

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Framework

1. Speaking

a. Nature of Speaking

Speaking is one of four language skills that should be mastered by someone. It is one of two kinds of productive skills. Brown stated that speaking is a productive skill that can be directly and empirically observed.¹ For most people, the ability to speak a language since speech is the most basic means of human communication.² Speaking is the main form of communication that is used to get any message across, moreover in teaching and learning process. Communicating processes are sign-mediated interaction between at least two agents, which share a repertoire of signs, and simiotic rules.³ Another expert, Nunan stated that speaking is oral interaction where the participant needs to negotiate the meaning contain in ideas, feelings, and mind in terms that is to say what, to whom, and about what.⁴ It means that the mastery of speaking ability will contribute useful advantages. It includes collaborative exchange of thought and feeling between two or more people. Speaking is also an

¹Brown. H. D. *Lengue Assessment:Principles and Classrom Practice*. (Longman.com: San Fransicisco) p. 140.

²Marriane celce-Murcia. *Teaching English as a Second or Foreign Language*. (Library of Congress Cataloging-In-Publisng Data: London)

³Ilknur ISTIFCI. *International Journal on New Trend in Education and Their Implication*. P. 97. (retrieved on January 4th, 2014), <http://ijonte.org>.

⁴David Nunan, *Language Teaching Methodology: A Textbook for Teachers*. (Prentice Hall International: London). P. 9.

appropriate way to make others understand what we mean and say. Speaking is a language skill through which someone can express ideas or information to others. Brown and Yule state the intention of speaking course is often that the students should be able to express him/ her self in the target language; to cope basic interactive skill like exchanging greetings, thanks, and apologies; and express his/her need, request information, service and etc.⁵

Speaking is part of productive skill. Because, some ideas can be produced with speed up. Speaking is perhaps the most fundamental of human skills, and because we do it constantly, we do not often stop to examine the processes involved. Bailey states yet having a simple conversation is anything but a simple process-particularly if someone is speaking a new language.⁶

Based on the definition above, the reseacher can summurize that speaking is ability of the person to express his ideas, feelings, or something in his mind to others.

b. Function of Speaking

It is an important part of everyday interaction and most often the first impression of a person is based on his or her ability to speak fluently

⁵ Gilliam Brown and George Yule. *Teaching the Spoken Language: Approach Based On the Analysis of Conversational English.*(Cambridge University Press: Cambridge)

⁶ Kathleen M. Bailey. *Issues in Teaching Speaking Skill to Adult ESOL Learners.* P. 121.

and comprehensibly. Brown and Yule in Richards stated that there are three functions of speaking, they are:⁷

1. Talk as Interaction

This refers to what we normally mean by “conversation” and describes interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small talk and chit chat. Recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

2. Talk as Transaction

This type of talk refers to a situation where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. Burns distinguishes between two different types of talk as transaction. One is the situation where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved, for example asking someone for the time. Accuracy may not be a priority as long as information is successfully communicated or understood. The second type is transactions which focus on obtaining goods or services, such as checking into a hotel.

⁷ Jack C. Richards. *Developing Classroom Activities: from Theory to Practice*. Guidelines-singapore-periodical for Classroom Language Teachers Then Magazine for Teachers, vol-28, no 2 (2006) p.2-5.

3. Talk as Performance

The third type of talk which can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk which transmits information before an audience such as morning talks, public announcements, and speeches. Talk as performance tends to be in the form of monologue rather than dialogue, often follows a recognizable format, for example a speech of welcome, and is closer to written language than conversational language. Similarly it is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talk as interaction or transaction.

Thus, students have to master in speaking in order to get the goals of speaking that describes in its functions. Likewise the teacher has to carry the students with situation that can apply these functions of speaking in the classroom.

c. Types of Speaking

Brown argued that there are five types of similar categories that are applied to the kinds of oral production that students are expected to carry out in the classroom they are, imitative, responsive, interactive and extensive.⁸

⁸ Brown. H. D. *Language Assessment: principles and classroom practice*. (Longman.com: San Francisco) p. 141.

1. Imitative

The first ability type of speaking performance is the ability simply parrots back a word or phrase or possibly a sentence. While, this is a purely phonetic level oral production, or number of prosodic, lexical, and grammatical properties of language maybe included in the criterion performance.

