

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This Chapter provides review of the related literature about Motivation, Types of Motivation, Learning English and Motivation in Learning English.

2.1 Definition of Motivation

According to Brown (1987) motivation is "as a basic reason, basic thought, a person's urge to act on a main idea which always influences human behavior". The word "motivation" comes from the English word "motivation" which means encouragement. Motivation can also originate from the word "motive" which is defined as the effort that encourages someone to do something. Motive can be said to be a driving force from within and within the subject to carry out certain activities in order to achieve a goal. Motives can even be interpreted as internal conditions (preparedness). Starting from the word "motive", motivation can be interpreted as a driving force that has become active. Motivation is defined as the encouragement of a person to carry out an action based on basic thoughts or main ideas that influence human behavior. Motivation is a psychological symptom in the form of an urge that arises in a person, both consciously and unconsciously, to carry out an action with a specific aim in order to achieve a goal. This statement is in line with the statement put forward by (Suryo, 1988: 196) that motivation is created by oneself because it has a certain goal. However, there are also those who argue that "motivation is an energizing condition of the organism toward the goal of a certain

class". It can be interpreted that motivation is a goal and a certain level. In other words, motivation is motivation which is direction and intensity of effort.

Meanwhile, (George.R, 1986: 328) states that every human being's ability to do something is usually caused by an impulse, where with this encouragement the human will get what they want. Motivation here means the desire that exists in an individual that stimulates him to take action. In the Big Indonesian Dictionary, motivation is an urge that arises in a person consciously or not to carry out an action with a specific goal. Motivation is an impulse that comes from within an individual that encourages him to carry out certain actions with the aim of achieving the desired results. The term "motivation" comes from the Latin "movere", which means "to move", and in this context, motivation functions as an active drive within a person to achieve certain goals. Motive, as the basis of motivation, is defined as an effort or internal condition that triggers an individual to act. In other words, motivation is psychological energy that arises both consciously and unconsciously, which directs individual behavior towards achieving goals. Motivation not only includes the urge to act but also includes the conditions that trigger and maintain that behavior. In the Big Indonesian Dictionary, motivation is defined as the urge that arises within a person to carry out an action with a specific goal. Overall, motivation is an important factor in determining human behavior, because it directs individuals to strive to achieve their desires and needs.

2.2 Types of Motivation

Motivation to learn is determined by many factors, motivation in the educational context has been divided into two types, namely: intrinsic motivation, which comes from within the individual without external coercion, and conversely extrinsic motivation, which arises because it is triggered by external factors or encouragement such as rewards or confession. The combination of internal and external factors together will create an action. According to Funk (2012: 356), An individual's motivational orientation can be broadly classified into intrinsic and extrinsic. Intrinsic motivation reflects an autonomy orientation that involves regulating behaviour based on interests, self-endorsed values. Extrinsic motivation represents a control orientation that directs how one regulates behaviour based on public interaction.

2.2.1 Intrinsic Motivation

According to Intrinsic Motivation, it is the desire to act that is caused by driving factors from within the individual (internal). Meanwhile, according to Sardiman A.M. (2006: 89), intrinsic motivation is a motive that becomes active or functions without needing to be stimulated from outside, because within the individual there is already an urge to do something. Meanwhile, according to E. Mulyasa (2002: 120), intrinsic motivation is motivation that comes from within a person.

2.2.2 Extrinsic Motivation

Extrinsic motivation is motivation that comes from the environment outside a person. Environmental factors can also play a role in influencing a person's motivation. Meanwhile, extrinsic motivation is motivation whose existence is due

to the influence of external stimuli. Meanwhile, according to Sardiman A.M. (2001: 88), extrinsic motivation are motives that are active and function due to external stimuli.

