

CHAPTER II

REVIEW OF RELATED LITERATURE

This part discusses previous study, cartoon story maker (definition of cartoon story maker, features of the cartoon story maker, the usage of cartoon story maker, cartoon story maker in the classroom, the importance of teaching media, the principles of teaching English using cartoon story maker, procedures of teaching speaking through cartoon story maker), speaking (nature of speaking, problems in speaking, assessing speaking, accuracy, the importance of teaching speaking using cartoon story maker for describing), motivation (definition of motivation, motivation in teaching and learning, the importance of motivation in teaching) descriptive text (definition of descriptive, the generic structure in descriptive, language features of descriptive).

A. Previous Study

There are some previous studies which are related to this study below:

Thesis by Andi Widdaya Sofyana from State Institute for Islamic Studies of Salatiga about task based language teaching in improving students' speaking skill through cartoon story maker (a CAR of the 10th grade students of MAN Temanggung). This research goals to know the implementation of TBLT in improving students' speaking skill through cartoon story maker and to know the students' improvement on speaking skill by implementing Task Based Language Teaching through cartoon

story maker. Based on the result of the research, it can be conclude that this research is successful.¹

A thesis by Norma Prayogi from State University of Surabaya about improving students' speaking ability by using cartoon story states that this research is about retelling story by using the media to improve speaking ability. The action was successful when at least 18 students or 70% of 24 students have good level in speaking ability. The presence of this media to improve students' narrative speaking had given a significant progress toward their speaking ability. The students new perspective that they could also relate the material to their hobby like pictures, music, etc.²

A research by Nurawati Mina from STBA LIA Jakarta about designing cartoon story maker as a supplementary material for English structure subject. This research allows teachers and students to know the process and the basic principles of how a cartoon story maker for learning is designed in the context of English Structure class. The method used in this study is design and development research. The result of this study is a cartoon story maker entitled "The Tragedy of Jayaprana" which promotes the narrative text as the topic of the learning. The evaluation result from the experts shows that the cartoon story maker is designed well and possible to be used in

¹ Andi Widdaya Sofyana, *Task Based Language Teaching In Improving Students' Speaking Skill Trough Cartoon Story Maker (a car of the 10th grade students of MAN Temanggung)*, Thesis, Salatiga : State institute for Islamic Studies, 2015.

² Norma Prayogi, *Improving Students' Speaking Ability By Using Cartoon Story*, Thesis, State University of Surabaya, 2013.

the classroom context. Following are the factors which show that the cartoon story maker is well designed:

1. The cartoon story maker meets the objective of the learning
2. The characters used represent the story
3. The background, text, balloons, captions, and other images tell the story
4. The color composition in the cartoon is convenient to support reading
5. Including the sound or recording by the maker for cartoon story maker³

A thesis by Sarah Paska Lia from Yogyakarta state university, about improving students' motivation in speaking skills through songs for the seventh grade of SMPN 7 Wonogiri in the academic year of 2012/2013. The research findings showed that through songs as the teaching media combined with speaking activities in the English classroom was proven to be effective to improve the students' motivation in speaking skills.

It could get students attention and increased their motivation. They also had opportunities to practice speaking. This could also be seen from the speaking scores on conversion table of which at the first meeting students who were in category of excellent was only 3 students in amount, they were able to increased their category

³ Mina, Nurawati, *Designing cartoon Story Maker as a Supplementary Material for English Structure Subject*, Research: Jakarta, STBA LIA, 2015.

into 32 students. It indicated that they made a considerable improvement in some aspects of speaking skill such as pronunciation, grammar, and vocabulary.⁴

The studies above discussed the topics in different area. The previous studies focus on the effect cartoon story maker, speaking skill and students' motivation. Based on the statement above, the writer interested to do this present study.

