CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher presents about (1) definition of motivation, types of motivation, sources of motivation, the role of motivation, theories of motivation and measure of motivation,(2) definition of learning, theories of learning, and types of learning, (3) learning English as foreign language and motivation for learning English.

A. Theoretical Review

1. Motivation

   Motivation is received for almost all of fields in learning that motivation is important to success. We need the motivation when we have to do something to be successful. 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, types, sources, role, theories and measure of motivation.

   a. Definition of Motivation

      There are many various definitions of motivation from many psychologists. We have to see about what the motivation is in order to know and comprehend it. Harmer stated that motivation is some kind of internal drive which pushes someone to do things in order to

achieve something.[1] While Dimyati and Mudjiono stated also that motivation is a mental encouragement that moves and leads human behavior.[2] The word motivation is derived from motive that means anything that encourages person to act to do something.[3] Brown stated in his book that motivation is something that can, like self-esteem, be global, situational, or task oriented. Motivation is also typically examined in terms of the intrinsic and extrinsic motives of the learner.[4] Motivation is a significant determinant of success in learning a second or foreign language. It can be defined as a driving force that pushes someone to do something. In classroom the teacher plays an important role in motivating students especially in the foreign language classroom.[5]

1) Behavioristic Definition

A behaviorist would define motivation as "the anticipation of reinforcement". Here psychologist like Skinner or Waston would stress the role of rewards (and perhaps punishments) in motivating behavior. In Skinner's operant conditioning model, for example, human beings, like other living organisms, will pursue a goal because they perceive a

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[1] Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2007), 4th Ed., P. 98.

[2] Dimyati and Mudjiono, *Belajar dan Pembelajaran,* (Jakarta: PT Rineka Cipta, 2006), P. 80.

[3] Ngalim Purwanto. *Psikologi Pendidikan,* (Bandung: PT Remaja Rosdakarya Offset: 2014), P. 60.

[4] H. Douglas Brown, *Principle of Language Learning and Teaching,* (New York: San Fransisco State University: 2000), Fourth Edition, P. 162.

[5] Astuti, "Teachers' and Students' Perceptions of Motivational Teaching Strategies", *TEFLIN Journal*, Volume 24, Number 1 (January, 2013), P. 14.

reward for doing so. This reward serves to reinforce behavior: to cause it to persist.

2) Cognitive Definition

A number of cognitive psychological viewpoints offer quite a different perspective on motivation. While rewards are very much a part of the whole picture, the difference lies in the sources of motivation and in the power of self-reward.[6]

Based on the explanation above, the researcher can concludes that motivation is the desire and effort which drive people to do anything act to achieve the goal. Motivation is an essential factor in learning because it has an influence toward students' success or failure as language learners, so the teacher must develop an understanding of the motivation in learning.

b. Types of Motivation

Motivation can be described in many types and the main broad categories are intrinsic and extrinsic motivation.[7] According to Penny, motivation can be divided into two kinds, intrinsic motivation (the urge to engage in the learning activity for its own sake) and extrinsic motivation (motivation that is derived from external incentives). Both or these have an important part to play in

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[6] H. Douglas Brown, *Principles of Language Learning and Teaching,* (NJ: Prentice Hall:1987), P. 72.
[7] Zhu Ji-feng, "An Analysis of English Majors' Learning Motivation in Newly-Founded Universities—A Case Study of Ningbo Dahongying University", *Sino-US English Teaching,* Vol. 11, No. 11, (November, 2014), P. 840.

classroom motivation, and both are at least partially accessible to teacher influence.[8]

1) Intrinsic Motivation

Harmer stated intrinsic motivation comes from within the individual.[9] It means motivation is a desire which comes from inside to do something. Santrock also stated that intrinsic motivation involves the internal motivation to do something for its own sake (an end in itself).[10] So, intrinsic motivation is the natural tendency to seek out challenges as we pursue personal interest and exercise capabilities, the statement above shown that motivation will be active or has function did not need to stimulate from outside, because every person has a drive to do something. Gage & Berliner say that intrinsic motivation can be found as in students' interest, need, goal in learning and hobby.[11]

a) Interest

Interest is the factor which determiners an attitude in working or studying actively. Learning process will run well if the students have an interest. The students will study

