

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Descriptions

1. Motivation Learning

In learning English, motivation is crucial. For students to achieve the desired learning outcomes, motivation can inspire students to be enthusiastic about learning. On the other hand, a decrease in enthusiasm for learning and learning outcomes will be influenced by students' low levels of learning motivation. because one of the factors that affect students' success in learning is motivation.

a. Definition of Motivation

The essence of learning motivation is internal and external encouragement to students who are learning to make changes in behavior, generally with several indicators or supporting elements. It has a big role in one's success in learning. Indicators of learning motivation can be classified as follows: (1) there is a desire to succeed; (2) there is encouragement and need in learning; (3) there are hopes and aspirations for the future; (4) there is appreciation in learning; (5) there are interesting activities in learning; and (6) the existence of a conducive learning environment, so that it allows a students to study well.¹

An individual needs motivation to start learning a language and persuade him to continue learning even through a difficult and long learning process. Motivated individuals will learn other languages faster and faster, as many research demonstrates that motivation is an important component of successful language learning.²

¹ Hamzah B. Uno, *Teori Motivasi Dan Pengukurannya* (Jakarta: PT Bumi Aksara, 2006), 18-19.

² Nurlaily, "The Correlation Between Motivation and Vocabulary Mastery to Ombak SunsetHotel EmployeesSpeaking Skill in Gili Trawangan," *The Indonesian Journal of Language and Language Teaching* 2, no. No. 2 (2017): 39.

According to the experts thoughts expressed above, motivation is the internal and external desire of students to learn and achieve specific goal. It is influenced by various factors, such as motivational factors, needs, desires, motivation, motivational factors, motivational goals, and teaching methods. Motivation helps individuals learn faster and more effectively, as demonstrated by numerous studies. Motivation is a crucial component of learning, serving as a guide for students to achieve specific goals (Uno, 2006; Nurlaily, 2017).

b. Kinds/Types of Motivation

Several categories can be used to categorize motivation. There are two types of motivation, depending on how it develops³. They are extrinsic and intrinsic motivation, respectively. Extrinsic motivation comes from sources outside the person, but intrinsic motivation comes from within the person.

1) Intrinsic Motivation

An impulse that comes from within a person and encourages someone to engage in an activity because it is interesting, enjoyable, and beneficial to himself is known as intrinsic motivation. An individual with an inside locus of control accepts that achievement or disappointment is the consequence of his endeavors or capacities.⁴

Motivation means doing an activity because it is interesting and fun. It is often said that when people are intrinsically motivated, the activities they engage in are intrinsically

³ Johntey Anthony, *“Education Psychology: New Dimension”* (United Kingdom: ED - Tech Press, 2020): 199.

⁴ Robert E. Slavin, *“Educational Psychology: Theory and Practice”* (New York: Pearson Education, 2017): 252.

rewarding.⁵ So that a person with an internal locus of control thinks that engaging in an activity results in success or failure because it is interesting and enjoyable and also intrinsically rewarding (Slavin, 2017; Ryan, 2019).

2) Extrinsic Motivation

The causes of extrinsic motivation are numerous and external. Extrinsic motivation refers to a drive that originates from outside of an individual, such as the necessity to pass a test, the expectation of financial reward, or the prospect of future travel.⁶

Extrinsic motivation is the kind of drive that results from the promise of material rewards that can be sold. It is the urge to act on a promise or in the anticipation of concrete outcomes.⁷ Extrinsic motivation, which can come from other people or the environment, is the drive that persuades someone to do something with the promise of reward or the expectation of a positive outcome. (Harmer, 2007; Tileston, 2004).

c. Factors Affecting Student's Motivation

The motivation that drives students to learn English can be affected and influenced by the attitudes of many people. It is important to consider what and who they are, as they are part of the world surrounding students' feelings and engagement in the learning process. Several

⁵ Richard M. Ryan, "*The Oxford Handbook of Human Motivation*," Second Edition (New York: Oxford University Press, 2019), 91.

⁶ Jeremy Harmer, *The Practice of English Language Teaching*, 4th Ed (Pearson Longman, 2007): 4.

