

CHAPTER II
REVIEW OF RELATED LITERATURE
Students' Motivation in Learning Speaking

in this chapter discusses Previous Research, Theoretical Framework, and Hypothesis.

A. Previous Research

There are two previous researches which are related to this study. It is the research with the title *Improving the Students' Motivation to Speak by Using Storytelling with Sentence Card Game in Teaching Speaking* was done by Umi Hani al Habsyi. NIM 3104269, Tarbiyah Faculty from Walisongo State Institute for Islamic Studies Semarang. This action research was done with XI IPS 2 students of MAN Pemalang in the academic teaching of 2008/2009 and it got good result.

It can be seen from the increasing of three steps that was done. The result of cycle one where is pre cycle students' activities in speaking was only 25 % (very low), students were very seldom to speak in English, however, it had increased up to 45 % become 70% (good) in cycle one. Here, students were more actively speaking in English through engaging themselves in the game. Moreover, it had increased in cycle two up to 95 % (very good) or 25 % increased. Students were enthusiastically speaking in English and joining the activity happily.

This result motivates me to do the research with the same variables in order to know the comparison two classes especially in speaking. The differences between this research and my research will be in research method, she did the research in action research, but the writer will do my research in comparative method in quantitative design.

Another previous research which is related to this study is the research with the title *The Influence of Classroom Management toward Students' motivation in Learning English* was done by Maswah. NIM 3105419,

Tarbiyah Faculty, from Walisongo State Institute for Islamic Studies Semarang. This case research was done with the Second Grade of MAN 1 Semarang in the academic year of 2010/2011 and it got good result.

By using quantitative approach in presenting the result, this research shows that:

1. Classroom management is implemented by English teacher at MAN 1 Semarang is in high category (94, 29%)
2. Students' motivation in learning English in the second grade students of language class in MAN 01 Semarang is in high category (72, 86%)
3. Based on result of this research, classroom management has positive influence toward students' motivating in learning English, it shows by coefficient correlation.

The differences between this second research and the writer' research will be in research method, she did the research in case research, but the writer will do my research in comparative method in quantitative design.

Besides the differences, of course there is the similarity with the writer's final project. There is the same variable researched here. It is together uses motivation term in the final project.

B. Theoretical Framework

1. Students' Motivation

a. Definition of Motivation

Motivation, according to Sumardi Suryabrata is situation which exists in someone's self pushing it to do certain activity to reach a target. Meanwhile, Gates and friends tell that motivation is a psychological and physiological condition which exists in someone's

self arranging their action by certain action. Greenberg mentions that motivation is process awaken and instruct direction of a target.¹

It can be concluded from the three definitions above that motivation is physiological and physiological condition which exists in someone's self pushing it to do certain activity to reach a target (requirement).

*“Based on Psikologi, Pekerjaan Sosial, dan Ilmu Kesejahteraan Sosial, motivation term originally from motive that can be translated as the power in the individual which cause he acts or does. Motive cannot be observed directly, but it can be interpreted in his or her behavior, that is stimulating, pushing, or power that as the consequence a certain behavior.”*²

Motivation is the basic push which moves someone to act. This push is in someone that moves to do something which is appropriate with the push in his or her self. So someone's act that is based on certain motivation contain theme agree with his or her base of motivation. Motivation also can be said as the difference between can and want execute. It is closer on want to execute a duty to reach an aim. It is a power, can be from inside or outside which push someone to reach a certain aim which decided before.³

There is an example of motivation. Martin is an end student in a university. He wants to finish his thesis quickly. Why he does it? When Martin was nursed in a hospital with his cancer, he said to himself that if I was safe, I would do something to fund cancer research. Because of it, his motivation to pass quickly is giving destination to his life with helping other people suffering a cancer.

¹Djaali, *Psikologi Pendidikan*, (Jakarta: PT Bumi Aksara, 2008),p. 101.

