

CHAPTER II

LITERATURE REVIEW

This chapter present brief discussion about related literature which is used in the study. All relevant issue of this study will be discussed based on those theories.

2.1 Definition of Perception

Perception is the process by which individuals process and make sense of the information they receive through their senses to understand their environment. In an educational setting, Perception plays an important role in how students understand and respond to teaching strategies, if a lecturer uses a particular motivational strategy, students' perceptions of that strategy will determine how effective it is in increasing their motivation and participation in class. Robbins dan Judge (2013) Perception is a process by which individuals organize a nd interpret their sensory impressions in order to give meaning to their environment.

Perception is also a reference as understanding student perception is key in evaluating and improving the quality of teaching English language learning, especially in speaking classes, the motivational strategies used by lecturers are very important. According to Yoga, and Fridolini (2021) Students' perceptions of how lecturers interact, especially in terms of communication, encouragement, and response to student efforts, greatly influence their level of motivation and confidence in using English actively, the better students' perceptions of lecturers' attitudes and strategies, the higher their motivation to actively engage in English communication. According to Mauludin et al. (2023), students' perceptions of lecturers' teaching strategies are greatly influenced by the motivational strategies

used during the learning process. These strategies include how lecturers give praise, provide opportunities to speak, foster self-confidence, create a supportive classroom atmosphere, and encourage active participation. Students' positive perceptions of these strategies will greatly influence their active involvement in speaking classes. Students' perceptions of motivational strategies are closely related to the effectiveness of teaching. When the strategies used are considered interesting, relevant, and supportive of the development of speaking skills, students tend to show a positive attitude towards the learning process. This perception is an important basis for evaluating the impact of teaching strategies on learning motivation. Students' perceptions of lecturers' motivational strategies are personal and may vary between individuals. Each student may judge the effectiveness of lecturers' strategies based on their personal experiences and preferences, therefore students need to have high confidence in their ability to speak English which tends to motivate students themselves to learn and actively participate in class. Therefore, lecturers have a crucial role in increasing students' self-efficacy and reducing anxiety through appropriate teaching strategies, such as providing positive feedback, creating a supportive learning environment, and encouraging active participation. Another definition of perception is states by Pramadanti (2024), the way students perceive the motivational strategies employed by their lecturers plays a crucial role in shaping their sense of self-efficacy and managing their anxiety. When instructors use effective teaching approaches, it can enhance students' confidence and ease their nervousness, which ultimately fosters greater motivation to participate and improve in English speaking classes. According to Liani & Hamid (2023), perception is about influencing the process of language acquisition,

especially speaking skills. In this case, it is relevant because students' perceptions of the motivational strategies used by lecturers as part of exteroception can have a direct impact on their learning motivation and speaking improvement. In other words, how students perceive the lecturer's approach and strategies in teaching speaking will greatly influence how they engage, feel motivated, and progress in learning English.

Based on explanation above the researchers can conclude Students' perceptions of motivational strategies used by lecturers greatly influence their motivation, self-confidence, attitudes, and abilities in speaking English. These perceptions not only reflect students' assessments of the lecturer's teaching style, but also act as indicators of the success of the pedagogical approach in the context of learning speaking skills.

2.1.1 Factors Influencing Perception

Perception is the result of a cognitive process in interpreting stimuli received by a person's five senses. In the context of learning, especially in speaking classes, students' perceptions of the motivational strategies used by lecturers are greatly influenced by various factors. These factors can come from within the student or from the surrounding environment, including the characteristics of the lecturer, teaching methods, and the social and cultural background of the student. According to Mushaathoni & Cekiso (2022), there are several main factors that influence students' perceptions in the context of speaking English, which at least concern the components in speaking classes, namely, Active Student Involvement, Constructive Feedback, and Suitability of Strategies to Student Needs.

a. Active Student Involvement

Students feel motivated when given the opportunity to actively ask questions and participate in speaking classes. This strategy helps them feel valued and increases their engagement in the learning process.

b. Constructive Feedback

Providing constructive and timely feedback by lecturers is considered important by students. This feedback helps them understand the strengths and areas for improvement in students' speaking skills.

c. Strategy Suitability with Student Needs

Motivational strategies implemented by lecturers must be in accordance with the needs and preferences of students. A flexible and responsive approach to individual needs can increase the effectiveness of motivational strategies.

