CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Motivation

According to Atkinson, motivation is explained as a person's tendency to do increased to produce one or more results. This means that teachers must have the habit of motivating students to improve in learning. While Tabrani Rusyan, motivation is a force that drives someone to do something to achieve their goals. This means that giving encouragement or motivation to someone so that the desired job or goal is reached is very important so that something that has been fulfilled becomes a pleasant job. In addition, Dimyati and Mudjiono says, "in the motivation contained the desire to activate, move, channel and direct the attitudes and behavior of individual learning." In the other words, the individual wants to be active in terms of learning and has an important role such as moving or moving insight forward, channeling opinions, directing a good attitude not only for self-interest so that the individual's learning behavior can be learned by someone.

B. Types of Motivation

Biggs and Telfer in Dimyati, et al. (1994) states that at basically students have a variety of motivations in learning. The types of motivation can be divided into two groups, namely:

1. Intrinsic Motivation

Santrock (2004, p. 418) stated that intrinsic motivation involves the internal motivation to do something because of encouragement of desire or feeling from inside. For example, a person studies English because he/she likes or enjoys learning English. In addition, Penny (1996, p. 280) defined that

"Global intrinsic motivation is the generalized desire to invest effort in the learning for its own sake is largely rooted in the previous attitudes of the learners: whether they see the learning as worthwhile, whether they like the language and it's cultural, political and ethic association.

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It means that intrinsic motivation is desire which comes from within individual to make an effort to achieve the goal. When the learners have an intrinsic motivation, they will show their attitude in the classroom such as they want to learn English because they like and enjoy learning it.

Furthermore, Brown divided intrinsic motivation into two categories, namely integrative motivation and instrumental motivation.

a. Integrative Motivation

According to Gilakjani, and Sabouri (2012), the terms integrative motivation is refer to language learning for personal goal and cultural understanding of L2, that is, the learner desires to learn a language is to involve in the target language community. Integrative motivation is employed when learner wish to integrate themselves within the culture of the second language group, to identify themselves and become a part of society. For example immigration or marriage.

b. Instrumental Motivation

Instrumental motivation is regarded motivation as arising out of a need to learn the L2 for functional or external reasons (Gilakjani et al., 2012). Moreover, Robert Gardner and Wallace Lambert states that instrumental motivation refer to motivation to acquire a language as means for attaining instrumental goals furthering a career, reading technical material, translation and so forth (Gardner:1987:8). This is describes a situation in which the students believe that by mastering of the target language, they will be instrumental in getting a better job, position and status. In addition, Gage and Berliner (1984, p.374) said that intrinsic motivation can be found such as in leaner's interest, need, hobby and goal.

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2. Extrinsic Motivation

        According to Penny (1996, p. 277), "Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks." Besides, Harmer (2007:98) states that extrinsic motivation is the result of any number of outside factors, for example the need to pass an exam, the hope of financial reward or the possibility of future travel. Furthermore, this type of motivation appears from outside and gives some influences to a person like give incentives, social pressure and punishment. According to Gage and Berliner (1984, p. 441) this type of motivation comes from teacher, parents, and environment.

C. Motivation Strategy

1. Strategy

        According to Kemp (1995) stating that the learning strategy is a learning activity that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently. This means that between teacher and student must be active for each other so that the learning activity strategy is implemented. While Kozma (Sanjaya, 2007), learning strategies can be interpreted as chosen, which can provide facilities or assistance to students towards the achievement of certain learning goals. This means that to help students better understand learning through teacher strategies. Egger Kauchak and Harder says, "teaching strategies are types of teaching methods specifically planned to achieve specific goals." This means that one must use methods that have been planned to achieve the objectives in learning.

        From the definitions above, it can be concluded that motivation strategy is to encourage someone to be more enthusiastic in learning by using specific teaching methods so that the goals in learning get more maximum results. Students need to be encouraged to learn vocabulary so that they can learn English well, so teaching vocabulary needs to use strategies so students learn more about vocabulary.

