

CHAPTER II

LITERATURE REVIEW

This chapter presents the definition of motivation, kinds of motivation, motivation in learning English, teacher's strategies to motivate students, and previous studies.

A. Definition of Motivation

Motivation is the most important part in the students learning process. Without motivation, students will find it difficult to achieve success in the learning process. When students need to do something in order to succeed, they need motivation. In general, everyone understands what motivation is, but it is difficult for them to explain it. Motivation has long been important to educational and psychological studies, which is central to several theories of human development and learning. According to Gardner (2006), motivation is a very complicated phenomenon with several aspects. As a result, a simple definition is hard to provide. And many experts' thoughts regarding motivation. Several experts have defined the word motivation.

According to Hayikaleng, Nair, and Krishnasamy (2016), motivation is an important factor in supporting college students' success in English learning. Motivation can also be described as one's attitude toward behaviour or what causes someone to wish to repeat a behaviour and vice versa (Alizadeh, 2016). According to Ford (1992), motivation is frequently described as having three psychological functions: (a) energizing or activating behaviour, which determines whether students are motivated to learn or not (for example, Mr. Crawford's math students look forward to the new problems to solve every week); (b) directing behaviour, which

determines why one course of action is chosen over another (for example, Maria does her homework before playing Nintendo); and (c) regulating patience of behaviour, explaining why students continue in achieving their goals (for example, Eddie keeps running through the United States of America despite the lack of a scholarship). Different motivational perspectives can provide different explanations for these three roles. According to Lai (2011), motivation refers to reasons that underlie behaviour that is characterized by willingness and volition. Motivation involves a constellation of carefully related beliefs, perceptions, values, interests, and actions but, by getting motivation students will be spirited in learning, so they will be motivated to learning English properly. According to Alizadeh (2016), teachers must be aware of the importance of motivation in students' language learning and can help students become more motivated by making certain changes.

Based on Schidecker and Freeman (1999), they argued that the motivation without question, and is the most complex and challenging issue dealing with the teacher. motivation is one of the main problems in language learning and the ability to motivate students is very important to language teacher. According to Zoltan Dorney (2001) Motivation is a hypothetical concept that we use to explain why humans assume and behave like they do. In general sense, motivation can be defined as a dynamic change in someone initiates, directs, coordinates, reinforces, ends, and evaluates cognitive and motor processes where the initial desire is chosen, prioritize their actions, operationalized and (successful or unsuccessful) people's act (Dorney and Ushioda, 2011). Based on the above definition, it can be concluded that motivation is carried out by people work hard to achieve something. Motivation is

an element that comes from within or outside of us that encourages people to do something.

B. The Kinds of Motivation

Gardner and Lambert (1972) stated that there are two kinds of motivation to learn English as Foreign Language, namely integrative and instrumental motivation.

1. Integrative Motivation

Integrative motivation refers to the positive attitude that students have toward the interlocutor and his development. It is essential for successful language learning, especially when studying the English language. The students' motivation and attitudes toward the target culture are favourable, and as a result, they easily be integrated into the foreign language culture. Furthermore, it indicates that someone learning English for integrative purposes will be drawn to western or modern culture. One of the main findings of Gardner's (1972: 132) study is that language acquisition is significantly influenced by integrative motivation. The ability to master a foreign language increases with a person's level of integrative motivation. Additionally, when compared to focused Instrumental students, children with integrative motivation achieve good language proficiency. Integrative motivation guided students frequently present attitudes and helpful, positive behaviours. They usually participate more actively in class, are more enthusiastic, enjoy hardworking, don't give up easily, and are consistent in their efforts to learn a foreign language.

From the above explanation, it can be concluded that learners who have an interest to control foreign languages and also interested in the language culture. For example, students are learning English because they want to adapt

to western or modern culture, one example is the way people think is open-minded and thinking in some ways.

2. Instrumental motivation

According to Gardner and Lambert (1972), instrumental motivation is connected to students' immediate needs, such as getting their dream jobs, scholarship, high salary, or passing their exam. In fact, people with instrumental motivation want to fulfil themselves by achieving a goal. In similar, those who pursue language learning for this reason hope to improve their future job prospects. Students who are motivated by purpose have better goals since they have planned for a brighter future by majoring in English.

From the explanation above, it can be concluded that students who are motivated by instrumental motivation will be able to use English as an international language to achieve higher living standards, for example, they hope to get a better job and a higher salary by learning English because almost every country, especially developing countries like Indonesia, assumes that English plays an essential role for almost all fields of life such as business, education, economics, and etc.