2. Responsive

Responsive assesment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standards greetings and small talk, simple request and comments and the like.

3. Interactive

The difference between responsive and interactive speaking is in the length complexity of the interaction, which sometimes include multiple exchanges and or multiple participans. Interaction can take the two forms of the transactional language, which has the purpose of exchange the specific information or interpersonal exchange, which have purpose maintaining social relationships. In interpersonal exchange, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor and other sociolinguistic conversation.

4. Intensive

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

5. Extensive

Extensive oral production task includes speeches, oral presentation, and storytelling during which opportunity for oral interaction from listener is either high limited (perhaps to nonverbal responses) or ruled out altogether.

d. Nature of Speaking ability

Speaking becomes the most important skill for lots of people. They often measure the ability of mastering the language by speaking fluently. It can be also known from Kalayo and Ansyari's overview on their opening speech in explaining teaching speaking. They write that many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their

accomplishments in spoken communication.⁹ It means that the mastery of the language can be seen from the speaking fluency.

But, what speaking exactly is can be understood from Penny's statement. She utters, learning the language needs element such speaking. Moreover. It is depicted as the people's capability in expressing ideas or conveying the messages to others. In addition, speaker must be able to make other people understand his or her saying. If the other people can capture the point from speaking, it means that he or she has done a good communication. In the four English skills, speaking appears as the most importantly intuitive one: people who know language are referred to as 'speaker' of the language learners.¹⁰ Speaking is a tool of communication which becomes the most significant element in teaching as well. Besides, speaking is an activity of presenting thought or ideas in spoken language.

Then, language learners also should know the parts or areas of knowledge involved in speaking. According to Kalayo and Fauzan, there are three areas of that knowledge. The first is mechanics. It is on how we use the right words in right sequence with the correct pronunciation. So, it includes pronunciation, grammar, and vocabulary. The second is function. It includes transaction and interaction. The last includes social and cultural rules and norms. It is the understanding to take into account who is speaking to whom, in what circumstances, about what, and for

⁹ Kalayo Hasibuan and Fauzan Ansyari. *Teaching English as Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press) . p. 101.

¹⁰ Penny Ur. *A Course in Language Teaching: Practice and Theory*. (Cambridge University Press: New York). P.120.

what reason. Turn-taking, rate of speech. Length of pauses between speakers, and relative roles of participants does include in social and cultural rules and norms.¹¹

Speaking relates to communication. As a consequence to achieve a successful communication, we have to improve our speaking ability. Referring to Richards and Rogers in McDonough and Shaw, communicative view of language has four characteristics;

1. Language is a system for expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.¹²

According to Harmer, there are some elements of speaking that we should pay attention to have a good ability to speak fluently. They are:¹³

1. Connected speech: effective speaker of English needs to be able not only to produce the individual phonemes of English (as in saying I

¹¹ Kalayo Hasibuan and M. Fauzan Ansyari, *loc. Cit.*, p. 101.

¹² Jo McDonough and Cristoper Shaw. *Materials and Method in ELT: A Teacher's Guide: Second Edition*. (Malden: Backwell Publishing), p.134.

¹³ Jeremy Harmer. *The Practice of English Language Teaching: Third Edition*. (Harlow: Pearson Education). P.269-271.

would have gone) but also to use fluent 'connected speech' (as I'd've gone).

2. Expressive Devices: native speaker of English changes the pitch and stress off particular part utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction). The use of these devices contributes to the ability to convey meanings.
3. Lexis and grammar: spontaneous speech and marked by use of number of common lexical phrases, especially in the performance of the certain language functions.
4. Negotiatory language: effective speaking benefits from the negotiatory language that someone uses to seek clarification and to show the structure of what we are saying.

By using speaking elements from Harmer above, the reseacher defines and concludes speaking into the activities of expressing and conveying someone's ideas with various based on function toward interaction and management.

In speaking activities, there are some skills of speaking that could be considered namely:

1. Micro Skill
 - a. Produce differences among English phonemes and allophonic variants.
 - b. Produce chunk of language of different lengths.

