

Chapter Two

Literature Review

This chapter discusses important aspects that associated with research. There are five topics in this chapter. There are the definition of motivation, the importance of motivation in language learning, types of motivation, factors influence motivation, language proficiency test, related research and conceptual framework.

Motivation

Definition of Motivation. Motivation is important in language learning process. Gardner (1985) notes that motivation is as factor impulse students learn language with their willingness and satisfaction . Gardner (1985) suggests that motivation is defined as students motivate to acquire language because they desire to do it. Motivation is something that impulse student to do with willingness. For example students want to learn new language because Students desire to learn language with their satisfaction or willing to learn. In learning language motivation is every important because motivation make students enjoy in learning language and students will learn more seriously.

Motivation had large meaning. There has various meaning of motivation base on scholar. “Motivation as internal state or condition to need, impulse or desire that initiates, direct and maintains a learners’ behavior to more to particular performance, has become more recognized as an affective factors for successful language learning”(Noel in Brown, 1994, pp. 51-85). The motivation of individual will move a person to make effort to realize desire. Motivation is a factor affect

students in learning language to achieve maximum result of learning. Students who have motivation in learning language will gain high achievement learning. Students need motivation to achieve their performance. According to Surkmadika (2007), motivation is reasons which underlie behavior that is characterized by willingness move us to do something. Motivation is something impulse students to do through their performance achieve the target. Motivation in students make their goal become structure and students find out that they are successful in learning language. Yu-mei (2009) explains that motivation is as key affecting success of learning language. Sardiman (2006) concludes that students may change process of learning in term of change attitude or cognitive by their feeling to achieve target language. Motivation is very important on students' learning. It lead studentsto learn seriously. Motivation in learn language is the effort of students performance process develop language proficiency to use language to communicated with others people. Students who have motivation in learning language by behavioral change as result of students experience in interaction with their environment.

The Importance of Motivation in Language Learning. Motivation is important in language learning. Ellis (1997) states that motivation is a kind of desire for learning. It is not easy for students to acquire language in environment if students do not have desire to learn language. Students need motivation in learning language. Motivation is one of factors which influence the students to learn English. “motivated students are likely to learn more and learn more quickly than students who are less motivated” (Spolsky 1990, p. 157). Students who have lack of motivation in language learning will affect their intereste to learn language

in contrast students who has high motivation is associated with success in language learning.

Motivation in learning language is important because students will be led do something to achieve goal. “Motivation as the internal drive that push somebody to do something” (Harmer, 1996, p. 3). Motivation is important in learning process. Learning and motivation have similarity important in order to achieve something. It makes students gain new knowledge and skill, push students encourage to go through the learning process.

“Motivation is very important factors which determine the success or failure in second language learning because motivation can directly influence the frequency of using learning strategies, willpower of learning, goal setting and the achievement in learning”(Li & Pan, 2009, pp. 12-123). The factor influencing students’ learning so motivation is important reason for different achievement. Motivation is a crucial factor for students encourage in learning language. Students should have motivation in learning language because motivation will encourage students to learn seriously.

According to Forman (2005), motivation affects in language learning that make students succeed in learning. Learning language can influence whether intrinsic or extrinsic motivation. Motivation is the process through which individual are driven to increase their action or performance either by internal or external factors.

Motivation affects students in learning language. It plays an important role in students to achieve the target in learning second language. “Motivated students

are likely to learn more and learn more quickly than students who are less motivated” (Spolsky, 1900, p.157). Students who are lack of motivation are namely to lose their attention on the contrast, students who are more highly motivated will pay more attention to learning task.

There are factors affect motivation in second language. “Four factors that can be dangerous to the learners’ motivation. It has physical condition, methods of teaching, The teacher as the most power variable of motivation and demotivation and success (Harmer, 1991, p.4). These factors make students lack of motivation in learning language. Motivation are an important and influential factor in language learning because it affects on language achievement directly rather than indirectly. Motivation associate with success and failure in term, students achieve proficiency in language. Dörnyei (2001) concludes that motivation is main factor drive students sueess or failure in learning language. Students get motivated towards learning for a longer time and at a relatively high level. Motivation is one of important factor that influence learning process as well as the language learning achievement.

