

## Chapter Two

### Literature Review

This chapter gives the review of some theories and previous research to support the researcher's opinion. Literature review consists of the studies about students' motivation and the students' learning achievement.

#### Motivations

The independent variable of the study is motivation which is classified into two components (instrumental motivation and integrative motivation) based on Gardner and Lambert's (1972) theory. The motivated individual effort is persistent and attentive to the task at hand, has goals, desires and aspiration, enjoy the activity, experiences reinforcement from success and disappointment from failure (Gardner and Margoret, 2003). The statements show that the motivation in a person will make their goals become more structured. The students will find out why they are successful or fail in learning English.

**The definition of motivation.** Pintrich (2003) argues that the term motivation comes from the Latin *Verba* (to move), which means "driving force of person" (p. 669). The term means that the motivation is the driving force in a person to do certain things to achieve goals or self-satisfaction. The motivation of each individual will move a person to make efforts to realize a desire.

Learning motivation occurs when an individual pursues a higher level of development after basic needs are satisfied (Lee, 2010). In other hand, motivation is an effort of the students to achieve the desired learning targets with the corresponding results of each individual prediction. It means that every individual

has a different motivation, ability, and purpose to achieve their goals particularly, in learning English as a foreign language in Indonesia.

**Types of motivation.** Motivation is classified into four types: instrumental, integrative, resultative, and intrinsic motivation (Ellis, 1997).

***Instrumental Motivation.*** Ellis (1997) stated that learners may make efforts to learn an L2 for some functional reasons – to pass an examination, to get a better job, or to get a place at a university. It means, language learners who have instrumental motivation are motivated to learn English for academic and economic interests. Instrumental motivation refers to learner's desire to acquire a new language for utilitarian reasons and to reflect the practical value and advantages of learning a target language (Gardner & Lambert, 1959). In other words, instrumental motivation is self-motivation that grows in language learners for specific purposes such as for economic interest, career, and academic interest. In addition, this component is important to motivate oneself to learn a foreign language because of this motivation comes from within a person learn. The desire from within oneself is to change the economic situation and for academic interest.

***Integrative Motivation.*** Integrative motivation refers to a learner's desire to learn more about culture community of the target language or to assimilate in the target community (Garner & Lambert, 1959). Ellis (1997) found that some learners may choose to learn a particular L2 because they are interested in the people and culture represented by the target language. For example, students learn a language because they want to understand social life, art and culture of people who use the language. Hadavi (2014) also argues that integrative motivation is

characterized by the learner's positive attitude towards the target language group and the desire to integrate into the target language community. This behavior reflects that integrative motivation of a student is able to demonstrate students' language skills among the communities. It is very influential in the spirit of the students to learn a foreign language as the target language. The researcher concludes the statement above that this component is also important to know because language learners who have integrative motivation will show more curiosity about foreign language.

***Resultative Motivation.*** Ellis (1997) asserts that motivation is the cause of L2 achievement. Based on the statement above, motivation can influence the students' achievement in learning English as a foreign language. Ellis (1997) states that resultative motivation is considered the result of learning when learners who experience success in learning may become more or in some contexts less motivated to learn. It means students with high motivation can get the good result of the study, and students with less motivated can get the low result in learning English.

***Intrinsic Motivation.*** Ellis (1997) stated that motivation involves the arousal and maintenance of curiosity as a result of such factors as learners' particular interests and the extent to which they feel personally involved in learning activity. Intrinsic motivation is about an action that is done for its own sake to experience satisfaction (Dornyei, 2001). This motivation is an individual force of person to do something from themselves.

**Motivation in learning English.** A large number of studies have investigated the relationship between motivation and English as a foreign language. Gardner (1985) defined second language motivation as the combination of effort plus desire to achieve the goal of learning the language. It means that the motivation has a very important role in learning English. In addition, students need motivation as driving them to achieve what their goals for learning English.

