

Chapter Two

Literature Review

In this chapter, the researcher reviews some literature related to the topic of this research. This chapter explains four points. The first point is the explanation about motivation, and it includes theories about motivation types, factors influencing motivation, and motivation in learning. The second point is about teaching strategies. The third point is the internship program. The last point is the review of related studies.

Motivation

Motivation is a reason for a person to act. Broussard and Garrison (2004) defined motivation as the attribute that moves us to do or not to do something. Narayanan (2006) said that motivation is the reason or reasons behind one's action or behavior. Most of the things to be achieved by each individual may be the same, but the reasons and ways to achieve them are different in each individual. On the other words, motivation is the force that drives activities of a person and encourages the person to move and perform activities to accomplish an objective. Types of motivation. There are several types of motivation. According to Kohn (1999), there are two different kinds of motivation. These two types of motivation are extrinsic and intrinsic motivation.

Extrinsic Motivation. Extrinsic motivation is the propensity to take part in activities because of the reasons which do not link to the activity (Vansteenkiste, Lens, & Deci, 2006). Extrinsic motivation is something to do with

external factors associated with the task such as assessment. External factors can also be related to instructional strategies, learning conditions, educational technologies and other elements in activity systems.

Intrinsic Motivation. Walker, Greene, and Mansell (2006) stated that intrinsic motivation is the desire to do some specific activities that are considered interesting. Intrinsic motivation comes from students itself. Intrinsic motivation comes within and is associated with the joy or passion that the task gives the learner rather than any reward it brings (Irvin, Meltzer, & Dukes, 2007).

Motivation in learning

According to Gardner (1985), motivation is a combination of desire and effort to achieve learning objectives of language learning. Brewer and Burgess (2005) explained that motivation is the essential and the basic part of learning. In the process of learning, students must have a purpose. These goals can make the students to have a development that occurs after they follow a process of education given by their teacher. In learning, students may have an intrinsic and extrinsic motivation. Students who possess intrinsic motivation tend to stay focused with elaborated and complicated problems and increase knowledge from their errors and mistakes. Intrinsic motivations are important and is a basis for the combination process through the perception and knowledge of a person and mix with a group of new knowledge. These reasons can be the expectancy of reward or punishment, like being successful in the exam or getting a good mark. Therefore, extrinsic motivation is the opposite of intrinsic motivation. This type of motivation comes from outside of the person. This motivation involves external

incentives such as reinforcement and punishment, for example, someone who works hard in his work to be appreciated by others. There are many factors influencing students' motivation. Refer to Slameto (2010), there are two factors which can influence students' motivation. The factors are intrinsic factors, and extrinsic factors.

Intrinsic Factors. Intrinsic factors include some aspects. The first factor is health aspect. Students who are in a good physical condition can perform their activities including learning effectively. The second factor is attention. Students who do not give attention to the subjects will get bored and are no longer motivated to learn. Therefore, to obtain a good result, students should pay attention to the subject matter. The third factor is interest. Activities that interest students will be constantly done with a sense of pleasure. Thus, the higher students' interest in the learning activities, the more motivated they are. The fourth factor is talent aspect. Talent is one thing that influences learning. Students who find that the subject matter fits their talents will get the optimal results.

Extrinsic factors. Extrinsic factors that influence students' motivation include teaching method, teaching media, and learning environment. Teaching method influences students to learn. As a result, students become lazy to learn if the teaching method is not appropriate. Progressive teachers who dare to try new methods can improve the atmosphere of teaching and learning activities, and increase students' motivation to learn. Teaching media has a close relationship with the way students learn. Teaching media can facilitate students to get a better understanding of the subject matter. Regarding with the learning environment, a

teacher must be able to manage classes in order to create a conducive atmosphere for learning. A comfortable classroom environment will make students more motivated to learn. Kormos and Lukóczy (2004) also suggested that a negative classroom atmosphere might lead to a decrease in motivation. It means that the condition in the classroom may influence students' motivation to learn.

Teachers' strategies to increase students' motivation

In general, the strategy is a way of setting the overall aspects related to the achievement of the learning objectives, including planning, implementing, and assessing. Teachers should master some strategies to create a conducive learning condition where good learning activities may take place so that the learning objectives can be achieved optimally.