²Isbandi Rukminto Adi, *Psikologi, Pekerjaan Sosial, dan Ilmu Kesejahteraan Sosial: Dasar-Dasar Pemikiran* (Jakarta:Grafindo Persada, 1994), p.154.

³Hamzah B. Uno, *Teori Motivasi dan Pengukurannya*, (Jakarta: PT Bumi Aksara, 2008), p.1.

Motivation involves the processes giving energy, aim and defends of behavior, so the motivated behavior is behavior containing energy, has destination, and can be defended. Martin's attitude contains energy that has destination, and can be defended. In finishing his thesis, he found the hindrances which were not supposed before: the difficult book which he got, his advisor is difficult to find and also annoyance comes from his friend. He only wrote about a half of paper a day after the first month, it was still far under what he has planned. But, he was constant to defend and adding his writing on the second month until he returned to his maximum capability to reach his destination. Martin is a real example how motivation can help every individual to win.

b. Motivation of Study

Motivation and study are two things that influence each other. Study is change of behavior permanent relatively, and potentially happens as the result of reinforced practice which is based on aim to reach the particular aim.

In order to know human motivations are needed an appreciation of the basic desires. Actually it exists in all normal human beings. As an aid to the process of development from birth onward, a human being's behavior is influenced by a host of potential desires and cravings that operate as the driving forces of his life activities. The total of satisfaction or annoyance that he experiences in many situations is established by the level to which his pushes and interests are gratified or thwarted. Motivations, arising out of natural urge or gotten interests, are dynamic forces that affect behavior, thoughts, and emotions. Motivations are potent factors in learning. Because,

1. *Motivations encourage a learner in his learning activities*

Fundamentally, the process of motivation stems from stimulation, which in turn is followed by an emotional reaction that

leads to a specific behavioral response. In the classroom, if a student's behavior is regarded as desirable and is reviewed, the positive reinforcement stimulates the student to repeat the desirable behavior. Conversely, if a student's behavior is regarded as undesirable and the individual receives a response with a negative undertone, demotivation results.

The early school child can be stimulated to do good work through praise from the teacher, or the earning of stars or other extrinsic rewards. The motivation for the child is not so much mastery of learning material as it is the receiving of special recognition. As the child grows older, other motivations activate his learning. Extrinsic rewards still play a part as they do even on the adult level.

However, other motivations that are more directly concerned with personal well-being become more significant. For example, an adolescent may give special attention to those of his subjects that he considers practical and that will be of value to him as a means of earning a living. One often hears a student complain that he sees no reason for studying a foreign language or mathematics. From the learner's point of view there is no motivation to be satisfied through expenditure of energy on a subject that, at the time of the learning, appears to have no practical value.⁴

2. *Motivations act as selectors of the type of activity in which the person desires to engage*

People have their desire to do their activities. Their choices depend on their interest. Adult's mind can be different with children. A man is more attracted to automotive than woman. Students are also different. There are attracted students in sport and

⁴ American Book Company, *General Principles of Learning, Attitudes, Interests, and Motivation*, p. 253.

there are attracted students in academic. So Motivations are selector in kind of activity.

For example, a newspaper means different things to different people. A young man may turn first to the sports page, while an older man's first interest may be in the stock market report. The "woman's page" may attract the mother, while the youngsters avidly read the comics. Many other examples could be cited to show the extent to which people of all ages react in terms of their motivations or special interests. As one watches children go about their daily activities he may wonder about the motivations that underlie their behavior. From the adult point of view some of their activities seem pointless, although the children themselves are giving expression to ideas or interests that have definite meaning for them.

Moreover, motivations not only select what we do but the way we shall do it. Why does one learner prepare his homework in one sequential order and another young person follow a different order? In the solving of a problem the order of an individual's responses or the actual responses made are selected in terms of his own interests. For example, some students begin their home study with the most difficult subject, others with the easiest.

