

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a literature review, review of relevant studies, and conceptual framework. In the literature review and review of relevant studies, the researcher examines some theories that become the frames of thoughts of the study. In the conceptual framework, the research relates the theories to the study.

A. Motivation

1. Defintion Of Motivation

Motivation is one of the important factors in supporting and determining the effort to learn that raises the spirit and focus attention to something to achieve certain goals. Motivation can also strengthen and lead the behavior of the learners. A student who has a high learning motivation will demonstrate high spirits, interests, and perseverance in learning. According to Uno (2011: 5) Motivation is a force that encourages a person to do something to achieve goals, this power is stimulated by the existence of various needs such as desire to be fulfilled, behavior, purpose, and feedback.

Sardiman (2007: 75) also defines motivation as a series of attempts to provide certain conditions, so that a person wants and wants to do something, and if he does not like it, it will seek to nullify or circumvent the dislike. In the world of education, especially on teaching and learning, which affects the affective characteristics of learners one of them is the motivation to learn. Often teachers

who are confronted with learners whose achievements are not in accordance with the expected teacher but cognitive is quite good, then the teacher assumes that the learners are less motivation to learn.

According to W.S Winkel (2004: 526) the motivation to learn is the overall driving force within the students that leads to learning. The same opinion was expressed by Muhibbin Syah (2003: 158) which asserted that the motivation to learn is the overall driving force that is in the students that leads to learning activities and ensure the continuity of learning activities, so that the desired goal by the subject of learning can be achieved.

In general it can be said that the purpose of motivation is to move or arouse a person to arise desire and willingness to do something so as to obtain certain results or goals. Emily also said from the sunaryo book that the purpose of motivation is to improve morale and job satisfaction, improve work, improve discipline, create a conducive atmosphere, a good working relationship and enhance the sense of responsibility to his duties.

Based on the understanding of learning motivation above can be concluded that understanding of learning motivation is a series of drives or driving force that comes from within yourself and from outside to do learning activities that cause changes so that what the desired goal by the subject of learning can be achieved.

2. Function Of Motivation

According to Oemar Hamalik (2001: 161) function of motivation in learning is as follows:

- a. Encourage the emergence of a behavior or an action.

Students who initially have no desire to learn. Then driven by students' curiosity about the various sciences. With this curiosity students are encouraged to learn.

- b. Motivation serves as a guide.

Motivation directs the deeds of achievement of desired goals. Motivation will lead students to the actions that support the achievement of student goals while the actions that are less supportive will be set aside.

- c. Motivation serves as a driver.

Motivation is like a machine in a car. If the engine is good then the car will go fast. If the students' learning motivation is great then the results obtained will be good and maximal learning.

3. Kinds of Motivation

- a. Intrinsic Motivation

According to Syaiful Bahri Djamarah (2002: 115) intrinsic motivation is the motives that become active or functioning does not require stimulation from the outside, because in each individual there is a drive to do something. In line with the above opinion, according to A. M Sardiman (1996: 90) intrinsic motivation is the motivations that become active or functioning does not need to be stimulated from the outside. Sobry Sutikno (2007: 98) defines intrinsic motivation as a motivation that arises from within the individual himself without any coercion or encouragement of others, but on the basis of his own will.

Intrinsic motivation is the internal motivation to do something for the sake of something itself (the goal itself). A person does not need a reward offer or is threatened with any penalties for making him do something. He will do something because he likes and likes to do it. For example, a student will continue to study a subject diligently, even though it is not a season of testing and there is absolutely no compulsion to learn from anyone. The above is in accordance with John W. Santrock's statement (2007: 509).

Based on some opinions it can be concluded that intrinsic motivation is the active motivation that arises from within a person without requiring external stimuli. An example is a student who deliberately learns to gain knowledge and knowledge. Without encouragement from other people the student already has the awareness to listen to the explanation delivered by his teacher. More curiosity about the subject matter given. Various disturbances around him, less able to influence his attention. Students who have intrinsic motivation will naturally follow the learning activities. The student's curiosity will encourage him to undertake learning activities. The student will feel the need knowledge to achieve his goals. Such activity arises from within the student without the need for help from others.

b. Extrinsic Motivation

A.M Sardiman (2005: 90) says extrinsic motivation is the motive of active and functioning because of the stimulus from the outside. Rosjidan (2001: 51) considers extrinsic motivation as a motivation whose goals lie beyond knowledge, that is not contained within the act itself. Sobry Sutikno

(2007: 98) argues that extrinsic motivation is the motivation that arises due to influence from outside the individual, whether because invitation, order or coercion from others so that in such circumstances a person will do something. Based on some opinions above, it can be concluded, extrinsic motivation is the motivation that arise and function because of the influence from outside. Examples are students who leave for school just out of fear of being scolded by their mothers. Another example is when a student gets the achievement or ranking because he wants to get a bike from his parents. It is clear that the learning activities undertaken not because want to gain knowledge and knowledge.

