

CHAPTER II

LITERATURE REVIEW

This chapter deals with discussion related literature. Theories that discussed are motivation, type of motivation, motivation framework, process models of L2 motivation, indicators of motivation and previous study.

2.1 Motivation

Motivation is considered as important factor in language learning. It determines success and failure in learning English. One of most popular idea of motivation is combination of effort and desire in achieving goal of learning language and the favorable attitudes toward it (Gardner; 1985). There are three components include in motivation: (1) effort expended to reach the goal; (2) desire in achieving the goal; (3) favorable attitude towards learning language. Other definition determines motivation as a force that energizes, sustains, and directs behavior toward a goal” (Paul & Kauchak. 2005). Other researchers also deal that motivation is closely related to goal of learning English. Wen (1996) states that simply, motivation is reasons and goals of learning English whether Zhaoxiong and Mei (1999) think that overall, motivation is the learner’s goal or orientation. Based on above review, motivation is reason or goal of learners in studying, after they set up a goal in learning on that time learners will be motivated. Motivation as expectation of success or goal orientation has become one member of motivation definition group. Somehow goals that are set up by learners are related to need; goal can be appeared by need. Learner’s behavior is a

reflection of motivation and need also influences learner behavior. Behaviors are the individual's responses to his needs (Brophy. 1998). Need of achievement also include in this theory. Past success in a certain situation can lead the individual to attempt similar display behaviors in a similar context in future. On the other hand, failure can cause feeling fear and fail to attain success (Oxford and Shearin. 1994). Since they feel needed to attempt on success, a behavioral action will be appear to achieve success and despite failure.

Other theory that describes definition of motivation will be attribution theory; experience in learning language will affect students' motivation in learning. Concrete evidence is learner who unwilling to take turn in learning activities, it might be related to past experience in learning foreign language such as experience of failure in the past. This can be degraded students' motivation in learning process since student experience can influence their behavior in learning process, attribution related to motivation. Past success in a certain situation may lead the individual to attempt or display similar behaviors in the future in a similar context. However, failure may cause the individual to feel fear and fail to attain success (Oxford and Shearin. 1994). Dörnyei (2001) asserts that less study conduct on attribution.

In the end of the discussion, it is understandable that motivation has close relation to individual behavior since degree of motivation reflected trough individual behavior.

2.2 Type of Motivation

This part describes types of motivation. There are four types of motivation which are discussed, they are: intrinsic, extrinsic, instrumental and integrative motivation. Intrinsic and extrinsic motivation are discussed under self determination-theory whether instrumental and integrative are discussed under social psychological theory and Gardner's Approach.

2.2.1 Intrinsic Motivation

According to Lens, Matos, & Vansteenkiste(2008) self determination-theory emphasize to learner reason, purpose or goal that lead to effort or activity to achieve it. Deci and Ryan (1985) states that motivated people aim to achieve something and they get on goal-oriented action to fulfill the goal. If people already motivated, they will take an action as effort to get their goal.

Intrinsic and extrinsic motivations are two general types of motivation in self determination theory which after 1990 grows to be very important. In line with (Gagné and Deci. 2005), (Porter and Lawler. 1968) also proposed a model of work motivation that operates on two dimensions: intrinsic motivation and extrinsic motivation. Other researcher asserts that two general motivation types are based on intrinsic interest and extrinsic reward of an activity (Noels, Pelletier, Clément and Vallerand. 2000).

Intrinsic motivation is a performing activity due to interest and spontaneous satisfaction feeling in carrying it out (theory of Vroom. 1964). Internal motivation is origin of inside so the learner is already in certain degree of motivation upon arriving in class (Madrid and Cañado. 2001). Winke (2005) asserts that intrinsic

motivation comes from pleasure or joy of learner that drive them into language learning itself. Actions in intrinsic motivation involve curiosity, exploration, spontaneity and interest in one's surroundings (Brophy. 1998). An intrinsic motivation is not a result of force but it comes as pleasure since they get into interest of language learning. It also does not depend on the extrinsic reward as Brophy (1998) further thinks that prize for intrinsic motivation is only continuous interest and enjoyment. Self-determination theory describes clearly that social settings can increase intrinsic motivation if it meets competence, autonomy, and relatedness. Competence is able to improve studying skills for manipulating and controlling environment whereas autonomy refers to the person's self-determination for deciding what to do and how to do it. The last relatedness means association with others through social relationships (Brophy. 1998). Learners are intrinsically-determined when they are pleasure in learning something new (Noels and Pelletier. 1999).

