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CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Theoretical Framework

1. The Nature of Motivation

a. The Definition of Motivation

Talking about motivation, there are many related literatures about motivation. According to Brown (1994, p.152), motivation is commonly thought of as an inner drive, impulse, and emotion or desires that move one to a particular action. It means that motivation consists of various aspects, as follows:

1. Inner drive is a pressure to do something from inside
2. Impulse is a sudden desire to act
3. Emotion is excitement of the feeling
4. Desire is a strong wish

In more technical terms, he described that motivation refers to the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect.

Motivation is an important role in teaching and learning process. It determines to become a successful student or not. When the students are motivated to learn they will engage in learning and influence their performance. According to Dornyei (2001, in Fathillah (2013, p.1), motivation is the choice of particular actions, the effort expended on it and persistence with it. Then, Harmer (2001, p.51) said

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that motivation is some kind of internal drive which pushes someone to do things in order to achieve something. In addition, Brown in Harmer (2001, p.51), noted that a cognitive view of motivation includes factors such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement.

Patel (2008) said that motivation is a term which occurs in discussion of second rather than the first language learning. It is easier and more useful to think in terms of the motivated learner. Learner's motivation makes teaching and learning immeasurable easier and more pleasant, as well as more productive. Then, Dimiyati and Mudjiono (2006, p.80) stated that motivation is pushing way of thought or aptitude to move or manage the learning aptitude. They also said that there are three basic components in motivation, they are necessity or requirements, pushing, and purpose.

Moreover, McDonald in Djamarah (2011, p.:148) said that motivation is an energy change within the person characterized by affective arousal and anticipatory. Djamarah (2011, p.148) also said that motivation is urgently required in learning process, since for those do not have sufficient motivation in learning process will be reluctant to participate actively in learning activities. There are three functions of motivation in learning; they are stimulation, motivator, and instructor of the students.

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b. The Types of Motivation

Motivation can be classified as intrinsic and extrinsic motivation. Intrinsic and extrinsic motivations are important to achieve the students' goals of the second language.

1. Extrinsic Motivation

According to Harmer (2007, p.20), extrinsic motivation is the motivation that the students bring into the classroom from the outside, such as attitude of society, family and peers to the subject. Then, Santrock (2006, p.415) stated that extrinsic motivation involves doing something to obtain something else (a mean to an end), it is often influenced by external incentives such as rewards and punishment. Furthermore, Brown (2007, p.170) points out that extrinsic motivation is fueled by the anticipation of a reward from outside and beyond the self, for example, money, prizes, grades, and even certain types of positive feedback. Extrinsic motivation refers to the performance of an activity. Extrinsic motivation is perceived to help achieve valued outcomes that are distinct from the activity itself, such as improving in job performances of activity, pay, etc.

2. Intrinsic Motivation

According to Harmer (2007, p.20), intrinsic motivation is the kinds of motivation that is generated by what happens inside the classroom; this could be the teachers' method, the activities that students take part in, or their perception of their success or failure.

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James (1996: in Yurie, 2005, p.10) stated that intrinsic motivation is choosing to do an activity for no compelling reason beyond the satisfaction derived from the activity itself. It means that intrinsic motivation comes from the learner himself, because the learner has basic physique achieve self-actualization and conquers the challenging situation

Intrinsic motivation refers to the performance of activity for no reason other than the process of performing it. So, motivation can bring the students to do the task, and can influence the students attitude.

Based on the statement above, there are two kinds of motivation in learning; intrinsic and extrinsic. By using extrinsic and intrinsic motivation the teachers should improve their motivation in teaching English especially in learning English.

c. Motivation in Learning

According to Djikstra (2009, p.2) there are four indicators of motivation, as follows:

1. Choice of task

Choice of task means that the student chooses an exercise, and since the exercise is chosen voluntarily it would seem natural that there exists a high level of motivation to complete the task.

2. Effort

Effort is a clear indicator of motivation. A student that is eager to learn will spend more effort on understanding instruction and solving task.

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3. Persistence

Learners that persist at solving exercise despite difficulties are often highly motivated and persistence often leads to better results.

4. Achievement

Achievement is more of a result of student's motivation. Motivated students are usually awarded higher grades than unmotivated ones.

According to Brown (2000, p.160) there are three different perspectives of motivation, they are:

1. The behaviorist perspective

This perspective emphasizes the external reward and punishment as key in determining a student's motivation.

2. Cognitive perspective

This perspective emphasizes on the individual's decisions.

3. The constructivist perspective

A constructivist view of motivation places even further emphasis on social context as well as individual personal choices (Williams and Burden 1997, p.120).

