

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter discusses the theories based on the problems. The theory is about theory of motivation and the role of teacher. It will explain bellow this.

#### **A. Theory of Movie.**

Movies are a repository of authentic text, which has wonderful power not only to entertain people but also to provide them with various kinds of ideas and inspiration. Since many teachers regard the utilization of movies as an entertaining and effective method in their language classrooms, movies have been used to simple source of teaching authentic everyday conversation. Using movies and multimedia in language teaching allows the possibilities for second or foreign language learners to acquire more genuine and useful learning materials. It also helps students understand the target people and culture as well as learn the target language. In spite of some limitations, implementing movies or multimedia in the language classroom offers a great opportunity and potential to language teachers and learners.

However, few teachers consider movies as critical texts to inspire their teaching or as a tool to help them reflect their own teaching practice. A lot of researchers have tried to describe the benefit of using movies in specific teaching situations for specific linguistic purposes. Although there isa lot of research related to the implementation of movies or multimedia in language

learning and teaching, most of the publications have centered on how movies can be used effectively to teach a foreign language.

In fact, from pedagogical perspectives and language teaching theories and methods, the repository can provide English teachers with authentic materials in understanding language teaching theories and methods, and help them contemplate their own teaching practice. Along with the development of the information and communication technology, language teaching theories and practices have evolved from the behavioral perspectives to the cognitive framework to the socio-constructivist perspectives.<sup>1</sup>

#### Definition of Movie.

Movies are entertainment. Movies are documents of their time and place. Movies are artistic forms of self-expression. Movies are a repository of authentic text, which has wonderful power not only to entertain people but also to provide them with various kinds of ideas and inspiration. Movies we see at theatres, on television, or home video are typically narrative films. Identifying the content, whether explicit, implicit, or symptomatic, with a certain attitude you perceive the film takes (whether by its writer and/or its director), is an interpretation of its ideological meaning.

Many films are overt attempts by their filmmakers to persuade audiences to their points of view. Others are more interested in raising various issues for audiences to think about. These may be less heavy

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<sup>1</sup> Robert, *Film and Theory an Anthology*, 2000, New York University: BLACKWEL, P.158

handed in supporting one view or another, and sometimes even come across as ambivalent, depicting opposing viewpoints as each having valid concerns and each having their good and bad points. Still other films express obvious socio political views through their characters, but may appear to contradict them through the actions and ultimate resolutions of the plot, possibly to keep them marketable to a wider public while still raising awareness of the issues. It's up to viewers and critics to determine whether a film is effective at achieving some or all of its intentions, and sometimes even what those intentions might be. Analysis from a variety of approaches can help a viewer realize just what a film is trying to do, and to appreciate it more, whether or not one agrees with it.<sup>2</sup>

#### **B. Theory of Efforts.**

Brophy and Rohrkemp (1981) found that teachers reported a willingness to help students when the student's need for help resulted from low ability or shyness and an unwillingness to help when the need for help occurred because of inattention or lack of effort. Weiner found similar results with college students who were asked if they would be willing to share their class notes with a student who had missed class. Students reported a willingness to share notes if uncontrollable factors prevented the student from attending class and a unwillingness to share

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<sup>2</sup>Robert, *Film and Theory an Anthology*, 2000, New York University: BLACKWEL, P. 170

notes if controllable factors prevented the students from attending class.<sup>3</sup>In learning and teaching, is the most prominent business motivation. With the motivation of students and teachers can be persuaded to work hard to seek knowledge

### **C. Theory of Motivation.**

In education, the problem of motivation has always been an interesting to be discussed. This is because the motivation is seen as one of the factors that very dominant in determining whether or not the purpose of education achieved. Although it is recognized that the intellectual capabilities of a general nature (Intelligence) and the ability of a special nature (the talent) is a basic capital in the efforts for achievement of education, but they will means nothing that if the student as an individual does not have the motivation to excel the best. High intellectual capability will only be wasted when individuals who have not had the desire to do and take advantage of its superiority. Moreover, when the individual concerned is have capabilities that are not so encouraging, the absence of motivation it seems difficult to expect something prestatif. In the explanation of the motivation problem, we always hold on the common assumption that if the other factors that affect learning outcomes is similarly, the individuals who have higher motivation to reach the learning outcomes hence higher (Syarifuddin Azwar:1990). Miner (2003)

