

## **Chapter Two**

### **Literature Review**

In this second chapter, the researcher will explain about students' motivation in learning English, factors influencing motivation, factors influencing the development of students' motivation, the importance of motivation in second language learning, review of related study, and conceptual framework. The explanation will be supported by some theories.

#### **Students' Motivation in Learning English**

Every student has different goal in learning English in school, but there is one thing similar, it is motivation (Brown, 1994). The researcher believes that almost all students in MMY have motivation in learning English. Ellis (1997) argued that motivation is the essential thing in getting knowledge, including in learning English. There are many researchers who conducted research about motivation and got the evidence that motivation is the crucial factor in learning language. Brown (1994) stated that motivation is the key to understand English as the second or foreign language.

Ellis (1997) also stated that motivation is like a machine which encourages students to be serious in learning and reaching their goals. In Indonesia, English is used as a foreign language. Although, learning English at the first time is difficult, it will be easier if the learners have strong motivation (Brown 1994). By having motivation, they will look for the best way to understand the language learned. Additionally, the students will also overcome their problems more easily in

learning English. The problem might include grammar, pronunciation, and also vocabulary.

Motivation is a power of the student to learn knowledge until she or he masters it well (Dornyei and Ushioda 2011). Motivation will determine the next step or the strategy that they have to do. They will make a planning to reach their goal, and also the way to realize it. By having motivation, the students can be motivated in learning English. Although there are many obstacles in learning this language, they will be able to face it. Motivation is a reason of a student in learning something (Brown, 2000). It can be from their own willingness or from the other.

In learning English, students know what they will do if they have motivation. When they have a goal in learning English they become serious in studying it to reach their aim. Brown (2000) also said that when a learner has a clear motivation, it can guide them to find the way in learning knowledge. Moreover, Ellis (1997) argued that the students will have the responsibility toward themselves or their parents who have trusted them in learning English. If they have motivation, they do not want to make their parents disappointed.

By understanding English well, they can get a better future. Besides, they get the benefit for themselves; they also can share it to other people. For example, if they choose to become a teacher, they will teach their students to understand this language. It means that when they are sharing their skill, the advantages can be acquired by their students.

According to Brown (2000) by mastering English somebody will receive a lot of benefits because there are many jobs which need this language such as teacher, translator, interpreter, and still many more. In this century, most of the big companies or education institutions apply the rule for the registrants' to be able this language.

By having motivation, the learner will be motivated in learning because she or he has a clear goal to be reached (Maslow, 1970). On the other hand, if they lack of motivation or even have no motivation, it will hamper them in getting successful in learning English. Harmer (1991) stated that motivation is like a machine which encourages someone to do something. Every individual or student has different perspective toward the definition of motivation. Spolsky (1989) divided motivation into two kinds:

**Instrumental Motivation.** This type of motivation in learning English is owned by the students who learn English because they want to get something or specific goal in his or her future (Spolsky, 1989). For example, students learn English because they want to get a good job after they graduate. Another example is mastering English as the requirement to get a scholarship to study abroad. They are pushed themselves in learning English to reach their aims. This kind of motivation is called instrumental motivation as by learning this language and master it well the students use it as the instrument to fulfill their expectation.

**Integrative Motivation.** According to Spolsky (1989) integrative motivation refers to students' willingness in learning English because they want to be regarded into certain community who speak English. The same opinion comes from Saville-Troike (2006) who stated that students learn English as the target language in order to understand and get to know the people who speak English. In the real life or in learning activities, they can mix it with their mother language.

Moreover, Gardner and Margoret (2003, p.126) argued that integrative motivation refers to identify at least in part with another language community. The similar argument comes from Ellis (1997) who explained that learners study the target language in order to fulfill the desire to mix up in the society or people and culture of the target language. For instance, a student who wants to study abroad where most of the people speak in English should master English in order to be easier to communicate with the people over there. When the learners join certain communities that use English as the main language, they should prepare and study the language. The integrative motivation encourages the students to master their language target. Dornyei (2002) divided motivation into intrinsic motivation and extrinsic motivation.

**Intrinsic motivation.** Intrinsic motivation comes from internal factor of the student. The students choose to learn the language because of their own interest (Dornyei, 2002). He adds that the learners who have this motivation have high willingness to understand English. They feel fun and curios to know more about English. Besides, the students get satisfaction in learning this language because they are brave to follow their intuition to learn something. This can help them to

overcome the difficulties in learning English. So, they will be easier to master it well.

Deci and Ryan (1985) also argued that intrinsic motivation comes from the learners who have the desire or self motivation. There is no reward or punishment in their action toward their learning. There is no demand from anybody in their decision. The students are ready to receive the possibilities towards all the consequence in learning activity. They will never blame the other if something wrong happens in their learning. The learners will try to look for the best way to solve their problems. They know that when they had started to do something, they have to finish it well.

