CHAPTER II

REVIEWING RELATED LITERATURE

This chapter covers some theories as to the basis of the discussion. It is aimed at gaining more understandings about the topic of the research study. The discussions in this chapter are some relevant theories of the study, conceptual framework focusing on the problems and solutions of improving students' speaking skills through pictures, and also the figure of the framework

A Motivation
1 Definition of Motivation

There are various definitions fo motivation from many psychologists. We have to comprehend about what the motivation is in order to know and understand it.

At its most basic level, "motivation is some kind of internal drive which pushes someone to do things in order to achieve something (Harmer, 2007). The word motivation is derived from motive that means anything and encourages person to act do something (Purwanto, 2011). While Dimyati and Mudjiono (1994) stated that mitvation is a mental encouragement that moves and leads human behavior. Brown (2007) stated that " motivation is something that can like self-esteeem, be global, situational, or task oriented. Motivation is

typically examined in terms of the intrinsic and extrinsic motives of the learner".

Bandura (2006), have his own defitionn. He declares that motivation is conceptualized as an internal state that arouses, directs, and sustains goal-oriented behavior. Woolfolk (2005) defined motivation as an internal state that awakens, direct, and maintain particular behavior.

King (2008) stated that motivation is a power that moves someone to act, think, and feel what they should do. Santrock (2008) stated that motivation is a process of enthusiasm, to aim, to persevering on an act. Motivation action is a powerful and long-lasting action. Zakaria (2005) stated that motivation is a strong will from a person it self to achieve.

According to Brown (2000) " Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit.

a) A Behavioristic Definiton

A behaviorist would define motivation as "the anticipation fo reinforcement". Here, psychologist like Skinner or Waston stress the role of rewards (and perhaps punishments) in motivationg behavior. In skinner's operant conditioning model, for example, human beings, like other living organisms, will pursue a goal because they percieve a reward for doing so. This reward serves to reinforce behavior: to cause it persist.

b) Cognitive Defintion

A number of cognitive psychological viewpoints offer quite a different perspective in motivation. While rewards are very much apart of the whole picture, the diffference lies in te sources of motivation and in the power of self-reward.

From the perspective above, motivation is a reasonable action which means that motivation becoming power or stimulates an individual's actions. Motivation also can be said as a process of effort to provide certain conditions, in order to someone want and interest to do something and if she or he does not interest, so she or he will try to lose her or his feeling that something is not interesting. So, motivation can be stimulated from external, but motivation grows on human self in learning process.

2 Function of Motivation

In every learning process, there must be some students that unmotivated to discuss a particular topic. On the other hand, there are some students who actively discussing a particular topic. In the back of class, there are two students talking each other on discussion session. They are making group discussion inside group discussion. These two students had no interest in the today discussion session.

The lack of internal motivation on some subject is the reason why student ignores to join the discussion or re-write what teacher explain

about. As a teacher, it is important to give student extrinsic motivation that drives student to join discussion session. The role of teachers in managing students' motivation as important as making conducive class atmosphere.

a. Motivation to stimulus action

In the beginning, the student didn't have any desire to study. But stimulus from student's curiosity, it drives student to start studying. What students didn't know will provide what students desire. From what students desire will give interest to learn. From what student desire will stimulus students to learn.

b. Motivation as driving force action

Psychological encouragement that stimulus student's actions as unstoppable power that will transform into psychophysical action. At this stage, the student will join the learning process full of willingness. All attention belongs to the willingness to study.

c. Motivation as a direction of action

The student who motivated to learn could filter what should student do for achieving goal and what students should eschew. When students motivated to learn a particular subject, it is impossible to distract student attention to the other subject. The student must be dug up what he deserves from what students learn that has been set up as a goal by the student.

3 Kinds of Motivation

Motivation was seprated into two main types that are intrinsic motivation and extrinsic motivation. We will discuss abotu them as follows:

a Intrinsic Motivation

Deci and Ryan (2000) definaes that "Intrinsically motivated behaviors were defined as those that individuals find interesting and would do in the absence of operationally separable consequences". Antoher statement from Ur Penny (1996) defines that, " Global intrinsic motivation is the generalized desire to invest effort in the learning for its own sake is largery rooted in the previous attitudes of the learners: whether they see the learning as worthwile, whether they like the languange and it's curtural, politcal and ethic association.

