

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Emotional Intelligence

##### 1. Definition of Emotional Intelligence

Emotion is the condition of how we react according to the situation we will face, Based on Baumeister (2007) conceptualized the experience of emotion as “a subjective state, often accompanied by a bodily reaction (e.g., increased heart rate) and an evaluative response, to some event”. Thus, emotions represent individuals’ reactions to stimuli, accompanied by their judgments on the circumstances surrounding the stimuli. Investigators often use the term emotionality to refer to temperamental or dispositional emotion-related characteristics, which manifest in individual differences in peoples’ experience or expression of emotion. Scholars often view emotionality as a component of temperament and personality, Based on Rothard (2006) Emotional Intelligence engage with how someone accepts the condition of the environment, how they could give the appropriate response depending on the situation.

Emotional Intelligence is the ability to adapt with people and face their reaction. Based on Goleman (1995) who states that emotional intelligence is a basic human ability to maintain life in the form of emotional refers to the ability to recognize one's own human feelings and feelings others, the ability to motivate yourself, and ability manage emotionally well in yourself and in relationships with others. Bradbery also stated in (1995) that the level of human emotional intelligence is not tied to genetic factors, not only develop during childhood. Unlike IQ, which changes only slightly after passing through age adolescents, it seems that more emotional intelligence is obtained through learning, and continues to grow throughout life while learning from my own experience. Another term for the development of intelligence emotional is maturity

Emotional Intelligence or Emotional Quotient is the capability of someone to identify the emotion, appropriately labeling the appeared emotion, use emotion as a guide of thinking and behavior, and manage them to adapt in an environment, Andrew (2008). It means emotional intell.<sup>7</sup>nce is the student's ability to direct the emotion in a proper way to achieve a positive goal, especially in learning. Before the previous

definition, Emotional intelligence has been defined by Peter Salovey and John Mayer as “the ability to monitor one’s own and other people’s emotions to discriminate and to use emotional information to guide thinking and behavior.

Studies have shown that people with high EI have greater mental health, job performance, and leadership skills although no causal relationships have been shown and such findings are likely to be attributable to general intelligence and specific personality traits rather than emotional intelligence as a construct. Goleman (1998) indicated that EI accounted for 67% of the abilities deemed necessary for superior performance in leaders, and mattered twice as much as technical expertise or IQ. It means that EI holds very significant aspect of students’ success.

By developing emotional intelligence, students can control their emotions in a good way. Based on Purwanto (2003) Emotional intelligence is considered necessary for everyone, as well as for talented students who have intelligence high intellectual. Emotional intelligence is as important as intellectual intelligence in determining future success someone. Ideally, students who have intellectual intelligence high will have high emotional intelligence as well. The intellectual intelligence paradigm (commonly called IQ) today is not the only parameter of educational success teaching

Based on the explanation above, it can be concluded that emotional intelligence is interpersonal and ability hidden intrapersonal (*metability*) that functions as a controlling rope to balance feelings, thoughts as well action.

## 2. Kinds of Emotional Intelligence

Currently, According to Goleman (1995) there are three main models of EI. 1) Ability model 2) Mixed Model 3) Trait Model .Different models of EI have led to the development of various instruments for the assessment of the construct. While some of these measures may overlap, most researchers agree that they tap different constructs.

### a. Ability Model

The ability-based model views emotions as useful sources of information that help one to make sense of and navigate the social environment. The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. This ability is seen to manifest itself in certain adaptive behaviors. The model claims that EI includes four types of abilities:

- 1) Perceiving emotions – the ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts—including the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.
- 2) Using emotions – the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem-solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.
- 3) Understanding emotions – the ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.
- 4) Managing emotions – the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.

The ability EI model has been criticized in the research for lacking face and predictive validity in the workplace. However, in terms of construct validity, ability EI tests have great advantage over self-report scales of EI because they compare individual maximal performance to standard performance scales and do not rely on individuals' endorsement of descriptive statements about themselves.

