

CHAPTER II

REVIEW OF RELATED LITERATURE

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

A. MOTIVATION

The word motivation is accepted for most fields in learning that motivation is essential for success. We need the motivation when we have to do something to succeed. Without such motivation we will almost certainly fail to make necessary effort. There are many factors that depend on motivation, such as motivation is very influential in learning English. When the learners are not motivated, they will not take risk in learning English or even paying any attention to learn it. As a result, motivation is considered an essential element along with language capacity in shaping success in learning new language in classroom setting.

To develop understanding of motivation we must know about what it means of motivation, types, sources, role and theories of motivation.

1. Definition of Motivation

There are various definitions of motivation from many psychologists. We have to comprehend about what the motivation is in order to know and understand it.

At its most basic level, “Motivation is some kind of internal drive which pushes someone to do things in order to achieve something” (Harmer 2007:98). The word motivation is derived from motive that means anything that encourages person to act to do something (Purwanto, 2011:60). While Dimiyati and Mudjiono (1994:75) stated that motivation is a mental encouragement that moves and leads human behavior. Brown (2007:170) stated that “Motivation is something that can, like self-esteem, be global, situational, or task oriented. Motivation is also typically examined in terms of the intrinsic and extrinsic motives of the learner”.

According to Brown (2000:72) “Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit”.

a) A Behavioristic Definition

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

goal because they perceive a reward for doing so. This reward serves to reinforce behavior: to cause it to persist.

b) **Cognitive Definition**

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

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

2. Types of Motivation

Motivation was separated into two main types that are intrinsic motivation and extrinsic motivation. We will discuss about them as follows:

a) **Intrinsic Motivation**

Ur Penny (1996:280) defines that:

Global intrinsic motivation is the generalized desire to invest effort in the learning for its own sake is largely rooted in the previous attitudes of the learners: whether they see the learning as worthwhile,

whether they like the language and its cultural, political and ethnic association.

It means that intrinsic motivation is desire which comes from within individual to make an effort to achieve the goal. When the learners have an intrinsic motivation, they will show their attitude in the classroom such as they want to learn English because they like and enjoy learning it. According to Harmer (2007:98) "Thus a person might be motivated by the enjoyment of the learning process itself or by desire to make themselves feel better". People do certain activities because it gives them pleasure and develops a particular skill based on their internal desire. Intrinsically motivated students are bound to do much better in classroom activities, because they are willing and eager to learn new material. Their learning experience is more meaningful, and they go deeper into the subject to fully understand it.

Brown (1987:115) divided intrinsic motivation into two main types that are integrative motivation and instrumental motivations.

- 1) Integrative motivation is employed when learner wish to integrate themselves within the culture of the second language group, to identify themselves and become a part of society. For example immigration or marriage.
- 2) Instrumental motivation. Learner wishes to achieve goals utilizing second language. Robert Gardner and Wallace Lambert states that refer to motivation to acquire a language as means for attaining instrumental goals furthering a career, reading technical material,

translation and so forth (Gardner:1987:8). This is describes a situation in which the students believe that by mastering of the target language, they will be instrumental in getting a better job, position and statutes.

When the learners have intrinsic motivation, it will give a good influence to their learning. Because intrinsic motivation are comes from the learners itself. So, they learn English by their internal desire not from other factor from outside the learner.

b) Extrinsic Motivation

Harmer (2007:98) states that extrinsic motivation is the result of any number of outside factors, for example the need to pass an exam, the hope of financial reward or the possibility of future travel. 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 task. Many sources of extrinsic motivation are inaccessible to the influence of the teacher: for example, the desire of students to please some other authority figures such as parents, their wish to succeed in an internal exam, or peer groups influences. However, other sources are certainly affected by teacher action, Penny (1996:277).

Harmer stated that external motivation has some external factors:

1) The Goal

According to Harmer (2007:99):

Goal is the one of the strongest outside sources of motivation which students perceive themselves to be learning for. Frequently this is provided by a forthcoming exam, and in this respect it is no surprise to note that teachers often find their exam classes more committed than other groups who do not have something definite to work towards.

Here the students want to learn English because of any external factors. The external factors drive the students to learn English because the students want to achieve it. For example some students have any goals when they learn English, such as they want to get a good score in final exam, they want to learn English because they want to get a good job, and they may want to continue their study overseas.

