

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this chapter the researcher will discuss about the related literature of the research. There are three big discussions of the key term that will be discussed. But before of all, there is the previous research by other researchers as reference of the researcher.

A. Previous Research

In making this thesis, the researcher was considering some previous research to support the researcher's. The first is from Wildan's research with the title: *Using Short Comics to Arouse Student's Motivation in Learning Reading Comprehension (A Classroom Action Research at the 7th Grade of MTS Darul Ulum Semarang in the Academic Year 2008/2009)*.¹

This research focused on stimulating student's motivation in learning reading. She made some cycles in the teaching learning process to repair methods and strategies that should the teacher use in teaching learning process. The researcher used observation, field notes, and test as instrument. The result of this research is by using short comics, students' feeling of boredom reduced, and stimulates students who have low motivation in reading activities, and there is an improvement on student's score from one cycle to another cycle. The similarities between this research and the writer's are about students' motivation.

The second ones is from Titi's research with the title: *Student's Motivation in Learning English (A Comparative Study Between 10th and 12th Grade Students' at SMA N I Bobotsari in Academic Year 2009/2010)*.²

She compared students' motivation in learning English and known that there were significant differences of motivation between 10th and 12th grades of the

¹ Wildan Maghfiroh, "Using Short Comics to Arouse Student's Motivation in Learning Reading Comprehension", *Thesis* (Semarang: Education Faculty IAIN Walisongo, 2009)

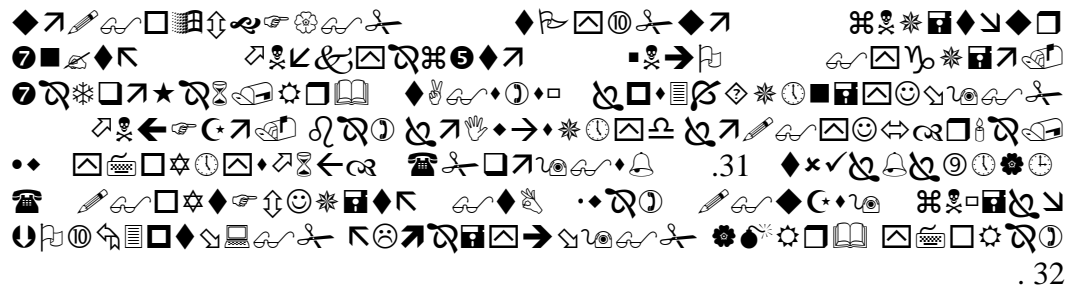
² Titi Rohmah, "Student's Motivation in Learning English A Comparative Study Between 10th and 12th Grade Students' at SMA N I Bobotsari", *Thesis* (Semarang: Education Faculty IAIN Walisongo, 2010)

students in learning English. The similarities of this research and the researcher's are on students' motivation in learning English. The differences of this research are about the subject and the goal of the research.

B. Theoretical Framework

1. Vocabulary

In learning a foreign language, in this case English, we have to learn vocabulary because it is essential part of the language because it is kind of language component. On the holy Qur'an, there are some verses which explain us about vocabulary, as follow:



He taught Adam the names of all things and then set them before the angel, saying: “tell Me the names of these, if what you say be true.” Glory to you they replied, ‘we have no knowledge except that which You have given us. You alone are Wise, knowing. (2:31-32)³

The verses above explain about how the human being was firstly has been known the vocabulary. God endowed Adam with the knowledge of knowing something by teaching him the names of the things.

On the modern knowledge, there are many definitions about vocabulary. By the simply definition, McCarthy defines that vocabulary is the words of the language.⁴ Words of the language mean that the use of the words should be systematically to convey the meaning in language. Another definition came from Linda Diamond that “vocabulary is the knowledge of words and words

³ Zayid Mahmud Y, The Qur'an, (Lebanon: Dar Al-Choura,1997), p4.

⁴ Michael McCarthy, *Vocabulary*,(New York, Oxford University Press,1990), p.3

meaning”,⁵ it is mean that every word has theory and different meaning. Hay craft as cited at Evelyn Hatch divided the vocabulary in two terms, the first is receptive vocabulary that have the meaning “the words that the students recognize and understand when they used in a context, but which they cannot produce correctly.” and the second is productive vocabulary that “words which the student understands, can pronounce correctly and use constructively in speaking and writing”.⁶ From the definition above, we know that vocabulary can be concluded as knowledge of words or term that people know the meaning and use in the particular language. People use the verbal communication to another by sounded words that can convey the meaning.

