

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Motivation

2.1.1 The Definition of Learning Motivation

Many students are not motivated to learn in the classroom. Keeping students interested in school and motivating them to succeed are challenges that even the most experienced teachers face every year and every time (Butod, 2008; Brewster & Fager, 2000). Motivation is what makes the people want to do or learn new thing. This also happen in learning new language (English). In learning English, we need to have motivation that motivates us to always learn or be spirit to learn English. That is why motivation is the crucial factors for the students. Motivation is all about the willingness of the people to learn something new (Fadel, 2013). According to Jones (2009) we have to have a strong motivation to learn English because motivation is one of the main aspect that will decide whether the process of learning is succeed or not. Motivation in learning English is the process where the learner has clear goal of why they learn and what should they learn (Julia, 2012).

As Gardner (1985) stated that motivation is the important thing in language acquisition because it makes you keep learning and reaching the goal. Motivation is the essential point that every student should have. The students will be able to set their goal in learning English if they have a motivation that will make them keep focusing on their goal. Once the students have strong motivation, they will be able to face any situation and obstacle that might disturb or even ruin their way

of learning English. No matter how worse the condition or problem that the students face, they will be able to survive by having the motivation inside themselves. Learning motivation refers to the students' willingness, need, and desire to keep struggling in any condition (Feng, Fan, and Yang, 2013).

Motivation is a good thing that can raise up the students' desire in learning English. Motivation can enhance the spirit of the learners when they are facing the difficulty in the middle of their journey (Eshet and Grinautski, 2013).

Motivation influence the language learning in term of attitude, belief about self, goal, involvement, environment support, and personnel attribute (Feng, Fan, and Yang, 2013). According to those researchers, motivation is all the things that everyone should have in order to reach their target. From all the opinions of the expert who said about motivation, it is clear that motivation should always be possessed by the people especially the learners because motivation is the basic fundamental in deciding whether the process of learning English is succeed or not.

2.1.2 Types of Learning Motivation

Basically motivation is divided into two types (intrinsic and extrinsic) motivation. Intrinsic motivation is a motivation comes from within. It is like sense from inside of the students or in other word it is like conscience. Intrinsic motivation is the willingness that comes from within by the purpose of its own sake (Asif, 2011). It can be concluded that intrinsic motivation is the motivation that comes from purely inside of the students their selves for their own sake. According to Bakar (2014) intrinsic motivation is a thing that comes pure from inside of the students their selves. A student is described as intrinsically motivated

when they actively engage in learning because of curiosity, interest, enjoyment, or in order to achieve their own intellectual and personal goals (Brewster & Fager, 2000).

Meanwhile extrinsic motivation is the motivation that comes from the external source of the students. It can be the parents, teachers, and friends. Extrinsic motivation is a motivation that comes from outside of the learner that gives influence on them as well (Asif, 2011). Extrinsic motivation can be in the form of expectation, praise, recognition, and reward. According to Acar (2014) extrinsic motivation is the motivation that comes from outside of the students themselves. Students can perform extrinsically motivated actions with resentment, resistance, and disinterest or, alternatively, with an attitude of willingness that reflects an inner acceptance of the value or utility of a task (Deci & Ryan, 2000).

2.1.3 Intrinsic Motivation

Intrinsic motivation comes from the inside of students. It is obviously different between one and another because every student has different inner motivation. Intrinsic motivation stuck inside of the student. It is in the line with Deci & Ryan, 2000 intrinsic motivation is an activity for its inherent satisfactions. Intrinsic motivation will influence the students to do a particular activity not all kinds of activities. Intrinsic motivation exists in the relation between individuals and activities. Students are intrinsically motivated for some activities and not others, and not every student is intrinsically motivated for any particular task (Saeed & Zyngier, 2012). Intrinsic motivation is something that we cannot see but we can feel it or in other word intrinsic motivation is something abstract that has a

huge effect for every student. Intrinsic motivation is something abstract because it is in the form of enjoyment, interest, satisfaction, curiosity and any other thing that comes from inside of us as the learner (Deci & Ryan, 2000). Enjoyment is about how the learner feels good and comfort in learning English. They learn English because they feel it is comfort thing to do. Interest is about how the learner feels engage in learning English. They learn English because they feel like they have something on them that make them want to learn English. Meanwhile curiosity is about how the learner feels like there is unanswered question that make them want to find the answer of it.