In second language learning. Motivation is recognized as the key factor that determine second language achievement and it serve as the initial mechanism to acquiring second lanuage. Ellis (1994) suggests that motivation is one of crucial factor that may influence students’ learning achievement. Motivation is important factors that influence students’ learning. Motivation has accepted as factor which determin sueccee and failure in learning language. So, Motivation is crucial in learning because learning process will be effective if it is implused by motivation.

Types of motivation

Intrinsic motivation and extrinsic motivation. According to Deci and Ryan (1985), the key concepts being studied in this theory are intrinsic motivation and extrinsic motivation. In terms of learner approach, motivation can come from internal (intrinsic) and external (extrinsic). The self-determination theory focuses on how learners' motives are integrated with their own which can be made autonomous by way of obligatory processes represented by autonomous types of motivation.

Arnold (2000) states that intrinsic motivation involves energizing and sustaining activities through students' satisfaction to do activities. Students are willing to learn what it is worth to them. For example, students recognize their own competence to use language. Ellis (1989) states that students would have intrinsic motivation towards language learning when they feel English language learning to be more meaningful to them. "Intrinsic motivation generally refers to motivation to engage in a learning activity because that activity is enjoyable and satisfying to do" (Noel, 2000, pp. 57-85).

According to Brown (2000), extrinsic motivation is defined as students' desire or willingness to learn a foreign language for external reward such as prizes, grade and even positive feedback. For example, in terms of learning language, students learn because they are getting reward. They will be highly motivated to attend classroom and achieve the target but if students do not see reward. They will not be interested in attending classroom and learning language any longer. On the other hand, Topalov (2011) concludes that students who are extrinsically

motivated action a certain action not because they truly enjoy it, but because of external reward that is available in their circumstance. Extrinsic motivation goal can be defined as short term goals illustration good grades, prize from teacher to long term illustration better job opportunities, winning scholarships. Both extrinsic and intrinsic are important in learning language.

Instrumental motivation and Intergrative motivation. In term of language learning approach. Gardner & Lambert (1959) concludes that intergrative motivation students' desire to learn language because they more expect know about culture community of the target language in the target community. Instrumental motivation defined as “concepts of purely practical value in learning the second language in order to increase learners' careers or business opportunities, giving them more prestige and power, accessing scientific and information or just passing a course of their study in school” (Saville, 2006, p. 86). Gardner & Lambert (1959) illustrates that instrumental motivation is self-motivation that learners use for specific purposes such as for economic interest, career, and academic interest.

Factors influencing motivation

Anxiety. Anxiety defined as “feeling of uneasiness, frustration, self-doubt and worry”(Brown, 1994, p.141). Krashen (2005) concludes that students who have high learning motivation, self-confidents and a low level of anxiety will be easier success in second language acquisition. Students who have low anxiety in learning language can be success in learning language every time. “Students with

lower levels of foreign language anxiety received higher language scores than their more anxious classmates” (Horwitz, 1986, pp. 125-132).

There are two kinds of anxiety, facilitative and debilitating. Facilitative is positive factor that help students ‘performance. Bailey (1983) states that facilitative is one of keys in learning language success. It related to positive effect of competitiveness which influence students hard study. In contrast, “debilitative anxiety stimulates learner to adopt avoidance behavior which generates negative effects on language learner” (Aida, 1994. pp.155-168). Kamal (2017) explains that debilitating anxiety has a negative effect on the students’ performance, attitudes and emotional of the language learning. Students who have high anxious level, students are highly motivated to avoid involvement in the activities which they fear the most. “As long as foreign language learning takes place in a formal school setting where evaluation is inextricably tied to performance, language anxiety is likely to continue to flourish” (Young, 1991, p. 35).

Curiosity. Learning language curiosity is as key that led students gain more information and students more effectively. Students will seek information on learning language. McDonald (2012) states that curiosity is students’ incentive affect students to seek knowledge or expect to gain knowledge in learning language. Students get interested in learning new language. They will seek about information or knowledge that language by themselves, they are content to learn it. Students ‘curiosity is like internal curiosity so in learning language, interest in play role in learning. “Interest is an important role in the learning process”(Li & Pan, 2009, pp.123-128).

