

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some theories related to the topic. They include motivation, English language skills, motivation in English skills, Previous study.

A. Motivation

Motivation is accepted for almost all of people in learning that motivation is urgent to success. Everyone sure need motivation when they have to do everything to be lucky. There are many factors that depend on motivation, such as motivation is an important aspect in learning a language. To advance the understanding of motivation we have to know about motivation, typical model in motivation.

1. Definition of Motivation

Motivation is the most used concept for explaining the flop or success of a learner. Then there are many definition of motivation. Dornyei (1998) explained that motivation is a key to learning. It is an inner source, desire, emotion, reason, need, impulse or purpose that moves a person to a particular action. More specifically, motivation is conceptualized to subsume three components: desire to learn the language, attitude towards learning the language and motivation density. Furthermore, Ames (1990) stated that motivation to learning is responsibility on long-term, quality addition in learning and initiate to the process of learning.

Motivation can be affected from inside of individual and also from outside of individual. Then the motivation is from inside of individual can be called intrinsic motivation. Intrinsic motivation: A student is intrinsically motivated when he or she is motivated from within: Intrinsically motivated students intensely engage themselves in learning out of oddity, interest, or amusement, or in order to attain their own scholarly and personal goals. Furthermore, Dev (1997) regarded that student who is intrinsically motivated will not need any type of recompense or enticement to initiate or complete a task. This type of student is more likely to complete the chosen task and eager by the challenging nature of an activity.

Moreover, Lepper (1988) noticed intrinsic motivation for own sake for the pleasure it provides, the learning it permits, or the impression of achievement it suggests. Extrinsic motivation: Dev, (1997) viewed that extrinsically motivated student engages in learning purely for attaining a reward or for avoiding some punishment. In addition, Lepper (1988) states extrinsic motivation incomes to obtain some reward or avoid some punishment external to the activity itself such as grades, stickers or teacher approval. So, In intrinsic and extrinsic motivation we have found the following sources of motivation which has also been confirmed by the students during data collection.

2. Typical Model in Motivation

Motivation has two types namely integrative and instrumental motivation. Meanwhile, some experts give statement about the types of motivation. Within the field of language learning, the typical model is the dissection made between integrative and instrumental motivation (Gardner & Lambert, 1972). If a person learns a language primarily for a purpose like getting a job or fulfilling an academic requirement, she/he is affected by instrumental motivation.

In other words, instrumental motivation refers to the motivation to acquire a language as means of achieving goals such as promoting a career or job or reading technical texts while integrative motivation has to do with wanting to be accepted by another community. Furthermore, commonly pointed by the ambition to find implementation profits from learn of a second language (Hudson, 2000). “Instrumental motivation refers to the perceived pragmatic benefits of L2 proficiency and reflects the recognition that for many language learners it is the usefulness of L2 proficiency that provides the greatest driving force to learn language. It subsumes such utilitarian goals as receiving a better job or a higher salary as a consequence of mastering L2” (Dornyei,2006:12). In contrast, Integrative motivation means integrating oneself within a culture to become a part of that society. Gardner and MacIntyre (1993) have referred to these two types of motivation as motivation orientations and mentioned that depending on learner's orientation (either career/academic-related

'instrumental" or socially/culturally-related "integrative") different to needs must be fulfilled in Foreign Language Teaching (FLT).

In addition, according to Masgoret (2003) state that a learner can be integrative motivated when students is ambition to study, want to follow the other language group, and handle positive attitudes to the learning process. In other hand, integrative motivation is differentiated by the students' positive attitude to the target language group, and the desire to communicate with those group members (Qashoa, 2006). So, according to Tilesto (2010) stated that integrative motivation is also as the the evolvment that generates from inside. Learners do something for the pure pleasure of doing it.

Meanwhile, integrative and instrumental motivation is useful to success students in their learning of English. For Lucas (2010), integrative motivation refers to a desire in learning a second language in order to has connected with, and probably to identify with members from a second language group. This definition can be contrasted with the instrumental definition, which refers to a desire in learning the foreign language to achieve some practical goal, such as job advancement or course credit. To put it in other words learners who are instrumentally motivated have got narrow goals for learning a foreign language, for example to read books, to listen to the radio, to watch TV programs and etc.

On the other hand, those learners who are integratively motivated follow several global goals, such as mastering a foreign language as a precondition, a key to know the country of the language they study. For (Masgoret and Gardner, 2003: 127) the integratively motivated student “is one who is motivated to learn the second language, has openness to identification with the other language community and has favorable attitude toward the language situation”. Finegan (1999) status of this foreign language for them is as high as their mother tongue.