2.3 Learning English

According to Agustin (2015) English emerged several decades ago as a result of international phenomena such as globalization. More and more people are learning to speak English, and more and more people are relying on it to find work or succeed in it. Likewise, Handayani (2016) said that the use of foreign languages, especially English, has the effect of going from being just a luxury to becoming a necessity in various productive sectors. English has become significant throughout the world as a result of the globalization process to date. In practice, English is a modern world language. English has mastered various elements in life such as business, work, education and life in this world. According to Iriance (2016), in the context of education, English is very important because students who are able to communicate well in English will gain many benefits from this, not only for the advancement of science but also in terms of socio-political communication, economics and cultural understanding. and even in everyday life. This shows how important it is to have a strong command of the English language to achieve professional success in oneself and academic endeavors in students.

According to Richards and Schmidt (2002), learning English can be interpreted as a process in which individuals develop the ability to use English in various contexts, both spoken and written. This process involves mastering listening, speaking, reading, and writing skills, as well as understanding grammar and vocabulary. Meanwhile, Savignon (2002) states that learning English is defined as

learning that focuses on communication skills. It emphasizes the importance of interaction and use of language in real contexts, not just mastery of grammatical theory. Therefore, learning English must be done in a context that is relevant to students' daily lives. Contextual learning helps students to relate learned material to real experiences, thereby improving understanding and retention.

Studying English or strengthening its coverage is very important for students. Their understanding allows them to study important bibliographies such as books, documents and web information, most of which are in English. Knowing this English language is important for the professional future of every student, as it is a necessity for many jobs in general corporations and multinational companies. Likewise, it is possible to discover new cultures and customs, connect with the wider outside world, and enter something new. This situation can provide an opportunity for students to better understand and study the environment around society, including its characteristics, behavior and emotions.

2.4 Motivation in Learning English

According to Brown (1994), the English skills taught and studied in the Indonesian curriculum are reading, speaking, listening and writing. Meanwhile, according to Maru (2009), for many years, English has been the main language taught in Indonesian classes. However, for many years English as a topic was presented from primary school to university level, as well as at other unconventional school and course levels. Moreover, Liando, Sahetapi, and Maru (2018) added that to interact with other people, express sentiments, or exchange ideas and thoughts, individuals need to use language to communicate. Consequently, to communicate effectively, students must learn to read, speak,

listen, and write English. According to some students, learning English also has difficulties in the process of learning English, because not every person or student has the same thoughts or motivation to learn English. Some students may also experience difficulties in learning English due to lack of motivation in the English learning process. When students have less motivation, this can affect them in learning English in class and also their achievement because according to students learning English is much more difficult than other subjects at school. Depending on how motivation influences a student's behavior when learning English as a language, motivation may determine a student's success. According to Oweis (2018), "motivation can influence what, when, and how to learn English." Motivated students may be more enthusiastic about learning English. Because the motivation obtained from enthusiastic students has a positive impact on their success in learning English as a second language. Meanwhile, Alawamleh (2020) explains that when students are motivated to learn a subject, they are more likely to continue participating in activities, pay close attention to instructions, manage and practice all the material given to them, take notes after studying, and check their material for any concepts they don't understand to determine their level of understanding. Motivation is also a solution in helping students to achieve good achievements.

According to Filgona (2020), motivation is a factor that influences how likely it is that a goal can be achieved. It shows support for agreement with an action performed by someone in the direction of a particular goal or achievement. The important point is that learning and motivation are two things that cannot be separated and are connected. Teachers also have an important role in providing

motivation to students to teach lessons in class. Because the teacher is the key person to convey knowledge to students, teaching challenging subjects such as English, therefore students will be nothing without him. Teachers also have an important role in providing motivation to students who lack motivation to learn English. Meanwhile, according to Getie (2020), motivated students who can behave well in the environment where they are learning English are required to manage and practice more assigned content. They will pay attention to how, they are responsive. Students who are not motivated to learn English may not want to participate in any English lessons, but they will not hesitate to ask questions if they do not understand another topic. Motivation to learn English also refers to the drive or reasons that encourage individuals to learn English. Either encouragement that comes from within themselves is called intrinsic motivation or motivation that is influenced from outside, namely extrinsic motivation. In the educational context, this motivation is very important because it can influence the level of success and student involvement in the learning process. Motivation also influences student achievement in a learning process. Students with low motivation will face difficulties in the learning process while students with high motivation can achieve learning goals easily. In addition, students who have high motivation in learning tend to have high scores in learning outcomes and higher than passing scores. On the other hand, students with low motivation tend to have poor results and tend to take remedial tests. In learning English, it looks like students do not have the motivation to learn. Therefore, motivation is very influential in student achievement in the learning process of learning English.