⁷ Donna Walker Tileston, *What Every Teacher Should Know About Students Motivation* (New Delhi: Corwin Press, 2004): 4.

sources of motivation can affect students' motivation in learning English⁸:

1) The Society we in life

There is no doubt that there will be attitudes towards language learning, especially learning English, outside the classroom or where we live. Students' attitudes toward the language they are learning will be influenced by all perspectives, as well as their level of motivation in the classroom.

2) Significant others

Students' attitudes toward language learning are greatly influenced by the influence of those close to them, regardless of the culture of the world around them. They may lose motivation if they criticize a subject or activity. However, they can accompany students they are enthusiastic learners.

3) The Teacher

Teacher: Clearly, the teacher is the most important factor in maintaining a student's motivation. In this instance, a genuine enthusiasm for learning English appears to be a prerequisite for a positive classroom environment.

4) The method

Method, teachers, and students must have faith in the way education is delivered. Motivation can be seriously impaired when one of them loses confidence, but when both are familiar with the strategy, the odds of success are much higher.

As can be seen from the preceding explanation, the motivation that motivates students to learn English can be influenced by a variety of attitudes. Because they are a part of the surrounding environment and can have an

⁸ Jeremy Harmer, *The Practice of English Language Teaching*, 3rd Ed (Cambridge: Longman, 2001): 52.

impact on students' feelings and involvement in the learning process, it is important to think about what they are and who they are.

d. The Role of Motivation

One of the most important aspects of learning English is motivation. Every student ought to be encouraged to learn English. It is difficult to achieve learning objectives without motivation.

The motivation serves as a supportive incentive for students to learn English, making it simple to achieve learning objectives. The learning process and its success are affected by students' levels of motivation. Because there is no incentive to encourage a student to learn English, he will be lazy learning it if he lacks motivation. High-motivated students, on the other hand, will actively study English.⁹

As can be seen from the above statement, motivation is one of the most important aspects of learning English. The process and success of the learning process are influenced by the level of student motivation. Understanding and explaining individual behavior can benefit from motivation.

2. Cooperative Learning

A collection of teaching methods whose aim is to cultivate group cooperation and student interactions is referred to as cooperative learning.

a. Definition of Cooperative Learning

One of the teaching methods is cooperative learning. An activity that helps students collaborate in groups is cooperative learning. A method of instruction known as cooperative learning involves students working together in small groups to assist one another in learning academic material.

⁹ Johntey Anthony, "*Education Psychology: New Dimensions*" (United Kingdom: ED - Tech Press, 2019): 201.

Collaborative learning has been used and studied in all fields, with students from kindergarten to middle school, and in schools of all kinds.¹⁰

Cooperative learning is a very structured type of group work that emphasizes problem-solving and, when guided by a good instructor, can result in deep learning, critical thinking, and a shift in the way that students think about things.¹¹

A highly structured form of group work that emphasizes problem-solving, cooperative learning, can foster deep learning, critical thinking, and a change in the students' genuine frames of mind. It is a method of teaching in which students work together in small groups to help each other learn academic content. Cooperative learning is envisioned as having the potential to enhance education. (Slavin, 2014; Millis, 2010).

b. Essentials Elements of Cooperative Learning

In a method known as cooperative learning, students collaborate in groups to master source material that has been delivered by the teacher. The aim of cooperative learning is for students to cooperate in order to attain academic success.

Cooperative learning has five important elements to ensure its success, which are described as follows¹²:

1) Positive interdependence

Positive Interdependence Students must believe and act on the belief that they are connected to other students to the point where they can only be successful if other students are also successful.

¹⁰ Robert E. Slavin, "Cooperative Learning and Academic Achievement: Why Does Group Work?" 30, no 3 (2014): 285.

¹¹ Barbara J. Millis, "*Cooperative Learning in Higher Education: Across the Disciplines, across the Academy*" (America: Stylus Publishing, LLC, 2010), 5.

¹² Arthur K. Ellis, "*Research on Education Innovations*," 4th Ed (New York: Taylor and Francis, 2014), 173.

2) Interaction

Interaction Students should talk face to face and help each other with learning tasks, problems, and new ideas.

3) Accountability

Responsibility each student is responsible for their performance as a contributor to themselves and the group.

