CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Motivation.

Motivation is yet another affective variable to consider, but one that is so central and with research foundations that are so pervasive that it deserves a separate category here⁹. Motivation a star player in the cast of characters assigned to second language learning scenarios around the world.

Motivation is something important for the students or learner to study because when learner doesn't have motivation to study so they will not fell enjoyable and always bored when they are studying. According to John and William said that the best of teaching process is when students have good motivation¹⁰. Many people said that, the first to get something, we should pump up our motivation.

Motivation is the activation or energization of goal-oriented behaviour. Motivation may be intrinsic or extrinsic. The term is generally used for humans but, theoretically, it can also be used to describe the causes for animal behaviour as well. This article refers to human

Brown, H. Douglas. 1941. Principles of language learning and teaching. San Francisco State University: Pearson longman.

Ratih, Koesoemo. 2001/2002. Thesis: Motivation For Improving The Speaking Skill Of Non-English Department Students Muhammadiyah University Of Surakarta. Surakarta

motivation. According to various theories, motivation may be rooted in the basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or a desired object, hobby, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, morality, or avoiding mortality¹¹.

From a manager's perspective, it is important to understand what prompts people, what influences them, and why they persist in particular actions. Quick sould for principles that are important to understanding motivation:

- 1. People have reasons for everything they do.
- 2. Whatever people choose as a goal is something they believe is good for them.
- 3. The goal people choose must be seen as attainable.
- 4. The conditions under which the work is done can affect its value to the employee and his or her perceptions of attainability or success¹².

In the motivation, there are two motivate to grow up spirits. Firstly is internal motivation and the second is external motivation. Internal motivation is motivate which came from our self or inside but external

¹¹ Lepper, M. R., Greene, D. & Nisbett, R. E. (1973) Undermining children's intrinsic interest with extrinsic rewards: A test of the overjustification hypothesis. *Journal of Personality and Social Psychology*, 28(1), pp. 129-137.

¹² Quick, Thomas L. (1985). The Manager's Motivation Desk Book. New York: Wiley.

motivation is motivate which came from outside, such as from our friends, parent, and also environment.

2.2 The Students with High Motivation And Low Motivation Toward College.

1. The Students with High Motivation toward College.

Let's look at the findings from research and the reports of students with high motivation toward college. What is known about the ways these students feel, think, and behave?

Highly-motivated students:

- a. Understand how succeeding in college fits with their own personal, academic, social, and occupational goals.
- b. Focus on goals to help them stay committed to putting forth the effort and doing what is necessary to benefit from college.
- c. Are more likely to work hard at participating in their classes and at learning the material presented.
- d. Are more likely to keep working in the face of difficulties when trying to understand a concept or complete a long, complex assignment.
- e. Tend to see success as a function of their effort.
- f. Understand that there are factors they can't control (e.g., the type of test or assignment given), and focus on the factors that

are controllable (e.g., how much time, energy, and effort they can apply to the work). 13

2. The Students with Low Motivation toward College.

Let's look at the findings from research and the reports of students with low motivation toward college. What is known about the ways these students feel, think, and behave?

Students with low motivation:

- a. Are usually not clear about how college fits in with their own personal, academic, social, and occupational goals.
- b. May be easily distracted when listening to their teacher or completing assignments on which they are working.
- c. May find it difficult to get started on their homework or other class projects.
- d. May not put much effort into assignments and they may find it difficult to start or complete homework.
- e. May find it difficult to participate in class and to stay focused on learning the information being taught.
- f. Are more likely to blame someone or something else for their poor performance, such as the teacher or the difficulty of the

¹³claine ellen weinsten, P. Hd. university of texas, 05 may, 2001, onlinecourses, study_strategies, motivation.

test, rather than accepting responsibility for not studying enough or for not studying the right material.

g. Are often less successful because they may not accept responsibility for their performance, are generally not interested in completing assignments, and are likely to put forth less effort on challenging task.¹⁴

2.3 External Motivation

External motivation means that your motivation to attain your goal come from a source outside yourself. It's okay to be externally motivated by such things as getting higher grades, praise from your parents, got best value or score in school or earning more money. However, it will be harder for you to stay highly motivated in the areas where you only have extrinsic reasons for being in those situations.

