

CHAPTER II

LITERATURE REVIEW

A. English Learning

1. Learning and Essence of Learning

a. Learning

According to Hilgrad and Bower (1981) study is an activity to achieve intelligence or knowledge by acquiring knowledge or mastering knowledge, through experience, remembering, mastering experience, remembering, mastering experience, and getting information or finding. The elements of change and experience are always emphasized in the formulation or definition of learning. As stated by experts, Lyle E. Bourne, JR., Bruce R. Ekstrand (1973) learning is a relatively permanent change in behavior that occurs as a result of experience and practice. Further, according to Clifford T. Morgan (1986) learning is a relatively permanent change in behavior which is the result of past experience.

Biggs (1993) categorizes learning into three formulations: quantitative formulation, institutional formulation, and qualitative formulation. Learning is defined quantitatively as the action of filling or developing cognitive abilities with as many facts as feasible. Learning is viewed institutionally as a process of validating students understanding of the subject that has been studied. The notion of learning qualitatively referred as the process of acquiring meanings, understandings, and methods of perceiving the world around students.

In this view, learning is focused on obtaining the power of thinking and quality action to solve present and future problems that students encounter.

Unlike the preceding definitions, in general learning can be understood as stages of change in all individual behavior that are relatively sedentary as a result of experience and interaction with the environment that involve cognitive processes. We can conclude from these definitions regarding the main things of learning, namely: a) learning brings change (in the actual and potential sense), b) the change is basically the acquisition of new skills, c) that change occurs because of effort (with on purpose). In connection with this understanding it is necessary to state that changes in behavior that arise as a result of the process of maturity, madness, drunkenness, fatigue and boredom cannot be viewed as a learning process.

There are two groups of factors that influence learning, internal factors and external factors. Internal factors are factors that exist within the individual who is learning, while external factors are factors that exist outside the individual (Slameto, 2015). In internal factors there are three factors that influence learning, including:

- 1) Physiological factors, which relate to the individual's physical condition. General physical condition and tone (muscle tension) which indicates the level of fitness of the organs and joints can affect the enthusiasm and intensity of students in participating in lessons. Physical factors include health and physical disabilities.

- 2) Psychological factors, a person's psychological state that can influence the learning process. Some of the main psychological factors that influence the learning process are student intelligence, motivation, interests, attitudes and talents.
- 3) Fatigue factors are divided into two types, physical fatigue and spiritual fatigue. Physical fatigue is seen by weakness in the body and a tendency to lie down. While, spiritual fatigue can be seen as lethargy and boredom, so that the interest and drive to produce something is lost (Slameto, 2015).

As for the external factors that influence learning, they are classified into two groups, social environmental factors and non-social environmental factors.

- 1) Social environmental factors
 - a) The social environment of the school, such as teachers, administration, and classmates can influence a student's learning process. The harmonious relationship between the three is a motivation for students to study at school.
 - b) The social environment of the community, the condition of the people in the slum environment which are completely deficient and unemployed children will affect student learning activities. Because students will find it difficult to find study or discussion friends or borrowing study tools.
 - c) Family social environment. Family tensions, parental characteristics, family demographics (location of the house), family

management, all of which will have an impact on children's learning activities. In fact, family factors are the main factors that influence a child's personality and behavior or habits from birth.

2) Non-social environmental factors

- a) The natural environment, such as fresh air, not hot, not cold, enough light, cool and calm atmosphere will increase student learning activities. However, on the other hand, if the natural environment does not support it, the student's learning process will be hampered.
- b) Instrumental factors, including school facilities, school infrastructure and also the school curriculum, school regulations, if these are adequate will also affect student learning activities.
- c) Subject matter factors, these factors should be adjusted to the age of the students, as well as the teacher's teaching methods, adapted to the development of students.

b. Essence of Learning

The essence of learning in the world of education is that students carry out the learning process, not doing it individually, but there are several components involved such as educators or teachers who teach, media and strategies, curriculum and learning resources. From the words of study and teaching, the word learning was born.

