

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides the review of related literature within concept of gender differences and motivation. There are some sub topics as follow are the definition of gender, definition of motivation, Self-Determination Theory (SDT), types of motivation based on Self-Determination Theory and review a number of previous studies in motivation.

A. Definition of Gender

Knowing the distinction between sex and gender is such as a fundamental element that many people get wrong perception related both of those terms. Basicly, in the general sense, the notions “sex” and “gender” are perceived to be synonymous and in some studies they are used interchangeably. The definition of sex and gender in *Collins Cobuild English Dictionary* (1995) that sex (excluding other meanings) is the two sexes are the two groups, male and female, into which people and animals are divided according to the function of they have in producing young and the sex of a person or animal is their characteristics of being either a male or female. Then, gender is the fact that they are male or female and it can refer to all male and female people as a particular.¹ Based on the definition above it did not give a clear disntinction between the two terms.

¹ Collins Cobuild English Dictionary. (London: Harper Collins Publishers, 1995)

Generally, in term of individual's sex refers to biologically given but gender refers to a social construction based on sex. Furthermore, according to Butler (1990), there are brute facts of biology and gender is a phenomenon which is brought into being when it is performed. In her own words, "Gender is the repeated stylization of the body, a set of repeated acts within a highly rigid regulatory frame that congeal over time to produce the appearance of substance, of a 'natural' kind of being".² As the writer's mention before, social has a big influence to build sex to gender that social gives the identity and position for individual's sex and it must be understood as a social structure. It is not an expression of biology, nor a fixed dichotomy in human life or character. It is a pattern in our social arrangements and in everyday activities or practices.

B. Definition of Motivation

Recently, many students are faced a problem in doing their English class as a foreign language in front of others subjects. Consequently, there many educators that play a part in English learning for trying to discover many ways to keep their students still motivated in learning process. The educators can make a positive contribution to students' motivation to learn are places that students enjoy coming and study a great deal. Besides, knowing the learning goals are also important one for the students. Hence, giving motivation for the students is one of the fundamental action to do.

² Butler, J. *Gender Trouble: Feminism and the Subversion of the Identity*, (New York: Routledge, 1990, page: 32.

Motivation is the attribute that “moves” us to do or not do something.³ Besides, according to Gardner, motivation is the degree to which the learner strives to learn, it is due to a desire to do so and the satisfaction experienced in the activity.⁴ Motivation is also involves the processes that energize, direct, and sustain behaviour. It is a psychological aspect of human to obtain a specific purposes. It is a tool for driving force a long and tremendous activit. Without motivation, it is very impossible for human to reach their goals.

Absolutely, motivation is one of the vital factor to acquire every human’s goal. In every human activities, motivation is always associated with their success in something that human has done. In language learning context, both of students and teachers have to have a motivation to accomplish the learning purposes including in English learning.

Motivation is a significantly important factor for academic learning and achievement across childhood through adolescence (Elliot and Deweck, 2005). It is generally agreed that motivation has positive impact upon learning; it stimulates, sustains and give directions to an activity. Highly motivated students often require little guidance from the teachers and are capable of doing many higher degree of complicated work independently. Usually environmental condition can motivate students other mother motivational factors include parental pressure, classroom environment, teacher and peer approval may contribute to the motivation of the child.

³ Gredler, M. E, Op. Cit., page: 76.

⁴ Kitjaroonchai, N., Op. Cit., page: 24.

(Siddiqui, 2004).⁵ Therefore, there are some theories about motivation related with language learning that can enrich the concept of motivation in education.

C. Self-Determination Theory (SDT)

Self- Determination Theory (SDT) has been one of the most influential approaches in motivational psychology.⁶ It is one of the concepts of motivation in English learning besides theory of Gardner Social Psychological Approach and theory of Richard Clement's Linguistic Self-Confidence.⁷ It is concerned with supporting our natural or intrinsic tendencies to behave in effective ways. This theory was developed by Edward L. Deci and Richard M. Ryan and has elaborated and refined by scholars from many countries.

SDT framework has several advantages over some other formulations of learner orientations. SDT offers a parsimonious, internally consistent framework for systematically describing many different orientations in a comprehensive manner. It also offers considerable explanatory power for understanding why certain orientations are better predictors of relevant language learning variables than others.

