

Chapter Two

Literature Review

In the last few years, education in Indonesia was still developing in many aspects to increase the quality of the students. Government concerned in developing the quality of the teacher also the curriculum that change in every year. However, education in this era has improved to a more modern style of learning. It will continue to improve in the years to come and all participants should be able to be involved in this situation. Teachers should develop the skill and ability for teaching, not only for the knowledge of learning but also the material or the tools of learning that are developing. Parent also have a role to motivate and facilitate their children to be able compete with another student.

Education

Many people and experts are defining about education. The meaning of 'education' here depends on the expert's view. Although education has a different view in meaning, but there is a similarity in formulating an educational sense. Etymologically, education is derived from the Greek. 'Paedagogik', *pais* means child, *gogos* means guiding or guidance and *iek* means science. So, education is the study of how to provide guidance to children. (Madyo, 1990).

Education is a very important thing in life. Education cannot be separated from life, both in family life or in the life of the nation and the state. The development of a nation depends on the development of education in country.

Education is more than a teaching process, in fact education is a process a country goes through to build and develop a self-awareness among individuals. With the awareness, a nation or country can transmit the culture and forwarding it to the next generation. So that was the inspiration for their every aspect of life. (Azyumardi, 1999)

Enskilopedia Pendidikan defines education as an attempt to facilitate the people as a whole person to actualize and develop their potential to reach the level of growth and development through learning. (Munandir, 2001). Ramayulis (2002) argues in his book *Ilmu Pendidikan Islam*, that education is the effort of adults in association to the children to lead a development towards physical and spiritual maturity. Meanwhile, Purwanto (1996), believes that education is leadership that is given intentionally by adults to the children to develop (physical and spiritual) to be useful for themselves and for society. Therefore, if we want to advance the skills of a student, give the man an opportunity to study in school. Moreover, give a passion for them so that they are motivated to want study hard.

There are several parts for student to keep studying in school. One of the examples is about motivation. Student needs motivation to keep their struggle while learning English. As we know, there are several factors that can motivate students, such as environment, teacher, friend, parent, etc. Parents is a significant factor for students to reach motivation because students first start to study in their family environment. It could be better if the parent has a strategy to make their children keep

studying, not only at home but also at school. Parents should create a strong relationship with their children by creating trust. (Kirby and McDonald, 2009).

Usually, children do not want to ask their parent when they cannot do their assignment because they feel unconfident to ask it. Parent also do not care about their children development in school because they seldom ask their children about their school. By doing some activities together, parents can make some conversation about the development of their children at school. Do not make children afraid or shy when they are answering the question from the parent. The parent should smoothly give a question and children will be comfortable answering it.

Motivation

According to Brown (2007), motivation is an important part that establish the success or failure in almost all works and learning. Actually, student or children need motivation to keep their struggle in learning. Motivation is like a gasoline for the motorcycle as an example. If there is no gasoline in the motorcycle, the motorcycle will not work. Same with students, if the student does not have any motivation for learning, they never get anything in their learning. Motivation comes from the word 'motive'. Motive itself is defined as the behavior or attitude of some goals or stimulation (Purwanto, 1998). According to Nasution (1995), motive is all of the effort that encourages someone to do something. So, motive is the strength of people to encourage themselves to do something.

On the other hand, Sardiman (2005) said that motivation is defined as an effort that encourages someone to do something. Motivation can also be regarded as the driving force from within and in the subject to perform certain activities in order to achieve a goal. Sardiman also said that motivation has a relation with interest. Interest is defined as a condition that occurs when one looks at the characteristic when the situation connected with desires or needs alone. It means that what the people see in something would certainly improve their interest in what is seen as far as it.

According to McDonald as cited in Sardiman (2005), motivation is a changing of energy from a person that is identified by the appearance of feeling and starting by response of the goal or purpose. Motivation was the beginning of energy changing that happened in almost all people. It means that every people have experienced this situation. In the inside of people, there is a “neurophysiological” system that relate with the development of motivation. The appearance of motivation has a relation with the activities of physics in every people. McDonald also argues that motivation can be detected through the feeling and affection of the people. Motivation has a relation with several problems of the soul, affection and the emotion which show the behavior of the people. We have to know that motivation appears from the inside of a human, but we also should know that the appearance is caused by the stimulating of the others factor, that is goal or purpose.

Motivation is actually not a neutral strength towards the influence of another factor such as past experiences, level of intelligence, physical ability, situation of environment and dreams and so on (Handoko, 1992). According to Fernald and Fernald as cited by FastiRola (2006) in Widiastuti (2007), there are four factors that influence the achievement of motivation for a person. The first factor is about the family and cultural influences. The freedom that is given by parents to their children, parent's job, and the number of children in the family, is becoming a major influence in the development of motivation. Sometimes we need several cultural products that can develop the spirit of the people such as folklore which has themes of achievement.

