

CHAPTER II THEORY REVIEW

2.1 Concept of Motivation

Motivation comes from a word 'motive' which means a reason. It refers to the condition where someone does something because of an interest. It is one of the supporting factors for someone to be success in doing activities. Every activity requires motivation as a reason that can push someone to do in especially in learning languages. While motivated students to learn English, they would be tried to master it with the best effort. In contrast, if students have not motivation, they will not care about it at all. Therefore, motivation leads students to learn English to achieve certain goals.

According to Melendy (as cited in Husna & Murtini, 2019, p. 209) motivation is interpreted as a process that started with a necessity and guide to a behaviour that drives someone to achieve an aim. Kea (as cited in Hong and Ganapathy, 2017, p. 19) explain that motivation is a factor that pushes someone to continue in doing something consciously or unconsciously in order to achieve set goals. It could be seen from the view of two aspects that is internal and external, such as enthusiasm, appreciation of an achievement, also expectation from other people.

Furthermore, Gardner (as cited in Susilowati, 2020, p. 36) stated that motivation identifies as one of the main factors that can affect in learning English. Parsons, Hinson, and Brown (as cited in Wimolmas, 2013, p. 906) added learning has same importance with motivation that is achieving goals. Learning creates the

students to get new knowledge also skill, while motivation leads the students to achieve goals in the learning process. In addition, Lai (as cited in Purmama, Rahayu, & Yugafiati, 2019, p. 539) stated that motivation is a reason that underlies behaviour that indicate by students' willingness and desire in English learning.

From the statements above, motivation called as the most needed component in learning English because it is critical success to students. It also drives students to get certain purposes because there is the will to do so. It also can influence students in behaving. In the presence of motivation, students are being more excited, so the learning English is going well.

Particularly, Gardner (as cited in Asmali, 2017, p. 57) explains that motivation is combination of will, positive behaviour, and effort invested in learning English. Hardiyanto (2019, p. 79) stated that motivation can trigger an extra strive of the students in achieving the desired purposes. Gardner (2006, p. 243) adds that motivated students surely showed their motive for engaging in the learning process, give the best effort, persist, brave in facing the tasks, show ambition to reach the goal and enjoy the learning activities.

As mentioned above, motivation can be referred as desire of someone that can be viewed by positive behaviours, such as an effort, diligence, and verbalization. Students who are motivated in learning English certainly have reasons why they want to learn about. They also indicate that they enjoy in the learning process. They believe that learning English is important to learn for them. A student who has higher motivated will put the best effort to learn English more and be persistent in it than the one with lower motivation. In addition, a motivated student will be successful than a student who is unmotivated. From the explanation

above, it confirms that motivation is very important part that can give big impact in process of learning English.

In accordance to all information above, the researcher concluded that success and failure of students in English learning depends on their motive. It is the most important factor that has positive influence to get achievement in process of learning English because it can drive students to obtain learning goal. Then, each student must have highly motivation to easier the learning process because without motivation they will difficult to reach aims.

2.2 Types of Motivation

Motivation is an ambition that comes from internal or external individual to carry out an activity that related to particular goal. Harmer (as cited in Wimolmas, 2013, p. 906) uses the word 'goal' to categorize motivation and classify it into two kinds as follows:

- a) Short-term goal: students are said to belong this category if they learn English with expect to be able succeed in near future. For example: a student learns English in order to pass his/her test and achieve high score.
- b) Long-term goal: this type is the opposite of the previous type where students learn English to obtain aims in further. As example: learn English to get better profession in the future or to capable in communicating with people who use the target language.

Based on the explanation above, there are two kinds the aims of students learning English is determined by the category of goal. First, short-term goal is motivation that leads only to an achievement in short term. Second, long-term goal is motivation that leads to an achievement in plans of future.

