#### **CHAPTER II**

#### REVIEW OF RELATED LITERATURE

In this chapter the writer would like to elaborate the theory related to the research which is done by the writer. It is important for the writer and readers to recognize the definition or the meaning of the title of this research in order to make easier for the writer in understanding and analyzing the problems deeply. Follows are the theories that were discussed in this research globally.

## A. Speaking Skill

According to Penny Ur there are four skills in a language. Those are listening, speaking, reading, and writing. Speaking is the most important of language skill. In this research, the researcher has tried to find out the meaning of speaking as one of skills in English language.

According to Thornbury speaking is a skill, which needs to be developed and practiced independently. Speaking represents a real challenge to the most language learners. Speaking is interactive and needs the ability to cooperate in the management of speaking turns.

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<sup>&</sup>lt;sup>1</sup> Penny Ur, A Course in Language Teaching: Practice and Theory. Cambridge: Cambridge UniversityPress. Reading to Speak: Integrating Oral Communication Skills Zhang, YunEnglish Teaching Forum, v47 n1. 1996, 32-34.

Richards and Renandya stated that speaking a language is difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. In interaction involves not only verbal communication but also paralinguistic element of speech for example pitch, stress, and intonation. Therefore, the students feel that speaking is a difficult skill of language learning. By that reason the teacher should create an interesting environment in the classroom in order to obtain the goal of language learning. To enable the students to express their skill in the target language is the main goal of teaching productive skill of language learning (speaking skill) is conditioning the students in order to be familiar and fluent in using oral language.

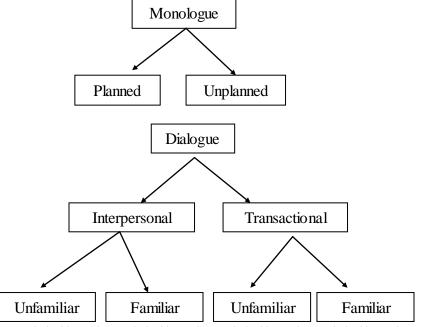
Language is one of the human way to communicate. It means that it is a tool of communication both orally and written. Classroom activities should be selected on the basic of learners problems experience with different aspect of speaking and the kinds of interaction the activities provide. In addition, consideration need to be given as to how learners will receive feed back on the language the use during speaking task.

In the relation with the purpose of teaching of English as a foreign language, a crucial thing is to teach students to speak in order to communicate through the language. One of the aims of most language programs is to develop spoken language skill and most programs aim is to integrate both spoken and written. Learning the language means using it in communication in oral or

written from, and being able to express feeling, thought, and experience in various context.

The teaching of speaking skill will enable students to realize their progress or maturity in thinking. It is important that the development of the spoken language is not simply a matter of learning skill such as pronouncing English sounds or being able to produce single utterance or phrases. The teaching of speaking conveys the sense of exposing the students to express their thought, idea, and feeling. It is important in terms of the teaching of language, since it can bring the students to think creatively and through speaking they can express what they are thinking about.

Brown states much of our language-teaching energy is devoted to instruction in mastering English conversation. However, there are numerous other forms of spoken language which is also important. The classification of types of oral language shown in figure 2.1. To know the types of oral language shall see this picture of what teaching oral comprehension needs.



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Figure 2.1. Types of oral language (adapted from Nunan 1991b:20-21)

In monologues, when one speaker uses spoken language for any length of time such as in speeches, readings, news broadcasts. The listener must process long stretches of speech without interruption, the speech will go on whether or not the listener comprehends. Planned is opponent of unplanned. Monologues differ considerably in their discourse structures. Planned monologues such as speeches and other prewritten material usually manifest little redundancy and are relatively difficult to comprehend. Unplanned monologues for example unplanned lectures and long "stories" in conversations exhibit more redundancy. It is easy to comprehend. But the presence of more performance variables and other hesitations can help or hinder comprehension.

Dialogues involve two or more speakers. Dialogues can be subdivided into two kinds. They are interpersonal and transactional. Interpersonal is promote social relationships. The purpose to convey propositional or factual information is called transactional. In each case, participants may have a good deal of shared knowledge (background information). Therefore, the familiarity of the interlocutors will produce conversations with more assumptions, implications, and other meanings hidden between the lines. In conversations between or among participants who are unfamiliar with each other, references and meanings have to be

made more explicit to assure-effective comprehension. If references are not explicit, it can cause misunderstanding easily.