2.5 Relevant Studies

Table 2.1 : The List of Previous Research

Writer (s) Research Title	Previous Research Title	Research Name	Similarities	Differences
High School Students' Motivation in Improving English Learning Ability: A Single Case Study at Grade XI SMAN 1 Blitar	IMPROVING STUDENTS' MOTIVATION IN LEARNING ENGLISH BY USING GAMES FOR EFL ADULT LEARNERS	Awlia Maulida (2022)	Researchers act as the main instrument in collecting data, using methods such as observation, interviews, and documentation	Classroom Action Research (PTK) as outlined in Kurt Lewin's model. This Classroom Action Research (PTK) was carried out in two cycles involving various games to achieve targets.
High School Students' Motivation in Improving English Learning Ability: A Single Case Study at Grade XI SMAN 1 Blitar	STUDENTS' MOTIVATION IN LEARNING ENGLISH: A CASE STUDY ON HIGH ACHIEVER STUDENTS (A Qualitative Research at Second Grade of Darul Ulum Senior High School)	Siti Yuli Maulizar (2019)	Using Qualitative Research	This study took five second graders MAS Darul Ulum Banda Aceh students were participants in this research.
High School Students' Motivation in Improving English Learning Ability: A Single Case Study at Grade XI SMAN 1 Blitar	Students' Motivation in Learning English During the COVID-19 Pandemic (A Case Study of Students at MAN PALOPO)	Itqiyah Ahyani (2022)	The research method used is a case study with focus on Students' Motivation in Learning English	The research used a questionnaire and documentation as instruments for collecting data. The statistical analysis used to manage the result data is a descriptive statistical analysis using the SPSS application
High School Students' Motivation in Improving English Learning Ability: A Single Case Study at Grade XI SMAN 1 Blitar	STUDENTS' MOTIVATION IN LEARNING ENGLISH IN THE ELEVENTH GRADE STUDENTS OF SMA PGRI 1 PATI IN ACADEMIC YEAR 2015/2016	Jaryati (2016)	The method used is Qualitative Descriptive	Based on these results, The conclusion is that students at SMA PGRI 1 Pati have good internal motivation higher than external motivation. Students are motivated by personal desires they.

Writer (s) Research Title	Previous Research Title	Research Name	Similarities	Differences
High School Students' Motivation in Improving English Learning Ability: A Single Case Study at Grade XI SMAN 1 Blitar	TEACHERS' STRATEGIES TO INCREASING STUDENTS' MOTIVATION IN LEARN ENGLISH	Dian Wasis Novia Rizki (2024)	Using Qualitative Research and Researchers act as the main instrument in collecting data, using methods such as observation, interviews, and documentation	This research was conducted for know and describe the strategies of English teachers in increase student learning motivation. This research aims to find out how English teachers motivate students to learning English, and how English teachers handle it difficulties when motivatingb students to learn English.

The researcher provides an overview of several relevant prior studies. One such study, conducted by Awlia Maulida (2022) and titled “IMPROVING STUDENTS’ MOTIVATION IN LEARNING ENGLISH BY USING GAMES FOR EFL ADULT LEARNERS”, specifically aimed at high school students. The main aim of this research is to examine students' increased motivation in learning English by using games for adult EFL learners. The participants in this research were class XI students at a school in South Tangerang for the 2019/2020 academic year. This research uses Classroom Action Research (PTK) as outlined in Kurt Lewin's model. This Classroom Action Research (PTK) was carried out in two cycles involving various games to achieve targets. Data was obtained from observations, interviews and documents. The results of the research show that games have the potential to increase students' motivation to learn English. Students who participated in this study were more engaged in learning when the lessons presented involved games. Apart from that, they also pay more attention to their assignments, attendance and activities during the English learning process. They

also stated that it was easier to understand the lessons because they directly practiced them in game applications in their learning. Overall, this research provides valuable insight into efforts to increase student motivation using games that have the potential to increase students' English learning motivation.

