

CHAPTER II

REVIEW OF LITERATURE

This chapter will be discussed about learning motivation, types of learning motivation, the function of learning motivation, the importance of having motivation, the characteristics of students have learning motivation,

A. Learning Motivation

1. Theories of Motivation

Basically, “Motivation is some kind of internal drive which pushes someone to do things in order to achieve something” (Harmer, 2001:51). The word "motivation is derived from a verb" motivate "by adding suffix "ion" to "motivate" means to encourage or to get someone will to do something. The word "motivation" is also close-related with the word "motive". It may define motivation in a pedagogical sense, as the conscious effort on the part of the teacher to establish in student, motives leading to sustained activity toward the learning goals (Rohani, 1991:10). Elliott (2001:2) states that motivation is a theoretical construct used to explain behavior. It represents the reasons for people’s actions, desires, and needs. Some of those theories, the researcher can conclude that motivation is the encouragement that arises in a person to do an action to achieve the goal.

2. Theories 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”.

According to Winkel (2004: 59) learning is an activity mental or psychic that takes place in an active interaction with environment, resulting in a number of changes in knowledge understanding, skills and value attitude Sugihartono (2007: 74) learning is the process of behavioral change as a result of individual interaction with environment in fulfilling the needs of his life. Djamarah (2002: 13) Said learning is a series of body and soul activities to gain a change behavior as a result of individual experience in interaction with a cognitive, affective, and psychomotor environment

Based on the explanation above can be concluded that learning is a process of effort in active interaction with the environment undertaken by individuals to obtain changes in behavior as a whole, in the form of knowledge, skills, personality, and attitudes gained from experience and practice.

Motivation and learning are two things that affect each other. in the process of learning, motivation is necessary. If a student has no motivation in learning, he may not do the learning or encouragement to learn. In learning language, Motivation has been widely accepted by both teachers and researcher as one of the key factors that influences the rate and success of second/foreign language learning (Dorney, 1998:117). That's theory also supported by Liping (2013:136) that Motivation has been considered as one of important factors influencing the success of second language learning. Its definition different scholars hold different ideas, form different perspectives.

Gardner (1985:11) defines motivation as the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language. This definition includes three components: 1) effort expended to reach the goal; 2) desire to achieve the goal; 3) favorable attitude towards learning language.

From that's all the statement motivation and learning above, those are two things that affect each other. In the learning process, motivation is necessary. If students have no motivation in learning, they may not have learned or encouraged to learn. According to Uno (2012:23) "learning motivation is internal and external encouragement to the students being studied for conduct behavior, generally with some indicators or supporting elements. These indicators are the desire and want to succeed, encouragement and needs in learning, hope and future ideals, inner appreciation learning, and a conducive learning environment.

The both factors are caused by certain stimulation, so that student wants to engage in a more vigorous learning activity and spirit. The role of both intrinsic and extrinsic motivation is necessary in teaching and learning because the learner can develop activities and initiatives, and perseverance in doing learning activities.

B. Types of Learning Motivation

According to Djamarah (2002:148), there are two types of learning motivation; those are intrinsic motivation and extrinsic motivation.

1. Intrinsic motivation

According to Djamarah (2002: 149) Intrinsic motivation arises from one's self to need something that can be learned because basically motivation refers to the needs of someone who appear the awareness to do learning activities. Intrinsic motivation is indispensable for students learn independently, because students have intrinsic motivation have a self-conscious awareness to gain knowledge. Awareness is motivated by students thought positive that assume “science is very useful for them in the future”.

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

1. Need

A person does the activities because of the factor both biological and psychological needs

2. Expectancy

Someone is motivated by the success and the expectation of success is a person's self-gratification, success and self-esteem increases and move a person towards the achievement of goals

3. Interest

Interests are a sense of preference and a desire for something without anybody telling

2. Extrinsic motivation

Extrinsic motivation is the opposite of intrinsic motivation. Extrinsic motivation is needed so that students are motivated to learn. According to Penny (1996:277), 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 tasks. Extrinsic motivations are motive active and function if there is stimulation from outside. For example, in the classroom teachers become a source that encourages students to generate student interest in learning so that students can get the results desired by the teacher.

