

## **CHAPTER TWO**

### **LITERATURE REVIEW**

This research aims to analyze the strategy used by English teacher to motivate students to learn English at SMA Budi Mulia Dua Yogyakarta. This chapter will discuss some important aspects and theories related to the research variables. Firstly, it discusses the concepts of motivation, learning motivation, motivation in English learning, function of motivation and kinds of motivation. Secondly, it discusses the roles of a teacher and the teacher's strategy to motivate students to learn English.

#### **Motivation in English Learning**

In learning process, motivation is needed by the students. Motivation has crucial role in learning process to succeed in learning, especially in English learning. Learning outcomes can be influenced by motivation, whether intrinsic motivation or extrinsic motivation. Students' motivation in English learning will make students learn seriously. So, motivation should be increased in English learning process to achieve the optimum learning outcomes.

#### **Concepts of Motivation**

Motivation has a broad meaning. There are several meanings of motivation according to experts. Motivation is a condition in individuals or students which encourage individual or learners to perform actions that have a specific purpose (Sukmadinata, 2007). Students' motivation is very important for the achievement of the performance or student achievement. Motivation is one of the several things which determine the successful of the students' learning activity. Without

motivation, learning process is difficult to achieve optimum success (Hamdu, 2011). According to Sardiman (2006), motivation is a change of attitude in a person, marked by feeling and proceed with actions to achieve it. Increasing the students' motivation is very beneficial in learning activities. There must be a motivation in every student because it will encourage students to learn seriously.

Meanwhile, Hamalik (2005) also defines that motivation is a change of attitude in a person with a sense and reaction to achieve the goal. Based on the definition of Hamalik, there are three interrelated elements that are motivation starts from a change in attitude in the person, motivation is characterized by feelings and motivation is characterized by reactions to achieve the goal, for example someone who has the motivation to take action and finally leads him to a purpose. The actions will encourage someone try to make the goal is reached.

From that discussion, it can be concluded that motivation is something that causes a change in the individual that affects psychology, feelings, and emotions to do something that is driven by the objectives, needs or desires. Motivation is very important in learning activity because motivation will encourage students to learn. By having a motivation students will learn seriously to achieve a certain goal.

### **Learning Motivation**

Learning motivation is needed by the students in learning process. There are several definitions about learning. According Sardiman (2006) learning is changing. In this case, the learning is an attempt to change behavior. So, learning will bring a change in individuals who learn. Learning is defined as the process of change in a person's behavior, because of the interaction between the individual

and the individual with the environment (Usman, 2002). Meanwhile, according to Winkel (2004), learning is mental or psychic activities that happen in an active interaction with the environment which resulted in a number of changes in knowledge, understanding, skills and attitudes.

Moreover, according to Aritonang (2008), learning is a process attempts by individual to get a new behavioral changes. The changes in the process of learning can be in terms of the change in the habits and skills or three aspects such as knowledge or cognitive, attitudes or affective, and skills or psychomotor (Usman and Setiawati, 1993). Based on those explanations, learning can be concluded as a process of behavior change in individuals as a result of the experience. Changes can be in terms of the changes in behavior, abilities or in the third aspects of the knowledge or cognitive, attitudes or affective, and skills or psychomotor.

In teaching and learning process, motivation has an important role in students learning, especially in learning a language. Purwanto (2006) argues that each motivation has a correlation with an achievement of the objectives. Each great the objective to be achieved, comes with the great motivation. It means that motivation will encourage the people to act in order to achieve the objectives.

Learning motivation of the students in each learning activity plays an important role to improve student achievement in a particular subject (Nashar, 2004). Students who are motivated to learn will acquire good learning outcomes. The higher the motivation the students have, the better learning achievement the students obtain. On the other side, lack of motivation to learn will reduce the

success in learning activities, so that the quality of learning achievement will be low.

