

## **CHAPTER II**

### **THEORY REVIEW**

#### **2.1. Concept Motivation**

Motivation is a set or ability to behave that provides a basis for acting in a way that is directed towards a particular goal (Soeroso 2004). Motivation is a stimulant of one's will and desire to work (Hasibuan 1995 in Notoatmodjo 2007). In learning activities, motivation is needed to arousing for learning so that learning activities can run healthy. The function of motivation in learning is as a driving force to encourage, direct, and determine someone. In this, case, students are doing a task or action to achieve learning goals. Understanding the motivation to learn according to Sardiman (2018, p.75) is "All the movers in students who give rise to learning activities, which ensures the protection of activities and provide direction to learning activities, so that goals are achieved object with the subject of learning can be achieved. It means that the pupils not only willing to learn but also cherishes and enjoys the act of learning as well as its outcome. This can occur inside or outside school. As stated above, motivation takes an important part to be success in doing something. The term of academic is closely related to the motivation to learn. According to Kitjharoonchai (2013, p.23), implies that motivation the strong desire to learn and the experienced in the learning process and the learning outcomes.

Motivation is very important in success and failure in learning a foreign language or a second language. Students will be able to learn something more

easily if they are motivated compared to students who do not have motivation. This is support by Spolsky (1990, p.157) who said that motivated students will learn more and understand something more quickly than students who are less motivated. Which means, in certain learning situations, students who are not motivated will far behind their achievements with students who are motivated.

In addition, motivation is important cognitive process. Students' performance in learning can be high or low depends on their motivation. Both interstice and extrinsic motivation drive them to learn. Thus, they are important for the learners in order be success in learning. So in conclusion motivation has a very important role, because when we have the motivation to do something we will definitely do it in earnest. Motivation is attitudes and values that influence individuals to achieve specific things according to individual goals. These attitudes and value are something that is not visible that gives strength to encourage individuals to achieve goals.

From the explanation above, the conclusion that can be drawn from concept motivation is a person's behavior to do something or get something. Concept motivation can also help students in the learning process in the classroom so that they want to encourage students to continue learning. And more importantly, concept motivation is important in learning.

## **2.2. The Importance Role of Motivation in Learning**

The role of motivation in the learning process motivation in this case acts as a driving force especially for students to learn, both from within themselves

(internal) and from outside themselves (external) to carry out the role of motivation clarifies learning objectives. The definition of learning motivation according to Sardiman (2018:75) is “The overall driving force within students which gives rise to learning activities and provides direction to learning activities, so that the students’ desired goals are, achieved, then the subject matter can be achieved.”

Motivation to learn is not only important for students but also important for educators. The importance of learning motivation for students is as follows:

1. Awareness of the initial learning position, process and final result.
2. Inform about the strength of learning efforts.
3. Directing learning activities
4. Increase enthusiasm for learning
5. Making people aware of the journey of learning and the working.

In education, motivation has an important and encouraged role motivate children to use their potential accordingly constructive and productive to achieve goals, and goals are considered as needs he must achieve. So students are stimulated to use their potential expressing potential constructively and productively to achieve goals, teachers must able to develop the right motivation each student during learning. Teacher trying to find ways to achieve children’s learning potential engage yourself with the stimulation provided by the teacher. Motivation to learn is a typical role as foster passion in each individual, and create feelings foster enthusiasm for learning. Students who have high motivation will have great enthusiasm daily learning activities. (Sardiman, 2011 in Puspitasari, 2012.)

Motivation has several types, supported by Garner & Lambert in Munawwarah (2018, p.12) says that motivation has two types, namely integrative motivation and instrumental motivation. Integrative motivation itself refers to a holistic learning approach to the speech and culture of the target language group. whereas, this instrumental motivation refers to language learning for more direct or practical purposes. However, new motivations have been identified namely intrinsic and extrinsic motivations. This intrinsic motivation itself is like integrative motivation which implies learning a second language or a foreign language is for the pleasure of doing it. Meanwhile, extrinsic motivation is like instrumental motivation which refers to the urge to learn a second language or a foreign language which is supported by some punishment or reward from the social environment (Noels in Munawwarah, 2018, p.12).

a. Intrinsic Motivation

Intrinsic Motivation is the motivation involved in an activity for the sake of the activity itself (Paul & Kauchak, 2005, p.398). Van in Munawwarah (2018, p.12) defines intrinsic motivation related to driving theory or certain basic psychological needs that are innate in humans. It can be concluded that intrinsic motivation is generated by the learning process itself. This view encourages language teachers, due to the fact that some students do not bring intrinsic motivation into the classroom. As language teachers, our job is to maximize the stimulation of students' intrinsic motivation.

