CHAPTER II
REVIEW OF RELATED LITERATURE

Following the needs to gear out information in this present study, chapter two will explore some basic reviews of related literatures. In this chapter, the researcher discusses about the definition of approaches, methods, strategies, and technique, teaching speaking, motivation, theory of motivation, types of motivation and related researches. Each section will be shown as below.

2.1 Approach, Method, Strategies, and Techniques

There are several terms in teaching that need to be understood by a teacher. The teachers should have a good system in teaching process to present their material in the classroom. Richards and Rodgers (2001:19) identified the three levels of distinction that he called as approach, method, and technique. They stated that approach is some of hypothesis that related to teaching –learning process, method is the theory which is applied into teaching-learning process and technique is series of steps that applied in teaching-learning process. Moreover, Gerlach et. al (1980) stated that strategy is the teacher’s approach to use information, select resources, and define the role of the students.

2.1.1 Teaching Approach

According to Richards and Rodgers (2001:20), approach refers to theories about the nature of language and language learning that serves as the sources of practice and principles in language teaching. From the theory above the researcher concludes that teaching approach is an activity carried out by teachers and students in achieving the instructional objectives.
2.1.2 Teaching Method

According to Patel and Jain (2008:71), it is stated that, “method is the process of planning, selection, and grading language materials and items, technique of teaching, etc”. Therefore, a teacher should choose and determine a method that appropriate with the teaching and learning activities to reach the goal of teaching-learning process as method is one of the components to make the teaching and learning process more effective. Larsen and Freeman (2000) stated that there are several methods in teaching process: Grammar-Translation Method, Direct Method, and Audio-Lingual Method.

1. Grammar-Translation Method

Grammar-translation method is a method that focuses on the grammar of the target language in order to make students easier in reading and writing the target language (Larsen and Freeman, 2000:11). The teacher’s role as a leader and the students will do what the teacher said.

2. Direct Method

Larsen and Freeman (2000:23), argued that direct method is used to make students use the target language directly. In this method, the target language is used in the communication between the teacher and the students or between students and their friend. The teacher will lead the class activities and the students will get the instruction how to use the target language from the teacher.

3. Audio-Lingual Method

Audio-Lingual Method is a method that push the students use grammatical sentence patterns by drilling (Larsen and Freeman, 2000:35). The purpose is to
make students use the target language communicatively. In this method, the teacher will act as director, monitor, and corrector of the students’ performance. The role of the students obey to the teacher’s instruction.

2.1.3 Strategies of Language Teaching

According to Gerlach et al. (1980:14), strategy is the teacher’s approach to use information, select resources, and define the role of the students. It means that strategy is teacher’s way to reach the goal of teaching by using information, selecting resources, and defining the role of the students. Based on Jacobsen et al. (1989:146), there are many kinds of teaching strategies that can be implemented in classroom in order to reach teaching learning goals:

1. **Expository Teaching Strategy**

   This strategy is usually more time efficient. In this strategy, there are any planning and implementing activity. In planning process, the teacher should prepare the topic based on curriculum guide, explain the learning objectives to the students, and prepare some examples related with topic. Then, in implementing process, the students might write the point of the topic on the white board. After that, students are asked to identify terms by using their own words. The last, the teacher presents the positive or negative example to help students understand the concept that is taught.

2. **Discovery Teaching Strategy.**

   This strategy is more motivational for students and more effective for promoting students’ thinking skill. In this strategy, there are planning and implementing process. In planning process, teachers also prepare the learning
objectives before teaching. After that, they may give some example of material. While in the implementation process, teacher is less concerned with students acquiring the material and students should acquire the task that given by the teacher with some instruction from the teacher.


Inquiry teaching strategy is useful to develop students’ problem-solving abilities. In this strategy, there are planning and implementing process that should be done by the teacher. In planning process, teacher stimulates the students to identify a problem in a particular content area. Then implementing process, the teacher should encourage the students to give the solutions of the problem that they are find.

2.1.4 Teaching Technique

Teaching technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing objective. It is a particular trick or contrivance used to accomplish an immediate objective (Brown (2001:16). Teaching technique refers to the product used that may be created for each teaching situation.