Teaching is essentially an attempt to create environmental conditions or systems that support and facilitate the learning process. If learning is said to belong to students, then teaching is the teacher's activity. Dr. Harold Benyamin defines teaching as the process of

creating conditions in which the learner changes his behavior consciously toward his own goals. And according to Prof. Drs. S. Nasution, MA, teaching is the process of transmitting knowledge to children.

In addition, according to Gagne (1985), learning is a system that aims to help the student learning process, which contains a series of events that are designed, arranged in such a way as to influence and support the student's internal learning process. Effective learning is a teaching and learning process that is not only focused on the results achieved by students, but also on how an effective learning process is able to provide good understanding, intelligence, perseverance, opportunity and quality and can provide behavioral changes that are applied in life. An effective learning process requires planning for each component involved or related to the learning process. These components include: teacher management, student management, learning management, classroom environment management, time management and learning media management.

According to Gordon Dryden (1999), an education expert, there are several teaching tips in effective learning, as follows.

1. Creating the right conditions, things can be done including:
orchestrating the environment, creating a positive atmosphere for teachers and students, visualizing goals.

2. Correct presentation. Teachers can use all learning styles and all types of intelligence, and create and visualize mind maps.
3. Think, teachers can do this by thinking creatively, conceptually critically, analytically and reflectively as well as by creative problem solving.
4. Express, can be done by practicing things that have been prepared, creating games, short plays, discussions, skits to serve all learning styles and all types of intelligence.
5. Review, evaluate and celebrate, actions that can be taken include realizing what is known, evaluating oneself continuously

2. Essence of English

Jean Aitchison (2008) said that the language is patterned system of arbitrary sound signal, characterized by structure defense, creativity, displacement, duality, and cultural transmission. It can be understood that language is a series of words issued by a person through an agreed sense of speech which is characterized by several structures.

English is a foreign language that is considered important for the purposes of science, technology and arts and culture, as well as the development of relations between nations in the world. For this reason, English starts from curriculum 1994, competency based curriculum 2004, and school-based curriculum 2006, English is listed as one of the subjects in elementary schools which is held as local content. So English is one of the foreign languages that can be used as a supporting language

to achieve various scientific disciplines and establish correlations with other nations in the era of globalization.

From the research conducted by Gladoli, he revealed that English plays a significant role not only in scientific disciplines but also in international relations because English has become a global language. It might be stated that practically all countries are familiar with English, thus it would be astonishing if Indonesia did not emphasize the maximizing English teaching/learning, because if this is ignored, Indonesia will fall further behind other countries.

According to Fika Megawati (2016), dealing with foreign countries requires communication using English, which means that someone has mastered four language skills: listening, speaking, reading and writing. This also applies to the English learning process, where listening and reading are receptive skills, while writing and speaking are productive skills. People tend to think that someone can be considered proficient in a language just because they have mastered speaking ability. This is not completely true. Written language is also important to master. For example, when we access the Internet and would like to respond to an email, we require meticulous reading abilities as well as the ability to write with the proper language structure in order to provide a good response (Megawati, 2016). The outline of Fika's opinion, in communicating there are four aspects that must be mastered, including the ability to listen, speak, read and write.

Aside from that, Stanford stated there are three language elements that play an important role in supporting these four skills, namely pronunciation, vocabulary and grammar. All three should be considered in order for the process of learning English to go smoothly, effectively, and efficiently.

B. Learning Motivation

In Safitri Journal (2016), argues that motivation derives from the Latin word *movere*, which means to move. Ryan & Deci consider motivation to mean moving forward or moving to do something (Sepora, et.al, 2012). Meanwhile, Johnstone views motivation as a stimulant for accomplishing certain targets (Sepora, et.al, 2012).

In essence, motivation is an impulse from a person to direct, move and maintain behavior to be able to do something with a conscious effort to achieve a certain goal or result. Nashar in Hamdu (2011) states that a person's motivation is a mental impulse characterized by the urge to activate, move, channel, and direct attitudes and behavior.