In thesis of *Koesoemo Ratih*, Marx and hudgin said that external motivation determine aim and intensity of someone's behaviour¹⁶.

Performing tasks to look good for others or to please your parents can be difficult to maintain. Constantly using external motivation when you are confronted with difficult tasks requires a great deal of effort.

¹⁴ claine ellen weinsten, P. Hd. university of texas, 12 may, 2001, onlinecourses, study_strategies, motivation.

¹⁵ claine ellen weinsten, P. Hd. university of texas, 12 may, 2001, onlinecourses, study_strategies, motivation.

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In teaching implication can probably never completely remove external motivation or extrinsic motivation, and some extrinsic motivation may be useful. Every classroom context has its share of extrinsic motivation. According to Maslow claimed that intrinsic is clearly superior to extrinsic ¹⁷.

2.4 Kinds of External Motivation

External motivation or extrinsic motivation has come outside learners or children there are three kinds of external motivation:

- a. Factor of family.
- b. Factor of school.
- c. Factor of environment¹⁸.

2.4.1 Factor of Family.

According sociology, family is small part of society ¹⁹. Family and society have strong relation because prosperity of society depends on family; this statement came up logically. Family form nice sharing whatever in our brain because family is people who are closer than others.

Family has strong influence to children in education. There is family who does not think that education is important and also there is

¹⁷ Brown, H. Douglas. 1941. Principles of language learning and teaching. San Francisco State University: Pearson longman.

¹⁸ Sobur, alex. 2003. Psikologi umum. CV pustika setia: Bandung

¹⁹ Sobur, alex. 2003. Psikologi umum. CV pustika setia: Bandung

family who thinks that education is very important for children, and there is family who thinks that education is very important but they do not have much money to pay their children's education. The other factor in family is broken home. So from this statement, family has ultimately big influence for children's education especially at home.

Factor of family is one kind of influence of learner or students to study at schools, it can mention again of three points; first is condition of family's economy, second is relation between parents and children and the third is method to educate children.

a. Condition of family's economy.

Family's economy is very influencing to condition in family because almost all things obtained with money. Sometime harmonious life between parents and children came from economy and also the success of children in their studying depends on family's economy.

In family which lacks economy, can make children less nutrient and also every need of children will not be fulfilled. So, this condition will impede process of children's education. Besides, factor of lack of economy can give negative effect in family's condition which impact children's motivation to study and maybe the children do not have spirit to study. But sometime, lack of economy can bring positive effect because they have big motivation to reach their goals.

Family which has much economy also does not guarantee to make their children success in education. A lot of family that has big economy has failed to educate their children because their parent think that happiness of children is everything for them without paying attention to their education, even parent let their children spend most of their time carelessly²⁰.

b. Relationship between parent and children.

Relationship between parent and children can influence their learning process. Familiar condition in house will create good nuance for children to study. However, if the condition turns into bad, it will become troublesome for them. The parents have to be considerate and thoughtful to create lively atmosphere for children.

c. Method to educate children.

Usually, every family has its own methods to educate the children. Some of parents who educate them like army, it is so tight condition that make children uncomfortable, some of them who are tolerate and let them do what they want, yet in obvious and good ways, it will make children think whether it is good for them to do or not.²¹

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Sobur, alex. 2003. Psikologi umum. CV pustika setia: Bandung.
 Sobur, alex. 2003. Psikologi umum. CV pustika setia: Bandung.

2.4.2 Factor of School

Factor of school such as teachers, administration employee, friends in school, can influence spirit of learner. When teacher has kind, the learner or students more spirit in process studying and this same when service of administration employee is good so learner enjoy when they want to something or need helping the administration employee, off cost it is support for learner.

Have good friends, is very support the learner to get science. When student has good friend sometime they always give support to success in school but different when they have bad friend because bad friend always invite learner to lost of school.