The teachers may have different techniques in the classroom. For instance, two teachers in similar situation do not have to use the same technique in order to produce the same result. The teachers decide the technique based on the objective and available resources. They should select the most effective and suitable technique with the learner’s needs and the level of difficulty of the material.
It can be concluded that in teaching-learning process, a teacher needs some techniques as a tool of the teacher to present their material. The technique should consider the students’ need and situation in the class.

2.2. Teaching Speaking

According to Brown (2000:8), teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Meanwhile, learning is acquisition or getting retention of skill which involves some forms of practice, reinforce practice and also change the behaviour. Teaching and learning cannot be separated as teaching is a part of learning.

Teaching language means teaching language skills to students such as reading, listening, writing, and speaking. Speaking is one of language skills which is learned by students and it is considered as the goal in learning language. According to Thornbury (2005), speaking is language skill which has real challenges. When learning new language especially foreign language, the learner must practice their speaking routinely in order to gain the goal of learning language. Basically, speaking encourages the students how to interact with other people, for example, how to give an arguments, responds, and deliver some opinion or material in the target language. Moreover, speaking will keep good relationship each other.

Teaching speaking needs some techniques to make the learners interested in learning new language as speaking is the goal of successful in learning language. Therefore, there are some techniques in teaching speaking.
2.2.1. Techniques in Teaching Speaking

Speaking should be taught in attractive and communicative activities. According to Kayi (2006:1), there are several techniques which can be used by the teachers in teaching speaking:

1. Discussion

Discussion can be held for several purposes in this teaching speaking activity. The teacher should divide the purpose clearly. This is done to avoid the students making discussion for irrelevant topic. The teacher should not make a large group discussion, however she or he can form a group that consists of 4 or 5 students. It is essential to do as it will build the braveness of speaking among students. In the discussion, the teacher will introduce the topic and the students will discuss the topic with their friends. By discussion, the students can share their idea.

2. Role Play

Role Play is an activity where the students pretend to be someone else with different social roles and social content. In this activity, the students will be what the teacher asked to be. The teacher also tell them the situation and their role in a role play, for example as “You are as David”.

3. Simulation

Simulation is almost same with role play, but the students will bring items to the class to make such a real situation. For example, if they pretend to be a singer, they will bring a microphone to make it more real. Both simulation and
roleplay have many advantages. It motivates and increases the students’ self confidence.

4. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purpose such as solving a problem or collecting information. Furthermore, each partner plays an important role because the task cannot be completed if the partners do not provide the information that the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

5. Brainstorming

In this activity the students will produce an ideas in a very limited time about the topic given. The students will feel free in this activity as their ideas will not be commented by others.

6. Story Telling

Story telling is done by the students by retelling others’ story or creating their own story. At first, they may give the other some riddles or jokes just to introduce the story or get an attention from others. In this activity, the students must have a critical thinking and creativity. The students can also be helped to introduce the beginning of the story including the character and setting, develop the story, and the end of the story.
7. **Interview**

Interview may be conducted with other students in the classroom. The teacher decides the topic and the students will develop or make their own question based on the rubric given. After conducting the interview, the students can present their study in front of the class and also introduce the interview.

8. **Story Completion**

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Besides, students can add new characters, events, descriptions and so on.

9. **Reporting**

Before coming to class, students are asked to read a newspaper or magazine. Then, when they are in the class, they report to their friends what they find as the most interesting news.

10. **Picture Describing**

In this activity the students are given one picture and they must describe what it is in the picture. For this activity the students can form groups and each group is given a different picture. Students discuss the picture with their groups, then each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.
11. **Find the difference**

In this activity, students work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

2.3. **Motivation**

Motivation is something that encourages someone to do something. It leads them to a specific direction and keeps them doing those things (Ormrod, 2003:368). Another opinion is stated by Santrock (2001:394) that motivation is a thing that can build someone’s will to do something. From those definitions, it can be concluded that motivation is a power inside human’s selves that gives them support to do something. It leads them to the final result of the learning process where they reach the learning objective.

