

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Theoretical Framework

##### 1. The Nature of Speaking

Speaking is a language communication skill in which one can express his or her ideas to others. And also it is a complex language skill because one needs to find ideas or information before speaking. The ideas or informations are then arranged in a good order.

According to Brown defined that “speaking is oral interaction where participants need to negotiate meaning contained in ideas, feeling and information, and manage in terms of who is to what, to whom an about what”<sup>1</sup>. Furthermore Bygate points out that “speaking is that the participants need constanly to negotiate meaning”.<sup>2</sup>

Brown stated that speaking as a part of work or academic study may involve presenting reports or presenting a view point on a particular topic. This type of speaking has several important features.<sup>3</sup>

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<sup>1</sup>*Ibid.* P.40.

<sup>2</sup> David Nunan. *Language Teaching Methodology a Textbook for Teachers*. (Sydney: Macquarie University. 1991). P.40.

<sup>3</sup>Nation, I. S. P. *Teaching ESL/EFL Listening and Speaking*. (New York: Routledge. 2009). P.122.

- a. It is transactional. That is, its purpose is to communicate information rather than to maintain social contact as is the case with most interactional speaking.
- b. It involves taking a long turn. That is, it is not usually presented as a dialogue but requires speaking for several minutes in a comprehensible and organised way.
- c. It is influenced by written language. Often it will involve speaking from notes and will involve academic vocabulary.
- d. The speaking is done in the learner's "careful" style in a clear and deliberate way with opportunity for the speaker to monitor the production.
- e. It often needs teaching as it is a skill that is not a part of typical language use.

There are many characteristic of a successful speaking activity that should learned by students:<sup>4</sup>

- a. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pause.
- b. Participation is even. Classroom discussion is not dominated by a minority of talk active participants, all get a chance to speak, and contributions are fairly evenly distributed.

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<sup>4</sup>Penny Ur. *A Course Lanuage Teaching Practice and Theory*. (Cambridge: Cambridge University Press. 1997). P.120.

- c. Motivation is high. Learners are eager to speak, because they are interested in the topic and have something new to say about it, or because they want to contribute achieving a task objective.
- d. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level language accuracy.

Based on the characteristics above learners should have participant to speak in the classroom discussion. So that each learners have interest to speak English.

## **2. Teaching Speaking**

Speaking is one of skills that almost always closely interrelated. While it is possible to isolate some listening performance type, it is very difficult to isolate oral production tasks that do not directly involved the interaction of related comprehension.

There are several basics of speaking that should attention by student in teaching learning process.<sup>5</sup>

- a. *Imitative*. At one end of continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

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<sup>5</sup>Brown, H. Douglas. *Op.cit.* P.141-142.

- b. *Intensive*. A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship.
- c. *Responsive*. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings, and small talk, simple requests and comments, and the like.
- d. *Interactive*. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/ or multiple participants.
- e. *Extensive (monologue)*. Extensive oral production tasks include speeches, presentations, and story telling, during which the opportunity for oral interaction from listener is either highly limited or ruled out together.

### 3. The Definition of Snakes and Ladders game

Snakes and Ladders is an English board game in which players progress across the board according to a dice roll, up ladders and down snakes, the winner being the first to arrive at the other side.<sup>6</sup> As Asterie Baker Provenzo says: Each player rolls the die to see who goes first. The

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<sup>6</sup>Cynthia Robins Roth. *Alternative Careers in Science. Games for Language Learning*. (New York: Academic Press. 1998). P.33.

player with the highest roll takes the first turn, but the other players take their turns depending upon the number they rolled. Then, each player throws the die and moves his or her piece the number of squares indicated by the throw. However, a player must throw a 6 in order to enter a piece on the number one square on the board. The player then gets to throw again and move the piece the number rolled.<sup>7</sup> The teacher can move around gaming to the discussions and helping / clarifying ideas. The discussion often highlight areas where the student need to strengthen their which have the same data. Students can be asked to assess their knowledge before and after the exercise and the words can be learnt out for homework of revision activities.

