

## **CHAPTER V**

### **DISCUSSIONS**

This chapter presents a discussion of intrinsic motivation and extrinsic motivation of data findings.

#### **A. Intrinsic Motivation of Thai Students in English Learning**

Intrinsic motivation is a strong drive or will that comes from within a person. The stronger the intrinsic motivation a person possesses, the more likely it is that the person exhibits strong behaviors to achieve the goal. Individuals who are driven by intrinsic motivation, will be satisfied only if the activity has achieved the results involved in the activity. Intrinsic motivation does not require external stimulation because it already exists within the individual itself, that is appropriate or in line with his needs (Hamzah, 2007: 4).

Thornburgh in Prayitno, (1989: 10) argues that intrinsic motivation is the desire to act that is driven by a driving factor from within (internal) individuals. 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 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

they exhibit strong behaviors to achieve 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 to his liking.

The intrinsic motivation of Thai students in learning English based on the results of research conducted by researchers is quite diverse, some want to realize the ideals, there are those who have interest to learn English, and there are goals. The intrinsic motivation of the Thai students is inseparable from several factors that influence it, depending on how the student's family background and self-awareness of the student. The extrinsic motivation of Thai students in learning English, namely:

1. Interest

Interest becomes one of the factors of intrinsic motivation that Thai students have to learn English. With the interest, the learning process will be better and more comfortable because it becomes something that is desired by the individual. Motivation is closely related to the element of interest. Motivation arises because there is a need, as well as interest, so it

is appropriate if interest is the main motivational tool. The learning process will run smoothly if accompanied by interest.

Interest as a high liver tendency towards something (passion) desire (Big Indonesian Dictionary, 1989: 582). According to Mulyasa (2003: 39), interest is the tendency of a person to do something deed. According to Hilgard in Slameto (2005: 130-131) states: insert is persiting tendency to pay attention to and enjoy some activity or content. Thus interest is a constant tendency to pay attention and remember some activities. Activities including students' interests, will be constantly attended to with pleasure. Therefore, interest is a feeling of pleasure or displeasure with an object.

Meanwhile, according to Winkel (1984: 25), interest is a sedentary tendency in the subject to feel interested in a particular field and feel happy dabbling in that field. So that interest contains an element of desire to know and learn the desired object as knowledge insight for him, the person will do a tangible action to know and learn from something he wants it as his needs. Therefore, an interest or also called one's desire for something he aspires to, is the result of the suitability between conditions and situations with the needs that he expected.

In simple terms, interest means strong tendencies and strong interrelationships of other internal factors in students, such as attention, curiosity, motivation and the need for something (WRI team: 2001). Furthermore, according to Muhibbin Shah (2008: 136) and high

enthusiasm or a great desire for something. Painun (1994: 46) interest is a feeling can be positive, and can also be negative to people, activities, or objects, if the feeling is positive then it will be implemented and if the feeling is negative then people, activities and objects will be abandoned. Bimo Walgito (1981: 38) says that interest shows a tendency to want to know something more deeply.

As has been suggested that interest can be interpreted as an interest in an object, which then encourages individuals to learn and pursue all things related to his interests. The interest gained through the existence of a learning process developed through the process of assessing an object which then produces a certain judgments on the object that raises one's interest. Assessments of objects obtained through the learning process that then produces a decision about the attraction or disinterest a person to the object it faces. As the results of research conducted by researchers on Thai students about intrinsic motivation in learning English one of them is interest. Such interest or feelings affect and encourage Thai students to learn English. As expressed by Sardirman (1988: 76), interest is one factor that can affect a person's business. Strong interest will lead to a persistent and serious effort and not easily discouraged in facing challenges. If a learner has a sense of wanting to learn, he will quickly understand and remember it.

With the knowledge of one's interest will be able to determine what activities he chose and will do it with pleasure. Interest is very big

influence on learning, because if the lesson learned is not in accordance with student interests then the students will not learn as well as possible, because there is no attraction for him. So students are lazy to learn, students do not get satisfaction of the lesson. Lesson materials that interest students, are easier to learn and save because of the interest of adding learning activities.

Interests is one of the psychological aspects that help and encourage someone to meet their needs, then the interest must exist within a person, because interest is the basic capital to achieve the goal. Thus the interest is the earliest capital before doing something desired or the beginning of all activities. For example, someone who is interested in English education lessons will have more attention and greater curiosity than other students.