4) Social Skills

Social Skills Students are taught and required to use appropriate group interaction skills as part of the learning process.

5) Group Processing

Group Processing Groups of students should regularly monitor what they are doing and how groups and individuals can function more effectively.

This cooperative learning component serves as the foundation for dividing the class into small groups so that the students can collaborate to the best of their abilities and benefit from one another's knowledge.

c. Cooperative Learning Model Syntax

In applying a learning method and the steps that must be taken. Here are the six main steps that must be taken in implementing cooperative learning:¹³

Tabel 2.1 Cooperative learning model syntax

PHASE	TEACHER BEHAVIOR
PHASE 1 Clarifying objectives and establishing a set	The teacher explains the lesson objectives and establishes a set

¹³ Halim Harifuddin Iskandar, Abdul Malik, “*International Conference on Health, Education, and Computer Science Technology (ICHECST)*” (Yogyakarta: Penerbit Samudea Biru, 2021), 209.

PHASE	TEACHER BEHAVIOR
PHASE 2 Presenting information	Students are given information by the teacher through reading or demonstrations.
PHASE 3 Organizing Students' into teams to learn	The teacher demonstrates to the students how to form study groups and helps each group successfully transition.
PHASE 4 Helping teamwork and learning	The teacher directs the Study Groups as they complete their tasks.
PHASE 5 Examining the various materials	Each group presents their work or the teacher evaluates the learning outcomes of the material studied.
PHASE 6 Giving recognition	Teachers look for ways to value individual and group learning outcomes as well as data.

d. Advantages and Disadvantages of Cooperative Learning

The cooperative learning model has advantages. Among the advantages are the following:¹⁴

- 1) The cooperative learning model allows students not to depend too much on educators
- 2) Students can increase confidence in their thinking skills, find information from various sources, and can learn from other students
- 3) Learning model cooperatives can develop the ability of students to express ideas using terms verbally and compare them with the ideas of other people
- 4) Cooperative learning models can encourage students to be able to respect others and can accept cooperative learning of all differences

¹⁴ Dr. Chairil Anwar, “*Buku Terlengkap Teori-Teori Pendidikan Klasik Hingga Kontemporer*” (Yogyakarta: IRCiSoD, 2017), 378.

- 5) Increase the motivation and stimulation of students' thinking through the interactions that occur in it.

In addition to having advantages, the cooperative learning model also has weaknesses, including the following:

- 1) Requires a long period to produce students' independence and skills in doing teamwork-based work.
- 2) The cooperative learning model requires educators to prepare for learning carefully. This of course requires more energy, thought, and time from the educators
- 3) The cooperative learning model allows group discussions to take place. If you are not guided intensely, the topics discussed can broaden as a result, many do not match the allotted time. In addition, discussion activities are sometimes dominated by someone so that other students become passive
- 4) Discussion activities can be ineffective because they have a chance as a place to chat if they are not guided intensely.

3. Talking Stick

This section presents three important aspects of the Talking Stick method, including its meaning, procedures for its implementation, and its advantages, and disadvantages of using the Talking Stick method.

a. Definition of Talking Stick

The talking stick was used in many Native American cultures as a tool to facilitate communication. This allows board members to respect the opinions of all participants through a process of active listening. As they spoke, the Talking Stick moved from speaker to speaker. The only person who can speak is the one who is holding the stick. Everyone must listen until that person passes the baton to another person. Through this process, each point of view is considered equal

and valid. Children learn from an early age to recognize the value of this type of communication. It teaches them to listen actively and with respect.¹⁵

The facilitator or leader initiates the talking stick method by grabbing a stick known as a wooden stick and sharing feelings or concerns with the group. The next person can choose to speak or remain silent as it moves clockwise around the room. There is time for everyone on the staff to speak.¹⁶ The goal of this study was to create learning through the stick game circumstances that were set up by students for students during the teaching and learning process in the classroom. Throughout the presentation, the master brought up other topics by posing queries. The student with the stick gets the chance to respond once the teacher poses the question. This continues until every pupil has had a chance to respond to the teacher's questions.¹⁷

So talking sticks are used in many Native American cultures as a tool to facilitate communication. The talking stick technique is an activity that helps students progress in terms of the stick game initiated by the teacher or facilitator while holding a stick, while students with sticks have the opportunity to answer the teacher's questions. This continues until all students have had their say (Alarid & Markel, 2005; Dahnial, 2021; Sari, 2016).

b. Talking Stick Method Syntax

¹⁵ Carylin Alarid and Marylin Markel, *“Old Grand father Teacher a Lesson: Mimbres Children Learn Respect / Written and Illustrated”* (New Mexico: Sunstone Press, 2005): 13.