#### b. Mixed Model

The model introduced by Daniel Goleman<sup>1</sup> focuses on EI as a wide array of competencies and skills that drive leadership performance. Goleman's model outlines five main EI constructs (for more details see "What Makes A Leader" by Daniel Goleman, best of Harvard Business Review 1998):

- 1) Self-awareness – the ability to know one's emotions, strengths, weaknesses, drives, values and goals and recognize their impact on others while using gut feelings to guide decisions.
- 2) Self-regulation – involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances.
- 3) Social skill – managing relationships to get along with others

- 4) Empathy – considering other people's feelings especially when making decisions
- 5) Motivation – being aware of what motivates them.

Goleman includes a set of emotional competencies within each construct of EI. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies. Goleman's model of EI has been criticized in the research literature as mere "pop psychology" (Mayer, Roberts, & Barsade, 2008).

### c. Trait Model

Emotional intelligence was understood by many ways, one of them transferred to trait Model, according to Petrides (2001) proposed a conceptual distinction between the ability-based model and a trait-based model of EI and has been developing the latter over many years in numerous publications. Trait EI is "a constellation of emotional self-perceptions located at the lower levels of personality. In lay terms, trait EI refers to an individual's self-perceptions of their emotional abilities. This definition of EI encompasses behavioral dispositions and self-perceived abilities and is measured by self-report, as opposed to the ability-based model which refers to actual abilities, which have proven highly resistant to scientific measurement. Trait EI should be investigated within a personality framework. An alternative label for the same construct is trait emotional self-efficacy.

The trait EI model is general and subsumes the Goleman model discussed above. The conceptualization of EI as a personality trait leads to a construct that lies outside the taxonomy of human cognitive ability. This is an important distinction in as much as it bears directly on the operationalization of the construct and the theories and hypotheses that are formulated about it.

## 3. Indicator of Emotional Intelligence

Goleman (1995) classified 5 basics of emotional intelligence and social just like below:

### a. Self-awareness

Knowing and recognizing their-self is the basic ability of emotional intelligence. Someone who knowing their self can understood their limitation just like their strength and weakness to achieve the goal they are wanted to.

b. Self-regulation

Self-regulation has a positive effect to personal control, because it will manage and maintenance the positive emotion to the personal it-self. Someone who can control their emotion will easily get up from the despair and depression.

c. Self-motivation

Maintaining emotion is a significance thing to motivate every personal life. Because by controlling the good emotion during the hard condition it will bring the good support to personal life, by controlling it it will grow the great motivation to achieve the aimed goal.

d. Empathy

Generally empathy can be understood as an ability of person to place their-self in the other feel. Empathy can be act just like motivator to make someone move and feel the other feeling to change it or keep it.

e. Social-ability

This ability is an ability to link up with the other person around us and managing emotion during our relationship with others. Because of this ability it will create a good and healthy social life.

## **B. Motivation in learning**

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

Motivation is one of the most important factors which influence language learners' success or failure in learning the language. Motivation is defined as "the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in this respect" (Keller, 1983). Specifically, for language learning motivation can be understood as learners' orientation with regard to the goal of learning a second language.

As Wilkins (1972) points out that "motivation is a term which occurs in discussion of the second rather than the first language learning" According to Cook (2000), it believes strongly that acquisition and learning are not related and that language can only be acquired. In Cook (2000) Acquisition/Learning Hypothesis, he

draws a clear line between "acquisition" and "learning". Children acquire their first language unconsciously but adults learn a second language by consciously adopting rules of language and learning strategies. The traditional ways for learning a second language usually involve some systematic approach to the detailed study of grammar and memorization of vocabulary. But that's not enough. According to Krashen's Input Hypothesis, the teacher should provide students with optimal input, which is authentic, interesting and relevant. Because to some extent, we can say the quality and amount of input determines the success or failure in SLA.