On the other hand, motivation can appear the impulse of anticipation of gifts from outside the self. Typical gifts are money, rewards, value, and even certain types of positive feedback. This behaviour begins solely to avoid punishment, although it can ultimately be obtained for those who view avoidance of punishment as a challenge that can build a sense of competence and self-determination. Actually, another factor that can affects motivation in the teaching and learning process as follows:

a) Teacher

A teacher is someone who plays a crucial part in both teaching and learning social interaction and directing student motivation. According to Dorney (1998), a teacher's ability to inspire students should be viewed as the main point of the educational process. Teacher is most important tool to manage and arrange the classroom's students.

b) Parents

According to Harmer (2007), if the parents are strongly opposed to his or her motivation to learn the language will likely be impacted by the culture in a bad way. This can have the reverse impact if they strongly support the language. This implies that parents play a significant role in society to inspire their kids. They should be required to help their children become creators of motivating factor.

c) Environment

According to Tabrani (2003), our environment is everything that surrounds us, influences us, and has a connection to us. If the classroom atmosphere is welcoming and suitable to learning, learners will be more interested than they would be in an unfavourable environment.

C. Motivation in Learning English

In this study, motivation is related to the students' motivation in their language learning especially English language. Motivation is needed in the student learning process and must be instilled in students. Even individuals with the best abilities cannot achieve long-term goals without sufficient motivation (Dorney, 1998). Teachers and researchers agree that motivation is a key factor influencing the

success of learning a second language and a foreign language (Dorney, 1998). At this time in some formal schools, people, especially students, do not learn English. As for learning English only because English is a compulsory subject. Most students realize that English is very useful in the future. as there are many programs offered to these students to experience studying or living abroad. This is one of the main reasons English is widely studied among students and academics. In addition, goals and dreams also motivate them to be more serious in learning English. Motivated students will try to study harder to understand the material being taught, so the result is that they have more abilities to apply in everyday life (Mayer, 2010).

There are six factors influence motivation in language learning: attitudes, beliefs about self, goals, involvement, environmental support, and personal attributes (Hussin, Maarof, and D'Cruz, 2001).

1. Attitude

An attitude is a relatively enduring organization of beliefs around an object or a situation, predisposing one to respond in some preferential manner. If the student entered to the class with fairly neutral attitudes about the language, or even positive ones, and has a personality structure which will permit him to have an openness and willingness to perceive and respond, his attitudes about language and language learning will be strongly influenced by the situation itself.

2. Beliefs about yourself

Expectancies about one's attitudes to succeed, self-efficacy, and anxiety.

3. Goals

Perceived clarity and relevance of learning goals as reasons for learning.

4. Involvement

Extent to which the learner actively and consciously participates in the language learning process.

5. Environmental support

Extent of teacher and peer support, and the integration of cultural and outside of class support into learning experience.

6. Personal attributes

Aptitude, age, sex, and previous language learning experiences.

D. Teacher's Motivational Strategies for Students

Basically, the teacher has an important role in the teaching and learning process in the classroom. The teacher is the main command for students. One of them is to have strategies to motivate students. Motivation is an important condition of the teaching and learning process. By means of how to create essential conditions or some activities to involve students in learning activities. The teacher must think about how to make students active in good learning activities in the classroom. Teaching strategies for a teacher are very important if he/she wants to become a professional teacher, then in addition the teacher must master the substance of the subject and be able to apply well how to motivate students.

According to Reid (2002) the functions of motivation are:

a. Motivation as a stimulation action

For example, some children around three-four years old play with friends and one of them is confused about something because they can't pick it up on the table. Naturally, they will think how they can pick up the toy. This case showed that there is stimulation in the child, something on the table makes him/her

confused and think how to take it. This keeps him motivated and tries to pick up the item.

b. Motivation as a moving action

This motivation serves to make students for example, they will use most of the time to study in order for them to get the best results.

c. Motivation as a guidance of action

This motivation lets students know what they are going to do and what to do. They are ignored in the learning process.

Motivational strategies are skills in activities before opening lessons or pre-activities, whilst-activity, and post-activity. Motivating strategies are activities carried out by teachers to create situations in which students are ready to focus their attention on teaching and the learning process in the classroom. Provides motivational strategies in the process English language teaching and learning aims to improve the quality of education.

The motivational strategies for students by Davis (2009) are as follow:

- a. Supporting student belief by giving frequent, early and positive feedback that stressed if the students can do well.
- b. Ensuring opportunities for students' meaningful success by assigning the task in which it is neither too easy and fail to challenge the students nor it is too difficult and overwhelm for the students.
- c. Communicating personal interest with the students. It can be able by calling their names, initiating conversation before or after class, asking question during class, and referring to "our" class.
- d. Using teaching strategy that can involve and engage the students actively.

- e. Helping students to find personal meaning and value in material.
- f. Making a classroom environment that can accept every students' success, stumble, or failure in learning.
- g. Helping students to feel that they are worth members of a community of responsible learners.