According to Brown transactional language (dialogue) is carried out for the purpose to convey or to exchange the spesific information. While, interpersonal language (dialogue) is carried out more for the purpose of maintaining social relationship than for transferring of facts and information. Learners need to learn features as the between interlocutors, casual style, and sarcasm are coded linguistically in this conversation.

#### B. Motivation

# 1. Definition of Motivation

Motivation is the struggle to do something.<sup>2</sup> Moreover, in teaching and learning process, motivation is really needed. Motivation makes teaching and learning easier and more interesting. It is very good if both of teacher and students motivate each other in teaching and learning process. Motivation is one of the factors that influence teaching learning activity. If the students have motivation, they will be more diligent to study, and they can have a good achievement. William and Burden in Harmer said that motivation is cognitive encouragement which is sustained with physical effort and intelectual so that one can be enthusiastic to achieve their set

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<sup>&</sup>lt;sup>2</sup>Sudirman, *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: 1996), 73.

goals. According to Harmer motivation is internal drive which encourages someone to do things in order to achieve something.<sup>3</sup> In the other book, Brown states that motivation is star player in the cast of characters assigned to second language learning scenarios around the world. From those theories, the researcher concludes that motivation is thing which someone wants to do in order to achieve goals or something through internal drive that stimulates one from inside. It can be made by an advise or it can appear from ones by learning to get something.

Motivation also interpreted as a force that drives the power source and control human behavior. Motivation as an effort that can encourage a person to take a desired action, while the motif as momentum for someone to do. Because a person's behavior tend to be goal-oriented and driven by the desire to achieve a particular goal

#### 2. Definition of Learning Motivation

Learning motivation has a significant role in teaching and learning process. The students who have higher motivation will get better opportunity to achieve the goal in their learning activities than the lower one. Sardiman said that the definition of motivation as the whole driving force of students which lead to learning activities, ensure the continuity of learning activities, and provide direction on learning activities so that the

<sup>&</sup>lt;sup>3</sup>Husni Mubaro, English Education Journal, *The Use of Peer Feedback Stategy to Motivate Students in Narrative text writing. Vol.* 2 No. 2, 2012,164.

desired objectives by studying subjects that can be reached.<sup>4</sup> Motivation is a change in the self or one's personal which is characterized by the emergence of feelings and reactions to achieve the purpose.

Motivation to learn is the process that gives the spirit of learning, direction, and persistence of behavior. That is, the behavior is motivated behavior of energetic, purposeful and long-lasting say Agus Suprijono. According Winkel about defines that "Motivation to learn is the overall driving force in students that lead to activities and provide direction on learning activities".

James said that the encouragement of someone to conduct activity called as motivation. It is used to see whether the students are interested in the classroom activities.<sup>7</sup> Therefore, students' motivation becomes a vital part in teaching and learning process. It gives a great influence to students to push themselves in learning to get their needs, goals, and interests.

From of various terms above can be said that motivation to learn is an impulse or internal motive power of individual that provide direction and encouragement in learning activities in order to reach the desired destination. The role of motivation for students to learn is very important.

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<sup>&</sup>lt;sup>4</sup>Sardiman, *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: PT Raja Grafindo Persada, 2008), 97.

<sup>&</sup>lt;sup>5</sup> Agus Suprijono, *Cooperative Learning Teori dan Aplikasi PAIKEM*. (Yogyakarta: Pustaka Pelajar, 2009),141.

<sup>&</sup>lt;sup>6</sup> Winkel, *Psikologi Pendidikan dan Evaluasi Belajar* (Jakarta: .Gramedia, 1983),77.

<sup>&</sup>lt;sup>7</sup>James P. Byrnes, *Cognitive Development and Learning in Instructional Contexts* (United State: Pearson Education, Inc., 2009), Third Edition, 99.

If the motivation improves, it will strengthen learning, so learning activities will be more effective.

#### 3. Kinds of Motivation

Talking about kind of motivation, every psychologist gives his own opinion. Many of psychologists stated that motivation can be divided into two kinds. In this part the researcher explains about the kind of motivation. There are two kinds of type of motivation and the motivational strategy.

## a. Instrinsic Motivation

Motivation has two kind first intrinsic motivation is motivation to become active or function, instrinsically motivated activities are ones for which there is invisible reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. Instrinsically motivated behavior are aimed at bringing about certain internally rewarding consequences, namely feelings of competence and self-determination. It means motivation is because of the activity itself or lesson and there are no rewards.