2.2.2 Extrinsic Motivation

Intrinsic and extrinsic motivations are two general type of motivation in self determination theory which after 1990 grows to be very important. This passage comes to description of extrinsic motivation that is known as instrumentality requirement of the activity and separable consequences such as verbal or tangible rewards (theory of Vroom. 1964). Extrinsic motivation is highlights as influence of external incentives for example rewards or punishment on the learners' behavior (Madrid and Cañado. 2001). Winke (2005) argues that extrinsic motivation is result of desire in obtaining particular result. On the other hand of

intrinsic motivation, extrinsic motivation is a control to achieve “an instrumental end” and it has three kinds namely external regulation, introjected regulation, identified regulation (Noels et al, 1999). External regulation is known as activities that has external meaning to individual such as reward and punishment. Introjected regulation concern to do activity due to internalized reasons for example: a student’s completing homework because avoiding guilty feeling. Identified regulation refers to reason in doing activity since learner finds it profitable for personal reasons.

In the end concept of self-determination theory talks about amotivation which refers to individual who has no reason to do an activity. In other word, this individual lacks of any type of motivation and is probable giving up soon in learning.

2.2.3 Instrumental Motivation

Instrumental motivation is motive in learning language without interest to get closer on community (Gardner. 2001). Other researcher assumes that instrumental motivation refers to future career, the reason for studying a language due to need of future goal.

Instrumental motivation is explained as the learner's desire for learning language in utilitarian purposes for example school/university requirement, employment or travel. Meanwhile instrumental motivation has close relation to future goal. It emphasizes more on language learners’ target in their future, for example need for higher education, future career or full filling requirement.

Meanwhile, learners do not attract on culture heritage but it underlines more on goal beyond English language and culture.

2.2.4 Integrative Motivation

Other type of motivation will be integrative motivation. This motivation is discussed under Gardner's Social Psychological theory; this theory shoots at attractive phenomena in language learning. Learning second language seems as other subject however there is a distinction between second or foreign language subject and the other. Student does not only learn their own cultural heritage but also "acquiring symbolic elements of different ethno-linguistic community" (Gardner. 1979). Language is part of identity and it is used to express an identity; this reason proves that learning language is different than other subject (Williams. 1994). Student learns about grammar, pronunciation, accent and even culture of target language; they do effort to achieve all elements of target language to interact or become similar with native of a language.

Other theory that emphasizes integrative motivation is Gardner's Approach. It talks about two kinds of motivation: instrumental motivation and integrative motivation. Gardner (2008) believes that cultural context has major contribution in language acquisition. Further discussion about this motivation type proves that individual who is willing to identify target language community are more motivated than individual who do not. It involves openness part of individual that facilitate their motivation in learning. The integrative motivational subsystem centers round "the individual's L2-related affective predispositions" like social, cultural, and ethno linguistic elements (Dörnyei. 1994).

Integrative motivation means positive attitude to L2 group and desire to interact and to be similar or come to language community (Dörnyei. 2001). Meanwhile motivation has close relation with social community which can attract other people to learn and imitate culture of a community to become part of them. Hudson (2000) characterizes integrative motivation as learner's positive attitudes towards the target language group then turn into a desire to be part of target language community and use the language in social situations.

There are some opinions about types of motivation. Several experts believe that there are four types of motivation (intrinsic, extrinsic, instrumental and integrative) and others believe that there are two types of motivations (intrinsic and extrinsic). It can be described that integrative motivation belongs to intrinsic motivation. Learners' interest and desire to imitate and integrate with culture of target language community can be described as wishes which come from inside of individual meanwhile integrative motivation belongs to intrinsic motivation. It is supported by Brophy (1998) social settings can increase intrinsic motivation if it meets competence, autonomy. As integrative motivation which belongs to intrinsic motivation, instrumental motivation also can be described as extrinsic motivation. Instrumental motivation describes that need of future goal such as future career and education belongs to instrumental motivation. Thus can be analyzed that it has same character with extrinsic motivation, both of motivations arose by external influence. It is supported by theory of Vroom; theory of Vroom (1964) supposes that extrinsic motivation is known as instrumentality requirement of the activity and separable consequences such as verbal or tangible rewards.

Considering above description, this research will be discussed motivation based on two types of motivation (intrinsic and extrinsic) since integrative motivation is identically with intrinsic motivation as well as instrumental motivation is identically to extrinsic motivation. In another word integrative motivation will be merged to intrinsic motivation and instrumental motivation will be merged to extrinsic motivation.

2.3 Motivation Framework

Motivation framework that will be discussed is Dörnyei L2 motivation framework since this framework becomes novelty in understanding L2 concept. L2 motivation framework has three levels, they are: the Language Level, the Learner Level, and the Learning Situation Level. Three levels have included three basic component of L2 process: the L2, the L2 learner, and the L2 learning environment, further it also reflects three aspects of language (the social dimension, the personal dimension, and the educational subject matter dimension) (Dörnyei. 2001).

