CHAPTER II
LITERATURE REVIEW

A. The definition of Student Learning Motivation

1. **Definition of Motivation**

Motivation is a propelling factor that influences students' behavior through influencing his or her choice of options. It improves, stimulates, and motivates, causing them to behave in a goal-oriented manner. In general, motivation is defined as the individual's desire to participate in the learning process; it involves the reasons or goals that underlie their involvement or non-involvement in academic activities (Wery & Thomson, 2013). Motivation is an impulse, desire or interest that is so great within oneself, to achieve a certain desire, ideals and goals. The existence of motivation will make individuals try their best to achieve what they want. Motivation is not only in the form of words, but a strong impulse from within. Motivation usually comes from the hope to get a result. Someone who has high motivation will have a good impact on their life. The high motivation will change their behavior, to reach their goals and live a better life.

The actual behaviors, such as one's level of persistence when confronted with hurdles, are referred to as motivation. The degree to which we exhibit motivated behaviors is naturally determined by internal factors such as our views and thoughts. For example, the more we value academic achievement (a belief), the more likely we are to choose (motivated behavior) academic tasks over attractive distractions. Similarly, a classroom environmental factor, such as a well-designed academic task that is both interesting and challenging, is likely to bring about students' high levels of involvement (Seli et al., 2020). Motivation is one of the most important factors affecting human behavior. Motivation not only affects other cognitive factors like perception and

learning but also affects the total performance of an individual in organizational setting (Velnampy, 2014)

Several factors are in determining motivation which may depend on the situation and attitude (Velnampy, 2014) :

a. Friendly atmosphere

b. Good Supervision

c. Social Interaction

d. Interpersonal Relationships

e. Recognition

f. Power

g. Achievement

In conclusion, motivation is not only in the form of words, but a strong impulse from within. Motivation usually comes from the hope to get a result. Motivation is not only about perspective but also about behavior that is innate or developed over time. Some of the most common factors are student performance and class environment and there are also experts who state other factors such as interpersonal relationships between the teacher and students or student to student.

2. Types of Motivation

Motivation can be used in a variety of ways. It acts as a compass for all human conduct, but understanding how it works and the elements that influence it is useful in a variety of ways. Motivation is a multifaceted and complex psychological attribute, often classified as extrinsic (coming from outside the student and focused on grades) or intrinsic (genuine interest in learning originating from within) (Beffa-Negrini et al., 2002). Different types of motivation are frequently described as being either extrinsic or intrinsic:

a. Intrinsic motivation is when people are motivated by "internal" forces to achieve their particular needs. Intrinsically motivated students show higher conceptual understanding and demonstrate more creativity and creative thinking (Beffa-Negrini et al., 2002). Exploring personal growth

chances for the satisfaction of being competent in a task, or setting the criteria to become a role model or mentor, are two examples. Whatever you do, you do it for personal satisfaction and fulfillment.

The following are some examples of intrinsic motivation:

1) Instead of doing something to win a prize, you should do it because it's fun and you love it. And when Learning a new language should be done not because your career needs it, but to enjoy learning new things.

2) Spending time with someone isn't because they can help them progress socially, but because you enjoy their company.

3) Do it because you want to challenge your body rather than lose weight or fit a particular dress.

4) Take on more responsibilities at work, not because you want a salary increase or promotion, but because you enjoy being pushed and feeling successful.

However, the very concept of intrinsic motivation has never really been consistently and critically discussed from a computational point of view. It has been used intuitively by many authors without asking what it means. Thus, the first objective and contribution of this research is to present an overview of this concept in students learning motivation

b. Extrinsic motivation occurs when people are motivated by "external" elements that are provided or controlled by others. Extrinsic motivation may better predict college students' grade point averages than intrinsic motivation (Beffa-Negrini et al., 2002). An excellent example is a salary or praise. This form of incentive may be found all around society and is commonly used.

Here are some more extrinsic motivation examples Kendra Cherry, (2021): In a sporting event, for example, competing for a trophy or award, good grade through doing schoolwork, to obtain acclaim and recognition, and using an incentive such as a special treat or a toy to encourage children to do their schoolwork.

External motivation includes completing tasks or presenting actions by external factors such as avoiding punishment or receiving rewards. The main difference between intrinsic and extrinsic motivation is that intrinsic motivation comes from within and extrinsic motivation comes from outside.

3. **Students Learning Motivation**

Learning motivation is a starting point of any work in a certain course, it directs students' activity and helps them to persist in study tasks through the school year. The analysis of psychological factors in our study showed that there is a difference among psychological component of students' motivation, self-efficacy, stress level and test anxiety related to students' academic activity. Some research Grolnick and Ryan, (1990) reveals that when students have an interest in the task, when they see its importance and value, this will predict their success.

Improving students' motivation is the key for academic and behavioral success. Yet, with the stress of meeting the demands of high-stakes testing, it is easy to lose sight of the importance of fostering students' motivation. While some students come to school highly motivated, others exhibit significant reluctance towards learning activities (Wery & Thomson, 2013). Change in motivation is not an instant process but rather takes place through a number of successful experiences eventually becoming internalized. Students who expect to perform poorly often do. Similarly, a student also learns less when he or she perceives school personnel and activities as threatening (Mendler, 2021). Positive classroom climate and teacher interaction have a profound influence on student achievement and motivation (Grolnick and Ryan, 1990).