¹⁶ Widya Sari, “The Influence of Using Talking Stick Technique to the Speaking Ability of Eleventh Grade Students at SMAN 1 Gondang Nganjuk” Volume 1, no. Number 1 (2016): 73.

¹⁷ Irfan Dahnial, *“C urriculum and Learning Theory and Implementation”* (India: Exceller Books, 2021): 150.

The talking Stick Technique procedure includes dividing students into groups either five or six, students are asked to sit in a circle, for each group, preparing a pen (which can be replaced by an eraser, pen, etc.), preparing a few sentences frame or graphically organize subject-related phrases, create a vocabulary list students to current learning, discuss speaking procedures with students who can only "pass" (refuse to answer) once, ask students who are given sticks talking related to the material, finally presenting the stick until all students can talk.¹⁸

The process or steps in using the talking stick method are¹⁹:

- 1) A stick that is plus 20 cm in length is ready by the teacher
- 2) After introducing the group to the major information to be learnt, the teacher gives them time to read and examine it
- 3) Students debate the topics raised in the speech
- 4) The teacher invites the students to finish the reading material once they have read it and analyzed its content
- 5) A stick is taken by the teacher and given to one of the students. The teacher then asks a question, and the student holding the stick must respond. This process is repeated until all of the kids have received sticks and are receiving a share for each question the teacher poses
- 6) The teacher gives conclusions
- 7) The teacher assesses/evaluates
- 8) The teacher closes the class.

¹⁸ Lori Helman, *"Literacy Development with English Learners"* (New York: Guildford Press, 2009): 59.

¹⁹ Miftahul Huda, *"Model-Model Pengajaran Dan Pengajaran"* (Yogyakarta: Pustaka Pengajar, 2014), 225.

c. Advantages and Disadvantages of the Talking Stick Method

The talking stick method has positive and negative aspects. There are a number of benefits and drawbacks, including the following:²⁰

- 1) Advantages of talking stick method
 - (a) assessment of student preparation
 - (b) Practice understanding and reading rapidly
 - (c) It is not sufficient to diligently study (study first).
- 2) Disadvantages of talking stick method
 - (a) Have students perform heart-shaped gymnastics.
 - (b) Imply that students are less than since they are not familiar with it.

4. Giving Instruction Topic

As teachers, most of us have had experience giving complex instructions misunderstood or not understood by students. Giving instructions has a direct effect on who is studying, the lesson or activity becomes chaotic and fail when students do not understand what they should do. Even so, giving good instruction is a challenge for teachers of both native and foreign languages, as well as for experienced teachers and novice teachers.

However, giving instructions is a skill which is sometimes overlooked by teachers. The new teacher might assume that is a skill that will be mastered naturally, meanwhile experienced teachers might assume that it is a skill they already have mastered. For all the language teachers, however, they provide instruction. This is an area that needs attention and training, because it has a large impact on how well

²⁰ Dahnil, "Curriculum and Learning Theory and Implementation.", India, Exceller Books, (2021): 150.

students can perform activities and, as a result, how well they learn.²¹

Giving Instruction is a topic that discusses how to give instruction and how to respond them. The purpose of giving instruction is to give advice or orders to someone the other person is talking to. Some example of giving instructions sentences and their response sentences include:²²

Giving Instruction	Responses
• Please close the window!	• Ok
• Please come to my house at 5 p.m!	• Yes
• Call me when you get home!	• All right
• Help me find this information!	• Of course
• Read the sentences below!	• Okay

So giving instruction needs to be learned so that students understand the instructions given by teacher, so that students know what they have to do. Besides that, giving instruction is a fundamental aspect of good classroom teaching practice.