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2. Component of Teaching Strategy

According to Hamruni (2009: 10-12) the components of teaching strategy consists of:

a. Teacher

Teacher is teaching agent, so that in this matter teacher is the important point. Teacher can manipulate other components of teaching strategy to be variations. But the other components of teaching strategy can not manipulate the teacher. The teaching manipulation purposes is to make student's environment to be expected environment from teaching learning process, that finally make students reach an expectation standard competence. In teaching manipulation, the teacher must be based on curriculum whichimplemented.

b. Student

Student is component that do study program to improve ability to reach study purposes.

c. Purpose

Purpose is base to determine strategy, material, media and teaching evaluation. So that, in teaching strategy, determining purpose is the first thing that must choose by the teacher.

d. Teaching material

Teaching material is media to reach teaching purpose. According to Suharsini (1990) teaching material is core component in teaching process.

e. Method

Method is a generalized set of classroom specification for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and students roles and behaviors and secondarily with such features as linguistics and subject matter objectives, sequencing and materials. They are almost always thought of as being broadly applicable to variety of audiences in a variety of contexts.

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f. Media

Media is the plural form of the term "medium". Media includes many things around us, like television, computer, picture, radio, and newspaper. In education, there are the certain media used in teaching learning process to convey the knowledge to students. this called by the media education.

g. Evaluation

Evaluation is component to know the result teaching learning process, so that teacher can know the result of expectation. Evaluation can be summative and formative.

h. Situation or environment

Environment influence teacher in decide teaching strategy. Situation in this matter means situations and physical condition, such as: climate, school, location, facilitation and others.

According to Nasution there are four basic strategies in the teaching and learning process which are as follows:

a. Identifying and setting specifications and qualifications for the behavior and personality changes of students as expected.

b. Choosing a teaching and learning approach system based on people's aspirations and outlook on life.

c. Choosing and determining the procedures, methods, and teaching and learning techniques that are considered the most appropriate and effective so that it can be used as a guide by the teacher in carrying out teaching activities.

d. Establishing norms and minimum limits of success or criteria as well as standards of success so that teachers can be used as guidelines in evaluating the results of teaching and learning activities which will then be used as a feedback for improving the relevant instructional system as a whole.

3. Types of strategies to motivate

The types of strategies that teachers do to arouse motivate student learning

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according to Drs. H. Abu Ahmadi & Drs. Joko Tri Prasetya (2005) include:

a. Give a number

Because many students learn to get good numbers, and blame wrong answers, reprimand them and fill them with smiles. This method can be done to generate extrinsic motivation.

b. Gifts

But if it is often done, the intristic motivation will decrease. The best gift for children is not centered on the material, but rather a smile, a nod, an opportunity to present the results of his work in public, if that happens, then the learning climate is very appetizing, and additional learning is a meaningful gift.

c. Competition

This competition from both individuals and groups, children's attitudes themselves others in the competition. There are those who want to enhance self-esteem, some are ignorant, some are inferior. So, competition, if this climate is allowed to pass, the inferior will always be inferior without any motivation from the teacher.

d. Ego-Involvement

Wherever possible we create an atmosphere in which students feel they are working on it, or involve themselves, and make it feel necessary to do this using benefits, so it's not just us who are busy and understand themselves.

e. Deuteronomy

If the student hears the word repeat, then what comes to mind is a set of questions that must be answered, then from here he must be able to answer what his teacher will ask, from here he will learn to be more motivated again

f. Know the results

If you have repeated tests, tell the results to the child, so that the child knows what he is lacking, and as a teacher, must encourage if there is a low score in the class, and bring it to achieve what has been achieved by his friends

g. Praise

This praise if we lay it will also have bad consequences, the child will be spoiled, and if misinterpreted it will be an arrogance, then this praise is done if we feel the

need. But if the child is inferior, praise is very effective, because it will increase the child's self-esteem, and feel the spirit back, if we praise it the right way

h. Interests

Can be raised in a way that makes it need this, we associate it with past experience, it's time to do the best. Say Nothing success like success, and use the form of learning that he likes, so that it creates a pleasant atmosphere and our learning objectives are well received

i. Challenging tasks

By giving assignments that make them think extra, it arises in the student, that he must complete them well, and he believes he can, of course, after the teacher gives an encouragement that makes students feel that the task is important and necessary, and exciting. But it must still be remembered that the task is a task that is still within the limits of student ability, not out of what is the ability of students.