In conclusion, motivation is an impulse that exists within a person that makes a person more enthusiastic to do something according to his own goals. Motivation is the spirit or stimulant that occurs in students so that they are more excited to learn English.

The word motivation is accepted for most of the fields where motivation to learn is critical to success. When we need to accomplish something, we need motivation. Without such motivation, it is practically

inevitable that we will fail to exert the required effort. According to Brewer and Burgess, motivation is a fundamental and indispensable component of learning (Sepora, at.al, 2012). Motivation has a significant impact on English learning. If students lack motivation, they will not be able to study English or even pay attention to it in order to do so. As a result, motivation is seen as a crucial factor related to language skills in shaping English learning success.

Motivation is the will, need, desire, and drive to realize the learning process and succeed in the learning process (Feng et al., 2013). Students who are confident and motivated to learn spend more time and effort and achieve the desired goals than those who are insecure and unmotivated (Lim & Morris, 2006).

On the basis of the above explanation, it can be inferred that motivation is a significant aspect in learning since it affects the success or failure of students as language learners, hence, teachers must have an understanding of motivation in learning.

C. Types of Learning Motivation

Currently, there are many studies on learning motivation influenced by the theory of self-determination proposed by Deci and Ryan in 1985 (Ryan & Deci, 2000) which introduced intrinsic and extrinsic motivation. SDT refers to "a macro theory of human motivation that investigates human growth tendencies for self-motivation and personal integration" (Fernandez, 2011). This theory believes that each individual has a tendency to

consistently or even increase motivation if feelings of satisfaction are fulfilled, on the other hand there are several factors that causing intrinsic motivation to decrease and turn into extrinsic motivation when individuals fail to maintain a sense of pleasure in their activities.

1. Intrinsic Motivation

Hamalik (2004) argues that intrinsic motivation is motivation covered in learning situations that stem from the students' needs and goals. Moreover, according to Sardiman (2018), intrinsic motivation refers to the motivations that become active and functional without the need for external stimulation, because in each individual there is an urge to do something. In other words, individuals are driven to behave towards certain goals without any external driving factors. On the basis of the aforementioned opinions, it can be concluded that intrinsic motivation is the motivation inherent in the learning situation that is derived from the needs and goals of the students themselves, or, in other words, intrinsic motivation does not require external stimulation because it originates from the students themselves.

Students who are intrinsically motivated can be identified by their diligence in completing learning tasks, as they need and desire to accomplish genuine learning objectives. Intrinsic motivation refers to the desire to fulfill the goals that are ingrained in the act itself (Sardiman, 2018). Intrinsically motivated students are highly engaged and active in their studies.

Self-motivation is a basic desire that encourages individuals to attain various fulfillment of their own needs. To meet the basic needs of students, teachers take use of the innate curiosity of students by offering material that is suitable and meaningful for students. According to Usman (2005), intrinsic motivation comes as a result of the individual himself without any coercion from others but of his own accord.

Students learn to be self-motivated so that they may independently choose the goals that can be attained and the activities that must be performed to reach learning goals. Someone has intrinsic motivation because it is driven by curiosity, achieving goals, and expanding knowledge. In other words, intrinsic motivation arises from the need that incorporates the demand to become an educated and intelligent person. The source of intrinsic motivation is self-awareness, not the need for praise or rewards.

Brown (1987) divides intrinsic motivation into two main types: integrative motivation and instrumental motivation.

a. Integrative Motivation

Integrative motivation is motivation that encourages someone to learn a language because of the desire to communicate with the native language speakers society or become a member of that language society (Gardner, 2007). A person with integrative motivation desires to learn and master a language in order to connect or involved with the people who

speak the native language. They are also interested in the culture associated with the language.

Integrative motivation is very influential on foreign language acquisition. According to Kato (2016), numerous researchers have demonstrated that language learners with high integrative motivation focus on developing their language and seek out more opportunities to study abroad in order to learn the language.