According to Gardner and Lambert (1972), there are two kinds of motivation: integrative motivation, referring to a holistic learning approach toward the speech and culture of the target language group, and instrumental motivation, referring to language learning for more immediate or practical goals. Despite that fact that both types of motivation are vital factors to success in learning a second or foreign language, much debate among researchers has been focused on which kind of motivation is more significant for L2 learners (Dornyei, 2001). Integrative motivation was viewed as superior to instrumental motivation for predicting the success of L2 learning (Gass and Selinker, 2001).

The conclusion of the statements above is the researcher chooses two component motivation because Gardner's theory found that instrumental and integrative is the category of the most influential motivation towards learning English. This is why he claim that instrumental and integrative is important component of motivation in learning English.

### **Students' Learning Achievement**

The dependent variable of the study is learning achievement of students at the English Education Department of Universitas Muhammadiyah Yogyakarta. The students' learning achievement will represent the high and low achievement in learning English as a foreign language.

**Definition of learning achievement.** Learning achievement is about how successful the learner can master the materials of the learning object. Hsiang (2013) stated that learning achievement is the result of students' learning to see how far their abilities during the process of teaching and learning in their study. Students' learning achievement is a result of students during the learning process of students to get the target language in university level. In addition, students' learning achievement is how far the students learn a foreign language to achieve the personal target to get great or mark achieved. Choosri (2011) says that the result of study may also provide useful guidelines for teachers concerned with developing English language motivation. Learning achievement in this study is divided into two levels, i.e. there are students with high achievement and low achievement.

McMillian (2010) found that when students focus on improvement and progress, they are more likely to adopt the mastery goals and develop high self-efficacy and expectations for success. Students with high motivation improve their language skills more to get their target of learning. Usually, students who have high level of motivation to learn will obtain the maximum result in their

learning. This happens because the students are motivated to achieve the goals of each individual to learn a language.

Marsh (2008) argues that students with low achievement motivation have feelings of inadequacy and are not willing to stick at a task until it is completed satisfactorily. Students with low achievement levels have problems on the motivation of each individual. In addition, these motivational effects on students' achievement that are found students with low achievement motivation levels do not provide maximum ability in their learning.

**The measurement of students' learning achievement.** Winkel (1996) found that learning achievement is a proof of success in the process of learning that is measured by a grade or mark that is achieved. In addition, based on academic book of English Department of Universitas Muhammadiyah Yogyakarta, the institution assesses students' achievement by grade point average (GPA). Although GPA is not a perfect measurement of a student's achievement and learning, it is the most widely used measure (Pascarella & Terenzini, 2005).

While, Chatriand (2012) stated that grade point average is useful because it provides a quantitative summary of each semester for a student as well as an overall calculation of the student's performance in all of her or his classes. Thus, Grade point Average is the average grade attained by dividing the total of quality points earned by the total of quality hours for courses (Robert, 2003). On the other hand, students' learning achievement is grade of students to know how far their success or failure and the effort of students in learning language to master the

target language. For these reasons, GPA was used as a measurement for student achievement for this research.

**The factors affecting students' achievement.** Marsh (2008) stated that students' motivation is various and complex and is interrelated with many other factors such as anxiety, need for achievement, need to be accepted, and curiosity. For example, Anxiety of students on their achievement, learning English to get good result, need to be accepted in university, and curiosity of students to learn a language as a foreign language.

According to Yu-mei (2009), motivation is one of several important factors that may influence students' English achievement. Learners' motivation has been widely accepted as a key factor which influences the rate and success of second/foreign language (Ellis, 1994; Mcdonough, 1983). The researcher concluded the statements above that motivation has a very important role in determining the success of the students in learning English.

### **Relationship between motivation in learning English toward student's learning achievement**

This research focused on relationship between students' motivation towards students' learning achievement at the English Education Department of Universitas Muhammadiyah Yogyakarta. The foundation of this research is based on Gardner and Lambert's theory about language learners. Tenaw (2013) mentioned that there are many psychological factors that influence learning achievement, such as attitude, motivation, aptitude, and self-efficiency. Choosri (2011) concludes that motivation has positive relationship with students' English

learning achievement. This research gives the significant study for the researcher and teacher to improve students' achievement and develop students' motivation. Hsiang (2013) mentioned that learning achievement or EFL are affected by learning motivation. The research discusses about learning motivation is a result of reinforcement and enabling students to obtain achievement is the key to improving students learning achievement in learning process.

