

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

To make discussion in this study clearly, the writer would talk about The Nature of Motivation, kinds of motivation, Teacher and Learning process.

#### **A. The Nature of Motivation**

To provide with a better comprehension of the nature of motivation, the researcher will define motivation and describe functions and kinds of motivation.

##### **1. Definiton of motivation**

Each individual has an internal condition, in which the internal conditions played a role in her or his day-to-day activities. One of the internal conditions is motivation. Motivation is not only applied in everyday life but education world was also very instrumental motivation, for example to reach successful on teaching learning process needed one important factor, namely “motivation”. Motivation is the basic impulse that drive a person to behave.

Beside it, based on Sumadi Suryabrata as quoted by Dr. H Djaali, (2010) motivation is a stated located in the one who encouraged him to perform certain activities in order to achieve a goal. Meanwhile (Gates et all, 1954) suggested that motivation is a psychological and psychological condition contained in a person who set her or his behavior a certain way. (Greenberg, 1996) says that motivation is the process of generating, directing and stabilizing behavior toward a goal. In other word, the meaning of motivation is taken from Roman “means” that means movement. From the above definition, it can be concluded that motivation is the

psychological and contained in the one who encouraged him to perform certain activities in order to achieve a goal (requirement).

Meanwhile, according to Echols and Shadily (1986:386) the meanings of motivation are reason and motivation. Kenneth T. Henson (1999:373) motivation is a student's interest in doing academic work and learning academic material.

According to Mc. Donald (in Sardiman, 1986:73) motivation is a change energy on someone or individual which sign by "feeling" and formerly reaction toward the purpose. From statement above, the researcher concludes that motivation is beginning with change energy on every individual which signed by feeling and stimulate because of the purpose.

According to Domey (2001:2), motivation is related to one of the most basic aspects of human mind and it has a very important role in determining success or failure in every learning situation. From statement above, the researcher concludes that motivation is an important factor on giving contribution to support or stimulate the students on success or failure on learning process.

From the perspective above, motivation is a reason action which means that motivation becoming power or stimulates an individual's actions. Motivation also can be said as a process of effort to provide certain condition, in order to someone want and interest to do something and if she or he does not interest, so she or he will try to lose her or his feeling that something is not interest. So, motivation can be stimulated from external, but motivation grows on human self in learning process.

## 2. Function of Motivation

Based on previous statement, motivation is essential condition of learning. Where the learning result will be optimal with motivation that given, the more success in that subject, therefore motivation always definite the intercity of learning for students. Confirmatory, that motivation is related to a purpose.

Motivation stimulates the students to study hard and to give attention toward the teacher explanation in order to have good attitude on their learning process. Between high and low motivation is able to influence learning process.

Sardiman (1986:84-85) describes the functions of motivation below:

a. Stimulate the students to do activity

It means that, in this research motivation used as a stimulus for every activity.

b. Established with the actions.

Motivation is giving direction toward to whom that they wants to gain. Thus, motivation gives direction on activity which is appropriate with the goal.

c. Select the action

When the students will get the examination and they want to pass examination, they will study hard. It can be concluded that the students will do some efforts to pass the examination. From perspective above can conclude that motivation make students become active and they have real purpose in their activity.

From the three functions above, the researcher concludes that the functions of motivation influence individuals; attitude and behavior. The functions of motivation is giving direction and arranging (motivation is guide for individuals to take action), selecting (motivation is individual behavior which has specific purpose), and giving energy to individual behavior (big or little energy on individuals depend on motivation).

Besides, according to Djamarah (2003:132) the functions of motivation are:

1) Motivation as a stimulant action

If we look some children around three years having playing with their friends and one of them being confused of something because of he can not take it on the table, certainly he will think how he can reach it. Few minutes later he put a chair, take it in front of the table then he use it as mediator to reach something on the table. This case shows that there is stimulation of the child, something on the table make him being motivated and tries to reach it.

2) Motivation as a moving action

This motivation have a function to make a student to study hard, he will use most of the time to study in order to get the best result.

3) Motivation as guidance of action

This motivation make the students know what to do and to neglect during the learning process.

### 3. Kinds of motivation

McClelland (in Uno, 2010:9) states that “a motive is the red integration by cue of a change on the affective situation. Motive comes from stimulation of the difference between recent situation and the expected situation, so the change seems on affective difference when it reaches achievement”.

In other word, motivation is implication from red integration and changing on an affective situation. The cue of a change appears on different affective and effort to reach.