# b. Extrinsic Motivation

Second, extrinsically motivated behaviors, on the other hand, are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards money, prizes, grades, and even certain

types of positive feedback. Behavior initiated solely to avoid punishement are also extrinsically motivated, even though numerous instrinsic benefits can ultimately accrue to those who, instead, view punishement avoidance as challenge that can build their sense of competence and self determination.

Williams and Robertstated reveal when the only reason for performing an act is to gain something outside the activity itself, such as passing an exam, or obtaining financial rewards, the motivation is likely to be extrinsic. When the experience of doing something generates interest and enjoyment, and the reason for performing the activity lies within the activity itself, then the motivation is likely to be intrinsic.

### 4. The Characteristics of Learning Motivation

Motivated people can be seen from the characteristics. The following will describe some opinions abouttraits in student motivation:

a. Dedi Supriyadi sated found the motivation to learn students can be observed from several aspects: attention material, persistence in learning, interest in learning, frequency of learning, commitment in fulfilling duties school, in the spirit of learning and school attendance.<sup>8</sup>

<sup>&</sup>lt;sup>8</sup>Dedi Supriyadi, *Membangun Bangsa Melalui Pendidikan* (Bandung: Remaja Rosda Karya, 2005), 132.

- b. According to Sardiman suggests the characteristics of people who motivation is as follows:<sup>9</sup>
  - 1) Diligent to do the task
  - 2) Ductile to face the difficulty
  - 3) More happy to work independently
  - 4) Be happy to solve the task
- c. The characteristics of learning motivation by Hamza B. Uno can be classified as follows: 10
  - 1) The existence of passion and desire successfully
  - 2) The encourage and the need to learn
  - 3) There is hope for the future
  - 4) The existence of an award in learning
  - 5) The interest activity in learning
  - 6) The existence of a Conducive learning environment

From some of the characteristics above of motivation, according to expert's can conclude that the existence of a good motivation in learning willshow good results, In other words that the presencediligent effort, show interest, happy to followlesson, always pay attention to the lesson, the spirit in the followinglesson, asking questions, trying to maintainopinion, happy

<sup>&</sup>lt;sup>9</sup>Sardiman, *Interaksidan Motivasi Belajar Mengajar* (Jakarta: Raja Grafindo Persada, 2008), 72.

<sup>&</sup>lt;sup>10</sup>Hamzah B. Uno, Teori Motivasi dan Pengukurannya (Jakarta: Bumi Aksara, 2008), 144.

troubleshoot problems, then learningwill be successful and someone who learned it can achieve good performance.

# 5. The Way to Develop Student Motivation in Learning

Rohani Ahmad and Abu said, student's motivation can grow through varied teaching methods, for repeating information, giving new stimulus, for example through the questions to students, provides the opportunity for students to channel their learning, use of media and tools that draw the attention of learners, such as images, photos, videos, and so forth.

According to Sardiman there are several examples and ways to motivate their learning in school activities. Some forms and how these motivations include (a) give the numbers (b) gifts (c) competition or competition (d) the ego-involvement (e) give repeat (f) determine the results (g) praise (h) penalty (i) the desire to learning (j) interest (k) a recognized destination.

From the definition above can be concluded that the motivation can be grown in ways of teaching that vary soable to grow and attract the attention of students' desires, giving replication can provide an opportunity for students to channel andto determine student success in learning, giving praise and gift of student performance can also be uplifting to more study hard so that the purpose of education and learning success can be achieved.

## C. Motivation in learning Speaking English

The lesson in the classroom should be able to motivate the students to speak. It means that teacher should have the varieties of teaching method. The students often feel bored, sleepy, lazy, etc. when they feel uncomfortable with the condition of the class. Students' concentration will decrease if the students have felt bored with their lesson.

Motivate students in speaking is important to make the students sure how important and interesting their material. It means that teacher should inspire the students' desire to know of the certain material.

After inspiring the students' desire, the teacher also should keep the students' desire. The professional teacher uses varieties of learning strategies to keep the students' desire. Example: in this research, the researcher, the role of Star Chart as a reward to Encourage students' motivation in speaking.

Giving motivation to the students means ask the students to do something. In the first time it causes the subjects study because they want and they feet that it is their necessaries.

### D. Reward as part of learning motivation

### 1. Definition of Reward

Reward is a positive assessment on student learning and educational tools that are given to children who show achievement or good educational results, both in terms of achievement of his personality (behavior, crafts, and so on) as well as in academic achievement.