B. Cartoon Story Maker

1. Definition of Cartoon Story Maker

Cartoon story maker is a new computer application that can be used by both teachers and students to illustrate conversations and dialogues in a 2D form. Conversations stories are also included an unlimited number of frames and are view frame by frame. Each frame can include images, text bubbles, and voice recordings. The stories can be saved on a computer as HTML page (web pages), and can easily viewed by others on any computer using a web browser such as internet explorer. Stories can be printed. Completed stories can also be loaded back into cartoon story maker and edited or added to. Furthermore by using this application the writer tried to help students to comprehend conversations and then practice it easily.⁵

Cartoon Story Maker is the chosen software to support this study. This software is easy to use, it is already completed with some characters and background, and some other features such as: balloons, captions, the choice of publishing, etc.

⁴ Sarah Paska Lia, *Improving Students' Motivation in Speaking Skills through Songs for the Seventh Grade of SMPN 7 Wonogiri in the Academic Year of 2012/2013*, Thesis: Yogyakarta, Yogyakarta State University, 2014.

⁵ [Http://cartoon-story-maker.software.informer.com/](http://cartoon-story-maker.software.informer.com/) (Accessed : 02 march 2016)

This software is free and downloadable and computer friendly, which means that it does not need a huge memory or a fancy computer specification to download. The extension of the file when it is published is also user friendly. Its extension is html and PDF, so all computer users can use this software.

2. Features of the Cartoon Story Maker

There are several features of cartoon story maker that will be mentioned briefly by the writer⁶:

- a. Character and background libraries
- b. Importing pictures from gallery
- c. Text bubbles and information boxes
- d. Accent key panel
- e. Import voice recordings
- f. Built in recorder to add our own voice recordings
- g. Unlimited number of frames
- h. Copy and paste frames
- i. Preview
- j. Print function
- k. Saved stories can be opened and edited
- l. Copy and paste text from other documents

⁶ Andi Widdaya Sofyana, *Task Based Language Teaching In Improving Students' Speaking Skill Trough Cartoon Story Maker (a car of the 10th grade students of MAN Temanggung)*, Thesis, Salatiga : State institute for Islamic Studies, 2015. P.25.

3. The Usage of Cartoon Story Maker

There are several usages of cartoon story maker. Cartoon story maker can become a medium for students' speaking in a number of modes: conversation, narrative, persuasive, or informative. The other functions are to revise a language topic, as an assessment task, collaborative task, as a window into culture. And the most important usage that has been done by the writer is as a tool to practice speaking skill or fluency in speaking.⁷

4. Cartoon Story Maker in the Classroom

Cartoon story maker designed with a focus on applying language learning. It is easy to use with simple control so students spend less time manipulating tools and more time on the language. Within a few minutes of opening the cartoon story maker, students can be typing text or adding their own voice recordings. Furthermore the usage of cartoon story maker can be divided into two basic application in the classroom based on the programmer of this tool.

- a. What can be done by students in using cartoon story maker :
 - 1) Create dialogues with their own text or voice recordings to demonstrate proficiency
 - 2) Create using digital photos of themselves acting out a situation and add either text or voice recordings to the photos

⁷ *Ibid*, P.25.

- 3) Search the web for culturally authentic images and import them into the cartoon story maker as background to story
- 4) Students can place pictures of themselves in front of culturally authentic images: they can imagine that they are really there

b. What can be done by the teachers using cartoon story maker :

- 1) Provide a script or storyboard with students use to create story
- 2) Create partially completed stories which students can then open and complete
- 3) Provide text only and students must add their own matching voice recordings
- 4) Provide questions to which students generate appropriate answers in the story⁸

5. The Importance of Teaching Media

Media that used by the teacher in learning process can give motivation and stimulus to the students in learning activity.⁹ The use of media in English teaching is more effective. Besides that, it can give motivation and help the students to comprehend of the subject. One of the main functions of the teaching media is as teaching aid that will influence the climate, the condition, and the environment of

⁸ Andi Widdaya Sofyana, *Task Based Language Teaching In Improving Students' Speaking Skill Trough Cartoon Story Maker (a car of the 10th grade students of MAN Temanggung)*, Thesis, Salatiga : State institute for Islamic Studies, 2015. P.26.

