

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some theories that are relevant to the topic of the study. The topics to be discussed are motivation, motivation perspective, kinds of motivations, intrinsic factors, extrinsic factors, and Movie Subtitling.

A. Motivation

Everyone has a motivation to do something and they should understand the meaning of motivation itself. There are some definitions of motivation as suggested by some experts to clarify the term of motivation. One of the experts that give the definition of motivation is Woolfolk (2004:350) who states that motivation is usually defined as an internal state that arouses, directs and maintains behavior.

The same concept of the definition of motivation is suggested by Elliot (2000:332). He defines motivation as an internal state that arouses us to action, pushes us in particular directions, and keeps us engaged in certain activities. In addition, according to Santrock (2008:451), motivation involves the processes that energize, direct, and sustain behavior. Thus, motivated behavior is behavior that is energized, directed and sustained.

Persons in Sulis (2001:7), “motivation is an internal state that energized, directs and maintains behavior”. In more detail, they explain that the concept of

motivation is applied when a person is energized to satisfy some need or desire. The person will engage in or be attracted toward, activities that are perceived as having the potential to meet this need or desire.

Motivation refers to “the reasons underlying behavior” by (Guay et al., 2010:712). By (Gredler, Broussard and Garisson, 2004) broadly define motivation as “the attribute that moves us to do or not to do something”. Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure. According (Deci et al., 1999:658) observe, “intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards”. Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation (Deci et al., 1999).

Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related. As a result, various approaches to motivation can focus on cognitive behaviors (such as monitoring and strategy use), non-cognitive aspects (such as perceptions, beliefs, and attitudes), or both. For example, by (Gottfried, 1990:525) defines academic motivation as “enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks”. On the other hand, by (Turner,

1995:413) considers motivation to be synonymous with cognitive engagement, which he defines as “voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring”.

According to Stipek (1996), early approaches to the study of motivation were rooted in the literature on extrinsic reinforcement. Within this literature, all behavior, including achievement, was believed to be governed by reinforcement contingencies. Proponents of this approach included B.F. Skinner, who identified different types of reinforcers. Positive reinforcers, or rewards, are consequences that increase the probability of a given behavior they were made contingent on, whereas negative reinforcers are consequences that increase the probability of a given behavior by removing or reducing some negative external stimulus. Punishment, on the other hand, refers to unpleasant consequences that decrease the probability of a given behavior. Under this framework, the teacher’s job is clear: to use good grades and praise to reward desired behavior and bad grades or loss of privileges as punishment. As Stipek notes, this approach is limited to the extent that rewards and punishments are not equally effective for all students, and desired behaviors (such as paying attention) are difficult to reinforce. Moreover, the benefits of extrinsic rewards tend to decay over time (Stipek, 1996).

As Stipek (1996) explains, the limitations of extrinsic reinforcement led to the development of new approaches to motivate people, including cognitive behavior modification (CBM). This approach recognizes that the effects of reward

contingencies are mediated by cognitive variables, such as verbal ability. Thus, the goal of CBM is to change overt behavior by manipulating cognitive processes. Under this approach, students take more responsibility for their own learning by monitoring their behavior, setting goals, deploying metacognitive strategies, and administering their own rewards. Giving students such control over their own learning is believed to result in maintenance of learning behaviors over time, the transfer of learning behaviors to new contexts, and more independence in the exercise of such behaviors. There are, however, several disadvantages to this approach, including the fact that in empirical studies, researchers observed children “cheating,” either by setting low performance standards for themselves or rewarding themselves undeservedly (Speidel & Tharp, 1980; Wall, 1983, as cited in Stipek, 1996).

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There are, however, several disadvantages to this approach, including the fact that in empirical studies, researchers observed children “cheating,” either by setting low performance standards for themselves or rewarding themselves undeservedly (Speidel & Tharp, 1980; Wall, 1983, as cited in Stipek, 1996). According to Mc. Donald in Hamalik (2011: 158), motivation is an energy change within the person characterized by affective arousal and anticipatory goal reaction. It means that motivation is needed by someone in achieving a goal, including learning goal. For the students, its goal is success in learning and earn a good grade. If students have high motivation they will try hard to achieve the successful in learning and vise versa. High and low motivation to learn depends on several elements that influence it. If learning motivation is high then the learning activities will be implemented optimally. Conversely, if learning motivation is low, the learning will not be performing well.