3. *Motivations direct behavior*

In the learning process, motivation as directors of behavior is extremely significant. Learner must be helped by anyone in directing behavior. Actually he wants to learn some subjects or anythings but sometime he doesn't find yet the way. The solution, he can be led to see meaning in his learning activities.⁵

⁵Holden, Susan and Mickey Rodger, *Skills Teaching*, in http://en.wikipedia.org/wiki/Language_education , accessed on 28 December 2012.

Growing girls often are heard to complain about household. If asked why they do what they do not want to do, their answer invariably is “But I Must” Their explanations of the must be vary – either they do not wish to earn disapproval or a reprimand from their mothers, or they feel that their mothers have too much to do, or as one girl puts it, “I suppose if I want to eat, I ought to help in the preparation of something to eat.”⁶

Motivation to study can emerge because of intrinsic factor, that is ambition and longing to be successful and the push of requirement to study, hope of an ambition, whereas extrinsic factor is the existence appreciation, the conducive environment of study, and the interesting activity of study. But must be remembered, both of factors are caused by a particular stimulation, so someone want to do the studying activity which is energetic and enthusiasm.⁷

Students, who experience annoyance of study, will consider the motivation as a challenge that same as failure, that effects to decrease motivation. There is a statement called as ‘*learned helpless*’. Importantly, the learner does not stay in this situation and because this reason needs successfulness early when doing new duty. Important also that extrinsic (appreciation) and intrinsic (self motivation) are considered in planning study.

Ideally, motivation must be intrinsic, namely students must have self motivation. But to reach it, students must have destination and strong desire to succeed.⁸

⁶ American Book Company, *General Principles of Learning, Attitudes, Interests, and Motivation*, p. 254.

⁷ Hamzah B. Uno, *Teori Motivasi dan Pengukurannya*, p. 23.

⁸ Gavin Reid, *Memotivasi Siswa di Kelas: Gagasan dan Strategi*, (Jakarta: PT Macanan Jaya Cemerlang, 2009) p.19.

c. Significance of Motivation

Motivation is concerned with the arousal of interest in learning, and to that extent, is basic to learning.⁹ The alert must be done by the teacher to discover stimulus which will produce satisfaction. It has the aim that the interest of the students shall be maintained long enough for them in mastering subject matter. No lesson plan is considered complete unless it includes motivation. The teacher tries to relate the content of the new learning material to experiences with which the learner is familiar and which give him satisfaction. The teaching approach that is not integral part of the learning procedure often serves as the most effective form of motivation.

The learner must be so motivated so his interest will be directed toward a definite destination. His interest will take him far beyond the experiences which are used as motivators toward further learning. It is not enough, to develop an immediate or temporary interest continually. The new experiences then, in so far as they are satisfying to the learner, will serve as motivators to further learning. Really, the teacher's responsibility to build the experience level of the student and at the same time so direct the learner's attention to the ideas that he will discover for himself those silent points.

Interest for its own sake can retard rather than encourage the mastery of new ideas. Important as motivation is it raises learner interest, too much time should not be given to this part of the lesson. Motivation is effective only when it gives a mental set toward learning. Education is serious business, and a teacher should not try to entertain simply to interest or motivate learners. Otherwise it is a distracting rather than a directing force.

⁹ Lester D. Crow and Alice Crow, *Educational Psychology*, (New York: American Book Company, 1958), p.254.

d. Effort to Increase Student's Motivation

Referring to conservancy and improvement of student motivation, DeCecco and Grawford (1974) presenting 4 instructor's function:

