

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, researcher present the related literature concerning to the conceptual idea of speaking, teaching speaking, chain work, and previous studies.

A. Motivation

1. Definition of Motivation

Motivation is a part of important things in learning teaching process. The term motivation derived from the Latin verb *movere* (to move). It means that motivation is something that gets someone moving and keeps someone working. In defining motivation, some psychologists have their own opinion.

Harmer (1983:3) said that motivation is some kind of internal drive which pushes someone to do or think in order achieve something. In a addition, James (1981:148) said that internal drive means a tendency within an organism toward a goal is based on the changes in the organism process. This definition shows that motivation comes from inside of the person, which function to encourage him or her to conduct an activity to achieve her or his purpose.

Spratt (2005:38) defined that motivation is the thought and feelings we have which make us to do something continue to want to

do it and turn our wishes into action i.e motivation influences: why people decide to do something, how long they want to do it for, and how hard they are prepared to work to achieve it.

According to Spratt's definition, motivation is a power that urges human to move his self to a course action. In addition, Brown (1980:112) defines motivation is inner drive, impulse, emotion or desire that moves one to the particular action. An inner drive is a force within an organism and pushes them to do certain actions toward the goal. From this definition, motivation is a power from inside which drives someone to do some actions.

Based on definitions of motivation above, the writer defined motivation as something happen an individual which makes he or she do an action to achieve his or her goal. Motivation in learning is the efforts of the teacher to drive and make the students in order to more active in doing any activity in teaching and learning process use a chain work method.

2. Kind of Motivation

There are two kinds of motivation, imtrinsic motivation (the urge to engage in the learning activity for its own sake) and extrinsic motivation (motivation that is derived from external intensive). Both of these have an important part to play in the classroom, and both at least partially accessible to teacher influence.

a. Intrinsic Motivation

Intrinsic motivation involves the internal motivation to do something for its own sake. Hamalik (1995:112) stated that intrinsic motivation is a motivation included in learning situation that originally comes from the need and goals of the students itself. It means that someone who is motivated for doing something because of his/her need or goals is called intrinsic motivation.

According to Sardiman (1990:88) intrinsic motivation comes from within and operates without any external stimulus. It infers that intrinsic motivation derived from inside of the individual rather than from outside. Intrinsic motivation includes interest, need, desire, and goal.

1) Interest

The student who study effectively and they have a high interest, they will be success, as Stone and Neilson (1987:165) said that on personal positive interest, will increase the change for success. Interest is important because learning process will go well if someone has interest.

2) Need

Brown (1993:169) the need concept or motivation in some ways belongs to all three schools or thought: the fulfillment of

need is rewarding, requires choices, and in many cases must be interpreted in a social context. Ausabel, in Brown, identified six needs under giriding the construct of motivation, they are:

- a) The need for eploration, for seeing the other side of mountain for probing the unknowing.
- b) The need for manipulation, for operating to use skinner terms on the environment, and causing change.
- c) The need for activity, for movement and exercise, both psychic and mental
- d) The need for simulated by the environment, by other people or by ideas, thought, and feeling.
- e) The need for knowledge, the need for process and internalize the result of exploration to resolve contradictions, to quest for solution to problems and for self consisting system of knowledge.
- f) Finally, the need for ego enhancement, for the self to be known and to be accepted of by others.

3) Desire

The students will be motivated to learn if they have desire to learn, but if they don't have, they will be lazy to learn. As Harmer (1983:51) said thus person might be motivated by enjoyment of the learning process itself or by a desire to make them selves feel better.

4) Goal

Almost all people have aims or goals in their life. Even in all their daily activities. Goal can lead someone to do or to avoid something related to goal itself. Harmer (1983:53) said that motivation is closely bound up with a person's desire to achieve goals.