### **Review of Related Research**

The researcher found two journals that reveal the relationship between motivation and students learning achievement. These journals are related to this research to support this study based on Gardner and Lambert. The first journal is entitled "Relationship between Motivation and Students' English Learning Achievement: A study of the second-year vocational certificate level Hatyai Technical College Students" by Chalernporn Choosri & Usa Intharaksa in 2011. In this journal, there is more impact of motivation towards students' learning achievement. This research classified the motivation of students into two parts: instrumental motivation and integrative motivation. The results of this research show the positive relationship between motivation and learning achievement.

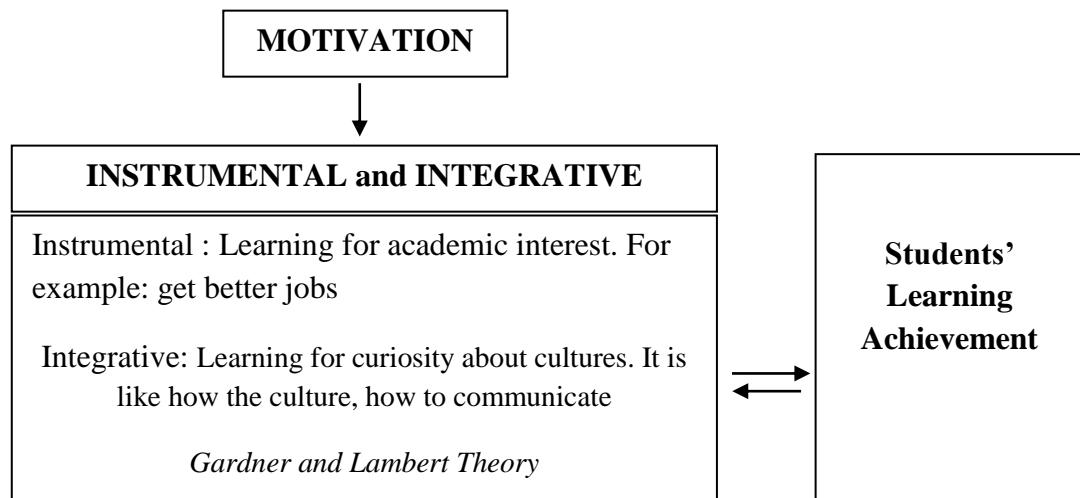
The second journal is entitled "The Relationship of Learning Motivation and Achievement in EFL: Gender as an intermediated variable", by Hsiang-Yung Feng, Jin-Jun Fan & Hui-Zhen Yang in 2013. The researcher shows that a result of learner motivation is a key factor in learning English as a foreign language. The result shows that learning achievements of EFL are affected by learning



motivation and previous learning experiences and there are some differences on gender for students' learning motivations.

### Conceptual Framework

**Figure 1.1** *Relationship between motivation in learning English towards students' learning achievement*



Based on the conceptual framework above, students' motivation is one of factors that can influence the students' achievement in learning English. The motivation includes instrumental motivation and integrative motivation. Each motivation has different goals in language learning. Students who have instrumental motivation have goals to learn language for academic interest, to get better jobs. Students who have integrative motivation have goals in learning language to know how the culture and how to communicate with people using that language. Instrumental and integrative motivations have different goals, but in university levels, there is mark or result of students learning. From this concept, we know that the component motivation has either high achievement or low achievement in learning process.

**Hypothesis of the Research**

**Alternative hypothesis (H<sub>1</sub>):** There is a significant relationship between motivation in Learning English towards students' learning achievement at the English Education Department of Universitas Muhammadiyah Yogyakarta

**Null hypothesis (H<sub>0</sub>):** There is no significant relationship between motivation in Learning English towards students' learning achievement at the English Education Department of Universitas Muhammadiyah Yogyakarta.