According Gage and Berliner (1984:441) stated this motivation appears or comes from teacher, parents, and environment.

1) Teacher

A major factor in continue of a student's motivation is the teacher. Teacher has an important role in teaching learning activity. The teacher is not only a person who transfers the knowledge to the students, but also as a motivator who can motivate or support the students in learning activity.

2) Parents

A part from the culture of the world around students, their attitude to language learning will be greatly affected by the influence of people who are close to them. Harmer added the attitude of parents and older

siblings will be crucial. Students who are encouraged by their parent will try new things and try to give high performance to get reward from their parent. As a result, they will get better achievement.

3) Environment

Outside any classroom there are attitudes to language learning and the English language in particular. The learning of English is important to be considered in the society. In a school situation, the language learning is part of the curriculum of thing status, the cultural images associated with English are positive

C. The Function of Learning Motivation

Motivation has a lot of functions in learning. For example, all students study hard in facing examination. They are being motivated to get the best score in the examination. According to Sadirman (2010:85) there are three functions of motivation as follows:

- 1) Support people to do something. In other words, the motivation has function as the activator in each activity.
- 2) Determine the line action. It means that the motivation gives the line or suitable guidance to the goal.
- 3) Select the action. In this term, the motivation has function to determine the appropriate action to reach the goal. For example: the students that facing examination and he/she can be pass. Of course, he/she will do study hard and

will not spent the time to play, because it is not appropriate with the objectives.

D. The Importance of Having Learning Motivation

An important behavior for humans is learning and working. Learn to cause mental changes in students themselves. Working produce something that is beneficial to the self-perpetrators and others. Motivation to learn and work is a driver of community progress. Both of these motivations must be owned by the students while teachers are required to strengthen student motivation. (Dimiyati, 1999: 84).

Learning motivation is important for students and teachers. For student the importance of learning motivation:

- a. Awaken the position at the beginning of learning, processes and outcomes.
- b. Inform about the power of learning effort compared with friends as an illustration.

If it proves a student's learning effort is not sufficient, then he tried diligently to succeed

- c. Direct learning activity
- d. Increasing the spirit of learning.
- e. Holding about the journey of learning and then sustainable work.

Motivation is also important for teachers. Knowledge and understanding about the motivation of activities on students beneficial for teachers, among others:

- a. Awakening, improving and nurturing students' spirit to learn to succeed.
- b. Knowing and understanding the motivation to learn the various of students' characteristic to increase and awaken teachers to choose one among the various roles as advisors, facilitators instructors, discussion friends, encouragers, gift givers, or educators. (Dimiyati, 1999: 85)

E. The Characteristics of Students Have Learning Motivation

According to Uno (2012: 23) that the characteristics of people who have motivation in learning can be classified as follows:

- 1) The desire to succeed.

Student has a strong desire to successfully master the material and get high scores in their learning activities. Desire and want to succeed in learning and in everyday life are generally called achievement motives, namely the motive to succeed in doing the job or motive to obtain perfection. This motive is an element of human personality and behavior, something that comes from within the person concerned.

Achievement motif is a motif that can be learned. someone who high achievers tend to try to complete the task thoroughly, without delaying his work. This sttlement is not an external encouragement, but a personal endeavor.

The explanation is supported by the opinion of Djamarah (2002: 114) which reveals that the desire to learn means in students that there is

indeed a motivation to learn, so of course the results will be better than students who do not desire to learn.

2) There are encouragement and need to learn

The completion of a task is not always because the background of motive. Achievement or desire to succeed, sometimes an individual completes a job as well as a person with a high-achieving motive, precisely because the drive to avoid failure comes from fear of failure.