In other words, “integrative motivation typically underlies successful acquisition of a wide range of registers and a native like pronunciation” (Finegan, 1999:568). Noels (2001) states that motivation to language learning is a complex set of variables such as effort; desire to reach goals, as well as attitudes toward the learning of the language. Falk, (1978) claims that most of the successful students learning a target language are those who like the people who speak that language, appreciate the culture and have a desire to become familiar with, or even integrate into, the society in which the language is used. According to Ellis (1999), Crookes and Schmidt (1991) while both instrumental and integrative motivations are essential of success, it is integrative motivation that sustains long-term success in learning a second language. However, Birjandi (2006), trust that second language motivation should not be regarded as a powered selection between these two. Conclude,

both types of motivation are important as separately or integrated together, because one does not rule out the other, or with other motivations.

3. Intrinsic vs. Extrinsic Motivation

Motivation has various types, the other types of motivation explained, they were intrinsic and extrinsic motivation. Substantively, there was similarity between intrinsic/extrinsic and integrative/instrumental motivation. Therefore, Rehman et al. (2014) classify intrinsic and extrinsic motivations, as follow:

Intrinsic motivation is a motivation which comes from the individual themselves. They want to learn the aim language because of their self-desire to study it. Whereas, according to (Woolfolk, 1998:374) “intrinsic motivation is a motivation that stems from factors such as interest of curiosity”. In connection to that, intrinsic motivation could occur while the learner has an interest or curiosity in learning English without any pressure to learn it.

On the other word, extrinsic motivation is a motivation which comes from the environment. They want to learn the target language because it is the demands of their job or school. Furthermore, the opinion from Harmer (2007), extrinsic motivation caused by outside factors, such as, the need to pass an exam, the hope for financial reward, or the possibility of future travel. Besides, Deci and Ryan (2000) propose 4 categories for extrinsic motivation. They were external regulation, interjection, identification, and integration.

Based on the discussion above, there are some motivational types to identify students' motivation. They are instrumental, integrative, intrinsic and extrinsic motivation. Hence, there is a similarity between extrinsic and instrumental motivation which come due to environmental influences. However, there are no similarities between intrinsic and integrative motivation. Therefore, in this paper, the researcher chose instrumental and integrative motivation to determine students' motivation.

B. English Language Skills

English has element of language which must be mastered by everybody learn it. Because, in order to be able to use language to convey their thought, feeling and information. There are some elements such as sound, structure and pronunciation. Then there are various skills that involved in English: listening and reading (receptive skills), and speaking and writing (productive skills).

1. Writing

There are some scientists give different argument about definition of writing. My opinion that writing is a ideas from our imagine to distribute on the form paper. In addition, "Writing is also way of gaining control over your ideas and getting them down on paper" (Wingesky, 1992:1). Furthermore, according to Meyers (2005) writing is equivalent to result speaking. Similarly, Harmer (2004) trust that good writing is a feature process contrasted to converse. So, the definition of writing is your ideas process contrasted to result of speaking.

In the writing there are types of writing that are as descriptive, narrative, and expository. In addition, Writing can be shared into sub skills as descriptive, narrative and expository writing skills (Wilcox, 2002). Similarly, Hywel (2003) dissevered the sub skills of writing such as descriptive skill (description of people, places and things), narrative skill (narrating stories, incident, events with proper sequence in cronological order) and expository skill (writing with the purpose to justify, explain, define, classify, compare and contrast). Furthemore, “there are four main types of writing: expository, persuasive, narrative, and descriptive expository writing in which author’s purpose is to inform or explain the subject to the reader, persuasive writing that states the opinion of the writer and attempts to influence the reader, narrative writing in which the author tells a story, the story could be fact or fiction, descriptive a type of expository writing that uses the five senses to paint a picture for the reader, this writing incorporates imagery and specific details” (freeology worksheet:2001:1). Finally, we can conclude that types of writing can be shared into sub skill four main types are expository, persuasive, narrative, and descriptive.

In this study about writing also has micro skill and there are some people give opinion about it, Henry (2002) called that micro skills involved in writing skills. Similarly, “the micro skills refer to producing the basic skills of writing, such as forming letters, words, or simple sentences, the micro skills are as follows, producing graphemes and orthographic patterns of

English producing writing at an efficient rate of speed to suit the purpose, producing an acceptable core of words and use appropriate word order patterns, using acceptable grammatical system (e.g. tense, agreement, pluralization), patterns, and rules, expressing a particular meaning in different grammatical forms, using cohesive devices in written discourse” (Brown:2003: 220-221). So, the micro skill is important and we must be attention about it, because the content of micro skill is involved in writing skill such as forming letters, words, or simple sentences.

2. Speaking

Some scientists give different definition of speaking, according to Brown (2004), speaking is a productive skill that can be directly, and empirically. Furthermore, speaking involves two people who are used in talking to each other (Harmer, 2007). Moreover, according to Thornbury (2005) states that speaking is an activity in real life that is bought by speaker to carry out people ideas to communicate with listeners. The activities unplanned and their continuity is based on conditions.

