

**ENHANCING SCHEMATA – BASED SPEAKING
TASK TO PROMOTE STUDENTS’ SPEAKING
PERFORMANCE AND MOTIVATION**

(A Thesis)

By
Emilda Oktaviani



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION PROGRAM
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2017**

Abstract

ENHENCING SCHEMATA – BASED SPEAKING TASK TO PROMOTE STUDENTS’ SPEAKING PERFORMANCE AND MOTIVATION

By

Emilda Oktaviyani

This study was aimed at drawing the process of the implementation of schemata based speaking task enhance the students’ speaking performance effectively; seeing the effect of schemata based speaking task on the students’ speaking performance; finding effect of schemata based speaking task on the students’ motivation and drtermining which of the task effect the students’ speaking performance most. This research was conducted to 60 tertiary level students at IBI (Informatics and Bussiness Institution) Darmajaya, majoring Management in 2016/2017 academic year in the odd semester. The students were divided into three classes. Each class was taught by different schemata based speaking tasks (video, text and word list). To collect the data, the reseacher administered questionnaire, speaking test and observation. Then the data were analyzed both qualitatively and quantitatively.

The result showed that each task has different stages of schemata activation. Schemata based speaking task was taught by showing video and reading text required three stages of schemata activation, for example confirming the ideas, building the ideas and communicating the ideas (CBC). Whereas, schemata based speaking task taught by providing word list required three stages of schemata activation, for example building the ideas, building the ideas and communicating the ideas (BBC). In addition, all of the tasks give significant effect on the students’ speaking performance and motivation. Among the three tasks, schemata based speaking task taught by providing word list enhance students’ speaking performance most. Moreover, video and text of schemata based speaking task enhance the students’ fluency and vocabulary. Yet, video of schemata based speaking task enhance the students’ fluency and comprehensibility. In accordance with those findings, it is suggested that English lecture should consider the students’ schemata activation since it may help the students to communicate by using English better. It is also suggested for the next researcher to discuss further on each aspect of speaking performance by providing sufficient data and conduct the research with the different subject.

**DESIGNING SCHEMATA – BASED SPEAKING
TASK TO ENHANCE STUDENTS’ MOTIVATION
AND SPEAKING PERFORMANCE**

BY:
Emilda Oktaviyani

A THESIS

Submitted In A Partial Fulfillment Of
The Requirement For S-2 Degree



**ENGLISH EDUCATION MASTER
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2017**

Research Title : ENHANCING SCHEMATA – BASED SPEAKING TASK TO PROMOTE STUDENTS’ SPEAKING PERFORMANCE AND MOTIVATION

Student’s Name : Emilda Oktaviyani

Student’s Number : 1523042031

Study Program : Master in English Language Teaching

Department : Language and Arts Education

Faculty : Teacher Training and Education

APPROVED BY

Advisory Committee

Advisor

Prof. Ag. Bambang Setiyadi, M.A., Ph.D.
NIP. 19590528 198610 1 001

The Chairperson of Department
of Language and Arts Education

Dr. Mulyanto Widodo, M.Pd.
NIP 19620203 198811 1 001

Co-Advisor

Dr. Flora, M.Pd.
NIP 19600713 198603 2 001

The Chairperson of Master
in English Language Teaching

Dr. Flora, M.Pd.
NIP 19600713 198603 2 001

ADMITTED BY

1. Examination Committee

Chairperson : Prof. Ag. Bambang Setiyadi, M.A., Ph.D.

Secretary : Dr. Flora, M.Pd.

Examiners : I. Dr. M. Sukirlan, M.A.

II. Prof. Dr. Cucu Sutarsyah, M.A.

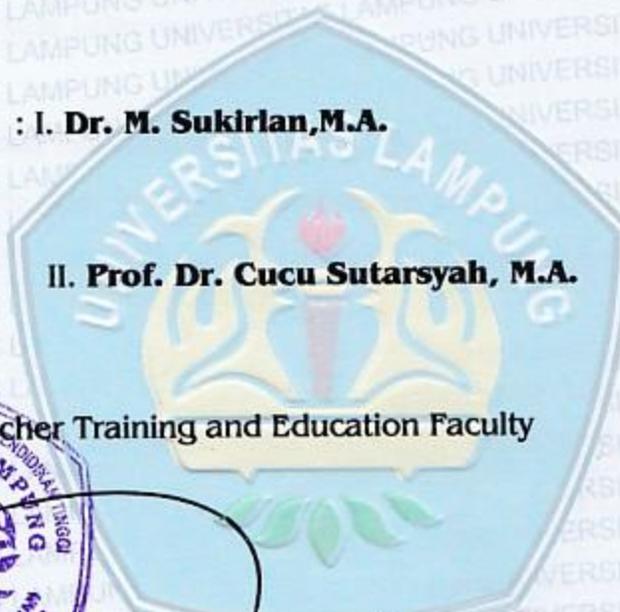
2. Dean of Teacher Training and Education Faculty

Dr. H. Muhammad Fuad, T.Hum.
NIP 19590722 198603 1 003

3. Director of Postgraduate Program

Prof. Dr. Sudjarwo, M.S.
NIP 19530528 198103 1 002

4. Graduated on: August 8th, 2017



[Handwritten signatures of Prof. Ag. Bambang Setiyadi, Dr. Flora, I. Dr. M. Sukirlan, Prof. Dr. Cucu Sutarsyah, and Prof. Dr. Sudjarwo]

LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

1. Tesis dengan judul "Enhancing Schemata – Based Speaking Task To Promote Students' Speaking Performance and Motivation" adalah hasil karya penulis sendiri dan saya tidak melakukan penjiplakan atau pengutipan atas karya penulis lain dengan cara tidak sesuai tata etika ilmiah yang berlaku dalam masyarakat akademik atau yang disebut plagiatisme.
2. Hal intelektual atas karya ilmiah ini diserahkan sepenuhnya kepada Universitas Lampung.

Atas pernyataan ini, apabila dikemudian hari ternyata ditemukan adanya ketidakbenaran, saya bersedia menanggung akibat dan sanksi yang diberikan kepada saya, saya bersedia dan sanggup dituntut sesuai hukum yang berlaku.

Bandar Lampung, 8 Agustus 2017

Saya membuat pernyataan,



Eninda Oktaviyani
NPM: 1523042031

CURRICULUM VITAE

The writer's name is Emilda Oktaviyani, she was born in October 4th, 1992 in Kota Bumi. She is the first daughter of *Bapak* Parno,S.Pd. and *Ibu* Subaidah.

She initially attended her formal educational institution at TK Candi Rejo in 1997 and graduated in 1998. In elementary level, she continued her study at SDN 1 Candi Rejo until the fourth grade and then at the fifth grade, she moved to SDN Banjar Rejo, and graduated in 2004. In primary level, she continued her study at SMPN 2 Way Pengubuan and graduated in 2007. In secondary level, she continued her study at SMA Kartikatama Metro and Graduated in 2010. In tertiary level, she continued her bachelor's degree at State University of Malang majoring English Language and Literature study program and graduated in 2014. In 2015, she was registered as a student of Master of English Education at Lampung University.

Besides teaching in formal school and private collage, she is the literacy campaigner. She is the founder of *Rumah Literasi Pak Mul*, a non government organizaion that focuses on social and education movement. She loves to come to remote areas to promote the importance of education and reading books. She believes that every single educated person is responsible to educate others.

DEDICATION

By offering my praise and gratitude to Allah SWT for the abundant blessing to me, I would proudly dedicate this piece of work to:

- My beloved little family, *Bapak Parno, S.Pd., Ibu Subaidah, Mas Sharin, S.T., and Adek Farida* After all, family is the only reason to run what I believe in.
- *Ibu Dr. Flora, M.Pd.*, the one who picks me up to the philosophical life conclusion that after all of the suffer and disappointment that I faced, I am the first priority in my life. Finally, I am living my life.
- My almanater, Lampung University.

MOTTO

God knows your effort to glow.

-The Writer, 2017-

A teacher can change one's life.

-The Writer, 2017-

ACKNOWLEDGMENTS

Alhamdulillah *robabil' alamin*, praise to Allah SWT, the Almighty and Merciful God, for blessing the writer with faith, health, and opportunity to finish this thesis entitled “Enhancing Schemata Based – Speaking Task to Promote Students’ Speaking Performance and Motivation”. It is submitted as a compulsory fulfillment of the requirements for Master’s Degree of English Language Teaching Study Program in Language and Arts Education Department of Teacher Training and Education Faculty at Lampung University.

Gratitude and honor are adressed to all persons who have helped and supported the writer on the completion of this thesis, since it is necessary to be known that it will never have come into its existence without any supports, encouragements, and assistances by several outstanding people and institutions. Therefore, the writer would like to acknowledge her respect and sincere gratitude to:

1. Ag. Bambang Setyadi, M.A., Ph.D., as the first advise, criticism, and cooperation in encouraging the writer to think more critically.
2. Dr. Flora, M.Pd., as the second advisor as well as the chief of Master of English Education Study Program, for her motivation, assistance, ideas, carefulness, advise and cooperation in triggering the writer’s spirit for conducting seminars and final examination.
3. Dr. M. Sukirlan, M.A., and Prof. Dr. Cucu Sutarsyah, M.A., as the 1st and 2nd examiners, for his advice and ideas in reviewing thesis, suggestion and in supporting the writer.
4. All lectures of Master of English Education Study Program who have contributed during the completion process until accomplishing this thesis.

5. Informatics and Business Institute (IBI) Darmajaya and Darmajaya Language Center (DLC) crew for giving the writer permit to conduct the research and being my second home while conducting the research.
6. My beloved parents, *Bapak* Parno, S.Pd., and *Ibu* Subaidah, who always pray and support me.
7. My Siblings, R.A. Khoirul Syahrin, S.T., and Farida Mi'Rojatun Khasanah, for their love, support, motivation and prayer.
8. My crazy partners, Fefiyana, S.Pd., for a great companion along the way in finishing this thesis.
9. All my lovely friends of the 3rd batch of Master of English Education, for their solidarities, care, cooperation, togetherness, and irreplaceably unforgettable happy moments.