In teaching learning process, the goal should be understood by the students, because it will be an important motivation for them. If they have particular goal, they have to prepare everything that can help them to achieve their goals.

b. Extrinsic Motivation

Extrinsic motivated behavior, are carried out in anticipation or a reward from outside and beyond the self. Penny (1996:277) stated that extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own case or interest in task. That means extrinsic motivation is motivation which is influenced by any outside factors. For example, someone is motivated because of good teacher, good environment, etc.

Extrinsic motivation is important in teaching and learning process to improve or to support the students in learning English. There are some factors that can increase the extrinsic motivation in teaching and learning as follows:

1) Teacher

Penny (1996:276) emphasized that it is an important part of the teacher's job to motivate learners. In more recent learner centered approaches to language teaching, however the teacher's function is seen mainly as a provider of materials and conditions for learning, while the learner takes responsibility for his or her own motivation and performance.

Teacher is not only a person who facilitates the student to get knowledge, but also as a motivator who has to motivate students to do learning activities. There are responsibilities of the teacher in motivating students, create a good learning climate, give an appropriate material, vary the method, and important one is the teachers characteristics, such as personal teaching efficiency, modeling and enthusiasm, caring and positive expectation.

2) Parents

Richards (1994:162) stated about parents as follow parents with high social economic status seem to instill high achievement motivation in their children, parents who encourage their children to try new things and who reward them for high performs, establish it. On other hand, parents who overly protect their children and punish them for failure tend to raise children with low motivation.

3) Environment

In environment should be considered as an important factor that influences students motivation in learning, for instance, school environment, classroom environment and home environment. Such environment will motivate students to learn in high motivation or low motivation, depends on the quality of the environment itself. Good environment will probably motivate the students better than bad environment.

From the statements above, the writes conclude that motivation may come from the inner of the students which is called intrinsic motivation, and from the outer of the students which is called extrinsic motivation. Both instrinsic motivation and extrinsic motivation are important in teaching and learning process. So, in this case, the teachers as the motivator have to make the students are motivated internally and externally. One that the teacher can do to motivate the students is by preparing interesting method.

3. The Importance of Motivation In Learning

Motivation refers to process where by goal directed activity is investigated and sustained. Howard (1996:4) said motivation is an extremely important part of teaching learning, because without mativation there is no real learning. So, motivation is important part in teaching and

learning process which can make the student do activities in learning process.

Printirich (1996:5) also states motivation is an important quality that affects all classroom activities because it can influence both learning behaviors and performance of previously learned skill, strategies, and behaviors which have important implications for schooling. It means that students behavior and performance will be influenced by motivation. If the student have high motivation, they will have good behavior and performance in the classroom.

Harmer (1983:3) also regard that it seems reasonable to suggest that the motivation that students bring to class is the biggest single factor affecting their success. It infers that motivation is very important factor which influences successful in learning.

The statements above indicate that the important role of motivation in learning process is that motivation can determine whether the learning process is successful or failed. It means that the motivated learner will get a better opportunity to succeed in their learning activities than who have low motivation.

Penny (2006:275) said that is easy to comprehend the motivated learner than motivation itself. The motivated learner, who is wiling or even eager to invest effort in learning activities, make teaching and

learning process more pleasant and easier. There are some characteristics of motivated learner:

- a. Positive task orientation. The learner is willing to tackle tasks and challenges, and has confidence in his or her success.
- b. Ego involvement. The learner finds it important to succeed in learning in order to maintain and promote his or her own (positive) self image.
- c. Need for achievement. The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.
- d. High aspirations. The learner is ambitious, goes for demanding challenges, high proficiency, top grades.
- e. Goal orientations. The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts toward achieving them.
- f. Perseverance. The learner consistently invest a high level of effort in learning, and it is not discouraged by setbacks or apparent lack of progress.
- g. Tolerance of ambiguity. The learner is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion he or she can live with these patiently, in the confidence that understanding will come later.