A reward is an appreciation that is given by teacher to his or her students for doing something good, working hard. According to Shirley reward is a best guess at what event or thing that may act as reinforces for particular person.<sup>11</sup>

#### 2. The Function of Reward

Reward is used as a tool to motivate a learner to be in line with expectations, early childhood, the most easiest way is to use a reward in the form of a toy or praise when he does something that is in line with expectations, the target application of rewards in early childhood is habituation, for example, learn timely, timely sleep and eat on time. In accordance with the explanation, according to Harlock the function of rewards divided into three, they are:

- a. Reward have educational value.
- b. Reward serves as a motivation to repeat socially approved behavior.
- c. Reward serves as reinforce socially approved behavior ".12

Furthermore, the purpose of giving rewards to students is "so that students become more active efforts to improve or enhance the achievements that have been achieved, in other words, learners become harder willingness to work or do things better again". <sup>13</sup> The next function is

<sup>&</sup>lt;sup>11</sup>Shirley L, Classroom Management: Principle to practice (London: Routledge, 1996), 85.

<sup>&</sup>lt;sup>12</sup>Elizabet. B. Harlock. *Perkembangan Anak, Volume II*, (Jakarta: Erlangga, 1978), 90.

<sup>&</sup>lt;sup>13</sup>M. Ngalim Purwanto, *Ilmu Pendidikan Teoritis dan Praktis* (Bandung: Remaja Rosdakarya, 2006), 182.

quoted in the book by Prof. Mulyasa reward can foster a sense of love, pride, and responsibility for the tasks given. Love, pride, and responsibility allows one to carry it out properly, discipline, and earnestly; so as to achieve maximum results.<sup>14</sup>

# 3. Advantages of Reward

Educators are immediately aware of how important student motivation is in the classroom. Motivation is discussed often in education. It is framed in terms of things like interest and preference or building students' self-confidence and self-esteem or rewards or goals.

To get the self-esteem and interest of the student the teacher can give reward as technique of motivation. We can come up with the Pavlov experience with his dog. To get dog to salivate, he had to havethe bell sound gathered with food was given, and he had to repeat this connection. The amount of salivation to the bell increased as repetitions increased. It happens in students learning as well; by giving reward the student strength of the learning will be increased. The more reward the more motivation in joining the class activity.

In addition, with the tangible reward the parent and the school staff can examine how the student participation and improvement in the class was. The same as for the student they will have more effort to actively

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<sup>&</sup>lt;sup>14</sup>E. Mulyasa, *Managemen Pendidikan Karakter* (Jakarta: Bumi aksara, 2011), 106.

participate in the class since the reward is shown to the parent or school staff.

# 4. Reward as Motivation in Learning

According to Shirley the use of rewards in classroom management is direct towards strengthening behavior which is society acceptable in class and which assist the children's learning on education tasks.

Many teachers believe that student motivation can be "jump started" by providing tangible rewards such as stickers, star chart, candy or prizes. They assert that reinforcing appropriate behavior can have positive result since children tent to continue or repeat an action that is rewarded. They state that some parents do not encorage their children to do their best at school and hence the students are indifferent to learning. These teachers insist that tangible rewards can help these students develop a reason to apply by themselves. They state that through the use of rewards children learn to listen, to complete work, and to behave appropriately.

# 5. Types of Rewards

Many rewards that can be used by teacher as media or strategy to motivate her/his students in the classroom, Dorneyargues that there are many varieties of rewards as described below:<sup>15</sup>

 a. Material for rewards, such as sweets, ice cream, and other consumables, money, various school prizes (e.g books, pencils, bookmarks, trinkets),

<sup>15</sup>Zoltan Dornyei and Ema Ushioda, *Teaching and Researching Motivation* (Longman, 2001), 54.

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- it means when the student do best thing the teacher gives a simple reward as the appreciation and motivation.
- b. Special privileges, apportunities and perks, such as choosing activities or stories, extra play time, use of special equipment (e.g. computer), or fasilities (e.g. library, gym). The student gets more facility of the school of the student's achievement.
- c. Teacher rewards, such as special attention, personalized relationship special times spent together, it means the teacher give more time to give attention to the students by asking about everything and spare time together.
- d. Awards and other recognition, such as honor rolls, notice board displays, goal stars. The student really made proud of their achievement and show it to others to make prouder and have more motivation. Star chart has meaning as a sticker of color paper shaped as star, for praising sign to the student who had work well in the class, whether in obeying the rule class or classroom participation.