The total number of words in a language or all the words known to a person or used in a particular book, subject, etc, is called a vocabulary too.⁷ Thornbury said that “knowing how words are described and categorized can help us understand the decisions that syllabus planners, materials writers and teachers make when it comes to the teaching of vocabulary”.⁸

a. Function of the Vocabulary

The function of the vocabulary can be classified to the many kinds. According to Thornbury, there are many classification words that we have to know the function of the vocabulary.

The first is word class. Words are having different roles in a sentence of the text. They divided into one of eight different words classes.⁹ They are that we call parts of speech. The definition about parts of speech will be start by a noun. When we will describe a person, place or thing, we actually describe of noun. In fact we use nouns to express a range of additional meanings, such as concepts, qualities, organizations, communities, sensations, and events. According to Carol, the noun

⁵ Linda Diamond and Linda Gutlohn, <http://www.readingrockets.org/article/9943> retrieved on, September 23, 2010 8.35p.m.

⁶ Evelyn Hatch and Cherly Brown, *Vocabulary, Semantic, and Language Education*,(USA: Cambridge University Press, 2000), p.370

⁷ A. S. Hornby, *Oxford Advanced Learners Dictionary of Current English*, P.1331.

⁸ Scott Thornbury, *How to Teach Vocabulary*, (England: Pearson Education, 2002), p. 3

⁹ Scott Thornbury, *How to Teach Vocabulary*, p. 3

is “a word that names a person, place, thing or idea”.¹⁰ There are number of types of nouns. They can be divided into categories in several ways: the first is countable nouns that denote things we can count: one dog, a horse, six men, etc. And the second is uncountable nouns that denote things that we do not usually count: tea, sugar, water, air, rice, etc. Uncountable nouns also include abstract ideas or qualities: knowledge, beauty, anger, fear, love, etc.

The third types of noun is proper nouns that indicated by capital letters and included names and titles of people,¹¹ e.g. Soekarno, Hatta etc. and then titles of works, books, etc. e.g. *The Alchemist*, etc. Month of the year is also in proper nouns. Days of the week and seasons, also Holidays. Geographical names as names of countries and continents, names of regions, districts, and names of cities, towns, villages, names of rivers, oceans, seas, lakes, and names of geographical formations, names of streets, buildings, parks, and nationalities are too. Compound nouns are the fourth types that formed from the combination of two or more other words, neither of which is necessarily a noun itself. The meaning of the word they create together is different from the meaning of the constituent words on their own. As this example: Hair + cut = haircut (noun + verb are become a noun) with the meaning of when we have our hair cut by someone.

The next parts of speech are pronoun. According to Jane’s explanation, “Pronoun usually can be thought of as a subclass of nouns. They act in place of a noun in a sentence”.¹² Pronoun is a word in place of a noun or noun phrase. There are the kinds of pronouns: the first is possessive with the example mine, yours, his, her, ours and theirs. For the example: this yellow bag is mine. Then is reflexive pronoun as myself, yourself, himself, itself, oneself, ourselves, yourselves, and themselves. The example of this is: I do my task by myself. The next is reciprocal as each other and one another, as in: they really hate each other.

¹⁰Carol Ann Bergman and J.A. Sean, *Grammar and Composition: Introductory Course*,(Toronto: D.C. Heath and Company), p. 31

¹¹ Jane medwell, et. Al., *Primary English; Knowledge and Understanding*,(UK, learningmatters,2009),p.77

¹² Jane Medwell, et. Al. *Primary English*, p.78

And the relative pronoun that has: that, which, who, whose, whom, where and where, as in: the man whom I see in the book shop is Angga. The demonstrative pronoun has: this, that, these and those, as in: that is the delicious food on the table.

Pronoun is also has the interrogative form. It has: who, what, why, when, where and whatever, as in: What did you do at the wet rice field yesterday? And the final is indefinite pronoun that has: anything, anyone, anybody, something, somebody, someone, nothing, nobody, none and no one, as in: there is something in my shoe. Many of the pronouns above also belong to another words class – the class of determiner. They are pronouns when they occur independently, that is, without a noun following them, as in this is a new car. But when a noun follows them – this car is new – they are determiner.