**Extrinsic Motivation.** This motivation comes from external factors of the learners. There are several factors that make them want to study this language such as family, environment, or encouragement from their friends (Dornyei, 2002). It is opposite from intrinsic motivation because the students learn not from their willingness. It is because of the suggestion or pressure from others. Usually, when they get the difficulties, they will blame the others to be responsible for the result. They will also feel guilty towards their false or their failure in learning English. In general, students learn English because they want to receive the reward from their teacher or from their parents (Dornyei, 2002). A student will try to learn English as best as they can because she or he wants to get the reward. They do not learn from their own intention. If there is no a gift or present in learning activities, they will lack of motivation. They learn just because getting something from other.

Furthermore, Dornyei (2002) also added that students learn English because they want to avoid punishment. The students learn English because of feeling afraid of their teacher or their parents. When they get bad score, they feel that their teacher or their parents will be angry to them or give them the punishment. So, they try to learn as good as they can to avoid it. In this case, learning under pressure is not good for the students' mental. To get the best achievement and satisfaction in learning process, students should learn in effective situation and condition. They should learn from their inner factors than outside elements. The same argument comes from Brown (2000) who said that by having curiosity and strong desire; the students will be motivated in learning English.

Deci (1975) viewed 3 conditions necessary for learning second or foreign language. The first is the need of motivated students to learn target language. The second is native speakers support to learn foreign language, and the third is contact between native speaker of target language and learners.

### **Factors Influencing Motivation**

Discussing motivation cannot be separated from the internal and external factor of the learner. Giles and Coupland (1991) explained that student beliefs have strong influence toward their successful learning English as the second language. A belief is the basic factor that will guide the student in making the decision or action in learning activities.

### **Factors Influencing the Development of Student Motivation**

According to Brophy (1987) and Stipek (1988) cited in Hashwani (2008) there are several factors influence the development of students' motivation can be outlined as home environment, school-related success and failure, teachers, beliefs about teaching and learning, school wide goals, policies and procedure, and classroom climates

The similar opinion comes from Gardner (1982) who reflected 4 basic features of second or foreign language learning. They are social and cultural environment, learners' individual differences, the setting in which learning takes place, and linguistics outcome. In the light of this model, it can be seen that motivation works on 3 levels. The levels cover efforts that refer to the drive of learner, desire that refers to the want of the learners, and affect that refers to learner's emotional reaction.

On the contrary, Brophy (1987) also mentioned the factors that cause of poor motivation among students in learning English. They are lack of interest in learning, poor academic aptitude, dissatisfaction of basic needs, psychological strain, and parental expectation.

### **The importance of motivation in second language learning (SLL)**

Spolsky (1989) stated that the success or failure of students in learning English depend on their motivation. It has the essential rule in learning process. Students who have low motivation will lack of attention, misbehave, and difficult to run the discipline. In other hand, learners who have high motivation will pay

attention more, be good in attitude and behavior, and also discipline in learning activity. They are also more active, comfortable and feel confident in appreciating their skill in the classroom or outside. Therefore, having motivation is really necessary for all the learners who want to be successful in studying English.

### **Review of Related Study**

To support this research, the researcher provides two similar researches relating to the students' motivation in learning English. The first research was conducted by Johansson (2010). The study investigated about what influenced students' motivation for learning English grammar. In gathering the data, the researcher used the questionnaire that was given to 54 students of two classes at a Swedish upper secondary school. The revealed that generally students were positive towards grammar and thought that teacher-students relationship was important in learning grammar. By having motivation and positive attitude in learning English, they hope to be easier in getting a good score.

The second review conducted by Hashwani (2008) Journal of Research and Reflection in Education. This research explains about motivational factors and experiences have the potential to influence students' attitude and anxiety levels towards English language learning. The study was done to investigate the gender perspective students' attitudes, motivation, and anxiety toward the learning English as a second language in the multilingual context of Karachi, Pakistan.

The researcher used the questionnaire as a tool in collecting the data. The participants were chosen from grade 8th students in a private secondary school.



There are 77 students that consist of 40 males and 37 females. The result of the research showed that students had high motivation in learning English activities. The other finding showed that most of the female students were more motivated and have more positive attitude in learning English compared to male students.

From both of the related studies, the researcher got references about motivation in learning English, so, this research can be supported by the researcher that done the same study before. Besides, the researcher got the point of view and knowledge about students' motivation.

### **Conceptual Framework**

Conceptual framework explains the related theories that are summarized and wanted to reveal students' motivation in learning English at MMY.

There are four kinds of motivation in learning English. The first is instrumental motivation. Instrumental motivation is owned by students for certain goal or to get something. For example, the student has a goal to get a scholarship abroad. The second is integrative motivation. This motivation is defined as learning language because the learners want to identify themselves integrated into the society of the target language.

The third is intrinsic motivation. It comes from the students' desire without any force from other factors. Students have strong willingness and curiosity toward English. They learn because they want. They want to get the experience in learning process until they understand about the meaning of learning itself. The fourth is extrinsic motivation. Students learning English

because getting support and influence from external elements like their parents, their teacher, or their friends. They want to get the reward or want to avoid the punishment in learning English. The conceptual framework is presented in the following figure:

Figure 2.1. Student motivation in learning English