Based on Wilcox (2017), there are five top strategies for motivating students in learning process, as follows:

1. Promoting a growth mindset rather than a fixed mindset. Students with growth the mindset is certainly more motivated to work hard.
2. Developing meaningful and respectful relationships with your students. If teachers will truly inspire and motivate all our students, the teacher must know each of them on a personal level.
3. Growing a community of students in the classroom. This means that students need a safe classroom environment, where they want to take risks and struggle.
4. Setting high expectations and set clear goals. That means that arrangement high expectations and supporting students as they struggle to make possible learners to rise up to meet those expectations.
5. Be inspiring. These are the teachers who have inspired, challenged, and motivating students enough to become memories years later.

Students with low quality lack motivation. The lack of motivation often comes from self-esteem or a low level of self-confidence. As a teacher, there are many things that can be done to increase motivation. Someone needs to remember that every student must have differences and surely some are of low quality. Like in low motivation, low intelligence, low behaviour, and low interest learn English.

There are also several strategies to increase motivation as stated by Watson (2008), are:

- a. Always build prior knowledge, meaning that the teacher really needs to understand exactly where students are good academically.
- b. Be sure to praise and acknowledge all efforts to improve. Give a lot of verbal and non-verbal reinforcement.
- c. Provide opportunities for peer mentoring, buddy up, social skills cooperative development and learning whenever the situation arises self.
- d. Use the grapher to help students.
- e. Provide immediate feedback on tasks, task completion, solid efforts, and shows improvement at every turn.
- f. Encourage independence at every opportunity and give positive things feedback when students work well independently.
- g. Always focus on the abilities of students not disabilities.
- h. Providing opportunities for students to take risks in new learning situation.
- i. Providing opportunities for students to provide feedback. Always provide opportunities throughout the day for students to experience success.

From the above statement, it can be concluded that the teacher's strategy is one of the important things to motivate students in the learning process. Teachers must have alternative strategies so that the learning process can be interesting and fun. Blumenfeld (1992) as quoted by Harmer (2009) explains that a teacher has three important commands to motivate students, as follows:

1. The teacher asks the students to be active in the teaching and learning process in classroom (the teacher creates conditions of learning motivation).

2. Teachers make long-term program plans to improve students' abilities personality (students are able to educate themselves for a long time).
3. The teacher stimulates students to have ideas towards what they want to learn.

As we know that to make students active in the teaching and learning process in classes can be conducted using discussions, group work, asking questions and answer questions, play games and be able to follow them to sing an English song. It takes a plan to do something and it takes a long time to prepare for it. To increase student motivation in learning English is not an easy way, but it is the teacher's biggest challenge. Therefore, researchers conclude that motivating strategies are very useful for students' learning, for example to enrich their mastery of vocabulary. Moreover, strategies in the teaching and learning process are more important and also useful for teachers and students.

E. Previous Studies

The following studies were conducted with the same topic about students' motivation. They are reviewed as following: Nurlaila (2021) with the title "An Analysis of Students' Motivation in Learning English at MTsN 5 Sorolangun". The aim of this research is aimed to learn about the many forms of motivation employed by students in class VIII at MTsN 5 Sarolangun when studying English. The data collection method was from questionnaire and interview with students. Based on the findings of this study, students have two kinds of motivation based on Gardner and Lambert's theories: Integrative Motivation and Instrumental Motivation. The data from the questionnaire and the interview show that students are more likely to apply integrative motivation kinds than instrumental motivation.

Another study from Sari (2017) with the title "Students' Motivation in English Language Learning Viewed from Gardner Theory". The aim of this research was to find out the motivation level in learning English at Second Year students in English Department of IAIN Bengkulu. The data collection method was interview and questionnaire. The results showed that students have high level of motivation in learning English and the majority because students have integrative motivation.

Another study was conducted with the same topic about the teachers' strategies to motivate students in English class. The first previous study from Firdausi (202) with the title "Exploring Teacher Motivational Strategy in English Learning and Teaching at SMP Muhammadiyah 5 Surakarta" has the purpose to describe the categories of teacher's motivational strategies and students' responses. The data collection method was questionnaire and interview. The results showed that the teacher used 10 motivational strategies, such as: keeping appropriate teacher's behaviour; creating supportive classroom atmosphere; making learning groups; making relevant teaching material for students; making appropriate task and homework; protecting students' self-confidence; understanding students' goal; providing feedback; appreciating students' progress; and assessing students' performance. The next previous study from Hadi and Friends (2022) with the title "Teachers' Motivational Strategy in Learning English" at MA Ma'arif Grabagan. The purpose of this study was to analyse teachers' strategies. The results showed that the teachers not applied the material fully and did the strategy impacted by their own experiences not based on their students.

Based on previous study above, the difference of this study with previous study are this study was done at MAS Raudlatul Muta'allimin Babat-Lamongan. The

participants are 22 students of X-Language class and an English Teacher. The researcher focussed to find the dominant kind of students' motivation in learning English and described the English teacher's strategies to motivate students in Learning English. The data collection method used by the researcher in this study is questionnaire, observation, and interview.