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<sup>3</sup>Ames, C. (1984). *Achievement Attributions and Self-instructions Under Competitive and Individualistic Goal Structures*.J. Educat.Psychol.P. 478–487.

concluded that motivation continues to hold a significant position in the eyes of scholars.<sup>4</sup>

For a teacher, the motivation of students is important because motivation can serve as both an objective in itself and a means for furthering achievement of other educational objectives. As an objective, motivation becomes one of the purposes of teaching. We want our students to become interested in certain intellectual and aesthetic activities and stay that way after formal teaching has ended. As a means, motivation becomes one of the factors like intelligence or previous learning that determine whether students will achieve the knowledge, understanding, or skill that we want them to have.<sup>5</sup> When giving motivation, you do not think about failure but success.

Talking about motivation, there are many opinions about the definition of motivation. However, they have the same meaning of motivation. Motivation is an abstract hypothetical concept that we use to explain why people think and behave as they do.<sup>6</sup> To know more about motivation, the writer will explain the definition of motivation, the definition of motivation to learn, intrinsic and extrinsic motivation, the principle of motivation to learn, and the function of motivation.

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<sup>4</sup>Ajila. Maslow's hierarchy of needs theory: applicability to the Nigerian industrial setting. *IFE Psychol.* 5, CO. 1997 P.162-74

<sup>5</sup>Gage/Berliner. *Educational Psychology: Third Edition*. London: Houghton Mifflin Company, 1984, P.374

<sup>6</sup>Zoltan Doernyei. *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press, 2001, P.1

## 1. The Definition of Motivation.

Motif is a condition, requirement, or impulse conscious or unconscious, which led to the occurrence of a behavior. While the motivation a behavioral stimulation or stimulation that occurs in the direction that desired. A simple definition for motivation is that it is a description of a person's motive to action. You can have a low level of motivation to perform an action, for example, if you are taking a long time to complete a project or even to begin it. But if you have driven towards a goal, objective, or target, we talk about you having positive motivation. Those who are highly motivated to achieve things in their lives are also likely to be more fulfilled as they accomplish the things that are important to them in their lives.<sup>7</sup>

Motivation is a state of psychiatric and mental attitude man energize, encourage and direct the activity or movement and channel behavior towards meeting the need for giving satisfaction or reduce the imbalance (Bernard Berelson and Gary A. Stainer).

While the definition of motivation from a variety of psychology textbooks and reflect the general consensus that motivation is an internal state or condition that activates behavior and gives it direction, desire or want that energizes and direct goal oriented behavior, influence of needs and desires on the intensity and direction of behavior. Franken 2006)

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<sup>7</sup>Keine, Personal Confidence & Motivaion: MTD Training & Ventus Publishing ApS, 2010, P. 12

provides an additional component in his definition: the arousal, direction, and persistence of behavior.<sup>8</sup>

Maslow theorized said unsatisfied human needs create tension, which serves as force to direct behavior toward goals that will restore the individual to a balance psychological position. The unfulfilled need is the motivator for the behavior designed to fill that need. Maslow divides Maslow's theory is a hierarchy of needs in which lower order or more basic needs must be satisfied before the next higher order need can be effective as a motivator. Maslow's hierarchy of need, from the lowest to highest, is:<sup>9</sup>

- 1) Physiological needs.
- 2) Safety needs.
- 3) Belongingness and afflictive needs.
- 4) Esteem needs.
- 5) Self-actualization needs.

