

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Literature Review**

##### **1. Definition of Motivation**

Many researchers consider motivation as one of the main elements that determine success in developing a second or foreign language; it determines the extent of active, personal involvement in L2 learning (Oxford & Shearin, 1994).

According to Harmer (2001), motivation is kinds of internal drive, pushing someone to do things in order to achieve something. Furthermore, William and Burden (1997) in Harmer (2001) suggest that motivation is ‘a set of cognitive arousal’ which provokes a ‘decision to act’ as a result of which there is ‘sustained intellectual and/or physical effort’ so that the person can achieve some ‘previously set goal’.

In addition, according to Brown (2000:115), motivation is an inner drive or stimulus, which can be like self-esteem, be global, a situational, or task oriented. Learning a foreign language requires some of all these levels of motivation. For example a learner may process high “global” motivation but low “task” motivation to perform well in the written mode of the language. He also states that success in any task is due simply to the fact that someone is motivated. It is easy, to claim that in the second language learning, a learner will be successful if they have high motivation.

Brewster and Ellis (1991:218) suggest that motivation has been seen as a set of beliefs, thoughts, feelings that are turned into action. Motivation is the key factor that influences the rate and success of the second or foreign language learning. Being motivated to learn a language is the first impetus since the motivation will bring the learners to the feelings of enjoyment, challenge to success in learning the language.

From the definition above, it can be concluded that motivation is an inner strength in order to achieve a set of goal n which there is a physical or intellectual efforts as well. It influences the success or failure of the second or foreign language learning. Learners with higher motivation will be more successful than those with lower rate of motivation.

## **2. The Factors Affecting Motivation**

To pinpoint factors effecting students motivation, Paul (2003:23) proposes some important factors that effects motivation, they are:

### **a. Home and friends**

The attitude of friends and family can have a big effect on child's motivation.

If their parents encourage them to learn and their friends think that it is cool to learn, they are more likely to be positive about learning.

### **b. Transfer-ability**

The students who can see how to transfer what they learn into other situations are more likely to have higher motivation than those who do not seek out and recognize opportunities to use the new knowledge they learnt.

c. Self perception

To motivate students to learn actively, it is important that they perceive themselves as being successful.

d. Absence of intrinsic reward

Intrinsic motivation is promoted by the sense of accomplishment obtained from struggling with something that is a bit difficult at first. Rewards tend to encourage children to learn in order to get the rewards, not to achieve internal goals. It means that rewards may have an adverse effect on motivation.

e. Evaluation and threats

If children expect to be evaluated, feel threatened, or feel they are being watched and checked up on, it is likely that they will study for the sake of the evaluation, to avoid the punishment, or to satisfy the adult watching them, and will lose some inner motivation to learn for its own sake.

If Paul (2003:23) has displayed some factors affecting motivation from the student's point of view, Marsh (1996:32) has also proposed some influential factors from the teacher's point of view. They are:

a. Warmth and enthusiasm

Teachers who are enthusiastic about a topic or subject and who can present the materials in a sensitive and caring way are likely to strongly motivate their students.

b. Meaningful goals

Teachers who set goals that are meaningful, realistic, and achievable by students are likely to get their support. In these cases, students will become

highly motivated because they can see how these instructional goals are relevant to their personal goals. This is especially the case if they can perceive that they can achieve the goal or task and that they will not fail.

c. Fostering climate

Teachers need to use a numbers of strategies to develop and maintain a positive and social and psychological climate in the classroom. For example, they may need to develop cooperative learning in a 'safe' environment.

d. Maintaining equity

Students have well developed skills and attracting particular kinds of teacher's responses. Students are very aware of equity and will be quick to point out teacher's behaviors or actions that do not appear to be even handed and fair.

In summary, it is a task for the teachers to find out strategies in initiating and maintaining student's motivation. There are some ways to improve students motivation. Cooperative learning is regarded as one of the teacher's efforts to improve their student's motivation.

### **3. Type of Motivation**

There are two kinds of motivation:

a. Intrinsic motivation

Harmer (2001:51) describes intrinsic motivation as motivation which comes from within the individual. Thus, a person might be motivated by the enjoyment of learning process itself or by desire to make themselves feel

better. Deci in Brown (2001:76) says that intrinsically motivated activities are ones for which there is no apparent reward except the activities themselves. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. Intrinsically motivated behaviors are aimed at bringing about certain internal consequences, namely, feelings of competence and self-determination.