Djamarah (2011, p.148) also stated about how to make the learners motivate in classroom learning process especially in learning and using English. There are several kinds of motivation can be functioned in directing students in the classroom, they are:

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1. Giving mark
2. Reward
3. Competition
4. Ego-involvement
5. Giving test or repetition
6. Knowing result
7. Praise
8. Punishment
9. Desire to studying
10. Interest
11. Be admitted purpose

Based on the statement above, there are several indicators of motivation that should be achieved by the students, especially in learning process. So, those indicators will make good achievement in learning.

d. Motivation in Learning Speaking English

In learning especially in learning speaking, motivation is a very important factor because without a good motivation, the result of learning can be unsatisfactory. According to Chitavelu, et al (1995, in Yurie, 2005, p.11), motivated students are more successful than others in their attempts to learn English. The characteristics of successful language learners or motivated language learners are illustrated as follows:

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- 1) They have positive attitudes toward English and speakers of English.
- 2) They learn English for some reasons such as they want to interact with other speakers of English, to get a better job, to further in education.
- 3) They make an effort to get into situation where English is used and they use English as an often as they can.
- 4) They consciously try out new strategy for learning and remembering new topic, new words, and their meaning.
- 5) They prepare to take risk, they make mistakes and they learn from the mistakes that they make. They achieve success and develop competence, and this motivates them to learn more.

e. Motivation in Language Learning

According to Oxford and Shearin (1994, p.78), there are six variables that influence motivation in language learning:

- a. Attitudes (i.e. sentiments towards the target language)
- b. Beliefs about self (i.e. expectations about one's attitudes to success, self –efficiency, and anxiety).
- c. Goals (perceived clarity and relevance of learning goals as reasons for learning).
- d. Involvement (i.e. extent to which the learner actively and consciously participates in the learning process).
- e. Environmental support (i.e. extent of teacher and peer support).

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- f. Personnel attributes (i.e. aptitude, and language learning experience).

In conclusion, motivation is an important factor for the students who have good motivation or who are more successful than others in their attempts to learn English.

f. Factors Influencing Students' Motivation

There are internal and external factors that influence students' motivation in learning English as a second language and English as a first language acquisition. According to Abismara (2009, p.5), there are several internal and external factors, they are:

1) Internal Factors

The internal factors that influence students' motivation in learning English as a second language and first language acquisition are age, gender, religion, need, interest (curiosity), attitude, expectancy, self-efficacy/competence, native language proficiency.

2) External Factors

The external factors that influence the students motivation are teachers, course content and atmosphere, social identity (peer groups), role models, home support, learning environment.

Makiko Ebata (2008, p.1-2) stated that there are some motivation factors in language learning, those factors are:

- 1) The students are confident with themselves.

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- 2) The students feel satisfaction when they are able to show their ideas verbally.
- 3) The teachers have good relation with the students, so that the students feel comfortable.
- 4) The students have time and chance to deliver their opinion freely.

Based on the description above, it can be concluded that curiosity in internal factors and teacher's technique in external factors can influence the students' motivation. However, the relationship of the use of creative drama makes the students have high curiosity to solve the problem.

2. The Nature of Sociodrama

a. The Definition of Sociodrama

According to Sternberg & Garcia (2010, p.16), Sociodrama is an action method in which people spontaneously enact social situations as a way to understand the situations more fully. Sociodrama method is the way of teaching by giving a chance to the students to do a drama in teaching and learning process in social life.

Stenberg and Garcia added that Sociodrama is a group action method that deals with roles we share with others. It taps into the truth about humanity that we are more alike than we are different. Sociodrama helps people to clarify values, problem solve, make decisions, gain greater understanding, learn to play roles in more satisfying ways, practice new roles, and become more spontaneous and playful.

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According to Peter (2010, p.2) sociodrama is a learning method that creates deep understanding of the social systems that shape us individually and correctively. Sociodrama may be simply defined as a group method in which common experiences are share in action. The true subject of a sociodrama is the group. By using Sociodrama students can:

- 1) Understand the story before playing the drama.
- 2) Improve students' memorization.
- 3) Creative students. The actor must show their own opinion based on the time limit.
- 4) Students can receive and share responsibility one another.

b. The Purpose of Sociodrama

There are four purposes of Sociodrama. They are:

- 1) The students can appreciate other's feeling.
- 2) Learning how to be responsible.
- 3) Learning how to make decisions in group spontaneously.
- 4) Stimulating the students to think and solving problem.

c. The Steps of Sociodrama

According to Djamarah (2011, p.89), the steps of Sociodrama are:

- 1) Choose an interesting topic of social problem.
- 2) Tell to the students about the context of the problem.
- 3) The teacher chooses the actors.
- 4) Explain to other students about the characters of each actor when the actors are playing the story.