## b. Extrinsic Motivation

This extrinsic motivation is used to construct the productive power of intrinsic motivation. Extrinsic motivation is a persistent invitation to students to adopt a surface approach (Biggs, 2006, p.61). According to Paul & Kauchak (2005, p.349), extrinsic motivation is characterized as the motivation involved in an activity as a means to an end. Extrinsic motivation is stimulated not by the process itself but by what can be gained from doing the action. While junior high school students' learning motivation is influenced by intrinsic motivation and extrinsic motivation, but extrinsic motivation influences more.

The conclusion above is that motivation has two types, namely integrative motivation and instrumental motivation. Integrative motivation itself refers to a holistic learning approach to the speech and culture of the target language group. Whereas instrumental motivation refers to language learning for more direct or practical purposes. However, new motivations have been identified, namely intrinsic and extrinsic motivation. This intrinsic motivation, which means learning a second or foreign language is for the pleasure of doing it. Meanwhile, extrinsic motivation is like instrumental motivation which refers to the urge to learn a second language.

### **2.3. Teacher Motivation Strategy**

In terms of motivation in learning activities, the teacher is someone who has an important role to encourage student motivation. As has happened, it is known that motivation is one of the key determinants of student success or failure. Therefore, the teacher must know strategies or ways to maintain and increase

student motivation, especially in teaching and learning English. However, every teacher has a different way of motivating his students. In addition, each student is also different in how he can be motivated. According to Anderman Eric and Anderman Lynley (2014, p.4), it should be noted that some learning practices from teachers may have different effects among students, some students can be positively motivated by certain types of instructional practices but sometimes others cannot be motivated by the same kind. Therefore, in designing ways or strategies to motivate students, teachers must take several considerations related to the conditions of students. The teacher's strategy or way of motivating students is known as the teacher's motivational strategy.

a. Definition of Motivational Strategy

According to Dornyei (2001: 28), Motivational strategies are techniques that promote goal-related behavior of individuals. It relates to motivational influence that consciously is for getting and enduring positive effect. Motivational strategies are also instructor actions for enhancing person's motivation to learn by stimulating or creating motivational conditions for the learner (Wlodkowski in Nugroho and Madya, 2015: 83). Then, based on the explanation before, it can be known that motivational strategies in learning and teaching activity contexts are teacher's strategies, techniques and actions for enhancing the students' motivation in learning process by creating motivational conditions for students, till the students have a change of behavior and get a positive effect.

#### b. Motivational Strategy Goals

According to Hornstra et al (2015, p.364), motivational strategies refer to all teaching strategies that aim to encourage students to learn. Furthermore, Dornyei and Usioda (2010: 103), the objectives of the motivational strategy are as follows:

- 1) The motivational strategy consciously raises students' motivation
- 2) To increase student motivation
- 3) This is to maintain student motivational behavior that is sustainable
- 4) It is to protect students' motivation from disruptive and competitive tendencies of action

Based on the explanation above, it can be concluded that the purpose of the motivational strategy is to arouse, encourage, and increase students' motivation in learning language. Also to maintain and protect student motivation from distractions that can make students demotivated.

### **2.4. Motivation in Learning English**

Motivation to learn is a psychological factor that is non-intellectual. Its distinctive role is in terms of growing passion, feeling happy and eager to learn. According to Sardiman (2018, p.75), motivation to learn is the overall driving force within the student that gives rise to learning activities, which guarantees the continuity of learning English activities and which gives direction to learning activities, so that the goals desired by the subject of learning can be achieved. Learning motivation is a force that moves, maintains and directs behavior toward a goal.