Different from the previous one, Baily and Garratt (as cited in Rehman, et. al., 2014, p. 255) are categorized motivation in general can be classified into two types, they are intrinsic and extrinsic motivation.

a) Intrinsic Motivation

Intrinsic motivation is an impulse that comes from the individual itself. According to Santrock (as stated in Fachraini, 2017, p. 49—50) intrinsic motivation is an impulse of will from within individual in doing something. Ciccarelli & White (2012, p. 344) adds that students called have intrinsic motivation when they are doing an action because they feel the act is interesting, rewarding, challenging, or satisfying. Based on two experts above, it means that there is strong desire in a person to learn English without any pressure from external factors. For example, a student learns English because he/she likes and enjoys it.

There are positive impacts to students that belong to this kind. They are voluntary and willingly try to learn English because it is important to them. In addition, Lightbown and Spada (as cited in Wimolmas, 2013, p. 907) mentioned that the teachers do not have many effects on intrinsic motivation since the students are from different backgrounds and the only way to motivate them is by making the classroom a supportive environment.

Based on statements above, the researcher concluded that intrinsic motivation is encouragement from within students to learn English because of their interest in the subject of learning. The students learn it because they want and no one forces. They would have sense of satisfaction when they do a task and get it done.

b) Extrinsic Motivation

Extrinsic motivation is an impulse that comes from external factor also influenced. Factors can be from the parents, teachers, or the social environments. The influences can be rewards or keep away from punishment. This kind emphasizes of the external need to demand the students to follow in activities of learning (Arnold as stated in Nguyen, 2019, p. 53). For example, a student may study hard when he or she wants to obtain a good score for passing the test of the course. It is same as (Hayikaleng, Nair, & Krishnasamy, 2016, p. 480) which has opinion that extrinsic motivation refers to students' performance when they learn English to get reward such as get a good score, increase salary, or maybe avoid from punishment.

As stated above, there is negative impacts to students that belong to this kind. Students that belong to this kind do not learn English with enthusiasm. It is because they do not voluntarily do it. There are external outcomes that forced them to do so. This is stated by Ryan and Deci (as stated in Ciccarelli and White, 2012, p. 344) that student called has extrinsic motivation when he/she is doing an action because it guides to the result that is separated from the student. When students learn English because they want the rewards, they will have high motivation to attend and to learn in the class to get their goals. However, when these rewards already picked up by the students or if there are no any punishments, they are no longer interested in attending to class to learn English.

Furthermore, Gardner and Lambert's (as cited in Hong and Ganapathy, 2017, p. 20) explained that in study on students' motivation in learning foreign language focused on two types of motivation, namely integrative and instrumental

motivation. In relation to learning a foreign language, this theory has been widely accepted in the field of English as Foreign Language studies. As stated by Cook (as cited in Nailufar, 2018, p. 333) believes that both of these types are useful and effective factors for learning foreign language. Both of these types will be explained in detail below.

a) Integrative motivation

Integrative motivation is a reflection of an individual genuine interest in language learning. Students who have integrative motivation tends to learn a language because it will help them to integrate with the native speaker or to learn the language to gain friends who speak the language. They who belong to this category will show that they are interested in foreign language, they have desire to learn the target language, and they want to be able to interact with the target language community.

Some researchers believe that this type is absolutely necessary for successful in learning the target language. As stated by Crookes and Schmidt (as cited in Al-Khasawneh & Al-Oasmari, 2015, p. 309) claim that integrative motivation is more important in sustaining long-term success in learning foreign language. From the experts above, it explains that students that belongs to this type of motivation will be more success in learning foreign language.