Factors that influence learning motivation arise from within students themselves (intrinsic factors) such as students’ interest, students’ ability and students’ condition. It also arises from students’ environment (extrinsic factors) such as the influence of peers, families, teachers, facilities and so on. Just like any other foreign language, learning English is not always an easy task for non-native English speakers (Sheorey in Liu, 2014). It causes many students in Indonesia have low motivation in learning English. They think English is difficult and uninterested subject so that it makes them lazy to learn English.

These limitations, coupled with changing perspectives on motivation, ultimately led to yet another transformation of the literature on motivation emerging in the late 1960s and 1970s. This third-wave literature is characterized by the belief that behavior is affected by cognition rather than the consequences of one's actions (Stipek, 1996)

Sardiman (2007) divides the functions of motivation into three categories:

- a. Encouraging a person to act. In this case, motivation serves as a motor of every activity which is going to be done.
- b. Directing the activity toward a desired goal
- c. Selecting the activity, directing to a desired goal and keeping away from undesired goal.

According to Ormrod (2000:472), motivation has several effects on students' learning and behavior:

1. Motivation directs behavior toward particular goals. It means that individuals set goals for themselves and direct their behavior toward those goals.
2. Motivations increases effort and energy expended toward those goals. It increases the amount of effort and energy that students expend in activities directly related to their needs and goals.

3. Motivation increases initiation of, and persistence in, activities. In more details, students are more likely to begin a task that they actually want to do. They are also more likely to continue that task until they've completed it.

4. Motivation leads to improve performance. It directs a behavior towards a goal, gives energy and effort, initiation and persistence, and reinforcement.

Based on explanation above, it can be summarized that motivation is the desire that pushes someone to do a particular action in order to achieve goals. As stated by Maehr and Meyer et al (in Ormrod, 2003), motivation is something that energizes, directs, and sustains behaviors, it makes the students motivated, points them in a particular direction and keeps them going.

B. The motivation's perspective

There are four motivations perspective; the behavioral perspective; the humanistic perspective, the cognitive perspective and the sociocultural perspective.

1. The behavioral perspective

The behavioral perspective emphasizes rewards and punishment as keys in determining a student's motivation (Santrock, 2008:451). Furthermore, according to Lefrancois (2000:451), behavior perspective emphasizes extrinsic motives such as those involving praise and reward.

According to Ormrod (2003:371), people have primarily to obtain reinforcing outcomes (or perhaps to avoid punishing ones), and many of the behaviors they exhibit are those responses that have been reinforced in the past. In another terms, he describes that students are more likely to attribute success to internal factors when they are reinforced (eg. prased) for success.

2. The humanistic perspective

According to Woolfolk (2007:374), humanistic perspective to motivation emphasizes personal freedom, choice, self determination, and striving for personal growth. From the humanistic perspective, to motivate means to encourage people's inner resources their sense of competence, self-esteem, autonomy, and self actualization. In addition, Santrock (2008:452) states that the humanistic perspective stresses students' capacity for personal growth, freedom to choose their destiny, and positive qualities (such as being sensitive to others).

3. The cognitive perspective

Cognitive perspective on motivation states that students thoughts guide their own achievement outcomes (Santrock, 2001:396).

Furthermore, people are viewed as active and curious, searching for information to solve personally relevant problems. Thus, cognitive theorists emphasize intrinsic motivation (Woolfolk, 2007:375). According to Ormrod (2003), students are more likely optimistic about future success when they attribute failure to

ineffective study strategies rather than to general and relatively permanent lack of ability.

4. The sociocultural perspective

Sociocultural perspective of motivation emphasizes on participation, identities, and interpersonal relations within communities of practice (Woolfolk, 2007:376). Thus, students are motivated to learn if they are members of classroom or school community that values learning.

Students join in activities in their society in their society and they have an identity in that socialization. Part of our socialization is moving from legitimate peripheral participation in that group (Woolfolk, 2004). It means that people are originally involved in the work of group even if their activities are undeveloped and their contributions are small.