Teaching in school, method and still teacher in the class is important factor to process teaching. When teacher has good still or method so leaner never fill bored in class, many teacher is smart but they doesn't have good still to teach so their student always want to go out from the class. Beside the method of teacher, the important thinks is relation between teacher and learners or students, it is mean between teacher and students must have good relation or harmonies.

The other factor which helps successful of studying is discipline. Student should discipline in whatever. When the time, children to study, they will fill lazy and bored so they should be think that study is must be for their and study make ability in their life.

2.4.3 Factor of Environment.

The children have been raised in good family's environment so the children have one good point in education²². There are another factor of environment, like distance between school and house is so far and this need transportation or talk way so children or student will be tired.

Besides that, association and activity in the society can influence process studying. The outside activity certainly is good for develop child but not all activity is good for children. If children have much time to play in outside so time to study will be lost.

2.5 The Way to Improve English Speaking Skill.

The first rule of speaking English is to speak clearly, concisely and use simple vocabulary. Improving your English speaking skills will help you communicate more easily and effectively. We can do some way to not make some confident while we using English speaking, such as:

Practise where you can, when you can. Any practice is good –
whether you speak to someone who is a native English speaker
or not.

²² Sobur, alex. 2003. Psikologi umum. CV pustaka setia: Bandung.

- 2. It's important to build your confidence. If possible, use simple English sentence structure that you know is correct, so that you can concentrate on getting your message across²³.
- 3. Try to experiment with the English you know. Use words and phrases you know in new situations. Native English speakers are more likely to correct you if you use the wrong word than if you use the wrong grammar. Experimenting with vocabulary is a really good way of getting feedback.
- 4. Try to respond to what people say to you. You can often get clues to what people think by looking at their body language.
 Respond to them in a natural way.
- 5. If you forget a word, do what native English speakers do all the time, and say things that 'fill' the conversation. This is better than keeping completely silent. Try using um, or er, if you forget the word.
- 6. Don't speak too fast. It's important to use a natural rhythm when speaking English, but if you speak too fast it will be difficult for people to understand you.
- 7. Try to relax when you speak you'll find your mouth does most of the pronunciation work for you. When you speak English at

²³ Brown, H. Douglas.2000. Principles of Language Learning and teaching. San Francisco State university. Longman

- normal speed, you'll discover that many of the pronunciation skills, such as linking between words, will happen automatically.
- 8. Listen to English music. Even listening to music while doing something else can help a little for things like getting used to the natural rhythm and tone of English speech, although the more time and attention you give to a song the more you will learn from listening to it again in the future.
- 9. Read the lyrics to a song. Although just listening to a song in English can be a good way of really learning the words of the chorus in an easily memorable way, if you want to really get something out of listening to English music you will need to take some time to read the lyrics of the song with a dictionary. If the lyrics are not given in the CD booklet, you may be able to find them on the internet, but please note that some lyrics sites deliberately put a few errors into their lyrics for copyright reasons. Once you have read and understood the lyrics, if you then listen and read at the same time, this can be a good way of understanding how sounds change in fast, natural, informal speech.
- 10. Read a translation into English. Another way of making sure books are easier to understand is to choose a book that was originally translated into English, preferably from your own

language. Even if you haven't read the book in your own language, you will find the English is written in a slightly simplified way that is more similar to how your own language is written than a book originally written in English would be.

- 11. Watch English language films with English subtitles. For people who can't understand a film without subtitles but find themselves not listening at all when reading subtitles in their own language, this should be the way of watching a film that you should aim for. If it is too difficult to watch the whole film this way, try watching the (usually important) first 10 or 15 minutes of the film with subtitles in your own language, switch to English subtitles after that, and only switch back to subtitles in your own language if you get totally lost following the story of the film.
- 12. Learn as many words as you can of one category, e.g. animal words. Learning similar words together can both expand your overall vocabulary and make them easier to learn by forming links between the words in your brain.
- 13. Use a dictionary while you are watching a movie. Films often have the same words many times, so if you look up important words the first or second time you hear them, you should have learnt them by the end of the film. It is easier to use a dictionary if you watch with English subtitles.

