

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Language Learning

Brown said that “ learning is acquiring or getting of knowledge of a subject or a skill by study, experience or instruction.

Learning is one of important thing in educational process because it is inseparable in teaching. Students can get new ideas or information from what they learn. Through learning, students can also get knowledge.

There are many reasons why people learn language, especially English. Many people learn English because useful for international communication and some students learning English because within curriculum so they need to learn it. Moreover Harmer (2007, p.11) said that the reason students have for learning will have consequence on what it is they want and need to learn - and as a result will influence what they are taught.

Every students have different purpose in learning. There are many reason why they learn. Consideration of our students’ different reasons for learning is just one of many different learner variables, as we shall see below (Harmer 2007, p.16).

a. Different contexts for learning

English is learn and taught in many different context. There are two different contexts for learning.

1. EFL (English as a Foreign Language), many people need to learn English because as means for international communication.

2. ESL (English as a Second Language), many people use English in the target language community (a place where English is the national language) they need learn to the particular language variety of that community to combine their English with knowledge of how to do things in the target language community.

b. Learner differences

There are many factors in describing learners based on :

1. Age, it consist of young children, adolescent and adult learners.
2. Apptitude, some students are better at learning than others.
3. Good learners, they can find their own way without always having to be guided by the teacher through learning task, who are creative, and who make their own opportunities for practice.
4. Learner style consist of visual, auditory, and kinesthetic styles.
5. Language level, teacher of English generally make three basic distinction of categorize the language knowledge of their knowledge, beginner, intermediate, and advanced (Harmer 2007, p.16).

From the statemet above the researcher can conclude that many differences reason the people learning especially English. Each people or students have different purpose in learning English depend on their needed.

2.2 Motivation

2.2.1 Definition of Motivation

Many psychologist have given various definition of motivation. We have to comprehend about motivation in order to know and to understand

what motivation is. Motive is a stimulus and encouragement to create behavior. Beside that, there are some definitions of motivation given by some experts.

Based on Tahaineh and Daana (2013) Motivation is concept for describe a learner failure or success. The learners in second language easy to success with proper motivation Brown (2000, p.160) . Motivation has been regarded as one of the main factors that influence the speed and amount of success of foreign language learners. Many definition about motivation, it is not possible to give a simple definition. This is because every people has been different thought. According to Chalak and Kassaian (2010) Motivation is one of factor that important in second language learning.

From the statements above the writer can conclude that motivation is an essential factor of learning to achieve something. It means motivation is one of part in teaching and learning activity. So it has an influence toward students' success or failure as language learners.

2.3 Kinds of Motivation

According to (Jeremy Harmer 2001: 51), in discussion of motivation an accepted distinction is made between extrinsic and intrinsic motivation which comes from outside and from inside. So, there are two kinds of motivation. They are extrinsic motivation and intrinsic motivation.

2.3.1 Extrinsic Motivation

Dornyei (1994) stated extrinsically motivated that occurs when we are motivated to perform a behavior or engage in an activity in order to get a reward or avoid a punishment. According to Deci & friends (1994)

extrinsically motivated behavior, are instrumental in nature and perform not out of interest but from conviction to be instrumental to some divisible result. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback (Brown 2000:164).

Extrinsic motivations are motive active and function if there is stimulation from outside. An example : a person studying, because he or she knows that tomorrow there will be a test, by hoping that he or she could get a good value.

We can find many sources of motivation, but actually motivation only has two big sources, the first source comes from within the individual itself or known as intrinsic motivation and the second is extrinsic motivation, which appears from the outer side of and give some influences to the individual like give incentives, social, pressure or punishment. This motivation appears or comes from teacher, parents, and environment (Harmer 2001: 51-52).

1. Teacher, a major factor in continue of a student's motivation is the teacher.

Teacher has an important role in teaching learning activity. The teacher is not only a person who transfers the knowledge to the students, but also as a motivator who can motivate or support the students in learning activity.

2. Parents, a part from the culture of the world around students, their attitude to language learning will be greatly affected by the influence of people who are close them. Students who are encouraged by their parent will try new things and try to give high

performance to get reward from their parent. As a result, they will get better achievement.

3. Environment, outside any classroom there are attitudes to language learning and the English language in particular. The learning of English is important to be considered in the society. In a school situation, the language learning is part of the curriculum of thng status, the cultural images associated with English are positive.

Generally, it has been known that to determine someone's learning, motivation is not only from individual factor, but also environment factor. Environment is everything which exists around us which has correlation influences in ourselves.

2.3.2 Intrinsic Motivation

Intrinsic motivation comes from within individual (Harmer 2001). It means motivation is a desire which come from inside to do something. Deci and friends said that intrinsic motivation behavior to do something for itself, for enjoyment drived from their performance. For example, another student may study hard for a test because he or she enjoys the content of the course. So, from the statement above shown that motivation will be active or has function did not need to stimulate from outside, because every person has a drive to do something.

Deci & Ryan argue that intrinsic motivation is potentially a central motivator of the educational process. In other words, presence of motivation can increase learning behavior. Teacher need to know the type of motivation and its source to meet the students' particular needs.

2.4 Scale of Motivation

To decide the scale of motivation, the writer has to know the mean score and validity. Scale of the original 6-point Likert. So it must be known the highest score and the lowest score of the responden answer. The option of the multiple choice itself consist of 1= strongly disagree, 2= moderately disagree, 3= slightly disagree, 4= slightly agree, 5= moderately agree, 6= strongly agree

2.5 Attitude

Attitude are important in language expansion or decay, restoration or destruction. (Tahaineh & Daana, 2013) added attitude are internal states that influence what the learners likely to do.