Learning motivation is something that encourages, motivates, and trains students in the learning process (Astuti, 2010). Learning motivation concerns with the student's behavior at school. Learning motivation can encourage the students to learn something new. When the teachers can raise students' motivation to learn, then they will try to learn better. High learning motivation will encourage students to try to achieve success. Based on the explanation above, learning motivation is needed by students. Learning motivation has important role in learning activity to encourage, motivate and train students to achieve the goal.

Students who have learning motivation will show the spirit in the learning process. According to Munandar (1992), the characteristics of students who are motivated are excited in the face of a task, do not give up in facing difficulties, want to understand the material studied in detail, always try to learn as well, show interest in various problems, diligent, energetic, and do not get bored with routine tasks, have long-term goals and like to solve problems. Additionally, Sardiman (2006) says that there are some characteristics showed by the students who have motivation. Firstly, the students who have motivation are never give-up to do something. Additionally, the students will have high curiosity. Moreover, students are always doing the assignment or homework.

Based on Munandars' and Sardimans' opinion, it means that the students who have motivation will be encouraged and excited in the learning activity. In addition, students will study hard and focus in the learning activity. Furthermore, the students who have motivation will actively ask about the material. If the

students have those characteristics, it means that the students have motivation in the learning process.

### **Motivation in English Learning**

In language learning, motivation is also needed by the students especially in foreign language learning. Motivation is one of the factors which influences the success of learning foreign language especially English (Seville-Troiike, 2006). In addition, Ellis (1997) says that motivation is one of factors which influence the students to learn English. Lack of motivation in language learning will affect in lack of the interest to learn language. Based on Lightbown and Spada (1999), high level of motivation is correlated with the success in language learning. It means that the motivation is one of the factors for students to succeed in language learning especially in English learning.

Motivation in English learning can be defined regarding to the expert views of motivation, learning and English. As Sukmadinata (2007) said, motivation is a condition in individuals or students which encourage individual or learners to perform actions that have a specific purpose. In addition, learning is mental or psychic activities that happen in an active interaction with the environment, which resulted in a number of changes in knowledge, understanding, skills and attitudes (Winkel, 2004). Furthermore, according to Rayner (2001), English is the international language so that, it becomes the most language that widely used around the world.

Based on three definitions above, motivation in English learning is the effort of individual to conduct a process to understand and develop foreign language skills, especially English as the international language and become the

most widely used language to communicate around the world. The individual who has motivation in English learning is characterized by behavioral changes in individuals as a result of individual experience in the interaction with the individual and the individual with the environment. Changes in the process of learning can be in terms of the changes in the habits and skills or three aspects such as knowledge or cognitive, attitudes or affective, and skills or psychomotor characterized by the feelings and reactions to achieve the learning objectives.

### **Functions of Motivation**

Motivation has a very important function in English learning. Motivation will determine the intensity of the study conducted by students. According to Sardiman (2006), the functions of motivation are to encourage, determine of actions, and select actions. First, motivation has a function to encourage students to take actions. It means that motivation as encouragement of each activity to be carried out. Second, motivation has a function to determine of actions to be taken. Every student has a goal to be achieved. By having a goal, students will determine the actions to achieve the goal. Moreover, the third function of motivation is to select an action. Selecting actions is choosing actions to be done in accordance to the goals. In addition, according to Dimiyati and Mudjiono (1994), that the function of motivation is to raise the student learning spirit and direct learning activities.

Furthermore, there are two functions of motivation (Sukmadinata, 2007) namely directional function and activating function. First is directional function. Direction function is to direct students to learning activity. In directing the activities, motivation plays a role to approach or avoidance the individual from

targets which will be achieved. If a goal is something that is desired, then the role of motivation is to approach the individual to achieve the goal, and if the goal is not desired by the individual, the role of motivation is avoidance the individual to achieve the goal. The second is activating function. If there is no motivation or very weak motivation in learning activity, it will be done not seriously, unfocused and most likely will not succeed. Whereas, if there is motivation or strong motivation in learning, it will be done seriously, effectively, excitedly and the chances of success will be greater.