It means that intrinsic motivation is desire which comes from within individual to make an effort to achieve the goal. When learners have an intrinsic motivation, they will show their attitude in classroom such as they want to learn English because they like and enjoy learning it. According to Harmer (2007) "Thus a person might be motivated by enjoyment of the learning process itself or by desire to make themselves feel better". People do certain activities because it gives them pleasure and develops a particular skill based on their internal desire. Intrinsically motivated students are bound to do much better in classroom activities, because they are willing and eager to learn new material. Their learning experience is more meaningful, and they go depper into the subject to fully understand it.

Brown (1987) divided intrinsic motivation into two main types that re integrative motivation and instrumental motivations.

a1 Integrative motivation is employed when learner wish to integrate themselves within the culture of the second languange group, to identify themselves and become a part of society. For example immigration or marriage.

a2 Instrumental motivation. Learner wishes to achieve goals utilizing second languange. Robert Gardner and Wallace Lambert states that refer to motivation to acquire a languange as means for attaining instrumental goals furthering a carrer, reading technical aterial, translation and so forth (Gardner, 1978). This is describes a situation in which the students believe that by mastering of the target languange, they will be instrumental in getting a better job, position and statuses.

When he learners have intrinsical motivation, it will give a good influence to their learning. Because intrinsic motivation are comes from the learners itself. So, they learning English by their internal desire not from other factor from outside the learner.

Intrinsic motivation is the motivation that comes from within a person. This motivation sometimes comes without any outside influences. Usually intrinsically motivated people are more easily encouraged to take

action. In fact, they can motivate themsef without the need to be motivated by others. All this happens because there are certain principles that affect them (suhardi, 2013).

a1 Needs

A person performs activities because the factors of booth biological and psychological needs.

a2 Expectacy

Someone is motivated by success and the expectation of success is one's self-gratification, success and self- esteem increases and moves one toward acieving goals.

a3 Interest

Interest is a sense of preference and craving for something without anybody telling.

Thornburgh in prayitno (1989), states that intrinsic motivation is the desire to act that is driven by the internal driving factor of the individual. Individuals who are driven by intrinsic motivation, will be statisfy only if the activity has achieved the results involved in the activity. Intrinsic motivation is the desire to act that is caused by the driving factor of the individual. Individual behavior occurs without being influenced by factors from the environment.

Meanwhile, according to Gunarsa (2008) intrinsic motivation is a strong impulse or will that comes from within a person. The stronger

intrinsic motivation a person possesses, the more likely it is that he exibits a strong attitude toward the goal. In another book, intrinsic motivation does not require external motivation because it already exist within the individual itself, which is appropiate or consistent with his needs (Hamzah, 2007).

Intrinsic motivation has been studied since the early 1970s. Students who are intrinsically motivated are more likely to engages well as work to improve their skills, which will increase their capabilities, Wigfield, A., Guthire, J. T., Tonks, S., & Perencevich, K. C. (2004). Students are likely to be intrinsically motivated if they:

(1) Attribute their educational results to factors under their control, also known as autonomy.
(2) Believe that they have the skill that will allow them to be effective agents in reaching desired goals (i.e. the result are not determined by luck)
(3) Are interested in mastering topic rather than just rote learning to achieve good grades

Students are more motivated to learn when are they are given choices, become absorbed in challenges that match their skills and receive rewards that have informational value but are not used for control. Praise also enhances students' intrinsic motivation. According to Santrock (2008), there are 4 kinds of motivation: (1) self- determination and personal choice, (2) Optimal experiences and flow, (3) Interest, (4) Cognitive engagement and self-responsibility.

a3 Self-determination and personal choice

One perspective of intrinsic motivation emphasizes self-determination (Deci & Ryan, 2000; Ryan & Deci, 2009). In this view, students want to believe that they are doing something because of their own will, not because of external success or rewards (Vansteenkiste & others, in santrock 2008). The founder of self-determination theory, Richard Ryan and Edward Deci (in santrock 2008) refer teachers who create circumstances for students to engage in self-determination as *autonomy supportive teachers.*

a4 Optimal experiences and flow

Mihaly Csikszentmihalyi (in Santrock, 2008) has proposed ideas that are relevant to understanding intrinsic motivation after having studied the *optimal experiences* of people for more than two decades. He uses the term *flow* to describe optimal experiences in life. He found that flow occurs most when people develop a sense of mastery and are absorbed in a state of concentration while they engage in an activity. Moreover, he found that flow occurs when individuals are engaged in challenges they find neither too difficult nor too easy. For example, flow is occurring when a student is deeply absorbed in working on a science project that her/his teacher has structured at challenging level but not beyond the students' capability.