Motivation is the most important factor among age, personality and motivation which affect the Second Language Acquisition chiefly (Cook, 2000). What is motivation? Motivation is defined as "the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in this respect" (Keller, 1983). Specifically, for language learning motivation can be understood as learners' orientation with regard to the goal of learning a second language. Ellis (1994) considers motivation as the exertion which learners contribute into learning a L2 as a result of their need or desire to learn it. It would argue that the nature of motivation has the relationship with such elements as cognition, feelings and emotions, and environment. Moreover, it will help delve deeper into the grounds of motivation research with concerning such elements.

Motivation is complicated case in psychological aspect in education, based on Light brown and Spada (1993) define motivation in SLA as "a complex phenomenon which can be defined in term of two factors: learners' communicative needs and their attitude towards the second language community". They assert that learners will be motivated to acquire understanding in community when they recognize the need to speak the second language in order to communicate or to fulfil professional ambitions. This is what Gardner and Lambert (1972) defined as integrative motivation and instrumental motivation. Specifically, integrative motivation is the desire to participate in the activities of the target language community and develop in their language (Gardner, 2001). And instrumental motivation means the desire to acquire a foreign language to find out employment or improve their self-cultivation or improve the social status (Dörnyei, 2001; Gardner & Lambert, 1972).

According to Mc. Donald (in Djamarah, 2008: 148) which says that motivation is a change of energy in a person who is characterized by the emergence of affective

(feelings) and reactions to achieve goals. Energy changes in a person can be in the form of a real activity in the form of physical activity. Because someone has a goal in his activities, then someone has a strong motivation to achieve it with all the efforts he can do.

Woodworth and Marques (Sunarto, 2008), defines motivation as a set of motives or readiness that makes individuals inclined to carry out certain activities and to achieve certain goals. This opinion is similar to that expressed by Chung and Meggison (Suhaimin, 2004), which defines motivation as behavior aimed at the target, motivation related to the level of effort done by someone in pursuing a goal. Motivation is closely related to job satisfaction.

This learning motivation has a big role to play in one's success in learning. Based on the description it can be concluded the notion of learning motivation is overall power activator or encouragement in students to do learning activities that are characterized by changes in energy to achieve goals as desired.

## 2. Theory of Motivation

The theory used in this study is the theory of Mc. Donald (2008) motivation is a change of energy in a person is characterized by affective encouragement and reactions in an effort to achieve goals. According to Mc. Donald's motivation is divided into three, namely:

- a. Motivation starts an energy change in every individual human. For example: want to get awards, recognition and so on
- b. Motivation is characterized by the urge of one's feelings or emotions. For example: aspiring
- c. Motivation is stimulated because of goals.
- d. Motives / motivation are reviewed in terms of the relevance of behavior divided into two types, namely extrinsic motives and intrinsic motives.

Extrinsic motives are motives that function because of stimulation from outside of the individual self. The teacher has several ways that can be done in creating extrinsic learning motives, namely giving awards and reproaches, competition or competition, giving prizes and penalties, and notification of students' learning progress

to students. The teacher must be able to apply some of these methods to the right circumstances and conditions to increase students' extrinsic learning motivation.

Intrinsic motives are motifs that function without the need for external stimulation. Students who have intrinsic motivation in learning will try hard to learn in mastering knowledge without waiting for gifts from teachers and other parties. Intrinsic motives are born naturally in individuals without being influenced by outside influences. Whereas students who have extrinsic motives in learning will try hard to learn because they want to get prizes from parents or teachers and want to pursue status as class champions.

### 3. Kinds of Motivation

Sardiman (2011) stated that there are some aspect in the students who has highly motivation during the class has some several characters:

- a. Diligently finishing all of the assignment from teacher (could relentlessly in accomplishing the assignment in the long duration of time, never stopped to finish it until it done)
- b. Persistently in facing any obstacles ( never surrender) they do not need any support from outside to get the best achievement they can get (cannot be satisfied with achievement he got before)
- c. Students show the great intention to any problem appears.
- d. Has a preference in individual assignment.
- e. Immediately bored to the frequent assignment (something that has mechanical term, frequently. And make their job does not effective anymore)
- f. They can resist their argument
- g. Persistently hold something that they are believe in.
- h. They like to solve problems.