⁵ Saeed, S., Arif, C. M. H. "An Investigation the Gender Difference into the Status of Intrinsic Motivation towards Science Learning Among Intermediate Science Students". *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, 10(6), (2013), page: 81-85.

⁶ Dornyei, Z. "Attitudes, Orientations, and Motivations in Language Learning: Advances in Theory, Research, and Applications". *Language Learning: A journal of Research in Language Studies*, 53(1), (2003), page: 3.

⁷ Meihua, L., Wenghong, H. "An Exploration of Foreign Language Anxiety and English Learning Motivation. *Education Research International Article*, (2010), page: 2.

Also, by invoking the psychological mechanisms of perceived autonomy, competence, and relatedness, it can account for why certain orientations are evident in some learners and not in others. Moreover, the framework is empirically testable and indeed has stood up well under empirical scrutiny in our studies. Its clear predictions may also be particularly valuable in applying the theory in language teaching and program development.⁸

D. Types of Motivation Based on Self-Determination Theory

According to self-determination theory was presented by Deci and Ryan, different types of motivation underlie human behavior. These types of motivation are posited to differ in their inherent levels of self-determination.⁹ Self-determination involves a true sense of choice, a sense of feeling free in doing what one has chosen to do. Listed on a continuum from high to low levels of self-determination, these motivations are intrinsic motivation, extrinsic motivation, and amotivation.

1. Intrinsic Motivation

Based on Self-Determination Theory (SDT) was presented by Ryan and Deci that there are some types of motivation. The first one is intrinsic motivation. A large number of researchs was conducted in this kind of motivation. Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable

⁸ Noels, K. A, Pelletier, L. G, et. al. Op. Cit., page: 35.

⁹ Deci, E.L., Ryan, R. M. Op. Cit., page: 89.

consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards.¹⁰ In intrinsic motivation, it also can refer to desire from any individual that including enjoy, pleasure, interest of an activity.

Early research about intrinsic motivation was not started for human case. The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behavior, where it was discovered that many organisms engage in exploratory, playful, and curiosity-driven behaviors even in the absence of reinforcement or reward.¹¹ In humans case, intrinsic motivation is such as a fundamental thing that make individuals more live with any kinds of their healthiest states, are active, inquisitive, curious, and playful creatures, showing a ubiquitous readiness to learn and explore.

Knowing about intrinsic motivation is also helping individuals to develop their cognitive, social and also their physical because through the individual's intrinsic motivation can raise their knowledge and skill as well. Furthermore, one of the main point of intrinsic motivation is interest that by taking interest in new thing, to actively assimilate, and to creatively apply our skills is not limited thing, but is a significant feature of human nature that affects performance, persistence.

¹⁰ Ryan, R. M., Deci, E. L. Op. Cit., page: 55.

¹¹ White, R. W. "Motivation reconsidered". *Psychological Review*, 66, (1959), page: 298.

Although, in one sense, intrinsic motivation exists within individuals, in another sense intrinsic motivation exists in the relation between individuals and their activities.¹² For instance, a student's interest for learning a foreign language. So, knowing more about intrinsic motivation is an important phenomena for educator that intrinsic motivation can encourage a high quality learning and creativity.

There are several types of intrinsic motivation called a three parts taxonomy of Intrinsic motivation. Detailed explanation of each types of intrinsic motivation were discussed below.

a. Knowledge

Intrinsic motivation knowledge is motivation for doing an activity for the feeling associated with exploring new ideas and developing knowledge.

b. Accomplishment

Accomplishment intrinsic motivation refers to sensations related to attempting to master a task or achieve a goal.

c. Stimulation

Stimulation intrinsic motivation relates to motivation based simply on the sensation or fun and excitement.

¹² Ryan, R. M., Deci, E. L. Op. Cit., page: 56.

The common basis of those three subtypes is the pleasurable sensations experienced during the self-initiated and challenging activity.

2. Extrinsic Motivation

Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. 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. However, unlike some perspectives that view extrinsically motivated behavior as invariably nonautonomous, SDT proposes that extrinsic motivation can vary greatly in the degree to which it is autonomous. For example, a student who does his homework only because he fears parental sanctions for not doing it is extrinsically motivated because he is doing the work in order to attain the separable outcome of avoiding sanctions.

