

CHAPTER II

LITERATURE REVIEW

In the term of Second Language Acquisition, there are some aspects that affect the success in acquiring L2. Motivation is one of affecting factors in success acquiring L2. So that, it is being a main topic in this research. This chapter discusses three sub topics about theories that is used by the researcher. Those are Motivation in English Learning, Anxiety in English Learning, and The Correlation between Motivation and Anxiety.

A. Motivation

Motivation involves the processes that energize, direct, and sustain behaviour. It is a psychological aspect of human to obtain a spesific purposes. It is a tool for driving force a long and termendous activity. Without Motivation, it is very impossible for human to reach their purposes. Absolutely, Motivation is one of the vital factor to acquire every human's purpose. In every human activities, motivation is always associated with their success in something that human has done.

1. Motivation in English Learning

In learning activity, both of students and teachers must have a motivation to accomplish the learning goals including in every language learning. Motivation in the classroom involves how students are behaving in a particular way and the extent to which their behavior is energized, directed, and sustained. If students don't complete an assignment because

they are bored, so that they involve lack of motivation. If students encounter challenges in researching and writing a paper, but persist and overcome hurdles, so that they involve motivation⁸.

Both of teachers and researchers have accepted that the motivation is one of the key factors which influenced the rate and success of second/foreign language (L2) learning. Motivation affords the primary impetus to learning L2 and later, it is the driving force in the long and tendentious learning process. Without sufficient motivation, it is being so hard even the students with the most remarkable abilities to accomplish the long-term goal, and neither are appropriate curricula and good teaching enough on their own to ensure students achievement. Then, the high motivation can make up for the considerable deficiencies both in one's language aptitude and learning conditions.

2. Types of Motivation

Motivation has also been widely researched on and agreed to be an important affective variable influencing second or foreign language learning. Over the decades, several motivation theories on language learning have been proffered. There are three concepts of motivation in English learning, those are Gardner Social Psychological Approach, Richard Clement's Linguistic Self-Confidence and Self Determination

⁸ John W. Santrock, Educational Psychology (New York: MC-Graw Hill, 2011), Page: 458.

Theory that introduced by Deci and Ryan⁹. Every theory has their own concept and focus of Motivation.

Gardner focussed the theory of motivation in the social approach where he/she divided motivation based on two orientations/ goals¹⁰. Then, Richard Self Confidence stated that everyone has ability to produce result, accomplish goal or perform task competently¹¹. Furthermore, Deci and Ryan with their Self Determination Theory divided motivation into Intrinsic and Extrinsic motivation because they focussed to look for the motivation based on the human determination¹².

In this research, the researcher uses the theory of Gardner that he/she tried to investigate the motivation in English learning based on the goal oriented, commonly it is called as Social Psychological approach. The study of Gardner and his Canadian students in 1972 soon became widely accepted as a classical model to describe L2 motivation. In Gardner's perception, motivation is divided into two orientation or goals, those are Integrative and Instrumental. Both of them will influence the students in English learning.

⁹ Meihua Liu, and Wenghong Huang, An Exploration of Foreign Language Anxiety and English Learning Motivation, *Education Research International Article*, (2010), page:2

¹⁰ Gardner, R. C. Social psychology, page: 25.

¹¹ Richard, C., Dornyei, Z. & Noels, K. A, Motivation, self-confidence, and group cohesion in the foreign language classroom, *Language Learning*, vol 44 no 3, (1994), page: 419.

¹² Deci, E. L., Vallerand, R. J., Pelletier, L. G. & Ryan, R. M, Motivation and education: the self-determination perspective, *Educational Psychologist*, vol 26 no 3, (1991), Page: 324.

a. Integrative Motivation

The ideas about motivation were introduced by Gardner who largely shaped by the Mowrer's view of L1 acquisition. Mowrer view attributed a child's success in acquiring an L1 to the child's quest for identity, initially with members of the child's immediate family and then later with members of the larger speech community¹³. Borrowing from this concept, Gardner proposed a construct he/she called as Integrative Motivation. A learner is said to be integratively motivated when the learner wishes to identify with another ethnolinguistic group. Broughton said that a learner with integrative motivation wants to more closely with a speech community which use that language variety, wants to feel like in home in, tries to understand the attitude and world view of this community¹⁴. The students with high Integrative motivation are characterized by the willingness to communicate with members of the target-language group or the desire to integrate into it. Shortly, Integrative motivation is like an Interpersonal quality.