Generally, students are belonging to this type want to mastering foreign language because an interest about people and culture of the target language, thus arousing a sense of desire to get into it. As stated by Chalak and Kassaian (as cited in Al-Ta'ani, 2018, p. 91) integrative motivation is a condition when the student has a will to learn English as foreign language so they can use that language to

interact with native speaker and take part in their culture. It is based on motive to students in learning English such as able to interact or socialize with people who use English, or maybe be able to get involved in using same language in that community (Saville-Troike as stated in Nguyen, 2019, p. 53). It is like a student who really wants to learn English in order to study abroad so he or she will be able to communicate confidently in that community.

b) Instrumental motivation

Instrumental motivation is the contrasting form of integrative motivation in language learning. This category is characterized by a desire of learners in learning English to gain social acknowledgment or beneficial purposes. The goals in instrumental motivation do not include any feeling of closeness with the target language people but more focus on a beneficial purpose of learning the language for the individual such as for getting a better job, job demands, or get in to college. In other words, instrumental motivation reflects the practical worth and advantages of learning a new language.

Here, there are some experts who explained about instrumental motivation. According to Gardner and Lambert (as cited in Al-Ta'ani, 2018, p. 91) instrumental motivation described as student's desire in learn English to get social and economic rewards. It is in line with Saville-Troike (as cited in Wimolmas, 2013, p. 906) stated that an instrumental is involving to concepts of purely practical value in learning foreign language (English) where students learn a language so as extends students' careers, gives more values and potency, accesses scientific and technical information easily, or just passes a course of study. It implies that students believe if they are mastering in English, they will get a better job or pass an exam.

As explained above, Gardner and MacIntyre (as cited in Anjomshoa & Sadighi, 2015, p. 127) had referred to both of these types of motivation are depending on learner's motivation (either career/academic-related 'instrumental' or socially/ culturally-related "integrative") different needs must be fulfilled in learning foreign language. Dornyei (as cited in Hong and Ganapathy, 2017, p. 21) add that integrative and instrumental are like two side of a coin. Both of them positively related and contribute to the achievement of language learning. Wan-er (as cited in Hong and Ganapathy, 2017, p. 21) also adds it will create more positive results for the learners in a language learning when both of these types are used together. It explained that these types are greatly affect each other and give good results if students have both of them in learning English.

In short, if some students belong to integrative motivation, they show the best effort to learn English better while the other side, if some students belong to instrumental motivation, they learn in order to get the advantages. In addition, there is possibility for the others may have both these types. They may be learning the subject for passing a test (instrumentally), but at the same time, they may love that language and the culture of community, so they will master it in order to participate in its culture.

Based on the explanation above, there are many different types based on different categories of motivations from the experts. The first, motivation is categorized based on the goals, namely short-term goal and long-term goal. Short-term goal is a wish of the students to be succeed in learning English in the near future, while long-term goal is a wish of the students hopefully to gain a better job or career in their future. The second is motivation in learning generally is classified

into two kinds. First, Intrinsic motivation is a drive from within oneself to achieve certain goals, whereas extrinsic motivation is a desire of students to achieve their goals because it is triggered by external factors such as parents, teacher, or social environments.

The last is motivation in learning foreign language that divided into two kinds, namely integrative and instrumental motivation. Integrative motivation is a desire of students who learn English (foreign language) because they want to learn more about other cultural community and to be part of that community. Meanwhile, instrumental motivation is a desire to learn foreign language to achieve academic goals or related to future careers.

Furthermore, it is better to know that intrinsic-extrinsic motivation is different with integrative-instrumental motivation. (Anjomshoa & Sadighi, 2015, p. 127) explain that Intrinsic and integrative motivation are different. Intrinsic focuses on volunteerism that makes learner learning a language while integrative motivation is about an interest in mastering the target language and participating in the language community. Extrinsic and instrumental motivation are similar but not exactly alike. Extrinsic focuses on fact that there is a reason from outside factors of learner to learn a language while instrumental is about the purpose of learner's learning (Anjomshoa & Sadighi, 2015, p. 127).

Therefore, the researcher chose the last types, that are integrative and instrumental motivation to be inspected because this is very suitable with the topic of the research that is describing motivation in learning English employed by the low-medium-high ability students of the first-year English education study program at Universitas Muhammadiyah Kotabumi Academic Year 2019/2020.