The adjective is the next parts of speech. According to Carol, adjective is “a word that modifies, or describes, a noun or a pronoun.”¹³, for example: good, happy, long, bad, sad, hot, tall, beautiful, etc. Jane Medwell said that adjective is used to give more information about a noun¹⁴. Like giving description of feeling or qualities: he is a lonely man. And give nationality, as: Pierre is French. Then it tells more about a thing’s characteristics too, as: The knife is sharp. And can tell us about age, as: he is a young man. And then it tells us about size and measure: John is a tall man. And the finally it tells us about color, as: Parmin wore a red shirt. Adjective is generally invariable in English. They do not change their form depending on the gender or number of the noun. A hot potato for the single and the hot potatoes for the plural still same the adjective.

Adjective can also placed in front of noun or after a verb such as ‘be’ like a beautiful girl and the girl is beautiful. If we need to emphasize or strengthen the meaning of an adjective, we use ‘very’ or ‘really’ as in: a very hot potato or the really hot potatoes. If we need to compare nouns we can achieve this through the

¹³ Bergman and J.A. Sean, *Grammar and Composition*, p.61

¹⁴ Jane Medwell, *et. Al*, *Primary English; Knowledge and Understanding*, p.80

use of comparative or superlative adjectives as in: My dad is tall, but Billy's dad is even taller (comparative). Jenny's dad is the tallest of all (superlative).

Another part of speech is adverb. According to Carol, adverb is "a word that modifies, or describes, a verb, an adjective or another adverb"¹⁵ for examples are: kindly, seldom, just, too, etc. Sometimes the verb or adjective needs the specification of the statements, so, the adverb is describing that verb or adjective. Jane said that "adverbs usually modify, or add the meaning of, verbs. They describe how, where, why, or when an action was done".¹⁶ The examples of adverb in modifying an adjective or another adverb: like in: Mary sings beautifully or David is extremely clever. The car goes incredibly fast. Another characteristic of the adverb are the adverb may follow the verb, as in: He broke the news as gently as possible. The adverb may precede the verb, as in: She slowly handed him the important document.

Many adverbs give information about the manner, time or place of an event or action. Adverbs of manner tell us how an action is performed as in: She sang loudly in the bath. Adverbs of time indicate not only specific times but also frequency as in: I sometimes watch television at the weekend. Adverbs of place indicate where something has occurred, or should occur, as in: Put the box there, on the table. Additive adverbs add two or more items together, emphasizing that they are to be considered equal, as in: We did Arabic at school today. We also did English. In contrast, exclusive adverbs focus attention on what follows them, to the exclusion of other possibilities: It's just a question of how we organize it. The example is: School exists solely for the purpose of educating our children.

The next parts of speech are Verb. Carol said that "a verb is an action of a subject is performing".¹⁷ For example is: Rudi reads a book story. Reads at the example above is the action of the subject Rudi. What the subject doing is the verb. Jane said that "verbs are words that indicate the occurrence or performance

¹⁵ Bergman and J.A. Sean, *Grammar and Composition*, p.70

¹⁶ Jane Medwell, *et. Al. Primary English*, p.86

¹⁷ Bergman and J.A. Sean, *Grammar and Composition*, p.41

of an action, or the existence of the state. The most common definition of a verb – a doing word – is only partially correct”¹⁸. Some verbs do indicate actions: Jump, fall, run, sings, etc. Other indicates feeling or mental state: love, believe, trust, hope, etc. Perhaps the three most commonly used verbs in English; however, generally, do neither of these. Be, have and do indicate state or action. For the example: I am happy. That old man has two very powerful cars. We did sixty lengths during our swimming lesson. The verbs are also widely used as auxiliaries to other verbs as in: we were running along on the street in the morning.

Then we have the preposition that kind of parts of speech. To show place, position, time or method we need the preposition. So, the preposition is a word or group of words used before a noun or pronoun to show place, position, time or method, for example: in, from, to, out of, at, for, about, above, across according to, after, along, among, etc. Jane said that “preposition shows the relationship – in time, space or some other sense – between its object (the noun or pronoun that follows the preposition) and another word in the sentences”.¹⁹ Example: Alice puts the bag in her locker. (from that example we know that in shows the spatial relationship between the verb put and the object of the preposition locker).