b. Instrumental Motivation

On the contrary with integrative motivation, Gardner introduced the concept of Instrumental Motivation. A learner with instrumental motivation is motivated to learn a second language (L2) for utilitarian

¹³ Mowrer, D, *Learning Theory and Personality Dynamics*, (Ronald Press: New York, 1950), page: 46.

¹⁴ Broughton, G., Brumfit, C., Flavell, R., Hill, P., & Pincas, *A Teaching English as a foreign language (2nd.)*, (London: Routledge & Kegan Paul, 1980), page: 5.

purposes, such as furthering career, improving social status or meeting an educational requirement. Naturally, this concept of motivation faces the real situation of human being. It is proven by the research from Rahman that states rational language learning as the learning of the language is in order to empower oneself by acquiring the potential to acquire employment¹⁵. Simplicity, Instrumental motivation is like as practical quality.

3. Method of Motivation Analysis

As we know that Motivation is one of the Psychological factors of human, this variable is also an exact variable to be done in research. It is proven by some reserachers in some years left were done the research about motivation beside Motivation was claimed as one ofe the vital factor in success acquiring second language (L2). Motivation Test Battery that introduced by Gardner and Lambert¹⁶. In this test, there are some statement about Motivation in English Learning and the participant can measure their own motivation by give a mark (√) in the Likert-scale. Usually, it comes from Strongly Agree to Strongly Disagree with the number 1-5. By calculate the total number of item, then the participnt can know what is the actually motivation they have in English Learning.

¹⁵ Rahman, S, Orientations and Motivation in English Language Learning: a Study of Bangladesh Students at Undergraduate Level, Asian EFL Journal, 7(1), (2005), 29-55. Page: 49.

¹⁶ Gardner, R. C., & Wallace, E. L, *Attitudes and motivation in second language learning*, (Rowley, MA: Newbury House, 1972), page: 69.

Then, descriptive statistical analysis was used to analyze the data. Weighted mean was used to describe the overall motivation of the participants. Standard Deviation (SD) is used to measure the variability of responses. Then, by using SPSS also, the most significant motivation (Integrative or Instrumental) among students will be known.

B. Anxiety

Anxiety is the common sense of human when they face a something hard or stretched moment. It is a subjective feeling that everyone has different types of anxiety and of course when it will come. It is one of the psychological aspect that sometimes will disturb the human's activity because when Anxiety comes, commonly people in the world will 'blank' or stop their activity as they don't know what they must do although they are master in that one.

1. Anxiety in Language Learning

When Anxiety is linked with language learning activities, it will closely related with a common sense that happen in students. There are some reasons why the students feel anxious in their class such as lack of information of the schools subject or the teacher's way in teaching.

Horwitz define foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom

learning arising from the uniqueness of the language learning process¹⁷. Then from that explanation of anxiety, Young outlines the sources of foreign language anxiety into three categories: sources associated with the learner, the teacher and the institution¹⁸. Firstly, when anxiety is associated with students, it refers to the students that have low self-esteem, competitiveness, low level of ability, communication apprehension, lack of group membership and attitudes and beliefs about language learning. In this linguistic situation, the language learner is placed in a position of communicating something without sufficient command of the language to do this task. Thus, learners anxiety in language learning becomes a result of fear in the target culture. Moreover, they claimed that the target language is very difficult and supported with their low language aptitude.

Secondly, when anxiety is associated with the teachers, it is related with a harsh manner of teachers and their judgmental teaching attitude¹⁹. The factors such as lack of teacher's support, unsympathetic personality of the teacher and lack of time for personal attention does not help learners to cope in their new language learning environment. However, a second language is like as a new world for the students that absolutely it will need a deep attention from the teachers.

¹⁷ Horwitz, F., Horwitz, M., & Cope J, Foreign Language Classroom, page: 128.