Fathurohman and Suntikno (2010), said that there are many strategies that can be used by teacher's to increase students' motivation. They proposed the following strategies:

Explaining the purpose of learning to the students. By explaining the purpose of the learning and clear learning objectives to the students in the beginning of the lesson, it will increase students' motivation in the learning process. This way students will know the objective or the purpose of learning, so they will be more motivated to be more actively participated in the learning process.

Giving reward. Giving reward to students who are active in the class, and are able to complete task given by the teacher will encourage students to learn

more actively. In addition, students who have not yet accomplished that reward will be motivated to be more active. The reward can be as simple as praise.

Running competition. In the learning process, teacher must resuscitate the classroom atmosphere. Holding a competition among students can enhance their learning achievements. Running a competition also try to improve the achievements that have been attained.

Giving punishment. Another strategy that can used by teacher's is giving punishment. The punishment can be given to students who make a mistake in the learning, i.e. the students who do not do their home works. The penalty is given with the hope that students want to change themselves and seek to spur their learning motivation.

Restoring students' encouragement to learn. Teachers can provide activities in order to give maximum attention to the students during the learning process. One of the teacher's roles is encouraging students to learn. The more the teacher motivated students the more will student's will attach to the teacher.

Forming a good learning habit. Forming a good learning habit is one of factors that support students' achievement. Teachers are expiated to a discipline to the students by conditioning the learning into a conducive atmosphere. Those, students can learn better.

Helping learners to overcome their learning difficulties. The teacher should give a clear learning material. On the other hand, teacher also should help the students by re-explaining about the learning material when they do not understand or are still confused with the English learning material.

Using various methodology. Teachers in their teaching should use the methods that correspond to the characteristics of the students. Teachers should provide the various methods to adjust with the learning material. Besides, various methods can make the class more interesting.

Use the appropriate media to achieve the learning objectives. The use of the appropriate media is very helpful. In addition, using appropriate media can motivated students in learning. Learning media is able to interpret the appropriate learning objectives to be achieved.

The aforementioned strategies demand the teacher to be able to implement them in teaching and learning activities. The optimal development of students motivation can be seen from the ability of the teacher in cultivating students' motivation in learning by using those strategies. Teachers who are not able to cultivate students' motivation are indicated to be less understand the proper strategies for learning.

Internship Program at ELED of a private university in Yogyakarta

The internship program at English Language Education Department of a private university in Yogyakarta, in that department is an activity of doing teaching practice in a real school situation. Littke (2004) explained that the internship is the real work integrated into the everyday world of the school. Based on the definition, it can be inferred that the internship programs is a program to experience the real work based on the education experience.

According to the 2013 curriculum in that department, the internship program at that department is a program that is undertaken by the students from

the first year. In every batch, all the students will be divided into several groups and every group will get a different school to do the internship program. The timing of internship programs is also divided into two parts. In the first semester, the students will have a coaching program with the field supervisor. The supervisor of the internship program is usually a teacher from the school in which the internship program is conducted. In the next semester, students will do the real teaching practice in the classroom.

While in the 2016 curriculum in that department, pre-service teachers conduct the internship programs in the second year. It is different from the 2013 curriculum of that department. In curriculum 2013, pre-service teachers start the internship programs by teaching at the elementary school while in the 2016 curriculum, pre-service start the internship programs in junior high school. Pre-service teachers have to complete the program with at least four meetings/ four teaching sessions.

During the teaching process, usually, pre-service teachers have three sessions, namely opening, main activities, and closing. Before the lesson starts, some pre-service teachers run an ice-breaking activity to make students to be more interested to learn English. After that, they give the material to the students. In the middle or at the end of the teaching session, they sometimes give a game activity to prevent students to not gett bored in the classroom.

According to the 2015 curriculum of that department, the internship program started in the first semester and is conducted in elementary school. The third and fourth-semester students conduct the internship program at Junior High

School. The last internship program is done by students in the fifth and sixth semester at Senior High School.