Intrinsic motivation has a huge effect in deciding the successful of learning English because it relates with how students are able to perform well and improve even better. Intrinsically motivated students earn higher grades and achievement test scores than extrinsically motivated students (Blazer, 2010). According to Asif (2011) intrinsic motivation also called as predictor of interest and it means that intrinsic motivation is connected with the preference of particular activity or in other word it relates on what the students like to do and what the students do not like to do. Based on the study that did by Feng and Fan (2013) about learning motivation, intrinsic motivation is about the inner factor that trigger the student to learn and Feng and Fan proved it by using some question in their research instrument. To sum up all the experts' opinion about intrinsic motivation, we can conclude that intrinsic motivation is something abstract that come from inside of the students and it cannot be seen or even be disturbed with any other factors.

2.1.4 Extrinsic Motivation

Extrinsic motivation is the motivation that comes from other sources outside of the students itself like comes from parent, teacher, and their environment. Contrary to the intrinsic motivation that cannot be interrupted or even cannot be seen, extrinsic motivation is something that can be felt and seen. Why extrinsic motivation can be felt and seen is just because extrinsic motivation is in the form of reward or punishment or any other thing that can be a gift whether it is expected gift or unexpected gift. Extrinsic motivation can be in the form of reward or punishment as the result of what the students have done due to their task (Blazer, 2010).

Extrinsic motivation and intrinsic motivation are relating each other although those two motivations come from different sources. Extrinsic motivation will influence the intrinsic motivation. As the example given by Cools, Vandeheyde, and Backhaus (2014) that simply saying that the students will get more intrinsic motivation such as to be more curious, to be more spirit if they get reward or even just a compliment of what they have done toward their task as the students. Those compliments or rewards will make the students to be more engage in perform or do a better thing.

If the previous explanation explains about extrinsic motivation influence intrinsic motivation in a good effect, somehow it can give a bad effect as well. Students will lose their curiosity, enjoyment, and interest (intrinsic motivation) when they do not get reward or compliment from their teacher, parent, and their environment (extrinsic motivation) and it is obviously dangerous because they

will be down and their intrinsic motivation will be decrease as well (Cools, Vandeheyde, and Backhaus, 2014).

2.2 Review of Previous Study

There are a lot of studies that were conducted regarding motivation, both intrinsic and extrinsic motivation. Just like Saeed & Zyngier (2012) who studied about on how motivation can engage the students in the process of learning. The study revealed that motivation (both intrinsic and extrinsic motivation) influence the students' engagement because those two motivations are connected each other. Another researcher also did the same study about motivation. Fadel (2013) studied about the effect of motivation on English language learning. The study revealed that motivation is impacted so much in the process of learning English and it became the important point that determines the successful English language learning acquisition.

Asif (2011) also did the study about motivation. His study is about achievement goals and intrinsic motivation. His study revealed that intrinsic motivation influence on how well the achievement goals of the students. Cools, Vandeheyde, and Backhaus (2014) did the study about the impact of students' style and motivation on learning outcomes. It revealed that learning outcome can be got well or as expected if the students have their motivation and they know it well.

Mahadi and Jafari (2012) studied about motivation, types of motivations, and the impact of motivation in language learning. It revealed that motivation and all kinds of thing inside the motivation impacted significantly in language

learning of the students. Veronica (2010) also studied about motivation in learning a foreign language in general and English in particular. The study revealed that whether learning English in general and English in particular, motivation is needed in order to achieve a better language acquisition.

The similarity between this study and other previous studies is on the point of research that is motivation. The previous studies studied on how motivations (either intrinsic or extrinsic motivation) influence the participants in understanding English. Meanwhile the difference between this study and previous studies is from the participant. The participant of the previous study is the original students from the place where the researcher come from. Meanwhile this study uses the international participants which are the students from Thailand, Cambodia, and Vietnam who are majoring in English Department in University of Muhammadiyah Gresik.