As Mario Rinvoluceri says that:<sup>8</sup> “to demonstrate a theory as following:

- a. The teacher has to divide in class fours and give each group a board and a die.
- b. Then, the teacher explains the aim of the game is to get from start to finish. Some of the sentences on the board are correct and some are incorrect.
- c. After that, the teacher ask the group to start playing. At the first your time will be taken up with answering queries about how to play.

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<sup>7</sup>Asterie Baker Provenzo & Eugene. F Provenzo, Jr. *Favorite Board Games You Can Make and Play with 321 Illustrations*. (Canada: A Spectrum books. 1990). P.55.

<sup>8</sup>Mario Rinvoluceri. *Grammar Games*. (Cambridge: Cambridge University Press. 2008). P.28.

- d. And then, the teacher doesn't say anything to them and doesn't interrupt the game but make a note for after the game. Students will certainly ask the teacher's advice when they can't agree on a given sentence. Tell them that you will deal with the poin after the game.
- e. After that, when most group finished stop everybody and ask if there are disagreement don't give him or her an authoritative answer. Refer the problem to the others group.

#### **4. The Nature of Motivation**

There are many related literatures about motivation. McDonald state that, "motivation is an energy change with in the person characterized by affective arousal and anticipatory goal reaction".<sup>9</sup> While Brown stated that, "motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit".<sup>10</sup> Meaning 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.

Patel points out that "motivation is a term which occurs in discussion of second rather than first language learning".<sup>11</sup> It is easier to think in terms of the motivated learner, one who is willing or even eager to invest effort in learning activities and to progress. Learners motivation makes

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<sup>9</sup>Oemar Hamalik. *Proses Belajar Mengajar*. (Jakarta: Bumi Aksara. 2004). P.158.

<sup>10</sup>Brown, H. Douglas. *Op.cit*. P.85.

<sup>11</sup>Patel, Praveen M. Jain. *Op.cit*. P.41.

teaching and learning immeasurably easier and more pleasant, as well as more productive. In order to the importance of the topic for teacher.

In addition, Penny Ur states that there are several ways of arousing motivate in task that can be comprehend by learners.<sup>12</sup>

- a. Clear goals. Learners should be aware of the objective of the task both language learning and content.
- b. Varied topics and tasks. Topic and tasks should be selected carefully to be as interesting as possible, but few single types can interest everyone, so there should be a wide range of different ones over time.
- c. Visuals. It is important for learners to have something to look at that is eye catching and relevant to the task in hand.
- d. Tension and challenge: games. Game like activities provide pleasurable limited by rules.
- e. Entertainment. Entertainment produces enjoyment, which in its turn adds motivation. Entertainment can be teacher produced such as jokes, stories, dramatic presentations, movie, video, etc.
- f. Play acting. Role play and stimulations that use the imagination and take learners out of themselves can be excellent; though some people are inhibited and may find such activities intimidating at first.
- g. Information gap. A particularly interesting type of task is that based on the need to understand or transmit information finding out what is a partners' picture, for example.

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<sup>12</sup>Penny Ur. *Op.cit.* P.281.

- h. Personalization. Learners are more likely to be interested in task that have to do themselves: their own opinions, experiences, suggestions.
- i. Open ended cues. A cue which invites a number of possible responses is usually much more stimulating than one with only one right answer: participants' contributions are unpredictable, and are more likely to be interesting, original or humorous.

From these ways of arousing interest in tasks, it is obvious that ways for learners interest to do exercises or tasks about. So it does only can be predicted through behavior or action by someone in order to attain his or her goal, particularly, for students who want to be success in their future.

## **5. The Motivation in Speaking**

Motivation is an important role in speaking or gaining the educational objectives. Brown states that, motivation is something that can, like self-esteem, be global, situational, or task oriented.<sup>13</sup>

In general, motivation can be classified as intrinsic and extrinsic motivation. Intrinsic and extrinsic motivations are very important in achieving goal of the second language. Brown says that:<sup>14</sup>“intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own

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<sup>13</sup>Brown, H. Douglas. *Op.cit.* P.85.