Based on some ideas above, the research concludes that the main point in Motivate the students in learning English is the teacher behaviors. However, teachers are someone who has big responsibility in class; all of their attitudes will influence the students, especially for the students' motivation. When a teacher fell enjoy, interest, and enthusiasm in teaching English, they will find many ways to make their students enjoy in their

class; and finally the students will be motivated to study English in the class.

# E. Star Chart as part of Reward

There are many ways in expressing the impression for the student who work well in the class; for the example star chart. Based on my experience in teaching, most of teachers use star chart as a means in motivating the student. One way to achieve this is through a Star chart. A star chart that includes something to aim for can be more interesting and motivating. It is really simple and easy to set up. Draw up a chart with all your students' names down one side. Explain to students how you are going to award stars and what you are going to award them for. At the end of each activity or task, or at relevant points during the class, mark a smiley face or a star on the chart for your special performers. Star chart is color paper shaped as star for praise sign to the student who had work well in the class, whether in obeying the rule class or classroom participation. Getting a star can be a great motivator for younger learners It will see from the results in beaming faces and renewed efforts in future activities. The more star that the student has, mean the better student in obeying the rule or participation in the class and also the contrary.

In this research the researcher will focus on the analysis of star chart used by the teacher in praising the student who has good participation in speaking class activity. In the other word, the star chart is used to motivate student actively participate in speaking class activity.

# F. The Way Teacher using star chart Effectively

Star charts are most effective with the students. a positive behavior reinforcement system which incorporates the principles of consistency, predictability, structure, appropriate expectations and positive reinforcement is an effective tool in classroom management. Additionally, many students gain a sense of security when their environments are consistent, predictable, and expectations are clearly defined. Many of these principles can be met through the use of a star chart. A star chart serves three functions:

- 1. it is a permanent reminder of the classroom rules and expected behavior
- 2. it provides simplified "bookkeeping" for the teacher
- 3. it provides concrete feedback and reinforcement to the student 16.

Every teacher must have some ideas to motivate his or her students particularly using Star Chart. Teachers will never get the end of efforts to help students spirit in learning English because Dorney stated that every teacher has responsibility to keep spirit toward his students. As Scheidecker and Freeman succinctly put it, the real reward for motivating teachers is not on pay day, 'it is when their passion is caught by the students. That is a big time return on anyone's investment.<sup>17</sup>

<sup>17</sup> Harry k.wong and Rosemary, *The First Day School* (Singapore: Wong Publication, inc, 2005), 162.

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<sup>&</sup>lt;sup>16</sup> Wright, Cook, Morton *Using Star Chart for Positive Behavior Interventatio*, (Diagnostic center. Southern California Department of Education). 14-16.

- 1. Indicate the time factor associated with the reward. Will the star chart be given daily, weekly, or when? First of all the teacher need to decide about the time sequence and explain it to the student deliberately. In many cases, the stars or other symbols can be exchanged for small prizes or other rewards (e.g., a special snack, a "cool" school supply, a special privilege) during a specified time frame, usually either daily or weekly.
- 2. Explain the system by which the star chart is earned. The teacher need to explain the student how the student can get the star. For example by giving rubric which explain the mechanism and criteria.
- 3. Decide who will post and monitor the star chart after the class activity. To share responsibility the teacher should decide the one who will responsible for the star chart as well. Whether only the captain of the class can post the star or each student can post the star by themselves.
- 4. Will it affect the final score of the lesson? The teachers also need to explain whether or not that the star chart collected represents the final score of the lesson.

# **G.** The Advantages of star chart

In praising the student teacher has various ways, such as giving a candy, post-it, sticker, star chart etc. seeing from the purpose those thing convey the same message from the teacher that he impress with what the

student have done. There are some advantages of using star chart in praising the student, especially in attractiveness and economy. 18

First, star chart is attractive from their shape moreover with bright color paper. With this attractiveness the student always notify how much star they have collected. It will motivate students to get more star by actively participate in the class activity.

Second, star chart will save the money spent for buying the property of praising. The teacher only needs to buy a large color paper then shape it into star with the intended size. However, teacher should spend more money to buy post-it and sticker. Again, star chart can be long-term use after the teacher finishes the school years or semester.

## H. Review of Previous Study

The researcher provides the previous studies that have been completed by the previous researchers. There are seventh previous studies which have been read by the researcher.