- a. *Exciting students.* In routine activity, the instructor has to try to avoid things which looks on and bored in everyday class. He has to always pass to student quite a lot of things required to be thought and done. Teacher has to look after student' enthusiasm in learning, that is by giving certain freedom to move from one aspect to another one of lesson in situation of learning. '*Discovery Learning*' and '*storming brain*' give a freedom like this. To be able to increase students' ardor, the teacher has to have knowledge enough about early disposition to his students.¹⁰
- b. *Giving realistic expectation.* The teacher has to look after realistic student expectations, and modifying less or not realistic. In this case, the instructor requires to have knowledge which is enough regarding successfulness or failure of student academic at the past, thereby instructor can differentiate among realistic expectations, pessimist, or too optimistic. If the students have experience of many failures, hence teachers have to give as many as possible successfulness to students.
- c. *Giving incentive.* If the students succeed in their study, the instructor is expected to give present to students (can be in commendation, good mark, and others) of their successfulness, so that the students are pushed to do effort furthermore to reach the target of learning. Referring to this matter, the feedback represents the matter which is very good for improving the students' effort.

¹⁰ Slameto, *Belajar dan Faktor-faktor yang Mempengaruhinya*, p.176.

d. *Instructing Students*. The instructor has to instruct the students' behavior, by showing to them, things that they have done not correctly and ask them do it well as possible.¹¹

Effort to increase students' motivation also can be done inside and outside. They have different way but in one destination. It is for motivating students

Extrinsic motivation is doing something to get another something (a way to reach a destination). Extrinsic motivation is often influenced by incentive external, like appreciation and punishment.¹² For example, there is a student who wants to study hard to face National examination in his school. Because he wants to pass with the best mark, he goes to library every day. After that he will continue to his chosen university.

There are differences in perspective between behavior and humanity. On humanity perspective, it emphasizes the importance of motivation, but on behavior perspective, it gives emphasizing to importance of extrinsic in motivation.

When the students are given a choice, then they are more motivated. It happens because they enter in a challenge agreeing with their skill. They also receive appreciation having information value but it is not used as a control.

John W. Santrock also explains that the current evidences are very supported to form class climate making intrinsically motivated students to study (Hennesey & Amabile, 1998; Lepper, Corpus, & Lyengar, 2005; Wigfield, Byrnes, & Eccless, 2006; Wigfield and friends, 2006). As example, the current investigation on students from 10th until 8th grade, finds that intrinsic motivation relates positively with

¹¹ Slameto, *Belajar dan Faktor-faktor yang Mempengaruhinya*, p.175.

¹² John W. Santrock, *Psikologi Pendidikan Educational Psychology*, (Jakarta: Salemba Humanika, 2009), p.204.

standardized examination grade, while extrinsic motivation relates negatively with the result of achievement.

e. Teacher Should be Diligent in Providing Motivation

An important thing that we have to know is motivation has significant role in students' success. Students are human being. They sometime experience loss of the spirit, hopelessness, saturation, and there is no bravery in doing big things. Here is the big role of motivation to awake the hidden spirit. To awake the missing awareness and to boost high aspiration this must be reached for the personal future, society, nation, and state.¹³

Usually people are difficult to motivate their self motivation. It will burn the students' spirit very much if it comes from teacher which becomes their idol. So teacher in school besides teaching also can become counselor which is its duty gives motivation to student. From here, the protégé must be motivated by counselor with his many materials. For example, successful people story which is capable to write achievement not only in national, but also international.

Successful story from important figure in Indonesia can become motivator and inspiration to protégé. Like Habibi and Abdurrahman Wahid (Gus Dur) that have become the president of Indonesia. Nurcholis Majid which has been successful becomes super thinker. M. Quraish Shibab with full of achievements, Susilo Bambang Yudoyono, WS Rendra, Taufiq Ismail, Emha Ainun Najib, Habiburrahman Al-Syirazy, Andrea Hirata, are interesting figures to be told to protégé. How do they make their life successful.¹⁴

In fact, they are never hopeless, but they continue to awake from hopelessness and failure. They are ordinary face difficult situation and pressure. But, with obstinacy, commitment, and consistence, they

¹³ Jamal Ma'mur Amani, *Panduan Efektif Bimbingan dan Konseling di Sekolah*, (Yogyakarta: DIVA Press, 2010), p.284.

remain to awake to pursue aspiration. All the barriers require to be inculcated to student that all dreams require sacrifice, started from zero, and be brave to face all kinds of barriers which block. They must be faced bravely without fearing. Self confidence and strong conviction of successfulness end all barriers which emerge.

