

CHAPTER II

LITERATURE REVIEW

This chapter is devoted to review some relevant theories underlying this study. It consists of some item such as: motivation, improving motivation, classroom environment, and the characteristics of motivating classroom environment.

A. Motivation

Motivation is an important contributing factor to success in second language learning. And motivation is often believed to trump language aptitude and learning conditions in terms of importance (Cheng & Dörnyei,).¹¹ Strategies to stimulate L2 motivation are defined by Dörnyei as techniques and consciously exerted influences that can bring about goal-related behaviour and other systematic, long-term positive changes in L2 learning. Beside it, motivation has big influences between the lecturer and the students, especially is the students. The influences that are got by the students if the students have low motivation, they will get bad values and low ability. Therefore, motivation is very important for the students. To grow up the motivation of the students are the motivation divide two motivation, there are Intrinsic and extrinsic motivations. They were originally used to research what causes motivation in a variety of contexts. Recently it has been

¹¹ Tim S. O. Lee, "Factors affecting the use of L2 motivational strategies: Lecturers understanding of motivation and beyond", *Centre for Applied English Studies, University of Hong Kong, Hong Kong*, 2(2015), 3

expanded to research the effective causes of motivation that produce success in L2 learning (Noels et al).¹²

1. Intrinsic motivation

Intrinsic motivation is an important factor when considering language learning. Wu describes that the characteristics as an individual being motivated to act on an activity for the pure joy that accompanies such activity without any external factors or motives. And intrinsic motivation is important because the students who have more intrinsic motivation have a higher chance of continuing their studies and furthering their L2 competence. For example, a student who does activity for his or her own enjoyment to participate in the task could be considered to have intrinsic motivation. Furthermore, possess intrinsic motivation are motivated because of the enjoyment of gaining competence and the pleasure that the activities can have producing new language.

2. Extrinsic Motivation

On the contrary, extrinsic motivation is the motivation one has to participate in an activity not for the joy of it, but to accomplish some external goal according to Dornyei. For instance, an individual who participates in an activity to receive praise, money, or a reward, as well as avoiding punishment from an external figure is characterized as possessing extrinsic motivation.

¹² Aja Dailey, *Key Motivational Factors and How Lecturers Can Encourage Motivation in their Students*, (University of Birmingham, 2009),9

In own motivation, generate motivation is difficult, to create the problems and lead to ineffective learning. There are some ways to improve the motivation of the students. To more understand about improving motivation will be discussed in part below.

B. Improving motivation

To build motivation on the students is difficult, because many factors which influence them, one of them factors is environment. Classroom climate is the most factor that become the students have low motivation, as lecturer, to solve the problem, there are some ways to improve the motivation of the students, they are :

1. Setting a good example

The lecturer must set a good example in their actions for students to have a positive attitude towards the L2 culture. The lecturers can do this by building a good relationship with students, as well as being friendly, helpful, and enthusiastic in class. Although, the lecturer is native lecturer who has same culture with ours, whereas for non-native speakers, their roles might be slightly different with our culture. These lecturers must maintain a positive outlook toward the L2 community setting a good example for their students. They can do this by showing interest and enthusiasm about the L2 community, sharing positive and personal experiences.¹³

¹³ Ibid, 17

2. Familiar with L2 culture

Students need to be familiar with the L2 culture in order to have a positive views. For English this 'L2 culture' has turned into a global community. Because Indonesian people is EFL (English Foreign language), so, the students just have traditional native - speaking, lecturers can promote a general cross-cultural awareness. According to Dornyei, lecturers should focus on cross-cultural similarities not just differences to encourage positive attitudes. Beside it, with invite native and non-native speakers of English to class and talk about their culture and how they use English in their daily lives can encourage interest in the culture and a desire to want to learn more.

Also, decorating the classroom with L2 paraphernalia and exposing students to authentic L2 materials can encourage a positive attitude as well. Being surrounded by the L2 will make the students feel that the culture is less foreign and can bring about enthusiasm in the students. Furthermore, the approaches can put positive attitudes in the students' minds about this global community they can be a part of.