Finally, the writer, me, fully realizes that this thesis may contain some weaknesses. Therefore, constructive comments, critics, and suggestions are always appreciatively welcomed for better composition. After all, the writer expects this thesis will be beneficial to the educational development, the reader, and particularly to those who will conduct further research in the same area of interest.

Bandar Lampung, August, 8th 2017
The writer,

Emilda Oktaviani

TEBLE OF CONTENT

	Page
ABSTRACT	i
CURRICULUM VITAE.....	iii
DEDICATION.....	iv
MOTTO	v
AKNOWLEDGEMENTS.....	vi
TABLE OF CONTENT	viii
LIST OF TABLES	x
LIST OF APPENDICES	xi
LIST OF FIGURE	xii
 CHAPTER I INTRODUCTION	
1.1. Backgroud of the Problems	1
1.2. Identification of the Problems	7
1.3. Limitation of the Problems	8
1.4. Formulation of the Problems	8
1.5. Objective of the Research	9
1.6. Significance of the Research	9
1.7. Scope of the Research.....	10
1.8. Definition of the Terms	10

CHAPTER II LITERATURE REVIEW

2.1. Concept of Schemata	11
2.2. Concept of Speaking task.....	15
2.3. Concept of Motivation	28
2.4. Process of Activating Schemata	28
2.5. Designing Schemata - Based Speaking Task	34
2.6. Theoretical Assumption.....	38
2.7. Hypothesis.....	39

CHAPTER III RESEARCH METHOD

3.1. Research Design.....	41
3.2. Population and Sample	41
3.3. Variables	42
3.4. Data collecting Technique	42
3.5. Instrument of the Research	43
3.6. Criteria of Test	48
3.7. Research Procedure.....	50
3.8. Data Analysis	52
3.9. Hypothesis Testing.....	55

CHAPTER IV RESULT AND DISCUSSION

4.1. Result of the Research.....	56
4.1.1. The Descriptive Statistics of Speaking Performance	56
4.1.1.1. The Descriptive Statistics of Speaking Performance; Activating Students' Schemata by Watching Video	57
4.1.1.2. The Descriptive Statistics of Speaking Performance; Activating Students' Schemata by Reading Texts	58
4.1.1.3. The Descriptive Statistics of Speaking Performance; Activating Students' Schemata by Word List	59
4.1.2. The Descriptive Statistics of Students' Motivation.....	60
4.1.3. The Descriptive Statistics of Task Effect toward Students' Speaking Performance.....	61

4.1.4. The Descriptive Statistics of Speaking Performance Aspects	64
4.2. Discussion.	68
4.2.1. The Implementation of Schemata Based Speaking Task	68
4.2.2. Activating Students' Schemata by Reading Text	68
4.2.3. Activating Students' Schemata by Watching Video	72
4.2.4. The Process of Activating Students' Schemata Enhance the Students' Speaking Performace and Motivation	79
4.2.5. Aspect of Speaking Performace	85
4.2.6. Determining which Task Enhance the Students' Speaking Performance Most	87
 CHAPTER V: Conclusions and Suggestions	
5.1. Conclusions	88
5.2. Suggestions	90
 REFERENCES	 91
APPENDICES	94

TABLES

	Page
Tables	
1. Modifies form Testing English as a Second Language by Harris	25
2. Modifies form Testing English as a Second Language by Harris	43
3. Scoring System	45
4. Systematic Measures of Interpreter Reliability Speaking Performance Pre-Test	25
5. Systematic Measures of Interpreter Reliability Speaking Performance Post-Test	46
6. Reliability Statistics of Motivation Questionnaire.....	50
7. Test of Homogeneity of English Speaking Performance Level.....	51
8. Test of Homogeneity of Students' Motivation	51
9. Treatment Schedule	51
10. The Paired-Sample Test of Students' Speaking Performance: Activating Schemata by Watching Video.....	58
11. The Paired-Sample Test of Students' Speaking Performance: Activating Schemata by Reading Text	59
12. The Paired-Sample Test of Students' Speaking Performance: Activating Schemata by Providing Word List.....	60
13. Paired Samples Test of Students' Motivation.....	58
14. Descriptive Statistics of Tasks Effect toward the Students' Speaking Performance	62
15. Multiple Comparisons of Task Effect toward the Students' Speaking Performance Aspects: Activating Students' by Reading Text.....	62
16. Independent t-Test of Speaking Performance Aspects: Activating	

Students' Schemata by Reading Text	65
17. Multiple Comparisons of Task Effect toward the Students' Speaking Performance Aspects: Activating Students' by Reading Text.....	65
18. Multiple Comparisons of Task Effect toward the Students' Speaking Performance Aspects: Activating Students' by Reading Text.....	65
19. Multiple Comparisons of Task Effect toward the Students' Speaking Performance Aspects: Activating Students' by Watching Video	66
20. Independent t-Test of Speaking Performance Aspects: Activating Students' Schemata by Providing Word List.....	66
21. Multiple Comparisons of Task Effect toward the Students' Speaking Performance Aspects: Activating Students' by Word List	67
22. The Increasing of Speaking Performance Aspects	85

APPENDICES

Apendix	Page
CHAPTER I INTRODUCTION	
1 Lesson Plan Task 1: Corruption	94
2 Lesson Plan Task 1: Skills.....	99
3 Lesson Plan Task 2: Corruption	104
4 Lesson Plan Task 2: Skills	108
5 Lesson Plan Task 3: Corruption	112
6 Lesson Plan Task 3: Skills	117
7 Pre-test and Post-test Topics	121
8 Motivation Questionnaire	123
9 Scoring Sheet Pre and Post Test of Students' Speaking Performance . P23124	
10 Scoring Sheet Pre and Post Test of Students' Speaking Performance . P19125	
11 Scoring Sheet Pre and Post Test of Students' Speaking Performance . P18126	
12 Students' Motivation P23.....	127
13 Students' Motivation P19.....	128
14 Students' Motivation P18.....	129
15 Approval Reseach Letter	130

LIST OF FIGURE

Figures	Page
1. The Significant Effect of Schemata Based Speaking Tasks Towards Students' speaking performance	63
2. Process of schemata activation through reading text	81
3. Process of schemata activation through watching video.....	82
4. Process of schemata activation through word list.....	83

I. INTRODUCTION

This chapter presents background of the problem, formulation of the problem, objective of the research, uses of the research, scope of the research and definition of terms. They are elaborated as follows:

1.1. Background of the Problems

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners (Richards, 2008). In this case, speaking becomes the parameter of the learners' success in mastering English. As one of the central elements of communication, speaking needs special attention and instruction in an EFL context like the one in Indonesia (Cahyono & Widiati, 2006).

In spite of the fact that more Indonesians use English in their daily life, English instruction is a failure in this country. One of the reasons for the failure is that there has been no unified national system of English education (Huda, 1997) and, therefore, improvements of English communicative ability are painstakingly made. In reality, actually English is a compulsory subject for secondary school.

Unfortunately, despite studying English for six years in junior and senior high school, overall Indonesian students have low proficiency in English up – on graduation from senior high school (Lie, 2007; Marcellino, 2008; Larson,2014).

Surprisingly, tertiary education level students have similar problems with secondary level students in using English as a mean of communication, especially in spoken interaction. As stated by ministry's Directorate-General of Higher Education (*Dikti*) in *PP 43/DIKTI/Kep/2006* that English is compulsory subject for the first and second semester university students, as the requirement to meet the global era need which is able to communicate by using English as international language.

In spite of meeting the qualification from *Dikti* that tertiary level students should have no problems on communicating by using English, many research's results show the opposite. As stated by Maulana,*et.al.* (2016) the most problems that university students faced in learning speaking skill are lack of vocabulary, poor pronunciation, less confidence to speak and afraid of making errors while speaking. Further research by Sayuri (2016) found that university students face some problems while speaking English, namely not having self-confidence, shyness to speak, being afraid of making mistakes, feeling nervous, and having nothing to say.

Highlighting these problems, it could be argued that this is a result of the curriculum and the focus of teaching not reflected the needs and the local context

of the learners (Freire, 1997 in Larson, 2014). In addition, the lesson is difficult to understand due to the content is unreachable for the students' mind. Thus, it effects to the students' motivation in learning English and students' speaking performance.

In addition, different from reading which is receptive activity, speaking activity is a productive activity in which the students tend to express their knowledge and idea orally. In this case, students will be easy to express what exactly in their mind rather than speaking something that is not in their mind. This statement in line with Liu (2001) who states that there are debilitating factors that becomes students' obstacles in mastering speaking English which are a lack of content knowledge and schemata coupled with poor speaking ability inhibit students from trying and lead them to rely avoidance strategies.

Some studies have been conducted in line with how schemata effect the students' comprehensible and fluently in four English skills which are listening, speaking, reading and writing. In this case, although schemata is mainly applied to reading, there is no reason that activating schemata cannot be applied to any of the other four skills. Allowing the students to personalize the information is a strong concept to assist learning in a context void of ability to physically recreate.

The word schema is a technical term in cognitive psychology. Nishida (1999) defined schema as generalized collection of knowledge of past experiences which is organized into related knowledge groups and is used to guide our behaviors in

familiar situations. In addition, as stated by Jig-tao (2012) that schema helps us to focus our attention to comprehend, to interpret, to remember, to make inferences, to set goals and expectations, to reason and solve problems. In addition, schema plays a vital role in explaining what happens when old knowledge meets new (Brewer & Nakamura (1984) as cited in Marzuki, 2013). Based on these, the working definition of schema in this study is the prior knowledge from any source which is activated referred to and possibly followed when experienced something.