Extrinsic motivation is required by students. Extrinsic motivation will be very helpful when students feel not the spirit of learning, not interested in the lessons being followed and so forth. With extrinsic motivation provided by teachers, parents or other parties will help the learning process. Extrinsic motivation is manifested in the form of external stimuli that aim to move the individual to perform an activity that brings benefits to the individual. This extrinsic motivation can be stimulated in forms such as praise, incentives, rewards. In addition to forming a conducive atmosphere and environment can also be categorized into the form of extrinsic motivation, because it can encourage a learner to study harder.

4. Characteristic of student's motivation

According Sardiman (2006:83) says that motivation exist in each person's 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 consider 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 strong enough motivation. Such in teaching and learning process characteristic of motivation very important. Teaching and learning activities will work well if the students are diligent in doing the task, resilient in solving problem and obstacle independently. Students who learn well will not get caught up in something routine.

B. Nature of Speaking

1. Definition of Speaking

Speaking plays the most important role because it is used in all aspect of life. In our daily life, we often communicate with other people through speaking. Thus we must realize that speaking way to communicate in order that

the message that we want to deliver would be clearer. 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.

Speaking is the ability to produce words in language practice. Speaking is an important skill that students have to master. It is because in speaking we can know the students' ability to produce the target language or English. Speaking is to express thought aloud using the voice or talk.

It means that when someone interacts with others by using a language as a means, certainly, they want to convey something important. For example, they want to utter their feeling and thought. It is strongly impossible for someone to make a communication with others without having any purpose. As people communicate, there must be a speaker and an interlocutor. Therefore, communication involves at least two people; sender and receiver. They need communication to exchange information, ideas, opinion, view or feeling.

Keith and Marrow say "Speaking is an activity to produce utterance to oral communication". It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has an intention or a set of intentions that he wants. So, the English teacher should activate the students' speaking ability by providing communicative language

activities in the classroom and then giving them the opportunities to practice their speaking skill as much as possible.

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, the ability to speak fluently presupposes both knowledge of language features and the ability to process the language and information on the spot (Harmer, 1998:87). 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.

2. Teaching Speaking

The goal of teaching and learning English in Indonesia is to develop communicative skills that include the skill of listening, speaking, reading and writing proportionately. Therefore, the teacher should provide the students with speaking task and give them opportunities to use the target language to communicate with others.

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.

According to Harmer, there are three basic reasons why it is a good idea to give students speaking task with provoke them to use all and any language attheir comment. Those are:

1. Rehearsal

Getting student to have a free discussions, gives them a chance to rehearse having discussions outside the classroom. Teacher asks students to rehearse outside classroom in order to know how their speaking ability can improve. From those, students can improve their speaking ability except in the class.

2. Feedback

Speaking tasks where students are trying to use all and any language that they know to provide feedback for both teacher and students. Teacher can see how well their class is doing and what language problems they have. Students can also see how easy they find a particular kind of speaking and what they need to do to improve. Students activities can give them enormous

confidence and satisfaction, and with sensitive teacher guidance a can encourage them into further study.

3. Engagement

Good speaking activities can be highly motivating. If all students are participating fully and if the teacher has set up the activity properly and can give sympathetic and useful feedback, they will get tremendous satisfaction from it. Many speaking tasks (role-play, discussion, problem solving etc) are intrinsically enjoyable in themselves.³ In this thesis, the researcher will explain about expression of asking for and giving opinion that it is one of the material English at the eighth grade.

