CHAPTER II
LITERATURE REVIEW

A. Motivation

1. Definition of Motivation

The concept of motivation has developed into something that is essential for success across a wide range of fields. We need motivation when we need to act in order to succeed. Without it, we are unlikely to exert the required effort. A lot of hinges on motivation because it has a significant impact on learning English. Students who lack motivation are less likely to take risks or even be interested in studying English. Therefore, it is thought that motivation is just as crucial to successful language learning in the classroom as language competency. Many psychologists have diverse ideas on what motivates people. To comprehend motivation, we must first grasp what it is.

According to Mc. Donald (in Sardiman 2011:73–74), motivation is a shift in a person's energy accompanied by a "feeling" plan and preceded by a response to a goal. The researcher draws the conclusion that motivation is the desire and effort that prompts people to take action in order to accomplish goals based on this justification. Teachers need to gain an understanding of motivation in learning since it affects whether pupils are successful or unsuccessful in learning English.

Motivation can, like self-esteem, be general, situational, or task-oriented, according to Brown (2007:170). Motivation can usually be seen through elements from within or from outside the motivation called intrinsic and extrinsic. Someone who has motivation from within will usually be more natural in doing something. Because this inner motivation makes a person have a strong determination to move towards his goal. Whereas someone who has external motivation only does something because they get a reward. For example, such as students who study only to get good grades.

Brown (2007:168), explains that there are three different perspectives, as follows:

a. From a person's behavior, motivation can be seen as something real. The actions we take are the result of a drive that lies within motivation. In simple terms, someone will be eager to do something because he hopes that there is a reward that he will get from doing this. So that the reward encourages him to get positive reinforcement according to the goals that will be obtained.

b. In cognitive. In this term motivation will be based on the decision of everyone. For instance, Ausbel (1968: 368) and Brown (2007: 169) identified a number of demands that serve as the foundation for motivation, such as:

   a) Humans have a strong drive for exploration and are keen to learn about hings they have never heard of.

   b) The desire for manipulation,

   c) The urge for activity, which involves both physical and mental exercise.

   d) Stimulation is necessary to promote a person's development and growth. A person therefore genuinely requires stimulation from their surroundings, from other people, from ideas, from thoughts, and from their own feelings.

   e) Knowledge needs, this need is to process the results of the previous needs, so that a person will get the knowledge that comes from within a person for these various needs.

   f) Ego enhancement needs, this need is a need that is accepted or approved by everyone.

c. In constructivism. The differences that a person has when he has motivation will be seen when he acts with unique behavior in his environment. Actions like this are carried out in their social and cultural environment so that the two contexts cannot be separated.

Based on these three concepts of "needs", we can realize that the fulfillment of a need is something that is beneficial for a person in making choices in many cases in a social context. An example that we often encounter is students who are motivated to learn to read because they have the goal of fulfilling their exploration needs, stimulating and increasing knowledge as well as self-esteem and autonomy. However, there are also students who study just to fulfill the usual requirements and do not connect them to the needs that they actually need to fulfill.

2. Types of Motivation

Extrinsic and intrinsic motivation are the two main categories of motivation. The following is a discussion of the two types of motivation:

a. Intrinsic Motivation

According to Ur (1996), Motivation in the global world is a general desire to strive to learn for its own sake which is rooted in behaviors such as learners who see learning as something useful, whether their interest in language and its cultural organization, politics, and ethics. Simply put, intrinsic motivation is the desire from within an individual to strive toward a goal. When students are sufficiently motivated, they behave in class as though they want to learn for example, learning English because they enjoy learning and demonstrate this behavior through their actions.

Harmer (2007:98), "Therefore, a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better." People engage in particular behaviors because they find them enjoyable and because it helps them learn particular abilities, depending on their motivation. Students that are highly motivated will perform well in class activities because they are eager and ready to learn new things. Their educational experience is more profound and delves further into the subject to gain a deeper understanding of it.

According to Brown (1987:115), There are two basic categories of intrinsic motivation, integrative motivation and instrumental motivation.

a) Integrative motivation is frequently utilized to help students identify with and fit into a new culture when they are learning a second language. Performing marriages or immigration, for instance.

b) Instrumental motivation is the desire to study a language to further one's career, read technical texts, perform translations, and other similar tasks if one wants to use a second language to accomplish goals.