Many students who have bad behaviors or who give up easily on a task are believed to cover their concerns about being perceived as stupid. They are protecting themselves from the embarrassment of looking less intelligent in front of their classmates, parents, teachers, and even

themselves. This idea creates a constructive stereotype of what measures intelligence in schools. However, at some point, these students are often competent and capable of excel in school as much as the students who fit to the standard set by the idea. There are factors can possibly cause this to happen and a research conducted by Mendler, (2021) explains one of those factors. He found that depression among children as young as preschoolers is often overlooked as a cause of poor school motivation.

Students' motivation is aided when they set precise, attainable goals. These objectives should ideally be measurable and visible to the student. Five specific steps are usually helpful to students in developing effective goals (Mendler, 2021):

1. Decide on a goal that you want to reach and decide on a plan to attain this goal. What are the steps you need to take and in which order should they be taken?

2. Decide on a reward that you will give yourself when you achieve your goal. You can also give yourself smaller rewards after you achieve one or a few steps in your plan.

3. Check your plan with a parent, teacher, or trusted friend.

4. Do each step in your plan, one at a time.

5. Reward yourself when you have reached your goal.

Because education expects kids to acquire a predetermined body of knowledge that may or may not be of interest to them, getting and keeping organized is critical to academic achievement.

Unfortunately, many students' lives outside of school are unorganized, and they have not learned how to organize themselves or their materials in ways that are conducive to success. Students' chances of success skyrocket when they are well-prepared for class with the necessary materials and are aware of impending activities. With students who lack motivation, the wise teacher picks her battles wisely. It is best to avoid hassles over whether a student has necessary supplies until after the student experiences success. Poorly motivated students are best given

dessert (to excite their learning) before they are expected to eat their meat and potatoes (assume responsibility for the details) (Mendler, 2021).

4. The advantages of Motivation

Other elements can play a large part in motivating language learners; for example, some of the key themes that come to mind while thinking about this subject is the teacher should be able to recognize, perceive, and understand the social, cultural, economic, and sentimental features and backgrounds of the language learners in order to assist them and to ensure that the language learners have a clear image of themselves and respect their own personalities (Sepora et al., 2012).

For the result, motivation is the most important aspect of learning motivation, and the teacher plays an important role in fostering drive in the learner's motivation. By first identifying all of the aspects that exist within the learner and then selecting how to develop motivation. As a result, pupils feel at ease and find it simple to increase learning motivation.

B. Affirmation Comics
1. The definition of Affirmation Comics

An affirmation, also known as a positive affirmation, is a brief, positive remark that is intended to be repeated frequently to reinforce positive thinking. Comics are a visual medium for expressing ideas, and they are typically accompanied with text or other visual data. As a result, affirmation comics are a medium that allows people to affirm positive aspects of themselves through comics. Comics from social media post.

There is an innovative strategy by using a media to build the students' learning motivation and it is called affirmation comic. This offered strategy is quite similar to affirmation word, which is given by teachers in the classroom. However, the media being used is different and this strategy would be using social media posts from various content creators who draw comic with affirmation words on their accounts.

Affirmation word, unlike other strategies mentioned above, often only takes place in the feedback session and it can be used by teachers or by students themselves (i.e., self-affirmation). Self-affirmation and/or affirmation word given by other parties are believed to affirm one's self-worth, Individuals are frequently asked to reflect on core principles, which can provide them with a broader understanding of themselves. Several relevant studies show that self-affirmation can buffer stress and improve problem-solving performance in chronically stressed students (J. D. Creswell et al., 2013). And can allow individuals to move beyond specific threats to self-integrity or self-competence (Cascio et al., 2016). While, According to Dean Bokhari, (2020) stress that when a student has low self-esteem, using self-affirmation by repeatedly telling themselves how great they are, won't be helpful because, deep down, the student don't believe what they are saying to themselves.

As a result, it is important to keep in mind that before they start saying affirmations out loud every morning to oneself, the individual needs to take the meaning to their heart and/or another individual (i.e., teacher/parents) can give the affirmation to the students.

2. **Steps in using Affirmation Comics in the Classroom**

Affirmation comic is actually inspired from affirmation word but with different media to deliver the affirmation. Affirmation words are commonly used to motivate students in the first stages of learning, particularly in the beginning section of a lesson in part motivation student. The difference between them lies in the media they take form (mostly in an image or slide presentation), how to deliver the affirmation by presenting and providing relevant context to what is being learned or what is being focused in the learning session. Despite the differences with affirmation word, the affirmation comic would still be used in the beginning part of the learning phase as it is used in affirmation word, especially where the teacher delivers feedback to the students' work and activity, as well as gives affirmation to develop interest and motivation

towards learning. Here are some steps for using affirmation comics in the classroom as adopted from (Leslee et al., 2013):

a. Researchers would use the time of the first step in learning in class
b. Researchers would ask students what they feel today, and appreciate it
c. The researcher shows an affirmation comic to students
d. Students are asked to read together some of the affirmation comics
e. Researchers and students jointly interpret the meaning of today's affirmation comics and apply it

As illustrated above, the steps to apply affirmation comic adopts the procedures of affirmation word in classroom setting. The key difference of these two lies on the medium being used to provide the affirmation after or before the main lesson is started. Nonetheless, the researcher will adopt from Leslee et al. (2013) in the Action stage during the cycle(s).

