

CHAPTER II

REVIEW OF RELATED LITERATURES

2.1.Motivation

2.1.1. Definition of Motivation

Motivation is the force that stimulates people to do something to achieve goals. This, done because stimulated from a variety of needs or desire to be fulfilled. (Muhammad Zainal Abidin, 2010)

Motivation is a energy change within the person characterized by affective arousal and anticipatory goal reactions, Mc. Donald in Syaiful Bahri, 2008, pg. 148)

Motivation is a reason or stimulus for someone to act . People who do not want to act are often referred to lack motivation. Reason or the stimulus can come from outside or from within ourselves. Actually, it's basically all motivation comes from within, external factors such motivation is just a trigger. External motivation is motivation that the trigger comes from outside us. While the motivation of the initiative is, the motivation comes from us.

Self-motivation is an ability to motivate ourselves without needing help from others. We have the ability to get a reason or stimulus to act. The process of getting the stimulus to act is basically a process of self-awareness of a desire that is usually buried. Every person has a desire which is the impulse to act, but often the impulse is weakened due to

external factors. The weakening of this impulse can be seen from the loss of hope and helplessness.

2.1.2. Component of motivation

Motivation has three main components as needs, drives, and goals. Requirement occurs when an individual feels there is imbalance between what they have with what they expect. Encouragement is the mental strength to perform activities in order to meet expectations.

Encouragement is the mental strength oriented wish fulfillment or achievement. Goal-oriented thrust is at the core of the motivation.

2.1.3. Indication of Motivation

Anderson and Faust (in Prayitno, 1999) said that there are three indications of motivation in students, such as : *an interest in learning*, because students that have a strong motivation to learn will show great interest in learning, *concentration of the lesson*, the students that have a high motivation to learn will continue to concentrate his mind on the subject in school; *persistence in learning*, that students who have the motivation to learn, high persistence in learning and not easy to feel hopeless when it gets a failure in the process of learning and the desire to learn.

2.1.4. Principles of Motivation

Motivation has a strategic role in one's learning activities. Saiful (2008; 152-155) that said *nobody is learning without motivation, there is*

no motivation there is no learning. There are several Princip motivations in learning:

- a. Motivation as the basic, and stimulus in learning
- b. Intrinsic motivation is more than eksternal motivation in learning
- c. Motivation using reward is more than giving punishment
- d. Motivation is strong related with the needed in learning
- e. Motivation can increase the optimism in learning
- f. Motivation improve an achievement in learning

2.1.5. Kinds and Characteristic of Motivation

The type of motivation can be differenciated into two; primary motivations and secondary motivation. The primary motivation is motivation that is based on the basic motives. Basic motives are generally derived from biological or physical aspects of man. While the secondary motivation is motivation that is studied (Dimiyati, 2009 in Den Anang). For example, people are hungry with no food would be interested in learning.

As far, the characteristic of motivation are two types of intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation / encouragement because people are happy to do so. Whereas extrinsic motivation is the impetus for the behavior of someone who is outside the act of doing.

Intrinsic motivation, which arise from within the individual, such as the desire to have certain skills, obtain information and understanding,

develop an attitude to work, enjoying life, the desire to be accepted by others.

whereas extrinsic motivation, which arise because of the influence of outside individuals. Just as a gift, compliments, invitations, messenger, or coercion from others, so with such a situation people want to do something.

Someone who has the motivation or encouragement that was born from within itself will be easier to achieve a success compared to those who need motivation or driving force from outside himself. This occurs because of the initiative or the willingness and desire to always reach for something that is expected by someone who is intrinsically motivated. Usually such a person has active properties. As with the people who have a passive character that always must be driven by the other party so that the will to try to achieve their goals a little slow.

2.1.6. Function of Motivation

Motivation has an important function in learning, because it will determine the intensity of the motivation of the student learning efforts. Hawley (Joseph 1993: 14) states that students who have high motivation, learning is better than the low learning motivation of students. This is understandable, since students who have high motivation to be diligent in studying and keep learning continuously without knowing the desperate and can put aside the things that can interfere with learning activities that do.