First level is language level that focuses on orientation and motive of speak; it might be about culture, community or usefulness. It describes in two motivational subsystems (integrative and instrumental) that argued consist of loosely related and context-dependent motives. Integrative motivation related to affective predispositions (social, cultural, ethnolinguistic components and general interest in foreignness and foreign languages). Instrumental motivation consists of well-internalised extrinsic motives (identified and integrated regulation).

The next level is learner level; it consists of individual's characteristics such as need for achievement and self-confidence. It comprises language anxiety, L2 competence, attributions and self-efficacy. The third level will be the Learning Situation Level, it is constructed by intrinsic and extrinsic motives and three areas of motivational conditions. Those three areas are:

1. Teacher-specific motivational components, it is related to the affiliative motivation which drives to make the teacher cheerful, authority type, and direct socialization of student motivation (modelling, task presentation, and feedback).
2. Groups-specific motivational components are including four main components: goal-orientedness, norm and reward system, group cohesion, and classroom goal structure.
3. Course-specific motivational components, it is refer to syllabus, teaching materials, teaching method and tasks.

Table 1: Components of foreign language learning motivation

LANGUAGE LEVEL	Integrative motivational subsystem Instrumental motivational subsystem
LEARNER LEVEL	Need for achievement Self-confidence * Language use anxiety * Perceived L2 competence * Casual attributions * Self-efficacy
LEARNING SITUATION LEVEL	
<i>Course-specific Motivational Components</i>	Interest Relevance Expectancy Satisfaction
<i>Teacher-specific Motivational Components</i>	Affiliative motive Authority type Direct socialization of motivation * Modeling * Task presentation * Feedback
<i>Group-specific Motivational Components</i>	Goal-orientedness Norm & reward system Group cohesion Classroom goal structure

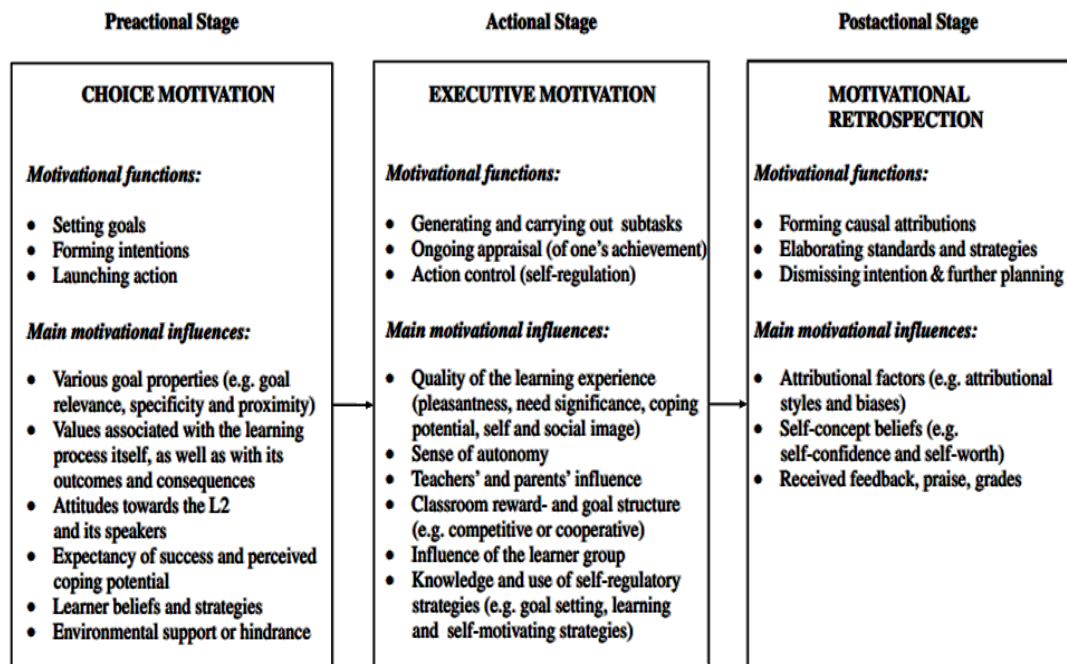
(Dörnyei, 1994a: 280)

2.4 Process Model of L2 Motivation

Dorney (2001) is curious in neglected aspect of motivation since he believes that motivation has dynamic character and temporal variation. Time element seems eliminating through motivation even if student's degree of motivation can be up and down in different time setting due to stability aspect of motivation. Dörnyei and Otto (1998) convey that students' degree of motivation is fluctuating over time. It might be caused by the nature of the activity or teacher's behaviors. They find that this fluctuation might lead to failure or other problems in class such as classroom management if it spreads to the whole year. This finding leads Dörnyei and Otto to create a theory focusing on explaining dynamic aspect of motivation and it investigates through a process-oriented approach. Dörnyei (2005) makes clear that this theory can account for the daily ups and downs of motivation to learn. Temporal character is considered to highlight since learning a language takes a very long time.