[8] Penny Ur, *A Course in Language Teaching,* (New York: Cambridge University Press, 1996), P. 276.
[9] Harmer, *The Practice of English.,* P. 51.
[10] John W. Santrock, *Psikologi Pendidikan: Edisi Kedua,* terj. Tri Wibowo B.S., (Jakarta: Prenada Media Group, 2007), P. 514.
[11] Rini, *The Correlation Between the Twelft Grade Students' Motivation in Learning English and Their Achievement*, (Jambi: University Of Jambi, 2017).

regularly or effectively and they will be success if they have high interest.

b) Need

Need is a situation in which something is necessary. Saundra and Noland divide the characteristics of the three types of needs are:

(1) Need for achievement

Involves a strong desire to succeed in attaining goals, not only realistic ones but also challenging ones.

(2) Need for affiliation

People high in this need seek to be liked by others and to be held in high regard by those around them.

(3) Need for power

Power is not about reaching a goal but about having control over other people. People high in this need would want to have influence over others and make an impact on them.[12]

c) Hobby

Hobby is an activity which is done for pleasure and it is usually something that you really enjoy to do it. Hobby is an activity done for pleasure during one's free time. That

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[12] Saundra K. Ciccarelli & J. Noland White, *Psychology 3rd edition*, (New Jersey: Pearson Education, 2012), P. 346-347.

means hobby refers to like or pleasure doing something for wasting time, example, Tom's hobby is fishing, he always tries to fish when he has free time.

d) Goal

All people have a goal in their life. Before they do what they wanted to do, they have decided a goal first. In teaching and learning activity, the students have to know and decide to a goal, because it can be a great motivation for them. If the students know the appropriate goal, they will prepare everything that can help them to achieve their goal

2) Extrinsic Motivation

According Penny that the second motivation is extrinsic motivation, it's that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks."[13] Extrinsic motivations are motive active and function if there is stimulation from outside. An example: a person studying, because he or she knows that tomorrow morning there will be a test, by hoping that she or he could get a good value.

We can find many sources of motivation, but actually motivation only has two big sources, the first source comes from

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[13] Penny Ur, *A Course in Language Teaching*, P. 277.

within the individual itself or known as intrinsic motivation and the second is extrinsic motivation, which appears from the outer side of and give some influences to the individual like give incentives, social pressure or punishment. According Gage and Berliner stated this motivation appears or comes from teacher, parents, and environment.[14]

a) Teacher

A major factor in continue of a student's motivation is the teacher. Teacher has an important role in teaching learning activity. The teacher is not only a person who transfers the knowledge to the students, but also as a motivator who can motivate or support the students in learning activity.

b) Parents

A part from the culture of the world around students, their attitude to language learning will be greatly affected by the influence of people who are close to them. Harmer added the attitude of parents and older siblings will be crucial.[15] Students who are encouraged by their parent will try new things and try to give high performance to get reward from their parent. As a result, they will get better achievement.

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[14] Rini, *The Correlation Between.*
[15] Jeremy Harmer, *The Practice of English Language Teaching Third edition*, (Longman Pearson Education Limited. 2001), P. 51-52.

c) Environment

Environment can influence students' motivation. Hunter said the situation of environment can push students to do something and it will affect their learning achievement.[16] So, the good and health their environment will give better satisfactory in teaching and learning process.

According Harmer that all these views of language learning will affect the student's attitude to the language being studied, and the nature and strength of this attitude will, in its turn, have a profound effect on the degree of motivation the student brings to class and whether or not that motivation continues. Even where adult students have made their own decision to come to a class to study English, they will bring them attitudes from the society they live in, developed over years, whether these attitudes are thoroughly positive or somewhat negative.[17]

Students who are motivated by their environment will have encouragement to learn English. In the other words, if their home environment and the atmosphere of classroom and also the quality of facilities are good, they will do their best to achieve

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[16] Rini, *The Correlation Between.*
[17] Harmer, *The Practice of English Language Teaching*.