In general it can be said that the purpose of motivation is to move or inspire someone so that their desire and willingness to do something arises so that they can get results or achieve a certain goal. For a teacher, the purpose of motivation is to move or spur students to arise desire and willingness to improve learning achievement, so that goals are achieved. Learning English motivation describes the tendency of students to seek meaningful and commensurate academic activities and try to get the intended learning benefits from these activities. Learning English motivation is the driving force that exists within a person, both instinctive and intrinsic, which can lead to learning activities, provide direction and ensure continuity. learn and play a role in the growth of some positive attitudes, such as enthusiasm, a sense of pleasure in learning English so as to increase knowledge and skills.

In learning English, motivation is very important in the success and failure of the process of learning a foreign language or a second language. Students will be able to learn language more easily if they are motivated or have motivation compared to students who do not have motivation. Motivation to learn is important in the learning process, because with motivation to learn an active learning activity will be created. Motivation is very closely related to learning activities, because without motivation the learning process activities will not run well and success in learning cannot achieve maximum results. Motivation can be seen from the learning outcomes that will be obtained. According to Sardiman (2018, p.73), motive can be said to be the driving force from within and within the subject to carry out certain activities in order to achieve a goal.

According to Winkels (in Iskandar, 2009, p.180), learning motivation is the motivation that is applied in teaching and learning activities with a whole psychological drive in students that causes learning activities, ensuring the continuity of learning in achieving one goal. Based on the above opinion, it can be understood that learning motivation is the driving force of students to carry out learning activities. Motivation grows because of the desire to be able to know and understand something and encourage and direct students' interest and learning so that they are serious about learning. According to Sardiman (2016, p.75) motivation to learn is a psychological factor that is non-intellectual. Its distinctive role is in terms of growing passion, feeling happy and eager to learn. Students who have strong motivation will have a lot of energy to carry out learning activities.

Based on the opinion above it can be understood that motivation learning is the driving force of students to carry out activities learning. Motivation grows because of the desire to be able to know and understand something and encourage and direct students' interest and learning so that they really want to learn.

## **2.5. Learning Motivation Indicator**

In learning activities, students need motivation. The motivation is there each student has different characteristics. According to Sardiman (2018, p.83), the characteristics of motivation in students include:

- a. Diligent in handling assignments can work continuously for a long time

- b. Resilient experiencing difficulties, students do not despair in encounter difficulties. Student are responsible for success in learning and carrying out learning activities
- c. Showing interest in various problems, bold facing problems and looking for solutions to current problems faced. For example, economic problems, eradicating corruption and others etc.
- d. Prefers to work independently, meaning that without having to be told, he will do what is his job.
- e. Get bored quickly with routine tasks or things that are mechanical, just over and over again, so less creative.

If students have the characteristics of motivation to learn as above, it means these students have strong enough motivation. Motivating characteristics such as it is very important in learning activities. The indicators of learning motivation according to Uno (2011, p.23) are:

- a. There is desire and desire to succeed

Passion and desire to succeed in learning in general called the achievement motive. Where achievement motive is a motive to succeed in carrying out a task or job. A student who have high achievement motivation tend to complete the task quickly without procrastinating work.

- b. There is a drive and need for learning

Completion of a task is not always backed by passion and desire to succeed. Sometimes someone in finishing because of the advice to avoid failure. Inner student do their job diligently because if not done

or if you can't complete your work, you won't get a grade from his teacher or made fun of by his friends even be scolded by parents.

- c. There are hopes or aspirations for the future

Students who want to get high grades or want to get a ranking in class, then will study diligently and complete each assignment given by the teacher completely

- d. There is an appreciation in learning

There are verbal statements such as praise or other awards to good behavior and good students learning outcomes is an easy and effective way to increase student's motivation.

- e. There are interesting activities in learning

Simulation and games are one of the activities that interesting in learning. An interesting atmosphere causes the process learning becomes meaningful, which will always be remembered and understood. The existence of interesting activities can also be motivating and excite students to learn so that students become active in the classroom.

From some of the opinions of the experts above, it can be concluded of learning motivation, namely persistence in doing assignments, interested in various problems and solving them. Motivation learning can also be encouraged by rewards, interesting activities, and a conducive learning environment. A student who always have a high motivation to learn, will involve themselves actively in learning activities.