a5 Interest

Educational Psychologists also examined the concept of interest, which has been proposed as more specific than intrinsic motivation. A distinction has been made between *individual interest*, which is thought to be relatively stable, and *situational interest*, which is believed to be generated by specific aspects of task activity (schiefele, in santrock 2008). Individual interest might involve whatever English ability a student brings to the course, such as longstanding in the subject. Situational interest might involve how interesting a particular teacher makes an English class.

a6 Cognitive engagement and self-responsibility

Phylis Blumenfeld and her colleagues (in Santrock, 2008) emphasize the importance of creating learning environments that encourage students to become cognitively engaged and take responsibility for their learning. The goal is to get students to become motivated to expand the effort to persist and master ideas rather than doing just enough work to make a passing grade. Especially important is to embed subject matter content and skills learning within a meaningful context, especially real-world situations that mesh with the students' interest.

b Extrinsic Motivation

Not every student have intrinsic motivation when they are joining the course, thus extrinsic motivation or extrinsic rewards become a necessary

starting point for the growth of interest. Students could get the exception of value of intrinsic motivation rewards from social or parents. Sometimes the inherent interest in some aspects of school work is sufficient to arouse the children to cognitive activity, but of men, it will be necessary to apply external stimuli. To understand what is extrinsic motivation is, it is necessary to understand defintion of exrrenal proposed by the expert.

Harmer (2007) states that extrinsic motivation is the result of any number of outside factors, for example the need to pass an exam, the expectation of financial reward or the possibility of the future travel. Extrinsic motivation is that which derives from the influence from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in task. Many sources of extrinsic motivation is inaccessible to infulence of the teacher: for example, the desire of student to please some authority figures such as parents, their wish to succeed in an exam, or peer group influences. However, other sources are certainly affected by teacher action, Penny (1996).

Harmer stated that external motivation has some external factors :

b1 The goal

According to Harmer (2007), "goal is the one of the strongest outside sources of motivation which students perceive themselves to learn for. Frequently this is provided by a forthcoming exam, and this respect it is no surprise to note that teachers often find

their exam classes more committed than other groups who do not have something definite to work towards".

Here, the students want to learn English speaking because any external factors. The external factors drive the students to learn English speaking because students want to achieve it. For example some students have any goals when they learn English. Such they want to get a good score in final exam, they want to learn English because they want to get a job, and they may willing to continue their student aboard.

b2 The society we live in

"outside any classroom they there are attitudes to languange learning and the English languange in particular" (Harmer,2007). The students want to learn Englishbecause their society. For example they learn English because they want to get prestige from the society.

b3 The people around us

In addition to the culture of the world around them, students' attitudes to languange learning will be greatly influenced by the people who are close with them (Harmer, 2007). Learning English speaking is very important to communicate with the people around the world. Sometimes people want to learn English because they feel confidence if they can mastery the English speaking,

b4 Curiosity

It is unfair if people underestimate student's natural curiosity. At the beginning of semester, most students have at leat a mild interest in who their new teacher is and what it be like to be in his or her lessons. When students start English for the first time, most students are interested (to some extent) to taste what is like. This initial motivation is pecious. Whitout curiosity, getting a class of the ground and builidng rapport will be that much more difficult (Harmer, 2007).

Extrinsic motivation is the oppostive of intrinsic motivation, that is the motivation arising from the influence of the external environment. This motivation uses tringgers to make a person motivated. These triggers ca be rewards. Extrinsic motivation has a power to change one's will. A person can change his or her mind from who does not want to be willing to do something because of this motivation (Suhardi, 2013).

According to Taufik (2007), the factors that influence extrinsic motvation are:

b1 Family encouragement

Family encouagement especially husband is one of the driving factors (reinforcing factors) that can indluence wife behavior in behave. Husband's support in efforts to prevent cervical cancer, is

a form of real support from the care and responsibility of family members.

b2 Environment

The environment is where people live. The environment can affect a person so that it can be motivated to do something. In addition to family, the environment also has a big role in motivating a person in changing his or her behavior. In a warm and open environement, will cretea sense of solidarity.

b3 Rewards

A person can be motivated because of a reward so that the peson wants todo something.