According to Oemar Hamalik, motivating to learn is important of its meaning in process of students' learning. Its function pushes, moves, and instructs activity of learning. These motivations will inspire awareness and raise the protégés' spirit to awaken again in pursuing dream of life becoming their big aspiration. Counselor has to be able to motivate protégé with effective approach variation.¹⁵

f. Indicators

Indicators that are used in this research are indicators of motivation that can be classified as follow:

No	Indicators	Aspect
1.	Attitude Direction	It is the students' impression toward the aim of English learning.
2.	Level Achievement Qualification	It is output that is got from English learning. Achievement and motivation are two factors that influence each other.
3.	Level of Aspiration	It is the target or planning that will be reached by doing English learning.
4.	Devotion and Loyalty	This is students' capability to spend their money, time, energy, or mind for reaching the goal by learning English.

¹⁵ Jamal Ma'mur Amani, *Panduan Efektif Bimbingan dan Konseling di Sekolah*, p.285.

5.	Firmness and Tenacity	It is students' ability for solving the difficulty in reaching the goal by learning English.
6.	Persistency	Persistency in pursue the goal of English learning
7.	Frequency of Activity	How often English learning done in determining time is.
8	Duration of Activity	How long time students' ability in using the time to do English learning is.

Indicators of motivation above are influential each other. It means one indicator gives contribution in other indicator. Students feel pleasure in English speaking, they spend more time and they are diligent In doing work, then they get achievement as the result, also in contrary.¹⁶

2. Learning Speaking

a. Definition of Speaking

In teaching of language, talking about the four language skills (listening, speaking, reading, and writing) is very often we hear. in terms of their direction, we must know that productive skill language is generated by the learners (in speech or writing) not in listening or reading is considered as productive skill, and language directed learners (in reading or listening) is known as receptive skill.

According to Hornby, speaking is making use of language in an ordinary voice; uttering words; knowing and being able to use a

¹⁶ Titi Rokhmah, "*Students' Motivation in Learning English*" skripsi (Semarang: Fakultas Tarbiyah IAIN Walisongo Semarang, 2009). p.12.

language; expressing oneself in words; making a speech.¹⁷ Moreover, in Webster New World Dictionary speaking is to utter words orally, talk; to communicate as by talking; to make a request; to make a speech.

David Nunan also explains that speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.¹⁸

Speaking in a foreign language often has been viewed as the most demanding of the four skills. When trying to speak, students must operate their thoughts. They also must encode the ideas in the vocabulary and syntactic structures of the target language.

Depending on the formality and importance of the speech situation, the learners may also attempt to monitor their output. In interactive speech events like in conversations, the speakers must attend to the feedback from their interlocutors and observe the rules of conversation used in the target culture. Phonological considerations add to the difficulty of the task, mainly for adult learners, as speakers strive to achieve “good” pronunciation.

The speed of the interaction is also an issue because there may not be adequate time for processing either outgoing speech or incoming messages at the typical rate of native-speaker communication. These factors combine to make speaking in foreign language a difficult task for language learners.

¹⁷ Umi Hani Al-Habsyi, *Improving Students' Motivation in Speaking by Using Telling Story with Sentence Cards Game in Teaching Speaking (A Classroom Action Research with XI IPS 2 of MAN Pemalang in the Academic Year of 2008/2009)*, (Semarang: 2009), P.17.

¹⁸ David Nunan, *Language Teaching Methodology a Textbook for Teachers*, (NY: Phoenix Ltd, 1995), p. 39.