4. Characteristic student motivated

According Sardiman (2006: 83) say that Psychoanalytic Theory Every human action because of the element of the human person namely

the id and ego. Motivation that exist in each person's set has the following characteristics:

1. Diligent to face the task (can work continuously for a long time, never stop before finish).
2. Ductile face difficulties (not quickly despair). It does not require outside encouragement to perform as well as possible (not quickly satisfied with achievements that have been achieved).
3. Demonstrate interest in a variety of issues.
4. Preferably working independently.
5. Rapid boredom on routine tasks.
6. Can defend his opinion.
7. It is not easy to let go of things that have been believed.
8. Glad to find and solve problems.

If a person has the characteristics as above, then that person always \ has a strong enough motivation. Such motivational characteristics will be very important in teaching and learning activities. Teaching and learning activities will work well if the students are diligent in doing the task, resilient in solving problems and obstacles independently. Students who learn well will not get caught up in something routine.

B. Speaking

1. Definitin of Speaking

There are many definitions of speaking in language learning proposed by some experts. Clark and Clark (1977:3) define that communication deals with two basic activities: listening and speaking. In speaking, people express their thoughts through words and talk about perceptions, feelings and intentions they want other people to grasp and understand. Meanwhile, Spratt (2005:34) points out that using speech to convey meaning to others is involved in speaking. Unlike writing or reading, speaking also involves interaction which carries out a two-way communication using language and nonverbal 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 (2001:5) 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, Harmer (1998:87) argues that the ability to speak fluently presupposes both knowledge of language features and 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 (1983) in Nunan (1989:27) mention two basic genres of speaking related to its 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 (2001:251) 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 broadcasts, while the listener has to process long stretches of speech without interruption.

From the definitions above, it can conclude 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.

2. Teaching of Speaking

In teaching speaking, appropriate teaching methods and techniques should be applied. Brown (2001:14) defines a teaching method as a step by step and generalized set of classroom specifications for accomplishing linguistic objectives. Meanwhile, techniques are any of a wide variety of activities, exercises or tasks used in the classroom to achieve teaching and learning objectives. There are many methods and techniques that can be applied in teaching speaking. Students learn English in order that they can communicate in English fluently, accurately and appropriately in their everyday life. Therefore, the methods and techniques used in teaching speaking should encourage students to use the target language in

certain context and develop their speaking strategies. Brown (2001:275) proposes some principles for designing speaking techniques. Those principles are as follows:

- a. Using techniques that cover the spectrum of learner needs, from language based focus on accuracy to message, based focus on interaction, meaning and fluency.
- b. Providing intrinsically motivating techniques.
- c. Encouraging the use of authentic language in meaningful context.
- d. Providing appropriate feedback and correction.
- e. Capitalizing on the natural link between speaking and listening.
- f. Giving students opportunities to initiate oral communication.
- g. Encouraging the development of speaking strategies.

Moreover, Kayi (2006) presents some basics of teaching speaking in EFL setting. In the teaching and learning process of speaking, the learners should be able to:

- a. Use word and sentence stress, intonation patterns and the rhythm of the target language
- b. Select appropriate words and sentences based on particular social setting, audience and situation
- c. Organize their thought in meaningful and logical sequence.
- d. Use the language quickly, confidently and fluently to express their ideas.

To achieve these goals, English teachers should create real life context and provide appropriate materials or models when students learn how to speak English in the classroom.

In addition, another study conducted by Nurhayati (2016) say that when teaching speaking, the teacher needs to make students aware to fixed phrases, functional sentences and adjacency pairs. Teachers can do this by teaching functional exchanges. Teachers can have students look at transcript of typical exchanges and teacher can let them watch film clips of this kinds language use.

