

## **CHAPTER II**

### **THEORITICAL FRAMEWORK**

In this chapter the researcher includes information about students' motivation, students' achievement and previous study.

#### **A. Motivation**

##### **1. Definition of Motivation**

There are many expert of psychology that explains about motivation. So, it makes variety definition of motivation. Such as Santrock (2004:417) explains that motivation is the process that makes someone be enthusiasm, directly and sustains behavior. It means that someone who has motivation always doing something continuously.

Based on Brown (2000:162) explains that there are two kinds of definition of motivation. Those are:

##### **a. Behaviorism Definition**

The world behaviorism defined that motivation as "the strengthener anticipation". As a one of psychologist, Skinner in Brown said that to motivate of behavior will be stressed the role of reward when someone can get a result best on their target and perhaps a punishment when they fail of their goal. In Skinner's conditioning model, for the example: someone who joins an organism will do something because they will get a reward in their organization. They perceive that a reward is strengthener.

## b. Cognitive Definition

Cognitive psychological viewpoints offer different perspective on motivation. While rewards are very much, it is a part of a mirage or it does not real. So, reward is the difference lies in the motivation sources and in the power of self-reward.

According to Elliot (2000:332) motivation is a significantly important factor for academic learning and achievement across childhood through adolescence. The motivation has positive impact upon learning; it stimulates, sustains and gives directions to an activity. Often times, complicated work independently capable solved by the teacher or someone who have many of did higher degree. Usually environment condition can motivate also, like mother motivational factors include parental pressure, classroom environment and peer approval.

According to Harmer (2001:51) said that motivation was desire in the person that makes someone doing something without force. It means that motivation was the necessity for a person to show their desire to attain their goal. Lai (2004:11) said that motivation as the reason of underlying behavior to make someone do or not do something.

McDonald in Ryan and Deci (2000:54-55) states that motivation has a close relation in process of learning, because it makes the student better. Students who have high motivation will get better than students have low motivation. They will get more chance to be success in their learning process activity. Motivation is necessary but not a sufficient condition for learning. If a

person is not motivated, they will not expand the psychological energy necessary to acquire responses; they will avoid the learning situations that will produce the desired changes.

In the learning activity, motivation is any kind of an important role that influences the success of learning activity. Even though it is important, but motivation is not the only factor on the successful of learning activity. Intrinsic motivation happens when someone have a desire usually come from within to achieve. For the example, someone study hard because they want to be number one; it means they have a motive to be better students than others.

Based on explanation above, for this research it is important part of learning process. The researcher can conclude that motivation is the important factor which influences someone to get a good achievement and also to get their target. It makes someone have a desire and effort which drive people to do anything. When they do not like about something, they will scrape that feeling.

## 2. Kinds of Motivation

According to Penny in Paramitha (2017) states that motivation can be divided into two kinds, intrinsic motivation (motivation that come from inside) and extrinsic motivation (motivation that come from outside). Both of it have an important role in the classroom motivation and both of are part of impact that accessible.

#### a. Intrinsic Motivation

Intrinsic motivation is motivation that comes from the individual itself. It means that motivation is a desire which comes from inside to do something. Students who have intrinsic motivation will study hard and enjoy the class in learning process, because in their self appears a desire to do something. This motivation has more desirable outcomes than extrinsic motivation. Santrock said that intrinsic motivation involves the internal motivation to do something for its own sake. For example, another student may study hard for a test, because he or she enjoys the content of the course. So, intrinsic motivation is the natural tendency to seek out challenges that we pursue personal interest and exercise capabilities. The statement above shown that motivation will be active or has function and do not need to stimulate from outside, because every person has a drive to do something.

According to Berliner in Rofiqoh (2021:114) said that intrinsic motivation has four components. Those are interest, needs, hobbies and goals. Those components will be described:

##### 1) Interest

Students who feel interest to do something will have different way than who have not. They will be totally in to do something without any force. They also more understand easily about anything and more pay attention when the teacher learning. Learning process will be a good process when the students have an interest to join that activity. It will make studying actively, because it is a factor to determine an attitude to work in that

process. So, if the students have a high interest will study regularly or effectively the most probably will be success. In this case the teachers have an important role, because they have to think how to increase students' interest in learning process or maybe they have to make the student like that lesson that makes them to learn harder. Then, they think that they will be success. It could be conclude that interest is one of the components that can motivate someone in achieving something.

## 2) Need

Need is a condition of tension in an organism resulting from deprivation of something required for survival well-being, or personal fulfillment a substance, state or any other thing. It means that need is a circumstances in which something is necessary. In his book, Harmer (2001) stated the term "need" is used to denote some interfered common characteristics of the motivational basis for the behavior of an individual. It means that in observing individuals in different situation, we sometimes note consistencies in their behavior. Someone usually do anything they can due to their need, and the things they do refer to their independency. There are three types of need. Those are:

### a) Need for achievement

Strengthen something that makes someone to be challenge and make someone have desire to compete with others.

b) 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.

c) 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 in them.