2.3 Sources of Motivation

According to (Harmer, 2007, p. 98—99) there are several motivation sources that will affect to students, as following:

1. The goal

This is the one of the strongest sources of motivation to the students in learning English. Learners do something because they have a goal that will achieve. As an example: students learn English in order to get high score on upcoming exams. Besides, in learning English, there are certainly some students that have others goals and there are others do not have any goals at all. In this case, there are possibility from other factors or sources that get their motive to learn English.

2. The society we live in

Society considered that learning English is very important. Perspective from the society about language learning could be affected students' behaviour towards language being learned. So, whether that motivation of students will continue or not is depends on good or bad view from society they live in.

3. The people around us

Student's behaviour in learning English will highly influenced by people who around them. It can be from parents, older siblings, and also student's peers will be very important. If they are critical of the subject, it can make student lose their enthusiasm in learning English. If the student's peers are enthusiastic to learn English, the student may feel more motivated to learn.

4. Curiosity

Curiosity is a student's feelings or attitudes to find out more about something. It happens in early when students interested in doing something. This initial motivation is precious. Without it, students will difficult to in learning English. For example, students in beginning of a semester, most of the students have interested (to some extent) to see what it is like.

In summary, there are several motivation sources that influence to the students in learning English. First, students must have a goal when they want to start learning English because it is very needed and strongest sources than the others. Second, the views from the society about learning a language. Other than society, the influence of people around the students will greatly affect to motivation of the students. The last is curiosity of the students. If the curiosity of students towards learning English is greater, then the motivation of the students will increase.

2.4 The Role of Motivation in Learning

Motivation plays an important role in teaching and learning process. Basically, motivation can help in understanding and explaining individual behaviour, including the behaviour of individuals who are learning. According to Uno (as cited in Christianto & Karin, 2019, p. 176) there are several important roles of motivation in learning.

Firstly, the role of motivation in determining learning reinforcement. Motivation can strengthen learning if students who faced problems that need solution, and can only be solved by the help of things that student has used.

Something can be a learning booster, if students are really motivated to learn. In other words, motivation can determine what things in the students' environment can strengthen the learning. It is not enough to tell the resources to be learned, but more important is to link the content of the lesson with whatever device is closed to students in the environment

Secondly, the role of motivation in clarifying learning goals. This is related to the meaning of learning. Students will be interested in learning if what is learned is at least already known. Students are increasingly motivated to learn, because they already know the meaning of learning.

Thirdly, motivation determines perseverance in learning. Students who have been motivated to learn something, will try to learn it well. In that case, it appears that motivation to learn causes perseverance in learning. Conversely, if students lack or does not have the motivation to learn, then they are getting bored easily. It means that motivation is very influential on endurance and perseverance in learning.

Based on the explanation above, it could be concluded, motivation is very important role in learning process. There are three motivation roles in learning, such as; to determine things which can be used to empower the learning process, to clarify the learning goals which is to be achieved and to determine the learning persistence.

2.5 Factors Influencing Students' Motivation

There are many factors that influencing motivation of the students especially in learning. Imron (as cited in Siregar & Nara, 2010, p. 53) stated that there are some factors influencing motivation of the students in learning.

1. Ideals and students' aspiration

The ideal is one of the factors that influence motivation of the students in learning. It could be seen from the real condition that the students already have an idea because they had high motivation previously. For example: when someone have an ideal in his life to become an English teacher, they will be motivated to increase their ability to become an English teacher.

2. Students' ability

Every student has different ability in learning. When the students had to know about their ability in a particular that the capable, they will be motivated for increasing and developing their ability in that particular. In this situation, the students' ability is a factor that can influence the motivation of the students in learning.

3. Students' condition

The conditions of the students are divided into two parts, namely physical and psychic. Physical condition is a state of the students' body like they are tired or fit and psychic condition is a state of mental-strike like was stressful, sad, or happy.