In other hand, Harold Kelley, Bernard Weiner, Fritz Heider define motivation is best represented as a temporal process initiated with an event and ending with some behavior or behavioral intention. The motivational consequences of causal ascription have be related to the underlying properties phenomenal causality, or the characteristics that all causes share in varying degrees. Three dimensions of causality have been identified:

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<sup>8</sup>Huitt, W. (2011). Motivation to learn: An Overview. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved from <http://www.edpsycinteractive.org/topics/motivation/motivate.html>

<sup>9</sup>Brycc B. Hudgins. *Educational Psychology*, Hasca: F.E Peacock Publisher, Inc, 1983, P.394-395

locus, stability, and controllability. ‘Motivation is the process whereby goal-directed activity is instigated and sustained.’<sup>10</sup>

From those definitions, the writer gives conclusion that motivation is something that influences someone to do it. Someone that has high motivation, they will do or reach appropriate their aims.

## 2. The Definition of Motivation to Learn.

Motivation to learn is condition that gives incentive for individual in learning to get the good result. In education motivation deals with the problem of setting up conditions so that learners will perform to the best of their abilities in academic settings. We often motivate learners by helping them develop an expectancy that a benefit will occur as a result of their participation in an instructional experience. Motivation to learn is paramount to student success.<sup>11</sup>

## 3. The Components of Motivation to Learn.

In motivating, we should know the components of motivation to learn. There are six components of motivation to learn.

### a) Coriosity.

People are naturally curious. They seek new experience; they enjoy learning new thing; they find satisfaction in solving puzzles, perfecting skills and developing competence. Students have high curiosity. Curiosity is motive intrinsic to learn. In teaching learning, teachers have to nurture student curiosity and to use curiosity as a motive for

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<sup>10</sup>Zolt'n Dörnyei, otivation in second and foreign language learning, DOI 2009, P.118.

<sup>11</sup>Connie Frih."Motivation To Learn", P.1 (Educational Communication and Technology University of Saskatchewan Journal).



learning. If students have curiosity, it is easy to teacher improve their motivation to learn.<sup>12</sup>

b) Self-Efficacy.

Self-Efficacy is an ability construct popularized by Bandura (1989) that's refers to individuals' beliefs about their capabilities to perform well. When confronted with a challenging task, a person would be enlisting an efficacy belief if she asked herself, "Am I able to do it?" or "Do I have the requisite skills to master this task?" underscored the motivational of self-efficacy when he stated that "people's self-efficacy beliefs determine their level of motivation, as reflected in how much efforts they will exert an in endeavor how long they will persevere in the face of obstacles. The stronger the belief in their capabilities, the greater and more persistent in their effort. Self-efficacy is concerned with the judgments about how well a learner can organize and execute courses of action required to deal with situations containing many ambiguous, unpredictable, and often stressful elements (Bandura and Schunk, 1981). In this definition, self-efficacy is closely related to confidence as to how one perceives one's ability directly affects that judgment. Confidence in succeeding in a learning or assessment task is one of the components that motivate learners. It is a determining factor affecting a learner's perception of his or her level of competency in achieving a particular task. Bandura (1986)

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<sup>12</sup>Ibid 2.

adds that individuals with low self-efficacy will tend to avoid activities they believe are beyond their capabilities, so they selectively choose easier tasks where the chances for success are greater.<sup>13</sup>

c) Effort.

Effort can be defined as how much one is prepared to try to persevere in a task. If learners are motivated, they should invest more effort into learning and be more willing to try even when faced with difficulties and setbacks. Instead of giving up when confronted with difficulties, learners will try again to accomplish a task. Effort is one of the many motivating elements for learners, however, the amount of effort a learner invests is dependent on and influenced by various factors, including for example, the interest one develops, the level of commitment one intends to put and the confidence one has.

d) Interest.

Many scholars distinguish personal or individual interest from situational interest. As Schraw, Bruning and Svoboda (1995) describe, personal interest is unique to the individual. It is topic specific, not short-lived, and exists prior to encountering a particular text. It is more enduring and emerges from one's history of interactions with certain topics. The implication is if one is interested and curious in the subject material and prefers challenges, one is likely to be intrinsically motivated for that particular task (Harter and Jackson, 1992).