3. Relative to students's interest

To make the students enjoy learning the L2. Lecturers have important part . Classes should be interesting and lecturers can do this by creating materials that are relevant to the students' interests. With these interests in mind, lecturers can make games and activities that the

students find challenging, so the students feel enjoyable .¹⁴ And using suitable material and participating activities which are relevant to their interests will bring about more enjoyment in the classroom and a greater motivation to learn the L2.

4. Possitive immagine of ideal self

Lecturers can help students create a positive image of their ideal self in their minds. Lecturers and students can talk about where and what kind of person the students see themselves in the future. For example, give good example or share experiences in order to make them motivated. Then, by working together between the lecturer and student can set personal goals of how to attain this ideal self and make the achievement of these goals realistic. Making goals together can increase motivation in students if such goals are believed to be attainable.

5. Learner autonomy

Lecturers must try to steer clear of external pressures by encouraging learner autonomy. Dornyei points out that learner autonomy minimizes external pressures and encourages teamwork between lecturers and students in organizing the learning process . Lecturers have to put responsibility into the students' hands, so, they can attribute their successes and failures to their own efforts rather than blaming external factors. To encourage learner autonomy, lecturers must also show students strategies, study habits and create activities that can develop

¹⁴ Ibid, 18

analytical abilities. Despite these approaches that lecturers can do to improve motivation, ultimately it lies in students' heads and no two students are completely the same.¹⁵

To make students more interested in learning English, not only need motivation from the lecturer or the other but also classroom environment. Classroom Environment is very important in the teaching learning process and can also influence them in save the material which is explained by the lecturer. So, classroom environment will be explained clearly in part below.

C. Classroom Environment

According to Vygotsky's theory of social cognitive development, the classroom environment is the "culture" that establishes students' learning development. In classrooms, the development of students' learning is taking place when interactions between students and lecturers or among the students themselves occur. Moreover, close relationship of the students and their friends in the classroom and also the supporting of the lecturer, students' level of learning would be improved. In other words, classroom environment which is the "culture" that teaches the students how to think and to get knowledge through classroom environment.¹⁶ Regardless of the definition, there are many important findings from the research as a whole that can impact students' learning and behavior. For the students, classroom

¹⁵ Ibid, 17

¹⁶ Lau Shiao Wei, "Relationship Between Students' Perceptions Of Classroom Environment And Their Motivation In Learning English Language", *International Journal of Humanities and Social Science*, 1(December, 2011), 240.

environment is very important where classroom environment influence concentrate of students to learn. If the students have bad environment, they feel difficult to get the material, and if the students have good environment, so they feel happy and get the material quickly.

1. The physical environment

The physical environment has continued to appear in contemporary studies as an influence on behavioral and academic outcomes.¹⁷ Physical environment is defined as the physical characteristics of the room. It refers to the different things i.e., size of the room, lighting, degree of temperature, condition of classroom floor whether it is carpeted or just concrete etc. According to Fisher Physical classroom environment refers to the physical room in which lecturer and learners are the main element including its spatial elements i.e., floor, windows, walls as well as other classroom equipments i.e., desks, chairs, rugs, chalkboards, tack boards, easels, counters and computer equipment but not limited to these things. Physical environment can affect students' comfort and also their ability to learn to some extent. Students who are comfortable will get much information as compared to those who are uncomfortable. Besides, the physical atmosphere can also affect the morale of the learners. Unfavorable classroom environment can discourage the learners and they

¹⁷ Angela Miller, "Classroom environment", *Education.com*, <http://www.education.com/reference/article/classroom-environment>, 18 April 2011, diakses tanggal 11 Maret 2016.

become less willing to learn.¹⁸ The key to success is creating an environment that facilitates connections and engagement between students and other aspects of the learning experience. In this philosophy, effectiveness depends upon the active participation of all individuals involved in the education process.¹⁹ Current studies of the physical environment have investigated aspects such as class composition, class size, and classroom management.

Class composition studies examine classroom grouping methods, including ability grouping of students, single-sex classrooms and cooperative learning groups. Research has found that classrooms with highly cooperative groups will give more positive perceptions of fairness in grading, stronger class cohesion, and higher degree of social support, as well as higher achievement scores for students. Research on single-sex classrooms has been more divided in terms of academic outcome research. Some studies found that girls do better in math and science particularly when separated from male students; other studies found no achievement differences between genders when either in single-sex or mixed-sex classrooms.