⁹ Hamalik and Azhar Arsyad. *Media Pengajaran*. Jakarta: PT. Rajagrafindo Persada. 2000. p.15

learning organized and created by the teacher.¹⁰ There are some reasons of importance teaching using media:

1. The teaching learning process using media will increase students' attention so that it can develop in learning motivation.
2. The meaning of the material that to be taught is easy to understand and it also makes the purpose of teaching very well.
3. Teaching method will be more variety it is not only limited on teacher instruction so that the student not be bore.
4. The students are more diligent to study because they are not only listening to the teacher's explanation but students also do the other activities to demonstrate and others.¹¹

6. The Principles of teaching English Using Cartoon Story Maker

In teaching speaking using pictures, there are some principles in choosing a picture. In selecting the first image that we consider is to choose the picture that should be clear. The clearly shows the object in question shall mean appropriately and in accordance with reality. The second is that it can be understood. It means that the picture should in the large sixes so that all students can see clearly.¹²

In using cartoon story maker we also have to mastery in the technique or the way how to use it, so that we can easily use the picture in the classroom when teaching and learning process is ongoing. With this technique, we can set the time to

¹⁰ *Ibid.* p. 15

¹¹ *Ibid.* p. 25

¹² *Ibid.* p. 26

the maximum, so that the goals or the targets that will be achieved can be met and students can also understand the material that we teach about.

So, the good pictures will greatly affect students in learning foreign languages, so the teacher must choose the picture that really fits and is proper. The students will be more quickly and easily to capture the foreign language learning materials.

7. Procedure of Teaching Speaking through Cartoon Story Maker

a. Pre Activities

- The teacher greets the students
- The teacher checks the attendance list
- The teacher gives brainstorming to the students

2. Main Activities

- The teacher explains briefly about materials and cartoon story maker
- The teacher gives the example of cartoon story maker.
- Tell the students that they are going to learn spoken describing something through cartoon story maker.

- Explain the students what kind of activities that they will do. For example; describing places, things, profession and other.
- Choose one of the topics from cartoon story maker that the students will do.
- Ask the students to determine the setting, characters, photo, sound, imagination by their own words, include sound as conversation and conclusion.
- The teacher asks the students to perform the activity in front of the class.

3. Post Activity

- Provide questions to which students generate appropriate answers in the story
- Teacher uses cartoon story maker in other subjects and give a homework for them.¹³

Example :

¹³ <http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm>. Accessed on April, 05th 2016.



C. Speaking

1. Nature of Speaking

There are many definitions of speaking that have been proposed by some experts in language learning. Brown cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.¹⁴

¹⁴ Erita Budi Pratiwi, "Improving the Speaking Skill of the Tenth Grade Students at SMA Berbudi Yogyakarta by Using Videos", Unpublished Theseis, Yogyakarta: Universitas Negeri Yogyakarta, 2012, p. 7.

Richards and Renandya state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Brown states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.¹⁵

In their discussion on the nature of spoken language, Brown and Yule in Nunan distinguish spoken language from written language. They point out that for most of its history. The teaching of language has not been concerned with spoken language teaching. This language comprises short, often fragmentary utterances, in pronunciation range.

On the contrary, written language is characterized by well-formed sentences which are integrated into highly structured paragraphs. Brown and Yule in Nunan also differentiate between two basic language functions, i.e. the transactional and the interactional functions. The former basically concerns the transfer of information. According to Nunan successful oral communication involves : ¹⁶

1. The ability to articulate phonological features of the language comprehensibly.

¹⁵ H. Douglas Brown, *Teaching by Principles (An Interactive Approach to Language Pedagogy)*, (California: Longman, 200). p. 237.