Rukminto as quoted by Uno (2010) mentions another term of motivation, is motive. The term “motivation” and “motive” actually have similar meaning. The term “motivation” comes from the origin word “motive” that mean an internal power of individual. Meanwhile, according to Gerungan as quoted by Uno (2010), motive can be classified into three kinds, they are: motive of biogenetic, motive of sociogenetic and motive theologies.

- a. *Motive of biogenetic* is a motive which comes from organ necessity to life continueosly such as feeling hungry and thirsty, taking a rest, and studying to do activities.
- b. *Motive of sociogenetic* is a motive which come from environment where an individual lives. This motive is not expanded by it self, but it is influenced by culture environment where the individual live. For example: someone desires to study English and wants to get good achievement.
- c. In *motive of theologies*, human is a devout creature, so that they interest each other and they also interact with God. For example they pray every

day. Wishing to serve toward the God in order to realize some religious values.

According to Frandsen as quoted by Sardiman (2007), there are three kinds of motive as follows: cognitive motivation, self expression and self enhancement.

- a. Cognitive motivation: this motive concerns with individual satisfaction and usually it processes and products way of thinking.
- b. Self expression: self expression is part of human behavior. The important aspect in self expression is not only knowing about why and how something happens, but also knowing the ability to create interesting creation. Fulfilling self expression needs creativity and imagination. So, in this part someone has desire and actualization.
- c. Self enhancement: this motive deal with passing on the self actualization and developing competition which will increase progressing on self individual. Everyone wants to have self progressing in their life. On learning process, this motive can create healthy competence situation for the students.

It means that the three kinds of motivation above give explanation about cognitive motivation, which is motive which can form the process of thinking and self expression which becomes part of human behavior. To fulfill the self expression, the individual must have creativity and imagination. Then, self enhancement on learning process can form competence.

#### 4. Factors of Motivation

According to Muhibbin Syah (2004:144-145), the factors of motivation divide into two kinds : Intern factor and extern factor

##### **1. Intern factor**

The factor appears inside from the students it self, here this factor divide into two kinds

##### **a. Physical aspect**

This aspect include about the student physic condition and situation, about least healthy body. So when the student getting sick, the brain and the other parts of their body can not work maximally.

##### **b. Spiritual aspect**

This aspect include about the students talent, interested, intelegency and basic skill.

##### **1) Talent**

Talent is the innate ability of a person as a potential that still needs to be developed and trained to be realized.

##### **2) Interest**

Interest factors also greatly influenced by the successing students in participating learning. Interest is a part which can not be separated with student achievement. This was stated Hudodyo that "interest is a behavioral attitude, wanted something more and will reflect an objective

### 3) Intelligence

Intelligence is innate ability, which allows a person to do something with a certain way. Intelligence often defined as the ability to adapt to the environment or to learn from experience.

### 4) Basic skill

Basic skill is a skill which improved and grew from the students themselves

## 2. Extern factor

Extern factor is a factor which include from outside of the students psychological. The extern factor divide into two kinds. There are:

### c. Social Environment

Social Environment is a factor which influence the students in their environment by friends, family and teachers.

### d. Non social environment

The meaning of non social environment are a place, condition, weather where the students do their social activity.

## B. Learning

### 1. Definition of learning

Hamalik (2001:28) states "Learning is a process of individual behavior change through interaction with the environment". Aspects of these behaviors are: knowledge, understanding, habits, skills, appreciation, emotional, social relationships, physical, ethical or moral character and attitude. Meanwhile,



Sardiman A.M. (2003: 22) states: “Learning is a process of interaction between man and his environment which may be tangible personal, facts, concepts or theory”.

Here some definition about learning :

- a. According to Cronbach (in Sadirman, 2007: 20) learning is shown by a change in behavior as a result of experience.
- b. Harold Spears (in Sadirman, 2007: 20) learning is to observe, to read, to imitate, to try something themselves, to listen, to follow direction.
- c. Geoch (in Sadirman 2007: 20) learning is a change in performance of a result of practice.

It can be concluded that learning activities are all activities undertaken in the process of interaction (teacher and student) in order to achieve the learning objectives. Activity is meant here the emphasis is on the students, because with the activity of students in the learning process creates an active learning situation.

## 2. Theories of Learning

Bigge (1982:4) explain that learning theory is a systematic integrated outlook about the nature of the process whereby people relate to their environment in such a way as to enhance their ability to use both themselves and their environments more effectively. Phsycologically, learning is a process of behavior changes of an individual as a result of interaction to the environment in fulfilling needs of his life. The changes itself will be expressed in their whole aspects of behavior. One of successful characteristic in learning process is signaled by the change of individual behavior that has learnt. The word “change” means that

someone who has experienced process of learning; he will experience change of behavior either cognitive aspect, psychomotor or affective.