Sardiman (1988: 84) suggests there are three functions of motivation, namely:

- a. Encourage men to do. Motivation in this case is the driving force of each activity to be undertaken.
- b. Guiding the direction of action, ie, toward the goal to be achieved, thus the motivation to give directions, and activities to be done in accordance with the formulation of the goal.
- c. Selecting actions, which determine what actions should be done to match to an end, by setting aside the deeds that are not useful for that purpose.

Prayitno (in Sardiman, 1988) says that the function of motivation in Teaching and Learning are:

- a. Provide optimal conditions for the occurrence of learning.
- b. Strengthen students' spirit of learning.
- c. Cause or arouse students' interest to want to learn.
- d. Binds to the attention of students to want and to find and choose the path / behavior that is appropriate for achieving the goal of learning as well as long-term life goals.

Motivational aspects in the overall learning process is very important, because motivation can encourage students to perform certain activities related to learning activities. Motivation can provide encouragement to students in learning activities and provide guidance for the actions he did. Based on these statements, it must be an effort that the

students have a high motivation to learn. Thus the student in question can achieve optimal learning outcomes.

2.1.7. Factors that influence the motivation

Motivation is one factor in the psychology of learning that has a very important role is as stimulation or a stimulation of one's soul to do a learning activity.

However, this motivation can be changed instantly disappear and appear suddenly. This occurs because of the factors that influence motivation to learn. According Dimiyati, (2009:97) these factors include:

a. Ideals or aspirations of students

Will strengthen the ideals of both intrinsic motivation and extrinsic.

For the achievement of an ideal will realize self-actualization

b. The ability of students

Will strengthen the ability of the child's motivation to carry out development tasks. The desire of a child needs to be coupled with the development or skills to achieve it. For example the desire to read should be coupled with the ability

c. Conditions of students

Conditions including the condition of the student body and mind affect the motivation to learn. A student who is sick, hungry or angry will distract the attention of learning, and vice versa.

d. Environmental Conditions

Environment students are able to form a state of nature, neighborhood,

peer relationships and social life. Therefore, a healthy school environment, harmony, social order needs to be enhanced quality. With a safe, peaceful, orderly and beautiful, the spirit and motivation to learn easily amplified

e. Dynamic elements in the teaching and learning

Students have the feelings, concerns, desires, memories and thoughts that have change thanks to the experience of his life. Thus, the elements that are unstable are very easy to influence.

f. Efforts of teachers in student learning

Teachers are professional educators who are always hanging out with students. The intensity of the association and guidance of the teacher affects the growth and mental development of students. So as a professional teacher should be able to teach students wisely.

Although there are factors that influence motivation to learn, this should not go unpunished, especially by teachers who are directly involved in learning activities to facilitate students in learning the subject matter has been submitted.

Basically the motivation of every person that has the characteristics of different. But these differences should not serve as a barrier to learning but rather to add spirit to motivate. The characteristics of learning according to sudirman (2003:83) held by each person include: "Diligent face the task, tenacious face of adversity, show interest in a variety of problems, prefer to work alone, quickly tired of the routine tasks , can

maintain his opinion, is not easily let go of the things believed, like finding and solving problems ".

Although everyone has their own motivation traits but is also very important motivation as a driver of learning activities so as to foster the spirit of student learning. There are several forms and ways to foster motivation in learning activities in schools, based on Syaiful Bahri , 2008, pg: 158-168) some types of motivation which be done for the students among others:

a. Giving score

Figures in this case as a symbol of the learning activities of students.

Usually students are put to reach number / value of either the test or the value of report cards. Value / number of good is a powerful motivator.

b. Reward

Gifts can also be said as a motivation, but it is not always the case.

Because the reward for a job, may not be attractive to someone who is not happy and have no talent for anything the job.

c. Competition

Competition or the competition may be used as a motivational tool to encourage student learning. Competition, both individual and group competition can improve student achievement.

d. Ego-involvement

Sensitize students to feel the importance of the task and accept it as a challenge to hard work by risking self-esteem, as one form of motivation is quite important.

e. Giving test

The students will be keen to learn if you know the tone aka replications. Therefore, this test member is also a means of motivation.

f. Knowing the result

By knowing the results of the work, especially if they have made, will further encourage students to study harder. Increasingly aware that the graph of the results of learning increases, then there is motivation on students to keep learning, with a hope the results continue to rise.