¹⁶ Erita Budi Pratiwi, *Improving the Speaking Skill...*, p. 8.

2. Mastery of stress, rhythm, intonation patterns.
3. An acceptable degree of fluency
4. Transactional and interpersonal skills
5. Skills in taking short and long speaking turns.
6. Skills in the management of interaction.
7. Skills in negotiating meaning
8. Conversational listening skills (successful conversations require good listeners. as well as good speakers).
9. Skills in knowing about and negotiating purposes for conversations.
10. Using appropriate conversational formulae and fillers.

Moreover, he states that the teacher can apply the bottom-up-top-down approach to speaking. The bottom-up approach to speaking means that the learners begin with the smallest units of language, i.e. individual sounds, and move through the mastery of words and sentences to discourse. The top-down view, on the other hand, proposes that the learners start with the larger chunks of language, which are embedded in meaningful contexts, and use their knowledge of the contexts to comprehend and use the smaller language elements correctly.

Brown adds in teaching oral communication, micro skills are very important. One implication is the importance of focusing on both the forms of language and the functions of the language.¹⁷ He also mentions that the pieces of language should be

¹⁷ *Ibid*, p. 9.

given attention for more that make up to the whole. Furthermore he mentions micro skills of oral communication:

1. Produce chunks of language of different lengths.
2. Orally produces differences among the English phonemes and allophonic variants.
3. Produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.
4. Produce reduced forms if words and phrases.
5. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
6. Use facial features, kinetics, body languages, and other non verbal cues among verbal language to convey meanings.
7. Develop and use a battery of speaking strategies such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well interlocutor is understanding you.¹⁸

From some definitions above it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.¹⁹

¹⁸ *Ibid.*,p. 9.

¹⁹ *Ibid*, p. 10.

Meanwhile, Jones stated “speaking is a form of communication”. We can say that the speaker must consider the person they are talking to as listeners. The activity which is the person does primary based on particular goal. So, it is important that everything we want to say is conveyed in an effective way, because speaking is not only producing sound but also a process of achieving goals that involves transferring messages across.²⁰

2. Problems in Speaking

The same characteristics must be taken into account in the productive generation of speech, but with slight twist in that the learner is now the producer. Bear is in mind that the following characteristics of the spoken language can make oral performance easy as well as, in some cases, difficult.²¹

a. Clustering

Fluent speech is phrasal, not word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

²⁰ Rhodi Jones, *Speaking and listening*, London : The Bath Press, 1989, P.14

²¹ A'am Rifaldi Khunaifi, “*The Students' Difficulties in Learning Speaking English for the Second Year Students at MAN Model Palangka Raya*”, Unpublised Thesis, Palangka Raya: Stain Palangka Raya, 2009, p. 23.

c. Reduced forms

Contractions, elisions, reduced vowels, etc., all form special problem in teaching spoken English (see the section below on teaching pronunciation). Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

d. Colloquial Language

Make sure your students are reasonably well acquainted with the words. Idioms, and phrases of colloquial language and that they get practice in producing.

e. Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.²²

f. Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.²³

3. Assessing Speaking

Wyse and Jones state that in order to assess speaking, a number of question need to be thought. The teachers have to think about what criteria is going to be

²² *Ibid*, p. 24.

²³ *Ibid*, p. 25.

applied, what context for talks will be included, how the talk will be recorded and how to ensure that the assessments are fair.²⁴

There are various samples of an oral English rating scale. Here is one from Harris which will be used by the writer to score the students' speaking work.²⁵

No	Criteria	Rating Scores	Comments
1.	Pronunciation	5	Has few traces of foreign language
		4	Always intelligible, though one is conscious of a definite accent
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat
		1	Pronunciation problem to serve as to make speech virtually unintelligible
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order

²⁴ Dominic Wyse and Russell Jones, *Teaching English, Language and Literacy*, Second Edition, London : Taylor & Francis e-Library, 2007, P. 215.