In EFL (English as Foreign Language) context, schemata gives benefit more on receptive skills of English: listening and reading. Some studies have been conducted in line with how schemata effects on listening and reading. Mai (2014), examined the effect of schema construction activities on EFL's learners' listening performance. Her finding shows that there is positive effect of activating students' schemata on students' listening comprehension.

In addition, a study by Yu-Hui, Lirong, et.al (2010) that examines how schema works on reading comprehensibility. The finding shows that students' schemata give valuable help for students to comprehend the reading materials. In line with that, students' schemata appear to have a higher level of comprehension when the content is familiar to the students (Cravota, 2001). The study on relation between students' schemata and reading comprehensibility is rapidly show positive correlation.

Further research focusing on speaking and writing, as productive activities, they have been a controversy on the role of schemata in speaking and writing. Yet, considering that both activities deal with the use of vocabulary that will build a written or oral product, without schema or background knowledge, students will not write and speak something. High school students may have to write a dialogue about restaurants and receiving bad service, the students may have received this in the past. Hamed and Benham, et.al (2014) conducted a study to examine the role of formal schemata in the development of writing ability in Iranian EFL context. The result shows that familiarity with the formal schematic knowledge of the texts will result in better performance in writing.

In relation to speaking skill, task-based learning, discussion, dialogue and debates fit very well into activation of schemata. Ultimately, activating schemata is a winning situation for students as it enables them to personalize the information as it is connected to real experiences. Teaching English by activating schemata motivates the students to get more understanding on the subject and decreases their anxiety in speaking. In addition, as stated by Dornyei (2001) as cited in Astuti (2013), he divides generating initial motivation into five categories; enhancing learners' language value and attitude; increasing the learners' expectancy of success; increasing the learners' goal orientation; making the teaching materials relevant to learners; and creating realistic learners' belief. Highlighting the relevance materials to the learners can be interpreted as contextual materials to the students that involve their schemata. In enhancing learner's value, Dornyei (2001) as cited in Astuti (2013) mentions that learners'

intrinsic motivation can be aroused by presenting interesting materials. The content of the subject which touches the students' personal experiences will give meaningful learning process to them.

In this case, some attempts have been made to classify the functions of speaking in human interaction. Based on Brown and Yule's (1983), there are three functions of speaking which are talk as interaction, talk as transaction, and talk as performance. Talk as interaction refers to conversation and describes interaction that serves a primary social function. Talk as transaction refers to situations where the focus is on what is said or done: the message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. Talk as performance refers to public talk that transmits information before an audience. Talk as performance tends to be in the form of monologue.

In addition, actually the activities in the classroom should reflect the three functions of speaking. Speaking activity which is a productive activity in which the students tend to express their knowledge and idea orally, students will be easy to express what exactly in their mind. Rather than speak something that is not in their mind. This statement is in line with Liu (2001) that states that there are debilitating factors that become students' obstacles in mastering speaking English which are a lack of content knowledge and schemata coupled with poor speaking ability inhibit students' from trying and lead to rely avoidance strategies.

Thus, in order to facilitate student learning, material should be organized according to the students may already be familiar with or their schemata.

1.2. Identification of the Problems

In line with the background of the problems mentioned above, the researcher identified the problems as follows:

1. Students were inactive in the English speaking class learning process.
2. focus of teaching not reflected the needs and the local context of the learners
3. There has been no unified national system of English education, especially for English speaking learning goal and instruction.
4. Students had low proficiency in speaking English up – on graduation from senior high school.
5. Students faced some problems while speaking English, namely not having self-confidence, shyness to speak, being afraid of making mistakes, feeling nervous, and having nothing to say.
6. Students got difficulties to communicate by using English (in case of vocabulary, pronunciation and fear of making mistakes).
7. Students had lack of motivation to communicate by using English.
8. There might be the topics that are discussed in the classroom are un-understood or unreachable by the students' mind.

1.3.Limitation of the problems

After identifying the problems, the researcher would like to limit the problems that will be analyzed into those concerning to the conventional English speaking activity used by the teacher that makes the students inactive and get difficulties in practice speaking English as a mean of communication. Despite studying English for six years in junior and senior high school, overall Indonesian students have low proficiency in English up – on graduation from senior high, even from collage.

In relation to the identification of the problem above, this study covers the following scopes: designing and implementing schemata-based speaking task to enhance students' motivation and speaking performance.

1.4.Formulation of Research Questions

This study will focus on how designing speaking tasks based on students' schemata to enhance their motivation and speaking performance. More specifically, the study attempts to answer the following questions:

1. How will the implementation of schemata enhance the students' speaking performance effectively?
2. Does schemata based speaking task affect the students' motivation?
3. Does schemata based speaking task affect the students' speaking performance?
4. Which task enhances the students' speaking performance most?

The response to question 1 will enable us to design and get the new form of speaking task based on the students' schemata, and the response to questions 2 and 3 and 4 will tell us about the success of the new design of speaking task.

1.5.Objective of the Research

This study focused on how to design speaking tasks based on students' schemata in university level. Thus, this study only focused on how the schemata based speaking task is applied in the classroom and its effect on the students' motivation and speaking performance. Among three kinds of task, the researcher determined which one gave the effect most to the students' speaking performance and motivation.

1.6.Significances of the Research

The result of this study was intended to give contribution in English language teaching both theoretically and practically. Theoretically, this study supports the theories on language teaching and learning, especially those related to the schemata, speaking task and motivation.

The practical benefits of this study are placed into some intentions:

1. The result of this study was expected to rise English teachers' awareness on the importance of schemata in the classroom.
2. The result of this study can be used as a thinking framework for finding out an appropriate classroom design in relation to learning strategies development which benefits both teachers and students.

3. The result of this study can be used as a reference for conducting further relevant research.

1.7.Scopes of the Research

This research limits the scope of this study into some limitations. The first limitation of this study was restricted to the first semester of university students learning English as a foreign language. However, the result might be applicable to the other level of students at other different schools. The second limitation is restricted to the schemata based speaking task.

1.8.Definition of the Terms

- *Schemata* refer to a prior or background knowledge about certain topic.
- *Motivation* explains why people select a particular activity, how long they are willing to persist in it and what effort they invest it.
- *English speaking Task* refers to learners' engagement in using the language for functional purposes which is communication.
- *Speaking performance* can be defined as an action of giving and receiving information through oral production or two ways process between speaker and listener and involves the productive skills and the receptive skill of understanding.

II. LITERATURE REVIEW

This chapter explains the concepts that are related to the research dealing with the concept of schemata, concept of speaking task, concept of motivation and hypothesis.

2.1. Concept of Schemata

Schemata theory is a branch of cognitive science concerned with how brain structures knowledge. A schema is an organized unit of knowledge for a subject or event. It is based on past experience and is accessed to guide current understanding or action (Thornton, 2010).

In this case, schema has some characteristics which are dynamic, they develop and change based on new information and experiences; guide how we interpret new information and may be quite powerful in their influence; schemata, store both declarative (what) and procedural (how) information. In addition, declarative knowledge is knowing facts, knowing that something is the case; procedural

knowledge is knowing how to do something – perhaps with no conscious ability to describe how it is done.

Declarative schemata may be thought to contain slots, or characteristics and value. For example, a house may be described in term of its materials, such as wood and its part, such as rooms. Materials and parts, are the house schema's slot and wood and rooms are the slot values. Slot may have default values (house purpose: to live in) though houses may also be places of worship or museums. Schema may have parent and child relationship with other schema which inherit or pass on characteristics.

A special slot in each schema points to the superset. Thus scored with the schema for building, the superset of house, we would have features such that it has a roof and walls and that it is found on the ground. Schema allows writers and speakers to make assumptions about what the reader or listener already knows.

1. Schema and Adult Learning and Development

Schema continues to develop over the course of adulthood as our microsystem, and ecosystems change. Even as adults retire and age they are placed in new situations requiring the accommodation and assimilation of new knowledge and experience.

Late-life in particular is full of many complex events, which require learning new or modifying old behaviors, particularly for health, compensation, and

adaptability. For example, changing living arrangement from one's home to an assisted living facility is complex and stressful, and challenges existing coping strategies and requires adaptive compensation (Thornton, 2010).

Schemata theory reinforces the importance of prior knowledge to learning and the use of tools such as advance organizers and memory aids to bridge new knowledge to older knowledge stored in schema.

In post-formal thought we are better able to balance two contradicting schema by preserving both separately, until the ability to maintain a relativistic outlook decreases with age.

2. Schema and Culture

There are two aspects to schema and culture. First, we develop schema for our and other cultures. We then may develop a schema for cultural understanding.

Cultural information and experiences are stored in schema and support cultural identity. The nature of schema works to support one's own culture identity. Once a schema is formed it focuses our attention on aspects of the culture as experienced and by assimilating, accommodating or rejecting aspects which don't conform "A schema for understanding culture s culture-general – that is, it reflects knowledge that applies to all cultures" (Renstch, et.al. 2009).

A schema for cultural understanding contrasts with the rigid structure of a stereotype. A schema for cultural understanding is more than just a stereotype about the members of a culture. Whereas stereotypes tend to be rigid, a schema is dynamic and subject to revision. Whereas stereotypes tend to simplify and ignore group differences, a schema can be quite complex (Renssch, et.al. 2009).

3. Types of Schemata

The types of schemata are adapted from Jing-Tao (2012) who states that there are three types of schemata, namely, linguistics schemata, content schemata, and formal schemata. The researcher uses the types of schemata from Jing-Tao's theory because it is simpler and more complete.