It demonstrates how students think that by learning the target language, they would play a crucial part in obtaining a better job, position, and prestige. The learning process will benefit from pupils' intrinsic drive. Considering that the learners themselves are the source of spiritual inspiration. They therefore study English in accordance with their own preferences, and for no other purpose.

b. Extrinsic Motivation

According to Harmer (2007:98), extrinsic motivation can be caused by a variety of external causes, such as the necessity to succeed on a test, the expectation of financial reward, or the potential for future travel. As opposed to the desire to study for its own sake or interest in a task, extrinsic motivation is that which results from the effect of some type of external reward. Many forms of extrinsic motivation are inaccessible to the influence of the teacher, such as the desire of pupils to appease other authority figures such as parents, their desire to succeed in an internal exam, or peer group influences.

Harmer (2007:98), extrinsic motivation is a result of a variety of external influences, such as the necessity to pass a test, the chance of cash benefits, or the potential for future travel. Unlike the urge to learn out of a personal interest or a desire for a job, this extrinsic motivation originates from the perception of some sort of external element that impacts. Extrinsic motivation is driven by factors outside of one's control, such as the desire to please one's parents, the need to perform well on tests or with schoolwork, or feelings affected by friends. The

following are some of the outside influences that extrinsic motivation has, according to Harmer :

1). The Goal. Harmer (2007:99) states, Due to students' perceptions of themselves as learners, goals are among the most effective forms of external motivation. This frequently occurs right before an exam, therefore it should come as no surprise that teachers frequently notice their exam classes are more active than other groups that don't have something special to work on. This indicates that pupils want to learn English for causes outside of themselves. Student motivation to learn English is encouraged by outside forces. For instance, some students learn English with specific objectives in mind, such as achieving high marks on final exams, learning the language in order to land a good career, or studying overseas.

2). Where we live in society. According to Harmer (2007:999), "There are attitudes toward language learning, and learning English in particular, outside the classroom". Some students' desire to study English is influenced by their local community. For instance, they desire social recognition.

3). Harmer (2007:99) states, People close to us who are from other cultures will have an impact on how pupils approach learning the language because we all know that learning English is crucial for communicating with people from all over the world. As a result, many people learn English because they believe they can master it.

4). Curiosity. Harmer (2007:99) states that we should not underestimate the curiosity of a student. When starting a new semester, there must be a lot of students who have an interest in learning English, because they want to know how the lesson is. Motivation like this is very valuable because without this motivation it will be difficult to build a good class.

3. Source of Motivation

Harmer (2002:51) states, "The attitude of a number of people can affect and influence the motivation that brings students to the task of learning English." There are several factors that influence students' motivation when studying English, including the following:

a) The society we life in

There are various perspectives on language acquisition outside of the classroom, particularly in the case of English. The importance of learning English is acknowledged by society. People believe that pupils' attitudes toward learning will change depending on whether they learn a language for low or high status. These attitudes and characteristics will influence how motivated kids are in the classroom and will advance through time.

b) Significant others

The people around us have a great influence on learning. For example, the attitude of a brother, the attitude of a mother, and the attitude of a friend. All the attitudes of the people closest to us are very important in learning activities. Because if they are critical of students in their learning then the motivation of the student will decrease. But if they are very enthusiastic about learning it will have a good impact on the student.

c) The teacher

The main factor in the continuity of student motivation is the teacher. The attitude of the teacher is very important for learning. As well as the enthusiasm has given by the teacher toward learning English. This is a requirement for a good and positive class.

d) The method

Methods are a very important part of teachers' and students' confidence in learning and teaching, if one of them loses confidence it will greatly affect motivation. Therefore, use a method that is very comfortable with a high success rate.

4. The Role of Motivation

Motivation is crucial when learning a new language. Pinter (2006) states that learning our first language is a normal aspect of growing up. To blend in with the others in their organization, they are motivated to acquire a new language. For pupils learning a language, motivation is crucial. In order to motivate EFL (English as a Foreign Language) students to learn, certain conditions must be met (Moradi & Jamili, 2022). This explanation explains why motivation is crucial for learning English because it is one of the most widely used foreign languages in the world.

5. Measure of Motivation

Hanafiah (2010: 28) states, to find out motivation can be measured by several measurements, namely:

a) Performance test is a way of measuring the results to get information about seriousness, awareness, duration, the accuracy of targets, frequency of activists, and loyalty.

b) Questionnaire is a measurement used to determine perseverance and loyalty.

c) Free essays are used to measure motivation by obtaining information on calm aspirations and vision.

d) Achievement test to measure motivation through information on students' academic achievement.

e) Scale to measure motivation by knowing information about attitudes.