## 2.6. Definition of Learning

Understanding learning is a process or effort made by each individual to get changes in behavior, both in the form of knowledge, skills, attitudes and positive values as an experience from various materials that have been studied. According to Syah (2006) in Khairani (2017, p.5) learning is a stage of change in all behavior that is relatively sedentary as a result of experience and interaction with the environment which involves cognitive processes. According to Winkel in Khairani (2017: 5) learning is a mental process that leads to mastery of knowledge, skills, habits or attitudes which are all acquired, stored and carried out so as to give rise to progressive and adaptive behavior. In relation to behavior, according to Garry and Kingsley quoted by Sudjana in Khairani (2017: 6) learning is a process of changing original behavior through practice and experience.

Meanwhile, according to Mudzakir (1997) in Khairani (2017: 6) learning is an effort or activity that aims to make changes in a person, including changes in behavior, attitudes, habits, knowledge, skills and so on. According to Slameto in Wiyani (2013: 17) learning is a process of effort carried out by individuals to obtain a new behavior change as a whole as a result of the individual's own experience in interacting with his environment, furthermore according to Thorndlike in Sani (2013: 8) considers that learning is a process of interaction between the stimulus (in the form of a stimulus that can be captured by the senses) with the response.

From some of these opinions, the researcher argues that learning is an event within or every process that must be passed for achieve changes within to become a better behavior, while the behavior positive in question is behavior

positive or better than before. The conclusion from the explanation above is the definition of learning process of change in human personality shown in the form of increased quality and quantity behavior such as increasing ability, knowledge, attitudes, habits, understanding, skills, thinking power, and other abilities.

## **2.7. Techniques to Motivate Students**

Learning motivation does not always arise by itself, learning motivation can be generated, developed and enhanced by an educator. According to Elliot (1996) in Khodijah (2014, p.158), there are three times when a teacher can generate motivation to learn in students, namely as follows: 1) At the start of learning, the teacher must form a positive attitude in students and foster their need to learn and achieve. 2) During learning, namely to stimulate students can be done by causing the interest of the lesson, can also be done by holding games. 3) Ending the lesson, namely competency and reinforcement. Teachers must help students achieve competence by ensuring they have the abilities needed to achieve the desired goals.

According to Iskandar (2012, p.193) techniques for motivating students in learning are as follows: 1) Giving awards using words (verbal), 2) Giving test scores as a trigger for students to study harder, 3) Holding games and using simulations. The teacher packages learning by creating an interesting atmosphere so that the learning process becomes fun and can involve students' affective and psychomotor. 4) Fostering competition in students, 5) Providing a positive example, 6) Appearance of the teacher, the appearance of the teacher who is

attractive, clean, neat and polite and not exaggerated will motivate students to take part in learning.

According to Uno (2016: 34) motivational techniques that can be carried out in learning are as follows:

- 1) Expressing appreciation verbally
- 2) Using test scores as a driver of success
- 3) Generating curiosity or interest
- 4) Making it an early stage in learning easy for students
- 5) Using material that is known to students as examples in learning
- 6) Using simulations or games
- 7) Giving opportunities to students to show their skills in public
- 8) Clarify learning objectives to be achieved
- 9) Provide results of work that has been achieved and
- 10) Creating an atmosphere of healthy competition among students.

From the result of the explanation above, the purpose of motivation in the students learning process is to make students enthusiastic about learning. Motivation is closely related to the stimulus that makes students become motivated, compelled to do something. It can be concluded that for arousing student's motivation can be done by giving attention, giving exercises, carrying out games, using media and method lesson etc.

## **2.8. Teacher Efforts to Increase Learning Motivation**

According to Lavy in Muharram (2017, p.7), effort is something that refers to the use of physical or mental energy, the act or result of trying to do something. As educators and teacher is one of the determinants success in education. By therefore, teachers are required to develop creativity within teaching and learning process. Teacher must be creative and looking for ways to process teaching and learning to achieve result fit for purpose, as well adjust their behavior patterns in teaching with demands goal, with develop situational factors and learning conditions of students. The teacher is the most important factor in guiding and improving motivation to study at school. According to Katz (in Sardiman 2016, p.143) the teacher plays a role as a communicator, a friend who can give advice. Motivator as inspiration and encouragement mentor in the development of attitudes and behavior as well as values teacher motivation is very influential on the progress of student's achievement at school.