C. Kinds of motivation

There are two kinds of motivation. They are intrinsic motivation and extrinsic motivation.

1. Intrinsic motivation

There a lot of related literature on intrinsic motivation. As stated by Santrock (2008:464), intrinsic motivation is the internal motivation to do something for its own

sake. Furthermore, Parsons (2001:388) state that intrinsic motivation is finding value and motivation within the activity itself, regardless of the outcome.

Similar definition was stated by Ormrod (2007:373) that intrinsic motivation is factors within themselves or inherent in the task they are performing and also by Woolfolk (2007:373) that intrinsic motivation associated with activities that are their own reward.

Based on definition above, it can be concluded that intrinsic motivation is internal factor or the inner desire to do activity itself. It is similar to what is stated by Elliot (2000:333) that intrinsic motivation is the desire of students themselves to learn, without the need for external inducements.

2. Extrinsic motivation

Extrinsic motivation is external factor to do activity. According to Morris and Maisto (2003:280), extrinsic motivation is a desire to perform a behavior to obtain an external reward or avoid punishment.

Another definition comes from Ormrod (2003:369), extrinsic motivation is factors external to themselves and unrelated to the task they are performing. In another explanation, he explains that students who are extrinsically motivated may want the good grades, money, or recognition that particular activities and accomplishment bring. Essentially, they are motivated to perform a task as a means to an end, not as an end in and of itself.

From the explanation above, it can be concluded that extrinsic motivation is the external motivation to do activities or obtain an external reward. According to Woolfolk in Sulis (2007:11), extrinsic motivation is to do something in order to earn a grade, avoid punishment, please the teacher, or for some other reason that has very little to do with the task itself.

D. Intrinsic factors affecting students' motivation

Many factors have impacts upon students' motivation. They are curiosity and interest, self-reinforcement, self-esteem, self-concept, expectations and attributions, goal orientation, needs, personality characteristic, and self-efficacy (Slavin, 1994).

1. Curiosity and interest

Curiosity occur when students recognizes a discrepancy or conflict between what he or she believes to be true about the world and what turns out actually to be true (Loewenstein, in Elliot, 2000:348). Further interest is an enduring characteristics expressed by a relationship between a person and a particular activity or object. By comparison, curiosity is more fleeting. Interest occurs when a student's needs, capacities and skills are a good match for the demands offered by a particular activity (Decy, in Elliot, 2000:349).

Interest is engaged activates not because of external rewards that might result but because of something more internal can be said to have greater interest in that activity (Wigfield, Eccles and Rodriguez, in Lefracois 2000). The term needs is

important to be described in detail as the process of motivation begins with an unsatisfied need. Needs can be characterized as something we need for an effective and fruitful life, something that is necessary for survival and development of an individual. Kohoutek (2000, p. 126) believes that the need is demonstrated by realization of lack or surfeit of something which is accompanied by mental tension that urges the individual to certain behaviour aimed at satisfaction of the need.

Generally accepted classification of needs is into two categories; the first category comprises labels such as innate, physiological or primary needs. These needs are important for survival of man and include food, water, sleep, oxygen, sex, clothing, shelter etc. The second category is formed by needs that are labeled as secondary or acquired (e.g. intellectual and spiritual needs). These needs are generated over time and develop as person grows up and receives education. Every person has own individual composition of needs, which is constantly evolved and creates a unique complex. Its structure is influenced by age, gender, education, occupation etc.

The absence, loss, or withholding of something needed is called deprivation or frustration; the condition that results when the needs are not satisfied. Long-lasting frustration has a negative impact on mental balance of the individual.

Interest is another very important part of the motivational structure of an individual. It is a mental state that makes attention to focus on an object of the

interest that can be a thing, event, or an activity. It is a long-term positive relation of the individual to this particular field of activities or things. Řehulka (1995, p. 9) defines interest as “a very strong kind of motives that intensively activate individual’s behaviour”.

It is evident that the individual who has more developed interest is highly motivated to achieve the desired goal as it is much easier to sustain the activity which brings the person feelings of pleasure and involvement. This idea can be proved when observing young children entertaining themselves with activities that interest them and they acquire the knowledge about the world around by carrying out these activities. Indeed, they do it completely voluntarily without any prods. Their motivated behaviour rises from the pure interest.