According to Marsh (1996:27) intrinsic motivation refers to motivation without any apparent external reward. Motivation for learning comes entirely for performing a particular task. Students will be motivated to undertake a certain task because of some personal factors. They might include needs, interests, curiosity and enjoyment.

b. Extrinsic motivation

Harmer (2001) defines extrinsic motivation as a kind of motivation which is caused by any number of outside factors, such as the need to pass an exam, the hope of financial reward, or the possibility of future travel. In addition, Brown (2000) says that extrinsically motivated behaviors are carried out in anticipation of a reward from outside and beyond the self. Furthermore, Marsh (1996:28) suggests that students experience extrinsic motivation when they receive a reward, avoid punishment, or in some other ways unconnected with the task, earn the approval for a particular behavior. Then in technical terms, it refers to reinforcement, which is the external stimulus, which follows as a result of a certain response. If it is a positive reinforcement, the stimulus or event results in improved learning.

In conclusion, intrinsic and extrinsic motivations are both used in the classroom learning. Extrinsic or external motivation can be demonstrated by an effective teacher to encourage students to be more confident and independent and, in a long term, to become intrinsically motivated.

#### **4. The Importance of Motivation in Learning Process**

According to Anderson (1973:123) students who are motivated to learn and interested in what they are doing will learn more. High or low learning motivation of the students can be measured from the efforts to achieve high learning achievement for all school subjects.

In addition, Lile (2003) argues that motivation is the key to all learning. The main idea of motivation is to capture the children's attention and curiosity and channel their energy towards learning.

In summary, motivation is the important aspect in learning. The efforts and the learning achievement depend on the level of the students's motivation. Highly motivated students will have better results of their learning than the low motivated students. The students with high motivation in learning will have a bigger effort to reach their goal than the students with low learning motivation.

#### **5. How to Arouse Learning Motivation**

Dornyei and Csizer (1998:215), cited in Brown (2001:81) offered a set of "ten commandments for motivating learners in foreign language learning based on the

survey of Hungarian foreign language teachers. All of items given are focused on what teacher can do to stimulate intrinsic motivation. They are

- a. Setting a personal example with teacher's own behavior.
- b. Creating a pleasant, relaxed atmosphere in the classroom
- c. Presenting the task properly
- d. Developing a good relationship with the learners
- e. Increasing the learner's linguistic self-confidence
- f. Making the language classes interesting
- g. Promote learners's autonomy
- h. Personalizing the learning process
- i. Increasing the learner's goal orientation
- j. Familiarizing learners with the target language culture.

Davis (1999) proposes some strategies in motivating the students as follows:

- a. Capitalizing on student's existing needs

Students learn best when incentives for learning in classroom satisfy their own motives for enrolling in the course. Some of the student's needs may bring to the classroom in learning something or completing a particular task/activity, seeking new experiences skills, overcoming challenges, competency, success and doing well, and feeling involved and interacting with other people. Satisfying such needs is rewarding in it, and such reward sustained learning more effectively and than do grades, design assignments,

in-class activities, and discussion question should be done to address this kind of needs.

b. Making students active participants in learning

Students learn by doing, making, writing, designing, creating and solving. Passivity dampens student's motivation and curiosity. It is suggested not to tell students something when the teacher can ask them. It is so suggested to encourage to suggest approaches to a problem or to guess the result of an experiment. There are many methods that can be done to make students participate actively in the classroom. They are using small group work, leading discussion, supplements and alternative learning, and collaborative learning.

c. Asking students to analyze what makes their classes more/less motivating

Students's feedback will be very useful for the teacher whether the teacher teaches successfully or not. Students can make a list of specific aspects of the classes that influence their level of motivation, and students then meet in small groups to reach consensus on characteristics that contribute to high and low motivation.

d. Helping students set achievable goals for themselves.

Failure to attain unrealistic goal can make the students disappointed and frustrated. Encouraging students to focus on their continued improvement, not just on their grade of any one test or assignment and helping students evaluate their progress by encouraging them to criticize their own work, analyzing their strengths, and working on their weakness will be very useful.



For example, consider asking students to submit self-evaluation forms with one or two assignments.

e. Being enthusiastic about the subject

An instructor's enthusiasm is a crucial factor in improving student's motivation. If the teacher becomes bored or apathetic, students will too. Typically, an instructor's enthusiasm comes from confidence, excitement about the content and genuine pleasure in teaching. If the teachers find that they are uninterested in the materials, they should think back on what attracted the teachers to the field and bring those aspects of the subject matter to life for the students.

Based on the explanation above one of the way to initiate the interest of the students in learning is to provide them with a happy condition in learning and a comfortable situation. Because they love to have interaction with their friends, they need a kind of strategy that forces them to interact with their friends in English, such as having group discussions with their friends and do something that needs interaction. By cooperative activities the students will feel happy because they do not feel that they are learning but they will feel that they are having a fun activities by having interactions with their friends. This situation will initiate their motivation in learning.