- 14. Write fiction in English, e.g. short stories. For people who find writing a diary about things that happen to them everyday boring, the best thing is to let your imagination go and write about whatever comes into your head. The advantage of this is that if you can't think of how to say something in English, you can just change the story to something that is easier to explain. Perhaps the easiest way to start writing fiction in English is with a diary, changing any details you like to make it more interesting and adding more and more fantasy as the weeks go on.
- 15. Read and learn everything. At the opposite extreme, it can be hard work but very satisfying to get to the end of a book knowing that you have learnt every word in it. See other tips on this page to make sure it is a book that is easy enough to do this with and to ensure that the vocabulary you learn is useful.
- 16. Teach your children or friends some English. Recent research has shown that elder children tend to be a couple of IQ points above their younger siblings, and the most likely reason is that explaining things to their little brothers and sisters gives them an intellectual boost. In the same way, teaching someone lower level than you the English you already know is a great way of permanently fixing that knowledge in your own brain.

- 17. Ask people in company to use English skiil. Even if you don't need to speak English at work, English lessons can be a fun and reasonably priced way for your company to spend their training budget in a popular way.
- 18. Say or think what you are doing in English as you do your daily tasks. As you are doing your chores, try creating sentences describing what you are doing, e.g. 'I am unscrewing the ketchup bottle cap'. This gets you used to thinking in English without translating, and can be a good way of seeing what simple vocabulary that is around you every day you don't know, yet
- 19. Prectice your vocab list several times every day. If ticking off words on a vocabulary list on the train to work are inconvenient or embarrassing for you, you can keep your list of words to learn as an entry in your electronic dictionary, as a mobile phone to do list or as a text file in your MP3 player (e.g. iPod). Although the time spent transferring the information between different formats like these may seem wasted, in fact any time you spend using the vocabulary like this will help you learn it.
- 20. Convert your vocab list to English only. One way to stop yourself translating and therefore increase your speed of comprehension and production is to learn all your vocabulary without the use of your own first language. Ways you can write a

vocab list in only English include with synonyms (words with the same meaning, e.g. "tall" and "high"); with opposites ("high" and "low"); with pronunciation factors such as number of syllables (the number of beats, e.g. three for "de- ci- sion") and the word stress (the syllable that is pronounced louder and longer, e.g. the second syllable in "baNAna"); and gapped sentences (e.g. "I am not _______ in science fiction" for the word "interested")

- 21. Keep a diary in English. This is a popular method of making sure you use English everyday for people who don't often speak English and can't think of things to write about. The fact that you are writing about real things that have happened to you means that any words you look up in the dictionary will be vocabulary that is useful for you and easy to learn.
- 22. Write fiction in English, e.g. short stories. For people who find writing a diary about things that happen to them everyday boring, the best thing is to let your imagination go and write about whatever comes into your head. The advantage of this is that if you can't think of how to say something in English, you can just change the story to something that is easier to explain. Perhaps the easiest way to start writing fiction in English is with

- a diary, changing any details you like to make it more interesting and adding more and more fantasy as the weeks go on.
- 23. Use computer pronunciation analysis. Although most programmes that claim to tell you when you are pronouncing correctly or not don't actually do that, listening many times and seeing how your voice changes as you try to match the sounds and waveform given by a pronunciation CD ROM can be good practice and more motivating than just recording your own voice.
- 24. Sign up for an English language exam. Even if you don't need to take an exam and don't want to or can't take a special course to study for it, paying to take an exam like TOEFL, TOEIC, IELTS or FCE can really motivate you take your English studies seriously.
- 25. Occasionally talk to, e-mail or missage your friends in English. Many people find this a bit false or embarrassing, but if you think of it as a study club and set a particular time and/ or place, it is no different from studying maths together.
- 26. Switch operating system to English. Changing the operating language of your mobile phone, video recorder etc. to English

can be an easy way of making sure you use the language every day²⁴.