Previous second study written by Siti Yuli Maulizar (2019). The title of this research is “STUDENTS’ MOTIVATION IN LEARNING ENGLISH: A CASE STUDY ON HIGH ACHIEVER STUDENTS (A Qualitative Research at Second Grade of Darul Ulum Senior High School). This research aims to to find out the motivation of students who excel in learning English and to find out how successful students maintain their motivation in learning English. This research is qualitative research, research that uses a case study approach. Achievement students are known for their extraordinary academic abilities, students are not only good in their academic life, but also have extraordinary abilities in the field of mastering English. There were five second grade students at MAS Darul Ulum Banda Aceh who participated in this research. Data was collected by conducting interviews. The results of this research show that students have high motivation in learning English. Researchers identified that high achieving students have several reasons for doing so learning English. Most of the students told the researchers in this study that, their motivation in learning English was: communicating in English well, utilizing their ability in speaking English to help each other, to encourage other students to practice English, to pursue their studied abroad and they really liked the language. In maintaining their motivation in learning English, these outstanding students maintain their motivation through a series of goals, plans and motivation/encouragement from the surrounding environment and students'

strategies for remaining motivated in learning English and other subjects are the focus. Focus is the main thing to do while learning English process and other subjects too.

The third research was previously written by Itqiyah Ahyani (2022). The title of this journal is "Students' Motivation in Learning English During the COVID-19 Pandemic (A Case Study of Students at MAN PALOPO)". This research focuses on Student Motivation in Learning English During the Covid-19 Pandemic (Case Study of MAN Palopo Students). This research aims to find out how motivated students are in learning English during the Covid-19 pandemic at MAN Palopo. This research was conducted through descriptive quantitative research. The population in this study were classes X, XI and XII with a total of 782 students. This research uses questionnaires and documentation as data collection instruments.

A fourth study was previously written by Jaryati (2016). The title of this research is "STUDENTS' MOTIVATION IN LEARNING ENGLISH IN THE ELEVENTH GRADE STUDENTS OF SMA PGRI 1 PATI IN ACADEMIC YEAR 2015/2016". This research aims to: 1) To find out the type of student motivation in learning English in the eleventh grade of SMA PGRI 1 Pati in the 2015/2016 academic year, 2) To describe effective ways to motivate students in learning English in the eleventh grade of SMA PGRI 1 Pati in the 205/2016 academic year . In this research, the author uses qualitative research and uses descriptive methods to investigate language research and uses descriptive methods to find ways to motivate students in the language learning process. This research explains the analysis of several methods used to motivate PGRI 1 Pati High School students in the 2015/2016 academic year. The results of this research show that the value of

students' internal motivation is 59% and students' external motivation is 41%. Based on these results, the conclusion is that students at SMA PGRI 1 Pati have higher internal motivation than external motivation. Students are motivated by their personal desires. And several effective ways that can be used to motivate students include providing grades in the form of individual or group activities, providing prizes such as giving honors or scholarships, and using games to teach material.

The fifth previous research entitled “TEACHERS’ STRATEGIES TO INCREASING STUDENTS’ MOTIVATION IN LEARN ENGLISH” was written Dian Wasis Novia Rizki (2024). This research aims to find out how English teachers motivate students to learn English, and how English teachers overcome difficulties when motivating students to learn English. The method used is qualitative with case studies. Data collection was carried out by means of interviews, observation and documentation. Learning English is mandatory learning in secondary school. However, many students think learning English is difficult. Many factors influence students' reluctance to learn so that students' motivation to learn English is very low. These factors make teachers experience obstacles in increasing students' motivation to learn English. This research was conducted to find out and describe English teachers' strategies for increasing students' learning motivation. The following are the similarities and differences between previous research and this research.