Based on Chalak & Kassaian (2010), language attitude is a main concept because it plays a solution role in language learning and teaching. According to Gardner (1985) consider attitude as component of motivation in learning. An attitude is an expression of favor or disfavor toward a person, place, thing, or event. Moreover Ajzan (1988: 4) considers attitudes as “a disposition to respond favourably or unfavourably to an object, person, institution, or event”.

Favorable is attitude that gives good effect for students like motivation, interesting, and positive feeling. Unfavorable is attitude that gives bad effect for students in learning like laziness, hatred, and fright.

2.5.1 Component of Attitude

Attitude concept can be viewed from these three dimensions. Each one of scopes has different features to bring out language attitude results. So,

the attitude concept has three components, behavioral, cognitive and affective.

2.5.1.1 Behavioral

Behavioral component refers to one's consisting actions or behavioural intentions towards the object. Based on (Abidin, Mohammadi, & alzarari 2011) The behavioral characteristic of attitude deals with the way one behaves and reacts in particular situations. In fact, the successful language learning enhances the learners to recognize themselves with the native speakers of that language.

2.5.1.2 Cognitive

A cognitive component is made up of the beliefs and ideas or opinions about the object of the attitude. This aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. According to

(Abidin, dkk. 2011) the cognitive attitude can be classified into four steps of connecting the earlier knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations.

2.5.1.3 Affective

The affective one refers to the feeling and emotions that one has towards an object, 'likes' or 'dislikes', 'with' or 'against'. (Abidin ,dkk) said that attitude can facilitate the learners to express whether they like or dislike the objects or surrounding situations.

2.6 Parents Motivation in Students' Attitude

Parents play an important role in the educational motivation of their children (Acharya & Jhosi, 2011). Therefore, as parents should be able to help and support to all the things done by children and can provide informal education to help the growth and development of the child and to participate or continue their education in formal education programs in schools.

Parents also have to accompany or assist the child while studying, giving directions, warnings, and exercise control over the activities of children, giving support to the child, giving awards to the children, a role model for children.

Based on Anang (2012) basically the motivation of parents to their children's education involves two main things that is moral and material support.

2.6.1 Moral Support

The attention of parents in the form of psychological needs are expected to encourage children to learn in order to achieve a goal or achievement.

Active parents in caring and giving encouragement to the children in the current study include:

- a. monitor in learning
- b. Give a warning in lazy learning
- c. concerns the learning difficulties
- d. Help / guide to overcome the learning difficulties
- e. Limit the time for playing
- f. Remind the time to learn

So, from the statement above motivation of parents is very important toward their children learn at home. As the parents should have control, monitoring what they children do, provide facilities what they children need.

2.6.2 Material Support

In addition to moral support to the continuation of education of parents, there is also support from parents in the form of material support. Where in the support material is a fulfillment of students' learning facilities, namely:

- a. Study Room
- b. Study table
- c. Bright lights to learn
- d. Textbooks that suit your needs
- e. Provision of pocket money for school
- f. Provision of stationery
- g. Conduct as set out in the school

Thus, students whose parents have high incomes, all needs related to learning activities will be met, so that the learning needs that can support the achievement of good learning achievement which is the expectation or the final goal of the learning activity.

2.7 Parents Motivation

According to (Okorodudu, 2012) Parental motivation and encouragement is the basic foundation for sufficient progress and success in all aspect of childrens' life .

The definition of motivation is the urge or desire that can drive a person to do something. Motivation of parents in their child's education is the purpose of this research is: The activity of the parents in caring and giving encouragement to the students in the current study, the provision of learning facilities, and the liveliness of the parents noticed their academic achievement in school.

2.8 The Importance Correlation between Parents' Motivation and Students' Attitude

Motivation has significant role in teaching and learning process. Motivation is an essential factor of learning to achieve something. It means that motivation is one of part in teaching and learning activity. So it has an influence toward students' success or failure as language learners. The motivation of parents to their children's education involves two main things that is moral and material support. Based on Den Anang, there are Moral support and material support. Moral support from parents to their children's education can be a concern for the fulfillment of psychological needs that include love, example, guidance and direction, encouragement, instill self-confidence. With the attention of parents in the form of psychological needs are expected to encourage children to learn in order to achieve a goal or achievement.

According to Gardner (1985) consider attitude as component of motivation in learning. An attitude is an expression of favor or disfavor toward a person, place, thing, or event. The teacher, learners and researchers

will all agree that a high motivation and a positive attitude towards a second language and its community help second learning.

Gardner (1985) designed a test battery known as the Attitude and Motivation Test Battery (AMTB). It included some items measuring all factors that affect attitude and motivation. In AMTB, the concept of attitude is incorporated in motivation meaning that positive attitudes increase motivation.

2.9 Conclusion

Based on explanation in the second chapter, the researcher conclude that motivation of parents as one of important factor for their children education. As parents should be able to help and support to all the things done by children and can provide informal education to help the growth and development of the child and to participate or continue their education in formal education programs in schools. There are two main things about motivation of parents to their children. Those are moral support and material support.

The students have positive attitudes toward the importance of English and use of English in educational context. This finding will be useful for the parents in determining strategies and techniques to build students' intrinsic motivation. Attitude concept can be viewed from these three dimensions, behavioral, cognitive, and affective.