3) Hobby

Hobby is an activity or interest that is undertaken for pleasure or relaxation in one's spare time. So, hobby is an activity which is done for pleasure and it is usually something that you really enjoy to do it. Hobby usually did for pleasure during someone's free time. That means hobby refers to like or pleasure doing something for wasting time.

4) Goal

Berliner said that motivation is closely bound up with a person's desire to achieve a goal. The learner is very aware of the goals of learning activities, and directs his or her efforts towards achieving them. All people have a goal in their life. Before they do what they wanted to do, they have decided a goal first. For the example; the students works hard for his or her paper because they wanted to achieve their goals. Almost all people have goals in every activity that they want to do in their daily life. Goal can lead someone to do or avoid something related to the goal itself.

In teaching and learning activity, the students have to know and decide their purposes in learning, because it can be a great motivation for them. If the students know the appropriate purposes, they will prepare everything that can help them to achieve everything they want.

b. Extrinsic motivation

Extrinsic motivation is kind of motivation that come from outside which also pushes someone to achieve the goal. According to Penny in Paramitha (2017) “Extrinsic motivation is 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. Extrinsic motivation will be active if there is stimulation from outside. An example: a student studying, because he or she knows that tomorrow there will be a test, by hoping that he or she 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 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. Berliner in Rofiqoh (2021:114) stated that the extrinsic motivation comes from three basic elements, those are teachers, parents and environments.

1) Teacher

Teacher is someone who has effect in learning and teaching process. They have an important role, because they shape and socialize

motivation. A good teacher is effective teacher in learning process, because they will teach the student not only about knowledge, but also their behavior. According to Anderson in Kresnodi (2020:2) said that the effective teacher always has three components, those are: ability, personality and knowledge.

Teacher has to know about the students' necessity, like their achievement and their ability. Every people have a different necessity, so the teacher has to know about it to make a flexible teaching and learning process.

Furthermore, Harmer (2001) said that the role of the teacher as controller, organizer, assessor, prompter, participant, resource, tutor and observe. So, the teachers have an important role in learning process because they are not only a person who transfers knowledge, but also they have responsibility to make learning process successfully. The roles of the teacher are useful to facilitate the students to adopt more precise in teaching and learning process.

The teachers and the students have close relationship each other in the classroom, because they always interacts each other. Like the teacher give a question, provide feedback, administers rewards and punishments, praise and criticize, respond to students' question and requests for help, and offer assistance when the students get difficulties. Teacher feedback is a major teaching function, various types of teaching feedback are:



- a) Performance : provides information on accuracy of work that includes corrective information.
- b) Motivational : provides information on progress and competence that includes social comparisons and persuasions.
- c) Attributional : links students' performance with one or more attribution.
- d) Strategy : informs students about how well they are applying a strategy and how strategy is used to improve their work.

Because of feedback is an important to make progress and improve their teaching, it makes influence success or not about the teaching and learning process.

## 2) Parents

Parents have an important role to have good motivation, because the student in their house with their parent before they go to the school. So, parents are the first teacher before. Harmer stated that "if the parents forbid their children to study English and against the culture of language, they have a negative motivation. But, if they provide to their children it is a positive motivation. So, they should have to support their children to get a good achievement and to create their motivation.

In other words, parents' attention, good relationship and good situation in family is endorsement from family become a good factor to influence the children achievement. According to Hamid (2013:17) An

endorsement can be directly such as, praise or maybe advice. Then, can do it indirectly such as creating a harmonious relationship.

In other word, based on Ahmadi (2004:43) says that the role of parents is very important, because parents are the first teacher for their children. Parenting style will determine the good or bad character of a child. Parents' responsibility is very complicated, because they must take a part of live style, education or other life for their children. How they educate their children to be a good person or to be a right person, so they are able to face the challenges that will come to their live. So, it also will influence their achievement.

### 3) Environment

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

Such as learning of English is important to be considered in the society. Like in a school, English is a part of curriculum of thing status, there is an extra so makes the students positive with English or the students more like than before.

Comfortable class is better for the student and teacher. They will be happy and feeling comfort cause of it. They also will be more interested. Teaching and learning activity will be influenced by the good, clean and health environment. It gives better satisfactory both of for the teacher and

the student. It is different with the bad environment, because both of student and teacher will be uncomfortable.

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

## **B. Achievement**

### **1. Definition of Achievement**

Achievement is the last goal of the teachers and students in accessing the learning readiness, monitoring learning progress, diagnosis learning difficulties and evaluating learning outcomes. To know how far the students learn we can know it from their achievement.