SDT proposes that there are varied types of extrinsic motivation. These three types of extrinsic motivation has been distinguished into three level from the lowest to highest level of self-determination.¹³ Understanding these different types of extrinsic motivation, and what fosters each of them, is an important issue for educators who cannot always rely on intrinsic motivation to foster learning. Detailed explanation of each types of extrinsic motivation were discussed below.

¹³ Noels, K. A, Pelletier, L. G, et. al. Op. Cit., page: 38-39.

a. External Regulation

External regulation is defined as those activities that are determined sources external to the person, such as tangible benefits or costs. If the reason for learning the language is taken away, there is no incentive to continue engagement in the learning process.

This motivation occurs when behavior is regulated by rewards or in order to avoid negative consequences. That is, regardless of whether the goal of behavior is to obtain rewards or to avoid sanctions, the individual experiences an obligation to behave in a specific way.¹⁴ External regulation is the only kind of motivation recognized by operant theorists (e.g., Skinner, 1953), and it is this type of extrinsic motivation that was typically contrasted with intrinsic motivation in early lab studies and discussions.

b. Introjected Regulation

A second type of extrinsic motivation is introjected regulation. Introjection describes a type of internal regulation that is still quite controlling because people perform such actions with the feeling of pressure in order to avoid guilt or anxiety or to attain ego-enhancements or pride. Put differently, introjection represents regulation by contingent self-esteem. A classic form of introjection is

¹⁴ Guay, F. G., Vallerand, R. J., Blanchard, C. "On the Assessment of Situational Intrinsic and Extrinsic Motivation: The Situational Motivation Scale (SIMS)". *Motivation and Emotion*, 24(3), (2000), page: 177.

ego involvement which a person performs an act in order to enhance or maintain self-esteem and the feeling of worth.¹⁵

Furthermore, this type of extrinsic motivation refers to reasons that certain of performing an activity due to some type of pressure that individuals have incorporated into the self, such that the compel themselves to carry out that activity. For instance, a student who practices English as his/her second language because they would feel ashamed if they could not speak the second language. Learning would only take place as long as they feel the need to reduce guilt.

c. Identified Regulation

A more autonomous, or self-determined, form of extrinsic motivation is regulation through *identification*. Here, the person has identified with the personal importance of a behavior and has thus accepted its regulation as his or her own. At this point individuals invest energy in an activity because they have chosen to do so for personall relevant reasons. In this situation, students would carry out the activity because of its importance for achieving a valued goal. For example, a boy who memorizes spelling lists because he sees it as relevant to writing, which he values as a life goal, has identified with the value of this learning activity.

¹⁵ Nicholls, J. G. "Achievement motivation: Conceptions of ability, subjective experience, task choice, and performance". *Psychological Review*, 91, (1984), page: 328–346.

They found that the three of regulation were intercorrelated according to a quasi-simplex (ordered correlation) pattern, thus providing evidence for an underlying continuum of autonomy. Differences in attitudes and adjustment were also associated with the different types of extrinsic motivation. For example, the more students were externally regulated the less they showed interest, value, or effort, and the more they indicated a tendency to blame others, such as the teacher, for negative outcomes. Introjected regulation was positively related to expending effort, but was also related to more anxiety and to poorer coping with failures. Identified regulation was associated with greater enjoyment of school and more positive coping styles. And intrinsic motivation was correlated with interest, enjoyment, felt competence, and positive coping.

Discussing about intrinsic and extrinsic motivation allows a reorganization of many orientations in a systematic framework. Moreover, this theory can explain and predict how orientations are related to learning outcomes.

3. Amotivation

At the far left is amotivation, which is the state of lacking an intention to act. Amotivation is the situation in which people see no relation between their action and the consequences of those actions, the

consequences are seen as arising as a result of factors beyond their control.

When amotivated, a person's behavior lacks intentionality and a sense of personal causation. Amotivation results from not valuing an activity, not feeling competent to do it, or not believing it will yield a desired outcome.¹⁶

Their behaviors are neither intrinsically nor extrinsically motivated. Amotivated behaviors are the least self-determined because there is no sense of purpose and no expectations of reward or possibility of changing the course of events. Amotivation can thus be seen as similar to learned helplessness where the individual experiences feelings of incompetence and expectancies of uncontrollability.¹⁷

E. Previous Studies

Many studies have been conducted to explore the gender differences on some different subjects and areas and also amount of researchs have finished in study about intrinsic and extrinsic motivation especially in language learning studies. This review is a substantiation the importance to do research in this field.