For many people, speaking is rated as the central skill. The desirability to communicate each other, often face to face and in real time, makes people attempt to speak correctly and fluently. There is a dynamic tension caused by the competing needs for fluency and accuracy during natural speech.¹⁹

Speaking is as the way to carry out our feeling through conversation with other. The using of speaking is to communicate, to make a speech, to make a request. It means that we always use it in our life, because without speaking we will be stupid and never know everybody's means.

b. Material of speaking

English speaking skills taught in high schools is listed in KTSP Curriculum. Standard of competence in speaking are express meaning in transactional conversation text and sustained in daily live context. Students are hoped can master these skills. For the speaking skills, they are:

a. In first Semester

1. Giving and asking opinion
2. Stating satisfied and not satisfied expression.
3. Warning someone
4. Passing request
5. Stating relief, pain, and pleasure feeling

b. In Second Semester

1. Stating attitude to something
2. Stating love expression
3. Stating sad expression
4. Stating angry expression
5. Stating shame expression

¹⁹ Jack C. Richards, *New Ways in Teaching Speaking*, (USA: Pantagraph Printing, Bloomington, Illinois, 1994), p. vii.

6. Stating annoyed expression

1. Similarities between English in natural science program and social science program

Based on English lesson in KTSP, between natural science program and social science program have same points in standard of competence and basic competence and don't find the differences between them in material aspect. Surely, teacher teaches them with the same material.

2. Speech Production

Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneer or politicians may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability until, that is, we have to learn how to do it all over again in foreign processing asks of speech production that explains the spoken language characteristic.²⁰

Matter which is involved in speaking for the first time and essentially is speech production happens in real time and linear. It means words follow words, and phrases follow phrases. At the level utterances (that is to say, the spoken equivalent of sentences), speech is produced utterance by utterance, production of the person we are talking to (our interlocutor).

This speech's series nature, each utterance is free on preceding one. It is also spontaneity. But don't miss understand, this is not to say that speech is unplanned. Only that the planning time is severely limited. Do you know that the planning of one may overlaps with the production of the previous one.

²⁰ Thornbury Scott, *How to Teach Speaking*, (Longman, 2005), p. 1

c. Basic Types of Speaking

Traditionally, the assessment of the spoken language has been a headache for the English teacher. Many well established tests do not even have an oral component; since grammatical accuracy and vocabulary can be assessed quite adequately it seems, in the written way.

A case we found an oral component in proficiency test, it is often based on discrimination between words which have very similar pronunciation. For example, the student sometime hears a spoken word and has to decide whether the word he heard was *fairy*, *ferry*, or *furry*.

H. Douglas Brown explains that there are five basic types of speaking. They are,

1. *Imitative*

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.²¹

We are interested only in what is traditionally labeled “pronunciation”; no inferences are made about the test taker’s ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.²²

In this category, student only repeats what they have learnt without concluding his or her understanding. It is like a parrot that

²¹ Brown H. Douglas, *Language Assessment Principles and Classroom Practices*, p.141

²² Brown H. Douglas, *Language Assessment Principles and Classroom Practices*, p.141

repeats some words, even sentences without concluding it, what the meaning is. So it is simple pronunciation to test the test taker storage of prompt. Function of imitative here to know the speaker's short stretch language.

2. *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 relationships (such as prosodic elements-intonations, 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. Examples of intensive assessment task include directed response tasks, reading aloud, sentence and dialog completion; limited picture-cued tasks including simple sequences; and translation up to the simple sentence level.²³

3. *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. The stimulus is almost always a spoken prompt. (In order to preserve authenticity), with perhaps follow-up questions;

Example

- A. Mary : Excuse me, do you have the time?
Doug : Yeah. Nine-fifteen
- B. T : What is the most urgent environmental problem today?

²³ Brown H. Douglas, *Language Assessment Principles and Classroom Practices*, p.141

- S : I would say massive deforestation.
- C. Jeff : Hey Stef, how's it going?
- Stef : Not bad, and yourself?
- Jeff : I'm good
- Stef : Cool, okay, gotta go.

4. *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. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationships. (In the three dialogs cited above, A and B were transactional, and C was interpersonal.) In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a causal register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic convention.