2.2 Definition of Speaking

Speaking skills are one of the main components in learning English. Speaking is a form of productive skill that requires students to not only understand the language, but also be able to produce spontaneous and structured speech in the context of real communication, in line with the focus of this study, students' perceptions of speaking skills play an important role in the learning process. Fathul & Desi (2024) found that the majority of students have a positive perception of the importance of speaking skills in English because of the direct and long-term benefits it offers, such as supporting academic learning, improving careers, and expanding international communication networks, However, obstacles such as anxiety in public speaking, lack of self-confidence, and fear of making mistakes are

still the main inhibiting factors, therefore the importance of lecturer strategies in speaking classes in this study is very important.

According to Leonita et al. (2023), speaking is an important skill in learning English that allows students to communicate, express thoughts, pronounce words correctly, and construct sentences grammatically. Their research highlights that speaking skills help students convey ideas, feelings, and opinions verbally, which are crucial aspects in mastering English. In the context of English learning, in terms of speaking classes, speaking skills not only include linguistic abilities such as pronunciation, grammar, and vocabulary, but also psychological aspects such as self-confidence and motivation. Leonita et al. (2023) found that the challenges faced by students in speaking include lack of vocabulary, fear of making mistakes, and embarrassment. Therefore, motivational strategies used by lecturers are very important to help students overcome these obstacles and improve their speaking skills.

Students often think that speaking skills are just about saying sentences, but speaking skills have a very broad meaning and are considered complex skills because they involve various aspects such as vocabulary, grammar, pronunciation, and the ability to interact effectively. According to Istiqomah et al. (2020), speaking is considered a skill that is not easily mastered by students. The study showed that students use various strategies in learning speaking, including social and metacognitive strategies, to improve their speaking skills. Social strategies involve interacting with others to practice language, while metacognitive strategies relate to planning, monitoring, and evaluating the learning process.

From the definitions and explanation above, it can be summarized that speaking is one of the main skills in learning English that is productive and complex. This skill not only requires linguistic abilities such as mastery of vocabulary, grammar, and pronunciation, but also involves psychological aspects such as self-confidence, anxiety, and willingness to communicate. In the context of students, especially those studying in the English Language Education study program, speaking skills are very important because they are a benchmark for success in communicating actively in a foreign language. However, in reality, many students still face various challenges in mastering this skill, such as limited vocabulary, inappropriate pronunciation, and fear of making mistakes when speaking. Thus, speaking is not only understood as a technical ability in composing words into sentences, but also a process that is influenced by the learning environment, individual learning strategies, and the motivational role of the lecturer. Therefore, an appropriate, supportive, and motivating learning approach is needed so that students can develop optimally in speaking skills.

2.2.1 Components of Speaking

According to Maulidiyah & Qolbia (2020), English speaking ability does not only include the ability to pronounce words, but also involves various important components that support each other. Some of the main components in speaking ability are grammar, vocabulary, pronunciation, fluency, and comprehension. Each component has a vital role in helping speakers convey messages effectively and be understood by the interlocutor.

a. Grammar

Grammar plays an important role in constructing structurally correct sentences when speaking. A good understanding of grammar helps convey ideas clearly and accurately.

b. Vocabulary

A sufficient vocabulary allows the speaker to express thoughts and emotions appropriately. Lack of vocabulary is often a major barrier to speaking.

c. Pronunciation

Pronunciation refers to the way students pronounce words or phrases in English. This includes articulation, intonation, and word stress. Poor pronunciation can cause listeners to misunderstand the speaker's intent, even if the grammar and vocabulary are good.

d. Fluency

Fluency can be defined as the ability to speak fluently without too many pauses, repetitions, or hesitations. It reflects the extent to which the speaker feels comfortable and spontaneous in using the language. Fluency is not only about the speed of speaking, but also about rhythm, appropriate pauses, and the ability to think quickly in constructing sentences.

e. Comprehension

Comprehension in the context of speaking means the ability to understand other people's questions or statements and respond appropriately. This is a form of two-way interaction that shows that the speaker is not only able to convey a message, but is also able to capture the meaning and intention of the other person.