A person who is integratively motivated to learn a language will not feel compelled or threatened to learn a language. They will be more likely to engage in "receptive learning" than in "defensive learning," so that they will engage more actively in the learning process.

b. Instrumental Motivation

Instrumental motivation refers to the factors that urge an individual to achieve a goal. Motivation becomes instrumental when a person has a willingness to learn a language for a useful purpose or because they want to get a job or social status at the upper strata of society (Khodady and Khajavy, 2013).

A person with instrumental motivation wants to learn a language for practical purposes such as earning money, receiving a bonus, acquiring a good career, or furthering his education to secure his future. If a student is instrumentally motivated, the goal is to receive certain rewards such as good grades or praise.

The presence of instrumental motivation has practical uses for language learners. So that language acquisition with instrumental motivation can stop promptly upon reaching a specific objective. However, instrumental motivation is equally significant and affects language learning. If an individual with integrative motivation succeeds in master a language because he is involved in the learning process, then an individual with instrumental motivation will likewise succeed since he is eager to achieve his instrumental goals.

It can be stated that both integrative and instrumental motivation are crucial when learning a language. These types of motivation help students to acquire and master a language.

2. Extrinsic Motivation

Extrinsic motivation differs from intrinsic motivation in that the desire of students to study is strongly influenced by the existence of external encouragement or stimulus. The external encouragement might be in the form of praise, criticism, rewards, punishments, and reprimands from the teacher. According to Sardiman (2018) extrinsic motivation is motives that are active and functioning due to external stimuli or encouragement. The most significant aspect of this motivation is not the objective of acquiring knowledge, but rather the desire to obtain good grades and receive a reward.

Intrinsic motivation is also needed in learning activities because not all students have a strong inner motivation to learn. Teachers play a very important role in fostering extrinsic motivation. The provision of extrinsic motivation must be adjusted to the needs of students, because if students are given excessive extrinsic motivation, the intrinsic motivation that already exists in students will be lost. Extrinsic motivation can generate intrinsic motivation, therefore learning requires extrinsic motivation.

Dimiyanti (2006) suggests that extrinsic motivation can turn into intrinsic motivation if students realize the importance of learning. Students require extrinsic motivation for learning due to the likelihood of changes in their circumstances as well as other factors, such as their lack of interest in the teaching and learning process. Extrinsic and intrinsic motivation must complement and reinforce one another for individuals to attain the goals that have been set.

D. Motivation in Language Learning

Motivation is one of the factors that may influence the success of English learners. Lasagabaster et al (2014) stated that when motivation is applied in language learning it will energize students to create unexpected achievements and improve their ability to learn language in either a short or long time span. Lalonde and Gardner cited in Spolsky (1989) stated that motivated students tend to learn more and learn faster than less motivated

students, because motivation is a combination of effort, desire, and affective reactions to language learning. Students who do not get attention tend to behave inappropriately, causing discipline problems when they are not motivated in learning English.

According to Harmer (2001), a person's motivation to learn English is influenced by the attitude of the community in which they reside, certain people close to them, as well as the teacher and the teaching methods employed by teachers. Dornyei (2001) concurs with the preceding statement that, motivation is associated with one of the most fundamental aspects of the human mind. The majority of teachers and researchers agree that motivation plays a crucial part in determining the success or failure of students in their educational endeavors. Language learners who are committed to learning a foreign language are able to acquire the working knowledge that students want to learn.

All of the aforementioned perspectives will influence students' attitudes toward the language they are learning, and this attitude will affect their motivation, and whether motivation can be sustained relies on students' views. This causes students' motivation to determine strategies to learn English based on their own will and interests. The above argument was supported by Frandsen who states that motivation is the process of generating, maintaining, directing, and determining the intensity of learning efforts.

E. Supporting Factors in English Learning

Learning English requires several processes to achieve learning success. Everyone's learning process is different. Some can learn quickly, some take more time. This has several supporting factors in the English learning process. Students are young learners who need a process in learning English. Several factors that support the English learning process proposed by Noh (2021) are environment, motivation, learning methods, intelligence and learning ability.

Skinner in behaviorism theory (as quoted in Isna, 2019) states that speaking and understanding language is obtained through environmental stimulation. After birth, a person has nothing, so in language acquisition, the environment is very important. In other words, it is the environment that makes a big contribution to a person so that he can acquire the language.