The first, the research which had been done by IkaViviyanti Hidayah, the student of UNISLA who conducted research in tittle The Effectiveness of Teaching Speaking Skill Using Jigsaw of the Seventh Class Students of SMPN 1 Brondong Lamongan in the Academic Year 2008/2009. The research used effectiveness between jigsaws in cooperative learning at the seventh year students to teach speaking. The research used pre-test and post-test. Finally,

<sup>&</sup>lt;sup>18</sup> Robert C. D Giulio, *Positive Classroom Management* (Corwin press, UK, 2007), 32.

she found that speaking achievement through jigsaw is a good technique in teaching speaking for Junior High School.

The second, the study carry out by Luqman Hakim 2010 IAIN Surabaya. The Implementation of Teaching Speaking Using Picture at the Second Class of MAN Denanyar jombang. <sup>19</sup> The research using picture in teaching speaking is the most important way to make became more interest and focus to the subject. Therefore, the teacher often applies the technique in the teaching learning process especially in speaking in order to increase students' speaking ability. The research design used was descriptive qualitive design. The research subjects of this study were the second grade and the english teacher at the second class of langiage program of MAN Denanyar jombang. In this research, the research used three instruments namely; observation cheklist, questionnaire, and interview. They were done by the writter because he wanted to obtain the data in order were presented to make students speak in the classroom, and how are the students' responses to the use of picture in teaching speaking.

The third, this research refers to Vivi Ria Lancarwati's thesis. She is the student of State University of Yogyakarta (UNY). The title of her thesis is "Increasing Students Motivation IPS class VIII using Method Snowball

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<sup>&</sup>lt;sup>19</sup> Hakim, Luqman. The Implementation of Teaching Speaking Using Picture at the second class of MAN Denanyar jombang. (Surabaya State Institute for Islamic Studies, 2010).

Throwing in SMP N 4 Satuatap Bawang Banjarnegara". <sup>20</sup> This study aims to determine the application of throwing the snowball method can increase the motivation to learn social studies in the eighth grade students of SMP N 4 Satuatap Bawang Banjarnegara and to know how big the increase motivation to learn social studies in the eighth grade students of SMP N 4 Satuatap Bawang Banjarnegara. This research is a Class Action Research (Classroom Research) which includes planning (planning), Action action (action), observation, and reflection (reflection). Subjects of research in class at eighth grade students of SMP N 4 Satuatap Bawang Banjarnegara totaling 25 students. collection techniques observation, Data using interviews, documentation, and questionnaires. The research of the instrument using observation sheets, interview, documentation and questionnaires. The validity of the data used in this study using the technique of triangulation method. This study uses a form of data analysis is qualitative analysis includes data reduction, data presentation, and conclusion.

The fourth, the previous study from Surabaya, it is done by Masudha, Siti Lia 2010. *Using information gap to motivate students in speaking: a study done at SMA Wachid Hasyim 2 Taman-Sidoarjo.*<sup>21</sup> The research resulth showed the using of information gap to motivation the students in speaking of

Lancarwati, ViviRia, Peningkatan Motivasi Belajar IPS Siswa KelasVIII dengan Menggunakan Metode Snowball Throwing di SMP N 4 Satuatap Bawang Banjarnegara. (Yogyakarta: UNY, 2012).
Siti Lia, Using information gap to motivate students in speaking: a study done at SMA Wachid Hasyim 2 Taman-Sidoarjo. (Surabaya State Institute for Islamic Studies, 2010).

each cycle. *The first* cycle, only several students are motivated. It can be seen from the students' activaties and responses in the teaching and learning process. In this cycle, most of the students are shy, afraidto make mistakes, and are not confident it they speak in front of their friends. *In the second* cycle, thde students could be motivated better to speak using English, half of the students participated actively although they still have speaking mistakes. *In the third* cycle, most of the students could be motivated by using information gap in the teaching and learning process.

The fifth. This reserarch by I'in Dwi Pusvitawati. The title of her thesis is "The Effectiveness of ARIFIN's Application Model by Using Snowball Throwing in Teaching Speaking Skill For the Eleventh Year Students of SMA Nahdlatul Ulama Kedungpring in the Academic Year 2013/2014." <sup>22</sup> The researcher want to introduce the new learning model that is called ARIFIN Model by using snowball throwing technique to teach speaking at the eleventh class students of SMA Nahdlatul Ulama Kedungpring in the academic year 2013/2014. And researcher wants to investigate whether ARIFIN Model by using snowball throwing technique has significant effectiveness to improve the students' speaking skill. The researcher offers to give the new learning model. So, the students will feel the appreciation from the teacher. The learning model is ARIFIN Model, there are six stages of ARIFIN Model.