In other addition, Harmer (1998:87) mentions three basic reasons why it is good to give students speaking tasks. First, it is very important to give students opportunities to freely practice speaking in the classroom so that they can use English in their daily conversation. For example, getting students to have a free discussion gives them a chance to rehearse having a discussion outside the classroom. Second, speaking tasks provides feedback for both students and teacher. It means that teachers can monitor how well their students perform, what language problems they have and how to solve the problems, while students can see what they need to improve their skills. Speaking tasks can improve students' motivation and self confidence and with teacher guidance can encourage them into further study. Third, good speaking tasks should be highly motivating so that students can engage with the teaching and learning process. If teacher

sets up the activities properly and can give useful feedback and all students are fully participating, they will get tremendous satisfaction from the activities.

3. Teaching Speaking in Elementary School

Brown (2001:91) Say that Teaching English to young learners or teenagers is considered the most challenging by some expert since students in this level have little knowledge of the target language They have limited vocabulary, insufficient grammar, pronunciation and expressions to carry out meaningful conversations.

Faizatul (2016:24) argue that there has been a long debate about children learning a foreign or second language (SL) at an early age. Some claim that learning a foreign language (FL) can burden children who are still struggling in mastering their native language (NL). Furthermore, nationalism and cultural discrepancy are also claimed to have negative impact on learning a new language for children. However, others believe that it is advantageous for young learners to learn a foreign language. Children can benefit from their critical period before puberty which scientists agree as the best age to acquire a new language. These researchers further argue that learning FL does not harm the process of learning NL.

Scott (1990: 108) They revealed that the main way to convey meaning in the process of learning foreign language to children is through a variety of learning Aids tools. The lesson will be much

easier and more appealing to the children if the teacher fully utilizes objects or objects and language to convey meaning. According to Csabay (2006: 24), motivation is very important in learning the language. One of the most powerful and well-known ways to increase students' attractiveness in learning is to bring something extraordinary and new to the classroom.

Furthermore Shin (2006: 3) reveals that one way to increase the attention and involvement of students in learning activities required the existence of supporting tools in the form of visual aids, toys, dolls or other objects that are colorful, in accordance with the story or songs used in learning. With the use of tools or objects will help make the language learned more easily understood and then bias used for further activities such as retelling stories (retelling stories) or guessing game (guessing game).

4. Classroom Speaking Activities

Classroom speaking activities should be interactive, communicative and give students sufficient chances to use the target language. According to Thornbury (2001:79), communicative tasks or activities fulfill two important roles and language learning needs. They are preparing students for real – life language use and encouraging the automization of language knowledge. He also states that communicative activities or tasks are characterized by some aspects as follows:

- a. the motivation of the activity is to achieve some outcome, using language
- b. the activity takes place in real time
- c. achieving the outcome requires the participants to interact i.e. to listen as well as speak
- d. because of the spontaneous and jointly constructed nature of the interaction, the outcome is not fully predictable and
- e. there is no restriction on the language used.

Varied classroom speaking activities should be provided so that the students have opportunities to practice oral communication. In designing activities, some considerations need to take into account. Richards and Renandya (2002) suggest that effective interactive activities should be meaningful, manipulative, and communicative. They also should:

- a. Enable students to practice and manipulate specific features of language
- b. Be based on authentic source materials
- c. Provide students an opportunity to rehearse, in class, communicative skills they need in the real world and life
- d. Activate the psycholinguistic processes of learning.

Harmer (2007:271) suggests that there are six effective speaking activities students can do to improve their speaking skills. Those speaking activities are as follows:

a. Acting from a script

Students can be asked to act out scenes from plays in the classroom and sometimes make a video recording of the performance. It will encourage students to frequently perform in front of the class. The teacher has to give students time to rehearse the dialogues before they are asked to perform. When all students are practicing, the teacher can give attention to their intonation, stress, and speed. By giving students the practice before their final performance, as the result, acting out is both learning and a language producing activity.

b. Communication Games

Games are very effective to encourage many learners to make their interests and work sustainable. Games also help the teacher to create contexts in which the language is useful and meaningful. For instance, pictures games which are designed to provoke communication between students usually depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange) or find similarities and differences between pictures.

Nurhayati (2008 a) mentions that games have strength as follows:

a. Helping involve learners actively in the learning process.