Studies about class size have examined how class size influences student and lecturer behaviors. Smaller classes are called with students who are less stressed and are more frequently on-task with fewer reported

¹⁸ Qaiser Suleman, "Effects of Classroom Physical Environment on the Academic Achievement Scores of Secondary School Students in Kohat Division, Pakistan", *International Journal of Learning & Development*, 4(2014), 72

¹⁹Thompson and Wheeler, "Learning Environment: Creating and Implementing a Safe, Supportive Learning Environment", *Journal of Family Consumer Sciences Education*, 26 (2008), 34.

behavior problems than students in larger classes. Although lecturers tend to use similar instructional strategies whether teaching large or small classes, there is some evidence that more class time is spent on administrative tasks for larger classes, leaving less time available for instruction. Some research has suggested that differences in academic outcomes based on class size are due to differences in student behaviors.²⁰

The timing of classroom management and organization also impacts students' perceptions of the lecturer as an effective manager. The students describe effective classroom managers are lecturers who set clear expectations and consequences early in the year and the lecturers who consistently (and predictably) follow through with consequences, as opposed to merely threatening consequences. These characteristics appear essential in establishing good classroom environment

2. The psychological environment

The psychological environment is important in learning process, based on the interaction of key players in the classroom, they are students and lecturers. Studies have been particularly concentrated on student class participation rates, lecturer support, and communication of learning goals.

Many lecturers equate the students engagement and on-task behavior with classroom participation, typically a top concern for

²⁰ Ibid, 73

lecturers. Researchers have difference in the participation style of the different genders. Whereas, the girls more frequently participate by responding to lecturers' questions, boys are more likely to participate as a means of obtaining attention or being noticed by the lecturer. Lecturers want to encourage development of relational aspects for both genders may need to utilize different acknowledgement techniques for male students to enhance their perceptions of feeling supported as a class participant.

According to Helen Patrick and colleagues (Patrick, Ryan, & Kaplan) found that there is a strong, positive relationship between students' level of motivation and engagement and their perceptions of the classroom environment as being socially supportive. When students feel that they receive emotional support and encouragement from their lecturers and academic support from their peers they are more likely to be on-task in the classroom and use self-regulated strategies.

Another large body of educational research has focused on the communication of learning goals to students in combination with the individual goals and expectations of students. Some students and classrooms are more focused on obtaining grades than on mastery of objectives. A multitude of studies have examined this social-cognitive aspect of classrooms and found that the classroom-level learning goal can be linked to both behavioral and academic outcomes. Many students's performance is emphasized are more likely to engage in cheating, avoid

help-seeking, and exhibit lower levels of academic engagement. In contrast, students who are in a classroom where the focus is on learning and improvement demonstrate higher levels of self-efficacy and engagement as well as more positive affect.²¹ At the personal goal level researchers have found that whereas students who are more focused on grades tend to have higher grades, those students who are more focused on mastering objectives tend to engage in more academically challenging tasks and retain information learned for a longer period of time.

D. Characteristics of motivating classroom environment

Every student will be happy if they feel comfortable when they study in their school, but Nowadays many students feel bored in the classroom. According Dornyei, he has many characteristic that motivate the students keep spirit in teaching learning, they are²²:

1. Group cohesiveness

Cohesiveness promote group members' feeling of identification with their group. According Dörnyei and Murphey's explain that group cohesiveness is a vital characteristic of group life since it has received the most attention in social psychology and in education literature. Many research studies have focused on how cohesiveness affects group performance and productivity. For example, Clément et al. has also found that group cohesiveness has a direct effect on group performance. Hinger's

²¹ Ibid, 74

²² Lilian Ya-hui Chang, 160.

research concludes that a learner group develops more cohesiveness and works more effectively in a compact course, where members meet for longer hours over a shorter period of time. Therefore, in group activities, communicate more, and are motivated to do their best to ensure the group's success, which positively motivates individuals.