- c. Produce English stress patterns, word in stressed and unstressed positions, rhythmic structure, and information contours.
 - d. Produce reduced forms of words and phrases.
 - e. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
 - f. Produce fluent speech at different rates of delivery.
 - g. Monitor one's own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
 - h. Use grammatical word classes (noun, verb, etc), system (e.g., tense, agreement, and pluralisation), word order, patterns, rules, and elliptical forms.
 - i. Produce speech natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.
 - j. Express a particular meaning in different grammatical forms.
 - k. Use cohesive devices in spoken discourse.
2. Macro Skill
- a. Appropriately accomplish communicative functions according to situations, participants, and goals.
 - b. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, and conversation rules, floor-keeping and yielding, interrupting, and other sociolinguistic features in face to face conversations.

- c. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- d. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.¹⁴

Next, in evaluating students' speaking skill, Brown suggests some forms as follows:¹⁵

- a. Grammar
- b. Vocabulary
- c. Comprehension
- d. Fluency
- e. Pronunciation

Then, Adams and Frith in Hughes explain those five items as follows:

Accent:

1. Pronunciation frequently unintelligible.
2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.

¹⁴Brown, H. D. *Language Assessment: principles and classroom practice*. (Longman.com: San Francisco) p. 142.

¹⁵*Ibid.*, p. 157.

3. "Foreign accent" require concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked "foreign accent" and occasional mispronunciation taht do not interfere with understanding.
5. No conspicuous mispronunciation, but would not be taken for a native speaker.
6. Native pronunciation, with no trace of "foreign accent".

Grammar:

1. Grammar almost entirely inaccurate except in stock phrases.
2. Contrast errors showing control of very few major patterns and frequently preventing communication.
3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4. Occasional errors showing imperfect control of some paterns but no weakness that causes misunderstanding.
5. Few errors, with no patterns of failure.
6. No more than two errors during interview.

Vocabulary:

1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited to basic personal and supervival areas (time, food, transportation, family, etc)

3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Professional vocabulary permits discussion of any nontechnical subject with some circumlocutions.
5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

Fluency:

1. Speech is so halting and fragmentary that conversation is virtually impossible.
2. Speech is very slow and uneven except for short or routine sentences.
3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5. Speech is effortless and smooth, but perceptibly non-native in speed and evenness.
6. Speech on all professional and general topics as effortless and smooth as a native speaker's.

Comprehension:

1. Understand too little for the simplest type of conversation.
2. Understand only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
3. Understand careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing.
4. Understand quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing.
5. Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.
6. Understand everything in both formal and colloquial speech to be expected of an educated native speaker.¹⁶

In conclusion, speaking skill is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. There are five components of speaking (pronunciation, grammar, vocabulary, fluency and comprehension) that must be considered and each of them is correlated with each other.

e. Teaching Speaking

Teaching speaking is one of the important things in the process of teaching and learning. The objective of teaching spoken language

¹⁶ Arthur Hughes. *Testing for Language Teachers: Second Edition*. (Cambridge University Press: New York) p. 131-132.

is the development of the ability to interact successfully in that language, and that involves comprehension as well as production.¹⁷

According to Nunan, there are many principles that every teacher should consider while planning a speaking course:¹⁸

- a. Be aware of the differences between second language and foreign language learning contexts.

A foreign language (FL) context is one of where the target is not the language of communication in the society. A second language (SL) context is one where the target language is the language of communication in the society.

- b. Give students practice with both fluency and accuracy.

Accuracy is the extent which students' speech matches what people actually say when they use target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.

- c. Provide opportunities to talk by using group work or pair work, and limiting teacher talk.

The learners take on diverse speaking roles when the teacher is removed from the conversation, that is normally filled by the teacher.

- d. Plan speaking tasks that involve negotiation for meaning.

¹⁷ *ibid* p. 131-132.

¹⁸ David Nunan, *practical English Language Teaching*. (McGrow Hill Education: Singapore). P. 54-56.

Negotiating for meaning is when learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make your self understood.

- e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of good and/ or services.

Teaching speaking should improve students' skill in communication. They are expected to be able to produce their language especially in each circumstance where they live. Students are expected to be able to express themselves by having speaking skill.

Brown says that teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning enabling the learners to learn, setting the conditions for learning. Our understanding of how the learners learn will determine our philosophy of education, our teaching style, our approach, method, and classroom technique.¹⁹the more teachers do, the better their learning will be.