Parts of the speech also have a conjunction. Jane said that “conjunction is word that joins words, phrases or sentences, or it is the grammatical connector that link the words”,²⁰ for example: and, but, for, however, still, yet, thus, so, because of, etc. conjunctions are grammatical connectors that link the words, phrases, or clauses. A conjunction can indicate the relationship between the elements that it connects in the sentence. Without these, we would not see the relationship. There are three types of conjunction: coordinating, correlative and subordinating. A coordinating conjunction connects words, phrases and clauses that have equal or the same grammatical function; for example, nouns verbs, adjectives, prepositional phrases, adverb clauses, etc.

¹⁸ Jane Medwell, *et. Al. Primary English*, p.82

¹⁹ Jane Medwell, *et, al, Primary English*, p.89

²⁰ Jane medwell, *et. al. Primary English*, p.88

The coordinating conjunction include: and, but, or, yet, nor, for and so. A correlative conjunction is a coordinating conjunction that works in pairs to connect elements in sentences. The correlative conjunction include: both...and, not...but, not only...but also, either...or, neither...nor, although...yet, whether...or. A subordinating conjunction connect element with different grammatical function, usually a dependent clause and dependent clause. The subordinating conjunction include: after, in case, unless, although, in that, until, as, now that, when, as if, once, whenever, as though, since, where, because, so, whereas, before, so that, whether, even though, than, which, except that, that, while, however, though, who / whom, if.

Finally we have the interjection. Carol said that “interjection is a word that expresses strong feeling. An interjection at the becoming of a sentence is followed by an exclamation point or comma”.²¹ The words that usually used are: Oh!, Ah!, Hey!, Hi!, Oops!, wow!, well, etc.

The second words classification is a word family. A word family consists of the root of a word plus its inflexions that commonly formed a derivative. According to Thornbury, inflexion is the different grammatical forms of a word. The inflexions occur on the root word by using the add-ons that called affixes.²² David Wray said that “affixes are another common method of forming new word. It is an additional part of a word added at the beginning that called prefix or end of the word that called suffix”.²³ Adding prefix or suffix to the root will make the different meaning of the result word. New word from the addition of an affix to a root, that has a different meaning from a root, is called a derivative.²⁴ And the root has the definition that “the part of a word that carries its basic meaning”.²⁵

²¹Bergman and J.A. Sean, *Grammar and Composition*, p.116

²² Scott Thornbury, *How to Teach Vocabulary*, (England: Pearson Education, 2002), p 4

²³ David Wray and Jane Medwell, *Extending Knowledge in Practice Primary English, Primary English*,(United Kingdome: Learner Matters Ltd, 2008), p. 36

²⁴ Scoot Thornbury, *How to Teach Vocabulary*, p. 3

²⁵ Bergman and J.A. Sean, *Grammar and Composition*, p.445

The third parts of words classification is the word formation. Word formation is another way to form a new word from the old is compounding. “Compounding is combining two or more independent words into a single word”.²⁶ As a word: -record player- that consists of noun + verb + er become a noun that has meaning a machine that plays records. Blending is another ways of the word formation. Two words that blended to form one new one is called a blend. As the example: information + entertainment = infotainment. A word can be co-opted from one part of speech and used as another that called conversion. Typically nouns are converted into verbs. But other parts of speech can be converted as well: She upped and left. Finally, new word can be coined shortening or called clipping longer words. As: flu that clipping from influenza, or email from electronic mail.

Then we have the multi-word units. Multi-word units or often called simply lexical chunk is joined groups of more than one word as look for, do up. It can function as a meaningful unit with a fixed or semi-fixed form. “The chunks vary in term of how fixed and how idiomatic they are”.²⁷ The common words that used in informal language that compounds of verb + adverb like “swung round” or verb + preposition like “look after” known as either phrasal verbs or multi-part verbs.

b. Types of Vocabulary

There are many types of vocabulary divided by the experts. Finocchiaro has divided the lexicon or vocabulary into two groups. There are function and content words. The function words are closed class; we cannot add the preposition, auxiliaries, modals or any other structure word of the language. On the other hand, content words can be added at any time as new scientific advances.²⁸ Gairns and Stuart have different classification. They have divided the vocabulary in two

