

## **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, measure of motivation and factors that affect motivation (2) definition of learning, theories of learning, and types of learning, (3) learning English as foreign language and motivation for learning English, (4) previous study.

#### **A. 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.

Intrinsic motivation is the motivation that comes from within a person. This motivation sometimes comes without any outside influences. Usually intrinsically motivated people are more easily encouraged to take action. In fact, they can motivate themselves

without the need to be motivated by others. All this happens because there are certain principles that affect them (Suhardi, 2013).

According to Taufik (2007), the factors that influence intrinsic motivation are:

a. Needs (need)

A person performs activities (activities) because of the factors of both biological and psychological needs

b. Expectancy

Someone is motivated by success and the expectation of success is one's self-gratification, success and self-esteem increases and moves one toward achieving goals.

c. Interest

Interest is a sense of preference and craving for something without anybody telling.

Thornburgh in Prayitno, (1989: 10) states that intrinsic motivation is the desire to act that is driven by the internal driving factor of the individual. Individuals who are driven by intrinsic motivation, will be satisfied only if the activity has achieved the results involved in the activity. Intrinsic motivation is the desire to act that is caused by the driving factor of the individual. Individual behavior occurs without being influenced by factors from the environment (Prayitno, 1989: 11).

Meanwhile, according to Gunarsa, (2008: 50) intrinsic motivation is a strong impulse or will that comes from within a person. The

stronger the intrinsic motivation a person possesses, the more likely it is that he exhibits a strong attitude toward the goal. In another book, intrinsic motivation does not require external stimulation because it already exists within the individual itself, which is appropriate or consistent with his needs (Hamzah, 2007: 4).

Based on several definitions above the concept of intrinsic motivation is called the encouragement that comes from within the individual. Where the impetus moves the individual to meet the needs without the need for encouragement from the outside and will have a sense of satisfaction and pleasure from within himself at the time of completing or doing something according to his wishes. There are several indicators included in intrinsic motivation, among others:

1) Interest

Interests have a great influence on a person, because if someone is interested in a thing, then that interest will be a powerful influence to do it in earnest without anyone telling.

2) The desire

Desire is an ambition felt by a person to get it, so it takes effort to get what is desired.

3) The existence of ideals

Ideals are a person's dream of his future. Motivation plays an important role to achieve the ideals, without motivation will be difficult to achieve what someone aspires to achieve.

#### 4) Fascinated

Fascinated is a preference for something that is felt from within itself. With fascinated, someone will deepen it and that attraction serves as a powerful motivator to engage in something that makes a person interested.

#### 5) Purpose

Purpose are a goal to be achieved and desired in the future. With the purpose would cause a person's desire to try to get the goal. The purpose would make a person's motivation tool to do something that can meet it by doing an act or behavior.

### **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 (2007:99). 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).

Extrinsic motivation is the opposite of intrinsic motivation, that is the motivation arising from the influence of the external environment. This motivation uses triggers to make a person motivated. These triggers can be money, bonuses, incentives, rewards, rewards, big salaries, titles, praise and so on. Extrinsic motivation has the power to change one's will. A person can change his mind from who does not want to be willing to do something because of this motivation (Suhardi, 2013).

According to Taufik (2007), the factors that influence extrinsic motivation are:

##### a. Family encouragement

Family encouragement especially husband is one of the driving factors (reinforcing factors) that can influence wife behavior in behave. Husband's support in efforts to prevent cervical cancer, is a form of real support from the care and responsibility of family members.

b. Environment

The environment is where people live. The environment can affect a person so that it can be motivated to do something. In addition to family, the environment also has a big role in motivating a person in changing his behavior. In a warm and open environment, will create a sense of solidarity.

c. Rewards

A person can be motivated because of a reward so that the person wants to do something.

Thornburgh in Prayitno (1989: 10) states that extrinsic motivation is so named because the primary goal of an individual performing an activity is to achieve a goal that lies outside of the learning activity itself, or that goal is not involved in the learning activity. According to Gunarsa, (2008: 51) is meant by extrinsic motivation is everything that is obtained through his own observation, or through suggestions, suggestions or encouragement from others. In other books, extrinsic motivation is the motive of active or functioning because of the stimuli from the outside (Sardiman, 2011: 91).

Based on the above definition could be concluded that extrinsic motivation refers to the motivation that comes from outside the individual self. A person who is motivated by extrinsic does not enjoy the activities he or she performs. Where someone engages in an activity simply because it wants to expect some rewards such as awards, prizes, money or praise. The rewards earned can provide satisfaction or pleasure even though the activities performed do not give a sense of satisfaction or pleasure from within himself.

There are several indicators included in extrinsic motivation, among others:

1) The influence of the social environment

Environment becomes one of the factors that can affect one's personality or behavior. The environment is like the people around him who can give effect to one's behavior.

2) Parent's encouragement and hope

Parental encouragement and hope given to the child can affect the behavior of the child. Parents' encouragement and hope are generally good things for their children. But sometimes not in accordance with the wishes of his son so that children make it happen but not appropriate from within himself.