Tornburgh in Prayitno (1998) stated that extrinsic motivation is so named because the primary goal of an individual performing an activity is to achieve a goal that lies outside of the learning activity itself, or that goal is not envolved in the learning activity. According to Gunarsa (2008) is meant by extrinsic motivatio is everything that is obtained through his own observation, through auggestion, or encouragement from others.

Another types of motivation comes from Dennis child (2007). The following are examples showing three sources of incentives, they are (1) knowledge of the results, (2) rewards/punishments and (3) co-operation/ competition.

b1 Knowledge of results

Obtaining information about how successfully one is performing (feedback), as we have seen, as high motivational value, especially when the news is good. Skinner (in child 2007) makes much of the idea that pupils should have *immediate* knowledge of their performance of the knowledge to have any value. The longer the time between completing work and being told the verdict, particularly if it is favorable, the less chance there is of the results having a motivational impact on the pupil.

b2 Reward and punishment

Hurlock (in child, 2009) conduct an experience the effect of praise, reproved, ignored students towards students' performance. The conclusion is that, while the performances of the pupils on the first day were the same the praised group outstripped all the others in subsequent performance. The reproved group improved in the short term but continued harassment tended to have the deleterious influence it may be that where standards are too exacting where teachers are perfectionist study and performance suffer because the pupils, unable to live up to the impossibly high standards hast capitulate. The complacency of the ignored and control groups is worth nothing. Schamdits (in child 2009) reported this research with rather less. This was because the variations in the settings, in which praise or reproof can occur, also have marked effect on the extent to

which whey influence performance as well as on the level of anxiety experienced by the pupil.

b3 Co-operation and competition

The research into the relative merits of co-operative and competitive methods in class has not been particularly illuminating. Steindler found that the only generalization which emerges from a mass of research is that in one of the studies does competition yield more effective learning than cooperation (in child 2009). Nevertheless, the one thing that seems certain is that both devices are valid motivators. Provided the level of competitive antagonism is not too high, performance appears to be improved (Steindler, in child). Where the stakes are very high, children opt-out or resort to cheating.

B Speaking

2 Definition of Speaking

communication with others is one of human's basic needs. It is impossible for us to getting relation with others without having communication. The act of speak means the action of expressing oneself feeling or thinking through human voice. In this matter, Tarigan (1990) states the purpose of speaking. Be sides to build some relationship by conducting communication, generally by conducting speaking someone

have some purposes that are to amuse, to inform, to stimulate, and to manipulate

Clark and Clark (1997) define that communication deals with two basic activities: listening and speaking. In speaking, people express their though through words and talk about perceptions, feelings and intentions they want other people to grasp and understand. Meanwhile, Spratt (2005) points out that using speech to convey meaning to others is involved in speaking. Unlike writing or reading, speaking also involves interactions which carries out two-way communication using language and non-verbal codes to keep the listener pays attention to what the speaker is saying and to check that the listener understand the speaker's meanings.

Thornbury (2001) argues that in the nature of speaking, speakers do some important parts to express their intentions. They should deal with speech production and self-monitoring, articulation of their words and should manage their talk accurately and fluently. In addition, Hammer (1998) argues that the ability to process the language and information on the spot. It means that the speakers should be able to express their ideas, to interact with others and to process the information the moment they get it.

In terms of spoken language types, Brown and Yule in Nunan (1989) mention tow basics genres of speaking related to it's function: Transactional and interactional. Transactional conversation concerns with the transfer of factual information while interactional conversation is aimed to promote and maintain social relationship. In addition, brown

(2001) mentions two types of spoken language i.e. monologue and dialogue. In monologue, one speaker uses spoken language for any length of time, such as in lectures, speeches, news broadcast, while the listener has to process long stretches of speech without interruption.

Richards (2008) state the three functions of speaking, they are:

a   talk as interaction

speaking for interaction refers to the act when we are having "conversation" and interactional languange is producted for social purposes. When people meet each other, they exchange greetings, get a small talk, or tell their recent experiences. These activities happen becausethey wish to be friendly and to establish a confortable zone of interaction with others. Futhermore, Richards (2008) states the main features of speak as interaction are has a primarily social fuction; reflects role relationships; represent speaker's identity; may be formal or casual; reflects degrees of politeness; employs many generic words; uses conversational register and well and jointly constructed.