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<sup>13</sup>Anita Muho, *Components of Motivation to Learn from a Psychological Perspective*, Academic Journal of Interdisciplinary Studies Published by MCSER-CEMAS-Sapienza University of Rome, E-ISSN 2281-4612 ISSN 2281-3993, Vol 2 No 4 May 2013, P.6-7

Covington (2000) has also related personal interest and intrinsic motivation. He suggests that such motivation is built upon the ‘satisfaction derived from overcoming a personal challenge, learning something new, or discovering things of personal interest’ (p.23). On the other hand, Schraw et al. (1995) defines situational interest as the kind of interest that is more common across individuals, not long lasting, and elicited within a particular context. Compared with personal interest, it is more ad hoc and temporary in nature. It is specific to a particular context instead of unique to the individual. As Jalongo (2007) argues, situational interest is generally accepted to precede individual interest and situational interest is a major way of transferring interest from one task to a general interest. This can then pave the way for eliciting intrinsic motivation from students.<sup>14</sup>

e) Attitude.

Every educator has encountered students who are labeled as having a bad attitude. Attitude is an illusive commodity. The attitude of student influence learning and motivation. The behavior is contrary to the attitude. The positive behaviors exhibited by the student may only occur in the presence of the instructor, and may not be apparent at the other times. Fleming and Levie summarize three approaches to attitude change: “providing a persuasive message, modeling and reinforcing appropriate behavior and inducing dissonance between the cognitive,

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<sup>14</sup>Ibid 2

affective and behavioral components of the attitude. “They suggest that if a person is induced to perform an act that is contrary to that person’s own attitude change will result.”<sup>15</sup>

f) Need.

The needs of individual students can vary greatly. The most well-known and respected classification of human’s needs are Maslow’s hierarchy of needs. There are five levels of needs in this hierarchy: (1) Psychological (lower-level), (2) Safety (lower-level), (3) Love and belonging (higher needs), (4) Esteem (higher need) (5) Self-actualization (higher need). The importance of this to motivation is the lower-level needs must be satisfied at one level before the next higher order of needs become predominant in influencing behavior. Education fits into the realm of achieving higher-level needs. Students will not be ready to learn if they have not had their lower level needs met. Children, who are sent to school hungry, are not able to learn. Their lower needs must be met first.

g) Competence.

Competence is an intrinsic motive for learning that is highly related to self-efficacy. Human beings receive pleasure from doing things well. Success in a subject for some students is not enough. For students who lack a sense of efficacy teachers must not only provide situations where success occurs but also give students opportunities to undertake

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<sup>15</sup>Connie Frih.”Motivation To Learn”, P.1 (Educational Communication and Technology University of Saskatchewan Journal).2000 Contemporary Educational Psychology25,54–67, P.54

challenging tasks on their own to prove to themselves that they can achieve.

Prerequisite skill development promotes competence in a field of study. Learning a skill without an understanding of the process is doomed to be lost. External support, respect and encouragement are importance itself becomes the intrinsic motivating factor.<sup>16</sup>

#### 4. Intrinsic and Extrinsic Motivation.

Learning takes work, Talking about motivation, here are two motivations that students can be motivated to exert the efforts needed to learn. Those are intrinsic and extrinsic motivation. First, the issue of intrinsic motivation – the motivational value of the content itself – is presented. Extrinsic motivational – the use of praise, feedback, and incentives to motivate students to do their best – is then discussed.<sup>17</sup>

In this section are specific strategies for enhancing students' motivation and suggestion for solving motivational problems common in classrooms, including reward – for – improvement incentive systems.

##### a. Intrinsic Motivation.

Intrinsic Motivation is the kind of motivation that we have when we are doing something because we want to do it ourselves. This type of motivation comes from within. In this case, someone likes the activity or he does not like, but he still doing it because he believes it will give advantages for him or her in someday.

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<sup>16</sup>Ibid 4.