- a. *Linguistic schemata* refer to students' existing language proficiency in vocabulary and grammar. Linguistics knowledge plays an essential role in both receptive and productive role. It effects on how students comprehend what they are reading and listening to. In addition, it effects on how the students construct sentences in written and conversation. Furthermore, the more students have linguistic schemata, the easier students master the four English skills. Yet, this research will focus on speaking performance.
- b. *Content schemata* refers to the general information on a given topic, which can help the students to predict and choose information, rule out different interpretation, accelerate their reading speed, develop their comprehension, and to some extent remedy their language effect. In

addition, content schemata include the topic familiarity about previous experience with a field.

- c. **Formal schemata** are background knowledge of organization pattern of different of texts has its own controversial structure, which presents a schema of ways speaker include all necessary information in the topic given. By having formal schemata, students can arrange their ideas in logical ways.

This study will employ the concept of schemata that refers to one's prior knowledge related to things or event. As this research is designing speaking task, the task will be conducted by activating linguistic schemata, formal schemata and formal schemata proposed by Jing Tao (2012).

2.2. Concept of Speaking Task

Speaking is one of important skill that should be though to students. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency (Richards, 2008).

Speaking is an action of giving and receiving information through oral production. Speaking or oral communication is a two way process between speaker and listener and involves the productive skills and the receptive skill of understanding. In this case, in English speaking activity, when a speaker has an intended meaning

to listener, and the communication is understood by both speakers, the speaking activity is considered as success.

Due to speaking is the primary means of communication, the ability of speaking is the most important aspect of language (Heaton, 1975). Through speaking, the interaction in social life will be success. Oral communication serves as the natural means of communication between members of community both for the expression of thought and as a form of social behavior.

These days, teaching speaking is under the concept of communicative competence that is developed under the views of language as context, language as interaction, and language as negotiation. Learning to speak English requires more than knowing its grammatical and semantic rules (Cahyono, Widiati; 2006). Students need to know how native speakers use the language in the context of structured interpersonal exchange. In other words, effective oral communication requires the ability to use the language appropriately in social interactions (Shumin,2002).

There are numerous attempts that have been made to classify the functions of speaking in human interaction. The types of spoken language. Those types are as follows:

1. Monologue

In monologue, when a speaker uses spoken language like speech, lectures, readings, news broadcast and the like. The listener must process long stretches of

speech without interrupting the steam of the speech will go on whether or not the listener comprehends.

2. Dialogue

Dialogue involves two or more speakers and can be subdivided into interpersonal and transactional dialogue. In a dialogue involves two or more speakers to convey propositional or factual information.

In dialogue, there are two kinds of interactions that can be classified as transactional dialogue and interpersonal dialogue. Transactional dialogue refers to a dialogue that speaker simply need to do if he or she wants to get something done. In addition, interpersonal dialogue refers to a dialogue that speaker simply do because there is somebody around her or him. Furthermore, it carried out more for maintaining social relationship than for the transmission of the facts and information.

Moreover, the useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relation, and the transactional functions, which focus on the exchange of information. Three functions of speaking according to Brown and Yule (1983) which each of those speech activities is quite distinct in terms of form and function, and requires different teaching approach, as follow:

1. Speaking as Interaction

Speaking as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engaged in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others.

The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchange may be either casual or more formal, depending on circumstances and their nature. The main characteristics of speaking as interaction can be summarized as follows:

- a. Has a primarily social function
- b. Reflects role relationships
- c. Reflects speakers' identity
- d. May be formal and casual
- e. Uses conversational conventions
- f. Reflects degrees of politeness
- g. Employs many generic words
- h. Uses conversational register
- i. Is jointly constructed

Speaking as interaction is perhaps the most difficult skill to teach since interactional talk is a very complex and subtle phenomenon that takes place under the control of unspoken rules.

2. Speaking as Transaction

Speaking as transaction refers to situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially each other. In such transaction, speaking is associated with other activities. For example, students may be engaged in hands on activities (e.g., in English lesson) to explore concepts associated between speaking and other skills like listening, reading, or writing. In this type of spoken language, students and teacher usually focus on meaning or on talking their way to understanding. distinguishes between two different types of speaking as transaction. The first type involves situations where the focus in on giving and receiving information and where the participants are focus primarily on what is said and achieved. Accuracy may not be a priority, as long as information is successfully communicated or understood. The second type is transactions that focus on obtaining goods or services. The main characteristics of speaking as transaction are:

- a. It has primarily information focus
- b. The main focus is on the message and not the participants
- c. Participants employ communication strategies to make themselves understood
- d. There may be frequent questions, repetitions, and comprehension checks, for example is the proceeding of classroom lesson
- e. There may be negotiation and digression

- f. Linguistic accuracy is not always important

Speaking as transaction is more easily planned since current communicative materials are a rich resource of group activities, information gap, or role plays that can provide a source for practicing how to use talk for sharing and obtaining information.

3. Speaking as Performance

The third type of speaking that can be usefully distinguished has been called speaking as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Speaking as performance tends to be in the form of monologue rather than dialog, often follows a recognizable format (e.g., a speech of welcome, telling the story, the presentation of chart), and it also closer to written language than conversational language. The main characteristics of speaking as performance are:

- a. focus on both message and audience
- b. Predictable organization and sequencing
- c. Importance of both form and accuracy
- d. Language is more like written language
- e. Often monologue

Teaching speaking as performance requires a different teaching strategy. They are initially, speaking as performance needs to be prepared for and scaffolded

in much the way as written text, and many of the teaching strategies used to make understandings of written text accessible can be applied to the formal uses of spoken language. According to the explanation above, the writer assumes that speaking process in this research is based on the third functions of speaking which emphasize the teaching learning process on the students' understanding and the students' speech performing (making presentation).

In this case, this study will focus on both monologue and dialogue spoken language with emphasize on gaining the function of speaking which are as interaction, as transaction and as performance.

Furthermore, based on Syakur (1987) there are five components of speaking as follows:

1. Comprehension

For oral communication, it certainly requires a subject to respond to speech as well as to initiate it.

2. Grammar

It is needed for students to arrange a correct sentence in conversation. In this case, the student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. This utility of grammar is also to learn to the correct way to gain expertise in a language in oral and written form.

3. Vocabulary

One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.

4. Pronunciation

Pronunciation is the way for the students' produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

5. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "urns or ers. These signs indicate that the speaker does not have spend a lot of time searching for the language items needed to express the message.

In addition, if we are to raise our expectations for oral competence in communication, we must lower our expectation for structural accuracy. And those three terms will be explained below and all those three terms will be evaluated by using the oral ability scale:

1. Pronunciation

Pronunciation, or the sound of speech, can refer to many features of speech such as pitch, volume, speed, pausing, stress, and intonation (Luoma, 2004: 11). In teaching speaking, students then need to be made aware of the entire features of speech as they will impact on their understanding of speech or the meaning they convey in speech.

Examples:

Back/bæk/ Bag/bæg/

Clock /kl k/ Clog /kl g/

It is one of the most important elements of successful speaking. It is extended to which speaker interacts with other in normal speed, apparently confidence, and freedom from excessive pauses or vocabulary searches. Hammerly (1991) in Bailey (2006) notes that laypersons use fluency to mean “speaking rapidly and well”, even in describing the pictures. If when describing the picture, the students did not say any interjection or freedom from vocabulary search in making sentences or spoken language, it means that students’ fluency is good enough.

2. Comprehensibility

Comprehend means understand fully. Heaton denotes that comprehensibility is the ability of making someone understands in general meaning. It means that comprehensibility is the ability to make the others understand by what we say and deliver. By knowing the real meaning of comprehensibility, the

students are expected to make spoken language as clear as possible before it delivered in order to make the other understand it. In this case, the students will be trained to choose the suitable words to make their spoken language clearly enough to be understood. They also trained to know the real meaning of the words that they use in order to release them from confusing state.

Examples:

She drives on the right

My brother always looks right for my father

Both sentences used the same word. However, we know that both sentences have different meaning. Hence, the students should have comprehensibility to make them understand and also understood by each other, and we usually called this situation by negotiating meaning. Negotiating of meaning in interactions is defined as a series of exchange conducted by addressors (speakers) and addressees (listeners) to help themselves understand and understood by their interlocutors. In this case, when the speakers and listeners are involved in an interaction, both of them as interactions work together to solve any potential misunderstanding and non understanding that occurs, by checking each other comprehension, requesting clarification and confirmation and by repairing and adjusting speech. In teaching learning process, the students are actively engaged in negotiating meaning, in trying themselves to be understood, even when their knowledge of the target language is incomplete because they learn communicate by communicating

Based on the definition above, the researcher can conclude that speaking is important means of direct communication that referred to the productive and expressive activity. In this case students are expected to be able to express their ideas, feeling, and thought spoken language.

In evaluating the students' speaking score, the researcher and another rater based on their judgment by considering some basic aspects of speaking that showing accuracy of pronunciation, fluency, grammar, comprehensibility and vocabulary Hariss (1969). The following marking scheme (using a 5-point scale) in table 1:

Table 1: Modified from testing English as a Second Language Hariss (1969)

Pronunciation	
5	Has few traces of foreign accent
4	Always intelligence though one is conscious of a definite accent
3	Pronunciation problems require concentrated listening and occasionally lead to misunderstanding
2	Very hard to understand, because of pronunciation problem most frequently is asked to be repeated
1	Pronunciation problem, so severe us to make speech virtually unintelligible
Fluency	
5	Speech is fluent and effortless as that of native speaker
4	Speed of speech seems to be slightly affected by language problems
3	Speed and fluency are rather strongly affected by language problems
2	Usually hesitant; often forced into silence by language problems
1	Reporting information is so halting and fragmentary as to make reporting information virtually impossible
Comprehension	
5	Appears to understand everything without difficulty
4	Understand nearly everything at normal speed
3	Understand most of what is said at slower-than-normal speed with repetition
2	Has great difficulty following what is said; can comprehend only reporting information slowly and with frequent repetition
1	Can not be said to understand even simple reporting information
Grammar	
5	Makes few noticeable errors of grammar or word order
4	Occasionally make grammatical error

3	Makes frequent error of grammar and word order which occasionally obscure meaning
2	Grammar and word order error make comprehension difficult
1	Error in grammar and word order so severe as to make reporting information Unintelligible
Vocabulary	
5	Use vocabulary and idioms is virtually that of native speaker
4	Sometimes uses inappropriate terms or must rephrase idea
3	Frequently uses the wrong words; reporting information somewhat limited because of inadequate vocabulary
2	Misuse of words and very limited vocabulary make comprehension quite difficult
1	Vocabulary limitation so extreme as to make reporting information virtually Impossible

Speaking task can vary that the students can do. Most are conducive to either formal or informal assignments. Some are realistically possible only in smaller classes or recitation sections, while others are appropriate for large lectures as well. Heaton (1975) proposed four kind of tasks to assess the speaking ability; reading aloud, conversational exchange, using pictures and the oral interview.