¹⁶ Ryan, R. M. "Psychological needs and the facilitation of integrative processes". *Journal of Personality*, 63, (1995), page: 397–427.

¹⁷ Abramson, L. Y., Seligman, M. E. P., & Teasdale, J. D. "Learned helplessness in humans: Critique and reformulation". *Journal of Abnormal Psychology*, 87, (1978), page: 49–74.

A research was conducted by Shang (1998) in Taiwan focusing on physical education classes, it was found that female have lower intrinsic motivation than males but with higher effort put into the learning tasks.¹⁸

Meanwhile, a research from Keung Yau and Shan kan (2011). They were supposed a research in gender differences on intrinsic motivation in Hong kong Higher Education as the targeted group.¹⁹ In this research, the focus is to find out if there is any difference regarding the level of curiosity, external regulation and intrinsic motivation between males and females. Results indicate that the levels of curiosity, external regulation and intrinsic motivation for university students in Hong Kong are nearly the same among different genders. It can be interpreted by the same education environment for both genders. Students in Hong Kong receive education under the same educational systems and approaches among different genders. Therefore, it contributes to both genders having the same level of characteristics affecting their learning and also intrinsic motivation.

Another research conducting by Schatt (2011) focusing on subject of music found that female students have higher instrumental musical practice rate than males while the amount of time spent on practice correlated

¹⁸ Shang, I-Wei. *An Analysis of the Relationships between Goal Perspectives, Perceived Learning Environment, and Intrinsic Motivation by Skill Levels and Gender in Adolescent Boys and Girls in Taiwan, Republic of China*, (New York: Applied Image Inc, 1998).

¹⁹ Yau, H. K., Kan, M. S. "Gender differences on Intrinsic Motivation in Hong Kong Higher Education". *Alison Lai Fong Cheng e-Journal of Organizational Learning and Leadership*, 9(2), (2011), page: 63.

significantly with intrinsic motivational beliefs.²⁰ Besides there is a research in another subject that was done by Bales, et. al in 2012 that took physical activity as their object.²¹ Overall, results from random-effects models revealed near-zero effect sizes, thus representing negligible differences between men and women on each of the regulations. The findings with respect to SDT's fundamental principles of universality across genders are carefully interpreted in light of existing research of gender invariance and with suggestions for future work.

Additionally, an investigation was led by Saeed (2013) showed that male and female science students did not differ in science motivation, however female science students were found somewhat better in their motivation towards science than males.²² In other research was conducted by Zoghi, et. al (2013) also studied about gender differences on language learning in English foreign language context. The results indicated that EFL learning is to some extent related to gender and it has a significant effect on the achievement test. The results of this study help instructors to select their instructional strategies more effectively related to gender of students.²³

²⁰ Schatt, M. D. "High School Instrumental Music Students' Attitudes and Beliefs regarding Practice: An Application of Attribution Theory". *Applications of Research in Music Education*, 29(2), (2011), page: 29-40.

²¹ Bales, E.et. al. "A Meta-Analysis of the Influence of Gender on Self-Determination Theory's Motivational Regulations for Physical Activity". *Canadian Psychological Association*, 53(4), (2012), page: 291-300.

²² Saeed, S., Arif, C. M. H. Op. Cit., page: 81-85.

²³ Zoghi, M., Kazemi, S. A., Kalani, A. "The Effect of Gender on Language Learning". *Journal of Novel Applied Sciences*, 2, (2013), page: 1124-1128.

The last one is a research conducted related about gender differences on extrinsic motivation. The results of this study suggested that one's motivational orientation is an important factor in the decision to study second or foreign language and that boys are perceived to be less intrinsically and more extrinsically motivated than their female peers. Due to the suggested benefits of an intrinsic orientation, suggestions for how to develop intrinsically motivated behaviors amongst boys in the second language classroom are discussed.²⁴

²⁴ Kissau, S. "Crêpes on Friday: Examining Gender Differences in Extrinsic Motivation in the French as a Second Language Classroom". *IAL: Issues in Applied Linguistics*, 16(1), (2008), page: 31-47.