Students feel happy and have a curiosity so they want to learn. Students feel happy and have a curiosity so he learns. Students who are interested in the lesson will follow the learning activities with a sense of fun, so that students assume that learning is a need and is not only an obligation.

Djamarah (2002:115) reveals motivation closely related to the needs in learning. The need that cannot be avoided by students is the desire to master a number of knowledge, therefore students want to learn

3) There are hope and aspiration in the future.

Expectations are based on the belief that people are affected by their feelings about the figure out of their actions. For example, students have clearly description and purpose of their future. In addition, students also have high expectations for the aspiration can be realized.

Sadirman (2010:97) said the hope and aspiration of a student is a very important motivational tool. By understanding the expectations and ideals that must be achieved and felt very useful, it will arise desire to learn. Students with intrinsic motivation will have the goal of being an educated, knowledgeable, skilled in a particular field. The only way to reach the goal is to learn.

4) There is appreciation in learning

Verbal statements or awards in other forms of good behavior are the easiest and most effective way to improve the learning motives of students to better learning outcomes. Statements like "good". "Great" and others those are able to please the students.

Sadirman (2010:98) said that if there are successful students and successfully complete the task well, it should be given praise. This praise is a positive reinforcement booster and is a good motivation. Therefore, in order for this praise to be a motivation, it must be appropriate. With the right compliments will provide a pleasant atmosphere and heighten the desire to learn to awaken self-pride.

5) The existence of interesting activities in learning.

Simulation and play is one of the most interesting processes for students. The interesting atmosphere causes the learning process to be meaningful. Something meaningful will always be remembered,

understood, and appreciated Such as discussion activities, brainstorming, community service and others.

According to Rossea in Sadirman (2010:99) explains that all that knowledge must be obtained by self-observation, self-experience, self-study, by self-employment, with self-created facilities, both spiritually and technically. This illustration is taken from earth science. It shows everyone who learns must be active on their own. Without any activity, learning is impossible.

- 6) The existence of a conducive learning environment, so allowing a student to learn well

Generally, the basic motives of a personal nature appear in individual actions after being formed by the environment. Therefore, the individual motives for learning well, can be developed, improved, or changed through learning and practice. In other words, through the influence of a conducive learning environment is one of the factors driving student learning. Thus, students are able to get the right help in overcoming difficulties or solving problems in learning for example is students feel comfortable in the environmental situation in which they learn.

F. Previous of studies

A study conducted by Bristol (2008) with the Title “*The Relationship Between Motivation and Achievement in Foreign Language Learning in A Sixth Form College in Hong Kong*” in his study investigate on the relationship of motivation and English achievement with concern on the extrinsic and intrinsic motivation. The data were obtained from questionnaire and interview. The findings indicated that there was a positive relationship between motivation and achievement among this sample of Hong Kong Advanced-level students in this sixth form college. The results also indicated that all the high, average and low achievers is intrinsic motivation that had a positive correlation with students’ English grades. It study shows that intrinsic motivation is able to give effect to the achievement of English student learning result.

Another study was conducted by Jefiza (2017) with the title “the relationship between Students’ Motivation and English Learning attitude” that investigate students' motivation in learning English and attituded, that supported by intrinsic and extrinsic motivation. With the research problem is “Are the students motivated intrinsically or extrinsically towards learning English? “This research was conducted with questionnaire and interview. Participants are a number of students at a course. The results of this study students’ have good attitude in learning English because one of the reason is supported by intrinsic and extrinsic motivation. It also proves

that most students have more extrinsic motivation than intrinsic motivation. It means that Students motivated intrinsically and extrinsically toward learning English but in this study shows that students' extrinsic motivation higher than intrinsic motivation.

The distinguish of previous studies and this current research is the both of previous studies focus on the relationship of motivation and English achievement or attitude achievement that supported by intrinsic motivation and extrinsic motivation. While this current research only focuses on the intrinsic motivation and extrinsic motivation that students have in MTs Darul Huda Wonodadi Blitar.