Attitude. According to Rahma(2005), learner' attitude can be define as reflect students beliefs or opinions about second language and culture, students' own culture. According to Rahman (200), a learner' attitude related to language learning situation and the environment as whole or it related to achieving some other goals on other hands attitude is set of beliefs that can be reason for doing it. For example, students are motivated to learn English because your attitude toward English language so it is a belief that you will not learn English language if students do not want to learn. "Attitudes as a disposition to respond favorably or unfavorably to an object, person, institution, or event"(Ajzan,1988, p.4). "Motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language" (Gardner, 1985, p.10). It means attitudes as components of motivation in language learning.

Attitude is very important role in language learning as it would influence students' success or failure in learning. "Positive language attitudes let learner have positive orientation towards learning English" (Karahana, 2007, pp.73-84). According to Gardner (1985), there has affective and personality factors that affect second language students' attitude process of language learning.

Language Proficiency Tests. According to Valetta (1997), proficiency test is used to measure of students' language ability. On other hand, Valetta (1997) suggests that proficiency test is used to measure what students have learned. It aim of the proficiency test is to measure students language ability corresponds to specific language requirements. "To determine purpose of the proficiency test evaluate the English proficiency of people whose native language

is not English” (Brown, 2000 p.10.). Additionally, there are many types of proficiency test to measure students’ language proficiency level. Some of these types include TOEFL, TOEIC, TWE and IELTS. Among these many English proficiency test. TOEFL test is commonly used.

TOEFL Test. TOEFL test is used to measure the ability of international students to use English in academic environment. The TOEFL test was originally a paper-based test (PBT). Test taker read/listened to the questions and marked your answers on a paper that were then sent off from marking. There was no spoken section and no video. The iBT (Internet Based Test) test using a computer connected to the internet. Test taker read/listen/watch questions on the computer then answer on the computer either by selecting a/b/c/d/e lists, by typing answers or by recording on a microphone. Because the test now includes speaking as well as video combined with reading and listening exercises in an integrated way, it is a more thorough examination of all your language skills. The iBT and PBT use completely different score scales. The PBT scores fall in a range between 310 to 677 points. In comparison, the iBT has a maximum score of 120 points (Harkness, 2017).

A typical example of a standardized proficiency test is the test of English as a foreign language (TOEFL) produced by the Educational Testing Service. The TOEFL is used by more than a thousand institution of higher education in the United States as an indicator of prospective student’s ability to undertake academic work in English – speaking milieu. The TOEFL consists of section on listening comprehension, structure, reading comprehension and writing expression (Brown, 2000, p. 45).

TOEFL test divided into four parts and each parts measure difference specification. First, listening measure particular feature of language or on over all listening for general meaning. Second, reading measure ability to read and understand short passage similar topic and style to academic text. Third, speaking measure of overall conversational fluency or pronunciation of a particular phonology and form of imitation, structure responses. Fourth, measure ability to writing in English, ability generate, organize and develop ideas to support ideas with example or evidence (Brown, 2004).

Related Research

The research found two studies which are related to the relation between motivation and students language proficiency. These articles relevant to this research. The first relevant study that was conducted by Wimolmas(2012) entitle “A Survey Study of Motivation in English Language Learning First Year Undergraduate Students at Siridhorn International Institute of Technology (SIIT), Thammasat University”. The objective of this research is to find out relevant and useful motivation learning implications are recommended for enhancement and improvement of the students’ motivation. The respondents were 30 students taken first-year undergraduate. The results of this research show that students’ motivation of second language is affected by their learning motivation and language proficiency.

Second research relevant to this study was conducted by Choosri (2014) entitled “Relationship between Motivation and students’ English learning Achievement: A study of the second- year vocational certificate level Hatyai Technical College Students”. The objective of this research is to find out the

levels of motivation in students with high and low achievement, investigate the differences and similarities in motivation of students with high and low achievement and investigate the relationship between motivation and students' achievement. The respondents were 140 students second-year undergraduate. This study used questionnaire and an interview for data collection. The results of this research show that the positive relationship between motivation and language learning.