A questionnaire was employed in this study to gauge the participants' motivation. Four response alternatives are given in the questionnaire: strongly agree, agree, undecided, disagree, and strongly disagree. A Likert scale will be used to grade the questionnaire responses.

6. Levels of Motivation

    a. Low level of Motivation

        Low motivation will have an impact on a person's performance and productivity in a variety of spheres of life, including employment, school, and social interactions. This is unquestionably the case since encouraging someone to act and work toward their goals is a crucial part of motivation. According to Otte, et al (2015), motivation levels can be influenced by several factors such as lack of social support, fatigue, and stress will cause a person's low level of motivation. The researchers also said that interventions such as stress management, social support and counseling can help increase motivation.

        In addition, a study conducted by psychologists Ryan and Deci (2000), found that when a person feels that they do not have autonomy and control when making decisions or actions, they will be at a low level of motivation. Therefore, to increase one's motivation, one can stimulate self-confidence in making choices. In difficult circumstances and lack of inspiration, it can be done by trying to motivate oneself in various ways, such as making realistic life goals and making it clear why these life goals are so important and getting good social support.

    b. Mediocre level of Motivation

        A mediocre level of motivation exists where a person is moderately motivated but has not yet reached their maximum level of drive and energy. At this level, a person will feel that they have met the demands or expectations placed on them but may need additional encouragement or support to effectively achieve their goals. According to Hombrados, et al (2017), moderate levels of motivation can lead to a "satisficing" approach, where individuals aim to meet minimum standards rather than striving for excellence. This leads to a lack of innovation and creativity, limiting one's potential for growth and development.

To overcome mediocre motivation levels, some strategies can be done by setting a challenging goal, finding new opportunities for learning and growth, and finding ways to increase personal investment in activities and tasks. it can also be aligned with finding meaning and purpose in something that is being done, so that one can know personal values and goals that are being done. External factors are job dissatisfaction or lack of support from others. these factors contribute to mediocre motivation levels. In such situations, addressing these issues directly will have a good impact, such as by seeking new opportunities for career development or building closer relationships with coworkers and superiors. The conclusion is that mediocre motivation levels can be a sign that individuals are not fully purposeful or engaged at work, and it may be that they can find ways to increase their purpose, so that they can overcome these issues and achieve greater purpose and satisfaction in their lives.

c. High level of Motivation

High levels of motivation lead to situations where an individual is highly driven and energized to pursue their goals. At this level, individuals feel a sense of purpose and passion, and tend to take risks and persevere in the face of challenges. According to Eden & Aviram, (1993), high levels of motivation are associated with increased goal achievement and improved performance in various aspects, such as work, education, and sports. The study found that people with high levels of motivation tend to set more challenging goals and have a greater sense of personal control over their lives. Moneva, et al (2020), Students with high levels of motivation tend to have a stronger commitment to learning and achieving their goals, so they tend to be more academically successful. In addition, this study also found that factors such as a supportive learning environment and social support can increase students' learning motivation. Some of the factors that contribute to high

motivation levels include having a supportive environment, having intrinsic motivation (such as finding personal satisfaction in the work or task at hand), and having a growth mindset (believing that one's abilities and intelligence can improve through effort and perseverance).

To maintain a high level of motivation, some strategies to have clear and achievable goals include monitoring one's progress, finding new challenges and opportunities to aid development, and finding ways to maintain a positive and supportive mindset. In addition, one can seek support from others (such as friends, family, or mentors) who will help the individual maintain their motivation and stay on track towards their goals. Overall, high levels of motivation will lead to greater success and satisfaction in various fields and can be developed through various strategies and supportive factors. By understanding the factors that contribute to high levels of motivation and taking good steps to maintain motivation over time, one will achieve greater professional growth and success.

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B. Learning English

1. Definition of learning

"Learning is acquiring or getting off knowledge of a subject or a skill by study, experience, or instruction," Brown (2007:7).

According to Brown (2007:8), there are many ideas regarding learning:

1) Acquiring knowledge is "getting" it.
2) Learning is the ability to retain knowledge or a skill.
3) Retention implies cognitive organization, memory, and storage mechanisms.
4) Active, conscious attention and action on external or internal events are necessary for learning.
5) While forgetting is possible, learning is everlasting.
6) Practice, maybe reinforced practice, is a component of learning.
7) Behavioral changes result from learning.

The aforementioned ideas also paved the way for a number of psychology-related subfields, including acquisition processes, perception, memory (storage), short- and long-term memory, motivation, conscious and unconscious learning styles, strategies, forgetting, and thinking aids. When learning concepts, behavior swiftly gives way to linguistic reasoning. Practice and experience lead to learning. Maturity-related developmental changes cannot be compared to the effects of learning.