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<sup>&</sup>lt;sup>22</sup> Pusvitawati, "The Effectiveness of ARIFIN's Application Model by Using Snowball. (Surabaya State Institute for Islamic Studies, 2014).

They are (1) action, (2) reflective thinking, (3) interaction, (4) formalization, (5) interconnection, and the last is (6) narration. In this learning model, the students are faced the real situation through the physic and mental action. Then, the students are invited to think for their actions through reflective activity. The next activity, the teacher asks the students to give the opinion in interaction with their friends or their teacher. From this interaction, the teacher guides the students to get the formal knowledge in stage of formalization. The knowledge must be correlated with the daily context. The last activity, the students are supposed to recount their new knowledge as written or oral through naration process.

The Sixth, the research which had been done by Novi Susanti, the students of UIN SYARIF HIDAYATULLAH JAKARTA, The title of her thesis is Impact of Reward using "STAR" Through Reflective Checklist of discipline students class 1 SD in Village Karanggan Kecamatan Setu Kota Tangerang. <sup>23</sup>This study aims to determine the impact of reward with "star" through check lists reflective of the attitudes of students grade 1. The research Methodused was experimental form of pre-experimental designs (One-Shot Case Study). This research wass carried out in SDS Hikari Kp. Koceak Ds. Karanggan district. Setu Sounth Tangerang Banten, Grade 1 who are 32 students in the second semester of the school year 2011-2012. The study

<sup>&</sup>lt;sup>23</sup> Novi Susanti, Dampak Reward Dengan "STAR" Melalui Checklist Reflektif Terhadap Sikap Kedisiplinan Siswa Kelas 1 SD Desa Karanggan Kecamatan Setu Kota Tangerang. (UIN SYARIF HIDAYATULLAH JAKARTA. 2013).

subjects are given treatment or treatment in the form of reward to the "Star" and the use of reflective checklist for 21 days, the observed the attitude of discipline. The results showed reward whit a "Star" through reflective checklist discipline can improve the attitude of the grade 1 SDS Hikari keranggan village. It can be seen from the decline in the percetage of the category of "Bad" in nearly all indicators of discipline. Thus the reward in the form of "Star" through reflective checklist had a positive impact on students' attitudes discipline.

The Seventh, the previous study from Surabaya, it is done by Amelia, IAIN (2010) the titled "An analysis of Giving Reward by Teacher to motivate students of SMA Suralaya plus Sumenep in Learning English"<sup>24</sup> Generally, discuss of find some aspects and skills that sustain English language in teaching and learning process. In order to gather those, we need something that driver us to reach that purpose. It's motivation. If asked to identify the most powerful influence on learning. Motivation would probably be high on most teachers' list. Many kind of motivation strategies that can be applied by teacher in the class, such as giving rewards (extrinsic motivation). Students who have how instrinsic motivation can be helped by rewading as extrinsic motivation. Because of thoes reasons, she is interested to analyze giving rewards by teacher that can help to motivate students in learning English.

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<sup>&</sup>lt;sup>24</sup>Amelia, An analysis of Giving Reward by Teacher to motivate students of SMA Suralaya plus Sumenep in Learning English". (Surabaya State Institute for Islamic Studies, 2010).

Thus, this study is aimed to analyze giving rewards as strategy to motivate students in learning English. Finally, it is expected the teacher consider using taken varying rewards especially in positive praise (verbal rewards) to motivate students in learning English.

The Eighth, the previous study from Surabaya, it is done by Masudha, Siti Lia 2010. "Using information gap to motivate students in speaking: a study done at SMA Wachid Hasyim 2 Taman-Sidoarjo." The research resulth showed the using of information gap to motivation the students in speaking of each cycle. The first cycle, only several students are motivated. It can be seen from the students' activaties and responses in the teaching and learning process. In this cycle, most of the students are shy, afraidto make mistakes, and are not confident it they speak in front of their friends. In the second cycle, thde students could be motivated better to speak using English, half of the students participated actively although they still have speaking mistakes. In the third cycle, most of the students could be motivated by using information gap in the teaching and learning process.