²⁵ David P. Harris, *Testing English as a Second Language*, New York : McGraw-Hill Book Company, 1969, P. 84.

		4	Occasionally makes grammatical and word orders errors that to do not, however obscure meaning
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence and or rest rich himself to basic pattern
		1	Errors in grammar and word order, so severe as to make speech virtually unintelligible
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities
		3	Frequently uses wrong words conversation somewhat limited because of inadequate vocabulary
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult
		1	Vocabulary limitation so extreme as to make

			conversation virtually impossible
4	Fluency	5	Speech as fluent and efforts less as that of native speaker
		4	Speed of speech seems to be slightly affected by language problem
		3	Speed and fluency are rather strongly affected by language problem
		2	Usually hesitant, often forced into silence by language limitation
		1	Speech is so halting and fragmentary as to make conversation virtually impossible
5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition
		2	He has great difficulty following what is said can comprehend only. Social conversation. Spoken slowly and with frequent repetition

		1	Cannot be said to understand even simple conversational English
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The way of calculating final Score:

Score :

Total score (pronunciation, grammar, vocabulary, fluency, comprehension) x 4

Total maximum score (100)²⁶

4. Accuracy

Though the criteria for defining accuracy in most standardized tests include factors such as grammar, vocabulary, pronunciation, sociolinguistic competence, or pragmatic competence, grammatical errors were the main factors in deciding the level of accuracy for this research. Considering the fact that grammatical instruction has been mainstream in English education in Indonesia, it is important to investigate the learners' accuracy under the instruction of communication based lessons. The word usage and sentence structure were considered as grammatical understanding.²⁷

5. The Importance of Teaching Speaking Using Cartoon Story Maker for Describing

Describing picture is one of activity in teaching speaking English. In this activity, students must describe pictures in front of class. Every student gets one

²⁶ David P. Harris, *Testing English as a Second Language*, New York : McGraw-Hill Book Company, 1969, P. 84.

²⁷ Kouichi Ano, *Fluency and Accuracy in the Spoken English*, Unpublished Book, Waseda: Waseda University, 2012, p. 11.

picture on cartoon story maker and must describe it. The purposes of this activity are to train students' imagination, retell story and increase the students' motivation in speaking English.²⁸ Those are models that Solahudin offers to use in speaking class, and as the title of this research, the writer chooses the last model.

The writer thinks that describing picture by using cartoon movie maker is suitable to improve students' speaking skill in descriptive text because the purposes of these activities are to train students' imagination and describe something in speaking English. Usually, students can't speak anything because they have no idea. The writer hopes that picture can help students to speak English, because students will be easier to say when they see. The writer will make this activity more attractive and make students get enjoyable in the class.

D. Motivation

1. Definition of Motivation

Motivation is a part of important things in teaching and learning process. The term motivation derived from the Latin verb *Movere* (to move). It means that motivation is something that gets someone moving and keeps someone working. Harmer said that the motivation is some kind of internal drive which pushes someone to do or think in order to achieve something.²⁹ Internal drive means a tendency within

²⁸ M. Solahudin, *Kiat-Kiat Praktis Belajar Speaking*, Jogjakarta: Diva Press, 2009, p. 66.

²⁹ Jeremy Harmer, *The Practice of English Language Teaching*, 3rd Edition, Longman Pearson Education, 2001, P.51.

an organism toward a goal is based on the changes in the organism process.³⁰ This definition shows that motivation comes from inside of the person, which functions to encourage him or her to conduct an activity to achieve her or his purpose.

In addition, Brown defines that motivation is inner drive, impulse, emotion or desire that moves one to the particular action. An inner drive is a force within an organism and pushes them to do certain actions toward the goal. From this definition, motivation is a power from inside which drives someone to do some actions. there are two kinds of motivation.

They are intrinsic and extrinsic motivation. Intrinsic motivation is a drive which comes from within the individual himself, for example a student might be motivated by his own desire to be involved in teaching and learning process or to be a better student.