²⁶ Scott Thornbury, *How to Teach Vocabulary*, p.5

²⁷ Scott Thornbury, *How to Teach Vocabulary*, p.6

²⁸ Mary Finocchiaro, *English as a Second Language: from Theory to Practice*, (New York: Regents Publishing Company. Inc, 1974), p.35

groups also. They are receptive and productive vocabulary. Receptive mean language items which can only be recognized and comprehended in the context of reading and listening. Productive vocabulary to be language items which the learner can recall and use appropriately in speech and writing.²⁹

In conclusion, the definition of vocabulary is the word of the language that has the knowledge and meaning that can convey the human's purpose of the verbal and nonverbal communication. Vocabulary has the function that we have to know the numerous kinds of its and the types of its as the knowledge that must to be learned.

2. External Motivator

Before we discuss the external motivator, we first need to take an understanding of what motivation is. Zahra Habib wrote that "Motivation is an influence that accounts for the initiation, direction, intensity, and persistence of behavior. Motivations are very reasons behind people's thoughts and behaviors".³⁰ It is related to the Samuel's opinion that motivation is "the process that initiates, directs and sustains behavior to satisfy physiological or psychological needs".³¹ From the definitions above we know that motivation is the human's action to achieve their effort both of physically and psychologically by obviously direction.

According to D. Crow, the motivation is the potential urges or drives that seek expression. Motivation is the dynamic forces that affect thoughts, emotions, and behavior that arising out of natural need or acquired interest.³² Samuel said that in the real life, the motives for many activities are both internal and external. Internal mean that the desire to perform an act by satisfying or pleasurable of

²⁹ Ruth Grains and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary*, (New York: Cambridge University Press, 1986),p.64

³⁰ Zahra Habib, *External Motivation*, retrieved on, Feb, 16 2011 11.13pm.

³¹ Samuel E. Wood and Ellen Green Wood, *The World of Psychology*, (USA, Allyn and Bacon, 1996), p.361

³² Lester D. Crow and Alice Crow, *Educational Psychology*, (New York, American Book Company,1958), p.252

itself. And the external mean that the desire to perform an action to gain the reward or to avoid an undesirable consequence.³³

Another definition of the external motivation came from Zahra that said extrinsic motivation is “motivation created by external factors such as rewards and punishments”.³⁴ From that definition we know that extrinsic motivation is the intervention to arouse student’s desire from the outside. The external factor that can stimulate students to achieve something is called external motivator.

Muhibbin said that “the external motivation is the student’s external condition that forced student to do the learning activity”.³⁵ Students motivated to do the task that given by teacher because they will get the sign on the achievement book. Zahra said that “Individuals who are extrinsically motivated work on tasks because they believe that participation will result in desirable outcomes such as a reward, teacher praise, or avoidance of punishment”.³⁶ So, the extrinsic or external motivation is motivation to engage in an activity as a means to an end

When the students extrinsically motivated, they are only performing the task for what teacher will gain from completion. On the other hand, when they are intrinsically motivated, there is no requirement for external rewards or punishments, because the activity is a reward in itself. Gardner as cited by Lim Kiat Boey said that “the problem of motivation in second language learning has been studied and two kinds of motivation have been distinguished”.³⁷ Two kinds of motivation that have been distinguished are instrumental and integrative motivations. Lim said that the students with integrative motivation have greater success at learning the second language than those with merely instrumental motivation.

³³E. Wood, *The World of Psychology*, p.361

³⁴Zahra Habib, *External-Motivation*, retrieved on Feb, 16 2011 11.13pm.

³⁵Muhibbin Syah, *Psikologis Belajar*, (Jakarta: PT. Logos Wacana Ilmu, 1999), p.137

³⁶Zahra Habib, *External-Motivation*, retrieved on, Feb, 16 2011 11.13pm.