The term learning is used to refer the conscious study of second language (knowing the rules, being aware of them and being able to talk about them). On the other hand, learning refers to a process in which conscious rules about a language are developed. It results in explicit knowledge about the form of knowledge. It's clear that learning is a process that reveals some changes of behavior. The changes are obtained through an experience of training. The problem then is how to arrange the process in such a way. So that it has learning value psychologist have their own.

There are many different theories of how people learn. What follows is a variety of them, and it is useful to consider their application to how your students learn and also how you teach in educational programs. It is interesting to think about your own particular way of learning and to recognize that everyone does not learn the way you do. Burns (in Lee Dunn, 2002:1) states "conceives of learning as a relatively permanent change in behavior with behavior including both observable activity and internal processes such as thinking, attitudes and emotions". It is clear that Burns includes motivation in this definition of learning. Burns considers that learning might not manifest itself in observable behavior until sometime after the educational program has taken place.

#### a. Sensory stimulation theory

Laird (in Lee Dunn, 2002:1) states "Traditional sensory stimulation theory has as its basic premise that effective learning occurs when the

senses are stimulated.” By stimulating the senses, especially the visual sense, learning can be enhanced. However, this theory says that if multisenses are stimulated, greater learning takes place. Stimulation through the senses is achieved through a greater variety of colors, volume levels, strong statements, facts presented visually, use of a variety of techniques and media.

b. Reinforcement theory

Skinner (in Lee Dunn 2002:1) believed that behavior is a function of its consequences. The learner will repeat the desired behavior if positive reinforcement (a pleasant consequence) follows the behavior. Positive reinforcement, or ‘rewards’ can include verbal reinforcement such as ‘That’s great’ or ‘ You’re certainly on the right track’ through to more tangible rewards such as a certificate at the end of the course or promotion to a higher level in an organization. Negative reinforcement also strengthens a behavior and refers to a situation when a negative condition is stopped or avoided as a consequence of the behavior. Punishment, on the other hand, weakens a behavior because a negative condition is introduced or experienced as a consequence of the behavior and teaches the individual not to repeat the behavior which was negatively reinforced. Burn (in Lee Dunn, 2002:1) states that “Punishment creates a set of conditions which are designed to eliminate behavior”.

c. Holistic learning theory

Laird (in Lee Dunn, 2002:1) states that the basic premise of this theory is that the individual personality consists of many elements, specifically the intellect, emotions, the body impulse (or desire), intuition and imagination. That all require activation if learning is to be effective.

d. Facilitation theory (the humanist approach)

Laird (in Lee Dunn, 2002:1) states that the basic premise of this theory is that learning will occur by the educator acting as a facilitator, that is by establishing an atmosphere in which learners feel comfortable to consider new ideas and are not threatened by external factors. Other characteristics of this theory include;

- 1) A belief that human beings have a natural eagerness to learn.
- 2) There is some resistance to, and unpleasant consequences of, giving up what is currently held to be true.
- 3) The most significant learning involves changing one's concept of oneself.

e. Learning English as A Foreign Language

Nowadays, there are about a billion people in the world, today learning English as a foreign language. (Keith, 2001:3) A billion is a thousand million a phenomenally large number of people, it's not in fact difficult to understand the importance of foreign language learning in today's world. As the planet becomes smaller and the means for moving round is easier, so it has become more multicultural and multilingual. One

reason may will be difficulty for speaker of western language coupled with the important practical consideration of now much time would be available in schools to put a side for language which are so difficult for these learners.

Countries where English is thought as the main foreign language may have recognized long and hard with one small corner of this problem whether British or American English should be the norm. the standard well-rehearsed arguments for British; it's the "real thing" the proper language, spoken by respected. English is an international language not at all use, because the British use it; and other English speaking countries now are in contention for good reason.

#### f. Students Learning English

English is one of the most widely spoken languages in the world and because it is preferred language for international commerce, English as a Second Language (ESL) schools exist in most industrialized countries. Suyanto (2010:1) states that English subject can be taught formally in school since the academic year 1994 also local subjects. It means that English is not a subject that the students of primary school have to learn, but in reality there a real ready program of English lesson for the students during the year. In the information and globalization era, government realizes the importance of role English language and human resource that have reality to communicate in English, which in Indonesia is a foreign

language. So, in the state of Indonesia, English material already provides from the time of students.