2.2.2 The Purpose of Speaking Skill

According to Zarifa (2020), the main purpose of speaking skills is to enable individuals to express ideas, feelings, and information orally clearly and confidently in a variety of social, academic, and professional contexts. Her states that "speaking is not just about producing utterances, but rather an interactive process involving the construction of meaning, production of utterances, and the reception and processing of information with confidence. She emphasizes that speaking skills encompass various micro-skills such as syntax, grammar, morphology, pragmatics, semantics, and phonology, all of which contribute to effective communication". In this case, concerning back to this research in learning in speaking class, at Muhammadiyah University of Bengkulu, understanding the purpose of speaking skills is very important. This helps lecturers in designing effective and relevant motivational strategies, and encourages students to actively participate and be confident in oral communication.

2.3 Motivation

2.3.1 Definition of Motivation

According Sa'diyah (2020), motivation is a crucial factor in the learning process, especially in speaking classes, including English. In the context of speaking learning, motivation not only encourages students to actively participate, but also helps them overcome anxiety and increase their confidence in using the target language. Motivated students tend to be more willing to take risks in speaking, more persistent in facing challenges, and more open to constructive feedback. Motivation is defined One of the effective strategies in increasing student motivation is to create a pleasant and supportive classroom atmosphere, lecturers

who are able to build positive relationships with students, provide clear instructions, and provide praise and constructive criticism can significantly increase student learning motivation in speaking classes. These strategies help students feel appreciated and supported, so that they are more motivated to actively participate in speaking activities. Meanwhile, Zhang (2024) stated that intrinsic motivation has a positive correlation with independent learning ability, autonomy support from lecturers, and active participation in class. Motivational strategies that focus on students' autonomy and competence needs can effectively reduce speaking anxiety and improve English speaking ability. The application of motivational theories such as self-determination theory and ARCS (Attention, Relevance, Confidence, Satisfaction) strategies can help lecturers design more motivating learning.

Vu & Nguyen (2024) states that there are 2 types of motivation, namely intrinsic (internal to students) and extrinsic (outside the students. In the study, researchers explained that English majors are motivated to speak English by both intrinsic motivation (such as a desire to explore new things or improve personal skills) and extrinsic motivation (such as job demands or the classroom environment). The study also highlighted the importance of lecturers' strategies in creating a learning environment that supports both types of motivation. Mardešić et al. (2018) “define motivation is a psychological condition that arouses, directs, and regulates individual behavior, and directly influences how a person prioritizes desires and achieves learning goals. In the context of language education, motivation can be a positive drive that strengthens engagement or a negative barrier when the passion leads to pressure or stress”.

2.3.2 Types of Motivation

This section presents two types of motivation, consisting of intrinsic motivation and extrinsic motivation.

a. Intrinsic Motivation

According to Vu & Nguyen (2024), intrinsic motivation refers to "the internal drive that drives an individual to engage in an activity because it is considered interesting or enjoyable, rather than because of external rewards." In the context of language learning, intrinsic motivation occurs when students feel satisfied and interested in the learning process itself, such as enjoying the challenge of speaking English or feeling happy when they successfully express their ideas fluently. (p. 78–92) Intrinsic motivation is proposed as the most powerful and influential type of motivation in supporting students' engagement in speaking English Vu & Nguyen (2024). That is, when students are intrinsically motivated, they are more likely to actively engage in the process of learning to speak because they enjoy doing it, rather than because of the obligation of the task, grades, or external pressures. This makes intrinsic motivation a very important foundation for the development of effective and sustainable speaking skills. These positive feelings stem from the fact that participating in the task is voluntary (i.e., the individual does not feel forced to do it) and that the task is optimally challenging. Most importantly, self-determination theory emphasizes that when intrinsically motivated, individuals engage in a task for its own rewards. Such individuals are more likely to expend a lot of effort on the task, and persist with the task for a long time Vu & Nguyen (2024).