³⁷Lim Kiat Boey, *an Introduction to Linguistics for the Language Teacher*,(Singapore: Singapore Unniversity Press,1975), p.109

Sabri said that term of the external motivation is the impeller of ambition or purpose by stimulation of the outside of aspect.³⁸ In line with Levine's opinion that external motivation is the effect of intensive motive from outside that have the relevance with the object.³⁹

According to Ngalim Purwanto, there are many functions of motivation. The first function is to drive or encourage someone to do. It is can be a motor that has big energy to drive someone to do his/her task. Motivation can also determine the direction of someone deed. The more explicit is the purpose of direction, the stronger drives to achieve the purpose. And then, motivation can select our deed. It is mean that someone who motivated to achieve the dream, he/ she will select the deed that can make the dream come true.⁴⁰ In the learning process, motivation is the absolutely condition of the learning.

a. Theory of Motivation

There are many theories that try to explain what the motivation is. According to Samuel, there are three theories of motivation. The first is instinct theories of motivation. The firstly instinct theories of motivation become from the result of observing animal behavior that every animal has an inborn, unlearned, fixed pattern of behavior that is characteristic of an entire species. The idea of attributing human as well as animal behavior suggested from Darwin's theory that humans evolved from lower animals. The notion of the continuity of the species paved the way from the application of the concept of instinct to explain human behavior. Most present-day psychologists reject instinct theory as an explanation of human motivation.⁴¹

The second theory is drive-reduction theory. This theory was popularized by Clark Hull in 1943. According to Hull that cited by Samuel, "all living organisms

³⁸ M. Alisuf Sabri, *Pengantar Psikologi Umum & Perkembangan*, (Jakarta, Pedoman Ilmu Jaya, 1993), p128-130

³⁹ Mel Levine, *A Mind at a time*, (Jakarta, PT. Gramedia Pustaka Utama, 2004), p.319

⁴⁰ M. Ngalim Purwanto, *Psikologi Pendidikan*, (Bandung: Remadja Karya, 1985), p. 67

⁴¹ E. Wood and Ellen Green Wood, *The World of Psychology*, p.362

have certain biological needs that must be met if they are to survive”.⁴² And a rising need to an internal state of tension or arousal called a drive. Drive-reduction theory is derived largely from the biological concept of homeostasis that has the meaning the tendency of the body to maintain a balance internal state in order to ensure physical survival that required for physical existence.

And then the third theories are arousal theory. This theory tries to explain a striving for an optimal level of arousal. “Arousal refers to a person’s state of alertness and mental and physical activation”.⁴³ Arousal theory does not propose that we are always motivated to reduce arousal or tension. Arousal theory states that we are motivated to maintain an optimal level of arousal. If arousal less than the optimal level, we do something to stimulate it. But, if arousal exceeds the optimal level, we do reducing the stimulation. Berlyn that cited by Samuel said “Our level of arousal affects how we feel. Some researchers claim that emotional feelings are negative at both extremes of the arousal continuum, and that people generally feel better when their arousal level is somewhere in the middle”.⁴⁴

Another theory came from Abraham Maslow that proposed a hierarchy of needs to account for the range of human motivation. The psychological needs such as food and water placed at the base of hierarchy, these needs must be sufficient satisfied before higher ones can be considered.⁴⁵ Then one step up of the hierarchy is safety needs that need for safety and security. When these needs are carried out, we climb another level satisfy our needs to belong and to love and be loved. Maslow’s opinion is the most prominent factor in human adjustment problems are that failure to meet the belonging and love needs deprives individuals of acceptance, affection, and intimacy. One step to the higher one of the hierarchy is the needs for self-esteem and the people’s esteem. These needs

⁴² E. Wood and Ellen Green Wood, *The World of Psychology*, p. 362.

⁴³ E. Wood and Ellen Green Wood, *The World of Psychology*, p. 363.

⁴⁴ E. Wood and Ellen Green Wood, *The World of Psychology*, p. 363.

⁴⁵ E. Wood and Ellen Green Wood, *The World of Psychology*, p. 366.

involve our sense of worth and competence, our need to achieve and be recognized for it, and our need to be respected.

At the top of Maslow's hierarchy is the need for self-actualization, the need to actualize or perform our full ability. The self-actualization through achievement in the surrounding environment may be made satisfied to someone. But the surest path to self-actualization is one in which a person finds significant and consistent ways to be serve and contribute to the well-being of humankind.