C. Previous Related Studies

Several studies have been conducted related to this research. The previous research that became a reference in writing this research was as follows:

Wijaya et al., (2021) "Comic Strips or Language Teaching: The Benefits and Challenges According to Recent Research" show how the implementation of comic strips for language teaching. The review reveals that previous studies have proven that comic strips in language teaching can promote students' vocabulary, improve students' grammar competence, support the students' reading skills, and help the students who lack writing skills. However, these studies also show concerns on challenges in implementing comic strips in language teaching, such as its relevance, the choices of the topics, and how it cannot support spoken skills as much as it would support the written skills. It implies that while comic strips can be good media for teaching language, teachers should

also find strategies in overcoming the challenges that may occur during its implementation.

Megawati & Anugerahwati, (2012) "Comic Strips: A Study on The Teaching Of Writing Narrative Texts to Indonesian EFL Students" state that Comic strips are proposed in the teaching of writing not only because of their appealing forms, but also due to their salient features as media to present content, organization and grammatical aspects of narrative texts. This study investigates the implementation of comic strips in teaching writing through a collaborative classroom action research at MAN Bangil. The procedures included planning, implementing, observing, and reflecting. The results show that teaching writing using comic strips through Process-Genre Based Approach (PGBA) could successfully improve students' ability in writing. The findings also reveal that comic strips' effective implementation requires proper stories as well as sufficient teacher's guidance during the writing process.

Juliana, (2021) "The Effect of Using Comic Strips on Students' Motivation in Mastering Vocabulary" This study focused on teaching vocabulary by using comic strips in Al-Manar Modern Islamic Boarding School Banda Aceh. The aims of study are to investigate whether it is effective to increase students' motivation in mastering vocabulary by using comic strips and to find out the obstacles faced by the students in using them. The total population of this research was 215 students. The samples of the research are students of class IIA consisted of 21 students of Al-Manar Modern Islamic Boarding School Banda Aceh. The data were obtained from the students by observation, interview, and test. Statistically, the final result of this study is effective. The post test scores are slightly higher than pretest. The researcher applied independent sample t-test calculation to test the hypothesis to analyze the data. The Degree of Freedom (df) is 20. At level of significant 5% and 1% (2,09 and 2,84), the score of t-test (t0) is bigger than t-table: 2,09 < 4,87 >

2,83. Consequently, the hypothesis is accepted. As the result, the hypothesis of this thesis is proved. Therefore, it is effective to increase students' motivation in mastering vocabulary. It also shows that comic strips help them in learning vocabulary become easier.

Puspitasari & Panggabean, (2016) "The Use of Comic as Media in Teaching Speaking of Narrative Text for The Eighth Graders of Junior High School" show the use of comic as a media in the class is one of the techniques that could stimulate students' imagination to create a good story, especially used in retelling narrative text. The aims of the research are to describe how the teacher applies the use of comic and to know the students' responses toward the use of comic in speaking narrative text. The research applies descriptive qualitative. The subjects of the study were the teacher and the eighth-grade students of SMPN 3 Tuban. The researcher collected the data through observation and interview. The researcher observed the condition and activities of using comic in learning narrative text in the class. After the observation the researcher interviewed some students about the use of comic as a media. They stated that learning by media such as comic was fun. They could increase their confidence when trying to retell the story in sequences by their comic and also practice their speaking well. From the data, it was found that using comic as a media is effective in teaching speaking narrative text because the teacher could know the students' comprehension, build their imagination and creativity, and make the students enjoy the activity of speaking in narrative text.

Nafisah & Pratama, (2020) entitled" Using Comic Strips to Improve Students' Motivation and Reading Comprehension at MA Raudlatusshibyan NW Belencong" state that how comic strip can improve students' motivation and reading comprehension at the school in academic year 2017/2018. The research design was classroom action research. It consists of one cycle: planning, action, observation, and reflection. The data were collected by using reading tests and

questionnaire. The result study shown that comic strip improved students' motivation and reading comprehension. The percentage of students that got very high motivation after using Comic Strip in learning reading is 55% and 45% got high motivation. The result of the mean in post-test at cycle 1 is 77,9 while the students' highest score was 88 and the lowest score was 52. The result of the test shown the abilities of the students were improved. There were 17 students or 85% out of the 20 students who reached the score of KKM while the rest of them there were 3 students or 15% failed. It is indicated the improvement of student's reading comprehension and their motivation of English learning process.

These studies on strategies used to develop students' learning motivation using comic and mostly include the whole session of teaching and learning activity. On the other hand, there is a strategy known as affirmation word which in this research called affirmation comics that can be used for the same objective.