Therefore, in teaching and learning process, the teacher should be able to encourage the students by creating an atmosphere which shows students that their experimentation and questions are welcome. Teacher can spend some time discussing how to learn with them, guiding them

¹⁹ H. Douglas Brown, *Op Cit*, p. 7.

toward their own best method of study. In order to make the students have several successful characteristics in learning as follows:

1. *A willingness to listen:* good learners listen to what is going on – not just in the sense of paying attention, but also in term of really listening to the English that is being used, speaking it up with eagerness and intelligence.
2. *A willingness to experiment:* many good learners are not afraid to ‘have a go’. They are prepared to take risks, to try thing out and see how it works.
3. *A willingness to ask questions:* good teachers frequently invite students to ask if they do not understand something.
4. *A willingness to think about how to learn:* good learners bring or invent their own study skills when they come to a lesson.
5. *A willingness to accept correction:* good learners are prepared to be corrected if it helps them.²⁰

From the several successful characteristics in learning above, it can be concluded that in teaching speaking, teacher should have the ability to guide students in order to increase students’ speaking ability.

a) The Purpose of Teaching Speaking

According to Chastian in Novri Aslina, generally the aim of speaking is to make students able to communicate to others, since

²⁰ Jeremy Harmer. *The Practice of English Language Teaching: Third Edition*. (Harlow: Pearson Education). P.10.

speaking is major objective in language classes. Moreover, the goals in details are stated as follows:²¹

- a) To expect students have functional ability to make themselves understood.
- b) To enable students to convey meanings.
- c) To make the students able to express themselves orally.
- d) To motivate students in order to be able to communicate orally with native speakers.
- e) To motivate students in order to use English appropriately.

After finding the purpose of speaking, it is also necessary to know reason that make someone speaking to others. The reseacher is sure that there is reason that cause why someone needs to communicate or speak.

b) Characteristics of Successfull Teaching Speaking

According to Huges, the purpose of the teaching spoken language is to develop student's ability in interacting success of the language is that English and involving comprehension as well as production.²² Additionally, Ur stated that the following characteristics are common in successful speaking tasks:²³

²¹ Aslina, Nofri. *The Effectiveness Of Using Languange Laboratory In Increasing Students' Speaking Motivation At Second Year Of State Islamic Senior High Scool (Man 1) Pekanbaru* (Unpublished Thesis). 2008.

²² Arthur Huges. *Testing for Language Teachers: Second Edition*. (Cambrige University Press: New York) p. 113.

²³ Penny Ur, *A Course In Languge Learning: Practice And Theory* (Cambridge: Cambridge UniversityPress, 1996), p. 120.

1. Maximum Foreign Talk

2. One common of problem in speaking activities is that students often produce one or two simple utterances in the foreign language and spend rest of the time chatting in their native language. Another common problem is that the teacher talks too much of the time. In successful speaking tasks, the students talk a lot in the foreign language as much as possible of the period of time allotted to the activity is in fact occupied by learner talk.

3. Even Participation

Whether the task takes place among the whole class or in small groups, a successful task should encourage speaking from as many different students as possible. The task should be designed in a way so that the output spoke students do not dominate discussions, all get a chance to speak, and contributions are fairly evenly distributed.

4. High Motivation

Students are easier to speak, when the topic is interesting or there is a clear objective that must be reached. Again great care should be taken to make sure the task is in line with the students may think it is childish and thus lose interest.

5. Right Language Level

The task must be designed so that students can complete the task successfully with the language that they have. Students can express

themselves in utterances that are relevant, easily, comprehensible to each other, and of an acceptable level of language accuracy. If the students lack too much vocabulary the task will become frustrating and the students are likely to give up or revert back to the native language.

The characteristic of successful speaking is having high motivation. So it can be seen that motivation is very crucial in speaking English, therefore, the students must have high motivation in speaking in order to get the success and reach the goals of speaking.