Reading aloud in which the student is given a short time to glance through an extract before being required to read aloud. In this case, the ability of reading aloud differs greatly from the ability to converse with another person in a flexible, informal way. Reading aloud are generally used when it is desired to assess pronunciation as distinct from the total speaking skills. In order to construct suitable tests or reading aloud, it is helpful to imagine actual situations in real life in which the students may be required to read aloud.

Conversational exchange is presenting the students with situations in which they initiate conversations in any real situation. These are some types of tasks directing the attention of the students to specific language areas and skill; (1) type 1 is

giving a series of situations and are required to construct sentences on the lines of a certain pattern or group of patterns (fully controlled by the teacher); (2) type 2 is similar to the previous type but not as strictly controlled (no model responses are given by the teacher and the students are free to use what ever patterns they wish); (3) type 3 is hearing the stimulus to which the students must respond in any appropriate way (this task often relies on greetings, apologies, acceptable ways of expressing polite disagreement, etc.); (4) type 4 is similar to the previous type of item, but the stimuli and responses from part of a longer dialogue and the situations is thus developed; and (5) type 5 is in the form of incomplete dialogue with prompts whispers in the student's ear.

Using pictures is giving picture, map or diagram to the students and asking them to study for a few minutes; they are then required to describe the picture in a given time. Occasionally, the number of words each student speaks and the errors each student makes are counted by the teacher.

The oral interview is a natural speech situation in which the teacher conducts the class interview about certain issue; can be pair students of interview and teacher – student interview. The scoring of this task is highly subjective based on the teacher's objective of the task.

On the other hand, the tasks proposed by Heaton (1975) are lack of interactive communication aspects. They tend to focus on the pronunciation and grammar, yet ignoring the communicative purpose of speaking. This study will put much

attention on designing speaking task in the form of communication activities and performance.

2.3. Concept of Motivation

Motivation explains what moves a person to make certain choices, to engage in action, to expend effort and persist in action (Dornyei, 2001). These three components of motivation correspond to goals and the initiation and maintenance of learning effort. In this case, motivation often leads the students to gain their goals.

Goals, however, are only effective motivators if they become internalized to some extent (Deci. et, al. 1999 in Karmos, 2011); as assumption which is expressed in Deci and Ryan's (1985) important distinction between intrinsic and extrinsic motivation. Intrinsically motivated students engage in the learning process because they find it interesting and enjoyable; whereas extrinsically motivated learners carry out the learning activity in order to gain a reward or to avoid punishment. In the field of language – learning motivation, intrinsic language – learning goals, which are related to feelings of enjoyment and enhancement experienced during the process of language learning. Although highly motivating goals are conscious and help learners focus their attention on the learning task.

In education psychology, emotional arousal is conceptualized either as the intrinsic enjoyment derived from learning (Ryan and Deci, 2000 in Karmos, 2011) or as an attitude to the object of learning (Ajzen, 2005). In the field of L2

motivation, attitudes have been identified as emotional precursors of initiation of learning behavior.

In addition, there are three important attitudes in his socio-educational model: attitudes to the target language community, attitudes to language learning in general, and attitudes toward the learning situation in particular. Additional key elements of motivation which regulate goal setting and affect the translation of goals into action are personal agency belief, which in educational psychology are embodied in two constructs: self –efficacy beliefs and self-concept. Self-concepts are past-oriented because relevant information and experiences need to be processed by self-schemas and these schemas are created from individual past experiences in a particular domain (Bong and Skaalvik, 2003). In the field of L2 motivation, the best known parallel of personal agency of beliefs is in the L2 ‘motivational self-system theory’ proposed by Dornyei (2005), who argues that attributive theory successfully links people’s past experiences with their future achievement effort. The ought-to self contains ‘attributes that one believes one ought to process (i.e. various duties, obligations, or responsibilities) in order to avoid possible negative outcomes’ (Dornyei, 2005) associated with not being able to speak the L2 in question.

Motivation is also strongly influenced by social and contextual factors. Students’ immediate environment: their family and friends play an important role in goal setting, attitude information, and influencing students’ self – efficacy beliefs and the effort and the persistence with which they carry out a learning activity. The

effect of milieu on language leaning was recognized in the early work of Garner (Gardner & Lambert, 1959; Gardner,1985 in Karmos, 2011), who highlight the significant effect of parental encouragement and praise on students' motivated behavior. Subsequent models of motivation also included the role of motivation. The construct of parental encouragement has subsequently been used in a number of research projects. Further external influences on motivation include the school environment in which the teachers, the peer-group, and the instructional materials seem to be the most influential factors (Dornyei, 1994). Most theories of L2 – learning motivation, but not all, include all the aforementioned important components of motivation: goals, emotional arousal, and self – related beliefs, but some of the models proposed in the field of SLA merely identify and list these components.

Reffering to some theories of motivation above, this research focuses on how the teaching and learning process can improve students' motivation in learning English. The theories that will be employed in this research are proposed by Deci and Ryan's (1985, 2000), (Zimmerman, 2008), (Ajzen, 2005), Gardner (1985,2006), Bong and Skaalvik, 2003, and Dornyei, 2005 that students' motivation to learn English rely much on the way or technique of learning conducted by the English teacher.

2.4. Process of Activating Schemata

Activating schema is a concept that revolves around accessing the individual learner's prior knowledge of the information being learned. Although schema is

mainly applied in reading, there is no reason activating schema can't be applied to any of the other four skills. Allowing students to personalize the information is a strong concept to assist learning in a context void of the ability to physically recreate. Prior knowledge of events in the native language (L1) can provide that missing context needed to learn the target language (L2).

Some studies elaborated the process of activating schemata in each language skill. A study of activating schemata in language listening skill conducted by Hu (2012); activating schemata in language reading skill conducted by Mahmood,et.al. (2013); a study of the relation between schemata and listening – speaking input retention conducted by Marzuki,et.al. (2013); and a study of activating schemata in writing conducted by Sun (2014). In addition, all of the studies put the activating schemata on the pre – teaching activities. Brainstorming is the best process to do activating schemata; it should occur at the beginning of the lesson. The teacher should plan the schema activity before the teaching portion of the lesson. Whether this is the first segment of the lesson plan, or after the review segment, is up to the teacher.

In this case, the purpose of activating schema is to have the learner recreate an experience so new information can be associated with what is already known. Since students come from different backgrounds with different experiences, the past becomes the glasses in which learners view the world and what they are learning.

Although all language skills require activating schemata at the beginning of the lesson, each skill has specific process. They are elaborated as follows:

Reading: This can be used with all levels of reading from students to adults. If children are going to read a book about taking care of pets and loving them properly, then the teacher may start by asking students questions like:

- Do you have a pet?
- What kind of pet?
- How do you show the pet love?
- Does your pet make a mess?

These questions will allow the students to think of their personal association with pets, so they can frame the information in a prior understanding of what is coming. Also, introducing pictures can really aid this activity.

Writing: Writing is another skill that the activation of schema is generally applied. High school students may have to write a dialog about restaurants and receiving bad service. The students may have experienced this in the past, so the teacher asks them to think:

- Have you ever received back service in a restaurant?
- How did you feel?
- How did you handle the situation?
- Did you handle it correctly?
- Would you do anything differently?
- What's the best way to handle problems?

After having the students talk about their own experiences, the teacher has the students, in pairs, create a story of two superheroes receiving bad service in a restaurant and how they react. The students now have a frame of reference regarding problems and can creatively combine that with superhero attributes to produce some creative pieces of writing.

Listening: Listening is a skill in which activating schema is not normally promoted, but it's easy to implement. If the listening lesson is about ordering food at a restaurant, then the teacher can first play the background sounds of a restaurant and have the students guess what sounds they are hearing. After the students guess the sound, the teacher can then ask the students to talk about the steps of entering a restaurant, being seated, and ordering food. After the students have talked about the information which they know from personal experience, the teacher has the students listen to the dialog and asks question.

- What did the hostess ask when the couple entered the restaurant?
- How did the couple respond?
- Where did the couple want to be seated?
- What did the waiter say when he first approached the table?

This can have many more questions and students will already know part of the answer from experience, so the listening and understanding of information becomes easier for the students.

In addition, covering key vocabulary words can be beneficial for activating schema in a listening activity.

2.5. Designing Schemata – Based Speaking Task

Schemata – based speaking task is a speaking task that is designed by activating students' schemata. Process of activating schemata is mostly conducted at the beginning of the lesson or pre-task as the brainstorming (Sun,2014).

Speaking is the skill where activating schema may be a little difficult for certain aspects. Grammar classes may be difficult to activate schema, but with grammar classes, the teacher can create activities to test the students understanding of the grammar concept which may be related back to personal experience. It can be tricky depending on the complexity of grammar. The past tense may be easy, but modals might be a little more difficult.

However, task-based learning, discussions, and debates fit very well into the activation of schema theory.