Nevertheless, interest should not be treated as an individual aspect of promoting and sustaining the motivation only but also as a desired outcome.

2. Self-reinforcement

Self –reinforcement is a practice that clearly keeps control in the hands of students (Ormrod, 2000). It means that success is control by students themselves. Further, when students begin to reinforce themselves to engage in a favorite activity, or simply praising themselves-their classroom behavior often improves significantly (K.R. Harris et al, in Ormrod, 2000). Social learning theory approximates the explanation of human behavior in terms of sustainable interaction between cognitive,

behavioral and environmental (Bandura, 1977), the explanation can be interpreted that the behavior produced by individuals is the result of cognitive, behavioral and environmental influences of individuals able to think for regulate and control his own behavior even the individual also has the ability to control is also controlled by the environment. Based on that theory an individual is able to set certain standards for self-behavior and be able to respond to the behavior. Self reinforcement in social learning theory refers to the individual process of enhancing and controlling behavior by rewarding oneself with the award that has been established when the individual has reached the standards set by himself (Bandura, 1977).

The role of reinforcement in the theory of social learning is to improve individual performance primarily through the function of motivation (Bandura, 1977). The explanation can be interpreted that reinforcement is one of the things that can encourage individuals to improve performance or in the context of behavior is the rise of new behaviors emerging according to self-established standards (Bandura, 1977) also stated that social learning theory emphasizes that the assessment of performance improvement the individual can not be compared with other individuals but compared with the previous performance of the individual.

3. Self-esteem

According to Ormrod (2000:79), self-esteem is the extent to which one believes oneself to be a capable and worthy individual. Moreover, need for self-

esteem is the need to feel good about oneself and believe that others also perceive oneself favorably (Ormrod, 2003). In general, Self esteem is an evaluative component of self-concept, a broader representation of self so that it covers cognitive and behavioral aspects that are both judgmental and affective. According to Blascovich (2005:23). According to Santrok (2003) Self esteem is a comprehensive evaluative dimension of self. Self esteem is also called self-esteem or self-image. (Roman, in Coetzee, 2005) describes Self esteem as someone's self-confidence, knowing what is best for themselves and how to do it. (Clemens and Bean, 1995) also state that self esteem is someone's judgments about themselves from different points of view, whether the individual is a valuable person and should be.

(Maslow, in Alwisol, 2002) Self esteem is a human need that requires fulfillment or satisfaction to be continued to a higher level of need. Maslow's needs for Self esteem are divided into two types, namely self-esteem and appreciation from others. Maslow also stated that once a person feels loved and has a sense of belonging, they will develop need for esteem. Dariuszky (2004) suggests Self esteem as an assessment of someone who is able to face the challenges of life and get happiness. Atwater (in Dariuszky, 2004) suggests, actually Self esteem is the way a person feels himself, where someone will judge about him so that it affects behavior in his daily life. Someone who has high self esteem, respects himself more or sees himself as something of value and can recognize his mistakes, but still values the values he has (Rosenberg, in Sara Burnett and Wright, 2002).

According to Branden (2005) Self esteem is an experience even we are compatible with this life and with the requirements of life more specifically. Self esteem is first, confidence in the ability to act and face life's challenges. Second, the belief in our right to be happy, a feeling of worth, worthy, allows to emphasize our needs and desires and enjoy the fruits of our hard work (Nathaniel Branden, 2005). Self esteem is a result of an individual's assessment of himself expressed in positive and negative attitudes. Self esteem is related to how people judge about themselves will influence behavior in everyday life (Tambunan, 2001). Based on several definitions of the figures above, it is concluded that Self esteem is a subjective assessment that is made by an individual as a result of an evaluation of himself which is reflected in positive or negative attitudes. By expressing an attitude of agreeing or disagreeing that feels from various sources, both internal and external oneself.