better English. Generally, it has been known that to determine someone's learning, motivation is not only from individual factor, but also environment factor. Environment is everything which exists around us which has correlation influences in ourselves.

c. Sources of motivation

According to Harmer the motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people.[18] Harmer also explained that there are some sources that affect the students' motivation in learning English:

1) The society we life in

Outside any classroom there are attitudes to language learning and the English language in particular. Learning English are important that considered being in the society. All the views from the society such as learning language for low or high status will affect the students' attitude to the language being studied, and the nature and strength of this attitude will, in its turn, have a profound effect on the degree of motivation the student brings to class and whether or not that motivation continues.

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[18] Ibid.

2) Significant others

The attitude of the students to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial. The attitude of students' peers is also crucial. If they are critical of the subject or activity, the student's own motivation may suffer. If they are enthusiastic learners, however, they may take the students along with them.

3) The teacher

The teacher is a major factor in the continuance of a student's motivation. Teacher's attitude to the language and the task of learning will be vital. An obvious enthusiasm for English and English learning, in this case, would seem to be prerequisites for a positive classroom atmosphere.

4) The method

The method is vital that both teacher and students have some confidence in the way teaching and learning. When either loses this confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success much more likely.[19]

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[19] Ibid.

d. The Role of Motivation

According to Dörnyei, motivation is a key factor in determining the success of second and foreign language learning.[20] Motivation, as the engine of an automobile, drives students learn English well and makes the learning procedure more interesting, because motivation is an inner mental process, which arouses people's activity, maintains it, and makes it close to their setting target.[21]

e. Theories of Motivation

1) Brown's Theory

Brown stated that Motivation is something that can, like self-esteem, be global, situational, or task oriented.[22] Motivation also typically examined in terms of the intrinsic and extrinsic motives of the learner. Intrinsic motivation, for example occur when the learner learn for their own self-perceived needs and goals. While, learner who pursue a goal only to receive an external reward from someone else are extrinsically motivated.

There are three different perspectives emerge based on Brown:

a) From a behavioral perspective, motivation is seen in very matter fact terms. It is quite simply the anticipation of

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[20] Daranee C. and Chudapak C., "English Language Learning motivation of Thai Undergraduate Students in the Globalized Era", *Suranaree J. Soc. Sci.,* Vol. 2 No. 2 (December, 2015), P. 25.

[21] Ji-feng, "An Analysis of English Majors'.

[22] H. Douglas Brown, *Principles of Language Learning and Teaching,* (Fifth edition. Addison Wesley Longman, Inc. A Pearson Education Company, 2007), P.170.

reward. Driven to acquire positive reinforcement, and driven by previous experiences of reward for behavior, we act accordingly to achieve further reinforcement.

b) In cognitive terms, motivation places much more emphasis on the individual's decisions. For example Ausbel in Brown identified six needs undergirding the construct of motivation:

(1) The need for exploration

(2) The need for manipulation

(3) The need for activity, for movement and exercise, both physical and mental.

(4) The need for stimulation, the need to bestimulated by the environment, by other people, or by ideas, thoughts, and feelings.

(5) The need for knowledge, the need to process and internalize the result of exploration, manipulation, activity, and stimulation, to resolve contradiction, to quest for solutions to problems and for selfconsistent systems or knowledge.

(6) The need for ego enhancement, for the self to be known and to be accepted and approved of by others.[23]

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[23] Ibid., P. 169.

c) A constructivist.

Each person is motivated differently, and will therefore act on his or her environment in ways that are unique. But these unique acts are always carried out within a cultural and social milieu and cannot be completely separated from that context.[24]

The needs concept of motivation in some ways belongs to all three schools of though. The fulfillment of needs is rewarding, requires choices, and in many cases must be interpreted in a social context. For example, children who are motivated to learn to read because they perceive the value (reward) of reading, they meet the needs of exploration, stimulation, knowledge, self-esteem, and autonomy, and they do so in widely varying ways and schedules and in the context of a society that values literacy. On the other hand, children my unmotivated to learn because they fail to see the reward, only connect to the learning to superficial needs such as fulfilling a requirement.
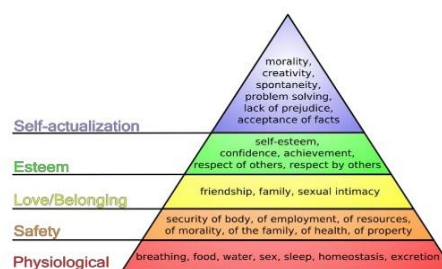
2) Maslow's Theory