Providing vocabulary words: The teacher wants to instruct a lesson regarding an injury and going to the doctor to describe what is wrong. The teacher can do the same as in the listening section and have the students talk through the steps, or the teacher can give the students a list of key vocabulary words and elicit what the topic is about. The vocabulary words should instinctively create knowledge of the topic because the student has experienced the meanings in a specific situation. For example, bone, broke, x-ray, cast, ground, jump, etc.

Discussions/debates: If the teacher is instructing university students and the topic is how to tell other people bad news, then the spectrum of bad news needs to be

narrowed down. Bad news could consist of one's dog dying, being rejected from a favorite school or a family member having a terminal disease. Therefore, a good schema activity may be needed to help students understand what will be discussed.

The focus will be rejecting someone who likes you. As university students, they will probably understand this concept well. Have the students view the picture below and talk about what they see and know from the picture. Then read the students this short blurb.

- Why does Fred think the date is going so well?
- What does Terry's smiling mean?
- Why is Terry trying to remain pleasant?
- What should Terry say to being asked out again?

Here the students will have to understand that signals were misinterpreted, Terry didn't want to offend Fred, how these situations are uncomfortable, and how to tell bad news without hurting feelings. The educator can provide instruction on ways to let others down, or have a class debate about the proper way to let others down easily. The key is allowing the students to be personally involved with understanding the subject matter and discuss it.

In addition, It should be noted that stories like this can focus on information told in the story or information the students understand from reading between the lines. This depends on the focus of the lesson and what the educator is trying to accomplish as activating schema is harvesting what the student already knows.

Providing pictures: Providing pictures at the beginning of the lesson might help the students to visualize their schemata. Teacher can show the picture of certain place before leading the students to the topic will be discussed. The students will bridge the previous knowledge to the coming knowledge.

Providing videos: video is more interesting than pictures. Students will get easier to visualize their schemata. Furthermore, even they don't have the same schemata yet, providing videos will activate their schemata. The next step becomes the teacher's role to lead the students to speaking activity.

Providing text: providing text might be difficult to grab the students' understanding. It is because the vocabulary might be difficult to the students. Yet, the students will activate their schemata once they understand the text. It becomes the teacher's responsibility to help the students get the point of the text.

In this case, in activating schemata process by reading texts, pictures, vocabulary words, listening to sound, oral stories and authentic materials (maps, menus, newspaper articles, etc.), teacher must be aware of what the students possibly have or have not experienced when constructing a lesson with a schema activity. A group of seven-year old students will have no understanding of calling a travel agency and ordering tickets to go to Rome, so a schema activity or a lesson about traveling abroad would be pointless. There are times when the lesson is age appropriate and the schema activity is appropriate, but the students haven't experienced the situation or have a drastic view that distorts what the teacher is trying to produce.

Ultimately, activating schema is a winning situation for students as it enables them to personalize the information as it is connected to real experiences. It's a win-win situation for the student and the educator.

In addition, this study will design 5 lesson plans which focus on the process of activating schemata which are providing vocabulary list in lesson plan 1, providing pictures in lesson plan 2, videos in lesson plan 3, text in lesson plan 4 and discussion or debate in lesson plan 5. Each lesson plan will be compared to others to see which one gives the significant effect to the students' motivation and speaking performance.

2.6. Theoretical Assumptions

Speaking is one of important skill that should be though to students. Speaking a language fluently is one of the fundamental goals of most L2 learners, and it often amounts to knowing that language. In this case, in line with the previous theories, speaking ability deals with on how the students communicate by using English fluently. Yet, the task given by the teachers drive the student to use the language passively. In this case, the researcher justify that the speaking tasks that mostly used by most teachers in Indonesia neglect the students' schemata. Thus speaking English seems to be difficult and unreachable for the students.

In line with that case, schemata also have relationship to speaking ability. Content schemata in speaking ability help students' to communicate easily with other students. It is used to understand the knowledge of the topic of speaking. If students have background knowledge of topic being discussed they will know

what kind of message they can deliver. Formal schemata also has correlation, it is used to deliver the message in right order of ideas so the listener will understand easily the message from the speaker.

Linguistic schemata also correlate to speaking ability. The language proficiency in grammar and linguistic enable students to convey their conversation easily with appropriate vocabulary and grammar. Students will be able to speak if they have sufficient vocabulary. Vocabulary is a component in language that cannot be separated when learning the language. While grammar helps students to construct the appropriate sentence to produce good and meaningful sound.

In addition, schemata will help the students easy to speak by using English because it is not too difficult for them to understand. The speaking activity will be more interesting and it will increase their motivation in using English as a mean of commutation. Thus, the more the students use English with the communicate purpose, the more fluent their speaking ability is.

2.7. Hypothesis

Based on the theoretical assumption above, the researcher formulates the hypothesis as follow:

“There is positive effect of speaking tasks based on students’ schemata on students’ motivation and speaking performance in EFL of Indonesian Context and there is one task enhance the students’ speaking performance more that the other tasks”

This chapter has elaborated some theories related to this study. This chapter tries to accumulate some theories which come from several theories from some books, journals and articles.

III. RESEARCH METHODS

This chapter deals with the research design, population and sample, variables, data collecting techniques, instrument, criteria of speaking test, research procedures, data analysis, and hypothesis testing.

3.1. Research Design

The present study used quantitative and qualitative approaches. That was because both approaches were appropriate to answer stated research questions in the first chapter. To answer the first research question, this study belonged to qualitative one. The researcher used descriptive qualitative method by analyzing the process of the schemata-based task effect the students' motivation and speaking performance effectively. In addition, the researcher also conducted an observation to investigate it. Then, to answer the second, third and fourth research questions, this research belonged to quantitative one. The design of the research was presented as follows:

1st Class :Schemata based speaking task by using video

T1 : Pre test

X1 : First treatment

X2 : Second treatment

T2 : Post Test

2nd Class : Schemata based speaking task by using word list

T1 : Pre test

X1 : First treatment

X2 : Second treatment

T2 : Post Test

3rd Class : Shemata based speaking task by usning text

T1 : Pre test

X1 : First treatment

X2 : Second treatment

T2 : Post Test

3.2. Subject of the Research

The subject of the research was chosen purposively at two classes of the 1st year of college students in Tertiary Education Level at Darmajaya Bussiness and Institute who are taking English Language class in 2016/2017 academic year in the odd semester. They were taking management informatic system major.

There were three clases consisted 20 students in each. There were 60 students who were involved in this research. 20 students belonged to first treatment class, P23, by activating schemata trhrough reading text, 20 students belonged to second

treatment class, P19, by activating schemata through watching videot and 20 students belonged to third treatment class, P18, by activating schemata through providing word list.

3.3. Variables

This research consisted of the following variables:

1. Schemata-based task as Independent Variable (X).
2. The students' performance as Dependent Variable (Y).
3. The students' motivation as Attributive Variable (Z)

3.4. Data Collecting Techniques

To collect the data, the techniques employed were as follows.

1. Administering Motivation Questionnaire

Before conducting the treatment, the researcher administered the motivation questionnaire to the students. Administering the questionnaire was aimed to know the students' motivation before getting the treatment.

2. Conducting Observation

Observation was done simultaneously while the researcher was conducting the treatments. The researcher observed the students' performance while interacting (dialogue) or presenting (monologue) the speech. was two aspects the researcher focus on students' motivation and speaking performance. While having observation, the researcher took note on those two aspects. In this case,

the researcher was the participant observer in which she involved in the research and conducted the observation at the same time.

3. Conducting Test

Test conducted before and after the treatments. The tests were scored based on evaluation test schema proposed by Harris (1969).

3.5. Instruments

There are two instruments used in the present study as follows.

1. Test

It deals with pretest and posttest. The students were asked to choose one of the topics given and presented it based on the topic they chose. The topics were figured out in form of card that they might be not familiar with. Each student performed for 5 minutes. The researcher then evaluated their test in accordance with some aspects of speaking performance adapted from Harris (1969), pronunciation, comprehensibility, grammar, vocabulary and fluency as follows:

Table 1. Modified from testing English as a Second Language Hariss (1969)

Pronunciation	
5	Has few traces of foreign accent
4	Always intelligence though one is conscious of a definite accent
3	Pronunciation problems require concentrated listening and occasionally lead to misunderstanding
2	Very hard to understand, because of pronunciation problem most frequently is asked to be repeated
1	Pronunciation problem, so severe us to make speech virtually unintelligible

Fluency	
5	Speech is fluent and effortless as that of native speaker
4	Speed of speech seems to be slightly affected by language problems
3	Speed and fluency are rather strongly affected by language problems
2	Usually hesitant; often forced into silence by language problems
1	Reporting information is so halting and fragmentary as to make reporting information virtually impossible
Comprehension	
5	Appears to understand everything without difficulty
4	Understand nearly everything at normal speed
3	Understand most of what is said at slower-than-normal speed with repetition
2	Has great difficulty following what is said; can comprehend only reporting information slowly and with frequent repetition
1	Can not be said to understand even simple reporting information
Grammar	
5	Makes few noticeable errors of grammar or word order
4	Occasionally make grammatical error
3	Makes frequent error of grammar and word order which occasionally obscure meaning
2	Grammar and word order error make comprehension difficult
1	Error in grammar and word order so severe as to make reporting information Unintelligible
Vocabulary	
5	Use vocabulary and idioms is virtually that of native speaker
4	Sometimes uses inappropriate terms or must rephrase idea
3	Frequently uses the wrong words; reporting information somewhat limited because of inadequate vocabulary
2	Misuse of words and very limited vocabulary make comprehension quite difficult
1	Vocabulary limitation so extreme as to make reporting information virtually Impossible

Since test was a subjective test, the students' speaking performance were scored by two raters; the first was the researcher and the second was the student of Master Program of English Education at Lampung University. It stated that in scoring students' ability, the researcher will use Inter-Rater.