B. Theoretical Framework

The motivation of students to learn is the most important factor for the success of students' learning. The spirit of learning will be encouraged by motivation, and the spirit of learning will decrease by a lack of motivation, so motivation is crucial in learning activities.

The factors that influence student motivation are because the learning process is less innovative and because the techniques used by the teacher are less attractive. Students struggle to comprehend the subject delivered,

²¹ J Sowell, "Good Instruction-Giving in the Second Language Classroom," *English Teaching Forum*, 2017, 10.

²² Tenia Kurniawati Niken Aditya, *Modul Pembelajaran Bahasa Inggris Edisi Pembelajaran Jarak Jauh Pada Masa Pandemi Covid- 19 Untuk SMP Kelas VIII* (Malang: Ahlimedia Press, 2020), 93.

which lowers their confidence in class, and tend to feel bored with the learning techniques used. With these problems, it would be better to learn to use a new model to add a pleasant atmosphere.

The Cooperative Learning strategy of the Talking Stick method is a very good method to use in learning. The talking stick method is a suitable method for teaching in Junior High School to develop students' motivation.

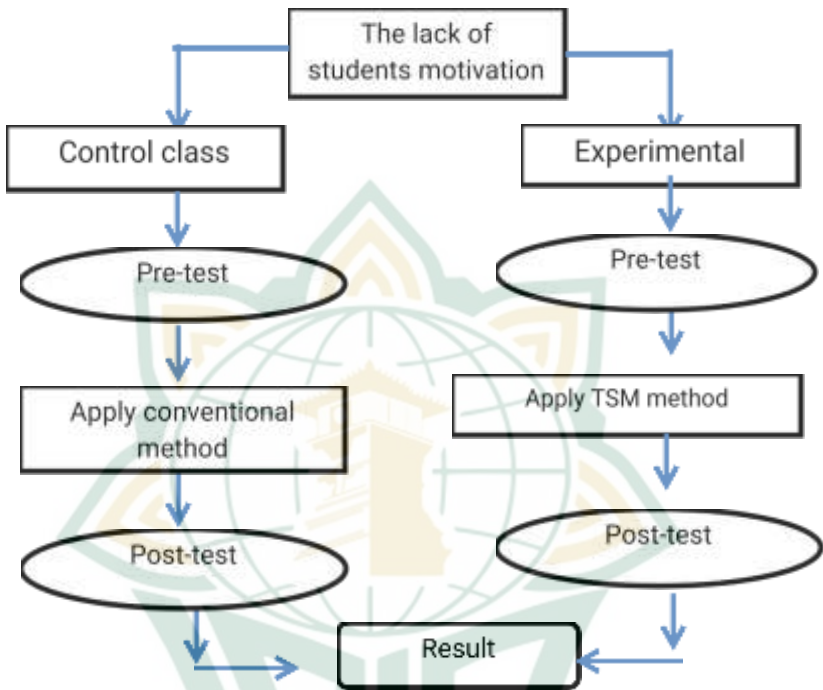
First of all, students feel happy, enjoy, and interested. as a result, teachers find it simpler to involve their students in the learning process. Second, by participating in activities such as interacting with others and collaborating with others, learners become more active. to prevent them from becoming bored while learning. Finally, they can increase their level of comfort in the English classroom and use this technique to motivate students to speak up about their opinions.

There are two independent and dependent variables in this study. In order to differentiate between two sentences, X and Y symbols are also required. Using the symbols X for independent and Y for dependent, as in:

X: Talking Stick Method

Y: Students' Motivation

Table 2.2
Picture of the theoretical framework



C. Previous Studies

1. A journal article by KR Sari entitled " The Effect of Applying Talking Stick Technique on Students' Motivation in Speaking at Seventh Grade Students of SMP Negeri 5 Tanjungpinang"

This study established to determine how students in Tanjungpinang, Indonesia were motivated to learn. This research is very much an experiment. There were 50 participants in this study, divided in two classes. While 25 students in class VII.B receive control lessons and the learning process is taught using unconventional techniques, 25 students in class VII.C participate in the experimental class and use talking sticks to learn. A questionnaire served as the study's primary research

technique. The pre-tests were conducted by the researchers, who subsequently used them for these two courses. The researcher then conducted a post-test to look for an improvement in the mean score after the session. The normality, homogeneity, and paired-sample t-tests were used to compare the results before and after the test. The results of additional tests show that using the Talking Stick to study in a classroom resulted in a higher average score. The experimental class's mean score was 73.60, while the control class's was 70.30. Students in the experimental class scored on average more points than those in the control class. The Talking Stick technique has a substantial impact on the learning motivation of group SMP VII Negeri 5 Tanjungpinang, according to the results of the t-test and the difference between the mean scores of the experimental class and the control class.