This research explores the motivation of high school students in improving their ability to learn English. The targets of this research were eleventh grade students at SMA Negeri 1 Blitar. The type of research adopted is a qualitative case study, which allows the researcher to explore it in detail. The methods used to collect data include observation, interviews, and document analysis. Observations

were carried out to directly observe learning activities in the classroom and interactions between teachers and students during the English learning process. In-depth interviews were conducted with teachers and students at SMA Negeri 1 Blitar to understand their perspectives on efforts to increase motivation in learning English. Documentation is used to collect supporting materials such as lesson plans, student writing assignments, and performance evaluations to obtain a comprehensive picture. In observing the writing difficulties faced by students.

This research focuses on various types of motivation such as intrinsic motivation, extrinsic motivation, students' abilities in learning English, as well as the achievements made by students in learning English which are based on the results of motivation. Triangulation analysis is used to validate data from various sources and points of view, so as to guarantee the accuracy and correctness of the interpretation of research findings. It is hoped that this research can provide in-depth insight to teachers, teaching staff and related parties at SMA Negeri 1 Blitar about ways to increase motivation in learning English for eleventh grade students. The findings from this research can also provide a strong basis for the development of curricula, teacher training, and intervention strategies that are more effective in addressing the identified challenges.

2.6 Conceptual Framework

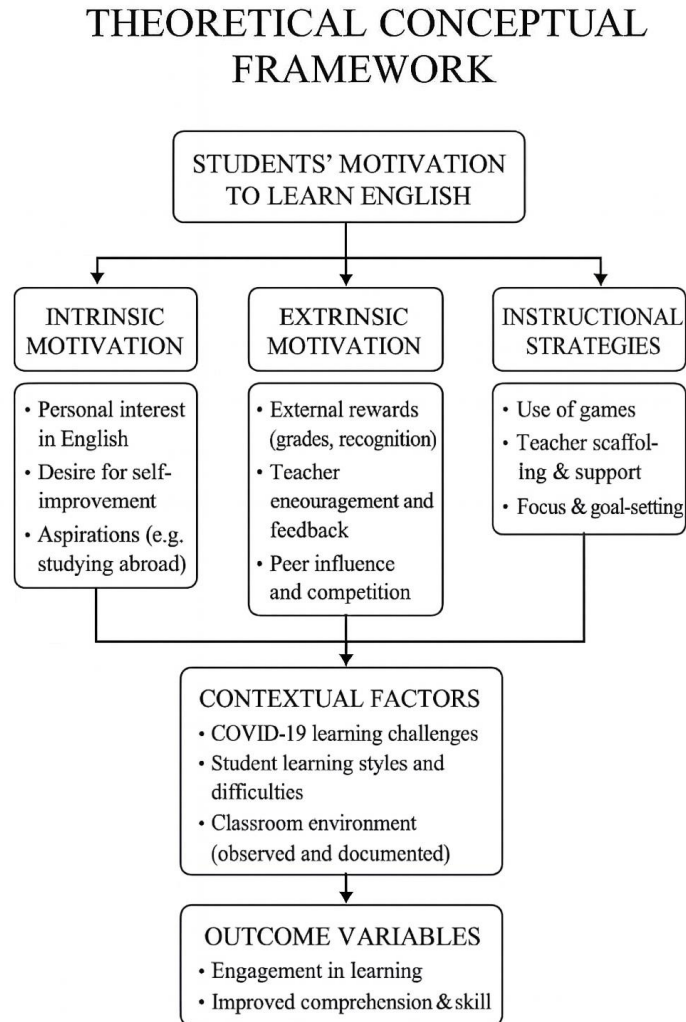


Figure 2.1: Conceptual Framework