

CHAPTER II

REVIEW OF RELATED LITERATURE

2. Motivation

In this section the researcher will discuss the definition and types of motivation. Motivation is the energy or passion that a person has in doing an activity. It can be integrative or instrumental motivation that everyone has. The following is an example of integrative and instrumental motivation:

1. Integrative motivation possessed by students or second language learners such as English who have the desire and determination to learn the culture of English-speaking countries and associate with foreigners or native speakers.
2. Instrumental motivation possessed by students and second language learners who have the desire to increase grades and the desire to achieve good achievements in the process of learning English, so that they have the desire to get a decent job in the world of work in the future and so that they are not considered inferior by others.

The following is the definition of motivation by some theorists, both instrumental motivation and integrative motivation possessed by students and second language learners. Motivation is divided into two parts namely; intrinsic or internal motivation and extrinsic motivation.

In terms of learning motivation, intrinsic motivation occurs when the learner is learning for their own self-perceived needs and goals.

For example, students learning English to be smarter than some people. By

contrast, learners who pursue a goal only to receive an external reward from someone else are extrinsically motivated. For example, students can see other people for being their inspiration to get something like a gift from their parents. Intrinsic or internal motivation is motivation that comes from individuals while extrinsic motivation is motivation that comes from outside a person's self or is influenced by that person. by the second language learner.

2.1. Principles of Learning Motivation.

According to Djamarah (2008), there are 6 principles of motivation in the learning process as follows:

1. Motivation is the energy or encouragement that is owned in every learner's activity.
2. The most important motivation is the type of intrinsic motivation.
3. Intrinsic motivation, very good because of the motivation that comes from that individual.
4. Motivation is also closely related to needs during the learning process.
5. Motivation can increase optimism in the learning process.
6. Motivation can foster achievement in learning.

According to Kanneth H. Hover as cited in Rusyan (1994) there are 6 principles of learning motivation:

1. Praising students is much better than punishing.
2. All students really need a very basic psychology to have.
3. Intrinsic motivation is much better than extrinsic motivation.
4. Motivation is very easy to spread to others.
5. Each student has a different level of motivation.
6. Great motivation has something to do with the creativity of students.

Motivation can change other people which means that motivation can be transmitted to other people with progress in achievement, which is shared by friends or relatives, in the academic field and in other fields. So the researcher concludes that students really need basic psychology and all students and anyone who needs intrinsic or internal motivation.

2.2. Characteristics of Learning Motivation.

Dornyei and Csizer (1998) indicate that “ motivation is responsible for achievement in language learning, and without adequate motivation, learners with distinctive talents will not be able to fulfill such objectives, even if they have a good curriculum and/ or teachers”. On the other hand, motivation has been considered as an important aspect of investigation because the writer has assumed that the more motivated language learners are, the more they increase in learning. Motivation is primarily a ‘cause’ or an ‘effect’ of learning, with the general consensus now being that it functions in a cyclical relationship with

learning.

2.3. Kinds of Motivation

In general, there are two known types of motivation, namely; intrinsic motivation and extrinsic motivation of these two types, researcher concludes that intrinsic motivation is motivation that comes from a person or student who has a desire from himself to get something for example he wants to learn English so he can communicate with foreigners. Besides, it can be appreciated by others in the workplace one day. Extrinsic motivation is someone who has the desire to achieve achievements in order to get prizes or praise from parents and teachers who always remind him to study.

2.3.1 Integrative Motivation

According to Gardner and Masgoret (2003), Integrative motivation refers to “openness to identify at least partially with other language communities” The writer added, the second language learners have the desire to periodically learn a second language or English without expecting a reward because they feel positive about the target language fostering feelings of happiness to learn the language because there was no coercion and do not want rewards from anyone or have no thoughts to respected by others so that second language learners integrative learn the target language to be able to interact and learn the culture of foreign English-speaking countries.

2.3.2 Instrumental Motivation

Learners with instrumental motivation are students or students who want to improve their achievements and students who want to learn the target language so that they are

respected by each other and want to have a good career in the future. Gardner and Lambert (1972) consider instrumental motivation as a means to gain social and economic rewards through L2 Learning. Learners with an instrumental motivation want to learn a language because of a practical reason such as getting a salary/ bonus or getting into college. Therefore, it is necessary to know the combination of both the types. Brown (2000) suggested that for learning target language learners prefer the combination of these two

2.3.3 Intrinsic Motivation

Intrinsic motivation according to Brown (1987:115), intrinsic motivation into two main types namely; integrative motivation and instrumental motivation.

Integrative motivation is a student or learner who wants to learn a second language cultural group. Also wants to be part of that community or immigrate or marriage occurs between second language learners and speakers of that language. Instrumental motivation is a learner who wants to use a second language with the aim of achieving what he wants in the future. The researcher concludes that instrumental motivation is a means to achieve certain desires for second language learners. For example, to have a decent job and a good career in the future. Gardner and Masgoret, (2003, p.126) explain that learners learn target language in order to fulfill the desire to mix up in the people and culture of the target language.