2) The society we live in

“Outside any classroom there are attitudes to language learning and the English language in particular” Harmer (2007:999). The students want to learn English because of their society. For example they learn English because they want to get prestige from the society.

3) The people around us

In addition to the culture of the world around them, students' attitudes to language learning will be greatly influenced by the people who are close to them Harmer (2007:99). Learning

English are very important to communicate with the peoples around the world. Sometimes people want to learn English because they feel confidence if they can mastery the English language.

4) Curiosity

We should not underestimate a student's natural curiosity. At the beginning of a term of semester, most students have at least a mild interest in who their new teacher is and what it will be like to be in his or her lessons. When students start English for the first time, most are interested (to some extent) to see what is like. This initial motivation is precious. Without it, getting a class of the ground and building rapport will be that much more difficult Harmer (2007:99).

3. Sources of motivation

According to Harmer (2002:51) "The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people". There are some sources that affect the students' motivation in learning English:

a) The society we life in

Outside any classroom there are attitudes to language learning and the English language in particular. Learning English are important that considered being in the society. All the views from the society

such as learning language for low or high status will affect the students' attitude to the language being studied, and the nature and strength of this attitude will, in its turn, have a profound effect on the degree of motivation the student brings to class and whether or not that motivation continues.

b) Significant others

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

c) The teacher

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

d) The method

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

4. The Role of Motivation

Motivation is crucial in learning other languages. Pinter (2006:36) stated “When we learn our first language, it is all a natural part of growing up”. Peoples who learn a new language, their motivation to learn are related to wanting to fit in with people in their new community. An interesting study in 1999 by Marianne Nikolov, a Hungarian teacher, trainer, and researcher, shows that children as they get older typically draw on different sources of motivation to learn English. Some of the children are intrinsically motivated which means that they want to learn because they enjoy the process of learning English for its own sake.

5. Theories of Motivation

a) Brown’s Theory

Brown (2007:170) stated that “Motivation is something that can, like self-esteem, be global, situational, or task oriented”. Motivation also typically examined in terms of the intrinsic and extrinsic motives of the learner. Intrinsic motivation, for example occur when the learner learn for their own self-perceived needs and goals. While, learner who pursue a goal only to receive an external reward from someone else are extrinsically motivated.

There are three different perspectives emerge based on Brown (2007:168):

- 1) From a behavioral perspective, motivation is seen in very matter fact terms. It is quite simply the anticipation of reward. Driven to acquire positive reinforcement, and driven by previous experiences of reward for behavior, we act accordingly to achieve further reinforcement.
- 2) In cognitive terms, motivation places much more emphasis on the individual's decisions. For example, Ausbel (1968:368) in Brown (2007:169) identified six needs undergirding the construct of motivation:
 - The need for exploration
 - The need for manipulation
 - The need for activity, for movement and exercise, both physical and mental.
 - The need for stimulation, the need to be stimulated by the environment, by other people, or by ideas, thoughts, and feelings.
 - The need for knowledge, the need to process and internalize the result of exploration, manipulation, activity, and stimulation, to resolve contradiction, to quest for solutions to problems and for self consistent systems or knowledge.
 - The need for ego enhancement, for the self to be known and to be accepted and approved of by others.

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

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

b) Maslow’s Theory

Abraham Maslow (1943), one of the founding fathers of humanist approaches to management, wrote an influential paper that outlined five fundamental human needs and their hierarchical nature. Maslow’s humanistic need theory of motivation suggests that people are motivated to achieve goals because of the tension created by

unfulfilled needs. If people have psychological, safety, love and esteem needs, if these needs are met, then people become motivated to satisfy their needs for knowledge, understanding, esthetics and self-actualization. The five needs are:

1) Psychological needs

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

2) Safety needs

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

3) Belonging needs

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

4) Esteem needs are for a higher position within a group.

5) Self-actualization needs

It was become what we are capable of becoming, which would our greatest achievement.

6. Measure of Motivation

According to Hanafiah (2010:28) there are some measurements that can be used to know the motivation that are:

- a) Performance test is the measurement to get information about loyalty, sincerity, targeting, awareness, duration, and frequency of activist.
- b) Questionnaire is to know the persistence and loyalty.
- c) Free compose is to understand information about the vision and aspirations
- d) Achievement test is to get the information about the achievement of the students' academic.
- e) Scale is to understand information about attitude.

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

B. LEARNING

1. Definition of Learning

Brown (2007:7) stated that "learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction".