2. SUHUPU Strategy

A. Approach, Method, Technique, and Strategy

There are many approaches, methods, and strategies in English teaching. Approaches deal with general philosophies of teaching. Methods deal with more practical nuts and bolts. Strategies deal with specific actions. Approaches are general in nature. They involve the believe and principle underlying our methods, but are less about proscribing the specific methods. Methods are the way we teach, approaches explain why we teach that way. And the strategies might be used within any other method or approaches they are frequently intended to help foster maintain creativity.²⁴ Kalayo states that approach is different theories about the nature of language and how language is

²⁴<http://teflpedia.com/Approach, method and strategy>

learned²⁵. In addition Anthony states that an approach is a set of assumptions dealing with the nature of language, learning, and teaching. Method was defined as an overall plan for systematic presentation of language based on a selected approach. It followed that techniques were specific classroom activities consistent with a method, and therefore in harmony with an approach as well.²⁶

Then, method can be considered as a way of learning that must be taken to realize the teachers in a real and practical activities in the classroom to achieve learning objectives. Anthony in Murcia explained that method is a set of procedures or a generalized set of classroom specifications for accomplishing linguistics objective.²⁷ In short, method is about theory and also the procedures of theory.

Afterwards, a technique is a classroom device or activity and thus represents the narrowest among the three (approach, method and technique)²⁸. On the other hand, techniques are specific activities manifested in classroom that are consistent with a method and thus are in harmony with and approach as well. It includes a wide variety of exercises, activities or tasks used in a language classroom. So, a technique is a very specific type of learning activity use in one or more methods.

²⁵Kalayo Hasibuan and Fauzan Anshari. Op Cit. p. 4s

²⁶Jack C. Richards, Willy A. Renandya. *Methodology in Language Teaching*. (new York: Cambridge University Press. 2002) p. 9

²⁷Marianne Celce-Murcia. *Teaching English as a second or Foreign Language (Third edition)*, (Boston: Heinle & Heinle-Thomson Learning, 2001)p.5

²⁸*Ibid*

Strategy is under the learner's conscious control; they are operations which a learner chooses to use to direct or check his or her own comprehension.²⁹ Thus, strategy is about students perform a few steps in learning process.

B. The Nature of Stand-Up Hand-Up Pair-Up (SUHUPU)

Speaking is a complex skill. That is why learners have to have ways in mastering it. Especially if they have a presentation about a topic, it is going to be rather difficult then if they do not have any motivation and preparation.

Reffering to Mantooth, Stand-Up Hand-Up Pair-Up (SUHUPU) strategy is used in classbuilding. A classbuilding activity can be used to motivate, activate prior knowledge, close a lesson or group of lessons, review previously learned material, and to have fun.³⁰ In the same way, Kagan said that Stand-Up Hand-Up Pair-Up (SUHUPU) strategy has purposes as a brain break that provides for a motivating way for students to incorporate physical activity and social skills for students, provides structured oral language development for students.

C. The Standard Procedure of Stand-Up Hand-Up Pair-Up (SUHUPU)

Stand-Up Hand-Up Pair-Up (SUHUPU) strategy cannot be mastered by the students without having help from the teacher in guiding them to the procedure and how we do the Stand-Up Hand-Up Pair-Up

²⁹ *Ibid.* p.90

³⁰ Mantooth C. Stanley. *Engangement Ring :Effective Instructitional Strategies*. (Ventura County Office of Education) p. 13.

(SUHUPU) itself. According to Kagan in Mantooth's book, there some basics in Stand-Up Hand-Up Pair-Up (SUHUPU) strategy use.³¹

1. Have students stand up.
2. When the music starts, they walk around the room.
3. They stop walking when the music stops.
4. Students raise hand in a "High 5" and pair up with a student close to him/her.
5. Teacher reveals first prompt/question. Student pairs read and each student thinks about possible responses.
6. Teacher displays appropriate sentence frame to utilize during first discussion.
7. Student pairs take turns discussing the prompt, question, etc., using the provided sentence frame.
8. Partners can then share the answer and their idea to a question or activity.
9. Repeat steps until all prompts have been discussed. Typically 2 to 3 prompts are sufficient.

D. The Purpose of Stand-Up Hand-Up Pair-Up (SUHUPU)

According to Mantooth, there are some purposes of Stand-Up Hand-Up Pair-Up (SUHUPU) :³²

1. Provide structured oral language development for students
2. A quick opportunity to get up out of their cahirs and talk with another partner

³¹ Barron T. Ropes . J(ed). *Spencer Kagan Advance SDAIE Strategies Session 2*. San Diego County Office. P.11.

³² *Ibid*. P. 13.