When the students have no motivation in their learning process, they will be lazy to follow the learning process (Asrori, 2007:184). They are going to regard that the learning process is not interesting. Usually, the students that have no motivation will tend to have less attention to the materials that are given by the teacher. Besides, the students will have the difficulties in doing something and try to make a noisy.

Based on Santrock (2001:394), there are three theories of motivation; behavioural theory, humanistic theory, and cognitive theory. Those theories will be discussed respectively as follows.
1. **Behavioural Theory**

   This theory is something directly relate with reward and punishment given by the teacher. All the things done by the students are based on the reward and punishment (Santrock, 2001:394). It can be concluded that incentives are positive or negative stimuli or events that can motivate a students’ behavior.

2. **Humanistic Theory**

   Humanistic theory is emphasized on the students’ options on their own fate and positive quality. It is based on the Abraham Maslow’s opinion (in Santrock, 2001:395) about the hierarchy of needs, in which individual must fill the following needs:

   a. **Physiological**: Hunger, thirsty, sleep
   b. **Safety**: Ensuring, survival
   c. **Live and belongingness**: Security, affection, and attention from others.
   d. **Esteem**: feeling good about ourselves.
   e. **Self-actualization**: realization of one’s potential.

3. **Cognitive Theory**

   According to Feldman (2008:297), cognitive theory relates with people’s thought, expectation, and goals that build motivation in theirselves. From the statement above, it can be concluded that cognitive theories of motivation focus on learners’ beliefs, expectations, and needs for order and understanding. Motivation depends on the extent to which people expect to be successful.
2.3.1. Types of Motivation

There are two types of motivations. They are extrinsic motivation and intrinsic motivation. Those two types of motivation will be discussed respectively as follows.

1. Extrinsic Motivation

Extrinsic motivation is something comes from external factors. As stated by Parsons (2001:287), this motivation can be seen when the students are involved in teaching learning process and they are motivated by something that externally existed. It means that the students will be motivated if they are encouraged by the external outcomes or factors in their activity.

Those external factors can be something that is given by the teacher in the form of material reinforcement. Santrock (2001:397) says that extrinsic motivation includes reward and punishment. Therefore, when the students have extrinsic motivation, they will expect a good mark, praise, and other external factors for their effort. There are some factors affecting extrinsic motivation such as self-esteem, self-determination, self efficacy, expectation and value, interest, and goa. For detail discussion, it can be seen as follows:

1. Reward

Reward is expected to give a positive reinforcement to the students where the students will act positively toward the academic task. The students will be motivated in their learning when they are given a reward. According to Santrock (2001:399) reward is used to be an incentive to engage in task, in which case the goal is to control the students’ behaviour and convey information about mastery.
2. Incentives

Incentive is something that the students regard as the reason why they do a certain activity. As stated by Gage and Barliner (1984:376), incentive is outcomes help cultivate a sense of personal efficacy and enhance interest in the task. In other word, it leads the students to get incentives. If the students’ goal is achievement, success, honour and good grades will be their incentives.

3. Punishment

Punishment is negative reinforcement but it is going to be motivation too if it is implemented properly (Lefrancois, 2000:467). Woolfolk (2004:205) adds that punishment involves the decreasing of behaviour. He explains that behaviour followed by punishment will be repeated in the future.

There are two types of punishment. They are presentation punishment and removal punishment (Woolfolk, 2004:205). Presentation punishment is decreasing the chance of being happened again by presenting evasive stimulus following the behaviour.

2. Intrinsic Motivation

Intrinsic motivation is motivation coming from inside of individual. Intrinsic motivation is the personal preference to look for challenge and try to defeat it. In this motivation, the students regard their activities as their own reward. It can be seen when the students are involved in their learning activities because it is pleasurable (Ormrod, 2003:369). There are some factors affecting intrinsic motivation. Those factors will be discussed below.
1. Self-Esteem

Self-esteem is the feeling of confidence. According to Woolfolk (2004:73), self-esteem is the students’ evaluations and feelings about themselves. It is the product of our thinking, our beliefs, our action and our interaction with others. Self-esteem is needed to encourage and maintain a high opinion of oneself and have others held on in high esteem. Santrock (2001:105) also adds that self-esteem is individual assessment of self respect, through the attitude towards herself which describes the extent to which the individual is assess himself as a person who has the ability, significance, value, and competent.