### **Kinds of Motivation**

In the process of teaching and learning a foreign language conducted at school, motivation is important for encouraging students to learning. In the learning process, students should have motivation. Learning with motivation will encourage students to learn better than learning without motivation. Brown (2001) divides motivation into two, namely intrinsic motivation and extrinsic motivation.

#### **Intrinsic Motivation**

Three experts have clearly defined what intrinsic motivation is. Brown as quoted in Deci (1975) defines intrinsic motivation as the activity which is no reward except the activity itself and appears from personally. Additionally, Singgih (2008) argues that intrinsic motivation is the strong encouragement that appears from individual. Moreover, intrinsic motivation is pretension that appear from the person (Santrock, 2003).

From the above theories, intrinsic motivation can be define as the strong motivation that appears from individual without any compulsion from another individual to do something. Intrinsic motivation will encourage the students to

learn, for example the students who are interested in English subject, they will learn about English by themselves not only at school but also outside school without any stimulation or encouragement from another person. A student who has intrinsic motivation will actively learn by himself (Hakim, 2008).

There are several factors that can influence intrinsic motivation. According to Hapsari (2005) generally, intrinsic motivation can be influenced by creativity and talent factors on students. It means that creativity and talent of students will encourage students to learn because the lesson is concern with their talent.

Additionally, intrinsic motivation can be influenced by endogenous factor that is already had since born (Gunarsa, 2008). Moreover, Pujadi (2007) argues that intrinsic motivation can be influenced by the interest of the subject. According to those opinions, it means that intrinsic motivation can be influenced by several factors which are creativity and talent factors, endogenous factor and interest factor.

Intrinsic motivation that has in students will be better if the students also have extrinsic motivation. Extrinsic motivation also can make students to learn better. Moreover, extrinsic motivation will make the students have stronger motivation to achieve the goal.

### **Extrinsic Motivation**

Extrinsic motivation is a result of the influence of outside individuals, whether because of an invitation or encouragement from someone, so that the individual wants to do something. Brown (2001) defines that extrinsic motivation is the encouragement from outsides. In addition, Supandi (2011) argues that extrinsic motivation appears when any stimulation from another person.



Furthermore, Thomas (2010) defines that the pretension of individual to attain something to get reward of to avoid the punishment.

Based on those experts, it can be defined that extrinsic motivation is the encouragement to achieve something stimulated by another person. For example, the students who are not interested in English subject but the teacher will gives a reward to students who can get the highest point or a punishment for students who did not discipline.

There are factors that can influence extrinsic motivation. Pujadi (2007) argues that factors which can influence extrinsic motivation are learning environment, teacher ability, facilities and classroom atmosphere. Besides, extrinsic motivation can be influenced by stimulations. The kinds of the stimulations could be a complimenting, appreciation, reward or punishment, and advice (Sardiman, 2006).

Extrinsic motivation should be given in language learning which is studied in school especially in learning English. There are several aspects of extrinsic motivation in language learning consisting of teacher, facilities, and environments. Those aspects are very crucial for students to success in language learning. This research focuses on the teacher as one of the agents of extrinsic motivation.

Teacher has an important role in extrinsic motivation. In the school environment the teacher as a figure who is valued by the students. Therefore, a teacher must motivate their students in learning activities so that the quality of learning is increasing and successful. According to Karwadi (2004), the learning process will not run conducive if the components involved in learning activities

especially students do not have a strong motivation. Therefore, the efforts to increase students' motivation should always be carried out by the teachers, because teachers are people who are always interacting with students.

Additionally, the role of the teacher as a motivator is very important in the teaching and learning interaction, because it involves the duties of the teacher that requires social skills (Sardiman A.M., 2006). Moreover, Mulyasa (2006), adds the role of the teacher in the learning process includes many things such as a demonstrator, a class manager, a mediator, a facilitator, an evaluator and a motivator.