3. Students are actively engaged in the activity and talking with a new partner
4. A brain break that provides for a motivating way for students to incorporate physical activity and social skills for students

In other hand, Barron states the purposes of Stand-Up Hand-Up Pair-Up (SUHUPU) are:³³

1. Opportunity to interact with peers
2. Students pair/share information such as: review of lesson, prediction, reflection, restatement of concept, etc.
3. Academic oral language practice
4. Student engagement/ change of state

3. The Nature of Motivation in Learning

There are many related literatures about motivation. According to Brown, “motivation is commonly thought of as an inner drive, impulse and emotion or desire that move one to a particular action”.³⁴ Motivation plays an important role in language learning. Motivation can make someone have practical reason why he or she does something.

One of the essential aspects in learning process is motivation, having high motivation in learning activity will give positive effect to the students learning outcome. There are related literatures about motivation experts:

³³ *Ibid.* P. 11.

³⁴ Brown, H. D. *Language Assessment: Principles and Classroom Practice*. (Longman.com: San Francisco) p. 152.

Pintrich in Arends and Kilcher has observed that the word “motivation” comes from a Latin verb *movere*, referring to “what gets an individual moving.”³⁵ Coffey in Zalyana explained that motivation is the impulse, desire, will, reason, aim that activates people to do something.³⁶ It is related with Bruner in Sprinthall that defined motivation as the conditions that predispose an individual to learn.³⁷ It means motivation can make someone have practical reasons why he or she has to do something. Human, in contrast, can be motivated in many different ways. There are numerous kinds of human’s motivation. Among the first that come to mind are financial rewards, desire for success, curiosity, and the need for approval.³⁸

In more technical terms, Brown stated that motivation is the extent to which you make choices about goals to pursue and the effort you will devote to the pursuit.³⁹ Then, Schunk said that motivation is the process whereby goal-directed activity is instigated and sustained.⁴⁰ Therefore, motivation is related to whether or not students have opportunities to be autonomous allows children to feel that they have control over their own learning.

³⁵ Richard I. Arends and Ann Kilcher, *Teaching for Students Learning: Becoming An Accomplished Teacher* (New York: Routledge, 2010), p. 6-7, <http://library.nu.com>.

³⁶ Zalyana. *Psikologi Pendidikan* (Pekanbaru: Al-Mujtahadah Press, 2010), p.198

³⁷ Norman A. Sprinthall and Richard C. Sprinthall. *Educational Psychology: A Development Approach* (Singapore: Mc. Grw-Hill, inc, 1990)

³⁸ Michel J. A. Howe. *Principles of Abilities and Human Learning* (Hove: Psychology Press, 1998), p. 79.

³⁹ H. Douglas Brown. *Teaching by Principles: An interactive Approach to Language Pedagogy* (San Francisco: Longman, 2000), p. 72, <http://library.nu.com>.

⁴⁰ Dale H. Schunk, Paul R. Pintrich and Judith L. Meece. *Motivation in Education: Theory, Research, and Applications* (New Jersey: Pearson Prentice Hall, 2010), p.4.

Most professional infer the presence of motivation from the behavioral indicators:⁴¹ first, choice of task, or interest. When students have a choice, what they choose to do indicates where their motivation lies. This is an important indicator, students can demonstrate their interest by what they do (or say that they do) in and out of school when they have free time and can choose among activities. Second is effort. Students motivated to learn are act to expend effort to succeed. Students motivated to learn are likely to expend greater mental effort during instruction and employ cognitive strategies they believe will promote learning. Third is presistence, or time spent on a task. Students motivated to learn are likely to persist, especially when they encounter obstacles. Persistence is important because much learning takes time and success may not readily occur. Finally is achievement. Students who choose to engage in a task, expend effort, and persist are likely to achieve at higher levels.

Motivation in language learning is the impulse that comes from student's self that cause the student has a strong will to learn a second language. According to Ford in alderman, motivation is often describe as having three functions:⁴²

1. Energizing or activating behavior. Motivation in this case as an activator for all activity that is done.

⁴¹ Ibid., p. 11-13.

⁴² M Kay Alderman. *Motivation for Academic Achevment: Possibilities for Teaching and Learning* (New Jersey: Lawrence Erlbaum Associates, 2004), p. 18, <http://library.nu.com>.

2. Directing behavior. It decides the direction that wants to reach, thus motivation can give the direction and activities that are appropriate with the goal.
3. Regulating persistence of behaviors stimulate thoughtfulness. It means deciding what acts that are not useful for that goal.