Meanwhile, Tirtonegoro (2004:43) said that the achievement is the scoring of learning effort which is showed in the form of symbol, number, letter, or sentence which can indicate the result that have been achieved during certain period. Soemartono in Tirtonegoro gives a definition of achievement is a result which is gotten based and the students' ability in mastering knowledge as what have been stated in a lesson or subject. Every effort which is done both by teacher and the students in the learning process has a goal to reach the achievement as high as possible. Moreover, Abdul Qohar in Syaiful Bahri Djamarahs' book (2010:24) explains that achievement is a something which could be created, the result of work, and the valuable product gotten by persistence ways. In personal, Syaiful Bahri (2010) defines that achievement as

an activity which is done and created that make someone satisfied gotten by persistence ways either in individual or group manner.

Based on the some explanation of the expert above, the researcher are able to deduce that achievement is a success of realizing a vision or dream of an activity. Therefore, it is give an explanation of achievement meaning as the score of the study which gotten from the learning process during certain time especially in English language.

Hornby (2003:2) said that achievement is a thing done successfully, especially with an effort and skill successfully. Achievement is the act of achieving or performing, an obtaining by exertion, effort and skill successfully.

Achievement is considered as the drive and energy students bring to school work in desire to make progress in their learning and achievement. It means achievement is the result that students obtain after following a teaching learning process in certain period of time. Such as, the concept of achievement is critical to effective teaching. For a teacher, students' motivation is important because motivation can serve as both an objective in itself and a means for furthering achievement of other educational objectives. As an objective, motivation becomes one of the purposes of teaching (Berliner: 1988, 35).

## 2. The Factors Affecting Students' Achievement

There are some of factors that influences a succes or failure someone achievement. Those factors classified into two factors, those are it comes from within or internal and comes from outside or external. Students' achievement

learning is essentially an interaction of some factor. There are two factors that affecting the achievement:

- a. Intrinsic factor: these factors come from individual. Include in this factor like maturity, growth, motivation, intelligence and personal factor.
- b. Extrinsic factor: these factors come from outside of individual. Include in this factor such as family, home circumstance, teacher and how to teach, environment and opportunity.

### **C. Previous Studies**

Many studies have been conducted to explore the motivation through motivation and their achievement on some different subjects and areas also amount of researches have finished have been conducted in some researches. The researcher describes those researches as some evidences to create the basic hypothesis. These evidences are about correlation between students' motivation and students' achievement. The researcher compiles the annotated bibliography from those researches to ease the reader to read.

The first, previous study conducted by Andimari Purbo (2010) *The Correlation between Students' Motivation and Their Reading Comprehension Achievement at Second Grade of SMAN 1 Terbanggi Besar*. The hypothesis of this research testing was computed by using SPSS 17 program at the level significant 0,05. The findings indicated that the coefficient correlation ( $r$ ) in this research was 0,483, it was classified into moderate correlation. This result showed that there was a positive relationship between students' motivation and reading comprehension achievement of second grade SMAN 1 Terbanggi Besar. So, it

means that if the students have high motivation, their achievement will be high also.

The Second, previous study conducted by Peipei Li (2009) *The Relationship between Motivation and Achievement – A Survey of The Study Motivation of English Majors in Qingdao Agricultural University*. The participant consists of 65 students in fourth semester. The questionnaire adopt based on Gao Yihong's Questionnaire consist of 15 questions and classified be instrumental motivation, integrative motivation, interest and sense of achievement. The findings indicated that there was a positive relationship between motivation and achievement of English in Qingdao Agricultural University. So, it means that if the students have high motivation, their achievement will be high also. The coefficient correlation (r) each achiever was different. The result is 0,833 or 83,3% in low achievers, 0,805 or 80,5% in moderate achievers and 0,950 or 95% in high achievers.

The Third, previous study conducted by Putri (2017) *The Correlation between Students' Intrinsic Motivation and Intensive Course Achievement in STAIN Kediri*. The finding of this research that there was correlation between students' intrinsic motivation and Intensive Course in STAIN Kediri by the coefficient correlation is 0,583. It means that intrinsic motivation had higher impact.

The Fourth, Based on the research that done by Desy Anggraini, et.al (2020) *The Correlation between Students' Motivation and Their Speaking Achievement at Senior High School 4 Kendari*. The result of inferential statistics

analysis showed that there was a significant correlation between students' motivation and their speaking achievement at grade 11 of Senior High School 4 Kendari. It was proved by the result of product moment correlation ( $r$ ) 0,487, which was higher than  $r$  table = 0,329. It means that motivation and achievement had a positive correlation.

The Last, based on Saiful Anwar Matondang (2017) *The Correlation between Students' Motivation and Achievement in Reading Comprehension* said that the alternative hypothesis was there is any significant correlation between students' motivation and their achievement in reading comprehension test. By using SPSS Pearson Product Moment Formula, it was found that coefficient correlation or ( $r$ ) is 0,78 it's include in high correlation. Based on 30 students of Senior High School Nurul Hasanah Tembung, Deli Serdang.