So students have motivation study, there is work to be done a teacher did teacher hopefully can guide all students can solve those problems encountered and improved motivation to study at school. As a teacher, you must have a lot of effort to do in learning situations. This is supported by Gerler in Munawwarah (2018, p.17) argument that teachers should put more effort into encouraging students to produce pictorial representations through internal imagery. By therefore, the teacher must be able to provide strong motivation for students so learning can be prepared as necessity for students so learning can be prepared as necessity for their life. Motivation greatly affect learning outcomes student. If the motivation to learn is right, then he will get learning results optimum and vice versa.

As for the teacher's efforts to increase motivation to learn students according to Sardiman (2016:92) exist some steps that can be taken by teacher namely as following:

- 1) Arousing students interest, providing motivation for students to be enthusiastic about learning, especially in learning English.
- 2) Creating a pleasant atmosphere involved in learning, the teacher must be able to create a class atmosphere so that students do not feel bored while in class, and the teacher when explaining English learning material should not be too tense so that students are happy in learning.
- 3) Giving praise for students' success, the teacher gives such congratulations to students who get good grades and motivates other students to get good grades too.

In an effort to increase children's learning motivation in learning activities at school, there are several steps that can be taken by the teacher, Sardiman (2005:92) mentions four things:

1. Giving numbers in this case as a symbol of the value of learning activities. Many students actually to achieve good grades/grades. So that what is being pursued is only a test score or a good report card value. These good numbers are a very strong motivation for students. What the teacher needs to remember is that the achievement of these numbers is not yet a true and meaningful learning outcome. The hope is that these numbers are related to the value of the affection, not just the cognitive.

2. Prizes can be a strong motivation, where students are interested in a particular field that will be given a prize. This is not the case if the prize is given for a job that is not interesting according to students.
3. Competition Competition, both individual and group, can be a means to increase motivation to learn. Because sometimes if there is competition, students will be more enthusiastic in achieving the best results
4. Ego-involvement, Raising awareness for students to feel the importance of the task and accept it as a challenge so that working hard is an important form of motivation. Forms of student hard work can be involved cognitively, namely by finding ways to increase motivation

However, there is discussion regarding there are several strategies to encourage students learning motivation in school, (Sardiman in Firdausi, 2020, p.35), as follow:

a) Giving Score

Scores as a symbol of learning outcome can give strong motivation to students. Because it can arouse the desire of students to improve their grades either on test scores or on report scores.

b) Reward

Reward can motivate the students to learn. However, it is only interesting to students who have interest or talent in work that is given reward.

c) Competition

Competition can be one of ways to motivate students in learning activity either in individual competition or group competition.

d) Ego-involvement

Ego-involvement means efforts to maintain self-esteem. Ego-involvement can emerge students' awareness to consider assignments as an important things and to make assignments as a challenge.

e) Giving exam

Usually the students is very diligent to learn, if they want to face an exam

f) Knowing the result

By knowing the working result, especially if there is progress in students' result, they will learn diligently. In addition, by knowing the students will be motivated to keep learning. Here, the students hope that their result will increase.

g) Praise

Praise is one of positive reinforcements for students. It also can motivate students to learn more.

h) Punishment

Punishment is one of negative reinforcements. But it can motivate the students if the teacher gives it in the right ways.

i) Desire to learn

If there is desire, so it means that there is an intentional element in student self to learn.

## j) Interest

The learning process will run smoothly if it is accompanied by interest.

Interest can be one of supporting aspects to motivation also

## k) Recognized goals

The goals that are recognized and accepted by students will be a motivational tool. By understanding these goals, the students will have an effort for achieving those goals. So they will make students diligent to learn.