Motivation is an important factor in language learning. According to Crozier (2001), highly motivated students set high standards for themselves, work hard to achieve goals, and keep doing assignments even though they find it difficult, while students who are less motivated will appear to give up in the face of difficult assignments. So, it cannot be denied that motivation plays a very important role in the success of the language learning process.

Learning certainly requires a method or way of learning and teaching that makes it easier for students to absorb understanding of the material. Likewise, in learning English, it is natural for teachers at schools to apply several appropriate learning methods. The selection of materials and students' learning processes must be able to improve the students' language

aspects, and the classroom atmosphere must be pleasant and comfortable. The learning process used must be in line with the objectives of general language introduction. The aim is for students to be able to understand vocabulary and correct pronunciation in English, they are also able to express ideas and be able to communicate with their environment.

Intelligence has an influence on the language learning process but is not dominant. Based on research conducted by Genesee in Lightbown & Spada (2006), intelligence is related to reading, grammar and vocabulary and intelligence is not related to the ability to produce orally. So intelligence has a very strong relationship with metalinguistic knowledge compared to communication skills.

Another factor that is no less important in the learning process is school facilities. School facilities are a key factor in ensuring quality education. This is one of the criteria for measuring the level of educational growth and development. Bullock (2007) studied the relationship between school facilities and student achievement in high schools in the state of Virginia in the United States. This study examines the relationship between student academic performance and overall, structural and cosmetic construction conditions. It was found that students performed better in new or renovated schools than in old schools. Overall building condition, age of the building, and windows in teaching areas were positively related to student achievement.

F. Factors Affecting Students' Difficulties

Twomey in Westwood (2008) suggests that there are three views of learning disabilities and their root causes, each of which focuses on very different variables and highlights different student characteristics. These perspectives are referred to as (a) deficit model, (b) inefficient learner model, and (c) environmental factors model.

Learning disabilities are believed to be triggered by cognitive and perceptual disorders in students who are in a deficit model. These alleged cognitive deficits include below average intelligence, impaired concentration on tasks, difficulties in visual and auditory processing, inadequate memory abilities, and limited awareness of complex language used in educational contexts. Additionally, in the deficit model, weaknesses in a student's culture or background of origin, such as a dysfunctional family situation, problems related to English as a second language, low standards, lack of care, health problems and poverty can also lead to learning difficulties.

The inefficient learner perspective does not concentrate on these deficiencies, but assumes that learning problems are caused by individuals who do not approach learning at school systematically, in other words the person has not found an effective way to learn at school. This model is a more positive intervention viewpoint because empirical evidence from strategy training studies shows that it is possible to teach students to become more successful learners.

The third perspective views that learning difficulties are mainly caused by environmental influences, the most significant of which is the quality and suitability of the teaching a person receives. Elksnin (2002) even describes a large group of students with non-specific difficulties as victims of the general education curriculum. It includes the teaching methods used by the instructor. From the definition above, it can be concluded that learning difficulties are various kinds of disorders in observing or listening, speaking, reading, writing and arithmetic which are caused by the individual's own internal factors, namely lack of brain function.

Meanwhile, Ado Ama (2019) believes that learning a second language is never easy. Especially, if you are studying English as a foreign language. He identified several challenges or problems faced by learners of English as a second or foreign language, namely; (1) unqualified teachers, (2) limited learning environment, (3) inadequate learning materials, (4) students are not serious about learning, (5) excessive use of mother tongue in class, (6) students become too dependent on the teacher, (7) strong students dominate the class.

G. Previous Studies

The following are some of the results of study conducted in advance to bolster the author's hypotheses:

First, Irza Yuzulia (2021) A Study on Students' Motivation Towards Learning English Language. Irza conducted research to find out students' motivation in learning English and the type of motivation they have. This

study uses a qualitative case study design. Data was collected through a questionnaire consisting of twenty-five questions and open-ended questions. Respondents' answers were analyzed descriptively. Based on the research results, it was found that students have high motivation to learn English. Regarding intrinsic motivation, the data shows that they always attend English classes on time (88.1%), are able to master English (95.2%), and study English in their free time (69%). As for extrinsic motivation, students' motivation in learning English is caused by several reasons such as answering English assignments correctly (88.1%), in order to pass the National Examination (80.9%), the teacher is the biggest inspiration in learning English (69%) and English will be beneficial for their future career (92.81%).