## **6. Cooperative learning strategy**

Slavin (1994:287) states that cooperative learning refers to instructional methods in which students work together in small groups to help each other in

learning. There are many quite different approaches to cooperative learning. Most involve students in four member mixed ability group but some methods use varying group sizes. Typically, students are assigned to cooperative groups and stay together as a group for many weeks or months. They are usually taught specifically in order to help them work well together: active listening, giving good explanation, avoid putdowns, including others and so on.

In addition, Lyman and Foyle (1998) state that cooperative learning is a teaching strategy involving students's participation in small group learning activities that promote positive interaction. They add that cooperative learning is a teaching strategy in which small teams, each with students of different level of ability, use variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only to learning what is taught but also for helping team mates. Students work through the assignment until all groups successfully understand and complete it.

From the definition above, it can be concluded that cooperative learning is a teaching method that emphasizes at the students's team work. It differs from other teaching approaches because students work together rather than completing each other individually.

In the field of language, cooperative learning values the interactive view of language, which is known as developed combination of structural and functional views of language. It considers knowledge of appropriate use of language and the ability to structure discourse interactions. Like any other

approach, as Richards and Rodgers (2001) argue, it possesses its own theory of language and theory of learning. In its theory of language, cooperative learning sees language as a tool of social relations. Students are provided with authentic context for negotiation of meaning through using the language. Cooperative learning facilitates and deepens learning. It results in higher levels of understanding and reasoning, the development of critical thinking, and the increase in accuracy of long – term retention.

Cooperative learning strategies could be used during the process of speaking that is making a group discussion, so that the product produced by the group is good. During the process of drafting a composition lot of discussions takes place. It encourages the students to think in the language, but the teachers should motivate the students to participate in good discussions. Here are some kinds of cooperative learning activities proposed by some experts:

a. Make a match (Lorna Curran, 1994)

In this activity, the teacher should prepare a set of cards to be given for the students. A student gets a card and then looks for their friend whose card matches their card.

b. Think pair share (Frank Lyman) and Think pair square (Spencer Kagan)

In this activity, the teacher divides the students into groups of four and gives assignments to them. Each student does it by themselves then, the students discuss in pair with one of their partner in the group.

c. Send a problem (Spencer Kagan, 1992)

The teacher asks each group to make questions. Then, one of the members of the group sends the question to the other groups. Each group does the question given by the other group. After having finished, the answers of each group are corrected.

d. Number heads together (Spencer Kagan, 1992)

The teacher numbers each of the students in the team. They then, sentence each question and the time to answer it. The teachers calls one of the students and ask them to answer the question.

e. Inside-outside circle (Spencer Kagan, 1992)

The teacher asks the students to form two concentric circles. Both circles have the same amount of the same students. Each student is facing another student in a different circle. The teacher announces the topic or question and the students discuss it with their partner. Then, both circles rotate so the students are paired with a new partner for the next question.

f. Two stay two stray (Spencer Kagan: 1992)

The teacher asks the students to work in groups. Two students of each group leave their group and visit the other groups. The other two students stay in group and share the information with their guest. The guests return to their own groups and report their findings.

g. Three-Step Interview (Spencer Kagan, 1992)

Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions.

During the second step partners reverse the roles. For the final step, members share their partner's response with the team.

h. RoundRobin Brainstorming (Spencer Kagan, 1992)

Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order gives an answer until time is called.

i. Jigsaw (wood)

Groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in the learning students across the class working on the same sub-section get together to decide what is important and how to teach it. After practice in these "expert" groups the original groups reform and students teach each other. Tests or assessment follows.

All of those kinds of cooperative learning will be good to be applied in the classroom in order to improve the speaking motivation. From the explanation above, *two stay two stray* is the most applicable strategy to be applied in the classroom of 2<sup>nd</sup> grade students because they use group discussion. The students can discuss the topic and formulate the information or question with their group by this strategy.

In cooperative learning the students have a discussion that activates their speaking English and by using *two stay two stray* will minimize the domination of one or two students in the discussion. All the students will talk about their information that they have got in the previous discussion. So by this strategy they can improve their speaking motivation in the class.

## **7. Definition of speaking**

Chaney (1998) in Kayi (2006) states that speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of context. Speaking is a crucial part in language learning. It needs the speakers to produce the target language in the spoken form. Moreover, it involves the speaker to use speech to express meanings to other people (Spratt, Pulverness, and Williams, 2005). Some people think that if they want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, using appropriate stress and intonation patterns and speak in connected speech. However speaking is more than it. Actually the speakers of English have to be able to speak in different genres and situation (Harmer, 2007).

There are two genres of speaking related to its function (Brown and Yule, 1983 and Nunan, 1999). The first genre has transactional function in which the main purpose of speaking is to convey information and facilitate the exchange for goods and service. Then the second genre has interpersonal or interactional function in which the purpose is to maintain good relation between two people.