5. *Extensive*

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.²⁴

Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, a recipe for

²⁴ Brown H. Douglas, *Language Assessment Principles and Classroom Practices*, p.142

outstanding pasta primavera, recounting the plot of a novel or movie).²⁵

d. Oral Language in School

J Michael and Lorraine quoted on (Cummins1989) explains that oral language assessment of English language learners in school aims to capture a student's ability to communicate for both basic communicative and academic purposes. Communicative or conversational skills involve face-to-face interaction where meaning can be negotiated and is supported by contextual cues, such as the situation itself, gestures, facial expressions, and intonation.²⁶

It means, in school has the special focus; in educational speaking is called academic purposes but in non school area is only communicative purposes. Daily conversational interactions are typically occurring in a meaningful social context with many paralinguistic cues. This is seldom the case for academic language.

“ELLs²⁷ need to acquire proficiency in academic language in order to succeed in school. Academic language proficiency, then, is the ability to make complex meanings explicit in either oral or written modes by means of language itself rather than by means of paralinguistic cues such as gestures or intonation. Academic language is typically found in the content areas, where students are asked to use language in decontextualized setting in order to learn and on standardized achievement tests to show what they have learned.²⁸

²⁵ Brown H. Douglas, *Language Assessment Principles and Classroom Practices*, p.142

²⁶ O' Malley J Michael and Pierce Lorraine Valdez, *Authentic Assessment for English Language Learners*, (United States of America: Longman 1996) p.60.

²⁷ ELL, English Language Learner

²⁸ O' Malley J Michael and Pierce Lorraine Valdez, *Authentic Assessment for English Language Learners*, p.60.

e. Genres of Speaking

One way we can think about spoken discourse at a macro - level to consider the concept of discourse types, or 'genres'. In daily life, we use this concept repeatedly to identify the kinds of interactions in which we are involved, for examples speeches, jokes; doctor's consultations (*see* Chapter 4, *Discourse Analysis*, for more on genres). Martin and Rothery (1980-1981) define genre as a 'staged, goal-oriented, social process', indicating that:

1. Genre evolves within a culture and its social institutions (hence social)
2. Social processes are purposeful (hence goal-oriented)
3. It usually takes a number of steps to achieve one's purpose (hence staged)

Within particular social contexts, having identified genres with their different purposes, speakers also anticipate the various kinds of interactions and language they might use in relation to a genre. Purposeful language variation will involve recognizing the overall shape or structure of the text, but also selecting from the vast repertoire of language resources available to us, the language features and patterns appropriate to a particular spoken 'transaction or interaction'²⁹

An exchange of goods and service are primarily motivator of transactional communication. For example, phoning a careers' centre for information or booking a flight at a travel agent, but the motivation in interactional communication is primarily to make and keep social relationship. For example, casual conversations with friends. We say 'primarily' because in reality conversation in daily life is often a mixture of the two.

²⁹ O' Malley J Michael and Pierce Lorraine Valdez, *Authentic Assessment for English Language Learners*, p.60.

f. Conversation

One of the more recent trends in oral skills pedagogy is the emphasis on having students analyze and evaluate the language that they or others produce (see, for example, Riggenbach 1999). In other words, it is not adequate to have students produce lots of language; they must become more metalinguistically aware of the many features of language in order to become competent speakers and interlocutors in English. One speaking activity which is particularly suited to this kind of analysis is conversation, the most fundamental form of oral communication. Almost of ESL/EFL students can benefit from a unit and practice with informal conversation, but few students report having either the opportunity or the confidence to engage in unplanned conversation with native speakers. A conversation assignment can be helpful in this regard.³⁰

One way in approaching this activity is to assign learners to find native speaker or near native speaker they know. Like a colleague, friend, and roommate, and arranging to tape-record 20 until 30 minute interaction with this person. Certainly, not all of the conversation that ensues from this encounter will be (really) natural conversation. It means, the native may fall into the role as “interviewer” and ask all the questions while the non native speaker merely responds; therefore, the instructor may want to push the learner be forehand to come up with a few questions to ask the native speaker. In some cases, the resulting interaction will supply an example of spontaneous production from (and for) the learner in analyzing.