If students feel less interest in learning or the teacher feels students need to be improved, can use various types of motivational strategies as above in a positive way. Everything that is done by the teacher is to successfully motivate students in learning.

D. Vocabulary

1. The Definition of Vocabulary

Hornby (1987:959) stated that vocabulary is a total number of words which (with roles for combining them) make up a language. This means that vocabulary is very important component in learning language. People will not be able to communicate without vocabulary. From the statement above, we know that vocabulary is very important in teaching English.

"Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother in law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary items rather than words". (Ur, 2003:60).

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In addition, Burns (1972:297) defines vocabulary as the stock of word which used by a person, class or profession. According to Zimmerman in Coady and Huckin (1998:5) vocabulary is central to language and of critical importance to the typical language learning.

From the definitions above, it can be concluded that vocabulary is central to language and very important in learning English. We need to communicate and express the speakers mean. That is the reason why vocabulary is important in learning English. Vocabulary can support the learner to learn the language skill. The large vocabulary helps the learner to express their idea because vocabulary really supports the learners to learn the skill of the target language.

2. The Importance of Vocabulary

"Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". This is how the linguist David Wilkins described the importance of vocabulary as quoted by Thorn Bury. It means that someone can speak English although less in grammar during the key words is easy to be understood. In the other side, someone cannot say something if they never know vocabulary, means that they cannot communicate well. Other opinion, Rivers (1983), as quoted by David Nunan argued that the acquisition of an adequate vocabulary is essential for successful second language use because without and extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. Lewis (1993) argues that vocabulary should be at the centre of language teaching, because language consists of grammatical lexis, not lexicalized grammar.

E. Problem of Teaching and Learning Vocabulary

1. Problems in teaching vocabulary

According to Indah Tri Harmani, some problems in teaching vocabulary consist of:
   a. Teachers require students to use dictionaries to look for new vocabulary more than 10 words per day.

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b. The new vocabulary is only used in one sentence context. So that when they encounter the same word in the context of different sentences they become confused, passive and less creative in playing with words. It should provide examples in several different sentences for a new vocabulary that is just learned. Word repetition will also greatly assist the process of implanting in the learner's mind (reinforcement).

c. Learners are only introduced to new vocabulary and ignore the correct pronunciation, often the teacher reads only based on assumptions, or speculates on the correctness of the pronunciation. So that many problems arise in listening or when faced with native, the real word already knows but sounds strange or unfamiliar.

d. Errors in choosing reading. Reading will be effective and powerful in expanding one's vocabulary if the content is suitable or according to the language capacity of the learner. At least no more than 5-10 words that are new to the reader. But instead of finding out the meaning of a new word, if there are too many unknown words, there will be frustration and "demotivation".

e. Teachers give written exercises without asking students to read aloud, even though reading really helps the tongue to be trained to say words in English. In addition, the teacher can correct pronunciation mistakes.

2. Problem in Learning Vocabulary

There are some problems when students learn vocabulary. Guccirush (2010) stated that learning vocabulary needs practice and time and in our day time is a problem. Learners can face some difficulties, such as:

a. Deciding which words are worth learning. There are a lot of words in English compared with many other languages, and it is impossible to know them all - even native speakers frequently meet words they have never seen before in their reading.

b. Organizing our vocabulary. Most people find that it's useful to

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organize the vocabulary they write down in some way, either to break the words/phrases into groups for learning, to show relationships between similar words, or to make it easier to find a particular word. Here are some ways of classifying your vocabulary that you might consider: according to alphabetical order; the order in which you found the words; topics; situations; 'families' of similar word meanings; frequency of occurrence.

c. Remembering vocabulary (Vocabulary learning has largely been construed as a memory problem) seems to be another difficulty for vocabulary learners. One of the biggest problems with vocabulary learning is that what's 'learned' today is often forgotten tomorrow.

d. Not knowing how to use the structure of vocabulary such as the prefixation, suffixation, and root. (Edriz 2009)

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