4. Students' environment conditions

Environment condition called as factors that influencing motivation of the students. It could be seen from physical environment and social environment. Physical environment that is not comfortable for the students will gave a bad impact through the students' motivation in learning. Meanwhile, social environment such as friends, family, school, etc, that is not showed behaviour of learning would be impact through low motivation of the students.

5. The dynamic element

The dynamic element also gives an influent for motivation of the students. It could be observed from how the effort to come up motivation in learning, such as the material that they taught, tools of learning, atmosphere of learning, and so on.

6. The teachers' effort

There are four effort that can be done by teachers to increase the motivation of the students in learning.

- a. Optimize implementation of the principle to learn
- b. Optimize the element of dynamic learning
- c. Optimize the utilization of the teacher in teaching
- d. Develop aspiration in learning

There are six points that influencing students' motivation in learning, such as: ideals and aspiration of the students, ability of the students, condition within

the students and environment conditions of the students, the dynamic element, and the effort from the teachers.

2.6 The Ways to Increase Students' Motivation

Motivation is related to the internal condition of someone. In line with the statement, giving motivation to the students is important to support the students in learning process. There are many ways that can be used as an effort to increase motivation. According to (Sardiman, 2009, p. 92—95) there are some forms and ways to grow motivation of the students in teaching learning process.

1. Give score

Score in this term refers to the symbol of value of learning process. For students, score is strong motivation. They will give more effort to get a good score of examination. Students who can be doing a good job should be given satisfying value, from this way it can be more increase their desire and motive to learn that in this case is learning English.

2. Reward

Reward is one of forms to develop motivation of the students because by giving a reward, they would be more motivated in learning. A teacher can occasionally give reward to the students who can answer the questions well or get a great score in learning. It can increase the desire of learning and can provide the motivation for others.

3. Competition

Competition can be a way to encourage students in learning. Competition, individually or group can increase the students' learning achievement. The teacher

must be creative and can make a small competition in teaching learning process. For example, when the teacher gives the task to the students or the group made a work with the learning materials in accordance. The students who can be completed on time and doing a good job is the winner. A small competition can increase motivation of the students in learning.

4. Ego-involvement

Make students realize the importance and receive the task as challenge will make the students work hardly. It will motive them to work as hard as possible that they can to achieve the success.

5. Give an exercise

All of the students will learn diligently if they know there will be an examination or exercise. Therefore, give exercise, task, or examination is one of thing to improve and motivated the students to learn more.

6. Inform the result

By informed their results of learning process, increasing or decreasing, will motivate the students to learn more. The students should be known their results because when they know their results, they have to improve if got low grade and will learn better.

7. Praise

Praise is one of positive reinforcement and also a good motivation. By giving proportional motivation, it will make the students be happy and increase their desire in learning. The praise can be expressed in the form of short statement like

“that is good” or “you are smart students”. Giving praise will make they are being happier and more motivated to learn well.

8. Punishment

Punishment is a negative reinforcement. However, proportional size, punishment can be used as a motivation. The students will do the best, do something well to avoid that punishment.

9. Desire

Desire to learn means that there is an intentional condition to learn. Desire also means that the students have motivation in learning in order to get a good result.

10. Interest

Motivation is related to interest. Motivation comes because there is necessity, so interest can be used as principal motivation. Learning process will be done smoothly if it is followed by interest. Regarding to interest, among others can be raise as the follow:

- a. Raise the existence of a needs
- b. Connect with the issue of experience in past
- c. Giving opportunity to get a good result
- d. Using a variety of the form of teaching

A teacher who are creative and have good ways of teaching and make fun the situation in learning will increase the interest of the students in teaching learning process.

11. Goals

Goals is also important aspect of motivation. To find out of the goals to be achieved and feel it is very important and give benefits, then it will arise a passion and great motivation in learning.