### **Roles of Teachers**

Currently, there is a development of content in learning, from teacher-oriented to student-oriented. With the development of content of the learning, the teacher in the learning process especially in learning English should improve their competence as a teacher, because the learning process and student learning outcomes are mostly determined by the teacher competence. By having a competence, teachers will be able to manage the class so that the students' can reach the optimum level of learning outcomes.

Teacher has important role to motivate the students in learning activity. There are four characteristics of an efficient teacher that are teacher who has good personal and mastery of the material, teacher who can deliver materials with interesting, teacher who can motivate the students, and teacher who can make a wise decision (Winnie and Marx, 1989). Furthermore, according to Winarno (2012), teachers also serve as a motivator in learning activities to encourage students to improve their learning. In learning process, teacher should motivate

students to success in learning. In addition, teacher is one of the important components in the education and learning process. Therefore, teachers should be active, creative, innovative and able to positioning themselves in a professional manner (Usman, 2002).

Indonesia has a Master in education namely Ki Hajar Dewantara. Ki Hajar Dewantara is a teacher who becomes a role model for teachers in this era. According to Usman (2002), Ki Hajar Dewantara proposed "*Ing ngarso sung tulodho, ing madyo mangun karso, tutwuri handayani*" as a guidance for teachers in Indonesia. "*Ing ngarso sung tulodho*" means that the leader or teacher must give a good example and guidance for their students. Additionally, "*ing madyo mangun karso*" means that in learning activities, teachers try to raise the students' ideas by providing opportunities for students to create their own learning concepts without any rules of the teacher, so that students more understand about the materials which are learned. Furthermore, "*tutwuri handayani*" means that the teacher is a facilitator of students in developing their ability to achieve expected competencies.

Based on the above theories, a teacher has significant roles in increasing students' motivation to direct, to activate the activities, and to provide assistance and support. Directing means to explain the benefits and objective of the learning provides the opportunity for students to achieve success. Activating the learning activity means that teachers should use the varied presentation that provides lots of an opportunity for students to try and participate such as giving exercises, assignments, homework, quiz, and exam. Providing assistance and support in

learning refers to teacher helps the students who feel difficult to understand the lesson.

### **The Teachers' Strategies to Motivate Students to Learn English**

The roles of the teacher are not only providing and transferring lessons, but also serving to motivate students. Motivating students is one of the activities that must be exist in the learning activities to achieve optimal learning. To acquire optimal learning outcomes, teachers are required to be creative in increasing students' motivation.

Teachers' strategy in motivating students to learn English is the activities carried out by teacher to invite or encourage students to have willingness in improving English learning. There are nine ways that can be implemented by teacher to motivate students such as providing points, providing compliment, providing a reward, making a group work, creating competition atmosphere, providing a punishment, conducting study tours, watching education movies and providing a test (Sardiman, 2006).

#### **Providing Points**

Providing point is one of the strategies that can motivate students. A good point provided by the teacher for the students provides a very strong motivation. Teachers should gives points that can be associated with the values contained in each of knowledge that is taught to the students so that not only cognitive but also skill and affection. Students will be proud when they get a good point for the task that they have been done. It will encourage students to keep or increase the point.

#### **Providing Compliment**

The compliment will make students feel satisfied and happy. Compliment

to students for the things that have been done with good results will motivate students to improve their learning. The compliment that teacher gives to the students such as, good job, how amazing you are, that is awesome, perfect, excellent, etc.

### **Providing Reward**

Reward is one of the factors that can increase students' motivation.

Reward can be a star sticker or stamp and a token. This can be done by the teacher within certain limits, such as provide a gift at the end of the year to students who show good learning outcomes.

### **Making Group Work**

Make the group work in learning activities will make students learn about cooperation in learning and trying to participate by giving ideas or opinions. With the group work will cause feelings to maintain the good name of the group, this is a strong motivation to learn. Group working can be conducted when topic of lesson needs to be discussed.

### **Creating Competition Atmosphere**

Creating an atmosphere of competition in the learning activities will encourage students to be the winner in this competition, for example, makes a quiz in learning activities. Competition between individuals or in groups can improve students' motivation and achievement.