Similarly, according to Ladouse in (Nuren, 1991:23), “speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Another definition comes from Wilson (1983) defines speaking as expansion of the connection between speakers and listeners. Meanwhile, argument from Caroline (2005) says that

speaking as a first oral interaction among people in society. It means that speaking which serves as natural means communication of the members of the community for both expression of thought and form social behaviour. From the definitions, it can be concluded that speaking is an activity in which the speaker results utterances to express people ideas in order to move information, so the listener understand what the speaker means.

Speaking English automatically and fluently is very difficult for many no English speaking people, especially students. To be able to interact well, a speaker has to master two skills in speaking. They are micro skills and macro skills. According to (Brown, 2000:272) lists 16 points of micro skills in speaking such as:

1. Produce chunks of language of different lengths.
2. Orally produce differences among the English phonemes and allophonic variants.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.

7. Monitor your own oral production and use various strategic devices (pauses, filters, self-corrections, backtracking) to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to situations, participants, and goals.
13. Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial gestures, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning

of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Macro skills in speaking such as:

1. Appropriately accomplish communicative functions according to situations, participants and goals.
2. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and yielding, interrupting and other sociolinguistic features in face-to-face conversations.
3. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
4. Convey facial features, kinesics, body language and other nonverbal cues along with verbal language.
5. Develop and use battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of sounds, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Macro and microskills of speaking should be mastered by the students. As the result, they will speak the correct and appropriate English.

Speaking is very important, especially in daily activities communication. Every people is known that he/she is educated from the

way and what he/she is speaking. When speaking, everyone has to know what to talk and understand the ideas of what he/she is talking about. Moreover, according to (Harmer, 2003: 87) “states that through speaking, the students will understand ideas, opinions and information from other people”.

Moreover, Brown and Yule (1983) (in Richards, 2008) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. Meanwhile, argument from (Richards, 2008: 21) says, “In workshops with teachers and in designing my own materials, I use an expanded three-part version of Brown and Yule’s framework (after Jones, 1996, and Burns, 1998): *talks as interaction; talk as transaction; talk as performance*. Each of these speech activities is quite distinct in term of function and requires different teaching approaches”. Then, the argument can be concluded that using speaking can communicate to exchange the other information.

3. Reading

The term of “Reading “ is usually defined in many ways, people possess many different definition of what constitute reading and every reader has his own definition is based on the level at which he is functioning and the purpose of his reading. Meanwhile, the definition reading from (Bernhart, 1991:6) states that “reading is about

understanding written text. It is complex activity that involves both perception and thought. Another view the term of reading is from (David, 2003:68) in his book said “reading is a fluent process of reader combining information from the text and their own background knowledge to build meaning”. So, the include reading is a process to understand written text by reader to combine information from the text with their knowledge.

On the other hand, there are some kinds of reading. It is important for reader to know it. Moreover, according to (Hadfield, 2008:92) there are five kinds of reading namely:

a. Skimming

Reading to get a general idea of what a text is about. These are the ones that should have the main point and conclusion.

b. Scanning

Reading to find particular piece of information by moving eyes quickly over the text and only stop when see the word or information that looking for.

c. Reading for gist

A kind of reading with a purpose in mind which is sometimes skips some passages and read others more carefully.

d. Reading for detail

Reading for detail is reading a legal document or a set of complicated instruction that makes the reader pay attention to all of sentences and to be able to follow the meaning of the whole text.

e. Extensive reading

Reading a longer text, such as novels, non-fiction, academic book, we may use a variety of the above ways of reading; reading some parts rapidly and others in greater detail.

4. Listening

There are some definition of listening from some scientist. The first, according to (Myers and Myers, 1999: 143) state that “listening is not only hearing, but also including the added dimensions of understanding, paying attention, analyzing, and evaluating the spoken messages, and possibly acting on the basis of what has been heard”. Similarly Floyd as quoted by Myers and Myers, defined listening as receiver orientation to the communication process, since communication involves both a source and a receiver, listening consists of the roles receivers playing in communication process. Furthermore, Rost (1994) states that listening is a process ignited by our attention. In psychological terms, attention is an excitation of nerve pathways, the brain to organize incoming stimuli in an efficient way. While, according to (Farlex 2007:2) defines that “listening is the act of hearing attentively”.

After you are sure you understand what the speaker has said, think about whether it makes sense. Listening needs listeners to translate all messages they hear and see. Effective listening means being able to understand the language (grammatical ability) and the way the language is used in a different situation (interaction ability). Listening is a psychomotor process of receiving sound waves through the ear and transmitting nerve impulse to the brain.