3. Aspect of speaking

Speaking is used to interact and communicate by some one to other. Speaking is needed in all of life activities. This aspect of speaking will make our speaking or use of languang well. As proverb says “ practice make perfect”. Therefore students must practice to speak English as often as possible so that they are able to speak English fluently and accurately. A part of that, to speak English, we have to know some important component. The component is what aspect to mastered by the people in speaking English.

a. Grammar

Grammar is essentially about the systems and patterns we use to select and combie word. In order to communicate we must share a common system, which is why people who speak different language can't understand one another – they are using differnt systems. For peopple to communicate through

language there must be common systems, and grammar is one of the essential systems. People must know about grammar in order to use language appropriately in social context (Burn and Helen : 1999). By using grammar well, someone will speak accurately. In other hand, if someone talks or speaks by using grammatical errors, his/her ideas will not get across easily.

b. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak (Hornby 1995:6). It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation: phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. Pronunciation focuses on accent. When a speaker says, he/she will give an emphasis to certain words suitable with pronunciation.

c. Vocabulary

Vocabulary is a list of words with their meaning, especially in a book for learning a foreign language. Vocabulary means the appropriate diction which is used in communication, without having a sufficient vocabulary, one cannot communicate effectively or express their idea in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should possess considerable knowledge on how to manage an interesting classroom so that the learners can

gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

d. Fluency

Fluency is able to speak a language easily and well. The features which give speech the qualities of being natural and normal, including native – like pausing, rhythm, intonation, stress, rate of speaking, and use of interjections. Fluency can be defined as the ability to speak fluently and accurately. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

e. Content

The main idea of something always be stated clearly and change of opinion very clear. Oral communication certainly requires a person to respond and to speak as well as to imitate. If we review the functions of speaking as transactional and interpersonal. The understanding about the topics or speech will be got if the speakers are able to interact and communicate with other people. It can be hoped if there is comprehension between the speaker and listener.

4. Classroom Speaking Activities

In speaking there is many kinds of the activities. Speaking is a productive skill. It involves putting the message together, communicating the

message. In teaching and learning English we need to encourage the learners to practice both production and interaction. Production is related to the learners's ability to produce sound and practice to speak. Interaction is related to the learners to interact, to communicate or hold relationship with other people.

Speaking activities concentrate on getting learners to produce sound, phrase or grammatical structure from activities which are controlled by teacher. This activities to do until the learners have more freedom to choose the language that they used. In control activities the teacher usually gives guided to do his /her instruction. The teacher makes their class effectively and having fun.

There are many kinds of speaking activities that can be held by teachers and learners :

a. Role play

One way of getting students to speak is role playing. Role play is excellent way in which to stimulate, in the classroom, real communication that is relevant to experiences outside the classroom. Role play has appeal for students because it allows the students to be creative and to put themselves in another person's place for a while.

In role-play activities, teacher gives information to the learners, such as who they are and what they feel based on their character. They asked to act and speak like those charactes. In the role-play activities, the students have to speak and act from their new character's point of view (Harmer : 2007)

b. Games

Games may be defined as a form of play by certain rules or convention. The use of games must contribute language proficiency in some way by getting the learners to use language in the course of the game. Games can help the students study easily because games makes the learning fun. In the learning process, especially for young learners games will be effective. The young learner will be more concentrate learning if the subject that have is fun and happier. They will be happy to follow their class and not bored. In the games usually the learners are devided into groups to play the games. They are given games which has provided by the teacher. Firstly teacher gives the instruction hhow to play the games and asked the students to play the games, and then the students play the games based on rules that they had agreed. The teacher will guide the games.

c. Story telling

Story telling is universal function of language and one of the main ingredient of causal conversation (thornburry :2005). Story telling can summarize a tale or story which they had heard from somebody or they may create the stories that they have to tell their classmate. Story telling help the learners express their ideas in the beginiing, development, and ending, included the character a story has to have. Both of teacher and students can be included inside in the the story telling. In the story teling the teacher can start teh story first and then ask the students to retell the stry. The teacher can also

ask the students directly to telling the story about something taht tey had read or heard or students' good experience.

d. Discussion

Discussion can be defined as talk or write about something. The exaxmple of discussion is debates. In teh debates, the students can give a controversial statement and they decide whether they agrre or disagree and why. In order to to make the debates succesfull, the students make in groups.

e. Picture description

The other activities on speaking is a picture descriptipon. The students are given oone or some picture and then describe what about the picture. In this activity, the students can be devided into groups and given different picture and the they have discussion about their story. And then each group describe the story to ehole of class. Pictuer description also can be given ti individuak. Each of them describes the picture one by one.