2.3.4 Extrinsic Motivation

According to Harmer (2007: 98) extrinsic motivation is a factor from outside the individual, external factors which are sanctions that students receive if their treatment is not good, in the school environment and external factors which are a gift given to thank students what if they excel in the school environment or at home. This is the pleasure of students; a prize is an external that continues to be a motivation to complete assignments from school.

2.4 Previous Studies

This section provides previous studies that are related to learning motivation, especially motivation in learning English as a second or foreign language. First, Widesty (2016) conducted a study on motivation for learning English for new year students at the Department of English of Satya Wacana Christian University. The topic of this study was to determine the level of motivation for new year students based on instrumental and integrative motivation. This research is a repeated study of Kitjaroonchai (2012). Data were collected from 40 new students of the English Education Study Program, Faculty of Languages and Letters, Satya Wacana Christian University (ED-SWCU), majoring in the English Language Education Program (ELE Program). The instrument used for data collection was a set of questionnaires adapted from Gardner (1985) Attitude/Motivation Test Battery (AMTB) edited by Kitjaronchai (2012). The findings show that students have high motivation in learning English. The findings reveal that students have slightly higher

instrumental motivation than integrative motivation in learning English as their second language. This happens because student motivation is influenced by the environment.

Purnama, Rahayu, Yugafiati (2019) conducted research on the motivation of students in learning English. The research focus or research topic is to find out how motivated students were in learning English in grade eight at MTs Mathla'ul Anwar Sukaguna. The data collection was carried out by using a student motivation questionnaire which has ten items adapted from Clement, Donyei, & Noels (1994) and using an interview which has five questions. Data obtained by percentage and descriptive. The population or sample was 22 students who filled out the questionnaire and the interview questions were responded to by two students from the class. The method used is descriptive qualitative from previous researchers.

The researcher state that this research is very interesting because it is to find out the motivation to learn English in eighth grade students of MTs Mathlau'l Anwar Sukaguna. The researcher sees that there are differences in research locations even though the class they examined are exactly the same. The study also found out the motivation to learn English but there were still differences because in the next study the researcher wanted to find out the motivation of class VIII. E SMP Negeri 1 Jayapura which is more dominant towards internal or intrinsic motivation which is divided into two types, namely Instrumental and Integrative motivation.

A study of student motivation in learning English as English foreign language (EFL) was conducted by Husna and Murtini (2019) at STIKES Cendekia Utama Kudus. The researchers conducted this research to find students' motivation in learning English, both intrinsic motivation and extrinsic motivation. The instrument used in previous research by researchers in this second journal was a 5-point Likert Scale which was adapted from the Likert scale format of the questions used and also adapted from Gardner's Attitude Motivation Test Battery (AMTB). 3. The study was taken in the 2018/2019 academic semester which took 139 samples from 256 populations. The study used a qualitative descriptive research method. This research was very interesting because this research was conducted to find out the motivation of students in the process of learning English, both extrinsic motivation and intrinsic motivation. The instrument used in this study was a five-point Likert scale which was adapted from the Gardner's Attitude Motivation Test Battery (AMTB) format and the questions used in the questionnaire were also adapted from the Gardner's Attitude Motivation Test Battery (AMTB) questionnaire which consists of two main parts of the questions, consists of extrinsic and intrinsic motivation. The researchers conclude that the questionnaire data collection strategy was exactly the same as what was done. But what is different is the time, place of research, sample, population. Based on their findings the level of extrinsic motivation is higher than the level of intrinsic motivation. But both scores are at a high level.

Salman Atmowardoyo and Salija (2021) conducted a study of English teacher teaching style and its effect on student motivation in Junior High School Salman

Conference, English Education Department, Makassar State University, Makassar, Indonesia. This study aimed to find out the teaching style used by English teachers at SMP Makassar and the teaching style that was most effective and most influential on students' learning motivation at SMP Makassar. The researchers used three instruments: the first as an independent observer of the research, the second an observation checklist to examine the types of teaching styles used by teachers and the third, audio and video recordings to carry out teacher learning in the teaching process. In this study the writer used a qualitative descriptive design with a survey method. The main objective in this study was to determine the type and level of motivation to learn English in class VIII. E SMP Negeri 1 Jayapura. Questionnaire data was collected from 22 class VIII student respondents. E SMP Negeri 1 Jayapura The instrument used when collecting data was a questionnaire adapted from Gardner (1985) Attitude Motivation Test Battery (AMTB) Kitjaronchai (2012) edited by Widesty (2016). And the five question interviews were answered by 3 students from the class. In this finding the writer found that class VIII students. E SMP Negeri 1 Jayapura has a high motivation to learn English. In this finding, researcher found that integrative motivation was higher in the process of learning English as a second language as well as a foreign language. This is because the motivation that students have was influenced by themselves rather than the environment.