According to Richard & Deci (2020) in the latest development of Self-Determination theory, intrinsic motivation arises when individuals feel that an activity is in accordance with their personal values, interests, and goals. They state: “Intrinsic motivation arises from the inherent satisfaction of the activity itself, and it flourishes when basic psychological needs for autonomy, competence, and relatedness are supported”. Intrinsic motivation comes from a drive that arises within a person, not because of external pressure or external rewards. In this quote, Ryan and Deci explain that a person is intrinsically motivated because the activity itself provides a sense of satisfaction, pleasure, or meaning, not because of punishment. They also emphasize that this motivation will grow strongly if three basic psychological needs are met: (Independence) Students feel they have the freedom to choose how to learn or express themselves in English, Competence (Ability) Students feel capable and successful when speaking English, even if only simply, Relatedness (Social Connectedness) Students feel accepted, appreciated, and emotionally connected with friends or lecturers when interacting in English. In the context of English speaking learning, especially speaking classes, students will be more motivated to speak if they feel free to learn, feel capable of using English, and feel accepted in a positive learning environment. Thus, teaching strategies that support these three needs are essential to foster and maintain students' intrinsic motivation.

According to Wei (2024), emphasized that lecturers must create a learning environment that supports student freedom, provides appropriate challenges, and builds positive relationships so that students' intrinsic motivation can develop. Furthermore, Matatula & Tupalessy (2024) suggests that “While intrinsic

motivation stems from within the learner, the lecturer's attitudes, teaching style, and emotional support can significantly influence the development and sustainability of such motivation", students' internal drive to learn due to curiosity, enjoyment, and personal satisfaction. However, the role of lecturers is crucial in creating an atmosphere and learning approach that can maintain this motivation. Lecturers who are supportive, open, and build positive relationships with students can be a strong catalyst in growing students' intrinsic motivation naturally and sustainably.

Emphasizes that extrinsic motivation is a powerful key factor but must be used with a qualified lecturer strategy. This helps build initial learning behavior, but should not be the only source of motivation. Developing intrinsic motivation should be the main goal in learning, especially in skills such as speaking English that require active and continuous participation (Zhang, 2023).

b. Extrinsic Motivation

Extrinsic motivation refers to a person's drive to perform an action or activity not because of the pleasure or satisfaction obtained from the activity itself, but because of external factors, such as rewards, recognition, social pressure, or expectations from others. In the context of English learning, especially in speaking activities, extrinsic motivation plays an important role in encouraging student participation, especially those who may not yet have a strong sense of self-confidence or intrinsic interest in speaking skills.

According to Ha (2024), extrinsic motivation is one of the main factors that influence the level of student engagement in English speaking activities in the university environment. Research conducted at a university in Vietnam shows that

students are often motivated to participate in speaking classes due to factors such as academic grades, praise from lecturers, competition with peers, and opportunities for future employment. Students feel more motivated to speak English when they realize that their performance will be evaluated by the lecturer, or when they know that active participation will have an impact on their final grade. In other words, academic incentives are the main triggers that drive active engagement, even though the motivation comes from outside the students. In addition to academic incentives, social factors also play a big role, many students feel motivated to show their speaking skills in front of their classmates because of the desire to be recognized, appreciated, or even considered proficient by their social environment. The urge to keep up with classmates in speaking English is also a significant extrinsic motivation

2.3.3 Motivational Strategies

Since motivation is widely recognized as a fundamental determinant of success in foreign language acquisition, the implementation of effective motivational strategies should be considered a central element of pedagogical practice. As highlighted in previous research, motivation is not a fixed or static trait. rather, it is a dynamic and multifaceted construct shaped by numerous influences, among which the classroom environment plays a pivotal role. Within this context, the educator's responsibility in stimulating and sustaining student motivation becomes critically important. The lecturer's conduct, classroom management techniques, the integration of engaging and meaningful tasks, and the quality of interpersonal interactions with students all exemplify how variations in instructional approaches can significantly impact learners' motivational levels.