<sup>14</sup>*Ibid.* P.164.

sake and not because they lead to an extrinsic reward. . . . intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feeling of competence and self-determination.”

As Alderman says that: <sup>15</sup> The successful implementation of motivation strategies depends a great deal on the teacher's motivation. Motivational characteristics of teacher efficacy, goal setting, risk taking, and persistence are especially important for carrying out a plan of action. The following are essential aspects of motivation for a plan to be successful:

- a. Set your goals - distal and proximal.
- b. Research your environment and identify potential obstacles or difficulties.
- c. Take moderate risks. Reflect on the self-worth motive in terms of your own risk-taking and self-protective strategies.
- d. Establish a monitoring/feedback mechanism for yourself.
- e. Get feedback and support from peers, administrators, and parents.
- f. Go back to Square 1 if necessary and revise.
- g. Above all, be persistent.

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<sup>15</sup>M. Kay Alderman. *Motivation of Achievement: Possibilities for Teaching and Learning*. (London: Lawrence Erlbaum Associates. 2004). P.274-275.

On the other hand, Brown says that extrinsic motivation is carried out in money, prizes, grades, and punishment.<sup>16</sup> Penny Ur states that extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks.<sup>17</sup> Furthermore extrinsic motivation is caused by any number of outside factors, for examples, the need to pass an exam, the hope of financial reward, or the possibility of future travel.<sup>18</sup> Meaning that the motivation that brings students to the task of learning English can be effected and influenced by the attitude of a number of people.

There are three areas where teacher behaviour can directly influence the students' continues participant:

- a. Goals and goal setting: the writer has said that motivation is closely bound up with a persons' desire to achieve a goal. A distinction need s to be made between long and short terms goals. The long term goals can begin to behave like mirages in the desert, appearing and disappearing at random. The short term goals, the students' nature much closer to the students' day to day reality.

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<sup>16</sup>*Ibid.* P.

<sup>17</sup>Penny Ur. *Op.cit.* P.277.

<sup>18</sup>Jeremy Harmer. *The Practice of English Language Teaching Third Edition.* (Cambridge: UK, Longman. 2001). P.51.

- b. Learning environment: students' physical appearance and the emotional atmosphere of the lesson. Both of these can have powerful effect on the initial and continues motivation of students.
- c. Intresting classes: the teacher need to provide students with a variety of subject and exercices to keep them engaged. The choice of material to take into class will be crucial too.

However, there are several points about understanding motivation and choosing strategies for enhancing motivation:<sup>19</sup>

- a. The motivation knowledge base has not been widely disseminated in forms that provide teachers with the basis for effective strategy decision making. Thus, we might assume that the teacher was unaware of other potential strategies for maintaining motivation.
- b. The motivational dynamics of success and failure must be understood, especially students' reactions to them.
- c. Some strategies are more powerful than others. Powerful strategies are likely to be more complex or involve combinations of motivational variables that increase the strength of a strategy.
- d. The knowledge base of motivation is so extensive that the crucial factor is making the best choice for a particular problem.

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<sup>19</sup>Alderman, M. Kay. *Op.cit.* P.15.

## B. The Relevant Research

According to Syafi'i that relevant research is required to observed some previous researchers conducted by other researcher in which they are relevant to our research itself.<sup>20</sup> Besides, we have to analyze what the point that was focused on, inform the design, finding and concluding of the previous research.

In 2009.<sup>21</sup> Iis Faizah has research entitled "*A comparison on the students's motivation in learning English between with and without using total physical response (TPR) method of the first year students of State Junior High School03 Dayun*". In her research, she found out that there was a significant of students' motivation in learning English by using Total Physical Response (TPR). In her conclusion stated that the implementation of Total Physical Response was prove to be effective in increasing the students' motivation in speaking English at the first year students of State Junior High School 03 Dayun.