Extrinsic motivation, by contrast, is a drive which concerns with the outside or environmental factors, for example a student might be motivated by the need to get good marks or pass an examination, or by other factors such as rewards, punishments, social pressures, etc.

In conclusion, it can be inferred that motivation is the thoughts and feelings which make students want to do or attain something. When students are motivated, they do not think of failure. They will be actively participating in the teaching and learning activities. They will make great efforts to master the materials by sharing

³⁰ James P. Chaplin, *Dictionary of Psychology*, New York : Dell Publishing, 1981, P.148.

with friends, asking to the teacher or someone else who knows more, learning by themselves, reading books, etc. In other words, motivation is a major variable which affects all phases of learning and performance.³¹

Based on definitions of motivation above, the writer defines that motivation as something happen within an individual which makes he or she do an action to achieve his or her goals. So, the writer infers motivation in learning as the drive to push the learner to do learning activities in order to achieve learning goals. Thus, motivation in learning is the efforts of the teacher to drive and make the students in order to more active in doing any activity in teaching and learning process.

2. Motivation in Teaching and Learning

Motivation is an important aspect in the teaching and learning process. There are suggestions of the importance of motivation. First, motivation makes the teaching and learning process effective. Second, motivation creates teaching atmosphere in the classroom. Third, motivation makes students active and creative. Fourth, motivation creates interest for students to study by themselves, so that the atmosphere of motivated situations could be created. Fifth, motivation makes students identifying themselves. Motivated students can move their limitation by using their powers and ambitions. The last, motivation inspires students to prove their goals and objectives.

³¹ H. Douglas Brown, *Principles of Language Learning and Teaching*, New Jersey : Prentice Hall regents.1980, P. 112.

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In conclusion, it can be inferred that motivation is the thoughts and feelings which make students want to do or attain something. When students are motivated, they do not think of failure. They will be actively participating in the teaching and learning activities. They will make great efforts to master the materials by sharing with friends, asking to the teacher or someone else who knows more, learning by themselves, reading books, etc. In other words, motivation is a major variable which affects all phases of learning and performance.³³

3. The Importance of Motivation in Teaching Speaking

Related to motivational explanation above, the teachers should show their enthusiasm to the students, and have good relationship with the students. High

³² H. Douglas Brown, *Principles of Language Learning and Teaching*, P. 75

³³ Sarah Paskalia A.F, *Improving Students' Motivation in Speaking Skills Trough Songs for the Seventh Grade of SMPN 7 Wonogiri in the Academic Year 2012/2013*. Thesis, Yogyakarta : Yogyakarta State University, 2014, P. 15.

tolerance between teacher and students/students and students is needed. It will create pleasant and supportive atmosphere in the classroom. When the students are secure, it will be easy to manage them during learning process.

Moreover, motivation has teaching method, tasks, texts, and tests. All those aspects should be appropriate to the students need. In teaching speaking the students have target to express their ideas freely and spontaneously. The methods, tasks given, texts (material), and tests (assessment) should be appropriate to the students need in achieving the goal of the learning. Various methods can be used in teaching speaking.

In addition, to arouse students' motivation in teaching speaking, the teacher should know the students' interest and also their language level, because they will produce more oral production when the topic of speaking is their interest or at their language mastery. The teacher can make a careful choice of topics and tasks to stimulate the students' interest. In giving tasks, provided some criteria for speaking task, they are:

- a. Productivity, producing maximally spoken language in order to provide the best conditions for autonomous language use.
- b. Purposefulness, making sure that every speaking activity has a clear outcome.
- c. Interactivity, the tasks such as talks and presentation should be performed in situations where there is at least the possibility of interaction.
- d. Challenge, the task should stretch the students so they are forced to draw on their available communication resources to achieve the outcome.