If someone has the characteristics as above, meaningful someone who has a high enough motivation to learn. Characteristic features learning motivation as above will be very important in supporting learning process. The characteristics of learning motivation above will be used in compiling a questionnaire for instrument lattices revealed one of the independent variables in this study, namely motivation to learn.



#### 4. Indicator of Motivation

Uno (2011) classify that students who has highly motivation in learning can be indicated to these indicator below:

- a. There is a passion and willingness to be success
- b. There is a support and needs in learning
- c. There is an expectation or future hope to be achieved
- d. There is achievement in learning
- e. There is an attractive activity in learning
- f. There is good learning atmosphere during learning to ease students learning process,

High learning motivation can encourage student learning activities. High motivation can be found in the nature of student behavior such as that Sugihartono (2007) stated, among others first, the existence the quality of student involvement in learning is very high, secondly, there is a feeling and affective involvement of students who are high in learning, and third, there is an effort of students to always maintain or maintain that always have high learning motivation

Based on the description above it can be concluded the characteristics of motivation high learning arises can be seen from the perseverance in him in doing the task, do not despair if faced with difficulties, interested in various problems and solving them, happy work independently, get bored with routine tasks, can maintain opinion, and it's not easy to let go of things that are believed. Characteristic features learning motivation can be measured by a strong determination in students to learn, succeed, and achieve future goals. Motivation learning can also be encouraged by the existence of rewards, activities interesting, and conducive learning environment.

#### 5. Factors that Influence Learning Motivation

According to Uno (2011) motivation to learn can arise due to intrinsic and extrinsic factors. Intrinsic factors are affect learning motivation, namely "first, desire and desire success and encouragement of learning needs, and second, expectations of goals mind ". Extrinsic factors that influence learning motivation include "First there is an award, second, a learning environment conducive, and third, interesting learning activities ".

So to achieve high motivation to learn for students, must note the factors that influence both intrinsic and extrinsic. Students must be aware of purpose to do learning

activities and needs to achieve goals (ideals that are to be achieved). Extrinsic factors must be accompanied by appreciation (praise) if students are achieving, a conducive learning environment is needed interesting learning activities. In this case the role of parents needed to create a conducive and helpful atmosphere his child in learning.

### **C. Students Achievement in English**

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

In order to best understand student achievement, it is good to begin with understanding the terminology. Tafsir (2008) Student achievement definitions may vary depending upon the student, learning environment, and goals of the educational system. For example, student achievement for gifted students may vary from that of those in the traditional school setting. The student achievement definition must relate directly towards the type of environment and situation where learning is being facilitated. There are various measures and methods used to track student achievement, and these too differ according to facility or institution. The student achievement definition must be comparable to the methods used and the ability of each learner.

Travers (1970) states that achievement is the result of what an individual has learned from some educational experiences. Additionally, De Cecco & Crawford (1977) states that achievement is the expectancy of finding satisfaction in mastering challenging and difficult performances. In addition to that, Yelon, Weinstein, & Weener (1977) expresses achievement as the successfulness of individual, while another source Smith & Hudgins (1964) says that achievement is to do one's best, to be successful, to accomplish tasks requiring skill and effort and to be recognized by authority. Furthermore, Tinambunan (1988) defines achievement as the student's grasp of some body of knowledge or proficiency in certain skills. Besides, Garrison, Kingston, and McDonald (1955-1964) affirm the definition of achievement as the progress pupils make toward the goals and objectives of the curriculum, they then assert further about the definition that achievement may be the one's ability or the extent of his/her knowledge in a specific content area.

Based on the opinions above the author concludes that achievement is the result, the successfulness, the extent or ability, the progress in learning educational

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## 2. Indicator of Learning

Based on Bloom (2008) he separated indicator of learning in three part: first is affective, in affective students tend to scored based on their attitude in learning separated to five: acception, answer and responses value, organization and internalization Then in the cognitive, teacher will measure students understanding based on their raw understanding to the subject, knowledge and memories, application, analysis and synthesis, and the last is psychomotor aspect, it is separated to six part: responsive reflects, basic movement ability, perceptual ability, expressive and interpretative movement.