2. Group Norms

Group norms promote an effective learning environment and enhance learner motivation in two ways: 1) when positive, they reinforce group members' desires and needs to perform well (Moreland & Levine,) and 2) they can enhance learners' motivation by establishing appropriate boundaries (Dörnyei & Malderez,). Group Norms, by establishing appropriate boundaries, can enhance the motivation of a group member whose behavior violates them. To suppose a group of learners set up the norms (either explicitly or implicitly) such as the habit of submitting each assignments on time. If one member fails to submit an assignments on time, he or she might receive direct negative feedback from peers or indirectly get cold shouldered. This unpleasant experience might motivate that student to work harder to better conform to this group norm in the future.²³

3. Group size

Group size has advantages and disadvantages to learner motivation, but most literature suggests a large group has negative effects such as less satisfaction with group membership and less participation in group activities

²³ Ibid, 160

(Levine & Moreland); more conflicts among the group members and more difficulty reaching a consensus; and less task involvement and lower morale in the group. And according to Morgan and Lassiter, one positive feature of a large group could be increased creativity because a greater of individuals contributing leads to a higher chance of more creative ideas being generated. Because of this additional creativity, more resources are available to help group members achieve their goals, and more people are available whom they can ask for help when they encounter difficulties.²⁴ Thus, overall group effectiveness is enhanced. Ehrman and Dörnyei offer a similar opinion by Noting that “with certain types of tasks (such as brainstorming)” (p. 74), more people in the group may benefit since different members can effectively offer a wider range of experiences, knowledge, and skills.

4. Group leadership style

Group leadership examines how group leaders, such as lecturers, communicate their classroom decisions to the group members. According Lewin and his colleagues (Lewin, Lippitt, & White,) were interested to find out how the participants would react to three very different group leadership styles:

- a. Autocratic (or authoritarian) leadership, which maintains complete control over the group

²⁴ Ibid, 161

- b. Democratic leadership, where the leader tries to share some of the leadership functions with the members by involving them in decision-making about their own functioning
- c. Laissez-faire leadership, where the lecturer performs very little leadership behavior at all

In educational psychology, an important research direction has been to operationalize this general style characteristic. Several models for the “democratic” leader/lecturer have been offered in the past; the most influential metaphor used in contemporary educational research and methodology is the humanistic notion of the group leader as a facilitator.²⁵

5. The process of facilitation

The concept of the lecturer as the facilitator in the learning process, while restricting the lecturer’s role to facilitating learning, that is, providing an appropriate climate and resources to support the students. Heron argues that—contrary to beliefs—a good facilitator. He divide three different modes of facilitation:

- a. Hierarchical mode, whereby the facilitator exercises the power to direct the learning process for the group, thinking and acting on behalf of the group, and making all the major decisions. Therefore, the facilitator takes full responsibility for designing the syllabus and providing structures for learning.

²⁵ Zoltan Dornyei, 724

- b. Cooperative mode, whereby the facilitator shares the power and responsibilities with the group, prompting members to be more self-directing in the various forms of learning. In this mode the facilitator collaborates with the members in devising the learning process, and outcomes are negotiated.
- c. Autonomous mode, whereby the facilitator respects the autonomy of the group in finding their own way and exercising their own judgment. The task of the facilitator in this mode is to create the conditions within which students' self-determination can flourish. Therefore, from the mode above we can build good leadership and will motivate the students to study in the classroom.²⁶

In teaching learning English, as EFL learner, Indonesian people need the deepest learning English, because they feel difficult in it. To make them understand easily in teaching-learning English, they need motivation, where motivation can be grow through two factors, there are intrinsic motivation and extrinsic motivation. In here, extrinsic motivation has important part in teaching - learning English, beside it extrinsic motivation can be influenced by classroom environment. Classroom environment emphasizes an important role in motivating students to learn English language because the process of learning takes place mostly in the classroom. Therefore, the classroom environment is essential to be focused on to see whether students' motivation in learning English language is related with classroom

²⁶ Ibid,725

environment. If the classroom has comfortable environment will make learners easy to learn in English and the other way. So, to make comfortable environment in the classroom which can make the motivated students, there are some characteristics of motivating classroom environment. They are group cohesiveness, group norm, group size, group leadership style and the process of facilitation.