The researcher has a related study employing experimental class and control class, junior high school as the study's setting, and talking sticks to motivate English language learning. The difference is that the research was done on the subject of instruction and the group of participants was eighth grade students.

2. A journal article by Hartati entitled "Using Talking Stick Method to Improve Vocabulary Mastery Of The Eight-Grade Students' Of MTS Annajah Petaling"

This study aimed to determine whether there was an obvious distinction in word fluency between students who received Talking Stick guides and those who did not. A quasi-experimental group design and a quantitative methodology are used in this work. The talking stick method was used by students in the experimental group while it was not used by students in the control group. The sample for this study consisted of 74 MT Annajah Petaling Class VIII students in the 2015-2016 academic year. Data were obtained through

tests, observations, and documentation. Considering the findings of the analysis, there are significant differences in vocabulary mastery among students taught using the talking stick method. It is possible to say that the talking stick method is an alternative that English teachers can use to improve student's vocabulary.

From the previous research above, the researcher has similar research using the talking stick method and using a quantitative method of quasi-experimental group design, but the difference is that the previous research examined the improvement of vocabulary mastery, while this study examined developing motivation in learning English.

3. A journal article by Syamsia and Rusdi entitled "The Effectiveness of Cooperative Learning Method Type Talking Stick in Improving Vocabulary Memorization of the VIII class Students of MTs Al-Kautsar Kao"

The goal of this study was to evaluate how well a cooperative learning method involving a cane worked for acquiring English vocabulary. This study employed classroom action research and was carried out on Mount Al-Khautsar Kao. The participants in this study were 27 students in class VIII, 14 girls and 13 men in total. This study uses a variety of methodologies, tools, and data, both qualitative and quantitative. The second cycle of this search was conducted because the results of the reflection from the first cycle did not improve. Students' vocabulary scores are known to increase according to the learning outcomes for students in the II cycle. This demonstrates how the talking stick method could encourage students to keep and improve their language.

The researcher has similarity research that shows how employing the talking stick method is similar to the study mentioned above. While the difference with

previous research is using a talking stick to determine the effectiveness of memorizing English vocabulary and using qualitative and quantitative methods. Meanwhile, this study uses a talking stick to increase student motivation and uses quantitative methods.

4. A journal article by Widya Sari entitled "The Influence of Using Talking Stick Technique to the Speaking Ability of Eleventh Grade Students at SMAN 1 Gondang Nganjuk"

The goal of this study is to determine whether the impact of the students' speaking abilities before and after teaching replenishment approach is statistically significant. The class XI students in IPS 4 second grade at SMAN 1 Gondang Nganjuk in the academic year 2014–2015 serve as the study's sample. A one-group pre-test-post-test design is used in this investigation. The outcomes of cooperative learning with the talking stick technique demonstrate a considerable impact on students' oral expression abilities. The average post-test result is 22.73 points (or 73.25) higher than the pre-test score (50.52). This indicates that employing the talking stick method has an impact on speaking skills of the students of class XI of SMAN 1 Gondang Nganjuk in the academic year 2014/2015.

Pre-test and post-test data collection techniques that are similar to the prior study mentioned above include the talking stick method, quantitative research, and the use of pre- and post-tests. The talking stick method was used in previous research to determine that there is a significant impact on students' speaking abilities; however, this study uses the talking stick method to increase students' enthusiasm in learning about instruction, with eighth grade students as the group of participants.

D. Hypothesis

Based on the previous theoretical framework, the researcher developed the following:

Hypothesis (H_0): There is no significant influence of the talking method to develop students' motivation in learning giving instruction topic.

Hypothesis (H_a): There is a significant influence of the talking method to develop students' motivation in learning and giving instruction top

