

CHAPTER II

REVIEW OF THE LITERATURE

This chapter is divided into two major parts presenting discussion above theoretical of study and previous study.

2.1 Theoretical Framework

The theoretical study defines the key concepts in the research, proposes relations between them, and discusses relevant theories and models based on a research. This part makes the research a sound scientific basis, demonstrates the understanding of existing knowledge on the topic, and allows the reader to evaluate the guiding assumptions. This gives research direction, allowing to convincingly interpret, explain and generalize from the findings.

2.1.1 Motivation in EFL Context

In general, the definition or understanding of motivation can be interpreted as a goal or a driving force, with that real goal being the main driving force for a person in trying to get or achieve what he wants, either positively or negatively (Hoff, Ekman & Kemdal Pho, 2019). Ames (1990) stated that motivation in learning is dependon long-term, quality attachment in learning and pledge to the process of learning. Most motivation theorist believes that motivation is involved in the performance of all learned responses and leaned behavior will not occur unless it is energized. Bomia, Beluzo, Demeester, Elander, Johnson and Sheldon (1997) has suggested student motivation as student willingness, need, desire and

obligation to participate and be booming in the learning process. Motivational in EFL context is an innovative reformation of the previous L2 motivation theories, reframes language learning motivation within the L2 concept. This theory was developed based on several theoretical paradigms and a solid body of empirical evidence from both motivational psychology and L2 motivation research.

2.1.1.1 The Nature of Motivation

Motivation is composed of three elements. These include effort, desire, and affect. Effort refers to the time spent studying the language and driving the learner (Parish, 1999). Desire indicates how much the learner wants to become proficient in the language, and affect illustrates the learner's emotional reactions with regard to language study (Gardner, 1982).

Therefore, Parish (1999) also said that motivation comes from two sides; from inside and outside of the learners. Motivation from inside comes from the learner's hopes and expectations, and from the desire to do something. The motivation that comes from outside is graded; in education, the most obvious kind of outside motivation is graded for many students, because grades help to motivate the learner from day to day (Maflukha, 2006).

Language teachers frequently use the term motivation when they describe successful or unsuccessful learners. Motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity. (Maflukha, 2006).

Hamalik (2001) defines motivation as the energy changes inside person which is signed by arising of feeling and reaction to reach the goal. He also states that there are three functions of motivation, they are; (a) motivate emerge of behavior or act, without motivation there will not emerge an act such as learning; (b) motivation as director, means direct an act in order to reach the expected goal; (c) motivation as activator, it acts as a machine for car. High or low motivation will decide the process of a job.

Vojnovich (1997) described student motivation as a student desire to participate in the learning process. Teacher's ability creates appropriate classroom so that the students feel valued and respected and the way in which tasks are structured helps to improve motivation.

Based on the definitions above, the writer concludes that motivation is something that leads people to do something in order to reach their goal and it is as the energy changes in human body. It also can change or influence human behavior. Students' motivation is students' desire in participating learning process.

2.1.1.2 Kinds of Motivation

Intrinsic and extrinsic motivation are the two main types of motivation and represent all motivational drivers (Parish, 1999).

Intrinsic motivation is some kind of internal drive that encourage somebody to pursue of action. If people perceive a goal and if that goal is sufficiently attractive, people will be strongly motivated to do whatever is

necessary to reach that goal. In relation to students, intrinsic motivations mean that the reason encourages in gaining success inside the classroom

Moreover, Ella (1984) states in educational psychology, intrinsic motivation is sometimes thought to be related to long term success and is usually defined as motivation which is guided by an interest in the task itself in which one. Furthermore, Gilmer (1973) states that when a person is intrinsically motivated to do some activity, person does it because he likes what he is doing, the activity itself in own reward. Thus, when something is doing for its own sake it is intrinsically motivated. Intrinsic motivation implies self-actualization undergo involvement (Singer 1980).

In addition, Bhrehm and Kassing (1996) states that Intrinsic motivation is motivating force that comes from within motivated individual, which are at work when the person engages in behavior because the person enjoys doing so, people are intrinsically motivated when they perform for the sake of interest, challenge, or sheer enjoyment. Further, Djamarah (2002:150) claims that intrinsic motivation is concerned with factors affecting inside the class. It decides into three categories are:

Initially, this factor is one of the crucial factors that can influence the students' motivation is a good mood or bad mood depend on this factor, the student without a good physical conditions (Chao & Fan, 2020).

In addition, the method by which students are taught must have some effect on their motivation. If they find it deadly boring, they will be probably

become the motivations. Where as if they have confidence in the method they will find it motivating. It is also true that different students are lymphatic to any particular method depending upon their expectation.

Overall, one of the most important elements, the teacher is the most factors affecting in students' confidence, interesting classes, and qualities of the students. The students were concerned in additional important qualities of the teacher.

Extrinsic motivation is motivation that cause people to participate in activities for tangible rewards. Gilmer (1973) states that when are extrinsically motivated to do something, we do it because it leads to external rewards, such as money, and praise from someone. From the definition above, it can be stated that extrinsic motivation is motivation that is directed toward external goal to the students such as goal grades, rewards, from work well done, and teachers' explanation, thus extrinsically motivation students persists at the learning activity for external rewards guided or receive from it.

Gardner and Lambert (1972) states, "people are extrinsically motivated when they engaging an activity from money, recognitions or other tangible reward. Djamarah (2002:162) stated students who decide to go and study a language usually do because they have some goals, which they wish to reach. It has been suggested that there are two main of goals. Extrinsic motivation concerned with factor outside of the class, as reported by Kaldi and Xafakos (2017) it divided in to two categories: