded, respectful of cultural differences and tolerant of diversity.

6) Improving Academic Achievement

Using two language in classroom instruction can help students gain a deeper understanding of learning materials. As a result, bilingual students often achieve better academic performance in assignments, examinations and other learning activities.

Based on explanation above, it could be concluded that bilingual teaching aimed not only to improve students' language proficiency but also to develop their cognitive skills, self-confidence, academic achievement and cultural awareness. In addition, bilingual teaching prepared students to adapt to future educational and global communication demands. Therefore, bilingual teaching played an important role in supporting students' overall academic and personal development.

B. Review of Related Findings

In preparing this thesis, the researcher found several previous studies that were relevant to this research, as follow:

One related study was conducted by Lasminiar P. (2022) entitled *"Students' Attitudes in Experiencing Bilingual Environment in Islamic Boarding Schools"*. This study employed a survey research design using a five-point Likert scale questionnaire administered to 88 junior high school students. The findings revealed that most students showed positive attitudes toward the bilingual environment. The bilingual environment facilitated students' acquisition of English and Arabic through daily communication, enhanced their vocabulary, and improved their bilingual communication skills. More importantly, the study indicated that the bilingual environment created a supportive atmosphere for active language use, encouraging students to





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participate more frequently in speaking activities. Although some students reported feeling forced to use the target languages, the overall exposure to bilingual interaction helped increase students' confidence and willingness to communicate orally. Therefore, this study is relevant to the present research as it demonstrates that bilingual classroom activities can foster students' speaking motivation by promoting active participation and confidence in oral communication.

The second related study was conducted by Urip and Wedayanthi (2025) entitled "*Analisis Program Bilingual dalam Perkembangan Bahasa Inggris KG 1 di Kiddos Preschool.*" The purpose of this study was to analyze the effectiveness of a bilingual program in improving the English language development of KG 1 students at Kiddos Preschool. This study employed a descriptive qualitative research design, with data collected through observations, interviews, and documentation involving teachers, the principal, and students. The findings revealed that the additive bilingual program had a positive influence on students' English development, particularly in vocabulary mastery, comprehension, and speaking skills. Interactive bilingual classroom activities such as games, songs, storytelling, and the use of visual media encouraged students to participate more actively in speaking English. These activities also helped increase students' confidence and willingness to communicate orally. These findings are relevant to the present study because they indicate that bilingual classroom activities play an important role in enhancing students' speaking motivation. By providing engaging and interactive learning experiences, bilingual programs can foster students' enthusiasm, confidence, and active involvement in speaking activities, which

aligns closely with the focus of this study on students' speaking motivation in bilingual classroom activities.

Another related study was conducted by Fajeri and Samsuri (2024) entitled "*Fenomena Bilingualisme di Kalangan Siswa SD: Dampak terhadap Kemampuan Berbahasa.*" The purpose of this study was to analyze the impact of bilingualism on elementary school students' language abilities. This study employed a descriptive qualitative research design, with data collected through interviews with fifth-grade students at a private elementary school in Beji District, Depok. The findings revealed that bilingualism had both positive impacts and challenges on students' language development. Positively, the use of Indonesian and English in classroom interactions increased students' confidence in oral communication and improved their language skills, particularly in speaking English. However, the excessive use of a foreign language was found to influence students' mastery of Indonesian vocabulary and sentence structure. These findings are relevant to the present study because they indicate that bilingual classroom activities can enhance students' speaking motivation when supported by proper teacher guidance and a balanced learning environment. By encouraging active oral interaction and building students' confidence, bilingual activities provide meaningful opportunities for students to participate in speaking, which aligns closely with the focus of this study on students' speaking motivation in bilingual classroom activities.

There were several similarities between the previous studies and the present research in terms of sample, setting, time, and research design. In terms of the sample, all studies involve students as the research subjects. In terms of the setting, the studies were conducted within educational institutions. In terms of time, the studies fall within a relatively recent period (2022–2026). In terms





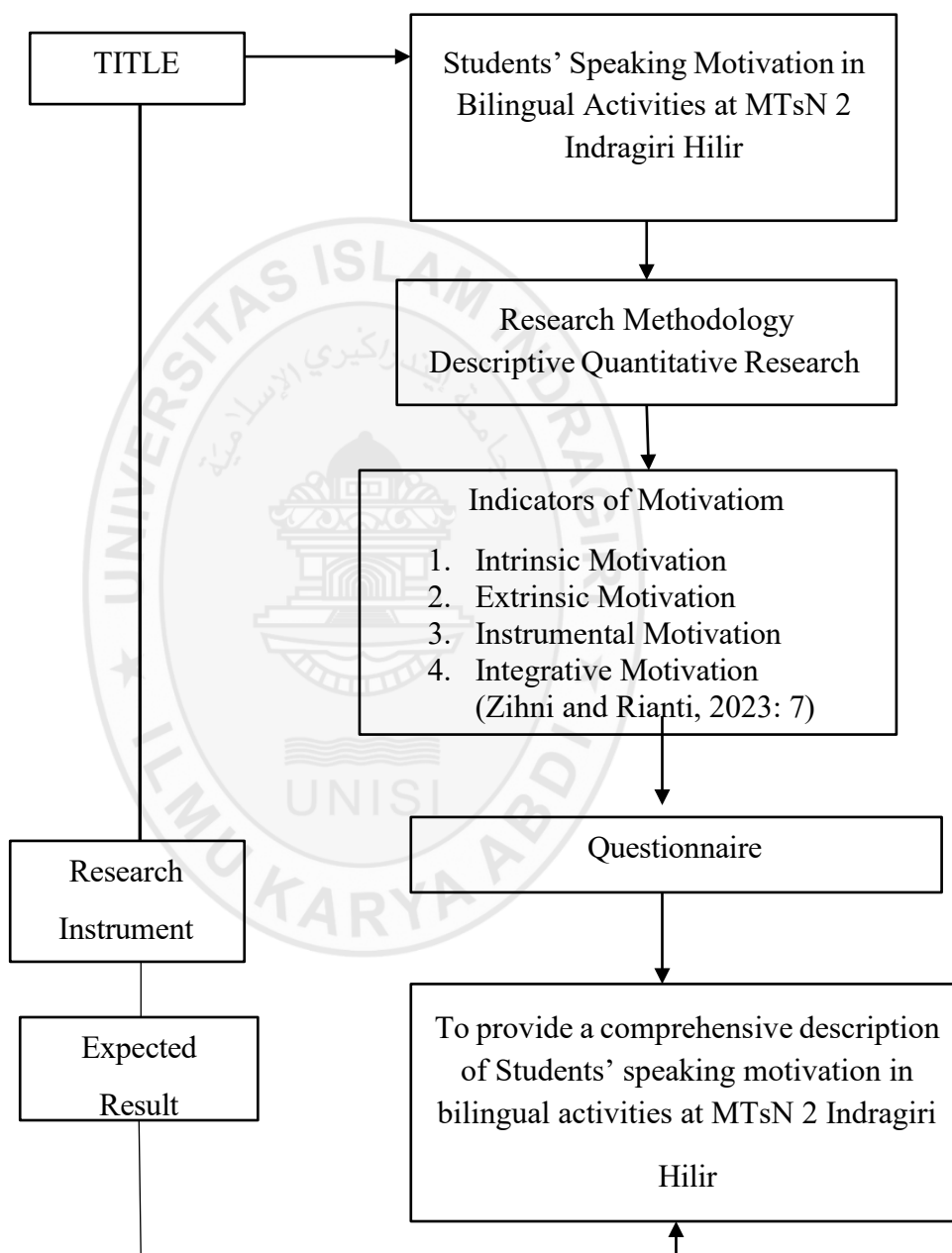
of research design, all studies used a descriptive approach to describe the phenomenon of bilingual learning. However, there were also several differences between the previous studies and the present research in terms of sample, setting, time, and research design. In terms of the sample, the previous studies involved students from various levels, such as preschool and elementary school, whereas this study focuses on eighth-grade junior high school students. In terms of the setting, the previous studies were conducted in different contexts, such as Islamic boarding schools, preschools, and private elementary schools, while this study was conducted in a formal school setting at MTs N 2 Indragiri Hilir. In terms of time, the previous studies were conducted between 2022 and 2025, whereas this study was conducted in 2026. In terms of research design, most of the previous studies used a qualitative approach, while this study employed a descriptive quantitative design using questionnaires.

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C. Conceptual Framework

The conceptual framework for this research can be seen below.





Van der Waladt (2020: 3) in (Amin, 2025: 23) states that the conceptual framework functions as a mental map that covers the entire research design. This framework included aspects such as the researcher's focus, research questions, literature review, methodology, data analysis techniques, as well as findings and conclusions, thus requiring a broader and more comprehensive perspective.

Based on the conceptual framework, the title of this study was "*Students' Speaking Motivation in Bilingual Activities at MTsN 2 Indragiri Hilir.*" This study employed a descriptive quantitative design. It focused on students' speaking motivation in bilingual classroom activities. Speaking motivation was the main variable investigated, while speaking ability was considered as an aspect analyzed based on motivational indicators. Data were collected through a questionnaire developed according to the indicators of speaking motivation. The aimed of this study was to identify the level of students' speaking motivation and the factors that influenced it in bilingual.

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