¹⁸ Young, D. J, New directions in language anxiety research. In C.A. Klee (Ed.). *Faces in a crowd: The individual learner in multisection courses*, (MA: Heinle & Heinle, 1994), page: 31.

¹⁹ Aida, M, Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *The Modern Language Journal*, Vol 78 no 4, 1994, page: 158.

Last, when anxiety is associated with institution, it is related with classroom activity that the learners perceive as anxiety-producing. These may include spontaneous role playing, speaking in front of the class, oral presentations and report, and writing task on the board. All these factors seem to account for the anxiety level a learner experiences in the language classroom. Furthermore Horwitz has classified students anxiety into four types of anxiety. Those are Communication Apprehension, Fear of test, Fear of Negative Evaluation and Fear of English Classes²⁰.

2. Types of Anxiety

There are four types of Anxiety. It was divided by Horwitz based on the factors that he/she associated with such as students, teachers, and institution. So that, there are four types that mostly the researcher uses to measure the anxiety in Language learning. Those are, Communication Apprehension, Fear of test, Fear of Negative Evaluation and Fear of English Classes.

a. Communication Apprehension

Communication apprehension is the type of shyness to speak or express the ideas with the others people. The manifestation of communication apprehension is the difficulties in conveying the ideas to the listener or the public, or in listening to or learning a spoken message. In the foreign language class, the students should express the ideas with

²⁰ Horwitz, F., Horwitz, M., & Cope J, Foreign Language Classroom, page: 160.

the foreign language with all of its characteristics that those are surely different with their self-concept of L1. It makes they have lack of confidence to speak up.

b. Fear of Test

Test Anxiety refers to a type of performance anxiety stemming from a fear of failure²¹. The students with a high test anxiety often push themselves and put unrealistic demands so it makes them fail or feel difficult in language test even if they have prepared before. This type of fear is defined as an unpleasant feeling or emotional state that has both physiological and behavioral concomitants and that is experienced by the anxious learner when taking formal test or other evaluative situations.

c. Fear of Negative Evaluation

Fear of negative evaluation is defined as the felling of apprehension that the others will corect them negatively. It is almost similar with the test anxiety, but it has a broader scope, it is not limited in language test situation. Rather, it can appear in some situations such as speaking the foreign language in public or interviewing a job. It is related with the self esteem to be avowed to the society. It may also include the students' fear inside the English classroom where factors

²¹ E.M Gordon & S.B Sarason, The Relationship Between Test Anxiety and Other Anxieties. *Journal of Personality*, 23, (1955), page: 320.

such as learning activities, teachers' methodology and even peer pressure may contribute to novice language learners' anxieties.

d. Fear of English Class

Fear of English Class is general anxieties within a student to come or join in language classes. It comes from various reasons such as the lack of abilities in target language, the lack of interest in target language, the compatibility with teachers' performance, or the poor class management. As mentioned before, the factors of students' anxiety can be from the institution, and an inaccurate learning activity can make the students feel anxious with the class itself. In other words, the teacher and teaching style is also a dominant factor to make students feel anxious in English class.

3. Method of Anxiety Analysis

The Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz was used to obtain data for this study. Horwitz and his colleagues made a unique contribution to the identification of the scope of foreign language anxiety by developing this systematic instrument. In this test, there are some statements about Anxiety in English Learning and the participant can measure their own anxiety by giving a mark (√) in the Likert-scale. Usually, it comes from Strongly Agree to Strongly Disagree with the number 1-5. By calculating the total number of items, the

participnt can know what is the actual motivation they have in English Learning.

Then, descriptive statistical analysis was used to analyze the data. Weighted mean was used to describe the overall motivation of the participants. Standard Deviation (SD) is used to measure the variability of responses. Then, by using SPSS also, the more significant motivation (Integrative or Instrumental) among students will be known.

C. The Correlation Between Motivation and Anxiety

In the term of second/foreign language learning, it is always related with goal oriented such as getting a good score, accomplishing a school requirement, or the others goals. However, it has been being a language class instruction in every schools' curriculum. William and Burden stated that anxiety is one of the internal factor within the learners in order to perceiving the motivation in language learning²². It is the component that affects the language proficiency. So that, the learner's motivation is probably being a tool to reduce the learners awareness in language instruction.