- b. Providing a challenge which encourages learners to stretch themselves (in order to win). Most games involve learners in reactivating the language they have studied and in trying to use it meaningfully.
 - c. Helping learners to forget they are studying: they lose themselves in the fun of the game and the activity motivates them
 - d. Encouraging collaborative learning.
 - e. Giving extra practice without inducing boredom
- c. Discussion

The difficulties of having discussion are that the students are shy and reluctant to share their opinion in front of the whole class and are not confident of the language they used to express their ideas. To avoid these difficulties, teachers can set up different types of discussion namely buzz groups, instant comment mini-activities, and formal debates. Buzz groups give students a chance for quick discussions in small groups before any of them are asked to speak in front of the class or public. Meanwhile, instant comment mini-activities can train students to respond fluently and immediately. This activity involves showing students photographs or introducing topics and nominating them to say the first thing that comes to their mind. In formal debates, students prepare their arguments or against various propositions. When the debate starts,

the speakers produce well-rehearsed arguments whereas others as the audience pitch in with their own thoughts which are less scripted on the subject or topic as the debate progresses.

d. Prepared Talks

Another activity to perform speaking is prepared talks where a student (or students) makes a presentation based on a certain topic. Because they are prepared, students should speak from notes rather than from a script to avoid these activities being more writing-like.

e. Questionnaires

Questionnaires ensure that both questioner and respondent have something to say to each other so that it is very useful to make students speak. Students can design questionnaires on any appropriate topic they are interested. Teacher can act as a resource and help students in designing it. The results can form the basis for discussions or prepared talks.

f. Simulation and Role play

Simulation and role play stimulate a real-life encounter and can be used to encourage general oral fluency. Students take on the role of a character different from themselves or with thought and feelings they do not necessarily share.

5. Definition of Chain Work

chain work is one of the learning methods that involves many students to connect and continue a story in a chain. As Hadi pointed out, (2004: 112) that the use of innovative learning models within it exists related elements of positive interdependence, face-to-face interaction, individual accountability, and relationship-building skills among students, so that they can explore the potential that can be developed students.

Iskandarwassid, (2011: 229) revealed that In the daily life of many listenersless skilled, both in mother tongue or second language, probably because of less centered attention, egocentrism or because the nature of memories through short hearing, when most adults are estimated to have used the time in communication activities.

, Nurdiana, (2005: 28) elements that exist from the method of chain messages, among others:

- a. The purpose
- b. The existence the material discussed
- c. The recipient of the message or the student
- d. The presence of informants / teachers.45% is used for listening, 30% to talk, 16% to read and only 9% for write.

So in this case the method or technique of the word chain refers on the theory of knowledge about the word and organization of a concept words. A word will be strung with the next word because the

student has had the organization of the word concept. From second opinion expert above can be concluded that pengertian message method chain has an element of similarity between the two opinions. Among them are the elements of purpose, material, recipient and messenger. While the difference is the existence of elements setting implementation time. This is in accordance with the material conditions and students' ability while learning takes place.

6. Purpose of the Chain Work

In Permendiknas No. 22 2006 on the Content Stand outlines the objectives listening language skills for School students The basis, implicitly in the Competency Standards, is to understand:

- a. description of the floor plan
- b. announcement
- c. pantun
- d. explanation of resource persons
- e. folklore
- f. a story about a event
- g. children's short stories
- h. oral discourse
- i. news
- j. short drama.

Tarigan, (1972: 42) explains effective learning the student-centered learning process as well as the method learning chain messages will have purpose and influence as follows:

- a. Students will be accountable to themselves within achieve its learning objectives. So they will be more fast in accepting and understanding something proactively in study.
- b. Can strengthen student's memory; when students are required to active in the learning process, in the sense no longer just centered on the teacher, they will be more powerful memory. Because they get knowledge directly for put into practice.
- c. Scrape student boredom; Boredom will arise when students not considered to be in the classroom. They are just objects faithful listener from the teacher's lecture.
- d. Provide a sense of confidence for those who have lack of academic; Student Centered gives opportunity for anyone to be proactive in the learning process teach. Because of those involved in their discussions all students. So for those who have been rare participating in KBM activities will feel more confident in following it.