One of the most crucial activities for humans in life is learning. There have been various learning principles put out, and there are various perspectives for various causes. At its most basic level, a theory is just a collection of several components or variables used to attempt to describe whatever the theory is. In general, hypotheses based on science are thought to be more accurate and reliable than those based on opinion or experience. In each of these situations, it is advisable to compare the credentials of various theories with prudence. Psychologists initially established the idea of learning for their clients and subtly for students in classrooms, without using animals as test subjects. They believed that the studies' findings would be applicable to human teaching and learning. Experts focused on the teaching and learning process in all human schools at the following stage of development. Humans undergo a learning process known as the mental process. Thus, it is challenging to understand how this occurs. due to the complexity of the process and the proliferation of learning theories.

In this instance internationally, according to Sardiman (2014:30), there are three theories, there are:

1). Learning theory according to the science of mental power.

According to this view, the human spirit has a variety of resources. by using training resources, to carry out its purpose. training tools utilizing various techniques or materials. to practice memory in learning, for instance, memorize words, numbers, and foreign words.

2). Learning theory according to gestalt psychology

This viewpoint holds that the total is more significant than the individual portions or components. because the whole has existed in the past. Therefore, the first step in this learning exercise is to observe. Koffka is the person who developed observational exercises for using this knowledge. Koffka contends that the rules of organization in observation apply to and may be used in learning activities in inquiry-based learning. This is since learning is at a very important point is adjustment and getting a good response. because a good response is very dependent on the self-willingness of the learning subject.

3). Constructivism theory

In addition to the theories above, constructivism theory is very important to know. Constructivism is a philosophy of knowing that places an emphasis on how we construct our own knowledge. Knowledge, according to von Glasersfeld, is not a replica of reality. Not a replica of reality and not a representation of reality. But information is always the result of a cognitive construction of reality through activity. cognitive construction of reality through activity.

2. Types of learning

Robert Gagne, an educational psychologist, made it clear in 1965 how crucial it is to recognize the many learning styles that all people use. Since learning theories, of course, do not fully account for element 22 of the principles governing human learning generally, Brown (2007:99). The context and subject matter that must be learnt determine the different types of learning.

Robert Gagne (1965:58), cited by Brown (2007:100), described the following eight categories of learning:

a) Signal learning, first. The person gains the ability to respond to signals in a general, diffuse manner.

b) Learning in response to stimuli. The student gains the ability to respond precisely to a differentiated input.

c) Chaining. A string of two or more stimulus-response connections is what is learned.

d) Association of words. Learning verbal chains is done by verbal association. In general, the circumstances are like those for other chains.

e) Prejudice on several fronts. The person develops a variety of distinguishing reactions to a wide range of stimuli, which may resemble one another physically to varying degrees. f) Learning new concepts. Even though the individual members of a class of stimuli may differ greatly from one another, the learner develops the ability to respond in a common way to that class as a whole.

f) Principle education. A principle is a series of two or more concepts, to put it simply. It has the capacity to coordinate behavior and experience.

g) Problem-solving. One type of learning that calls on the internal process known as "thinking" is problem-solving. When concentrating consciously on an unresolved or confusing series of events, previously learned concepts and principles are blended.

C. The important of Motivation in learning English

Motivation has been identified as a key influencer on students' language learning. According to (Hafiz, 2016), Students should also be ready and willing to learn and feel that the lessons are important and suitable for them. They should feel support from their parents and teachers and feel comfortable learning at their school. In short, they must be motivated to learn. Therefore, it is crucial for pupils to feel motivated to learn with enthusiasm and joy. Because as is known in foreign language learning, motivation is the main factor for its development. Dornyei, (1994) states, motivation is a determinant of second/foreign language (L2) learning achievement. Factor for determining learning achievement in foreign language learning (L2). He also mentioned that there are several major studies investigating the role of motivation in foreign language learning.

According to (Gardner and Lambert, 1972). "Such attitudinal and motivational factors play a very important role in second or foreign language acquisition. such attitudinal and motivational factors play an important role in second or foreign language acquisition in a wide variety of North American contexts. "This means that second or foreign language learning research in North America on attitudes and motivation has revealed that such factors have an important role. not only that, Gardner and Lambert also used their ideas about attitudes and motivation from North American contexts to foreign contexts. the study was conduct in the Philippines where English has become the second national language and an important language in economic progress. in the study, it was shown that the results showed that students who had parental support and an instrumental orientation were successful in developing their language proficiency. Based on this explanation, it can be concluded that motivation has a very important for students in language learning. As said by Ur (1991), that "motivation is very much related to achievement in language learning". Therefore, the concept of language learning achievement is also an important factor in language learning.