## D. Relevant Previous Research

In this research writer used some relevant previous study. The previous study here come from qualitative and quantitative research, also to strengthen this research the author used journal, here some relevant theory based on previous study:

1. The firs related study come from Maliha Nasir at Buletin of Educational Research 2010 show that This correlational study was intended to examine the relationship of emotional intelligence (EI) with gender, age and academic achievement of students of International Islamic University Islamabad (IIUI). In this study the predictor variable was emotional intelligence and criterion variable was academic achievement as measured by students' Cumulative Grade Point Average (CGPA). Emotional intelligence was measured with the help of BarOn Emotional Quotient Inventory (EQi). The validity and reliability of EQi was measured and the instrument was found to be valid and highly internally consistent. Correlation analysis, regression analysis and t-test were performed to test the hypotheses. Results indicated a significant correlation between emotional intelligence and academic achievement. Emotional

intelligence was found a significant predictor of academic achievement. No significant correlation was found between age and emotional intelligence. There was no difference in the mean EQi scores of male and female students except on stress management scale where male students scored higher than female students. The

2. The next related study come from Tahmasebi from Journal of Fundamental of Health on 2008, the research was taken in Islamic Azad university of Khasmar showed that Results indicated that the relationship between academic achievement and emotional intelligence and some of its components was significant,  $p < 0.05$ . Also there were significant relationship between age and emotional intelligence  $p < 0.01$ , and some of its components,  $p < 0.05$ . Moreover results showed no significant relationship between emotional intelligence and sex, in spite of difference in sub-scales of emotional intelligence among girls and boys,  $p < 0.05$ . Discussion: In addition to global cognitive abilities, students may have perfect development on many aspects such as controlling emotions and affects for reaching high levels of academic achievement; it means that students cannot have optimum academic achievement without reaching these components that make emotional intelligence. The blemish that the writer wants to complete here is where the study only uses 2 variables, as a predictor variable, whereas in this study the author uses 3 variables.
3. The first is come from Baskara (2014) entitled The Correlation Between Students' Motivation And Their Achievement Score In English Learning At Smp Negeri 1 Mande – Cianjur The main objective of this research was to investigate the existence and the degree of the correlation between students' motivation indexes and students' achievement score in English learning. This research involved the first grades of SMPN 1 MANDE-Cianjur population and the sample of the research was entire (44 students) employ SPSS version 12 in investigating the correlation. By using the coefficient of determination (CD) formula, it is known that student's motivation indexes in learning English give 9,3% contribution to students' achievement score in English class while the rest in influenced by other factors which are not investigated in this research. The difference between the author and this research is placed on the number of variable, the author used 3 variables and the research of Baskara is only used 2 variables.
4. The second research is about the Testing a model linking environmental hope and self control with students' positive emotions and environmental behavior this research taken from journal, this research authorized by Wu in (2015) and this research talked

about examined a moderated mediation model with 254 Israeli junior high school students, hypothesizing that students' environmental hope would simultaneously mediate the relationship between their engagement in schoolbased environmental activities (green engagement) and their environmental behavior as well as their positivity ratio, but that students' self-control skills would moderate these mediation processes. The results showed that engagement was linked to self-reported pro-environmental behavior, as well as experiencing more positive than negative emotions. Multigroup structural equation modeling indicated that the model provided a good fit to the data, and rigorous bootstrap analysis confirmed the simultaneous mediating role of environmental hope—but only for students with high self-control skills. The limitations and implications of the findings are discussed, and future directions are presented.