3) The existence of rewards

The rewards earned such as money, facilities and infrastructure and praise can raise someone to do something with the

aim of just expecting the reward given. Because the rewards can provide a sense of fun or satisfaction even though the activities undertaken are not in accordance with his wishes.

4) Peer influence

Children in adolescence will be more easily influenced by peers. This means that the reason someone makes a decision can be caused by a friend or just join friends.

5) Scholarship Assistance

The scholarship assistance offered by each college will certainly affect a person and this may interest the child to register and go to a college that provides many scholarships.

### **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.

## **7. Factors that Affect Motivation**

Factors that drive and direct human behavior could be: impulse, need, incentive, fear, purpose, social pressure, confidence, interest, value, curiosity, hope and so on. Some psychologists view motivation in terms of personal trait or individual characteristics, such as the need for achievement, fear of testing, high interest. Meanwhile, some view motivation as a state that is more situational. Furthermore it is said that motivation is determined internal factors such as needs, interests and curiosity. External or environmental factors of reward, social pressure, punishment (Woolfolk, 2004).

There are six factors that is supported by a number of psychological theories and related research have a substantial impact on motivation to learn (Rahmadiyah, 2007).

### **a. Attitude**

Attitudes are a combination of concepts, information, and emotions that are generated in predisposition to respond to people, groups, ideas, events, or objects in a fun or unpleasant way.

### **b. Needs**

Needs are the spirit of the condition experienced by the individual as an internal force that guides the student to reach the goal.

### **c. Stimulation**

Stimulation is a change in perception or experience with the environment that makes someone who is active.

d. Affective

Affective concepts relate to emotional experiences, anxieties of concern, and ownership of individuals or groups at study time.

e. Competence

The theory of competence assumes that it naturally tries hard to interact with the environment affectively.

f. Strengthening

Strengthening is an event that maintains or increases the likelihood of a response.

Meanwhile, according to Syamsu Yusuf (2009: 23) learning motivation can arise because of internal and external factors:

1) Internal factors

a) Physical Factors

Physical factors are factors that affect the body and individual appearance. Physical factors include nutrition (nutrition), health, and physical functions, especially the five senses.

b) Psychological Factors

Psychological factors are intrinsic factors that relate to aspects that encourage or hinder learning activities in students. This factor concerns the spiritual condition of students.

2) External Factors

a) Social Factors

Is a factor that comes from humans around the student environment. Social factors include teachers, counselors, peers, parents, neighbors, and others.

b) Non-Social Factors

Non-social factors are factors that come from the state or physical condition around the student. Non-social factors Includes air condition (hot or cold weather), time (morning, noon, or night), place (quiet, noisy, or school quality of study), and learning facilities (facilities and infrastructure).

According Dimiyati and Mudjiono (2010: 97-100) there are several elements that affect the motivation to learn are:

1) Students aspirations or aspirations

Ideals can last for a very long time, even life-long. Students' ideals to "be someone" will strengthen the spirit of learning and lead learners.

2) Learning Ability

Learning ability includes some of the psychical aspects inherent in students. For example observation, attention, memory, thinking power, and fantasy. In this learning ability, so the development of student thinking becomes the size. Students whose level of development is concrete (real) are not the same as students who think operatively (based on observations associated with the ability of reason). Students who have high learning are usually more motivated in learning, because

such students are more likely to succeed and because success will strengthen their motivation.

### 3) Physical and Spiritual Condition of the Student

The condition of the students that includes the physical and spiritual conditions can affect the motivation to learn. A student who is sick, hungry, drowsy or the emotional state of a student such as anger will disrupt the concentration or attention of student learning.

### 4) Student Environmental Condition

Student environments can be natural, residential or family environment, social environment or peers, and community life. With a safe environment, peaceful and orderly so the spirit and motivation to learn easily strengthened. According to Dwi Prasetya, et al (2013: in Fitria Rahmayanti), the social environment can be divided into two, namely the primary social environment is a social environment where there is a close relationship and know each other among members with other members such as this environment is family environment, friends peers and teachers. Secondary social environment is a social environment that relationships between members one with other members rather loose and often do not know each other well, for example this environment is the community residence and surroundings.

### 5) Learning Dynamic Elements

The dynamic elements in learning are elements whose existence in the learning process is unstable, sometimes weak and even completely lost. The dynamic element in the student is related to the condition of the students who has attention, the will and the mind that is experiencing a change thanks to the life experience provided by the student environment.

#### 6) Teacher Efforts Studying Students

The effort in question here is how teachers prepare themselves to create students from material mastery, how to deliver it, attract students' attention, and organize the rules in the classroom or school.

Based on the above explanation there are many factors that influence student's learning motivation. Researchers collect research results from journals and other scientific works that factor learning facilities, teacher competence, and the learning environment is the most widely studied factors.