On the listening has type's activities. An important factor in creating effective listeners is exposing the listeners to kinds of listening activities. Moreover, according to (Helgesen and Brown, 1994:12) there are three types of listening activities, namely:

a.) Listening for the main idea/listening for gist/global listening.

It is listening skill for understanding the general meaning. The listener usually is quick to understand the idea of the text. He/she can imagine to catch the general meaning of something he/she hears.

b.) Listening for specific information/listening for detail/ focused listening. It involves understanding the task and focusing to catch certain information.

c.) Listening between the lines /understanding inferences.

Understanding inferences is the most difficult skill in the listening activities. It is not just imagining meanings. It is thinking about meaning that is given, even though the specific words are not used. It

means the listener needs to understand the sequences of the story. Here, in this listening activity, the hearer must be able to draw the inference of the story.

C. Motivation in English Skills

One of purposes of teaching English is to develop the ability in communicating with others. Motivation in English skill is so important because nowadays many students have interest to go abroad whether to join events or just for holiday. It is important too for the students to learn English especially in speaking, reading, writing and listening better, they need motivation in order to increase their spirit to learn language skills especially in English.

However, according to Birdsong (1999) learning of second language is characterized by many varying factors that create different impacts on different language components that include syntax, semantics, phonology, and morphology that affect the nature and the time period for the L2 acquisition. This underscores the fact that efforts to motivate learners should be upheld for this can greatly affect the acquisition of English speaking and writing skills by Njoroge (2000).

The acquisition and learning of English skills in relation to students' individual considerations is very important at the moment, because at times a learner factor can be ignored or even frustrated during language classes. The students even if they are eager to master the language they cannot under some conditions as they are heavily influenced by factors like poor motivation methods that impact negatively on their endeavors (Vilnensia, 2004). In order to acquire a

second language successfully, they should be ready to overcome all the collisions and difficulties that hinder them from the English language in its complexity.

D. Previous Study

There are many studies that have been done in the field of typical motivation in learning English in School. A study was conducted by Zahra Hashemi and Maryam Hadavi's research (2014), it is about exploring the roles of integrative and instrumental motivation on English language acquisition among Iranian Medical and Dentistry students. Their research result that the students were highly motivated to learn English and there was no statistically significant differences on instrumental versus integrative motivational orientations of these students ($p=0.07$).

Furthermore, Sadighi and Maghsudi (2000), it is about the relationship between motivation and English proficiency among Iranian EFL learners. Their research obtained a significant difference between the English proficiency scores of their integrative motivated students versus their instrumentally motivated ones. Chalak and Kassain (2010), it is about motivation and attitudes of Iranian Undergraduate EFL students towards learning English. Their research found that it is more instrumentally motivated. Roohani (2001), it is about an investigation into EFL student's motivation in Shiraz State and Islamic Azad University. Her research found that it is more instrumentally motivated. Moinvaziri (2012), it is about motivational orientation in English language learning: a study of Iranian undergraduate students. Her research found that her subjects had both

instrumental and integrative motivations. So, after the researcher learned results of the five researches above, the researcher is much sure in conducting the similar research but it is in different. The multiple correlation between types of motivation and English achievement.

Moreover, Kitjaroonchai (2012) conducted a study on students' motivation to learn English as a second language. Here, the researcher tried to replicate the study and adapt the questionnaire but using different sample which was the fresh year students at EDSWCU. In this study, Kitjaroonchai (2012) involved 266 students from 10 different secondary and high schools in Education Service Area 4, Saraburi Province.

The result of his study was the students were highly motivated to learn English by having overall mean score 4.39. In comparing the two types of learning motivation: integrative motivation and instrumental motivation, it was almost a similar result among integrative and instrumental motivation to learn English with average mean scores of 4.22 and 4.51, respectively. Their instrumental motivation to learn English was very high and it slightly outperformed their integrative motivation by 0.29. These research findings were consistent with the previous studies by Wimolmas (2012).

A study by Wimolmas (2012) in Thailand aimed to determine students' motivation in learning English, in term of instrumental and integrative motivation. Specifically, the researcher involved 30 first-year undergraduate students at an international institute of engineering and technology. The result of his study

shown that the students were relatively highly motivated. Hence, the researcher found that the students were more instrumentally motivated to learn English.

Rehman et al. (2014) conducted a study to explore the role of motivation in learning English for Pakistani learners. The study involved 50 Pakistani intermediate students from a private college. In relation to motivation, the result found that 70% of the students were more instrumentally motivated to learn English. Otherwise, 24% students wanted to learn English because they love English (integrative motivation) and 6% students did not show their consent.

The conclusion of the previous study above, that the result from type's motivation are instrumental and integrative which is dominant in instrumental but there is balance between instrumental and integrative.