There are some reseach in Motivation and Anxiety. Several researchers have drawn the correlation between motivation and anxiety. They are two separated dimensions that occur in human psychology and can be said as learners belief and perspection. Yet, today it is still being an

²² Williams, M. & Burden, R. Psychology for language teachers, (Cambridge: Cambridge University Press,1997), page: 133.

interesting topic to discuss by other researchers to prove that there is a correlation between these two variables. Some of them proved that both motivation and anxiety are positively correlated, but the others are stated that they are negatively correlated.

Firstly, the research was conducted by Gardner, Day and MacIntyre in 1992²³ was found that Integratively motivated learners are less anxious in L2 context than learners who are instrumentally motivated. Their findings indicate that anxiety and motivation are two separated dimension. Furthermore, their research found that the students with high integrative motivation have less anxious in English learning than the students with high instrumental motivation. Their research indicates that there is no correlation between motivation and anxiety.

Second, it is different with the result in Noels (1999)²⁴, Cheng Tsai (2013)²⁵, and Mei hua (2010)²⁶. Noels conducted his/her research in Ottawa University, Canada, and focused on 78 anglophone students that joined 6-weeks French Immersion Program. He/She tried to investigate the students' perception on teachers' communication style, and also tried to investigate the motivation among the students then correlated it with other language learning outcomes, such as anxiety, effort, and language competence.

²³ Gardner, R. C., Day, J.B., & MacIntyre, P. D. Integrative motivation, page: 200.

²⁴ Noels, K. A., Clement, R., & Pelletier, L. G. Perception of teachers' communicative style, page: 30.

²⁵ Cheng Tsai, I-Cheng, The Study on Motivation, page: 40

²⁶ Meihua Liu, and Wenghong Huang. An Exploration of Foreign Language, page: 8.

Then, Cheng Tsai conducted his research in Technical University students in Taiwan. He tried to look for the correlation between motivation and anxiety and also identified it with gender and majors. Almost similar with Cheng Tsai, Mei Hua tried to conduct her research in 980 undergraduate university students in Taiwan and tried to examine the relationship between anxiety, motivation, and language performance. The result of their research found that both of Motivation and Anxiety have a positive correlation where the students that high motivation, they also have high anxiety in English Learning.

Third, the negative correlation was proved by Ming Wei²⁷, Hui-Juin²⁸, and Lelanie²⁹ where they found the more students motivated, the less anxiety they felt or the less motivation they have, the more anxiety they faced. Surely, the different result in every research depends on the students' characteristic and problems.

Moreover, Ming Wei conducted her/his research into 57 Chinese University Students and they came from second year grade and also undergraduate environmental science program in that university. Ming Wei

²⁷ Ming Wei, The Interrelatedness of affective factors in EFL Learning: An examination of motivational patterns in relation to anxiety in China. *TESL Reporter*, vol 11 no 1, (2007), Page: 28.

²⁸ Hui-Ju Liu, , Understanding EFL Undergraduate Anxiety in Relation to Motivation, Autonomy, and Language Proficiency. *Electronic Journal of Language Teaching*, vol 9 no 1, (2012), Page: 135.

²⁹ Lelanie M.Bosco, Sang-Ho Han, Self-Esteem, Motivation and Anxiety of Korean University Students. *Journal of Language Teaching and Research*, vol 7 no 6, (2016), Page: 1075.

tried to investigate motivational patterns and correlated it with anxiety of the students.

Then, Hui Jun tried to correlate motivation, anxiety, autonomy, and language proficiency. These three variables were correlated based on 150 EFL Freshmen from a University in Central Taiwan. Then, Lelanie tried to examine students' anxiety, self-esteem, and motivation and also investigated with gender, year, and English Proficiency levels. He/she tried to investigate randomly 255 selected college students that enrolled to the English classes in a local university.

All the research above are taken base on the condition in University students, and the researcher is still hard to find it was conducted in Senior or junior High School Students. So from this reason, the researcher tried to conduct her research base on Junior High School students situation.