Abraham maslow stated that the theorists prefer the concept of motivation to satisfy needs. Maslow indentifies the

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[24] Ibid., P. 168.

types of needs. People are motivated to satisfy needs at the bottom of the hierarchy before seeking those at the top.[25]

We can see Maslow's Theory in the picture below:

Figure 2.1
Maslow's Hierarchy of Needs

(a) Psychological needs

It was to do with maintenance of the human body if we are unwell, then little else matters until we recover.

(b) Safety needs

It was about putting off over heads and keeping us from harm, if we are rich, strong and powerful or have good friends, we can make ourselves safe.

(c) Love/Belonging needs

Introduce our tribal nature; if we are help fill and kind to others, they will want us as friends.

(d) Esteem needs are for a higher position within a group.

(e) Self-actualization needs

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[25] Robert E. Slavin, *Educational Psychology: Theory And Practice,* (Massachusetts: Paramount Publishing, 1994), P. 350.

f. Measure of Motivation

According to Hanafiah there are some measurements that can be used to know the motivation that are:

1) Performance test is the measurement to get information about loyalty, sincerity, targeting, awareness, duration,and frequency of activist.

2) Questionnaire is to know the persistence and loyalty.

3) Free compose is to understand information about the vision and aspirations

4) Achievement test is to get the information about theachievement of the students' academic.

5) Scale is to understand information about attitude.[26]

In this research the researcher uses the one of the measurement above that is questionnaire. In the questionnaire there are four options that are strongly agree, agree, disagree and strongly disagree. The answer of the questionnaire would be change become score by using likert scale.

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[26] Nanang Hanafiah and Cucu Suhana, *Konsep Strategi Pembelajaran,* (Bandung: Rafika Aditama, 2012), P. 29.

2. Learning

a. Definition of Learning

Brown stated that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.[27] Based on Brown there are many concepts of learning:

1) Learning is acquisition or "getting".

2) Learning is retention of information or skill.

3) Retention implies storage systems, memory, and cognitive organization.

4) Learning involves active, conscious focus on and acting upon events outside or inside the organism.

5) Learning is relatively permanent but subject to forgetting.

6) Learning involves some form of practice, perhaps reinforced practice.

7) Learning is a change behavior.[28]

These concepts above, also give way to a number of subfields within discipline of psychology: acquisition processes, perception, memory (storage) system, short-and long term memory, recall, motivation, conscious and subconscious learning styles and strategies, theories of forgetting and also reinforcement. The role of practice very quickly the concept learning becomes every bit as complex the concept of language.

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[27] Brown, *Principles of Language Learning and Teaching,* P. 7.
[28] Ibid., P. 8.

b. Theories of Learning

There is no final answer to question about learning and no theory can be found to be absolutely superior to all others. Nevertheless, learning theories can develop by the teacher of their own. Through study of learning theories and their historical development, teacher should gain insight into the harmonies and conflicts that prevail in present educational theory. From this insight, teacher should more toward developing adequate theories of their own.

Throndike concluded that learning is a process of forming connection between stimuli and respond; meanwhile problem solving can be achieved through "trial and error". Entwistle in Uno, he stated that, changes in behavior can be either concrete (something that can be observed), or no concrete (not observable). In teaching and learning process, the progress of the students can be observed by knowing their attitude.[29]

c. Types of Learning

The American educational psychologist Robert M. Gagné identified eight basic types of learning and arranged these from signal learning to problem solving in the hierarchy. Gagné's eight categories of learning are:

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[29] Hamzah B. Uno, Teori Motivasi Dan Pengukurannya (Bumi Aksara: 2008), P. 11.

