CHAPTER II

LITERATURE REVIEW

In this chapter presents the review of related literature. There are definition of attitude, definition of motivation, definition of extrinsic and intrinsic motivation, and previous study about attitude and motivation in EFL (English as a Foreign Language) context.

A. Attitude

Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behaviour weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behaviour will have a positive attitude toward the behaviour. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behaviour will have a negative attitude.[1]

In contemporary research, the most common definition of the attitude concept is as an internal psychological tendency, which is expressed by the evaluation of some entity with some degree of favour or disfavour.[2] An attitude does not exist until the individual responds evaluative towards an entity with

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[1] Motano, D. E. & Kasprzyk, D. Theory of reasoned action, theory of planned behaviour, and the intregated behavioural model. In K. Glanz, B. Rimer & K. Viswanath (Eds.), *Health behavior and health education: Theory, research, and practice*. (San Francisco, CA: Jossey-Bass, 2008), 71.
[2] Ibid.,

affect, cognition, or behaviour.[3] Attitudes thus develop as a result of evaluative responding, which produces a psychological tendency to respond with a particular degree of evaluation when encountering the attitude object. An attitude object is the entity evaluated, and can be anything that becomes an object of thought. If this tendency to respond is established the person has formed an attitude toward the object.

According to Wenden the term attitude includes three components: cognitive, affective and behavioural.[4] A cognitive component is made up of the beliefs and ideas or opinions about the object of the attitude. The affective component refers to the feeling and emotions that one has towards an object, in other words, likes and dislikes, and with or against. Lastly, the behavioural component refers to one's consisting actions or behavioural intentions towards the object.

Learning process is regarded as a positive change in the individual's personality in terms of the emotional, psychomotor (behavioural) as well as cognitive domains, since when one has learned a specific subject, he/she is supposed to think and behave in a different manner and one's beliefs have been distinguished.[5]

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[3] Rosenberg, M. J., & Hovland, C. I.(1960). Cognitive, affective, and behavioral components of attitudes. In C.I. Hovland & M. J. Rosenberg (Eds.), *Attitude organization and change:An analysis of consistency among attitude components,* pp. 1-14. New Haven, CT: Yale University Press.
[4] Wenden, A. (1991). *Learner Strategies for Learner Autonomy*. London: Prentice Hall.
[5] Kara, A. (2009). The Effect of a „Learning Theories‟ Unit on Students‟ Attitudes towards Learning. *Australian Journal of Teacher Education*, 34(3), 100-113.

Moreover, learning process has social as well as psychological aspects beside the cognitive approach. Attitude concept can be viewed from these three dimensions. Each one of these dimensions has different features to bring out language attitude results. Accordingly, the attitude concept has three components behavioural, cognitive and affective. These three attitudinal aspects are based on the three theoretical approaches of behavioural, cognitive and humanism respectively. In the following, the three aspects of attitude concept, behavioural, cognitive, and emotional aspects are briefly described below.

1. Affective Aspect

The affective component is the emotional response (liking/disliking) towards an attitude object. Most of the research place emphasis on the importance of affective components. An individual's attitude towards an object cannot be determined by simply identifying its beliefs about it because emotion works simultaneously with the cognitive process about an attitude object. Agarwal & Malhotra, express that the affect (feelings and emotions) and attitude (evaluative judgment based on brand beliefs) streams of research are combined to propose an integrated model of attitude and choice.[6]

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[6] Agarwal, J. & Malhotra, N.K., 2005. An integrated model of attitude and affect. *Journal of Business Research*, 58(4), pp.483–493.

2. Behavioural Aspect

The behavioural aspect of attitude deals with the way one behaves and reacts in particular situations. In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behavioural which characterize the members of the target language community. Kara stated that, Positive attitudes lead to the exhibition of positive behavioural toward courses of study, with participants absorbing themselves in courses and striving to learn more.[7] Such students are also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally".

3. Cognitive Aspect

The cognitive component is an evaluation of the entity that constitutes an individual's opinion (belief/disbelief) about the object. Cognitive refers to the thoughts and beliefs an individual has about an attitude object. Fishbein & Ajzen express that a belief is information a person has about an object; information that specifically links an object and attribute.[8] The cognitive component is the storage section where an individual organizes the information.

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[7] Kara, A. (2009). The Effect of a „Learning Theories 'Unit on Students' Attitudes towards Learning. *Australian Journal of Teacher Education*, 34(3), 100-113.

[8] Fishbein, M. & Ajzen, I., 1975. *Belief, attitude, intention, and behavior*, Reading, MA: Addison-Wesley.