g. Reward

If there are successful students who successfully complete the task well, should be given credit. This praise is a form of positive reinforcement and is a good motivation.

h. Punishment

Punishment as a negative reinforcement, but if given regularly and wisely can be a motivational tool. Therefore, teachers must understand the principles of sentencing.

i. Ambition to study

Desire to learn, there is a deliberate element, there is no intention to learn. It would be better, when compared to all the activities without a

purpose. Desire for self-learning on students means that there is a motivation to learn, so of course the result will be better

j. Interest

Motivation arises because there is a need, as well as interest so that interest is fitting that the principal motivation tool. The learning process will run smoother if accompanied by an interest in.

k. Recognize the goal

The formulation of a recognized goal will be well received by students, will constitute an important motivational tool. Because by understanding the goals to be achieved, considered very useful and profitable, then there will be a passion to keep learning.

Based on the above description of the motivation, motivation to learn is not always stable. This is due to many factors that influence the motivation-learning factors such as student ability, the condition of students, student environment, etc.. Such factors should known by teachers in order to strengthen and preserve the factors that can increase motivation and avoiding the factors that can undermine the motivation. In addition to teachers' motivation to learn can also be reinforced by parents as people who take full responsibility for their children to learn throughout his life. Especially for field studies in which requires a precision and patience to learn it, so it requires a strong motivation to encourage learning. In the spirit of high learning achievements will be even easier.

2.1.8. The Important of Motivation in Learning

Human behavior is important for learning and working. Learning cause mental changes on students. Work to produce something useful for themselves and others actors. Motivation to learn and motivation to work is driving the progress of society. Both of these motivations need to be owned by students.

According Dimiyati and Mudjiono (2009:85), the importance of students' motivation is as follows:

- (1) Generating, enhance, and maintain the spirit of the students to learn to succeed.
- (2) Know and understand the motivation of students in various classes.
- (3) Increase the awareness of teachers and to choose one among a variety of roles such as counselors, facilitators, instructors, friends discussion, encouragement, gift givers, or educators.
- (4) Provide opportunities for teachers' performance of "pedagogical engineering.

2.2. Parents' Attitude In Motivating Students

"Parents are the first and principal person responsible for child survival and education". (Hasbullah, 2001:39). 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.

There are several roles the parents to motivate children's learning, as follows: Forming good study habits. Teach children how to learn the good, in this way the child is expected to be more motivated in learning or repeat add to the understanding of the books that support. Give maximum attention to the child, especially for those who are left behind by the other student achievement. And it should be achieving children to be given awards or honors. Surely constructive praise.

Giving prizes to children who excel. This will greatly encourage the child to be more active in achievement, and for children who are not performing will be motivated to pursue or even outperform children who have been achievers in school, both in academic and non academic. Giving gift to give pleasure to children, because to feel rewarded for good performance. Punishment given to children who get a bad grade. This punishment is given with the expectation that the child is willing to change ourselves and try to stimulate learning motivation. The punishment here should be an educational, such as memorization, work on the problems, or make resume. Should not that be physical, such as being hit or pinched.

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.

Motivation plays a very important role in learning, Maslow (1945) with the theory of needs, describing the hierarchical relationships and a variety of needs, in the realm of the first requirement is the basis for the next need arises. If the first requirement has been satisfied, then the man began to have a desire to satisfy the needs of the next.

Basically the motivation of parents to their children's education involves two main things that is moral and material support.

2.2.1. Moral 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.

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

While the activity of the parents in caring student achievement at the school include:

- a. Control the value of daily tests
- b. Control the value of UTS
- c. control the value of report cards
- d. Provide warning if the performance decreases
- e. Communicating with students on matters relating to school
- f. Communicate with the school (Teacher, Class Wali, BP) about students' progress.

With the attention to the psychological needs of the above, it would be easier for parents to supervise or monitor their children's learning activities at home as a support for learning activities at school.

However, based on a phenomenon that occurs in society, not all parents or family to meet the psychological needs because of the wide range of composition or character in a family. As for family structure, according to Probbins (in Ahmadi 1991:112) distributed into three kinds:

1. Families who are authoritarian:

Here the child's development is determined solely by his parents.

The authoritarian nature of the child's personal aloof, declining maturity, hesitant and slow in all actions initiated.