The next factor is about the role of self concept. For example, a person who believes that he can do the last exam in his school, automatically he will be motivated to finish the exam with the right answers. That is called the self-concept. Moreover, there is a tendency of fear of success that is happening among women, because they think that they will be rejected by the society when they gain success. Perhaps it only happens to several women, and every environment has its influence towards sex role. The recognition of the achievement of individual person will motivate them to work hard, because they feel that people around them will appreciate them.

The Function of Motivation

Besides the factors that influence motivation, the function of motivation is also important for us to know. Motivation has a function especially in the educational

environment. Sardiman (2005) said that there are three functions of motivation. The first function is that motivation can encourage people to do something. As an example, imagine that motivation as a driver or machine that expends the energy. However, for this case we can imagine motivation as a machine from all of the activities that would work. Besides, motivation can bring us to go to the purpose that we want to achieve. It means that motivation will show us about the directions and activities that relates with our purpose in the beginning. After we reach the direction, motivation will be selecting some activities and directions before. It is used for determining the right actions for us to follow to achieve the purpose. For example, a student who will have an examination at school tomorrow will not use their time tonight just for doing something not important and will instead prefer to study hard to prepare for the exam.

In addition, there are also other functions of motivation. Motivation can serve as a supporting effort and achievement. Someone is doing an effort because of the motivation itself. Good motivation in learning will show a good result. In other words, by having a good effort and mainly based on the motivation, someone who learned it will be able to reach a good achievement. The intensity of a student's motivation will determine the student's level of learning achievement.

Types of Motivation: External and Internal

There are a lot of types of motivation that we should know. The first type is introduced by Gardner and Lambert (1972); there are two types of motivation:

Integrative and Instrumental. Integrative is about the intention and instrumental is talking about the implementation. Those types of motivation have each a function for controlling the process of learning for the student.

Moreover, according to Ryan and Deci (2000), they divide the motivation into two kinds: intrinsic and extrinsic. They called their theory by Self-Determination. It means that the power of the motivation which is happening in the student is usually coming from themselves (intrinsic) and the other factors from outside (extrinsic). Intrinsic motivation is related with the internal awareness and assimilation between new knowledge and old knowledge. It is also the necessary part for the student to keep their determination up when they are learning. Children will get a lot of benefits from their parent's involvement, especially the extrinsic motivation and another factor, but the important part is the context and manner on how the motivation is given or received, because if a child believes she/he can do well, it shows us the importance of the role of parents (Pintrich 2004).

In extrinsic motivation, we found student who want to get a good grade in the class. It helped the student to stimulate their motivation for studying. Everything that people want to achieve, such as awards, scholarship, trophy and other achievements, is considered as the extrinsic motivation because they get motivation from outside of themselves. People who want to do something because they enjoy this activity, motivation comes from internal. So, if students complete the task in school without any internal interest, motivation comes from extrinsic factors.

Parental Education

Moreover, as an example from explanation above, now the researcher will discuss about the next part related with the discussion before. One of the characteristics that can influence the number of parental involvement in academics is the parental education level. Even parents' education level can influence the willingness and ability for parents to become involved. There are many studies that have shown that parental education plays a significant role in the amount of parental involvement. Unfortunately, most of the research is only intended for high school students (Bogenschneider, 1997).

There are many topics that discuss about the impact of parental education that may provide a good comprehension in the examination and reflection. Psychologists have studied about the importance of parental education level and its relation to a student's success in academics (Bakker, Denessen, and Brus-Laeven, 2007). Some studies explained that the education level of parents and parental involvement has impacts on an individual's academic success (Tavani and Losh, 2003).

The level of parental involvement impacts on a student's academic success can vary. Some studies proved that parents who have a lower education level are less involved, and the effects of this case are smaller and more negative than parents with high level education (Bogenschneider, 1997). Parents with a lower education level may not feel capable and unconfident with their ability to play a role in the children's academic process, because they think that they do not understand about the material

and may feel uncomfortable with the level of their skill (Hill, 2002). Besides that, families with lower financial economy usually has a lower parent's education levels. The effect is that this family has limited resources to help their children in the academic progress. These parents may not have the same opportunities to facilitate their child, such as tutors or computers (Blair, 1999). However, there are some ways that parents may become involved in their child's academics so that even parents with fewer resources can participate in their children's academic progress (Bakker, 2007).

In contrast, while resources can limit parents' ability to become involved, that should not mean that their desire to do so is also limited; research has found that although parents with scarcer resources may be less active in school activities, they can still be entirely aware and supportive of their children's academic progress (Grolnick, Friendly, and Bellas, 2009). There is a study that shows that parents with lower education that are involved in their children's academic progress wish that their child could achieve the social mobility that they could not previously achieve (Hill, 2002). Most findings on the issue describe that the influences of parental involvement are primarily indirect. One example is that a greater parental involvement leads to less behavioral problems that may cause an interference in learning. Another indirect influence is the parents being a role model for what the individual should strive to achieve (Hill, 2002).