Motivational strategies can be described as deliberate efforts to influence motivation in order to produce systematic and lasting positive effects. According to Polat (2020), That the more often and effectively a lecturer uses motivational strategies, the higher the success-oriented motivation possessed by students, especially in speaking classes. This has a direct impact on achieving better learning outcomes, especially in speaking skills. Thus, motivational strategies can be centered on the internal structure of the language classroom, including approaches such as providing feedback and designing communicative tasks. However, these strategies may also target problematic aspects of learner motivation within the class, such as learner disengagement or lack of participation. Additionally, the focus can be placed on key motivational factors like learner autonomy, intrinsic interest, or self-confidence. Finally, motivational strategies can also be directed toward various stages of the previously discussed process-oriented model. Therefore, motivational teaching practices represent a complex mechanism that includes This includes motivational strategies related to establishing basic motivational conditions, strategies aimed at generating initial motivation, strategies concerned with maintaining and safeguarding motivation, and those focused on encouraging positive retrospective self-evaluation. All of these categories of motivational strategies will be explored in greater detail later in this thesis. Before examining each group of strategies, it is important to highlight that the effectiveness of a particular motivational strategy depends largely on the specific group of students. Therefore, this should be carefully considered when selecting appropriate motivational strategies for a given learning context.

Polat (2020) refers to motivational strategies that are generally divided into four main categories, referring to the framework of Zoltán Dörnyei, a well-known figure in the field of language learning motivation. The four motivational strategies are: 1) Basic Motivational Condition Formation Strategy, 2) Strategies for Generating Initial Motivation, 3) Motivation Maintenance and Security Strategy, 4) Positive Retrospective Self-Evaluation Strategies.

a. Basic Motivational Condition Formation Strategy

The first step in this strategy is to build a positive interpersonal relationship between the lecturer and students. Emotional in the classroom has a major influence on the level of comfort and courage of students in expressing themselves using a foreign language. When students feel appreciated and understood, they will be more motivated to actively participate in speaking activities. Therefore, lecturers need to show empathy, attention, and a supportive approach to each student. Lecturers are also advised to show enthusiasm for the subject matter and individual student success. In addition, the strategy for forming basic motivational conditions includes creating positive classroom norms. These norms include mutual respect, tolerance for mistakes, and encouragement to dare to try. Lecturers need to instill the understanding that making mistakes in speaking is part of the learning process. In a supportive environment like this, students will feel psychologically safe and more open to new learning experiences. Lecturers are also expected to be able to create a sense of togetherness in the classroom by facilitating group work and collaboration, which in turn increases a sense of ownership of the learning process.

b. Strategies for Generating Initial Motivation

Once the basic motivational conditions are formed, the next step in the motivational strategy according to Dörnyei (and cited by Polat (2020) is to generate initial motivation in students. This strategy focuses on the lecturer's efforts to arouse students' interest, curiosity, and initial drive so that they feel encouraged to engage in English learning, especially in the context of speaking skills. One of the main ways to generate initial motivation is to explain the relevance and benefits of learning English for students. Lecturers need to relate the material to students' real lives, such as the use of English in the world of work, further education, or international interactions. When students see that learning English has a direct impact on their future, their motivation to learn will increase. In addition, lecturers can also foster initial motivation by connecting lessons to students' personal interests, using interesting topics and fun activities, such as language games, discussions about music or films, and real conversation simulations. Polat (2020) emphasized that students tend to be more motivated if learning activities are in line with their values and preferences. Thus, strategies for generating initial motivation are an important step in initiating student involvement in learning to speak English, and greatly determine the direction and intensity of their participation during the learning process.