4. Self-concept

Self-concept is one's beliefs about oneself, personality, strengths and weakness (Ormrod, 2000:79). Students believe either that they are good, capable individuals or that they are somehow inept or unworthy. They usually aware that they have both strengths and weakness, that they do some things well and other things poorly. Students tend to behave in ways that are consistent with their beliefs about themselves (Pintrich & Garcia et al, in Ormrod, 2000).

Self-concept is an understanding of yourself that arises due to interaction with others. Self-concept is a determining factor (determinant) in our communication with others (Riswandi, 2013: 64). Self-concept is views and feelings about ourselves. This perception of self can be psychological, social and physical, according to William D Brooks in Jalaludin Rachmat (2015: 98). Most experts about themselves agree, that self-concept is clearly differentiable and structured, which is a stable whole.

Throughout life, self-concept develops and changes on an ongoing basis, although it is difficult to distinguish between developments and changes in self-concept (Fittz, 1972: 35). With these developments and changes, Rogers's opinion (Hall & Lindzey, 1978: 499) can be accepted, that the structure of self develops and changes over time. In early childhood, there was a developmental tendency that came from positive or negative self-image. Furthermore, self is formed through interaction with the environment, especially the environment that consists of significant people (parents, siblings).

The content of the development of self-concept comes mostly from interaction with other people, what Mead explained about himself is "a mixture of what significant people think about us about us." This shows that skills take perspective (perspective-taking).

This phenomenal self is self that is observed, experienced and valued by the individual itself; this is the conscious self. The total amount of all this awareness or

perceptions about his image. This self concept merges together in a unity and dynamic whole. Each part interacts freely and cohesively with each other. The parts or the whole interact with the external aspects of the phenomenal world.

5. Expectations and attributions

Expectation is explanation of motivation that emphasizes individuals' expectations for success combined with their valuing of the goal (Woolfolk, 2007:376). According to Santrock (2008:465), expectation can exert a powerful influence on student's motivation. How hard students will work can depend on how much they expect to accomplish. If they expect to succeed, they are likely to work hard to reach a goal than if they expect to fail.

6. Goal orientation

Students' goal orientation, the purposes that they have for completing an academic task, has received much attention due to its influential role on students' performances (Ames, 1992; Dweck, 1986). Detailed in the literature are three types of goal orientations. The first is a mastery goal, where students focus on mastery of a task and have the desire to acquire new skills. The second is a performance-approach goal, where learners' main concern is how competent they look in front of others, focusing on receiving favorable judgments of ability from others. The third is a performance-avoidance goal, where students attempt to avoid unfavorable judgments

of capabilities and looking incompetent and may stay away from challenging tasks (Elliot & Harackiewicz, 1996).

7. Needs

A need can be defined as any type of deficiency in the human organism or the absence of anything the person requires, or thinks he requires, for his overall well-being (Kolesnik, in Woolfolk, 1990:313). Our needs are seldom ever satisfied completely and perfectly and people are thus motivated by their needs or by tensions the needs create. Their behavior can be seen as movement toward goals they believe will help satisfy their needs (Woolfolk, 1990).

According to Maslow, in Slavin (1994:350), some basic needs that all must satisfy are those for food, shelter, love and maintenance of positive self-esteem. People differ in the degree of importance they attach to those needs. Some need constant reaffirmation that they are loved or appreciated, while others have greater needs for physical comfort and security. Also, the same person has different needs at different times.

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mental tension that urges the individual to certain behaviour aimed at satisfaction of the need.

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The absence, loss, or withholding of something needed is called deprivation or frustration; the condition that results when the needs are not satisfied. Long-lasting frustration has a negative impact on mental balance of the individual. A need is the lacking of something necessary or desirable. In Maslow's hierarchy of needs, he divided needs into two categories. The bottoms four are called deficiency needs, and the top three are called growth needs. Until the lower needs are met, people are likely to move to higher ones. His work has important implications for education.

In classroom, students who are threatened by potential embarrassment are less motivated to learn, until they study in secure and relaxed environment, they will

move to the need for competence which related to competence motivation that is an innate need in human beings that energizes people to master tasks and skills. The need for achievement drives students to fulfill their goals.

Students with a high need for achievement tend to be motivated by challenging assignments, high grading standards, explicit feedback, and the opportunity to try again. In contrast, students with a need to avoid failure avoid challenging tasks and experience anxiety in testing situation. Being aware of these differences can help teachers respond different students with different needs and as a result, teach all students more effectively.