The Ninth, previous study done by Rizki Lia Mardiana IAIN, the tittle is "The role of active learning in improving speaking and reading ability of students' of grade X SMA Wachid Hasyim 2 Taman-Sidoarjo."<sup>26</sup> This thesis is

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<sup>&</sup>lt;sup>25</sup> Masudha, Siti Lia. *Using Information gap to Motivate Students in Speaking: a study done at SMA Wachid Hasyim 2 Taman-Sidoarjo.* (Surabaya State Institute for Islamic Studies, 2010).

<sup>&</sup>lt;sup>26</sup> Mardiana, The role of active learning in improving speaking and reading ability of students' of grade X SMA Wachid Hasyim 2 Taman-Sidoarjo. (Surabaya State Institute for Islamic Studies, 2010).

studied about the implementation of active learning in improving speaking and reading ability of students' of grade X SMA Wachid Hasyim 2 Taman-Sidoarjo academic years 2009-2010. The researcher only choose one class with random sampling it is class X-C. The researcher has done coopaeration with the English teacher to apply active learning strategy in English in English lesson especially in teaching and reading in class X-C. This study was quantitative research is used for analyzing the statistic data that is students' pre-test and post-test score. By that score the researcher can analyze how the impact of active learning the design of this research used pre-test and post-test in this design the test was twice in before and after treatment.

The Tenth, previous study is written by Dini Muthia, IAIN, with the title "English friendships communication (EFC) as the supplementari activity for increasing student's speaking skill of SMPN 3 Sidoarjo". 27 She mentioned the kind of the material and teaching techniques in EFC program. The kind of the material in EFC program include topic, magazine, film and cassette and for the teaching techniques, she mentioned debate discussions. Role-play and watching movie activity. Beside mentioning the kind of the teaching techniques and materials which are used in EFC program. She also describes the responds of students during EFC program.

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<sup>&</sup>lt;sup>27</sup> Muthia, English friendships communication (EFC) as the supplementari activity for increasing student's speaking skill of SMPN 3 Sidoarjo. (Surabaya State Institute for Islamic Studies, 2009).

The Eleventh, previous study is written by Imroatus Sa'adah, IAIN, the title is "Using role play in teaching English focus on the students' speaking practice." The researcher choose one of speaking to activities that is role play, as meants for teaching and learning english process, especially for speaking role play is one of communicative technique that involed or more participants in the interaction. The objective of this study are about how the implementation of role play in teaching english, especially for speaking, how the atudents' response and active involment during the class, and what the students difficulties in conducted role play. The subject of this study is the students of MAN Lamongan, especially the students of XI BAHASA 1 (Language class program) 2008-2009 academic years. The research design of this study was classroom research which consists of planning, acting, observing and reflecting. The finding of this of study showed that the students got same difficulties in speaking by using role play.

The twelfth, the research discusses about "The Application of games in teaching speaking at MA Suanan Bonang Parengan Tuban", <sup>29</sup>this researcher adopted an active research model an acted as a classroom teacher, and the instruments of the research are observation checklist, questionnaire, and note taking. The problems of discuss what kind of games can be used in teaching

<sup>&</sup>lt;sup>28</sup>Sa'adah, *Using role play in teaching English focus on the students'speaking practice*. (Surabaya State Institute for Islamic Studies, 2008).

<sup>&</sup>lt;sup>29</sup> Nurul Farida Mey Priatiningsih, *The Application of games in teaching speaking at MA Suanan Bonang Parengan Tuban*. (Surabaya State Institute for Islamic Studies, 2010).

of speaking how games are applied in teaching of speaking and what are the students' responses to the use of game in teaching of speaking from the first problem is found that there are there games that can be used in teaching speaking, whisper circle, the not seat game. Second, the research applied 3 kinds of the games; the games offered by researcher and choose topic which simple and familiar to the students'.

Based on the previous researches above, the researcher concludes that they have similarities and differences area with the researcher's study. The are two researches same with this my research. They researched about speaking. In the otherhand, Learning model and technique which are applied is different. The research method is also different. It used one group pretest and posttest used pre experimental research as a method of the study. While, another same with the technique which is applied in this research. The technique is Snowball Throwing. In the other hand, that applied this technique in Social lesson. This one used "one shot case study". and The researcher viewed the effectiveness of ARIFIN Model from four aspects. They are mastery learning, students' activities, teacher's activities, and students' responses. Other many some aspects and skills that sustain English language in teaching and learning process by reward for otivation the students. From the Seventh previous study above, the different with my study is I focus in giving Star chart as kind of method giving motivation and focus in speaking skill. In order the students more feel confident to speaking in class and more active in classroom.