Feeling is a subjective psychic phenomenon that is generally associated with symptoms known and experienced in the quality of pleasure or not at various levels. Each activity and experience will always be covered by a feeling, both feeling happy and feelings of displeasure (Suryabrata, 1989: 14). Interest in learning is a willingness, activity and feelings of pleasure towards something has the potential that allows the individual to choose, pay attention to something that comes from outside himself so that the individual concerned becomes familiar and familiar with the existing object. Student behavior when following the teaching and learning process may indicate the student's interest in the lesson or vice

versa, he is not interested in the lesson. This interest is one of the signs of interest from Thai students.

As the results of research conducted by researchers to Thai students about their interest in learning English, students who are interested in learning English will have a high attention to the lesson. As the WRI Team's opinion (2001: 165) A student who is interested in a lesson will have greater attention and curiosity than other students. Students 'pleasure in learning also affects students' interests. If students do not like in learning then the interest to follow the lesson compared to students who are happy with a learning. For example, a student happy to english subjects definitely greater interest than students who do not like the learning of English. Students who have a high interest then the student learning activities are also higher and vice versa. For example, in learning English, students who have high interest tend to do more learning activities compared with other students.

## 2. Ideals

For Thai students Ideals become dreams and something to be achieved, earned, or achieved. Because ideals are something to be achieved then must be accompanied by planning and action to achieve it. Ideals have differences with a dream, because the ideals have real action to make it happen. On the basis of that why Thai students are trying hard to learn english, because to realize the ideals that they have respectively.

Allport states in Hall & Lindzey (1993: 37) one wants to be a doctor, a world figure, a politician, or a hermit. None of these ideals are innate, all of which are interest learned. We argue that ideals arise today not because of certain past strengths. But these ideals exist because a self-image is gradually demanding the special focus that this source of motivation provides.

Ideals by definition are desires, hopes, or goals that are always present in the mind. No one lives, without ideals, without virtue, and without an attitude of life. The ideal is the feeling of the heart which is a desire that is in the heart. The ideals that are part or one of the elements of the view of human life, which is something to be achieved by human beings through effort. Something can be called the ideal if there has been an attempt to realize something that is considered the ideal.

One of the research results found by researchers that there is a change of ideals experienced by some Thai students during learning English in English majors. As time passes and as the experiences of their dreams become changed, unlike the original ideals such as Allport's statement in Hall & Lindzey (1993: 38), it is the ultimate human nature that motives change and thrive in the journey of life and become united.

Every human being has ideals in his life, including students. Ideals also affect student interest in learning, even ideals can also be said as a manifestation of one's interest in the prospects of life in the future. These ideals are always pursued and fought for, not infrequently despite the

obstacles, a person still trying to achieve it. Like the results of research conducted by researchers to Thai students, have aspirations towards something also affect the learning. Students who have ideals in their life will give more attention to the learning process. Because students who put a high desire to realize his ideals will sacrifice and try bigger than the other students.

### 3. Purposes

The motivation of Thai students to learn English arises because of the purpose they want to achieve. Purpose is very important, because if there is no purpose then the individual will not be motivated to do something in his life. Similarly, the results of research conducted by researchers that Thai students who have their own goals why choose to learn English. English is a foreign language for Thai students because the language they use everyday is not English but Thai and Malay. So with a different language background the Thai student must have a goal to learn more English. Motivation is closely related to the conditions and situations in the process of achieving the expected learning objectives. Different situations and conditions will give rise to different motivations.

purposes are what an individual wants to achieve. The objective is to direct the behavior in this case choosing an educational institution in accordance with the desired objectives. From time to time of course every human has a purpose in life, because the goal is something to be achieved by individuals in every effort made. This goal can be the same but the



effort to achieve it can be different. The purpose of encouraging someone to act or do to achieve, the higher a purpose, the stronger the effort to do (Sukmadinata, 2003: 62).

One of the learning purposes is to gain knowledge. It is characterized by the ability to think where the ability of thinking and knowledge can not be separated. That is, humans can not develop the ability to think without knowledge materials, and vice versa. It is this goal that has a greater tendency of its development in learning activities. In this case the role of teachers as teachers more prominent. In practice, this can be done by presenting and giving reading assignments. In this way the students will be given knowledge so that increase their knowledge and at the same time will seek for themselves to develop ways of thinking in order to enrich knowledge (Sardiman, 2001: 26).

Sardiman (2001: 26) also explains the purpose of learning one of which is to plant the concept or formulate the concept also requires skills. These skills can be both physical and spiritual. Physical skills are visible and / or observable skills aimed at focusing on the learner's learning skills. While spiritual skills are more complicated than physical skills. This is because it is more abstract through appreciation and thinking skills in solving and formulating a problem or concept.

