

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Definition of Reluctant**

Discussing or participating in the class includes things that lead to an oral statement, idea, or opinion of students answering a question posed by the teacher or classmate or giving an idea to solve a problem in small discussion groups in class. The class discussion refers to various open forums, and collaborative exchange of ideas between teachers and students or among students for the purpose of advancing student thinking, learning, problem-solving, understanding, or appreciation of literature (Sadeghi et al., 2014). However, many students feel reluctant to express their ideas or opinions in English class. Students tend to be silent in English class, they are reluctant to participate in English class.

Reluctant is a feeling of being unwilling to do something or not enthusiastic about doing something. Reluctance means reluctance or lack of enthusiasm from respondents to participate in class discussions (Ahmad C.V, 2021).

According to Hamouda (2013), quite a lot of students are reluctant to respond to the teacher and remain silent in spoken English classrooms due to many causes such as low English skills, fear of speaking in front of others, negative evaluation, shyness, lack of confidence and preparation, and afraid to make mistakes.

Therefore, students choose to be silent and not actively involved in learning English. It can be said that students feel reluctant to participate or interact in learning English.

#### **B. Motivation**

##### **1. Definition of Motivation**

One of the keys to success in a learning process is motivation (Purnama, Rahayu, Yugafiati, 2019). Motivation is an important aspect to

be successful in doing an activity (Fachraini Siti, 2017). Motivation can be interpreted as one of the important components of the success of students learning English in learning (Nair & Krishnasamy, 2016). Motivation is also defined as an indication of a person's attitude to repeat a behavior and vice versa (Alizadeh, 2016).

For researchers, motivation is the drive to do something with the best effort. Motivation is a very influential factor in learning especially foreign language learning. With the motivation, students will be encouraged to learn a foreign language and vice versa. And that motivation is needed not only from themselves but also from the environment around them. Students will be motivated if the environment around them provides encouragement and support for them. Something learning will be difficult to achieve or difficult to succeed without motivation. Students will easily understand the material when they are motivated.

From the explanation above, it can be concluded that motivation is a person's feelings that encourage him to do something. And motivation is an important factor to encourage someone to do something that becomes a strong effort in carrying out their activities in this case learning English so that the teaching and learning process becomes effective and efficient.

## 2. Types of Motivation

Based on the motivation, can be divided into two types of motivation. Below is a further explanation regarding these two types of motivation.

### a. Integrative Motivation

Integrative motivation is the condition when the learners want to learn the target language so that they can better understand and get to know the people who speak the language and mix up in their culture (Rehman, et al., 2014).

### b. Instrumental Motivation

Integrative motivation describes learners who want to integrate themselves into the culture of the second language group and become involved in social interchange in that group (Alizadeh, 2016).

Teachers are people who play a role in supporting students to find out motivation and find their own motivational processes. In this study, motivation refers to the reasons for attracting students. This can be caused by students' intrinsic motivation or extrinsic motivation. The following is an explanation of intrinsic motivation or extrinsic motivation.

#### 1) Intrinsic Motivation

Hayikaleng, Nair & Krishnasamy (2016) state that intrinsic motivation (IM) in language learning refers to the motivation to involve in an activity because the activity is enjoyable and interesting to take part in. A person might be motivated by the enjoyment of the learning activity or the desire to make themselves feel better. Here the pupils are motivated by their intrinsic motivation, they study English because of their internal urge.

A person can be motivated on the basis of their pleasure in learning activities or their desire to be better. Students may be interested in their intrinsic motivation, they want to learn English because of their own desires, or they want to experience something new. This desire comes from within them to make an effort to achieve the goal. When students have intrinsic motivation, they will show their attitude in the learning process in the classroom. For example, students who actively participate when they learn English because they like and enjoy learning it. Intrinsic motivation has several factors, namely:

- a) Curiosity and curiosity drive us to explore and learn for the sole pleasure of learning and mastering. Curiosity can make students feel like learning and learning more.
- b) Challenges, meaning that being challenged can help us work at an optimal level continuously working towards meaningful goals.
- c) Control comes from our basic desire to control what happens and make decisions that affect the outcome.

- d) Recognition, means we have an innate need to be appreciated and satisfied when our efforts are recognized and appreciated by others.
- e) Cooperation, and cooperating with others fulfill our need for belonging. We also feel personal satisfaction when we help others and work together to achieve a common goal.
- f) Competition, competition poses challenges and increases the importance we place on doing well.