- e. Safety, the students need to feel confident, when meeting the challenges and attempting autonomous language use with supportive classroom dynamic and non-judgmental attitude.
- f. Authenticity, the task should have some relation to the real life language use.

As a teacher we do not criticize too much on language and content, especially for beginner, let them concentrate on ideas. Again, the teacher should match the dialog with the social status of the speakers (students), also use small group to maximize students' involvement. And about the tests (assessment), the teacher should focus on students' ideas/comprehension, fluency, diction, accuracy, general impression. Besides, still the teacher has role as feedback provider. As a result, the teacher should remember that the goals of teaching speaking are the students should actually talk a lot and the language used should be of an acceptable level which is relevant, easily understandable and of an acceptable level of accuracy.³⁴

4. Assessing Motivation

Questionnaire for speaking motivation by using media

Adapted from Sherwyn P. Morreale

SCORE	MEANING
1	Strongly Disagree
2	Disagree

³⁴ Arofatus Sa'diah. *Motivational Strategies in Teaching Speaking Skill*, Journal, 2013, P.7

3	Neutral
4	Agree
5	Strongly Agree

No	Statement	Score
1	I dislike participating in class discussions.	
2	Generally, I am comfortable while participating in class discussions.	
3	I am tense and nervous while participating in class discussions.	
4	I like to get involved in class discussions.	
5	Engaging in a class discussion with new media makes me tense and nervous.	
6	I am calm and relaxed while participating in class discussions.	
7	Generally, I am nervous when I have to participate in a meeting.	
8	Usually, I am comfortable when I have to participate in a meeting.	
9	I am very calm and relaxed when I am called upon to express an opinion at a meeting and describing by using cartoon story maker	
10	I am afraid to express myself at meetings by using cartoon story maker.	
11	Communicating at meetings usually makes me uncomfortable.	
12	I am very relaxed when answering questions at a meeting.	
13	While participating in a conversation with a new media, I feel very	

	nervous.	
14	I have no fear of speaking up in conversations by using cartoon story maker.	
15	Ordinarily I am very tense and nervous in conversations	
16	Ordinarily I am very calm and relaxed in conversations.	
17	While conversing with a new media, I feel very relaxed	
18	I'm afraid to speak up in conversations by using cartoon story maker.	
19	I have no fear of giving a speech by using cartoon story maker.	
20	Certain parts of my body feel very tense and rigid while giving a speech.	
21	I feel relaxed while giving a speech.	
22	My thoughts become confused and jumbled when I am giving a speech by using cartoon story maker.	
23	I face the prospect of giving a speech with confidence by using cartoon story maker.	
24	While giving a speech by using cartoon story maker, I get so nervous I forget facts I really know.	
Total		

Group discussion: (scores for items 2, 4, & 6) + (scores for items 1,3, & 5)

Meetings: (scores for items 8, 9, & 12) + (scores for items 7, 10, & 11)

Interpersonal: (scores for items 14, 16, & 17) + (scores for items 13, 15, & 18)

Public Speaking: (scores for items 19, 21, & 23) + (scores for items 20, 22, & 24)

Group Discussion Score: _____

Interpersonal Score: _____

Meetings Score: _____

Public Speaking Score: _____

To obtain the total score for the PRCA,

Simply add the sub-scores together. _____

Scores can range from 24-120. Scores below 51 represent people who have very low motivation. Scores between 51 - 80. Represent people with average motivation. Scores above 80 represent people who have high levels of trait motivation.³⁵

Table 2.1. The categories of motivation score

No	Score	Categories
1	1 – 50	Very Low Communicative Apprehension (VLCA)
2	51 – 80	Average Communicative Apprehension (ACA)
3	81 - 120	Trait Communicative Apprehension (TCA)

³⁵ Sherwyn P. Morreale, *Assessing Motivation to Communicate: Willingness to Communicate and Personal Report of Communication Apprehension*, University of Colorado at Colorado Springs, P.10.