According to Gage and Berliner (quoted Ningrum, 2011) there are five factors that affect motivation, namely:

- a. Needs: the process of motivation because of the need or sense of lack of something. Individuals who have needs will be motivated to move their behavior to satisfy their needs.
- b. Attitude: the individual's attitude toward an object will involve emotion (feeling happy or unhappy), direction or avoidance of the object and a

cognitive target that is how the individual imagines or perceives something.

- c. Interest: interest will bring special attention to an object and will generate motivation.
- d. Value: is an individual's view of a thing or a goal or that is important in life.
- e. Aspiration: an individual's expectation of something, and the individual will strive to achieve the expected.

## **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 move 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 stimulusresponse 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's term, 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). A billion is a thousand million a phenomenally large number of people, it's not in fact difficult to understand to importance of foreign language learning in today's world. "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.

Yule (2006:162) defines some children grow up in a social environment where more than one language is used and are able to acquire a second language in circumstances similar to those of first language acquisition. Those fortunate individuals are bilingual. However, most of us are not exposed to a second

language until much later and, like David Sedaris, our ability to use a second language, even after years of study, rarely matches ability in our first language. There is something of an enigma in this, since there is apparently no other system of 'knowledge' that we can learn better at two or three years of age than at thirteen or thirty. A number of reasons have been suggested to account for this enigma, and a number of different approaches have been proposed to help learners become as effective communicating in a second language (L2) as they are in their first language (L1).

Richards (2001:1) states that second and foreign language language teaching is one of the world's largest education enterprises and millions of children and adults worldwide devote large amounts of time and effort to the task of mastering a new 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.

Dulay, Burt, and Krashen (1982: 50) suggest another type of motivation he calls social group identification. This motivation is defined as the desire to acquire the skills of a language or the variety of languages used by the social

group that the learner wants to be identified with. Ellis (2003: 75-76) besides proposing instrumental and integrative motivation also put forward another kind of motivation which he call resultive motivation, that is motivation caused by second language achievement (foreign). This means that the success of learners can have an effect on student motivation. Ellis exemplifies for the Canadian context, the success of learning French can improve the appreciation of English language learners towards French culture, but in California the success of learning English can lead Mexican women to discriminatory situations thereby reducing their appreciation of American culture.

According to Harmer (2001: 51- 56), the motivation that drives a person to learn English is influenced by the attitude of the community in which they belong, the particular people close to them, including the teacher and the methods he uses in the learning process. How important it is to learn English according to the views of the community, how its status in the curriculum, how the public image of the culture related to English, is related to the society's view of English. All of these views will affect students' attitudes toward the language they learn and this attitude will in turn affect the high and low motivation of students and whether the motivation can be maintained. Likewise, with people close to students like, parents, siblings, and close friends. Whether they give a proper appreciation of English lessons or even more appreciate other lessons also influences the formation of this attitude. The teachers and methods used are closely related to the atmosphere of learning in the classroom that can make students enthusiastic or otherwise in the process of learning English.

Elis (2003: 76) suggests that in some learning situations, it may not be a common reason for learners to learn a second language as a key determinant of their level of motivation. It may be that many learners have different, positive or negative attitudes toward target language users. This may be the case with many foreign language learners, but this does not mean that such learners have no motivation. They can get tasks in learning that are intrinsically motivating. According to this view, motivation involves curiosity in a person who continues to maintain consistency. Because the curiosity can be tidal depending on the extent to which the learning tasks are in line with the learner interest that can get them involved in various activities of the empire.

#### **E. PREVIOUS STUDY**

Previous study that used as reference in this research there is:

1. Research conducted by Andi Winata student of Social Welfare Department at the University of Bengkulu in 2014 entitled "Social Adaptation of Overseas Students in Achieving Academic Achievement". The research conducted by Andi Winata aims to get an overview and explanation of the social adaptation process of students in the campus environment and social environment where they live and get an overview and explanation about student academic achievement seen from IPK, study length and drop out and get data and information about experiences and obstacles that arise during adaptation to overseas students in Kelurahan Kandang Limun Kota Bengkulu.

2. Research conducted by Wiwit Salindri Kusuma Wardani student of Psychology Study Program at State Islamic University Kalijaga Yogyakarta in 2015 entitled "Student Power of Overseas Students (Phenomenology Study at Thai Student at Kalijaga State Islamic University of Yogyakarta)". The struggle of Thai students is supported and inhibited by internal and external factors. The internal factor that most affects the fighting power is belief. The three informants have confidence that they are able to finish college well and able to move on to the next stage. External factors that affect the fighting power is the motivation and character of a person. Motivation owned by the three informants is from his own desire to lecture and encouraged with the expectation of parents and also the desire to happy parents. The silent, shy and less confident character of the informant inhibits the informant's fighting power. While the informant who has a character tang friendly and happy to mingle will support his fighting power.
3. Research conducted by Fina Hajar Kusumawati, student of English Education Departement at State Islamic Institute (IAIN) Tulungagung in 2014 entitled "Students' Motivation in Learning English in MAN Kunir Wonodadi Blitar"