Mastering the aret of speak as interaction is difficult and may not be a priority for all learners. However, students who have the lack of this ability sometimes they feel awkward at a loss for words when they are finding themselves in situations that require talk for interaction. They will feel difficult in representing a good image of themselves and sometimes avoid situations that call for this kind of talk.

b   talk as transaction

talk as trnasaction refers to situations where the focus in on what is said or done. The focus is the message and making the receiver understand clearly. It is main purpose is conveying information and facilitating the exchange of goods and services. Such Jones in Richard (2008) take as an example in a science class, to explore the students' understanding about floating and sinking, th teacher usually focus on meaning or just on talking their way to understanding. From this point of view, it can be concluded that the mainly aim for this kind of speaking is to make the opponent of conversation can understand easily with what we are saying. No matter how style or manner is. Since the function of speaking in this type is just fo a kind of transactions, rather than the participants and how they interact socially with each other. Futhermore, Richard (2008) mention the main features of talk as interaction are: it has a primarily information focus; the main focus is on the message and not the participants; participants employ commucication strategies to make themselves understood; there may be frequent questions, repetitions, and comprehension check; there may be negotitation and disgression; linguistic accuracy is not always important.

There are two types of talk as transaction. According to Burns in Richard (2008), the first type is *involves situations* where the focus is on giving and reveiving information and where the participants focus

primarily on what is said or achieved. For example, someone is asking for directions. In this case, accuracy may not be a priority, as long as the information is successfully communicated or understood by the receiver. The second type is *transcations situations* that focus on obtaining goods or services, such as cheeking in to a hotel or ordering food in a restaurant.

c   talk as performance

the last type of talk called as talk as performance, this refers to public speaking, which is the act of talk transmits information in front of the audience, such as classroom presentation, public announcement and speeches.

Talk as prformance tends to be in form of monolog rather than dialog. It is often followed of recognizable format and is closer to written languange than conversational languange. Similarly, it is often evaluated according to it is effectiveness o impact on the listener, something that is unlikely to happen with talk as transaction. The main features of talk as performance are: focus on booth message and audience; predictable booth form and accuracy; languange is more like written languange; often monogic.

From the definitions above, it can be concluded that speaking is a tool of human communication as a suggestion to express and express

opinions, words that we want speaking and we can interact with the world wide community

3   Component of speaking

According to Jill (2008) there are five component of languange that influence speaking ability, they are:

a   Vocabulary

Vocabulary refers to all the words which exist in a particular languange or subject. In this matter, matering English vocabulary is important ofr learner because vocabulary can support the learner to speak in foreign languange. Learners with rich vocabulart are easier to express their ideas. In addition, it also helps them to be a good listener. By having a lot of vocabulary, the learner can catch what the other person talking easily . then, they can appreciate ehat the opponent effectively.

Vocabulary can be represented in dialogues by having listening to audio track and reading passages where the new words appear in context and in combination with other words. The reason for reading text in the class is to gove students new languange input. And whenever the teacher asks students to read and listen, the teacher will want them to see how words are used.

b   Pronunciation

It is important for foreign languange learner to learn ho English words are pronunced. Harmer (2998) said the user of the languange has to know how to pronunce some word well, although it often considered as difficult thing for the learner. Perhaps, most of students think that English is a strange languange. That is because what is written is different form the way to pronunce it. They also have to consider complex parts of pronunciation such as intonation, stress, and pitch. On the other hand, it is difficult for the learner to be similiar to the native speaker because their mother tongue is so influence the way to produce the word.

c   Grammar

Grammar is needed for student to arrange a correct sentence in a conversation. According to Jill (2008) grammar is a description of the languange system. It shows us how we order words in sentences, how we combine them and how we change form of words to change their meaning. The unity of grammar also leans the correct way gain expertice in languange in oral and written form. Someone who mastering grammar will knows how to arrange word in sentences; the correct tenses will be used to create the good sentence related with the rules.

d   Fluency

Fluency may be defined as the ability to speak easily and accurately. Accurately. According to jill (2008), fluency is communicating a message. We have to speak fluently so that hte listener are able to respond what the speaker said. We have to consider that fluency is strongly influenced by other speaking components. It means the listener will understand what the speaker said if the pattern grammar of the languange is correct, the use of vocaublary is appropriate ans also how they pronunce it is well. So, we have to consider that there component are relate each other.

e   Comprehension

beside the four components that explained before, the important component in speaking that have to know is comprehension. Comprehension refers to the ability to understand completely and be familiar with a situation, facts, etc. It means the speaker must have ability in understanding the case or the problem that is facing. In this matter the previous knowledge of the speaker will give the contribution to the quality of   what   the   speajer   talking   is.