3. Family Democracy

Here the personal attitude of children to adjust to, is flexible, able to control himself, would appreciate the work of others, accept criticism with an open, active in his life, emotions are more stable, and have a sense of responsibility.

4. Liberal family

Here the children are free to act and do. The properties of this family are usually aggressive, can not cooperate with others, difficulty adjusting, less emotionally stable and have always been suspicious nature.

Differences in parenting style of each family will have an impact on the nature or behavior of children in each family. This is the result of the upbringing of the attention has been devoted to the child, for example in learning at school.

So despite the diversity of form or arrangement of families in the community, but the sense of responsibility to educate and nurture children continually need to be developed in each course with the parent stock of modern educational theories in accordance with the times. If this can be done by every parent the next generation has had the mental strength to deal with changes in society.

4.1.1. **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. Wherein 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

Families with high income will easily cover the cost of covering the educational needs of children BP3 donations, school supplies, transportation, home learning tools, uniforms, extracurricular costs, and the child allowance is no exception. And conversely, low-income families will have difficulty in meeting the needs of children.

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. And conversely if in a lower economic status of families likely to object to meet the learning needs of children in full, so the condition that such acquisition will have an impact on learning achievement is low.

Based on the above description of the moral and material support given by parents to their children, it can be concluded that the

students' motivation will thrive when received guidance and support and supervision from their parents in informal education and learning has always met all the requirements will have more motivation than students who never got the attention, guidance and support of parents.

2.3. English Report Card

English report card is a communication media for the teacher to the parents that is show the students learning score. it is consist of the score of the students in every basic competence that has bill such as: score of formative, assignment, homework, quiz and phortofolio. This card need to be signed in every score for the parents

2.3.1. The benetif of report cards

For Students: Find out the progress of the learning self-concept or theories that have not mastered, Motivate students to learn better, Improving the learning strategies

For Parents: Know the development of their children so that parents can help their children learn, motivated to improve learning outcomes and learning facilities at home to complete.

Subject Teacher: As feedback is also used teacher ratings to determine the strengths and weaknesses of students in one class. Assessment results should encourage teachers to teach better, and helps teachers to determine a more appropriate teaching strategies.

For the Guardian Class: Through homeroom report cards to find out the strengths and weaknesses of students in that class can determine an ability of homeroom classroom management strategies in which it is responsible for instance by rearranging the seating arrangements, the division of members of study groups and other strategic measures to help students improve competence of students or helping students overcome difficulties learn weak.

Through the report cards that can do many things a teacher / homeroom, parents and students themselves . I hope that this can strengthen cooperation between the school and parents.

2.3.2. Parents' attitude toward English report card and students' motivation

According to research conducted by Wendy S. Grolnick and colleagues, in an article published in 1994 and 1997, they presented three concepts form of parental concern is based on how the parent-child interaction.

First, attention in the form of involvement of parents' behavior, which refers to the attitude and actions of parents who represent the public interest in their children's education, such as attending an open house or volunteering at school.

Secondly, attention in the form of personal involvement, which includes the way a parent-child interaction through positive

communication about the importance of school and education for their children.

And third, attention in the form of cognitive or intellectual engagement, which refers to behaviors that support the development of skills and knowledge of children, such as reading books and going to the museum.

According to this theory, parental involvement in all three it will affect student achievement because of the interaction that will affect motivation, a sense of competence, and confidence of children that they have control over their success in school by using an English report card it will be the way to build the parents' and students' interaction and more for the teacher and school.

2.4. Previous Study

Based on Nur Khaqiqiyah study, the results of data analysis is performed using the product moment correlation, $r = 0.417$ obtained value is greater than the r table that is equal to 0.320 for 5%. thus $r = 0.417$ $p = 0.007$. $p < 0.005$, then the H_0 is rejected and accepted that there are significant influence between level of parental concern with the level of achievement motivation. As for the correlation between variables with the level of parental concern with achievement motivation level is in its early stages is the value of $r = 0.417 < 0.59$ (Sugiyono, 2010:184). thus the conclusions in this study is that there is a significant relationship between

the level of parental concern with the level of achievement motivation in
students grades 5 and 6 SDN Klangonan Giri Kebomas Gresik