The purpose of students to learn English in addition to fulfilling the desire and realize the ideals, the other goal is to develop English proficiency. As the statement derived from the Team MKDK IKIP

semarang (1996: 12), learning is an activity that aims. This objective should be in line with student learning objectives. The goal of student learning is to achieve optimal development, which includes: cognitive, affective and psychomotor aspects. Thus the purpose of learning is that students achieve optimal development in these three aspects. To achieve these goals, students do learning activities, while teachers carry out the learning of both activities should be complementary.

As the results of research conducted by researchers on Thai students, a student who has a goal of learning English will have a high attention to the lesson. Students who have a goal against the English language will try hard and try their best to master the English language compared to other students.

#### **B. Extrinsic Motivation of Thai Students in English Learning**

Extrinsic motivation is the opposite of intrinsic motivation, the motivation that arises 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). Extrinsic motivation is the motive that is active and functioning because of the stimulus from the outside. Learning motivation is said to be extrinsic when students place their learning goals to gain an appreciation from others.

Extrinsic motivation is so named because the primary goal of an individual performing an activity is to achieve a goal that lies outside the learning activity itself, or that goal is not involved in the learning activity. According Gunarsa, (2008: 51) is meant by extrinsic motivation is anything 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 can 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.

Extrinsic motivation of Thai students in learning English based on the results of research conducted by researchers is quite diverse, there is caused by the expectations and encouragement of parents, there is because of the environment, there is caused by a friend of mingle, and there is due to the rewards. The intrinsic motivation of the Thai students is inseparable from several factors that influence it, depending on how the student's family background and self-awareness of the student. The extrinsic motivation of Thai students in learning English, namely:

## 1. Parent's encouragement and hope

Encouragement is a mental power to perform activities in order to meet expectations. The desire-oriented impulse or goal-driven, goal-oriented drive is the heart of motivation. 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. Parents are the closest person in the family, therefore the family is very influential in determining a student's interest in the lesson. What is given by the family is very influential for the development of the child's soul. In the process of development of interest is needed support and guidance from the family, especially parents.

Giving motivation to their children as a child who is learning is very important and need to get the attention of both parties, either parents, educators, or teachers and the community. The more so for the parents, the parents are the first educators for their children, because with them the first child receives education, thus the first form of education is found in family life. If a child has experienced mental disorder with no motivation in the early age, then this disorder will tend to settle and will carry over to adulthood. Thus, it takes great attention from parents in the form of motivation.

The importance of motivation from parents is as a guidance of psychological or psychological development of children in order to achieve learning achievement through learning activities. With the

motivation to learn from parents to their children as students, the seriousness of students to obtain achievement is very high so that more serious in paying attention to the lessons or follow the learning activities undertaken in class (Safaria, 2005: 16).

There are several efforts to develop and improve student learning motivation that can be done by parents, so that children as students have a strong will in learning. As for the efforts that can be developed in improving motivation for children as students by parents is by: developing self-awareness of children, providing understanding of social situations and social ethics, teaching effective problem solving for children, giving full attention to the level of child development, always pushing the progress of children by still giving the spirit when the child fails to achieve what he wants (Safaria, 2005: 17).

As the results of research conducted by researchers on Thai students about the encouragement of parents, moral support from parents to their children's education in the form of attention to the fulfillment of psychological needs that include affection, exemplary, guidance and direction, and instill self-confidence to encourage students Thailand to be more active and diligent again in learning English.

## 2. Environment

Thai student environment can be a residential and community life. Therefore, the conditions of a healthy campus environment, harmony of life, social order needs to be considered again. With a safe, peaceful,

orderly and beautiful environment, the spirit and motivation of learning are easy to strengthen.

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 (Taufik, 2007: 49). Through the association of a person will be affected interest. This is underscored by the opinion expressed by Crow & Crow that "interest can be gained from then as from their experience of the environment in which they live". Environment plays an important role in the growth of children's development. The environment is a family that nurtures and raises children, educational schools, societal societies, as well as everyday playgrounds with its natural and climatic conditions, flora and fauna. The size of growth and development depends on the circumstances of the child's own environment and the physical and spiritual (Singer, 2003: 104).

Environmental factors of the community where students dominate menjadi elements that participated dipertimbangkan in the process of formation of student motivation, because students are also part or citizens of a community. Brownlee (1993: 147-150) proposes a concept that shows this dependence by presenting "Man in society and society in man". It is further explained that the concept of man in society implies dependence that the individual as part of the community has a mutually binding social value system that affects every individual who lives together in a

community, whether urban community or rural community and or group of learners such as students in a school.