D. English Course and Training Centre in Sungai Deras

Sungai Deras English Course and Teaching Center (SD-ECTC) is an English Course and Training Center in Sungai Deras village, Teluk Pakedai sub-district, which is the first English course in the village. Sungai Deras English Course and Teaching Center (SD-ECTC) or commonly known as English Village in Sungai Deras Village, Teluk Pakedai is an English teaching center with a unique concept. What is interesting about teaching and learning at SD-ECTC is that the learning process is fun and interactive directly with nature. There are no classrooms and benches, just buildings on a beautiful lawn. Not only are there shade houses and trees in the English Village study area, but there is also a large ornamental pond that adds to the beauty of this study area. Before the lesson begins, the students are first gathering in the hall and divided into small groups to study in the saung designed as a teaching and

learning environment. In addition to receiving free English lessons, the students, who all come from around Sungai Deras, are sometimes invit to learn English at nearby tourist attractions.

Sungai Deras English Course and Teaching Center (SD-ECTC) was established in 2020 by Mr. Maliqul Hafis, M. Pd as the person in charge and in collaboration with the local village head. There are more than 114 students who study here every week. The ages vary, ranging from elementary school students to junior high school students. All students are dividing into groups according to their respective abilities. There are several groups, namely, beginner 1, beginner 2, beginner 3, elementary A, elementary B, elementary C, and intermediate.

This lesson is conducting every Sunday at 09.30-10.30 with 11 tutors. The learning is made as fun as possible, considering that the students are still new to learning English. To accommodate students' enthusiasm in learning English, the person in charge also cooperates with schools to encourage and motivate their students to participate in learning English and will be given a score at each cooperating school. In this study, the researcher became one of the tutors at Sungai Deras English Course and Teaching Center (SD-ECTC), to make it easier for researchers to observe and collect data on the samples to be tested.

E. Previous Related Studies

There are many previous studies which had been conducted concerning students' motivation in learning English. The following are several studies that are related and can be used as references for this study.

Closely research conducted by Fachraini, "An analysis of students' motivation in studying English" (2017). This research is about what kind of motivation had by English students of state Islamic university (UIN) Ar-Raniry Banda Aceh in learning English. The sampling technique used in this survey research is random sampling. The participant of her research was 142 English students from first, third, fifth and seventh semesters. The instrument used in

this research is questionnaire. The result showed that English students at UIN Ar-Raniry had higher intrinsic motivation rather than extrinsic motivation in learning English.

Additionally, Uddiniyah and Silfia conducted a study about students' motivation in learning English (2019). The purpose of the study is to determine students' motivation in learning English. This study employed a descriptive quantitative survey research, and the sample was 48 students from all 11 IPA at SMAN 8 Kota Jambi. The data were collected through questionnaire and interview. The result shows that students' intrinsic motivation score is 62% and extrinsic students are 38%. This means that students at SMAN 8 Kota Jambi have intrinsic motivation that is higher than extrinsic motivation in learning English.

Another research has been done by Purnama, Rahayu, and Yugafiati, focuses is on study about Students' motivation in learning English (2019). The goal of this study is to know how students' motivation in learning English of eight grade at MTs Mathla'ul Anwar Sukaguna. This study used descriptive qualitative method. The data was carried out by using a questionnaire and added interview. The result of this study is that all learners are highly motivated and have a high interest in learning English.

Furthermore, a study conducted by Yulfi and Aalayina, entitled "Students' Motivation in Learning English" (2021). The research method used is survey research with a quantitative approach. Data were collected using questionnaires, interviews, and documentation. The results showed that 52% of students took an active role in learning English. Students are relative "highly" motivated to learn English to have a good chance in their educational goals. In conclusion, instrumental motivation is a significant factor among students of SMAN 5 Lubuklinggau in learning English.

Based on earlier studies, this study's survey research and emphasis on students' motivation for learning English have some similarities, but it also has some differences, including the populations, instruments, and samples used. Based on these differences, it can be inferred that future research will be

conducted in a similar area. By providing the survey to the students, this study employs a quantitative research approach. The study, which will be conducted by the researcher at Sungai Deras English Course and Training Center, will be named "An Analysis on Student Motivation in Learning English".