Although the Maslow's hierarchy of needs has been popular notion, there are opinions that the Maslow's hierarchy has not been verified by empirical research. Bridwell said that the steps on the hierarchy cannot be said to be invariant or the same for all people.⁴⁶ The desire for success and recognition is so strong when people are prepared to sacrifice safety, security, and personal relationships to achieve it. A few people are willing to sacrifice their very lives for others or for a cause to which they are committed. Perhaps they, too, have a hierarchy, but one in which the order of needs is somewhat different.

b. Types of the External Motivator

According to Gavin Reid, motivation is the key factor of success the learning process. The motivation is like the fuel in the car.⁴⁷ The power source that makes the machines moves to work. There are some ways to motivate the students extrinsically. The kind of external motivators are :

- 1) Motivate by the task. The task that was given to the learners should be the simple task. It is can reduce the students' frustration because the task is simple and they can be motivated to do the other task.
- 2) Motivate by giving the appreciation. The appreciation was needed to stimulate the learner when they finished the task that challenged. Whatever the appreciation that given to the learner, it was should be negotiated with the learners before. Giving appreciation should be the short strategy to improve students' motivation.

⁴⁶ E. Wood and Ellen Green Wood, *The World of Psychology*, p. 367.

⁴⁷ Gavin Reid, *Motivating Learners in the Classroom: Ideas and Strategy*, (Jakarta: PT. Indeks, 2009), p. 19

- 3) The social motivation or the influence of group is the next motivation that can motivate the students. Social interaction can help students to develop a few things as give and take, sharing to the other, hearing people's opinions and so on. The process of helping and cooperating with the other can be students' motivation. The group that be motivated can get the energy to circulate to all group members and this group can be the strength of motivation.
- 4) The feedback motivation. Every single student needs the feedback to ensure that he/she on the right way. The feedback should be different than correcting students' work. It should be continued and positively given to the students and could make better character of student. Giving the feedback to motivate can be given at the beginning of the learning process.
- 5) Teacher praise; is given to all the students for the purpose of reinforcing them for doing the better task. "The principle of the reinforcement is to invoke to *stamp in* the desired responses and to *stamp out* those that are not approved".⁴⁸ Reward is necessary given to the students as the teaching media that preventive and representative to make students happy and can make them motivated.⁴⁹
- 6) Giving the marks or grades. Some of the students learn to achieve the good mark. Giving the mark can stimulate students to try getting the best mark.
- 7) Giving reward. Reward should be given to the students whom achieve the target learning. The reward hoped can stimulate students' expectation to get it.
- 8) Rivalry. Rivalry or competition used to achieve the higher level of achievement. It is often make better of the learning result, at the individual rivalry or group rivalry. The competition has to make good aim in mastering the lesson, not for the negative purposes. The fourth is

⁴⁸ Philip Lawrence Harriman, *et. Al. Essential of Educational Psychology*, (Tokyo, Maruzen Company, 1958), p.246

⁴⁹ Thoifuri, *Menjadi Guru Motivator*, (Semarang, RaSAIL Media Group, 2007), P.61

- 9) Learning wish. Learning result will be better when the students have the willing or learning wish.
- 10) Cooperation. Doing the task together will be heighten the learning activity. The cooperative learning can make students learn how to be good team work and stimulated the whole member of the group.
- 11) Giving the challenging task. The difficult task should be given to the students for stimulating their ability to do the best and finished the task. Challenging task is need for the variation of the learning activities.⁵⁰

Teacher can use various external motivator like Nasution's explanation to encourage students to study hard.

c. The Relationship between External Motivators and Teaching-Learning Process

The external motivation has source from the outside. Such as praise, prize, rule of school, teacher, model or good example, parents, or friends. They are concrete examples of extrinsic motivator that can stimulate students to study. Even though that is come from the outside, the external motivation sometimes influence the intrinsic motivation. Mc Clelland as cited by Agus suprijono said that motivation can contribute to 64% of the learning achievement.⁵¹

3. Teaching vocabulary

Teaching English as a foreign language for Indonesia students is not easy. Teacher was demanded to be successful in teaching learning goals. The fundamental factor of success in the teaching learning process is an effective teaching. To do an effective teaching, it is necessary for the teacher to have a theory that accounts for effective language teaching, including a specification of the key variables in effective and how they are interrelated. It is also important to develop principal for his preparation of language teaching, especially for vocabulary teaching.

⁵⁰ S. Nasution, *Didaktik Asas-Asas Mengajar*, (Bandung, Jemmars, 1982), 4th ed. P.81

⁵¹ Agus Suprijono, *Cooperative Learning*, (Yogyakarta: Pustaka Pelajar, 2010), p.162

Sisilia said that “teaching English as a foreign language to young learners requires that teacher have a thorough understanding of young learners’ development, needs, and characteristics”.⁵² According to Blakely as cited by Sisilia, those young learners are constantly developing cognitive and metacognitive skills. Developing the cognitive aspect is related to mental processes of perception, memory, judgment, and reasoning. Developing of metacognitive refers to thinking about thinking, that known “what we know” and “what we don’t know.”