Review of Related Studies

Several previous studies have been conducted related to the topic about the strategies used by pre-service teachers to increase Junior High School students' motivation to learn English. In this research the researcher review two studies. The following is the detailed explanation in the review.

The second research was conducted by Kassing (2011) . The aims of the research are related with the strategies to increase students' motivation. This research used qualitative research method. This research explored the lecturers' perceptions of teaching strategies that both groups consider impact on students' motivation in learning EFL. This research useful for the teachers to know the strategies to increase students' motivations. This research concluded that teachers agreed that creating and maintaining relationships was a highly effective strategy to motivate students in an EFL classroom.

The second research was conducted by Kaboody (2013). The aim of this research is to investigate the strategies are used by pre-service teachers to increase students' motivation to learn English. The data collection of this research is qualitative research. This study discusses the theory of motivation which influences teachers' and learners' motivation, as well as how teachers maintain that motivation. The study also explains that the teacher has the concern to initiate and keep motivating students during the learning process. This research gives the benefit for the teacher to identify and choose the appropriate strategies to increase

students' motivation in the classroom. The finding of the research is appropriate to answer the first research question about the strategies to increase students' motivation to learn English. The conclusion of the research is drawn from the literature on motivation conducted to identify the appropriate strategies and principles to be used by the teachers in their classrooms.

Two studies above explain the strategies to increase students' motivation in the learning process. Those study same as this research that investigates the strategies to increase students' motivation. Those studies are helpful as references since they involved some strategies to increase students' motivation. However, this research has some differences with those studies because this study is not only discussing the strategies to increase students' motivation but also explain the theory of motivation that influences teachers. These studies also explain that the teacher has the concern to initiate and keep motivating students during the learning process. The finding of the second research conclude that the intrinsic motivation is supported in learning, on the other hand, extrinsic motivation also helps to develop students in learning. Students who had both types of motivation showed different types of engagement in their learning.

Conceptual Framework

In this section, the researcher constructs the conceptual framework based on the theories explained in the literature review. In ELED at one private universities in Yogyakarta prepares all of its students to become English teacher. All students are given the opportunity to do the internship program. In this

research, the researcher only focuses on the internship program of batch 2015 students in that department which do the program at Junior High School.

During the internship program, while teaching English to Junior High School students, pre-service teachers of batch 2015 faced some problems. Those problems are related to the learning environment, school facilities, and also the students' motivation. In this study, researcher focuses only on the issue of students' motivation. Most of the students have low motivation to learn English, so, pre-service teachers should have strategies to increase students' motivation to learn English. Overall, the purpose of this research is to know the strategies used by pre-service teachers of That department to increase Junior High School students' motivation to learn English. Then, this research also investigates the frequently used strategies by pre-service teachers to increase students' motivation to learn English.

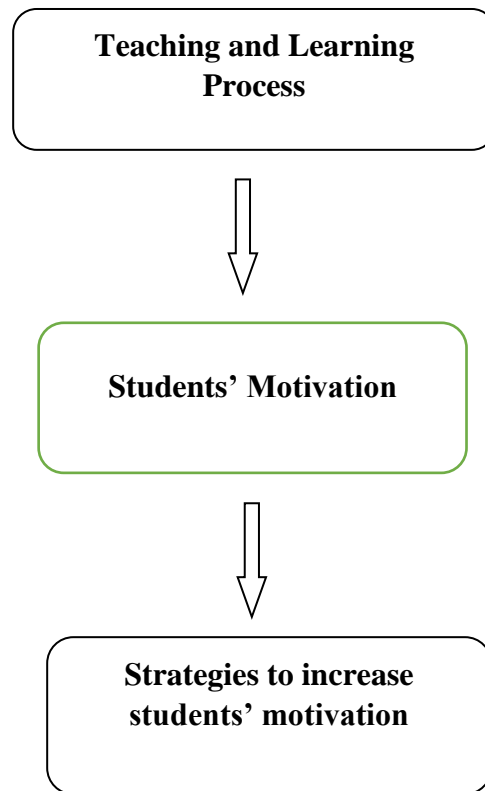


Figure 1. Conceptual Framework