5. The difference actually in the research design, the design of Wu's research is about the experimental research with the total 254 students, it means random sampling, and this research used census, the second is this research is correlational research with 3 variables and Wu's research is experimental with two variables
6. The next is come from journal entitled Stimulating And Enhancing Students Learning Throught Positive Emotions this title come from Klastenberg (2011) Research has demonstrated that the frequent experience of positive emotions can help in fostering subjective well-being. This research investigates how the experience of positive emotions by students in the classroom environment can stimulate and enhance learning behaviors. Findings indicate that the experience of positive emotions in the classroom is positively related to student motivation as well as behaviors that are likely to lead to academic success, such as studying, attending class, participating in classroom discussions, and performing additional activities outside of class to enhance understanding. Individuals who expressed these higher motivational levels also had more optimistic academic achievement outlooks. Additionally, results suggest that the experience of positive emotions is negatively related to emotional exhaustion. Implications for hospitality and business educators are discussed. This research actually has qualitative approach and descriptive qualitative research to identify the using of enhancing students achievement by increasing their positive emotion. By this case the author will correlate the condition of if emotion intelligence and motivation are high will increase the achievement it-self.

7. The next research come from Asril in (2011), in this research he analyze the correlation among psychological factors affect students learning achievement at Hangtuah University. He talked about 4 aspect that correlated with students achievement, the aspects are: Students self-efficacy, students self-concept, students motivation, and students emotional intelligence. The result were there is significance correlation between self efficacy and students achievement by the correlation result  $0,32 > 0,05$ , there was a significance correlation between students self-concept and students achievement with the correlation index  $0,71 > 0,05$ , the nest was the correlation between students motivation and students achievement with the result  $0,48 > 0,05$  and the last is the result of correlation between students emotional intelligence and students achievement with the result  $0,2 > 0,05$ . All of the factor have significance correlation with students achievement.
8. The next research come from Getrude (2019) entitled Contribution of Psychological Factors on Academic Achievement of Rural Students in The Interior School of Sabah Division. In his research he talked about three psychological factors (i.e., academic self-efficacy, psychological well-being & academic motivation) on rural students' academic achievement. The study predicted that the three factors contributed to students' academic achievement. There were 1586 students from 21 rural schools in the interior division of Sabah involved in this study. A questionnaire with four parts was used to measure all variables. Part A measures the demographic variables (i.e., the current academic achievement, academic level, age, gender, and school); Part B measures the academic self-efficacy. Part C academic motivation involvement in the students' academics, and Part D measures psychological well-being. Hierarchical regression analysis was used to analyse the data. Academic motivation support in students' academic tasks contributed positively 1% on the variance of students' academic achievement. In Step 2, when the students' academic self-efficacy included, both factors (i.e., student academic motivation & academic self-efficacy) contributed 5% on academic achievement. In Step 3, academic motivation, academic self-efficacy, and psychological well-being contributed positively 7% on academic achievement. The findings showed that academic motivation, students' academic self-efficacy, and psychological well-being can be good predictors to academic achievement of rural students.

## **E. Theoretical Framework**

From the literature review above writer can make the theoretical framework below:

### **1. Correlation between student emotional intelligence and students English learning achievement.**

According to the explanation above, emotional intelligence is the ability of someone in controlling and managing their emotion in every condition. In this study the sample is junior high school, this research will discuss the relationship between attitudes shown in facing each problem they go through and how attitudes they should show to achieve good learning achievement. Emotional intelligence holds an important role in improving student's achievement by controlling and managing positive emotions in following the class and achieve the goal.

### **2. Correlation between students academic motivation and students English learning achievement**

Motivation is a strong desire to achieve something that is desired. In the realm of education motivation is an encouragement that is needed by students to get something that they want. Motivation is closely related to students' achievement. Students without motivation will have difficulty achieving what they want because they do not have goals to achieve and they do not have the drive to achieve them. While students with high motivation will have strong desires that will move it with a variety of efforts to achieve these desires.

### **3. Correlation between student's emotional intelligence and student's academic motivation toward students learning achievement**

The importance of the emotional intelligence of students has been approved in many types of research. Students with high emotional intelligence can be seen by their self-awareness, self-regulation, self-motivation and their empathy will easily get a good achievement. The motivation usually divided into two: intrinsic motivation and extrinsic motivation. Then students with high motivation also will get a high score in English easily, whether the motivation comes from inside or outside.

The combination of these two aspects of psychology will certainly be very influential with the success of students in school. It will give them a great boost in achieving a certain goal in education, especially in English.