8. Personality characteristic

Personality refers to distinctive thoughts, emotions, and behaviors that characterize the way in individual adopts to the world (Santrock, 2001:151). More specially, personality consists of trait or dispositions that lead to individual differences in behavior, consistency of behavior over time, and consistency of behavior across situation.

Similar definition, as stated by Ormrod (2000:76), says that personality is a set of relatively enduring traits that characterize the way in way in which a person typically interacts with his or her physical and social environments.

9. Self- efficacy

It refers to persons' beliefs in their own capabilities to exert control over aspects of their lives. Self efficacy theory suggests that efficacy beliefs are the product of one performance, various experience, verbal persuasion from others and emotional arousal (Bandura, in Elliot, 2000:352).

Students who believe they are not efficacious in coping with environmental demands tend to focus on their inefficiency and exaggerate potential difficulties. Students who have strong sense of efficacy tend to focus their attention and effort on demands of task and minimize potential difficulties. Self efficacy is the belief that one can master a situation and produce positive outcome (Santrock, 2001:256). Self efficacy influences a student's choice of activities.

Bandura (1997) maintained that people's actions and behaviors are guided by their beliefs about how successful they can be in performing a task, termed as self-efficacy. Not only do people need to have the skills and knowledge to execute a task successfully, they also have to have a certain level of expectation for success before they take on the assignment. (Jackson, 2002; Lane & Lane, 2001; Pajares, 1996; Pajares, 2003).

E. Extrinsic factors affecting students' motivation

Many factors have impacts upon students' motivation. They are incentives and goal (Deckers, 2010).

1. Incentives

Incentives are social impulses, outcomes or actions that can stimulate a certain reaction. Therefore, incentives can be described as motivational mechanisms which are stimuli of Lokša (1999:15), they “possess the potential & outer character. According to Lokšová to emerge and almost in all cases they demand to attain an action for a certain reward”. Incentives can be both negative and positive.

Positive incentives guarantee satisfying individual's need and are provided to meet the person's requirements. They involve the anticipation of positive outcome. For instance, a teacher praises a student for homework well done. Other positive incentives in the school environment could be recognition, award, token, etc. On the contrary, negative incentives are administered to eliminate a person's unwanted behaviour and thus achieve desired results. Negative incentive could include reprimand or penalty.

2. Goals

Goal can be characterised as something that a person desires to achieve; the end state hence goal determines human behaviour. Deckers' hypothesis displays a certain deficiency at this point considering he strictly labels goals as external source of motivation. As Huitt (2011) states: if a person does something for pure enjoyment, they receive the reward from the process of doing it. In this case, of course, the goal of the activity does not rise from the environment but within a person thus cannot be

considered an external source. In actual fact, this is the basic idea of the intrinsic motivation.

F. Movie Subtitling

Movie Subtitling is elective course that teach the students to get knowledge way to translate or transcript from the video player. This class is very fun learning not press their thing.

English Department of Faculty of Teacher Training and Education State Islamic of Tulungagung provides Movie Subtitling class. Movie Subtitling course purposes to prepare English student to be a good translator.

The students of English Department many choose this course are factors. Movie subtitling is the fun class. In addition, the lecturer in charge of the course strongly supports the existence of a subtitling movie choice course.

Based on the explanation above, it is very clear that Movie Subtitling course is very interested for many students of English Department. Because, this course not only get knowledge but they get happiness in their class.

G. Previous Study

1. Sulis Handarti conducted a research by the title The intrinsic factors that make the English students motivated in taking EYL (English for Young Learner) course at university of muhammadiyah malang in Academic year 2010/2011. The lack from

this research is the researcher just researching intrinsic motivation. Even though that influence the motivation English Student not only intrinsic factors but extrinsic factors that big influence too. Sulis Handarti only focused on intrinsic factors but my research focused on both. They are intrinsic and extrinsic factors.

2. Diana Persons conducted a research by the title “The relationship between motivation and English-language achievement”. The lack from this research is the researcher that only used questionnaire to collect data. Furthermore, to strong the data must be do interview.