Then, the scores from the two raters combined and the average score was taken as the final score. The possible score gained by students based on the criteria above ranks from 0 - 100. To help the raters in scoring the students' score, the arrangement of the score could be seen on Table 3.2. below:

Table 2: Scoring System

No.	Ss' Code	P (1-5)		F (1-5)		C (1-5)		G (1-5)		V (1-5)		Total Score (0-100)		Average Score
		R1	R2	R1	R2	R1	R1	R2	R2	R1	R2	R1	R2	

Notes:

P : Pronunciation

F : Fluency

C : Comprehensibility

G : Grammar

V : Vocabulary

In addition, the following statistical data presents the reliability of interrater scoring. It was measured using SPSS systematic measures.

Tabel 3: Systematic Measures of Interrater Reliability Speaking Performance Pre-Test

		Value	Asymptotic Standardized Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	,772	,057	17,086	,000
N of Valid Cases		60			

From systematic measures of interrater reliability speaking performance pre-test table, we can see the coefficient kappa value is 0.772 which is >0.6 and the significance is 0.000 which is <0.05 . It means the interrater pre-test scoring was reliable.

Table 4: Systematic Measures of Interrater Reliability Speaking Performance Post-Test

	Value	Asymptotic Standardized Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement Kappa	,640	,067	13,815	,000
N of Valid Cases	60			

From systematic measures of interrater reliability speaking performance post-test table, we can see the coefficient kappa value is 0.640 which is >0.6 and the significance is 0.000 which is <0.05 . It means the interrater pre-test scoring was reliable.

2. Observation

Observation was used in this research to find out the qualitative data, which was, how schemata-based instructions will effect students' motivation and performance. In this study, the researcher acted as a participant observer in collecting the data. The activities were done by the students in teaching and learning process observed. In addition, the researcher involved another observer to validate the data collected, that is, the researcher's assistant as the non-participant observer, Ms. Fefiyana, S.Pd., who shared the same understanding about the objectives of the research and was also regarded as the capable observer.

In addition, during conducting the observation, the researcher focused on three aspects which were students' motivation, students' speaking performance and whether the schemata-based speaking task has already applied or not. To make sure whether schemata-based speaking task has already applied or not, this research used observation sheet. The observation sheet was mainly arranged based on the theory of tasks which were proposed Richard (2008) and the theory of schemata which were proposed by Jing-Tao (2012).

3. Motivation Questionnaire

This research administered motivation questionnaire before and after the treatment. This questionnaire contained 20 items. 5 items were based on Deci and Ryan' (1985, 2000) theory of intrinsic motivation, 5 items were based on Zimmerman's (2008) theory of the relation between motivation and students' attention, 2 items were based on Ajzen's (2005) theory of motivation and attitude, 3 items were based on Garner's (1985, 2006) theory of motivation and socio-educational model, 2 items were based on Bong and Skaalvik's (2003) theory of the relation between motivation and students' past experience and 2 items were based on Dornyei's (2005) theory of motivation and socio – contextual factors.

The questionnaire was valid due to full fill the content validity in statistical data and proven by statistical data. In this case, the reseacher used Cronbach's Alpha to check whether the queationnaire was valid or not. The data was presented as follows:

Table 5: Reliability Statistics of Motivation Questionnaire

Cronbach's Alpha	N of Items
,813	20

From Reliability Statistics of Motivation Questionnaire table, we can see the the Cronbach's alpha is 0.813. It means the questionnaire was reliable due to the category of significant level should be <0.6 .

3.6. Criteria of Test

A good speaking test must be valid and reliable. The following things were the criteria of a good test.

1. Validity

Validity refers to the extent to which the test measures what is intended to measure. A test can be said valid if the test measures the object to be measured and suitable for the criteria. In this case, the object of the test in this study is speaking performance. Thus, the test conducted by asking the students to speak. In addition, there was no paper-based test in this study.

In addition, the researchers used face, content, and construct validity. To get face validity, the instruction of the test was previously examined by the advisors to check whether it has been clear and understandable to do by the students or not.

Then, content validity emphasizes on the equivalent between the treatment that was given and the test. Simply, the test represented the material that has been taught. In addition, to get the content validity of speaking test, the material and the test was composed based on Harris (1969) theory of oral production test.

For construct validity, it concerned with whether the test is actually in line with the theory of what speaking is. It means that the test measured certain aspects based on the indicator. The researcher will examine it by referring to the theories of aspects of speaking proposed by Harris (1969) which were pronunciation, fluency, comprehensibility, grammar and vocabulary.

2. Reliability

Reliability refers to the extent to which the test is consistent in its score and gives us an indication of how accurate the test score are (Hatch and Farhady, 1982: 244).. In this research, inter-rater reliability was used. It refers to the concern that students' score may vary from rater to rater. Besides, in order to find the coefficient of the correlation between the two raters, the data was caclulated by using SPSS with the detail interpretation as follows:

0.0000 – 0.2000 = Very Low

0.2000 – 0.4000 = Low

0.4000 – 0.6000 = Medium

0.6000 – 0.8000 = High

0.8000– 1.0000 = Very High

3.7. Research Procedures

The researcher used the following procedures in order to collect the data:

1. *Determining the research problem*

The main concerns of this research were how schemata-based task affect the students' motivation and performance and whether schemata-based task effect students' motivation and performance.

2. *Determining the subject of the research*

The subject of the research was chosen purposively at three classes in Tertiary Education Level at Darmajaya Bussiness and Institute who were taking English Language 2 in 2016/2017 academic year in the odd semester. Three classes were choosen as treatment class. They were P18, P19 and P23 classes. These three classes were homogeneous. There were two considerations in determining the samples homogeneity, which are the students' schemata similarity and students' speaking performance as well as students' motivation.

The students' schemata similarities were described based on their major of the study. The samples were students' of Management at Informatics and Business of Darmajaya. They were in the second semester or in the same level of study. In addition, the samples were homogeneous in term of speaking performance and motivation level. The data of samples' homogeneity is presented as follow:

Table 6: Test of Homogeneity of English Speaking Performance Level

Levene Statistic	df1	df2	Sig.
,667	2	57	,517

The significant level of the sample is more than 0.05 which is 0.517. The table draws a conclusion that the samples in term of speaking performance are homogeneous. All the classes have the same level of speaking performance.

The homogeneous of students' motivation is presented at the following table:

Table 7: Test of Homogeneity of Students' Motivation

Levene Statistic	df1	df2	Sig.
2,062	2	57	,137

The significant level of the sample is more than 0.05 which is 0.137. The table draws a conclusion that the samples in term of motivation are homogeneous. All the classes have the same level of motivation.

3. *Selecting the material*

The materials of this research selected based on the Darmajaya Language Center syllabus for the second semester of the students. The topic were developed were *corruption and skills*. The sub-topic of the research was giving opinion.

4. *Administering tests before the treatments*

Before conducting the treatments, there was a pretest. The students were asked to choose one of the topics given and presented it orally based on the topic they chose.

5. *Conducting treatments*

In this research, the treatments conducted within two meetings to every task which took 150 minutes for every meeting. The elaboration of the treatments as follows.

Table 8: Treatment Schedule

Class/Class	Treatment	Day/Date	Topics
P18/	1st Treatment	Thu/15th June	Giving Opinion on Corruption in Indonesian Context
Task 1: Schemata based speaking task by using video	2nd Treatment	Wed/5th July	Giving Opinion on Skills
P19/	1st Treatment	Thu/15th June	Giving Opinion on Corruption in Indonesian Context
Task 2: Schemata based speaking task by Text	2nd Treatment	Wed/5th July	Giving Opinion on Skills
P23/	1st Treatment	Thu/15th June	Giving Opinion on Corruption in Indonesian Context
Task 3: Schemata based speaking task by word list	2nd Treatment	Wed/5th July	Giving Opinion on Skills

6. *Conducting observation*

Observation was done simultaneously while the researcher was conducting the treatments. The researcher as the participant observer, and non-participant

observer observed the students' activities in the application of schemata-based speaking task. Observation sheet, in the form of a checklist, was used to observe them. Definitely, its purpose was to investigate how schemata could affect the students' speaking performance and students' motivation.

7. *Administering speaking tests after the treatments*

After conducting the treatments, there was a speaking posttest. The students were asked to choose one of the topics and performed it based on the topic they chose.

8. *Analyzing the data*

The last but not least step of the research was analyzing the data. In this step, the researcher draw conclusion from the tabulated results of the tests that had been administered. The researcher examined the students' works based on the guidance from scoring rubric of speaking in terms of pronunciation, fluency, comprehensibility, grammar and vocabulary adapted from Harris (1969). In addition, the researcher also analyzed the qualitative data to answer the second, third and forth research questions.

Those seven things, starting from determining the research problem until analyzing the data, were the whole procedures in administering this research.

3.8. Data Analysis

The data in the present were analyzed both quantitatively and qualitatively. To analyze the quantitative data, the researcher used IBM SPSS Statistics 23. The pretest and the posttest results of speaking tests were compared in order to know the gain. The researcher used *Repeated Measure T-test* towards the average scores of the pretest and posttest. The researcher used significant level of 0.05 in which that the probability of error in the hypothesis is only about 5%.

After analyzing the result of students' speaking performance, the researcher also describes how schemata-based speaking task affect the students' motivation and students' speaking performance by analyzing all the students' speaking test result and their pretest and posttest. To answer the second and research questions, whether schemata give significant effect toward students' speaking performance, the researcher employed paired t – test sample. To answer the third research question, whether schemata give significant effect toward students' motivation, the researcher employed paired t – test sample. To answer the fourth research question, which task effect most on the students' speaking performance, the researcher employed one way anova.

3.9. Hypothesis Testing

In line with the research questions proposed in the first chapter, there were three hypotheses as follows.

- 1) There was a significant difference on students' speaking performance before and after the application of schemata-based speaking task.

- 2) There was a significant difference on students' motivation before and after the application of schemata-based speaking task.
- 3) Schemata-based speaking task could help the students produce fluent and comprehensible speaking performance.