In addition, Thornburry, (2005) suggests four \speaking genres, which are interactive, non interactive, planned, and unplanned speaking. The example of interactive speaking is when people buy food at a shop, whereas when people leave a message in an answer machine can be categories as non interactive speaking because there is no interaction between two people or more. The examples of planned speaking genre are such as lecture, sermon, and speech, meanwhile unplanned speaking is when people meet and do conversation with somebody in the street.

### **8. Teaching speaking**

Related to teaching speaking, Brown (2001) notes seven principles for designing speaking techniques.

- a. The teacher should use techniques that cover the spectrum of learner need for language-based focus on accuracy and message-based focus on interaction, meaning and fluency.
- b. The teacher should provide motivating techniques which can encourage the student's motivation to learn English intrinsically.
- c. The teacher should encourage the students to use authentic language during the speaking activities so that the activities will be meaningful for them.
- d. When students make some mistakes during the activities the teacher should give appropriate feedback and correction so that they will not make the same mistakes in the following activities.

- e. The teacher should integrate listening activity during speaking activity, because speaking and listening are assimilated.
- f. The teacher should also give the students some opportunities to initiate oral communication by asking questions or engaging them in a conversation.
- g. The teacher should encourage the students's development of speaking strategy because usually the students are not aware of developing their own personal strategy for accomplishing oral communication purpose.

### **9. Teacher's Role during the Speaking lesson**

Riddle (2003) proposes teacher's role in a speaking lesson based on the learning cycles-before, during and after lesson. Before the speaking lesson the teacher should know the aims of activity. Besides, the teacher should choose the activities that are suitable for the student's level and interest, and that are appropriate in terms of the lesson aims. Moreover, the teacher should plan the instructions and class management and anticipate any possible problems that the teacher and the students might have. Meanwhile, before the lesson the teacher should give very clear instructions with an example of activity if possible. The task should be clear and the students need to know exactly what the teacher wants them to talk about.

Then, the next role is as the monitor of the activity to ensure that every student has understood and does not have any problems. Also, it is to ensure that one or two students in a group do not dominate the activity and the group does not finish the work. However, the teacher is not monitoring in order to join in, and



not to interrupting with error, correction then, after the speaking lesson the teacher should give feedback. The teacher can select certain students to give some feedback to share some of what they have talked about.

## **B. Relevant research studies**

1. Here is a relevant study of cooperative learning entitled Cooperative Learning in Foreign Language Teaching. This study is written by Jette Stenlev, a Lecturer, MA (English and Russian), in the Copenhagen Day and Evening College of Teacher Training (2003). Based on her study cooperative learning is learning in small group where interaction is structured. Cooperative learning can be used in all age levels, from kindergarten to university and it is applicable in all learning subjects.

In her study she found that every kind of cooperative learning strategy is structured based on the aspect that will be improved, for example *inside-outside circle*. This study is focusing on the class building, mastery and information sharing. It is very good for getting the students to feel relaxed with each other in a new class where one can share her information in English and it is rotating to other students.

2. Here is another relevant study of cooperative learning strategy in its relationship with learning motivation. This study is written by Amy McCurdy (1997), it is entitled A Study of the effects of Cooperative Learning Strategies on the Motivation of a High-Ability Students. In her implementation of

cooperative strategy she got a refusal from the students at the beginning, but she saw some changes when she implemented cooperative strategy collaborated with traditional strategy. The students were motivated by this collaborative strategy.

### **C. Conceptual framework**

Basically, stay in the class to get some learning materials is a kind of boring activity for the students. It is very hard for them to learn in a very formal situation every day. It also happened in the class of second grade students of Madrasah Aliyah Negeri Yogyakarta II. They felt bored in the class although the teacher had already initiated them to actively follow the learning process especially in speaking activities. But the students still keep silent if they were asked to speak in English. If they have to speak in English, they say it words by words confusedly. That is way they need a different way to learn their learning materials. They need a kind of learning strategy that makes them happy in their learning process. This study is called cooperative learning strategy. Cooperative strategy is a teaching method that emphasize at the student's team work. It differs from other teaching approaches because students work together rather than complete each other individually. Hopefully this strategy will initiate their motivation in the learning process especially English. By the use of cooperative activities the students will have a kind of discussion or some activities in a group. The group consist of students with different abilities of English, so for the students with lower ability can ask their friends with higher ability if they get

some difficulties, while for the students with higher ability they will have kinds of fun activities so they do not feel so bored during the learning process.

The students will not feel that they are learning in order to improve their speaking motivation but they will feel that they are having some talk with their friends in English by cooperative learning strategy because they will have more interactions by having some discussions or playing some games with their friends in English.