The one who has high self-esteem usually will have high belief about the ability that they have. This ability can make them satisfied. That is why the students who have higher self-esteem usually will get better success in school.

2. Self-determination

Woolfolk (2004:370) stated that self determination is the belief that individuals can control their own in what they do and how they do it. Self-determination involves the degree to which individuals experience themselves since having choice to their action or behaviour. Santrock (2001:397) stated that when the students have self-determination, they would like to take the choice or opportunity as their responsibility of learning. If the students have made a choice, they would have been regarded it as more important thing than others.

Self-determination is different with what we call it as independence. Self-determination refers to an extent which an individual feels a sense of will of acting, while independence refers to behaviours that are done in isolation without connection with others.
3. Self Efficacy

Woolfolk (2004:368) stated that self efficacy is someone self confidence about their competence or effectiveness in a given area. It influences motivation through goal setting. It means that self efficacy is the belief that one can master a situation and produce outcomes.

4. Expectation and Value

Parson (2001:295) stated that “expectancy is degree to which a person expects to be able to perform the desire task successfully”. The example of an expectation can be seen when a student is motivated in his/her English class because a student expects to be successful in it. It can be concluded that expectation and value comes from personal thing when the students want to be better in any competition. Further, Ormrod (2003:397) explained that “equally important is value, students must believe that there are direct or indirect benefits in performing a task”. Some activities are valued because they are associated with personal qualities.

5. Interest

According to Anderson in Ormrod (2003:399), interest is a form of intrinsic motivation. Positive effect accompanies interest. Meanwhile, Woolfolk(2004:389) states that the students will give more attention to the things that make them interested in or something that they are interested to.

6. Goals

According to Woolfolk (2004:358) a goal is the result of someone effort to gain something. Meanwhile, Locked and Latham (in Parsons et al, 2001:297)
stated that the value of goal setting for increasing motivation and self efficacy. They suggest that goals should not only give the student a standard against which to measure their progress but should also encourage them to develop new strategies when old ones prove unsuccessful. In addition, goal should be optimally matched to the student’s skill level.

2.4. Related Studies

This is the related research in research finding in YuvitaKusumaWardhani entitled “The Teaching Technique Used By The English Teacher At SDN KepanjenLor 1 Blitar To Motivate Students in Learning English”. In this thesis, the data was obtained by using interview with the English teacher and the observation in the classroom. The teacher in this research used some techniques to motivate students in learning English. They are song, short story, and media of picture. The result of this research showed that the students were motivated in learning English when the teacher used those techniques on the teaching learning process. It can be seen from the improvement of students’ achievement on their vocabulary, pronunciation, and spelling.

The other research conducted by EndroAgusYesmantoroentitled “The Students Motivation in Studying English Based on Teacher Techniques of the Fourth Grade at SDN Kotalama VI Malang”. In this research the researcher used questionnaire and interview to obtain the data. The teacher in this research used various technique in teaching learning process such as giving explanation, games, practicing conversation, songs, telling story, reading aloud, and dictation. The result showed that various techniques can give a very positive motivation to the students in studying English.
There is a similarity between those researches with the research in this present study. That is the researches focus on the use of various techniques in motivating the students learning. However, there are also the differences between both researches and this research. First, In this research the researcher determines the junior high school students as her subject while the previous research the researchers defined their subject in elementary school students. Moreover, this research focuses on speaking skill.

In conclusion, this chapter has highlighted the review of literatures required to conduct a research that are teaching technique, technique in teaching speaking, motivation, theory of motivation, types of motivation, teaching technique in motivating the students learning, and related researches.

Following this section, chapter III will review some related procedures used in this present study. Then, chapter III will gear out the part such as, research design, population and sample, research instrument, data collection, and data analysis.