It is obvious that motivation is factors and conditions that cause person to begin an activity and pursue it with effort and persistence. It is one of internal factors that influences students' learning. So the teacher has to appear the students' motivation in learning especially in English.

a. Types of Motivation in Learning

There are two kinds of motivation why someone wants to do something; they are intrinsic and extrinsic motivation;

- 1) Intrinsic Motivation is the kinds of motivation that is generated by what happens inside the classroom; this could be the teachers' methods, the activities that students take part in, or their perception of their success or failure.
- 2) Extrinsic Motivation is the motivation that students bring into the classroom from the outside, such as attitude of society, family and peers to the subject.⁴³

b. Factors Influence Students' Motivation in Learning

There are internal and external factors that influence students' motivation in learning (ESL) English Second Language and English First

⁴³Jeremy Harmer. *The Practice of English Language Teaching: Third Edition*. (Harlow: Pearson Education).

Language. Abismara states that there are several internal and external factors, they are;⁴⁴

a. Internal Factors

- 1) Age
- 2) Gender
- 3) Religion
- 4) Need
- 5) Interest (and curiosity)
- 6) Attitude
- 7) Expectancy
- 8) Self efficacy/competence
- 9) Native language proficiency

b. External Factors

- 1) Teachers
- 2) Course content & atmosphere
- 3) Social Identify (peer groups)
- 4) Role Models
- 5) Home support
- 6) Learning environment

Based on the description above, it can be concluded that curiosity in internal factors and teacher technique in external factors can influence students' motivation.

⁴⁴Abismara, Nada Salem. *Motivation*. Retrieved on 28, April 2013.<<http://www.nadaisland.com/motivation/.com>>

c. Importance of Motivation in Learning

Motivation has the important role in teaching learning process, because it can activate, guide, and maintain behavior over time. Motivation is not only important in getting students to engage in academic activities. It is also important in determining how much students will learn from the activities they perform or the information to which they are.⁴⁵ There are some items included in the importance of motivation:⁴⁶

1. Man becomes civilized from uncivilized man. It is only due to motivation.
2. Motivation makes expected change in human. Human can adjust himself with society. Motivation plays main role to encourage people.
3. Motivation makes learning and teaching effective.
4. Motivation creates teaching atmosphere in class room.
5. Motivation makes students active and creative. They desire to do something new.
6. Motivation creates interest for self studies in students. So that the atmosphere of motivated situations could be created.
7. Motivation makes students identify themselves. Motivated students can move their limitation by using their powers and ambitions.

⁴⁵ Muhibbin Syah. *Psikologi Pendidikan* (Bandung: PT Remaja Rosdakarya, 2011), p. 134.

⁴⁶ Robert E. Slavin. *Educational Psychology: Theory and Practice* (Boston: Pearson Education, Inc, 2006), p. 317.

8. Motivation inspires students to become active and regular in their work and start their work. Motivation inspires students to prove their goal and objectives.

Therefore, motivation is needed and very crucial for students. Without motivation students cannot learn anything, and the goals of learning are not achieved by them.

d. Applying Principles of Motivated Learning in Classroom

In the classroom teachers are asked to motivate the students in learning. According to Schunk et al., There are 8 principles of motivated learning can be applied by teacher in the classroom. They are:⁴⁷

1. Make it clear that students are capable of learning material being taught.
2. Point out how the learning will be useful in students' lives. It means that link the subject matter being taught with material that students understand.
3. Teach students learning strategies and show them how their performances have improved as a result of strategy use.
4. Present content in ways students understand and tailor instruction presentations to individual differences in learning.
5. Have students work toward learning goals.
6. Ensure that attributional feedback is credible

⁴⁷ Schunk, Printrich and Meece, op. Cit., p. 150

7. Provide feedback on progress in learning and link rewards with progress.
8. Use models that build self-efficacy and enhance motivation.

Through these principles, which the teacher can create the situation that can appear and increase the students' motivation. Therefore, learning process walks agree toward the goals.

B. The Relevant Research

There are two relevant researchs which have relevance to this research. The first is “The Effect of Using Information GAP Activities Toward Motivation in Speaking English Among Second Year Students at MAN 2 Model Pekanbaru” by Heriani Saputri.⁴⁸ She tried to find out whether there is a significant effect of using information GAP activities toward students' motivation in speaking English Among Second Year Students at MAN 2 Model Pekanbaru. From the research, she found that there was a significant effect of using Information GAP Activities Toward Motivation in Speaking English Among Second Year Students at MAN 2 Model Pekanbaru.