7. Previous Studies

There are previous studies about teaching speaking. The first previous study is written by Prucesia Kumara Silva from yogyakarta state universitas negeri yogyakarta, entittle "*Improving Students'*

Speaking Skills Through The Use Of Video Clips Of The Eight Grade Students Of Smp It Abu Bakar Yogyakarta In The Academic Year Of 2012/2013” This research involved the 30 students of class VIII G of SMP IT Abu Bakar Yogyakarta in the academic year of 2012/2013 and the English teacher as the research participants. The data of the study were in the forms of qualitative and quantitative data. The qualitative data were obtained by observing the teaching and learning process of speaking, interviewing the students of class VIII G and the English teacher, holding discussions with the collaborator, and taking pictures and video recording. Meanwhile, the quantitative data were acquired through pre-test, post-test, and speaking tasks. The validity of the data was obtained by applying democratic validity, dialogic validity, catalytic validity, process validity, and outcome validity. The research findings showed that the use of video clip as the teaching media combined with the use of speaking activities and classroom English was proven to be effective to improve the students’ speaking skills.

Other research is “*Pemanfaatan Audio Visual Aids (AVA) Dalam Proses Belajar Mengajar Mata Pelajaran Bahasa Inggris Di Sekolah Dasar*” This study aims to describe the use of AVA in teaching and learning in English, to identify AVA types used in teaching and learning by English teachers, and to describe teachers 'and students' perceptions of AVA utilization in teaching and learning in primary schools in Singaraja. This research uses survey design at 16

schools in Singaraja city in all kelurahan. The subjects involved 16 English teachers and 518 students from 16 schools with representations from grades IV, V, and VI. Research results prove that AVA is used in teaching aspects of language and language skills. it can be concluded that AVA can make learning more productive, more interesting, can improve student's motivation, can accelerate students' understanding of learning, make teachers more efficient use of teaching time, and able to make learning process more effective.

Other research is *The Improvement Of The English Listening And Speaking Skills Of The Students Of St. Yakobus Catholic Elementary School Through The Audio-Visual Method* by Stevany Melinda Anwar The increasing of globalisation, pushes people to be fluent in some foreign language, one of them is English. This research is to: (a) describe the strategy of English language teaching using audiovisual method, and (b) to show the comparison of mark achievement between the experiment group and control group. The data collecting method of this research is the observation method and testing method with the data collecting technique is observation technique and recording technique. This research uses the experimental method as the data analysis method by forming two groups, those are the experiment group which gain treatment and control group as the comparison group. The location of this research is in Santo Yakobus Catholic Elementary School Makassar. The result of

this research shows the audiovisual learning system can increase the student's mark by flashcard as the teaching media. The average listening mark of the experiment group student shows 6.867 (six point eight six seven) for pre-test according to the table and 9.267 (nine point two six seven) for the post-test shows the increasing of 35% of the marks. The average speaking mark for pre-test of the experiment group is 6.367 (six point three six seven) and posttest mark is 9.233 (nine point two three three) and is increasing by 45%. This shows that audiovisual method gives better influence than conventional method used by the subject teacher.

There are similarities and differences between this research and the previous research. The similarity between their research and this research is that the research focuses on improving speaking mastery by a game method or by media method. This research and the third previous study also use quantitative experimental research. Then the differences between their research and my research are the method of research used audio visual research and my research use chain work picture word research; the subject in the first research is the eighth grade of junior high school students and the subject in the second research is elementary school and in third research is elementary school. Besides, the subject of this research is the five grade elementary school. In short, it can conclude that this research is different from the previous studies.