Furthermore for the students to transcribe a part of students’ interaction. Transcription engages an appropriate reproduction of what was said on their tape onto paper and can provide a genuine awareness of what speech is really like. One can “see” writing, and students may

³⁰ Heinle & Heinle, *Teaching English as a Second or Foreign Language Third Edition*, p.108.

be surprised to discover that native speaker speech is far from “perfect.” It is really right.

Students are shown a sample of their transcript and their notation before beginning, and are reminded that transcription is boring and frustrating for native, too. There is no need to make necessary a very detailed transcript although some students may want to use phonetic symbols for their pronunciation. Students should be warned not to correct grammar or pronunciation mistakes, and to include all the pauses, hesitation markers, false starts.³¹

Once the transcript is produced, there are various activities that can be pursued. One that works well is to have students find several instances of “communication difficulties.” They can be asked to define and exemplify the ones, on their own tapes and then ask them to determine what happened, why, and how the difficulty could have been avoided or repaired. In a class where students feel comfortable with each other, tapes can be switched and critiqued, or the teacher can use critical incidents from each for a group or whole class activity on communication breakdown and repair. Additionally, the teacher can highlight several interesting sections in each student transcript and then ask the students to analyze the interaction and determine why the teacher pointed them out as interesting.³²

g. Definition Natural Science Program and Social Science Program

Natural science program is social science program which exist in high school that taken by students depend on their competence after raising to XI grade minimally consist of Physic, Chemistry, and Biology. But curriculum development education unit level (KTSP) and

³¹ Heinle & Heinle, *Teaching English as a Second or Foreign Language Third Edition*, p.108.

³² Heinle & Heinle, *Teaching English as a Second or Foreign Language Third Edition*, p.108.

the syllabus base on curriculum base framework and graduate competency standard (SKL), underneath department supervision from regency which be responsible in education field for SD, SMP, SMA, and SMK, and department which handle government affair in religion field for MI, MTs, MA, and MAK.

Social science program is program which exist in high school that taken by students depend on their competence after raising to XI grade minimally consist of State structure, Economy, Sociology, Antroplogy, History, and Geography. But curriculum development education unit level (KTSP) and the syllabus base on curriculum base framework and graduate competency standard (SKL), underneath department supervision from regency which be responsible in education field for SD, SMP, SMA, and SMK, and department which handle government affair in religion field for MI, MTs, MA, and MAK.³³

C. HYPOTHESIS

“Hypothesis is temporary answer toward research problem, which the fact must be examined empirically. It explains the relation what do we look for or which we want to study. It is statement which is received temporarily as a fact in the same manner as existence, when a phenomenon is recognized and it is a basic of work and a guide in verification. It is the temporary explanation from the complex phenomena relation.”³⁴

Alternative hypothesis (Ha) is proposed in this research. This hypothesis states there is relationship, it means there is significance relationship between X and Y. So it is “There is significant motivation difference that natural science program is better than social science program in learning speaking English”.

³³ Explanation on Government Regulation Republic of Indonesia Number 19 year of 2005 about Standard National Education

³⁴ Nazir Moh, *Metode Penelitian*, (Bogor: Ghalia Indonesia, 2009) , p.151

Opponent of H_a is H_o . It is called with statistic hypothesis³⁵, it is because this hypothesis is examined by statistic. For research, this hypothesis will be tested through zero hypothesis (H_o) test, it is “Nothing significant motivation difference that natural science program is better than social science program in learning speaking English”.

³⁵ M. Burhan Bungin, *Metode penelitian kuantitatif*, (Jakarta:Fajar Interpratama Offset, 2005) p.79.