

CHAPTER II

LITERATURE REVIEW

A. The Nature of Motivation

Motivation is a primary factor that encourages someone to do or not to do an activity. According to Dornyei and Csizer (1998), “Motivation is one of the most important factors that determine the rate and success of L2 attainment: it provides the primary impetus to initiate learning the L2 and later the driving forces to sustain the long and often tedious learning process” (p. 203). It means, motivation is a primary factor that determines the rate and success of L2 attainment. According to Harmer (2007), “Motivation is some kind of internal drive which pushes someone to do things in order to achieve something” (p. 98). It means, motivation is an encouragement to do specific activities for getting specific results. Moreover, Slavin (2006) says, “Motivation is an internal process that activates, guides, and maintains behaviour over time” (p. 317). It means, motivation is an encouragement to do specific activities for the long term, such as eating, socializing, and studying.

Furthermore, Keller as quoted by Brown (2007) states, “Motivation places much more emphasis on the individual’s decisions, the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect” (p. 168). It means, motivation focuses on the choices about goals and efforts to achieve the goals.

Motivation can be established by some aspects, such as the need for exploration, activity, and knowledge. According to Ausubel as quoted by Brown (2007),

There are six needs undergirding the construct of motivation:

1. The need for exploration
2. The need for manipulation
3. The need for activity
4. The need for stimulation
5. The need for knowledge
6. The need for ego enhancement. (p. 169)

It means, motivation is constructed by six needs. First, motivation is constructed by the need for exploration. It means, someone is motivated to do a specific thing because he wants to find out the unknown things. Second, motivation is constructed by the need for manipulation. It means, someone is motivated to do a specific thing because he wants to change something. Third, motivation is constructed by the need for activity. It means, someone is motivated to do a specific thing because he needs physical movement. Fourth, motivation is constructed by the need for stimulation. It means, someone is motivated to do a specific thing because he needs to be stimulated by the environment, other people or ideas, thoughts, and feelings. Fifth, motivation is constructed by the need for knowledge. It means, someone is motivated to do a specific thing because he wants to find solutions for the problems or answers for the questions. The last, motivation is constructed by the need for ego enhancement. It means, someone is motivated to do a specific thing because he wants to be known, accepted, and approved by other people.

Furthermore, motivation may come from inside and outside learners. The motivation that comes from inside learners is called intrinsic motivation, while the motivation that comes from outside learners is called extrinsic motivation. According to Harmer (2007), “Extrinsic motivation is the result of any number of outside factors. Intrinsic motivation comes from within the individual” (p. 98). It means, extrinsic motivation is the desire to perform specific activities for external rewards, while intrinsic motivation is the desire to perform specific activities for enjoyment.

For further explanation, Ryan and Deci (2000) say, “The most basic distinction is between intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome” (p. 55). It means, intrinsic motivation is the desire to do something because of getting interested or happy. In other words, intrinsic motivation is to perform specific activities for self-satisfaction or pleasure. Meanwhile, extrinsic motivation is the desire to do something because of external rewards, such as money or prize.

Based on the explanations, it can be concluded that motivation is a desire that drives someone to do a specific activity in order to achieve a particular goal. It can be constructed by the need for exploration, manipulation, activity, stimulation, knowledge, and ego enhancement. There are two types of motivation: intrinsic and extrinsic. Intrinsic motivation is the desire to perform certain activities for satisfaction or pleasure. Extrinsic

motivation is external factors driving individual to do something to get external rewards such as money, prize, or praise.

B. Learning English at Indonesian EFL Setting

English has been recognized as an international language. English is learnt by people who have first language in their country, and they use English as a second or foreign language, such as Indonesia. It formally introduced into primary schools in the 1994 curriculum starting from year four though many schools in the cities have in fact been teaching English from year one up to year six. Furthermore, English is one of the subjects to be examined in the national examination at year nine (junior high) and year twelve (senior high) together with Bahasa Indonesia, Mathematics, and Natural science, with social science added for senior high school.

Learning English in Indonesia has shown significant shifts from the 1994 curriculum to the 2004 and 2006 versions. The term communicative competence had been used, but it was hardly implemented at all. This might have happened because English is foreign language not commonly used in daily Indonesian life. Learners at school seem to use the vernacular more or local languages together with the low variety of Bahasa Indonesia. Norland and Pruett-Said (2006) argue, “EFL stands for English as a foreign language. Generally, EFL is used to describe English teaching that occurs in places where English is not the native language” (p. ix). It means that English is learnt as a foreign language as an educational form. In this context, learners use mother tongue in their daily activities.

In supporting the definitions above, Broughton et al. (1980) say, “In the rest of the world, English is a foreign language. That is, it is taught in schools, often widely, but it does not play an essential role in national or social life” (p. 6). The statement indicates that English as a foreign language in the classroom setting and English as a foreign language is not used in social life.

Based on the explanations, it can be concluded that learning English at Indonesian EFL setting use English as a second or foreign language. EFL setting mostly acquires English language in the classroom. It should be understood that EFL setting has relation to the environment where people live and use English not as their first language.

C. Motivation in Learning English as a Foreign Language

Motivation has been recognized as one of the key factors that influence the rate and success of second language learning. According to Dornyei and Csizer (1998), “Motivation is one of the most important factors that determine the rate and success of L2 attainment: it provides the primary impetus to initiate learning the L2 and later the driving forces to sustain the long and often tedious learning process” (p. 203). It means, motivation is primary factor that determine the rate and success of L2 attainment. In supporting the statement above, Gardner and Lambert as cited in Dornyei (1998, p. 117) say that, although language aptitude accounts for a considerable proportion of individual variability in language learning achievement, motivational factors can override the aptitude effect. In certain language environments, as Gardner and Lambert point out, where the social setting demands it (e.g. when the LI is

a local vernacular and the L2 is the national language), many people seem to master an L2, regardless of their aptitude differences.

Based on the theories about motivation in learning English as a foreign language (EFL), the researcher makes the conclusion that motivation is a desire that determines the rate and success of EFL attainment.

D. Study of the Relevant Research

This research is relevant to the research conducted by Vibulphol (2016) entitled “Students’ Motivation and Learning and Teachers’ Motivational Strategies in English Classrooms in Thailand.” The result of her research showed that most learners had a relatively high level of motivation and many reported having internal interests in learning English.

The relevance between the previous study and the present study is to study learners’ motivation. The gap between the previous study and the present study is the research focus. The previous research was conducted to know the ways in which the teachers supported the learners’ motivation and learning in natural classroom setting. Meanwhile, the present research is conducted to know the factors causing learners’ motivation in learning English.