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- 5) Give a chance to the actors to discuss several minutes before they play the Sociodrama.
- 6) Finish the Sociodrama when the story in climax.
- 7) At the last, make a discussion in the classroom to solve the problem of the Sociodrama.
- 8) Do not forget to give assessment to the students as the consideration to be continued.

3. The Relationship Between Sociodrama and Motivation In Learning Speaking

According to Moreno in Stanberg and Garcia (2010, p.154), Sociodrama helps the students to express their feelings more accurately in the foreign language. Sociodrama can go anywhere. It can be used at the site of problems as they arise, whether in the street, the schools, the community center, or the seat of government. Sociodrama provides a forum for exploring options, feelings, and interests. Sociodrama is highly motivating for students. It will break the apathy of students who view the language as irrelevant and boring.

According to Setiyadi (2007, p.24), Sociodrama Method and Role Play are two methods that have same meaning because the use of both can be changed each other. According to Feng in Lin Shen & Jitpanat Suwanthep (2011, p.7), Role plays increase students' interest in learning English. It also increases students' motivation in speaking activities.

According to Rebecca (1990:77), Role plays, drama activities, games, simulations, and structured communication exercises can increase learners'



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confidence in their oral communication skill. Based on the definition from the experts, the writer concludes that Sociodrama can improve students' motivation in learning Speaking English.

B. The Relevant Research

This research is relevant to other researches. A research from Deanna Pecaski in 2008, she conducted the research entitled "Exploring the Use and Effects of Sociodrama in a Kindegarten Classroom." The subject of this research was 11 students (6 males and 5 females) of a Kindergarten classrom. The research was designed to investigate whether Sociodrama could be used in a senior Kindegarten classroom and the effects of Sociodrama. The research finding was Sociodrama gave kindegarten students an alternative agent for learning and change within the classroom.

In 2013, Nerfi conducted the research entitled "Students' Motivation in Learning Speaking and Their Speaking Ability in the Second Grade of SMA Darussalam Ciputat". He found that the percentage of students' motivation in learning speaking English was 66.50%. It can be categorized "sufficient" because 66.50% was found in the categories (60%-69%).

Based on the two relevant researches above, the writer conducted a research entitled "**The Effect of Using Sociodrama Method on Students' Motivation in Learning Speaking English of the First Year Students at Islamic Senior High School Insan Cendekia Siak**" because it had never been investigated by any previous researcher.

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C. The Operational Concept

Operational concept is necessary to clarify briefly the variable used in this research. There are two variables in this research, they are independent or X variable which in this research is The Effect of Using Sociodrama. And the other is dependent or Y variable of this research that is the students' motivation in learning Speaking English.

1. According to Djamarah (2011, p.89), indicators of Sociodrama are:
 - a. The teacher chooses an interesting topic of social problem that will be played by the students.
 - b. The teacher tells the students about the context of the problem.
 - c. The teacher chooses the actors of Sociodrama.
 - d. The teacher explains to other students about the characters of each actor when the actors are playing the story.
 - e. The teacher gives a chance to the actors to discuss several minutes before they play the Sociodrama.
 - f. The teacher asks the actors to finish the Sociodrama when the story in climax.
 - g. The teacher makes a discussion in the classroom to solve the problem of the Sociodrama.
 - h. The teacher gives assessment to the students as the consideration to be continued.
2. The indicators of students' motivation in learning English are:
 - a. The students respond when the teacher asks some questions by using English in the classroom.

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- b. The students ask some questions to the teacher by using English in the classroom.
- c. The students give some opinions to the others in a discussion by using English in the classroom.
- d. The students deliver their ideas in front of the class verbally.

D. The Assumption and Hypotheses

1. Assumption

In this research, the writer assumes that the better using Sociodrama methodis, the better students' motivation in learning speaking English of the First Year at Islamic Senior High School Insan Cendekia Siak will be.

2. Hypotheses

a. The Null Hypotheses (H_0)

There is no significant difference of students' motivation in learning speakingEnglish between who are taught without using Sociodrama method and taught by using Sociodrama method at the First Year Students of Islamic Senior High School Insan Cendekia Siak.

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b. The Alternative Hypotheses (H_a)

There is a significant difference of students' motivation in learning speaking English between who are taught without using Sociodrama method and taught by using Sociodrama method at the First Year Students of Islamic Senior High School Insan Cendekia Siak.