B. Motivation

Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related. As a result, various approaches to motivation can focus on cognitive behaviours (such as monitoring and strategy use), non-cognitive aspects (such as perceptions, beliefs, and attitudes), or both. For example, Gottfried defines academic motivation as "enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks".[9] On the other hand, Turner considers motivation to be synonymous with cognitive engagement, which he defines as "voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring".[10]

Several studies that examine general motivation patterns of human beings have been reviewed. Something that must be considered when attempting to motivate a student is deciding on the most effective mode or approach to instilling a desire to learn or to succeed in a student. Two of the most common motivational concepts or theories are those of intrinsic and extrinsic motivation. These two concepts are regularly examined in the world of education when trying to determine the best way to motivate a learner. Of course there are deviations and different interpretations of these theories.

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[9] Gottfried, A. E. (1990). Academic intrinsic motivation in young elementary school children. *Journal of Educational Psychology, 82*(3), 525–538.
[10] Turner, J. C. (1995). The influence of classroom contexts on young children's motivation for literacy. *Reading Research Quarterly, 30*(3), 410–441.

Intrinsic motivation can be best defined as being the desire to engage in activity for the enjoyment of that activity itself. This concept works under the assumption that when a person engages in an activity, he or she is doing so for the reason that he or she simply enjoys the act of doing that activity. Participants in activities are not rewarded for their efforts by any type of outside influence. Instead, they engage simply because they enjoy doing the activity. Thus, they feel the rewards come from within.

As stated by Brown, motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit.[11] Motivation is thought to be responsible for "why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it".[12]

The word "motivation" has many interpretations and includes such notions as longing, push, volition, wish, pressure, interest, aim, purpose, etc. Scholars have not found an exact consensus up to this day, and therefore, there are several possible perceptions of what motivation is.

Macintyre et al., defined motivation as an attribute of the individual describes the underlying psychological qualities of behaviour with respect to a particular task.[13] This behaviour directed toward this goal shows itself through different actions of the motivated individual. Dornyei describes this

[11] Brown, D. H. *Principles of language learning and teaching.* New Jersey: Prentice Hall Regents, 2001.

[12] Dornyei, Z. *Motivational strategies in the language classroom*. Cambridge University Press, 2001.

[13] Macintyre, P. D., Baker, S. C., Clement, R., & Conrod, S. *Willingness to communicate, social support, and language-learning orientations of immersion students. Studies in Second Language Acquisition*, 23, 2001.

explicitly when he wrote the following: The individuals' motivated, consistent effort and attention to the task at hand, having goals, desires and aspirations, enjoys the activity, experiences reinforcement from success and disappointment over failure, makes attributions concerning success and or failure, generated, and leveraged strategies to assist in achieving goals. Motivation should be viewed as a hybrid concept, an internal attribute that is the result of an external force.[14]

Ryan and Deci stated that "to be motivated means to be moved to do something". Unlike unmotivated people who have lost impetus and inspiration to act, motivated people are energized and activated to the end of a task. Psychological motivation is assumed to have two fundamental subcategories: intrinsic and extrinsic motivation. Intrinsic motivation indicates the desire to engage in an activity for its own sake "because of long term goals or an individual's established preferences".[15]

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[14] Dornyei, Z. Motivational strategies in the language classroom. Cambridge University Press, 2001.

[15] Edward T. Hall, *Psychology Today* (New York: Random House, 1983) 383.

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Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for several separable consequences. [16] When intrinsically motivated a person is moved to act for fun or challenge entailed rather than because of external prods, pressures, or rewards. The phenomenon of intrinsic motivation was first recognized in animal behaviour study in which he that many organisms engage in exploratory, playful, and curiosity behaviours even in the absence of reinforcement or reward. [17] These spontaneous behaviours, although clearly confers the 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.

[16] Richard M. Ryan and Edward L. Deci, *Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions, Contemporary Educational Psychology* 25, 54–67 (2000).
[17] White, R. W. (1959). *Motivation* reconsidered. *Psychological Review,* 66, 297–333.

Intrinsic motivation has been operationally defined in various ways, although there have been two measures that have been most often used. Basic experimental research has rested primarily on a behavioural measure of intrinsic motivation called the ''free choice'' measure.[18] In experiments using this measure participants are exposed to a task under varying conditions. Following this period, the experimenter tells participants they will not be asked to work with the target task any further, and they are then left alone in the experimental room with the target task as well as various distracter activities. They thus have a period of ''free choice'' about whether to return to the activity, and it is assumed that, if there is no extrinsic reason to do the task, then the more time they spend with the target task, the more intrinsically motivated they are for that task. This measure has been the mainstay through which the dynamics of intrinsic motivation have been experimentally studied.

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[18] Edward L Deci, *Effects of externally mediated rewards on intrinsic motivation*. *Journal of Personality and Social Psychology,* 18(1971), 105–115.