In addition, parents with a higher education level pass on certain expectations about the importance of education to their child. The way a child is raised differs

based on the parents' education level as well because of the values the parents stress and the activities the parents create for the child and participate in. Parents with higher education are more academically involved and place greater emphasis on academia (Tavani and Losh, 2003). However, according to Bettelheim (1987) if parents have a positive relation in their children's everyday lives, and most importantly in their everyday education, the future of our society will be brighter and brighter everyday even though the parents do not have a good background of education. Parents' beliefs and expectations also appear to strongly influence children's motivation. For example, parents who hold high expectations for their children's learning believe in their children's competence, expose them to new experiences, and encourage curiosity, persistence, and problem-solving can help their children develop an intrinsic motivation to learn. By contrast, parents who controlled using rewards and punishments for academic performance, or display negativity or anger about academics can discourage children from developing intrinsic motivation (Gottfried, Fleming, & Gottfried, 1994).

Likewise, when parents support autonomy, children are more likely to be intrinsically motivated and engaged in school and have a better ability to self-regulate at school (in other words, to take control of their own behavior and learning). Controlling parents are more likely to encourage extrinsic, rather than intrinsic, motivation in their children. Some parental actions, such as praising children's intelligence rather than their effort and mastery of knowledge and skills, can send a

message that intelligence is a fixed characteristic or it becomes a belief that can lead children to avoid challenges or fear failure (Dweck, 2010). Although the parents do not come from a good background of education, they still have a role to involve in their children's education by giving the right motivation in the right time with the right words.

The researcher will give several theses which are related with the research of this thesis. According to Wulandari (2014), there is a relation between parent's educational levels with learning achievement. It is proved in her thesis. The purposes of the research are to identify the learning achievement of the students, the educational level of parents, and the relation between educational level of parents and learning achievement of students. In the end of the research, there is a relation between the educational levels of parents with learning achievement. Although the learning achievement of students in that school is in medium level, and the level of parent's education is Senior High School in average, the result showed that there is a relation between parent's educational levels and learning achievement.

Besides the research above, there is another research related with learning achievement and educational level of parents. According to Rini (2012) proved that there is a positive relation and a significant influence between parent's educational levels and the motivation of students to continue their study in the university. In this research, the researcher also concludes that there is a positive relation between students' learning achievement with motivation of students to continue their study to

college. There is also a positive relation and significant influence between parent's educational level and student's learning achievement at the same time with the motivation of students to continue the study in the university. After we look at the all of conclusions above, we can say that there is a relation between parent's educational levels and student's learning achievement with the motivation to continue the study to university. So, the "motivation" here has been influenced by the parent's educational level and student's learning achievement.

Furthermore, for connecting the relation between learning motivation and student's learning achievement, the researcher try to prove this problem by showing the last thesis from other researchers. Setyowati (2007) concludes that in fact, learning motivation influences towards learning achievement. Before she gave the conclusion, she made the purpose of her research. She want to know whether there is an influence of learning motivation towards learning achievement of students in the class. And the result of her research method shows that there is an influence of learning motivation towards learning achievement by giving a questionnaire to the correspondent.

Moreover, we can conclude that parent's education level has an influence to the learning achievement, and the learning achievement also has been influenced by the learning motivation. If we draw a straight line for this case, the parent's educational level has a relation to the learning achievement, and then students can reach the learning achievement because of their motivation to reach the achievement

itself. So, if parent's educational background or level has a relation with student's learning achievement, the parent's educational background also has a relation with student's learning motivation. Students who want to reach the achievement itself need motivation. So, there is a connection between both of them.

In the conclusion, motivation is the power inside of the soul in every people who has it and even begins from child, to get something what they want to get. However, to achieve motivation, we need some ways or reason why the motivation should be needed. For example, when the student has a wish to win speech contest, it proved that student succeed to achieve a reason and motivation came out. There is also a motivation which comes from outside of the individual. Environment, friends, and parents are also a part of motivation for a children or student. In the family, a parent is as a role for the children. It means that parent has a policy for how to teach and educate the children especially at home. Parent should be understood about how to teach and educate their children. That is why the experiences and the level of education from parents should be considered. If the parent care about their education first, before they start to teach their children, it will probably influence the result of their children in school environment.

Theoretical Framework

This framework is based on the events or issues around us. There are several students that said that they can motivate themselves to study, not because their parents has a high level educational background. They can even motivate themselves

when their parents were not able to finish their study. That is one of the reasons why the student is enthusiastic to study seriously in university. However, several students also argue that they are enthusiastic because their parents have a high level education background; it means that their parents were motivating them to study until a high level. The purpose of this research is to find a correlation between parent's educational background and a student's motivation in learning for students of English Education Department in Muhammadiyah University of Yogyakarta. The purpose can be achieved by connecting the parent's educational background with student's motivation in learning; whether student's motivation has a correlation with the high or low level of parent's educational background.

Hypothesis

Based on the discussion above, the researcher has a hypothesis that this research proved a correlation between parent's educational background and student's motivation in learning. The correlation between both of them was straight correlation, so student's motivation high if the parent's educational background also in high level.

H_1 = There is a significant correlation between parent's educational background and student's learning motivation.