### **Providing Punishment**

Providing punishment by correctly and wisely to students who receive less learning outcomes can be a motivation for students to learn better. Within certain limits, the penalty will encourage students to learn better, but on the other hand

can cause a negative impact because students felt humiliated, which may arise a conflict between students and teachers. Therefore, teachers need to be careful and understand the principles of the punishment.

### **Conducting Study Tours**

This strategy can motivate students to learn. These activities will have a direct and meaningful experience for students. In addition, learning activities are carried out in a new place and the new atmosphere so that learning can be made more enjoyable. The study tours can be conducted each last semester or last year by visiting the museum or tourism objects.

### **Watching Movies**

This strategy can run in a week or a month. Every student likes to watch movies. Invite the students to watch the motivation and education movie will motivate the students. Imagination and the contents of the movie will attract the attention and interest of students in learning. The students will get a new experience that is a meaningful story of the movie.

### **Providing a Test**

Students will be more diligent by having a test. Therefore, giving a test is one of the strategies to motivate students. In this case, the teacher should remind the students that they are going to a test. Students will be more diligent to face the test. The test will increase students' attention to the material given in the class.

Besides those strategies, there are five other strategies that can motivate students to learn English. According Sukmadinata (2007), teachers can make some efforts to motivate students to learn such as, explaining the benefits and objective of the lesson, choosing the subject matter or materials needed by the

students, presenting of lessons fun and interesting, providing assistance in learning and then giving compliment, punishment and reward.

### **Explaining the Benefits and Objectives of the Lesson**

Teacher who explains the objectives and benefits of the study to the students will increase the motivation to learn. By doing so, the students will know what they are going to learn and get during the learning process. So that, the process of learning will successful.

### **Choosing the Subject Matter or Materials Needed by the Students**

Choosing the topics or materials that will be delivered as required by the students will be motivated. Something needed by the students will attract and interest students' motivations that can encourage students to study in earnest.

### **Presenting the Lessons Fun, Interesting and Clearly**

Use the varied, exciting and creative presentation of the material will make the learning process fun and comfortable. Teacher should present materials which provide many opportunities for students to try and participate. Many students are involved in learning to be more stimulating than just listening. Therefore, teachers need to create a variety of student activities in the classroom.

### **Providing Assistance in Learning**

The obligation of teachers in schools is helping students to be better. If students have difficulty or obstacle in learning, the teacher must give the assistance and guidance so that students do not give up.

### **Giving Compliment, Punishment and Reward**

Teachers can give compliment, punishment and reward in certain moments to increase student motivation. For example, the teacher gives compliment and

reward to students who have good learning outcomes at the end of semester and give educate punishment to students who are less successful in learning.

Furthermore, the other strategies that can be conducted by the teacher to motivate students are clarifying the objectives to be achieved, developing students' interest and using a media (Senjaya, 2008). For the first is clarifying the objectives to be achieved. By knowing the learning objectives of the lesson it can make students better understand about the lesson. Students' understanding of the learning objectives can improve their learning motivation. The clearer the objectives to be achieved, the stronger the motivations the students have. Therefore, before starting the learning process the teacher should explain in early about the objectives of learning to be achieved.

Second is developing students' interest. Students will be encouraged to learn when they have an interest in learning. Therefore, developing the students' interest is one of the techniques in developing the motivation to learn. Presenting a lesson in accordance to the student interests will make students interested in understanding the lesson.

The third is using a variety of attractive techniques. Teachers must be able to present the lesson with interestingly and clearly to students. Teacher can present the lesson that submitted with the new technique, with good packaging supported by the facility or media to attract student attention in learning. With an interesting learning, it will raise the curiosity of students in the learning activities so that students will be motivated in learning activities.