There are some aspects of this current research that different previous studies. First, this research investigated sixth semester EED students' motivation at Universitas Muhammadiyah Yogyakarta but both previous studies investigated second-years at Hatyai Technical College Students at first-Year Undergraduate Students (Wimolmas, 2012) and Relationship between Motivation and students' English learning Achievement: A study of the second-year vocational certificate level Hatyai Technical College Students (Choosri, 2014). Second, this current research was finding correlation between students' motivation and their English proficiency. Both of these research are finding: relationship between motivation and students' English learning Achievement. Third, this current research, researcher used intrinsic and extrinsic motivation questionnaires and TOEFL score for data collection but the previous studies used questionnaire and an interview.

Conceptual of Framework

According to Saville-Troike (2006), motivation is a fact which will influence the success of learning foreign language especially English. Therefore students should have high motivation in learning so that they can achieve the

goal. In learning motivation is needed by students. Motivation plays a crucial role in learning to succeed in language learning.

According to Deci and Ryan (1995), there are two types of motivation. First, intrinsic motivation which refers to motivation to engage in an activity, because it is enjoyable to do. Second, extrinsic motivation which is based on external rewards to the activity itself. It refers to the action of an activity in order to attain some separable outcome. Concerning to Ryan and Deci 2000, (p.54) motivation means "to be moved to do something". The statement above shows that students who are motivated, the students will do what they need so that they feel fulfilling their need. Students who get low scores will feel motivated to study harder than why they can get higher scores.

Motivation is important for students in learning activities. It is as students' energy and willpower of learning. "When students engage in a task or activity in order to satisfy their curiosity the task is intrinsically motivating. It is these types of tasks that are viewed as most beneficial in the classroom. Several studies attempted to prove that intrinsically motivating activities lead to better learning,

while extrinsic motives are the least beneficial for the students and resulted in the lowest level of learning" (Deci and Ryan, 1985, p.767). Intrinsic motivation related to interest, personal enjoyment in task or classroom. Intrinsic motivation is a factor influencing students to learn by themselves. Students will not only learn in classroom but also outside classroom without encouragement from

others while extrinsic motivation effect from someone or something such reward, money and grade.

In addition, teacher plays role in classroom to motivate students in learning. There are two types of motivation in classroom. First, intrinsic motivation. Students increase intrinsic motivation through teacher provided gaming, stimulation, creating curiosity and setting goal. Second, extrinsic motivation. Students may increase extrinsic motivated by another person such teacher give corrective feedback, provide valuable reward which increase extrinsic motivation (Huitt, 2001, p.767). Extrinsic motivation is encourage gaining something by another person. For example, the students who are not interest in learning language but if students are gotten reward from teacher. Students who can get the highest score will increase their motivation in learning. .

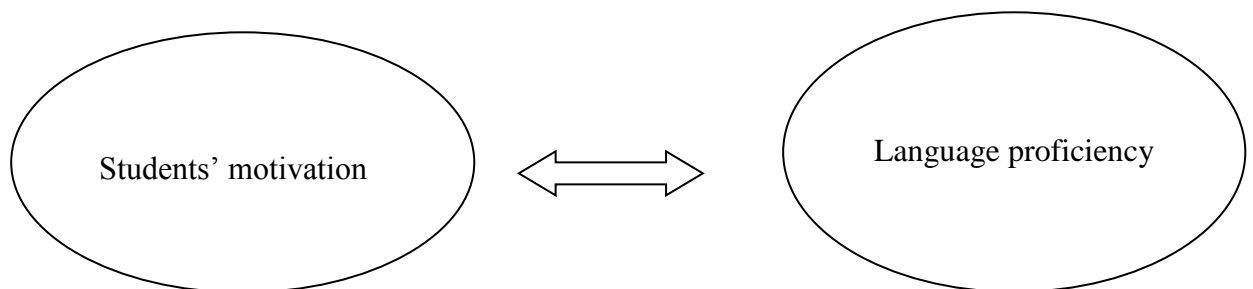


Figure 2.1 Relationship between students' motivation and their language proficiency

Hypothesis of the Research

Ha: There is correlation between students' motivation and their language proficiency.