2. Extrinsic Motivation

Extrinsic motivation, on the other hand, generally operates under the theory that subjects will be motivated to engage when they are rewarded for their efforts. Here, subjects who are participating in an activity will essentially be motivated by the desire to obtain the reward that waits. An 'eyes on the prize' approach to motivating is most often taken here. With this type of motivation, often the desire to achieve will be in direct relation to the clout or value of the reward.

The basic definition of extrinsic motivation refers to doing something because it leads to a separable outcome. Extrinsic motivation is a construct that pertains whenever an activity is done is order to attain some separable outcome.[19] Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value. Although volunteers may not be motivated by monetary incentives, it cannot be ruled out that their decision to be part of voluntary non-profit organization is prompted by other extrinsic motivations.[20]

Extrinsic motivation as in a simple example can be described in a situation where a student who does his homework only because he fears parental sanctions for not doing the work in order to attain the separable

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[19] Ville Simola, *Intrinsic or extrinsic? A study on motivational factors among a network of entrepreneurship mentors. Case Venture Cup Finland*, (Finland: Aalto University, 2011), 16.
[20] Richard M. Ryan and Edward L. Deci, *Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions, Contemporary Educational Psychology* 25, 54–67 (2000).

outcome to avoiding sanctions. [21] As an similar example extrinsically motivated person in a voluntary entrepreneurship mentor network can be a person that is only giving feedback (usually in the last day before the deadline) because he is feared that if not giving at least some feedback his employer would get mad for not doing the job he is assigned to.

The use of extrinsic motivation may be used frequently and to some degree of success in the modern business world. However, regarding education, research seemed to support the use of intrinsic motivation in the classroom to encourage the optimum performance from students. It seemed that the more a student enjoyed a particular activity, the more successful that student became. This sentiment stressed the desire within a person as the key motivating factor to his/her success.

So, it can be said that extrinsic motivation is the motivation come from the outside-self that determine behaviour person in the person's life.

C. Attitude and Motivation in Learning English in EFL Context

Attitude and Motivation in EFL context has been studied from perceived positively in various contexts. The following study that has been conducted in some countries shows the various results on the topic.

The first studies, Fadlala investigate students' motivation and attitude regarding the use of English in social and educational context.[22] The data was collected from the questionnaire of Arts students at university of Dongola.

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[21] Ibid., 56

[22] Fadlala,E.H. *Students' Attitudes and Motivation Toward English Language – Dongola University*. International Journal of English and Literature (IJEL), 7(2), April 2017.

The result indicated that it had least a positive impact towards the social value and educational status of English. The researcher concludes that the study aimed at studying two significant psychological variables.

Second, Che Mat and Yunus investigate the attitude and motivation towards learning English among FELDA school students. [23] Gardner's Attitude and Motivation Test Battery (AMTB) was adapted to collecting the data as a questionnaire that was translated in to Malaysian. The result confirmed that students of FELDA school are have highly motivated and have positive attitudes and effort in improving proficiency.

Third, Ahmad, Abdullah and Ghani investigated the role of English Malaysia are assessing as it is in many other developing countries.[24] The subject consisted of students from Islamic educational system background using qualitative research in which to determine what on experience means for the persons who have had the experience. The finding showed several significant regarding factors affecting the learning of English as EFL context. First, the teachers' views and perceptions of their students' and motivation were comprehended. Next, the obstacles to motivate the students were also explored and the different ways teachers manage their students were ascertained.

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[23] Che Mat, S. S and Melor Md Yunus. *Attitudes and Motivation Toward Learning English Among FELDA School Students*. Australian Journal of Basic and Applied Sciences, 8(5) Special 2014.
[24] Ahmad I.S., Abdullah H., Ghani M.F.A*., Attitudes and Motivation toward Learning the English Language among Students from Islamic Education System Background: Exploring The Views of Teachers. Journal of Education and Learning.*8 (3).2014.

Fourth, Goktepe investigate the attitude and motivation of first year Turkish undergraduates toward English as foreign language.[25] The data was collected from questionnaire that adopted from Dornyei and Csizer in a variety of Hungarian researchers and from recently designed by Ryan. The finding of this study revealed that the students were mostly instrumentally motivated for personal needs. This result confirmed the Turkish EFL learners'attitude and motivation needs teacher improving the contents, teaching methods, and classroom activities to facilitate effective language learning.

These studies, with their different approaches to the research study, have produced useful insight in to this genre, such as Fadlala, Che Mat and Yunus and Goktepe they have similar result that motivation and attitude had least a positive impact and the participant of their result mostly needs the teacher improving the contents, teaching methods, and classroom activities to facilitate effective language learning. Meanwhile Ahmad, Abdullah and Ghani showed teachers' views and perceptions of their students' and motivation were comprehended and what ways teachers manage and motivate their students were ascertained.

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[25] Fatma Tokoz Goktepe, *Attitudes and Motivation of Turkish Undergraduate EFL Students towards Learning English Language*, *Studies in English Language Teaching*, 2 (3), 2014.