Second, Huy Cuong Nguyen (2019) conducted a study entitled *Motivation in Learning English Language: A Case Study at Vietnam National University, Hanoi*. This research focuses on investigating the types and levels of motivation in English language learning using a quantitative case study research design. The research instrument was adopted from Gardner's Attitude/Motivation Test Battery (AMTB). The data shows that the students who participated in this study had high motivation to learn English, and their motivation was more instrumental than integrative. The students' tendency towards instrumental motivation can be explained by the students' focus on getting a job that either requires English language skills or getting an English language certificate to pass the VNU-Uet foreign language requirements. The research findings show that the school year and

parental English ability had a significance influence on students' English learning motivation.

Third, Nuraeni and Aisyah (2020) did research on ten students at Maros Muslim University titled *Understanding EFL Students' Motivation to Learn: Why Do You Study English?*. The aim of this research is to find out what motivations underlie their decision to choose English as their major. To reach the goal of the research, an interview was carried out. According to the data, the majority of students initially exhibited extrinsic motivation, whereas only a few demonstrated intrinsic motivation. After studying English for more than a year, the motivation of some students remains largely unchanged. However, some students changed their motivation. Due to difficulties in learning, some students who are motivated to learn English intrinsically turn into extrinsic motivation. Conversely, a student creates extrinsic motivation caused by his curiosity to be intrinsic motivation and finds that English is an interesting subject to learn.

Fourth, Uddiniyah and Silfia (2019) conducted a study entitled *Analysis of Students' Motivation in Learning English at SMAN 8 Jambi City Academic Year 2018/2019*. The purpose of this research is to determine students' motivation in learning English. A quantitative descriptive survey research design was used for this study. The instrument was a questionnaire, data analysis using Likert analysis, percentage formula and to strengthen the research the researcher also added interviews. The results can be concluded that there are some students whose intrinsic motivation is more dominant than extrinsic motivation. However, in

general, extrinsic motivation is more dominant than intrinsic motivation. Most students answer the questionnaire statement both intrinsic motivation and extrinsic motivation then students answer with frequent specifications, sometimes specifications, rare specifications and never specifications. And intrinsic motivation is 62% more dominant than extrinsic motivation, which is 38%. The difference between intrinsic motivation with extrinsic motivation is 24%. Therefore, in this study intrinsic motivation is more dominant than extrinsic motivation.

Fifth, Kurnianingsi, Haryanto Atmowardoyo, Kisman Salija (2018) conducted research Analyzing Students' External Problems in Learning English. This research investigates students' external problems in learning English. This research uses qualitative methods by applying a grounded theory approach. The instruments used in data collection were observation and interviews. The findings show that the factors that influence students' learning English are (1) personal problems; (2) lack of parental attention; (3) the lack of learning media that schools have prepared; (4) lack of support from the environment. The factor that most influences students in learning is parental attention. This has a huge effect on student success. Therefore, the external problems faced by students in learning English are (1) parental problems; (2) school problems such as English laboratories, principal policies, study rooms, and textbooks. the last (4) environmental problems.

The previous studies described above were regarding student motivation in learning English at various institutions. This study differs from prior studies in several ways, including the research focus, novelty of

the research year, location, research subject, and the data analysis technique used. This study is similar to the previous in that it explores students' prevalent levels and types of motivation when learning English. In addition, most research follows quantitative research procedures and uses questionnaires to collect research data, except for the case study conducted by Yuzulia and Nuraeni which is categorized as qualitative research. In this study, researchers analyzed the types of intrinsic and extrinsic motivation of student, different from research conducted by Nguyen. In her study, Nguyen investigated instrumental and integrative types of motivation.