To prove the quantitative data of the first hypothesis, IBM SPSS Statistics 23 was used. The hypothesis was analyzed at significance level of 0.05 in which the hypothesis was approved if $\text{Sig} < .$ It means that probability of error in hypothesis was only about 5%. The hypotheses were drawn as follows:

- 4) H_0 : There is no significant difference on students' speaking performance and motivation before and after the application of schemata-based speaking task.
- 5) H_1 : There is a significant difference on students' speaking performance and motivation before and after the application of schemata-based speaking task.

The criteria for accepting the hypotheses are as follows:

1. H_0 is accepted if the t-value is lower than T-table.
2. H_1 is accepted if the t-value is higher than T-table.

For the qualitative data of Hypothesis 1, it does not require statistical calculation. It is answered by analyzing and comparing the data with the original provided text in a form of descriptive qualitative ones.

This was the end of the discussion in this chapter. The methods of this research have been all discussed.

V. CONCLUSION AND SUGGESTION

This chapter consists of two sub chapters. They are conclusion and suggestion of the reseach.

5.1. Conclusion

Considering all the data gathered after finishing the reseach which was conducted in Darmajaya, some conclusion were taken as follows:

1. The reseach queations were to know on how the schemata based speaking task enhance the students' speaking performance and motivation, to find whether the schemata based speaking task enhance the students' speaking performance and motivation and to find which task give significant effect most toward the students' speaking performance. The result and analysis of this research come to the conclusion that schemata based speaking tasks give significant effect toward students' speaking performance and motivation. The task by providing word list give significant effect most in enhancing the students' speaking performance. It is due to this task ask more students' schemata as the learning source than the two other tasks.

2. Activating schemata in speaking skill were different from the reading skill. In reading skill the students' do not need to build the idea but in speaking skill, the steps are *confirming the idea*, *building the idea* and *communicating the idea* or sometimes the steps of *confirming the idea was mixed with the building the idea*. After getting the fixed idea to be delivered, the students will be easier to communicate the idea to their friends.

3. Building the idea becomes the most important part of activating schemata. It involves the tree component of students schemata; content schemata, linguistic schemata and formal schemata. When the three componets of schemata activated, it will be easy for students to communicate their idea.

4. The most important part of this reseach is activating the students' schemata is not enough to enhance their speaking performance and motivation. To make the students speak up, conveying the idea should be trained. They need thecnique to communicate their idea.

5.2. Suggestions

Based on the result of the reseach and the conclussion stated previously, the reseacher would like to propose some suggestions as follows:

5.2.1. Suggestion for the English Teacher

1. Based on the evidence that schemata could be applied to the speaking task, it is suggested for English teacher to design the speaking task which is relevant to the students' schemata. Then it will motivate the students to be more active in the speaking class and make them grasp the conclusion that English is for communication.
2. It is better for English teacher to know their students' schemata. The students' schemata can be gained by knowing their major, their cultural background or highlighting the update information about what is going in global era. In this case, the teacher will be easier to transfer the knowledge to the students.

2.1.3. Suggestion for Further Researcher

Since this research only focus on the significant effect of the general English performance, the researcher suggests for the next researcher to discuss further on what aspect of speaking performance effect most by schemata based speaking task.

REFERENCES

- Alimohadi, Fahime. 2015. Incorporating Schema in the Improvement of Iranian EFL Learners' L2 Speaking Ability. *Journal of Applied Linguistics and Language Research*. 2(8). 100 – 110.
- An, Shuying. 2013. Schema Theory in Reading. *Theory and Practice in Language Studies*. 3(1). 130 – 134.
- Astuti, Sri Puji. 2013. The Teachers' and Students' Perceptions of Motivational Teaching Strategies in an Indonesian High School Context. *TEFLIN Journal*. 24(1), 20 – 34.
- Ajzen, Icek. 2005. *Attitude, Personality and Behavior*. New York: Two Penn Plaza.
- Bailey, Kathleen M. 2006. Issue in Teaching Speaking Skills to Adult ESOL Learners. *Review of Adult Learning and Literacy*. 5 (6).
- Bartlett, F. C. 1932. *Remembering*. Cambridge: Cambridge University Press. Cited in Hui, et.al. 2010. Application of Schemata Theory in Teaching College English Reading. *Canada Social Science*. 6 (1). 59 – 65.
- Bong, Mimi & Skaalvik, Einar M. 2013. Academic Self-Concept and Self-Efficacy: How Different Are They Really?. *Educational Psychology Review*. 15 (1) ,1-13.
- Brown, G. & Yule, G. 2001. *Teaching the Spoken Language*. Cambridge University Press.
- Cahyono, Bambang Y & Widiati, Utami. 2006. The Teaching of EFL Speaking in the Indonesian Context. *Bahasa dan Seni Journal*, 34 (2), 269 – 291.
- Cravotta, Joseph S. 2001. Second Language Acquisition, Schema, and International Tourism. *Bulletin of Osaka Akira College*. 1, 51 – 68.
- Do"rnyei, Z. 2001. *Teaching and Researching Motivation*. Longman Press.
- , 2005. *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. London Publisher.
- Gardner, R. and W. Lambert. 1959. 'Motivational variables in second language acquisition,' *Canadian Journal of Psychology* 13: 266–72. Cited in Karmos, Judit, et.al. 2011. System of Goals, Attitude, and Self-related Belief in Second-Language-Learning Motivation. *Applied Linguistics*.

35 (5), 495 – 516.

- Harris, David P. 1969. *Testing English as a Second Language*. Georgetown University.
- Hamed, Akbari, et.al. 2014. The Role of Formal Schemata in the Development of Precise Writing in an Iranian RFL Context. *Procedia-Social and Behavioral Sciences*.98, 207 – 211.
- Heaton, J.B. 1975. *Writing English Language Tests*. New York: Longman Press.
- Hui, et.al. 2010. Application of Schemata Theory in Teaching College English Reading. *Canada Social Science*. 6 (1). 59 – 65.
- Huda, N. (1997). A national strategy in achieving English communication: ability.Globalization perspectives. *Jurnal Ilmu Pendidikan*, 4, 281 – 292.
- Hu, Xiaoli. 2012. The Application of Schema Theory in College English Listening Teaching. *Theory and Practice in Language Studies*. 2 (2), 282 – 288.
- Jing-Tao, Liu. 2012. Schema Theory and Its Instructional Applications of EFL. *US-China Foreign Language*. 10 (2), 915 – 920.
- Karmos, Judit,et.al. 2011. System of Goals, Attitude, and Self-related Belief in Second-Language-Learning Motivation. *Applied Linguistics*. 35 (5), 495 – 516.
- Larson, Kasey. 2014. Critical Pedagogy (ies) for ELT in Indonesia. *TEFLIN Journal*. 25 (1). 122 – 140.
- Lie, Anita. 2007. Education Policy and EFL Curriculum in Indonesia: Between the Commitment to Competence and the Quest for higher Test Scores. 18 (1). 1 – 17.
- Liu, Jun. 2001. *Asian Students' Classroom Communication Patterns in U.S. Universities*. USA: Ablex Publishing.
- Luoma, Sari. 2003. *Assesing Speaking*. Cambridge University Press.
- Mai, et.al. 2014. Enhancing Listening Performance through Schema Construction Activities. *Journal of Language Teaching and Reseach*. 5 (5).
- Mahmood, et.al. 2013. The Role of Schrma or Background Knowledge Activation and Graphic Organizer on Increasing Iranian EFL Learner's Reading Comprehension. *European Online Journal of Natural and Social Sciences*. 2 (2), 229 – 241.

- Marcellino, M. 2008. English Language Teaching in Indonesia: A Continues Challenge in Education and Cultural Diversity. *TEFLIN Journal*. 19 (1). 57 – 72.
- Marzuki, Ernisa.,et.al. 2013. Schema Influence on Listening and Speaking Input Retention. *Issues in Language Studies*. 2(2). 53- 69.
- Maulana, et.al. 2016. Students' Views on EFL Speaking Problems. *Proceeding of the First Reciprocal Graduate Symposium between University Pendidikan Sultan Idris and Syiah Kuala University*. 1 (1), 34 – 59.
- Nishida, Hiroko. 1999. A Cognitive Approach to Intercultural Communication Based on Schema Theory. *International Journal*. 23 (5). 753 – 777.
- Rentsch, et.al. 2009. *Identifying the Core Content and Structure of Schema for Cultural Understanding*. United States Army Reseach Institute for the Behavioral and Social Sciences.
- Richards, Jack C. 2008. *Teaching Listening and Speaking from Theory to Practice*. Cambridge University Press: New York.
- Ryan, R. M. and E. L. Deci. 2000. 'Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being,' *American Psychologist* 55: 68–78. Cited in Karmos, Judit,et.al. 2011. System of Goals, Attitude, and Self-related Belief in Second-Language-Learning Motivation. *Applied Linguistics*. 35 (5), 495 – 516.
- Sayuri. 2016. English Speaking Problems of EFL Learners of Mulawarman University. *Indonesian Journal of EFL and Linguistics*. 1(1) 47 – 62. 1042 – 1051.
- Shen, Y 2008. An exploration of schema theory in intensive reading, *English Language Teaching*, 2. 104-107, 2008.Cited in Munsakorn, N. 2015. Schemata as a Springboard for Professional Reading Competence: Activating Schema via Self-Generated Queationing. 5(4). 270 – 273.
- Sun, Fushan. 2014. The Application of Schema Theory in Teaching College English Writing. *Theory and Practice in Language Studies*. 4 (7), 1476 – 1482.
- Thornton, James E & Collins, John B. 2010. *Adult Learning and Meaning – making in Community – based Guided Autobiography Workshops*. Canadian Counsil on Learning.
- Tyagi, Kavita. 2012. *Basic Technical Communication*. New Delhi: PHI Learning Private Limited.