### 3. Peers

The association of peers owned by Thai students can influence behavior. The influence can be a positive influence and can also be a negative influence. Positive influence is meant when the Thai students with their friends do useful activities such as forming study groups and obedient to the norms in society. While the negative influence is intended in violation of social norms and on the environment, if in the campus environment is a violation of the rules of the campus.

External factors of the social environment of students, especially classmates (peers) have an influence on student learning motivation that will ultimately affect student learning outcomes themselves. The role of peers is a factor that is not less important but often escape the attention of parents and teachers. Peers present in the school environment and in the neighborhood can influence student behavior, students' perceptions of learning and schooling, and the most important thing can affect student achievement.

Peer interactions are important for students to learn to socialize with others, appreciate opinions and tolerate each other. Peer interactions have a positive effect as students have a tendency that peers are a place to learn freely from adults, learn to adapt to group standards, learn to share

feelings, be sportive, learn to accept and carry out responsibilities, learn good social behavior and learn cooperate. The influence of peer groups can be seen from the daily lives of students who spend much time with their friends. This can create the same perception among them about learning. Students will be more confident if they get social motivation from their fellow group members, students tend to match their group of friends in everything. In addition, peers are also a source of information for those they do not get from their families and this information is usually about their social role as women or men, but that is still lacking is learning with peers (Santrock, 2007: 55).

Haditomo (2004: 260) defines peers as peers in progress, but not necessarily the same age, a group of people who have the same state or level of development, with age not necessarily the same. Santrock (2007: 55) says that peers are individuals who have the same age or maturity level. Peers provide the means to make social comparisons and can be a source of information outside the family. Relationships with peers can be both positive and negative. Piaget and Sullivan emphasize that relationships with peers provide a context for adolescents to learn the mode of reciprocal relation symmetrically. According to Santosa (2009: 79), there are several functions of peer groups that teach culture, teach social mobility, help new social role, as a source of information for parents and teachers and even communities, individuals can achieve dependence on each other, adults,



individuals can achieve their own freedom, and in their peers children have new social organizations.

As the results of research conducted by researchers about peers through association with Thai students will be influenced the direction of interest by his friends, especially in learning English. Especially for college students, the influence of this friend is very big because in that association that they nurture personal and conduct activities together and can add the spirit to be more active in learning English.

#### 4. Rewards

Reward is one of the youngest learning theories. The creator named Burrhus Fredric Skinner (1904) a leading psychologist from Harvard University a controversial behaviorist, because if contemplated and compared with the theory and also the findings of cognitive psychology research, the characteristics contained in the theories of behaviorism contains many weaknesses. In this theory is taken from the experiment which became known as Operant Conditioning (habituation response behavior). Behavior is basically a function of the consequences of behavior itself, when the emergence of behavior followed by something fun (reward), then the behavior tends to be repeated. Conversely, if the behavior emerges followed by something that is not fun (punishment), then the behavior tends not to be repeated (Maksum in Sudirman, 2007).

According Purwanto (2006) reward is as a tool to educate children so that children can feel happy because deeds or jobs received an award.

Reward is everything the teacher gives in the form of rewarding fun feeling given to the learners on the basis of good results that have been achieved in the educational process with the aim of providing motivation to learners, in order to perform a commendable deed and try to improve it. According to Djaali (2012) rewards use the entire motivational situation, ranging from the biological drive that is a person's primary need to the results that reward someone, such as money, attention, affection and high-level social aspirations. So reward is a fun educational tool, rewards can also be a driver or motivation for learners to learn better. Concrete examples of rewards A teacher should respond to what the learner does, such as educating, rewarding, praising, tapping, if learners have done something good, or have achieved a certain stage of development, or achieving a target.

Gifts can be motivational, but not always, because rewards for a job may not appeal to someone who is unhappy and not gifted for the job. A person can be motivated because of a reward so that the person wants to do something (Taufik, 2007: 49). Giving the award can inspire students to learn or do something. The purpose of giving awards is to make the introduction only. Rewards are tools, not goals. It should be noted that this award becomes a goal. The purpose of rewarding in learning is that once a person receives an award for having a good learning activity, he will continue his own learning (Mustaqim & Wahib, 2003: 77).

Gifts can also be said to be motivation, because rewards for a job may not appeal to someone who is unhappy and not gifted for the job. For example the prizes awarded for the best picture may not appeal to students who have no talent for drawing (Sardiman, 2011: 91-92).

As the results of research conducted by researchers on Thai students about the rewards, that by knowing the results of work, especially if there is progress, will encourage students to more active learning. The more aware that the graph of learning outcomes increases, the more motivating the students to continue learning in the hope that the results continue to increase.