According to L. Ron Hubbard in basic study manual, there are three barriers of mastery the vocabulary. No mass or image of the vocabulary, the chronological steps and miss understanding of words meaning.⁵³ One solution to this problem is to accept that students have different needs, and to further accept that they must assume some of the responsibility for defining those needs and the vocabulary that will be relevant to those needs.⁵⁴ John’s opinion told that vocabulary can be seen as a priority area in language teaching, requiring test to monitor the learners’ progress in vocabulary learning and to assess how adequate their vocabulary knowledge is to meet their communication needs.⁵⁵ Consequently teaching vocabulary is important for teaching English as a foreign languages preparation component that support the language skills.

According to Wallace, there are six principles on teaching vocabulary. However, there are only four that are related to this study.⁵⁶ The first is the aim. In teaching learning process, the teacher has to be clear about his aims. He has to decide on what is involved in vocabulary learning. He also has to know what kind

⁵² Sisilia S. Halimi, *et. Al., Becoming a Creative Teacher: A Manual for Teaching English to Indonesian Elementary Students*, (ttp.t.p. t.t), p.1

⁵³ L.Ron Hubbard, *Basic Study Manual*, trans (Yovita Hardiwati), (Jakarta: PT. Grasindo, 2002), p.23-50

⁵⁴ L.Ron Hubbard, *Basic Study Manual*, p. 55.

⁵⁵ John Read, *Assessing Vocabulary*, (United Kingdom: Cambridge University Press, 2000),p.1-2

⁵⁶ Wallace J. Michael, *Teaching Vocabulary*, (London: Bridles Ltd, 1982), p.27-30

of words and how many word that students should master. In this study, the aim of teaching vocabulary should be based on the curriculum given.

The second is the quantity. Teacher may have to decide on the number of vocabulary items to be learnt. Teacher has to divide how many new words in a lesson students should learn. The decision of the number of new words in a lesson is very important. The actual factors, depends on varying form class to class learner. If there are many words, the students may be confused, discouraged, or stressed. Teacher should limit the words that will be taught to the students. The third is needs. The choices of words should be relate to aims of the teaching. That it is also possible for the teacher to put the responsibility of choosing the vocabulary to be taught to the students. And the finally is meaningful Presentation. In teaching vocabulary, the teacher should present the target words in such a way that their meanings are perfectly clear and unambiguous.

4. Maximizing the Use of External Motivators to Teach Vocabulary

English in Indonesia is not first language, it is regarded as second language. Learning English is the cognitive process of acquiring skill or knowledge of English as target language. Ellis said that “Learning is a process of discovery, which takes place spontaneously and automatically providing certain condition have been met”.⁵⁷

According to Patsy, learning English involves: Behavior that means language learning is result of imitation, practice, feedback on success, and habit formation. Innate (human intellectual) means that human language develops with help or biology. Interaction means that language develops as result of a complex interplay between the unique human characteristics and environment.⁵⁸ The

⁵⁷ Rod Ellis, *Instructed Second Language Acquisition: Learning in Classroom*,(USA: Basil Blackwell ltd., 1990) p.2.

⁵⁸ Patsy M. Lightbown and Nina Spada, *How Language are Learned*, (Hongkong: Oxford University Press, 2000) p.2.

challenge to the teacher is that of helping the learner retain his identity, develop his individuality, and absorb a background of democratic culture.⁵⁹

According to Finocchiaro teacher should need methods and techniques of teaching English as a second language to develop certain knowledge, skills, and insight⁶⁰. In this case, teacher should be able to create learning atmosphere fun and interesting. Actually, teachers do not refuse to do the appropriate method in teaching English for students in order to get the goal of teaching process. Teaching learning process should be varied to make students feel fun during the process. In language learning, they need more than instruction and command from their teacher. This is challenge for the teacher to be able to motivate the students to pay attention using various external motivators.

⁵⁹ Lester D.Crow and Alice Crow, , *Educational Psychology*, p.22.

⁶⁰ B Finocchiaro. *English as a Second Language*, p. 173.