### **C. Teacher**

#### **1. Definition of teacher**

Teacher is a person who provides education for pupils (children) and students (adults). According to Kunandar (2009:54) teacher is a professional educator who has the main role to teach, guide, direct, train, assess and evaluate students in their early childhood of formal education elementary and in the high school.

Teacher is one of human component in teaching learning process who is participating to form being potential human source in development. Teachers are carriers of their positive or negative behavior toward students. So that, teacher should play the role actively and place their state as a professional teacher, analogously with development of period. It means that teacher has responsible to involve the learners to a maturity.

Teacher not only as an 'instructor' who transferring their knowledge but also as an educator who transferring the value. Besides that, teacher as a counselor who gives briefing and guide the learners in teaching learning process.

Teacher has three main tasks namely professional duties, human tasks, and social work (civics mission). (Daed Yoesoef:1980). Professional duties of a teacher that is continuing or the transmission of knowledge, skills and other values that are not known a child and should be known to the child. Human tasks are tasks help to meet the students primary tasks and the human race at its best.

Human tasks it is transformation, identification of self and sense of self. Social work is the consequence of teacher as a good citizen, also to carry out and execute anything that been outlined by the nation through the 1945 Constitution and GBHN. The third task of the teacher should be implemented together in unity of organic, harmony and dynamic. A teacher not only teaching in the classroom but also they must be able to be a catalyst, motivator and development dynamist place where it live.

The role of teacher is often formal and ongoing, carried out at school or other place of formal education. Teachers, like other professionals, may have to continue their education after they quality, a process known as continuing professional development. Teachers may use a lesson plan to facilitate student learning, providing a course of study which is called the curriculum. Teacher has big effect in success of students learning. It means that teacher should be able to make positive progress in education.

## 2. The roles of teacher

Teacher has important roles in teaching learning process. First of all it would be convenient to consider this characterization of the teacher's role by Gerald Dykstra:

Dykstra (1978:4) states "... near automatons who stand up, call roll, talk a lot, give cues, ask simple content questions, check for comprehension, check for recall, keep records, discipline students, bestow grades and generally carry on with clerical tasks far below what their won level of ability might be". It means that teacher has the role to carry out and manage teaching learning process.

In connection with the functions as educators and counselors, then there needs to be shared role in teacher self. The role of teachers will always describe the expected behavior patterns in various interactions especially with the students, between teachers, as well as with other staff. Based on Beltran (2001:4) the role of the teacher in the learning and teaching, can be briefly stated as follows:

a. As informer

Teacher is implementer ways to teach informative, laboratory, field studies and information sources as well as general academic activities. For students, teachers like books. They sometimes assume the teacher is the one who knew everything. From this process of transformation occurs. Teachers provide any information that is not known by the student. As informers, teachers are required to know a lot. Teachers are also required to enhance the repertoire of knowledge that he prop up. That way, when students need specific information about the material, it can provide accurate information.

b. As organizer

The role of teacher here is organizer and manager of academic activities, syllabus, workshops, schedule and other subjects. The component which associated with teaching and learning activities should organize in such way so it can to achieve effectiveness and efficiency in students learning.



c. As motivator

Teacher's role as motivator is very important to improve the vitality and development of learning activities of students. Teacher should be able to stimulate and provide encouragement and reinforcement to expand student's potential, make activity and creativity. As motivator, the teacher should know what the students interest.

d. As director

In this point, teacher should be able to guide and direct the student's learning activities in accordance whit the purpose of learning that desired. So that, the teaching learning process going effectively.

e. As initiator

Teacher in this case is a founder the ideas in teaching learning process. Certainly, the ideas are creative ideas that can be imitated by the learners. Like the watchword "Ing ngarso sung tulodho". It means that teacher should be prudent in making or determine an idea.

f. As transmitter

In the teaching learning process, teacher also transmits education wisdom and knowledge. The teacher convey what the students need, in this case is knowledge.

g. As facilitator

As facilitator, teacher has task to give facilities and ease in teaching learning process. For example by creating an atmosphere of learning activities in such a way, compatible with the development of the students,

so that the teaching learning process going effectively. Teacher also helps students when they have the problem especially in process of teaching learning.

h. As mediator

Teacher's role as mediator in student's learning activities. For example, teacher mediates or gives solution toward student's problem in discussion activity. Mediator also interpreted media provides.

i. As evaluator

In this evaluation, teacher not only observes the ability of student in doing the exercises but also it needs value judgments. For this, teacher should be careful to give value or success criteria. The teacher also evaluates student's progress.