She also suggested that (1) the teacher should be active and not shy to teach English by using TPR to raise the students' motivation in learning English (2) the teacher should be have the ability to teach English by using some methods, especially TPR (3) give opportunities to the students to be active and free to show their abilities in classroom.

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<sup>20</sup>M. Syafi'i. S. *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive/LBSI. 2007). P.122.

<sup>21</sup>Iis Faizah. "A Comparison on the Students' Motivation in Learning English between with and without Using Total Physical Response (TPR) Method at SMPN 03 Dayun". 2009. Unpublished.

And this research also has relationship by preliminary Hardi Mulia in 2009.<sup>22</sup> Conducted a research under the title “*The Use of Guessing Word Game Technique to Increase the Students’ Motivation in Speaking English of The Second Year Students of State Junior High School 1 Muara Lembu*”. In his research, he wants to find out the use of guessing word game technique to increase the students’ motivation in speaking English. In his data analysis, it shows that the students who taught by using guessing word game technique can motivate the students’ achievement in speaking English.

### **C. Operational Concept**

The operational concept is the concept used to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation in this research. In carrying out this research the writer concludes several indicators to be operated in the operational concept.

And the research consists of two variables (variable X and variable Y) which variable X is the group of control and experimental. Which refer to the assumption of statistical analysis of using Independent sample T-test, where the independent scale should be nominal and variable Y is the motivation in speaking English of the first year students. Which has interval scale. Therefore, the operational concept of this study can be seen in the following indicators.

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<sup>22</sup>Hardi Mulia. “The Use of Guessing Word Game Technique to Increase the Students’ Motivation in Speaking English at SMPN 1 Muara Lembu”. 2009. Unpublished.

Snakes and Ladders Game can be classified as a good strategy if applied with several indicators as follows:<sup>23</sup>

1. The teacher introduces how to apply the game strategy to the students.
2. The teacher makes four groups, each of the groups consist of four players and one die per four students.
3. The teacher asks the student to play first with the highest roll and continue the playing, but the other players take their turns depending upon the number they rolled. However, a player must throw a 6 in order to enter a piece on the number one square on the board. The player then gets to throw again and move the piece the number rolled.
4. The teacher gives the punishment to the students if their dice lands on a square at the foot of a ladder or on the mouth of snake. The punishment is the students must speak base on the sentences on the square. If the students land on empty square then none above happens and he or she stay there.
5. The teacher orders students write down if the person in the group feels that the others are wrong about a grammar point.
6. The teacher asks the students must discuse what the sentence has got. If one of they are right, they will get reward from the teacher or they win.

Students' motivation with the indicators as follows:<sup>24</sup>

1. The students to be activeness in the classroom.
2. The students are motivated in study speaking English.

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<sup>23</sup>Mario Rinvoluciri. *Op.cit.* P.28-29.

<sup>24</sup>*Ibid.* P.30.

3. The students feel adequate to speaking.
4. The Students perceive that they have no difficulty to speak.
5. The Students intend to encourage their study English.
6. The Students resist the temptation of giving up speaking.
7. The Students believe that speaking English is valuable.

#### **D. Assumption and Hypothesis**

Before formulating the hypotheses as temporary to the problem discussed. The writer would like to present some assumptions:

##### **1. Assumptions**

- A. The students' motivation in speaking English are various.
- B. Teaching strategy can influence students' motivation in speaking.

##### **2. Hypothesis**

**H<sub>0</sub> (1)** : There is no significant difference of pre-test mean score between experimental group and control group at SMPN 21 Pekanbaru.

**H<sub>0</sub> (2)** : There is no significant difference of post-test mean score between experimental group and control group at SMPN 21 Pekanbaru.

**H<sub>0</sub> (3)** : There is no significant effect of pre-test and post-test mean score of experimental group at SMPN 21 Pekanbaru.