From those theories, it can be concluded that there are seventeen strategies a teacher can do to motivate students to learn English such as providing numbers,



providing compliment, providing a reward, making a group work, creating competition atmosphere, providing a punishment, conducting study tours, watching movies and providing a test. Besides, the other strategies are explaining the benefits and objective of the lesson, choosing the subject matter or materials needed by the students, presenting of lessons fun and interesting, providing assistance in learning and clarifying the objective of lesson, developing students' interest and using a media can also be conducted by the teacher to motivate students to learn English.

One of the most important things for the teacher is how the teacher can motivate, develop and direct the students to achieve meaningful learning. By having the motivation, the student will be eager to learn English so that, teacher should be able to maintain and increase student motivation.

#### **Review of Related Research**

Some researchers have done the research in which the title is similar with the present study. To begin with, Hamdu in his article "*Pengaruh Motivasi Belajar Siswa Terhadap Prestasi Belajar IPA di Sekolah Dasar Negeri Tarumanegara Tasikmalaya*". Motivation is one of the several things which determine the successful of the students learning activity. Without motivation, learning process is difficult to achieve the optimum success. In his research, is the learning motivation can influence toward learning achievement of IPA?. Then, the objective of his research is was to describe the level of influence of students' motivation toward learning IPA performance.

To investigate the influence of learning motivation to the students' achievement in learning IPA the researcher used a qualitative method on his

research. The research was conducted as a case study on elementary school fourth grade students of SD Negeri Tarumanegara Tasikmalaya. A total of 26 fourth grade students at SD Negeri Tarumanegara are use as a sample. Data was collected using a questionnaire and an instrument of learning motivation variables and test result as the average students' achievement variable.

Results of the data processed with statistical calculations and the averages correlation performed using SPSS. Results showed that on average of learning motivation is (87.46), it means that fourth grade students learning motivation of SD Negeri Tarumanegara Tasikmalaya has good interpretation. Additionally, the average of students' learning achievement of IPA is (88.46) which means that fourth grade students learning achievement of IPA at SD Negeri Tarumanegara Tasikmalaya also has good interpretation. Based on above average can be conclude that the influence of students learning motivation showed significant high correlation and donate influence of 48.1% on students learning achievement of IPA.

In line with that, Kurniawi said in her article "*Learning Strategy, Personality, and Learning Achievement of The Junior High School Students at SMP Negeri I Waingapu NTT: A Correlational Research*" English learning is not simple and easy. The teachers' role is claimed to contribute a big impact to the students learning achievement, especially in English learning. Therefore, the teacher roles and learning strategy are also considered as the main key to facilitate students' achievement in English learning.

There are four research questions of her research. For the first, is there a relationship between students' learning strategy, personality, and learning

achievement?. The second, is there a relationship between students' learning strategy with their English learning achievement?. The third, is there a relationship between students' personality and their English learning achievement?. And the fourth, what do the students of Waingapu State School I lived- experience of learning strategy, personality, and learning achievement?.

Additionally, there are four objectives of her research. For the first objectives of her research were to find out the relationship between students' learning strategy, personality, and learning achievement. Second is to find out the relationship between students' learning strategy with their English learning achievement. The third is to find out the relationship between students' personality and their English learning achievement. The fourth, to explore and interpret students' lived-experience of learning strategy and personality to their learning achievement. Kurniawi used a mixed-method approach between quantitative and qualitative data that investigate the relationship between students' learning strategy and personality to learning achievement of students eight grade SMP Negeri I Waingapu NTT. The sample of her research consists of 30 participants of the eight grade students.

Kurniawi used Multiple Regression Analysis to answer her research questions. It can be reported that there is no correlation between those variables with learning achievement. The quantitative data represented the primary data on her research and because the results showed that there is no relationship of learning strategy and personality to learning achievement, the researcher conducted a qualitative data in depth exploration and interpretation to support the quantitative findings. It can be found that learning strategy and personality is not

the major factor that influenced English learning achievement. To rich a success in English learning needs a strong motivation and the roles of teacher to motivate the students.

## Conceptual Framework

Figure 2.1: Conceptual Framework of Teachers Strategies to Motivate Students to Learn English