The second is “Increasing Students Motivation By Playing Blanket Game at the fifth year students of Madrasah Ibtidaiyah Taufiqiyah Binaan Dumai” by Rina Putri.⁴⁹ This research investigated whether there was a significant effect of Playing Blanket Game toward the fifth year students of Madrasah Ibtidaiyah Taufiqiyah Binaan Dumai. She found that there is

⁴⁸ Heriani Saputri. *The Effect of Using Information GAP Activities Toward Motivation in Speaking English Among Second Year Students at MAN 2 Model Pekanbaru.*(unpublished)

⁴⁹ Rina Putri. *Increasing Students Motivation By Playing Blanket Game at the fifth year students of Madrasah Ibtidaiyah Taufiqiyah Binaan Dumai .* (Unpublished)

significant effect of using Blanket Game Toward Motivation in Speaking English toward the fifth year students of Madrasah Ibtidaiyah Taufiqiyah Binaan Dumai. These are different from this research. In this research, the reseacher used Stand-Up Hand-Up Pair-Up (SUHUPU) strategy to give effect to students' motivation in speaking ability.

C. The Operational Concept

In order to avoid misunderstanding about this study, it is necessary to explain about the variables used in this study. As mentioned by Syafi'i that all related theoretical frameworks can be operated in the operational concept.⁵⁰ There were two variables; X variable and Y variable. X variable was using Stand-Up Hand-Up Pair-Up (SUHUPU) strategy and Y variable was students' motivation in learning speaking . X variable was an independent variable and Y variable was dependent variable.

Variable X (using Stand-Up Hand-Up Pair-Up (SUHUPU) strategy) can be seen on the following steps:

1. Teacher (reseacher) asks students to Stand Up.
2. Teacher (reseacher) turns on music while the students are walking around the room.
3. Teacher (reseacher) stops the music.
4. Teacher (reseacher) asks students to "High 5" (Hand Up) and Pair Up with the students close to her/him.

⁵⁰ M. Syafi'i. *From Paragraph to a Research: A writing of English for Academic Purposes*. (Pekanbaru: LBSI). P.122

5. Teacher (researcher) reveals first prompt/question.
6. Teacher (researcher) chooses one group of students in pairs.
7. Teacher (researcher) asks students in pairs read and each student thinks about possible responses.
8. Teacher (researcher) lets students pairs taking turn to discuss the prompts/questions.

Then the indicators of students' motivation in learning speaking as the dependent or Y variable can be seen as follows:⁵¹

1. The students follow directions, participate in classroom discussions, and complete task on time.
2. The students have positive attitudes toward speaking English.
3. The students always review their speaking course.
4. The students have self confidence in English conversation.
5. The students prepare the risk, they make mistakes in speaking and they learn from the mistakes that they make.
6. The students are willing to invest effort and to use the skills they have acquired.
7. The students always pay attention to the course during process of teaching and learning.
8. The students are on time coming into the class of English subject.
9. The students are active in the class during learning speaking process.

⁵¹ Judith Meece. *Improving Students Motivation: A Guide for Teacher and School Teams*. Carolina: University of North Carolina.2001.

10. The students always ask help for teacher or friend when they face difficulties in learning.

D. The Assumption and Hypothesis

Before formulating the hypothesis as temporary answer to the problem the researcher would like to present some assumptions.

1. Assumption

According to Arikunto, assumption is believed things about truth by the researcher and should be formed clearly. In this research, the writer assumes that Stand-Up Hand-Up Pair-Up (SUHUPU) Strategy can improve the students' motivation in speaking. Students are willing to speak in learning process.

2. Hypothesis

Based on the assumption above, hypotheses of this research can be forwarded as follows:

a. The Alternative Hypothesis (H_a)

There is significant difference between using and without using Stand-Up Hand-Up Pair-Up (SUHUPU) strategy on students' motivation in speaking of the second grade at MTs hasanah Pekanbaru.

b. The Null Hypothesis (H_0)

There is no significant difference between using and without using Stand-Up Hand-Up Pair-Up (SUHUPU) strategy on students' motivation in speaking of the second grade at MTs hasanah Pekanbaru.