Based on Brown (2007:8), there are many concepts of learning:

- a) Learning is acquisition or "getting".
- b) Learning is retention of information or skill.
- c) Retention implies storage systems, memory, and cognitive organization.

- d) Learning involves active, conscious focus on and acting upon events outside or inside the organism.
- e) Learning is relatively permanent but subject to forgetting.
- f) Learning involves some form of practice, perhaps reinforced practice.
- g) Learning is a change behavior.

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

Prof. Dr. H. Chalijah Hasan defines learning as follows: Learning is a change which is the result of training and experience. The change caused by development of maturity cannot be seen as a result of learning.

2. Theories of Learning

Learning is one of the most important activities in which humans engage in their life. Learning are occur not only in the class but also outside from the class. Shuel (2013) stated that for thousands of years, philosophers and psychologists have sought to understand the nature of learning, how it occurs, and how one person can influence the learning of another person through teaching and similar endeavors. Various theories of learning have been suggested, and these theories differ for a variety of

reasons. A theory, most simply, is a combination of different factors or variables woven together in an effort to explain whatever the theory is about. In general, theories based on scientific evidence are considered more valid than theories based on opinion or personal experience. In any case, it is wise to be cautious when comparing the appropriateness of different theories.

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

a) Thordike

Thordike concluded that learning is a process of forming connection between stimuli and respond; meanwhile problem solving can be achieved through “trial and error” Entwistle (1981) in Uno (2006:11). He stated that, changes in behavior can be either concrete (something that can be observed), or no concrete (not observable). In teaching and learning process, the progress of the students can be observed by knowing their attitude.

b) J.B Waston: Conditioning Reflect

J.B Waston making Pavlov research as based for to his learning theory. Waston believes that Learning is a process from conditioning reflects or response passes through a chance from stimulus to another. Waston makes a same principle to explain human attitude. There are many attitudes to study in passed classical conditioning. They study have negative attitudes with foreign language, because there are have association with bad experience, for instance the teacher ordered to the students to translate in front of class and they have mistake and then the teacher was angry with them. Generalization afraid of them with another lesson.

3. Types of Learning

The educational psychologist Robert Gagne (1965) demonstrated the importance of identifying a number of types of learning that all human beings use. Because theories of learning of course do not capture the entire possible element of principles of human learning in general, Brown (2007:99). Types of learning vary according to the context and subject matter to be learned. Gagne (1965:58) in Brown (2007:100) identified eight types of learning as follows:

- a) Signal learning. The individual learns to make a general diffuse response to a signal.

- b) Stimulus-response learning. The learner acquires a precise response to a discriminated stimulus.
- c) Chaining. What is acquired is a chain of two or more stimulus-response connection.
- d) Verbal association. Verbal association is the learning of chains that are verbal. Basically, the conditions resemble those for other (motor) chains.
- e) Multiple discrimination. The individual learns to make a number of different identifying responses to many different stimuli, which may resemble each other in physical appearance to a greater or lesser degree.
- f) Concept learning. The learner acquires the ability to make a common response to a class of stimuli even though the individual members of that class may differ widely from each other.
- g) Principle learning. In simple terms, a principle is a chain of two or more concepts. It functions to organize behavior and experience.
- h) Problem solving. Problem solving is a kind of learning that requires the internal event usually referred to as "thinking". Previously acquired concepts and principles are combined in a conscious focus on an unresolved or ambiguous set of events.

C. Learning English as A foreign Language

Nowadays, there are about a billion people in the world learning English as foreign language, Johnson (2001:3). “In many other contexts in the world, however, when children start learning English, they are not immersed in an English environment and they are not learning English to make friend or fit into a new school and culture”, Pinter (2006:32). The process of learning language has a significant effect on how young learners are able to acquire the foreign language. The strategy of learning from mother tongue can be adopted for learning foreign language. Primarily, those who are involved in the children’s learning process are their parents, and latter their teachers. So the teachers have the important role in the students’ learning foreign language.

D. Motivation for Learning English

Hedge (2003:22) stated that “Adult learners returning to study may regard language learning as a hobby or cultural pursuit worthy of the educated person, or may have pressing reason for wishing to communicate with English”. Now, in much state school system, where the pupils’ future use of English is uncertain, a primary aim is to build communicative potential. Any individual may be influenced by a variety of motivations which will affect such things as anxiety or attitude, or willingness to try new learning strategies.