Based on the explanation above, it can be concluded that there are eleven ways to increase students' motivation in teaching learning process, including give score, reward, competition, ego-involvement, give exercise, inform the result, praise, punishment, desire, interest, purpose.

2.7 Assessment of Motivation

Motivation can be assessed in several ways. According to (Schunk, Pintrich, & Mee, 2008, p. 13—17) mentioned three kinds of methods for assessing motivation, as follows:

1. Direct observation, it commonly used to measure students motivational based on behavioural instances of choice of tasks, the effort they expend to perform well, and persistent at tasks.
2. Ratings by other, it is judgements by observers (teachers, parents, researchers) on various characteristics indicative of motivation.
3. Self-reports, it captures people's judgements and statements about themselves. There are five types of self-reports instrument. The first is questionnaires which mean written ratings of items or answers to questions. The second is interviews, it means presenting questions by an interviewer and participants answer orally. The third is stimulated recalls, it means recall of thoughts accompanying one's performances at various times. The fourth is

think-aloud, it means students' verbalizing aloud their thoughts, actions, and emotions while performing a task, and the last is dialogues, it means conversation between two or more persons.

Based on several ways to assess a motivation above, this research had used the one of them, that was questionnaire. In the questionnaire, there were five options they were strongly agree, agree, neutral, disagree, and strongly disagree. The answer of the questionnaire would be changing become score by using Likert scale.

2.8 Related Previous Research

In completing the theory of the research that has been described, then the following are several relevant previous research results with this research. First, a research from Hanyeq, Suhatmady, and Syamdianita in 2018 entitled "Students' Instrumental and Integrative Motivation in Learning English". The research is investigated about motivation of the students in learning English, whether they had integrative or instrumental motivation and their motive related to their motivation in learning English in Conversation Class of Mulawarman University Language Centre. The result showed that they belong to both categories. The reasons related to instrumental motivation is English is helpful to get a job, to study or work aboard, to pass a test and to read materials of English. While, for reason related to integrative motivation, they love and interested in learn English to be knowledgeable about the outside world.

Second, a research was carried out by Marzuki, Dahnilsyah, and Syarfi in 2019 the title is "A Survey First Semester Students' Motivation in Learning English at English Study Program FKIP Universitas Riau. This research is classified to

descriptive research and used clustering sampling technique also questionnaire to collect the data, adapted from AMTB that designed by Gardner in 1985. It conducted in 1 class selected that consist of 40 students. The result showed a percentage score of 97.5% for intrinsic motivation and 92.5% for extrinsic motivation. It indicated that they are motivated by internal and external desire. They study English because they want to improve their English skill and also want to use their English for their career.

The last research was carried out by Wimolmas in 2013 the title is “A Survey Study of Motivation in English Language Learning of First Year Undergraduate Students at Sirindhorn International Institute of technology (SIIT), Thammasat University”. This research aims to find out type and level of English language learning motivation. There are instrumental or integrative motivations. Data was collected from 30 first-undergraduate students at an International Institute of Engineering and Technology in Thailand. It used questionnaire to collect the data, adapted from Gardner AMTB which consist of 20 items. The data were analysed by means of frequency, percentage, arithmetic mean and standard deviation. The result showed that the respondents have highly instrumental motivated in English learning.

Based on the previous research mentioned above, the similarity of this study with those researches were categorizing as qualitative research and examining the dominant type of students’ motivation in learning English. In contrast, the difference from those researches were concerning on students’ motivation in learning English in different areas. There was another difference from 3 researches above. In the first and the last researches were determining types of motivation from

category of integrative and instrumental motivation. However, in the second research was determined types of motivation from category of intrinsic and extrinsic motivation.

In this research, the researcher conducted the research in Muhammadiyah Kotabumi University and used Gardner and Lambert's theory to determine types of motivation which consist of integrative and instrumental motivation. In addition, there were 3 focuses in this research, they are: to describe types of motivation, to identify the dominant types of motivation, and to describe students' reasons employed by the dominant types of motivation.