1) Signal Learning

This is the simplest form of learning, and consists essentially of the classical conditioning first described by the behavioral psychologist Pavlov. In this, the subject is 'conditioned' to emit a desired response as a result of a stimulus that would not normally produce that response. This is done by first exposing the subject to the chosen stimulus (known as the conditioned stimulus) along with another stimulus (known as the unconditioned stimulus) which produces the desired response naturally; after a certain number of repetitions of the double stimulus, it is found that the subject emits the desired response when exposed to the conditioned stimulus on its own. The applications of classical conditioning in facilitating human learning are, however, very limited.

2) Stimulus-response learning

This somewhat more sophisticated form of learning, which is also known as operant conditioning, was originally developed by Skinner. It involves developing desired stimulus-response bonds in the subject through a carefully-planned reinforcement schedule based on the use of 'rewards' and 'punishments'. Operant conditioning differs from classical conditioning in that the reinforcing agent (the 'reward' or 'punishment') is presented after the response. It is this type of

conditioning that forms the basis of programmed learning in all its various manifestations.

3) Chaining

This is a more advanced form of learning in which the subject develops the ability to connect two or more previously-learned stimulus-response bonds into a linked sequence. It is the process whereby most complex psychomotor skills (eg. riding a bicycle or playing the piano) are learned.

4) Verbal association

This is a form of chaining in which the links between the items being connected are verbal in nature. Verbal association is one of the key processes in the development of language skills.

5) Multiple discrimination

This involves developing the ability to make appropriate (different) responses to a series of similar stimuli that differ in a systematic way. The process is made more complex (and hence more difficult) by the phenomenon of interference, whereby one piece of learning inhibits another. Interference is thought to be one of the main causes of forgetting.

6) Concept learning

This involves developing the ability to make a consistent response to different stimuli that form a common class or

category of some sort. It forms the basis of the ability to generalize, classify etc.

7) Principle learning

This is a very-high-level cognitive process that involves being able to learn relationships between concepts and apply these relationships in different situations, including situations not previously encountered. It forms the basis of the learning of general rules, procedures, etc.

8) Problem solving

This is the highest level of cognitive process according to Gagné. It involves developing the ability to invent a complex rule, algorithm or procedure for the purpose of solving one particular problem, and then using the method to solve other problems of a similar nature.[30]

3. Learning English as A foreign Language

It is widely recognized that English is important for Indonesia and the reason most frequently for it because English is a global or international language. English is a global language which can be used to communication with native-speakers and non-native-speakers in the worldwide. Learning language is related to the second language or foreign language and it is not communicative. In Indonesia, learning English is related to foreign language where students have conscious

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[30] H. Douglas Brown, *Principle of Language Learning and Teaching*, 4th Ed., P. 91-92.

knowledge of the new language and can communicate with that language.[31]

4. Motivation for Learning English

Ushioda said that it is hard to succeed in learning a second/foreign language without motivation.[32] In teaching and learning process, motivation can be called as the whole of locomotion in individual that appears learning activity which ensures the directness of learning activity and give the direction toward learning activity in order to achieve the goal that they need.[33] According to Uno, there are three functions of motivation in learning: (a) Learning motivation encourages students' behavior or their performance. This action will appear because of motivation. Motivation is as a moving spirit from each activity that they do. (b) The function of learning motivation is as a director in learning process. It means that motivation directs to the alteration in order to reach the goal. Motivation can give the direction and the activity that should be done toward their purposes. (c) Learning motivation is as activator. It means that motivation move the students' behavior in learning. In other word, learning motivation is as imputes effort. In learning activity, both of students and teachers must have a motivation to fulfil the learning goals including in every language learning. Motivation in the classroom involves why students are behaving in a particular way

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[31] Rini, *The Correlation Between.*

[32] Sri Puji Astuti, *Teachers' and students' perceptions of motivational teaching strategies in an Indonesian high school context,* (Victoria University of Wellington, 2015), P. 27.

[33] Sadirman, *Interaksi dan Motivasi Belajar- Mengajar,* (Jakarta: RajaGrafindo Persada, 2003), P. 85-86.

and the extent to which their behavior is energized, directed, and sustained. If students don't complete an assignment because they are bored, lack of motivation is involved.[34] Based on the explanations above, motivation has an important role in language learning process, because motivation is one of the key factors which influenced the rate and success of second/foreign language learning.