<sup>17</sup>Robert F. Salvin. Educational Psychology: Theory into Practice, Eight Edition. Massacutes: A divisic of paramount, 1994, P.366-367

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards. The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behavior, where it was discovered that many organisms engage in exploratory, playful, and curiosity-driven behaviors even in the absence of reinforcement or reward (White, 1959). These spontaneous behaviors, although clearly bestowing adaptive benefits on the organism, appear not to be done for any such instrumental reason, but rather for the positive experiences associated with exercising and extending ones capacities.

Lepper and Melone defined intrinsic motivation more simply. They mean people will do without external inducement. Students are intrinsically motivated when they have some control over their learning, are engaged in moderately challenging task, when curiosity is stimulated by the learning task, or when they engage in fantasy or make believe activities.

Classroom instruction must seek to enhance intrinsic motivation as much as possible. It means teacher must make their students interested in the material are presented. Besides that, the teachers should increase students' curiosity about the material itself.<sup>18</sup>

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<sup>18</sup>Robert E. Slavin. Educational Psychology: Theory into Practice, Third Edition. 1988, P.340-341

b. Extrinsic Motivation.

Extrinsic motivation refers to motivation that comes from outside an individual. Morris and Maisto said that extrinsic motivation refers to rewards that are obtained not from the activity, but because of the activity. This motivation arises from the use of external rewards or bribers such as food, praise, free time, money or points toward an activity. These incentives are all external, in that they are separate from the individual and the task.

Teacher use extrinsic motivation to stimulate learning or encourage students to perform in particular way. It is one of the most powerful motivations. It is operative when an individual is motivated by an outcome that is external or somehow related to the activity in which she or he is engaged.

In extrinsic motivation, there are many kinds of rewards that teacher used in classroom to maintain students' motivation to learn. The first is praise. Praise serves many purposes in classroom instruction, but is primarily used to reinforce appropriate behaviors and give feedback to students on what they are doing right. The second is grade. Grades are effective as incentives a students. Grades work as incentives because they increase the value of other rewards gives closer in time to the behaviors they reinforce.<sup>19</sup>

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<sup>19</sup>Robert E. Slavin. Educational Psychology: Theory into Practice, Third Edition. 1988, P.348.

#### **D. The Role of Teacher.**

##### 1. The Information Provider.

Traditionally students expect to be taught. They believe that it is the responsibility of the teacher to pass on to them the information, knowledge and understanding in a topic appropriate at the stage of their studies. This leads to the traditional role of the teacher as one of provider of information in the lecture context. The teacher is seen as an expert who is knowledgeable in his or her field, and who conveys that knowledge to students usually by word of mouth. In transmitting the knowledge, the teacher may also assist the student to interpret it using one of a variety of educational strategies by which the teacher explains the subject matter to the student (Brown and Atkins 1986).

Despite the availability of other sources of information, both print and electronic including exciting interactive multimedia learning resource materials, the lecture remains as one of the most widely used instructional methods. It can be a cost-effective method of providing new information not found in standard texts, of relating the information to the local curriculum and context of medical practice and of providing the lecturers' personal overview or structure of the field of knowledge for the student. In a study of teachers who had received awards for 'excellent teaching.'<sup>20</sup>

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<sup>20</sup>Joy Crosby, *The Good Teacher is More Than a Lecture-the Twelve Role of Teacher*, UK, 2000: Lynn Bell, P.10



## 2. Teacher as Mediator and Facilitator.

Teacher as mediator should have knowledge and understand about media of education, because media of education is tool communication to make process teaching learning can run effectively. As mediator, teacher should choose and use media of education appropriate with goal, material, method, evaluation, teacher's ability, and students of ability and interest.

## 3. Teacher as Motivator.

Teacher as motivator is able to motivate their student to study. Teaching learning process will success, if the student is motivated to learn. So that way, teachers should improve students' motivation. To get achievement optimally, teachers have to creative idea to improve students' motivation, in order student study effectivel