This framework has three phases that break down motivational process into several discrete temporal segments. Those three phases are pre-actional phase, actional phase, and post-actional phase. In pre-actional stage generated motivation is the main part. This first phase refers to motivation choice since generated motivation leads the learner to choose the goal and task in pleasure which known as executive motivation. Executive motivation is relevant to continue activity such as studying. This activity will bring student into several situations that somehow can out of their expectation (distracting influence) for example difficult task, negative comment of others. The last stage is post-actional stage; it tells how the

learners evaluate their experiences. This process allows them to discover activities that will be motivated to attempt for in the future.



2.5 Indicators of Motivation

There are four indicators for motivation, they are: choice of tasks, effort, persistence and achievement (Schunk, Pintrich & Meece. 2008). Some actions that are done by students who have high motivation related to task are. They are voluntarily choose a task and struggle to complete task even difficult.

Effort can be claimed to be clear indicator of motivation. Student who is eager to learn spend more effort on overall activities. They are adapting old knowledge to do new task in order to solve it. Constructive feedback links students' effort to achievement in another word they give positive attitude toward a constructive feedback.

Persistence is a good way to measure motivation. Learners who keep on solving exercises and despite difficulties are often highly motivated. They do not easily give up in every situation.

Achievement can be an indicator of student motivation, meanwhile the orientation is more on the result of motivation itself rather than process. Thing that cannot be despite, achievement is proportional with motivation because how is student motivation will be affected their behavior. Behavior is going to affect students' understanding that in the end will be affect their achievement. Students with high motivation tend to get better achievement rather than the lack one.

Ubber (2002) categorize student motivation into four levels: strongly motivated, motivated, weakly motivated and not motivated at all.

1. The first level (strongly motivated) has several characteristics that shown such as: a positive opinion toward language teacher, prefer oral exercises; they like languages in themselves and do not value them as mere instruments to achieve an end; they participate extensively in class; they consider the textbook slightly infantile; and their average grade is notably high.
2. The second level (motivated) also has a positive view toward the teacher; they recognize utility of English in present-day society; they consider the normal text book; they participate in class occasionally; and their grades are average good.
3. The third level (weakly motivated) holds a neutral opinion of the teacher. They are bored and less enthusiastic about English; they prefer doing written exercises in group rather than individually; they hope the class to be

fast-moving; they have very little participation; and their average grade is a bare pass.

4. The fourth level (not motivated at all) encompasses negative opinion to their language teacher. In their perspective English is boring; they are favor to work with written activities in pairs or groups; textbook is confusing for them; the class is hopelessly fast-moving for them; they never participate in activity given; and they come to very low (below) average grade.

2.6 Previous Study

Motivation has become wide discussion in language learning process but this topic is still attractive to discuss since it has close relation with language learning. The condition of English language learner in Southern Thailand as what has been discussed in the chapter before make this research important, necessary and useful for the situation. There is still minim research that conducts to understand problem and situation of language learner over there.

However, the author has found a journal that discusses about motivation segment in English language learner. The journal is written by Elsheikh, et al (2014) entitle “A Proposed Strategy to Improve the Saudi University – Students’ Motivation Toward Learning English as Foreign Language”.

This journal analyzes how motivation condition of English language learning of Saudi female student is. It analyze based on four types of motivation (intrinsic, extrinsic, instrumental and integrative). It found that students were in demotivated condition on three kinds of motivation (intrinsic, extrinsic, and instrumental) but they had positive result in instrumental motivation. Second point

of journal proposed a strategy that suitable with students' condition since finding of demotivation condition.

Similarities between researcher study and previous study is both of them focus on discovering students' motivation. About differences of previous study and researcher study: previous study gives more attention on proving that students' was demotivated whether researcher study focuses on describing how is students' motivation condition and on what level are they. Previous study examine motivation on female student of university level whether researcher study subject is female, seventh grade students in junior high school at Darul Muslim Foundation School.

Seeing the discussion of student motivation in Southern Thailand is so urgent to understand considering the condition over there, condition that happened becomes trouble for almost English teachers in Southern Thailand especially in Darul Muslim Foundation School. Otherwise, there is still limit research that conducts to determine students' motivation of Southern Thailand students. The researcher feels confident that the sustainability of this research has to be conducted. The title of this research is "A Study Of Students' Motivation in Learning English at Seventh Grade in Darul Muslim Foundation School Pattani Southern Thailand ". The researcher hopes that this study will assist teacher to understand student condition so they can take action to prevent and overcome unexpected situation.