Brown (2001:269) also states that theories of communicative competence emphasize the importance of interaction as human beings use language in various context to negotiate meaning or to get out of one's person head into head of another person. He defines that interaction is a collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in interrelationship on each other. In speaking, interaction is an important aspect as well as registers, exposures and nonverbal language.

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 automatization of language knowledge. He also states that communicative activities or tasks are characterized by some aspects as follows:

1. the motivation of the activity is to achieve some outcome, using language
2. the activity takes place in real time
3. achieving the outcome requires the participants to interact i.e. to listen as well as speak
4. because of the spontaneous and jointly constructed nature of the interaction, the outcome is not fully predictable and
5. 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: 1) enable students to practice and manipulate specific features of language; 2) be based on authentic source materials; 3) provide students an opportunity to rehearse, in class, communicative skills they need in the real world and life; 4) activate the psycholinguistic processes of learning.

C. Problem Sticks

A media of teaching speaking by using sticks, where some problems are written on the sticks. Then, the procedure is by dividing the class become four groups. Two first groups have the problem sticks and the two second groups have to give advice expression based on the problem that write on the sticks

The purpose of this study is to develop a teaching program of instructional media which will enrich learning at junior high schools. It is hoped that the information and materials developed and presented will be on practical value to the teachers engaged in the teaching of electricity.⁶ In this research, the researcher using media to improve students' ability in speaking class. The researcher thinks that teaching media is important thing to use in the class.

Students seldom interest in the class because the teacher seldom used media. Teacher always gives material like teacher centered. Then, the researcher wants to know how the use of problem sticks as teaching media can improve or not. There are types of media learning that available these days. We may classify those media as visual media.

The media which uses sense of vision are called visual media. Silent picture such as photo also include as a kind of visual media. For example : problem sticks, actual objects, models, pictures, charts, maps, flash cards, flannel board, bulletin board, chalkboard, overhead projector, slides etc. Out of these black board and chalk are the common ones.

In this research, substantively problem sticks comes from problem card. Here, the researcher changes card into sticks in order to interest the students'

because it is important thing that must be prepared before she comes in the class.



c. Print text on paper sticker

The teacher prints the result of create the material in the laptop or computer.



d. Cutting text

The teacher prepares the cutting text before teach in the class. She will not make difficulties for students because it is step on the use of making problem sticks.



e. Attaching results cut out on one side of the ice cream stick

The teacher asks the students to attach result cut out in one side of the ice cream sticks before teaching process will start in the class.



D. Previous Study

There are some previous study had been done, and they are different problem and object with this study.

The first previous study is done by Diyah Rumpinuji, *Improving Students' Speaking Using Visual Media (Peneitian Tindakan Kelas pada Kelas X-5 SMA Negeri I Ngraho Bojonegoro Tahun Pelajaran 2009-2010)*.¹⁴ The result of this study shows that there is mprovement speaking skill after using media. It can be seen from the result of omputation of students' score on using media. It shows that the mean is 39.52. Based on calculation of students' score on English achievement, it shows that the mean is 40.4, concerning the main purpose of this study, it was concluded that there is improvement on students' speaking skill.

The second research is done by Indah Medekarwati, *Teacher's Strategy in Teaching English Speaking at the Second Grade of SMPN 2 Pare – Kediri*.¹¹ The researcher found that the most of students interested during the lesson by using this technique. Students also have improvement their understanding of the material after the teacher were taught them by using this kind of technique. But this research, the researcher wants to teach speaking by using problem sticks in learning process.

The previous researchers above similar to research that the researcher was conducted in students' speaking ability. The differences of this research from the research above the subject of the research. In the first previous study the subject of the research was at first grade of SMAN Ngraho Bojonegoro. In

the procedure of teaching in this previous study, the students practice dialogue as like the actor did in the movie and the researcher used 2 cycle and every cycle was 4 meetings.

In the second previous study the subject of the research was at eight grade of Pare Kediri. The subject of this previous study similar with this research. But, the procedures of the research was different. In this previous study the researcher used quantitative approach.

Over all, this research will be different from the studies above. The difference of those previous studies is that this research focused on improving students' speaking ability. The writer would use problem sticks as teaching media to teach speaking at seventh graders on SMPN 1 Sumbergempol Tulungagung. Because, students in the first grade are in transition from primary to secondary school they still love to play. So, the writer wants to know whether the use of problem sticks could improve students' motivation in speaking of seventh grade at SMPN 1 Sumbergempol Tulungagung Brawijaya Mojokerto or not