c. Motivation Maintenance and Security Strategy

At this stage, students already possess a foundational level of motivation. Therefore, the lecturer's responsibility is to further enhance and sustain that motivation. One effective approach is by diversifying the learning materials. In terms of content, lecturers can design assignments that not only engage students but

also produce visible and rewarding outcomes. From a practical learning perspective, lecturers can involve students actively in the learning process, present and assess student work in ways that are motivational, and create an environment where students feel confident rather than discouraged. They should also foster student independence and autonomy in learning. Furthermore, lecturers need to be attentive to students' self-confidence. Several strategies can be used to help students recognize their abilities, offer encouragement, apply various teaching methods, and avoid actions that might embarrass students in front of their peers thus protecting their positive social image. Understanding students' goals is also crucial. Lecturers should support students in identifying and choosing their own learning goals, set deadlines and provide constructive feedback, establish mutual agreements on objectives for learning materials, and encourage collaborative learning by grouping students who share similar academic goals.

d. Positive Retrospective Self-Evaluation Strategies

Positive retrospective self-evaluation strategy is the final stage in the learning motivation strategy cycle developed by Dörnyei and reviewed by Polat (2020). This strategy focuses on how students review their learning experiences after a learning process is completed, both cognitively and emotionally. In the context of English language learning, especially speaking skills, this strategy is very important to strengthen students' positive perceptions of their progress and build confidence for further learning. Positive retrospective self-evaluation encourages students to reflect on the learning process they have gone through, identify the achievements they have achieved, and realize that mistakes and obstacles faced are part of a normal development process. Polat (2020) emphasized that learning experiences

that are framed positively, even if not always successful, can increase ongoing learning motivation. This can be done by encouraging students to write reflective journals, discuss in groups, or provide personal testimonials about what they learned and felt during the lesson.

2.4 Previous Study

The previous study of this research is:

Table 2.1 Previous Study

Name	Title	Result
Sari, D. P.	Student Perception on Teachers' Motivational Strategies in English Speaking Class at the Faculty of Humanities, Universitas Indonesia	This study adopted a qualitative descriptive approach and involved students from the Faculty of Cultural Sciences, Universitas Indonesia as the main participants. The focus of this study was to identify the motivational strategies used by lecturers and how these strategies were perceived by students in relation to increasing learning motivation, especially in speaking skills. This study shows that students of the Universitas Indonesia in gaining motivation in speaking English can be said to be close to the high average. factors such as the use of relevant and interesting activities, opportunities for authentic speaking practice, and positive reinforcement from teachers are also strong motivators. conversely, the lack of variation in teaching strategies, excessive focus on errors, or lack of appreciation for students' efforts can reduce their motivation. Thus, this study emphasizes the importance of the role of lecturers in implementing effective motivational strategies to increase students' intrinsic and extrinsic motivation in developing English speaking skills. This study is very relevant and supports the study that the author is currently conducting, because both

		<p>discuss students' perceptions of lecturers' motivational strategies in the context of speaking skills learning. However, differences in institutions and student characteristics are an important basis for exploring further how motivational strategies are applied and perceived in different contexts, such as at the Muhammadiyah University of Bengkulu. Therefore, this study from the Universitas Indonesia is an important reference for understanding patterns of motivational strategies that can improve the effectiveness of speaking learning in a university environment.</p>
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Based on the research above, the researcher found similarities and differences with this research, previous research identified how students assess and feel the influence of strategies used by lecturers in increasing their motivation during speaking classes. While the difference between this research and previous research lies in the institutional context and student background. Previous research was conducted at the Universitas Indonesia, which is a national-scale state university with students from various regions who have wider access to an English-speaking environment. Meanwhile, your research was conducted at the University of Muhammadiyah Bengkulu, which tends to have students from local or regional backgrounds, so that their motivational conditions and perceptions of lecturer strategies can be influenced by different social, cultural, and learning facility factors.