B. Previous Study

There are many studies that have been done in the field of motivation in learning English in Indonesian school. A study was conducted by Rini. She investigated the correlation between students' motivation in learning English and their achievement. She investigated students' motivation in learning English, in term of intrinsic motivation and extrinsic motivation. The sample of that research was the twelfth grade students of SMAN 4 Batanghari. There are four classes (two classes were science classes and two others are social science). So, the researcher took two classes as the sample (science classes). Then the data for the participant was taken by distributing the questionnaire and documentation of students' English achievement. The data in her research was collected by using two types of quantitative and qualitative. This research used a correlational study. A correlational study usually involves a statistical measure of the degree relationship. It means that a correlational study is a statistical test to determine tendencies of two or more variables. The

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[34] Uno, *Teori Motivasi Dan Pengukurannya*, P. 27.

researcher used the correlation statistical test to describe and measure between the variables in this study. As the result, The finding shows that there was a moderate positive correlation between students' motivation in learning English and their achievement.

The difference and similarity compared to this research are Rini's research focused on students' motivation in learning English and their achievement, it's two classes student who selected as the participants. The questionnaire consisted of 36 items that were divided into two parts: intrinsic motivation and extrinsic motivation. The data were analyzed through Pearson Product Moment Correlation formula. While this research focus on students' motivation, 155 students who selected by stratified random sampling technique, the data for the participant is taken by distributing the questionnaire and the quantitative data of the questionnaire were analyzed by collected and percentages.[35]

Another study founded by Emaliana with the study about relationship between motivation and achievement in English among English department students. In her study, she concern on the students' integrative and instrumental motivation. The data was obtained from the student's motivation of questionnaire. The subject in her research classified into three groups that are low, moderate, and high achievers. This classified was taken from the basis of their pre-test scores. The data from the research were analyzed quantitatively by using descriptive statistics. In her study, Emaliana found

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[35] Rini, *The Correlation Between.*

that English department students both high and low achievers have higher instrumental motivation in learning English. It means that students believe that mastery of target language will be instrumental in getting them a better job, position or statues. However, this research was focused on group, while in a group contain of some students, and each student has different motivation.[36]

Hereby the comparison between Emaliana's research and this research:

1. Emaliana's research specific on relationship between motivation and achievement in English while this research covers just motivation; there are intrinsic and extrinsic motivations.

2. Emaliana's research classified was taken from the basis oftheir pre-test scores while this research uses sampling method.

3. Both research use questionnaire

The next study from Andi Kusmana, The Influence of Role Play and Drills in Stimulating Student's Motivation for Learning English Conversation. This study is included in qualitative research and it is categorized as descriptive evaluative because it is intended to describe the objective condition about The Influence of Role Play and Drills in Stimulating Student's Motivation For Learning English Conversation, The validity of the data was established by applying percentage formula. They

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[36] Emaliana, *A Survey on Relationship between Motivation and Achievement of English,* (Malang: Department Students in State University of Malang, 2001).

were analyzed by describe thetest items formed multiple choices in questionnaire. The finding of this study is that the students of class VII who have very high motivation in Role Play is 79% and students who have very high motivation in Drill is 52%. The result is we can say that: teaching speaking or conversation is more effective by using Role Play technique rather than Drill technique.[37]

Here is the difference and similarity analysis:

1. Andi Kusmana's research is case study and the objectiveis to know which technique between Role Play and Drill does motivate student to learn English conversation, while this research is survey study and the objective ofthis research to how is the students' intrinsic and extrinsic motivation in learning English

2. Both research analyze data by describe the test items formed multiple choices in questionnaire, the data was established by applying percentage formula.

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[37]Andi Kusmana, *The Influence of Role Play and Drills in Stimulating Student's Motivation For Learning English Conversation* (Jakarta: English Educational Department, the Faculty of Tarbiyah and Teacher's Training, Syarif Hidayatulloh, 2010).