2.6 Communicative Competence.

Communicative competence is very importance for learners to improve speaking English skill and it will help learners to develop or to be master English speaking skill. The term communicative competence was coined by Dell hymes (1967,1972), a sociolinguist who was convinced that Comsky's (1965) notion of competence was too limited. Chomsky's rule governed creativity that so apply described a child's mushrooming grammar at the age of three or four did not, according to hymes, account sufficiently for the social and functional rules of language²⁵. So Hymes referred to communicative competence as that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts.

It is difference definition with Savignon, according to Savignon, communicative competence is relative, not absolute and depends on the cooperative of all the participants involved. It's not so much an

http://www.usingenglish.com/articles/70-ways-to-improve-your-english.html. February, 2, 2010 at 11:03 PM

²⁵ Brown, H. Douglas.2000. Principles of Language Learning and teaching. San Francisco State university. longman

intrapersonal construct as we saw in Chomsky's early writings but rather a dynamic, interpersonal construct that can be examined only by means of the event performance of two or more individuals in the process of communication.

Seminal work on defining communicative competence was carried out by Michael Canale and Merrill Swain, now the reference point for virtually all discussions of communicative competence as second language teaching. In Canale and swain's and later in Canales definition four different components or subcategories, make up the construct of communicative competence. The first two subcategories reflect the use of the linguistic system itself; the last two define the functional aspects of communication.

- Grammatical competence is that aspect of communicative competence that encompasses knowledge of lexical items and of rules of morphology, syntax, sentence grammar semantic and phonology²⁶. It's the competence that we associate with mastering the linguistic code of a language.
- 2. The second subcategory is discourse competence, the competence of grammatical competence in many ways. It is the ability we have to connect sentences in stretcher of discourse

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²⁶ Brown, H. Douglas.2000. Principles of Language Learning and teaching. San Francisco State university. longman

and to form a meaningful whole out of a series of utterances. Discourse means everything from simple spoken conversation to lengthy written texts (articles, books, and the like). While grammatical competence focuses on sentence level grammar, discourse competence is concerned with intersentential relationship.

- 3. And the third is sociolinguistic competence, sociolinguistic competence is the knowledge of the sociocultural rules of language and of discourse. This type of competence requires an understanding of the social context in which language as used the roles of the participants, the information they share and the function of the interaction.
- 4. The fourth subcategory is strategic competence, a construct that is exceedingly complex. Canale and swain described strategic competence as the verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence and according Savignon as the strategies that one uses to compensate for imperfect knowledge

of rules or limiting factors in their application such as fatigue, distraction and inattention²⁷.

Strategic competence occupies a special place in an understanding of communication. Actually, definitions of strategic competence that is limited to the nation of compensatory strategies fall short of encompassing the full spectrum of the construct. Strategic competence is the way we manipulate language in order to meet communicative goals. An eloquent speaker possesses and uses a sophisticated strategic competence.

Bachman place grammatical and discourse competence under one mode, which he appropriately calls organizational competence, all those rules and systems that dictate what we can do it with the forms of language, whether they be sentence level rules (grammar) or rules that govern how we string sentence together (discourse). Canale and swain's sociolinguistic competence is how broken down into two separate pragmatic categories.

The first is functional aspects of language (illocutionary competence or pertaining sending and receiving intended meaning) and the second is sociolinguistic aspects (which deal with such considerations

²⁷ Brown, H. Douglas.2000. Principles of Language Learning and teaching. San Francisco State university. longman

as politeness, formality, metaphor, register and culturally related aspect of language).

And in keeping with current waves of thought, Bachman adds strategic competence as an entirely separate element of communicative language ability (Knowledge structures or knowledge of the world and language competence or knowledge of language

Strategic competence

Psycho physiological mechanisms— Context of situation). Here, strategic competence almost serves an executive function of making the final decision, among many possible options on wording phrasing and other productive and receptive means for negotiating meaning.