Therefore, the teacher must understand the principles of punishment. Meanwhile, the efforts that can be made by a teacher according to Dimiyati (2022:95) are by:

1. Give students the opportunity to express the learning barriers they experience
2. Request opportunities for parents of students to provide opportunities for students to actualize themselves in learning
3. Utiliz elements of the environment that encourage learning
4. Using time in an orderly manner, reinforcement and a happy atmosphere are centered on learning behavior
5. Stimulating students with reinforcement gives confidence that he can overcome all obstacles and will surely succeed
6. The teacher optimizes the use of students' experiences and abilities From the explanation above it can be concluded that the teacher's efforts to increase student learning motivation can be done in various ways so that students become stimulated and motivated to learn, so that what is desired is achieved.

In order to strive for high student learning motivation, a teacher according to Winkel (1991) should always pay attention to the following matters:

- a. A teacher should be able to optimize the application of learning principles, in principle he must see that the presence of students in class is a learning motivation that comes from students.
- b. Teachers should be able to optimize dynamic elements in learning, because in the learning process, a student can sometimes be hampered by various problems. This can be caused by physical or mental fatigue of students, so a teacher must try to revive students' desire to learn.

From the explanation above, it can be concluded that the teacher's efforts to increase student learning motivation can be done by optimizing the application of learning principles so that students become excited again in learning. The indicators put forward by Hamzah B. Uno (2011:23) are:

- a. There is desire and desire to succeed.
- b. There is a drive and need for learning.
- c. There are hopes and aspirations for the future.
- d. There is an appreciation in learning.
- e. There are interesting activities in learning.
- f. The existence of a conducive learning environment, allowing a student to learn well.

From the opinion above it can be concluded that the teacher's efforts are how the efforts made by the teacher in teaching or in providing learning material with the aim of successful learning. the teacher's efforts greatly affect whether or

not the material is accepted by students. The teacher must give effort in teaching so that the material can be well received by students.

## **2.9. Previous Related Research**

As for the titles that are relevant to this research, the authors found them.

1. This research was conducted by Siti Aminah with the title “Teacher effort in improving learning motivation students in social science subject in bahrul maghfiroh malang middle school” (in the year 2020). The method used in this research is qualitative research. The type of research used is descriptive research. In this research, the research begins with observation and then data collected through observation, in-depth interviews and document analysis. The purpose of this study is to increase “Teacher effort increasing learning motivation students in social science subject in bahrul maghfiroh junior high school malang”. The research method above with the research that the authors will conduct both discuss efforts to motivate students learning, while the difference lies in the place and time with the research that the authors will conduct lies in the title, namely the English teacher’s efforts to increase students learning motivation.
2. This research was conducted by Mira Deva Juniarti with the title “Social sciences teacher effort in improving students learning motivation in materials history of state junior high school 01 central Bengkulu” (in the year 2022). This type of research is field research, namely research conducted directly in the research field using a descriptive research approach qualitatively. Data obtained by using data collection techniques

in the form of observation, interviews and documentation. The purpose of this study was to find out “Social sciences teacher efforts in improving students learning motivation in materials history of state junior high school 01 central Bengkulu”. The similarity of the research above with the research that the writer is going to do is that they both study students’ motivational efforts. The difference lies in the time and place that is different from previous studies. The title motivates students to study history, while the authors examine students learning English.

3. This research was conducted by Alkhansa Munawwarah, white the tittle “Teacher Efforts in Building Students Motivation in Learning” (in the year 2018). The type of research is descriptive qualitative, data obtained using interview data collection techniques, this research aims to find out how the efforts of teacher in motivating students in learning English. The limitations of the above research with the research that the authors will carry out together explore the efforts of teacher motivation to increase students motivation. While the difference with the research that the writer will do lies in the time and place and is different from the title, namely the title that has been researched by previous researchers is “Teacher Efforts in Building Students Motivation in Learning English”. Meanwhile, what the author will examine is entitled “Analysis of Teachers Efforts to Improve Students Motivation in Learning English Class VII SMP N 04 Kotabumi”.

So the link between previous research or the research above and the research the will be carried out by the authors both discuss the efforts of

teachers increasing students motivation. While the difference with previous research is that the difference subject from the research that the research do, namely learning English, and also the difference lies in time and place.