## 2) Extrinsic Motivation

Hayikaleng, Nair & Krishnasamy (2016) define extrinsic motivation (EM) refers to a performance that an individual performs to gain rewards such as good grades or increase salary, or alternatively to avoid punishment. Here the pupils in learning English are encouraged by their external eagerness, such as looking for a job, doing the examination, and so on.

In other words, the main motivator comes from outside the student, namely, the student completes a certain task to get something or wants to avoid a consequence for not doing that thing. For example, students study for exams because they want to pass. Extrinsic motivation comes from external sources and is mostly driven or forced by the conceptual environment such as money, good values, or the recognition of others (Sogunro & Ph, 2015).

## 3. Measurement of Motivation

There are some ways used to measure motivation according to Hanafiah (2009, p.28):

- a. Performance test is the measurement to get information about loyalty, sincerity, targeting, awareness, duration, and frequency of activist.
- b. Questionnaire is to know the persistence and loyalty.
- c. Free composition is to understand information about the vision and aspirations.
- d. Achievement test is to get the information about the achievement of the students' academic.

e. Scale is to understand information about attitude.

Based on the description above, there are two causes of students' motivation there are intrinsic and extrinsic.

### **C. Previous Related Studies**

Several studies have been conducted related to this research. Previous research that became a reference in writing this research was as follows;

Ahmad C.V (2021) under the title "The Causes of Students' Reluctance to Participate in Class Discussions". The method used by the author in this study is to use a descriptive method. This research was given to the second to fifth students who came from academic studies at Notre Dame Tacurong College. The results of this study indicate that there are quite common causes that hinder the participation of some students in their class discussions. Some causes come from their thoughts or feelings in the form of tension and when called upon by the teacher to answer questions in front of the whole class; embarrassed and feeling incompetent when corrected when speaking English; unable to directly answer the teacher's questions; lack of confidence to read, and are afraid to express their views in a large class and are afraid to face the number of classmates. There is also a fairly common cause stemming from their perceived proficiency in the use of English. They are reluctant to participate in class discussions because of their incorrect pronunciation, and insufficient English vocabulary which is important in communicating their ideas in group discussions. They were also turned off because of the teacher's rude comments and attitude.

Fachraini Siti (2017) under the title "An Analysis of Students' Motivation in Studying English". The method used by this author is a survey study. In the research, the writer found that the students of the English Department of UIN Ar-Raniry have intrinsic and extrinsic motivation in learning English. Intrinsic motivation is a type of motivation that comes from oneself or from within students. While extrinsic motivation is a type of motivation that comes from outside the student or the influence of others such as parents, friends, or even

the community. The results of this study indicate that students have a higher intrinsic motivation than extrinsic motivation in learning English. In other words, the motivation within students is greater than the motivation that comes from outside the students.

Purnama, Rahayu, & Yugafiati (2019) entitled "Students' Motivation In Learning English". The method used by the author in this research is the descriptive qualitative method. The results showed that the eighth-grade students at MTs Mathla'ul Anwar had motivation in learning English, this was seen from the output of the questionnaires and interviews. The results of the questionnaire explained that students had a desire to learn English and the results of the interviews also explained that students had motivation in learning English. However, in this case, the teacher must be more creative in using media, strategies, or conveying material in learning activities to increase student learning motivation.

Husnussalam, Sudiyono, & Rahayu (2020) entitled "Students' Motivations In English Language Learning Of EFL Classroom: A Case Study of English Department Students of Academic Year 2018/2019 Ikip Siliwangi Bandung". Based on the two Findings, it can be concluded that to improve the students' motivation in English language learning in EFL classroom, then, the teacher has to be more enjoyable, has a good sense of humor, understand the students' characteristics, and has to be able to conduct more student-centered learning, games, and discussion. By doing so, English language learning can be more enjoyable and effective.

Riana & Tambunan (2016) entitled "Students' Motivation In Learning English Language (A Case Study of Electrical Engineering Department Students)". The research aimed to describe the second-year students' motivation toward learning the English language. For the students' motivation, the results showed that instrumental motivation was the dominant motivation for learning the English language. Personal reasons were also regarded as important motives to the students. However, in regards to the integrative reasons, the results provided evidence that learning English to be part of the

culture of its people had the least impact on students' English language motivation. In conclusion, both integrative and instrumental motivations contribute to the learning of a second/foreign language.

The previous studies above have similarities and differences with this research. The similarities mostly show the motivation in learning English. Meanwhile, in this study also show the level of students' reluctance in learning English, especially in the eleventh grade of Senior High School (SMAN 1 Tebas) viewed from the motivation.