

CHAPTER II

LITERATURE REVIEW

Every learner has their own way to attain the goal in learning second or foreign language. The phenomenon appears because of the different characteristics of the learners. The teachers should see the different motivation in reaching the orientation of language learning. This chapter reviews and discusses the existing literature on the definition of motivation in which language learning process is included.

2.1. Review of related Theories

2.1.1. English Language Teaching

There are some components affect the process of language teaching, those consist of four factors; which are technique, method, approach and also cultural factors. Technique of teaching process is mainly focused on presenting and explaining a new material, providing practice, and also giving evaluation (Ur, 1996, p. 10)., and the teacher who has the appropriate technique in giving the material will achieve the learner's attention. Otherwise, in method, the teacher can explain a new material to make the students understand well. Afterwards, it is expected that students are able to apply the material for communication by using second language. Hence, the teacher stimulates them through some assignments, such as, role plays or written questions. Therefore, the material will be more easily given to the learners. Meanwhile, the approach and cultural factors are the external factors such as environment and people around the learners. They are the

external side that can affect the learners in learning language (Brown, 2000, p. 47). In addition, Richards and Rogers say that the teacher should combine the role of instructing materials which consist of the general and specific objective of the method, a syllabus model, types of learning teaching activities, learner roles, teacher and the role of instructional materials easier (as cited in Brown, 2000, p. 50).

2.1.2. English Language Learning

In teaching adult learners the teachers are expected to build the students' self-esteem and recognize the students' needs for their learning process and they should be aware that their students will often be prepared to stick with an activity for longer than younger learners (Harmer, 2002, p. 39). Thus, there are three factors that can develop learning process. According to Steinberg, et al (1993, p. 169), those three factors are psychological, social situation, and other psychological variables.

Psychological is considered as intellectual processing, which is involved in an individual activities. The activities directed toward attaining one and the same aim and impelled by the same motive that can be organized in different ways. For the example, a learner acts in some way as to attain his or her goal by the best possible instruments and avoid unnecessary expenditure of time and energy.

Psychological factors are also described as the way in which an individual characteristically acquires, retains, and retrieves information and collectively termed the individual's *learning style*. In teaching the students, some teachers

demonstrate or discuss the material together with the students in order to interact with them closely, some focus only on rules and examples which made by their institutions how to teach well, some emphasize in students' memory and their understanding in second language. How much a given student learns in a class is governed in part by that student's native ability and prior preparation but also by the compatibility of his or her characteristic approach to learning and the instructor's characteristic approach to teaching.

Social situation factors are the type of situations, settings, and interactions which an individual experiences can effect the learning of second language. Thus, it is considered with where and with whom exposure to the second language occurs. Learning a specific language involves dealing with the social situation in which that content or activity is being influenced. As a consequence, in a social situation, the potential learning are always also the learner's and the expert's ways of dealing with the situation as a social interactional encounter. Associated with ideas of assimilation of natural situations (class, play, and their families) were negative attitudes to and assumptions about other languages, cultures, values, beliefs and social practices. These assumptions did and still do impact on teaching practices and on learner's learning.

Other psychological factors such as aptitude, attitude, motivation and other individual factors can be classified as learner factors. The most commonly two parameters that appeared in learning language are the learners' attitude and motivation (Gardner and Lambert, 1985). Baker (1992, p. 14) agrees with Gardner, does not maintain the same clear distinction between attitudes and

motivations and he proposes the concept of both factors are independent but not mutually exclusive. He argues that attitudes relate to object, while motivations relate to goal. Based on Gardner (1985), motivation shows the overall orientation in learning English as a second/foreign language.

2.1.3. Psychology in Language Teaching and Learning

Recently, psychology is defined as the science of laws governing the mental reflection in man's brain of objective reality manifest in all active processes which deals with the nature of different psychological processes and phenomena. In the language teaching process, there is general psychology which usually distinguishes the field of studies concern with the personality and activity of an individual. It is not directly involved in activity of the social collective or group. It can help us uncover the mental conditioning of speech processes in using our native and foreign language, as well as the mechanism involved in acquiring new skills and habits.

Finally, another type is socio-psychology; it examines the features of personality and activity which are directly conditioned by social factors. As far as foreign language teachers are concerned, the social-psychological, for examples, class, family and work place. Therefore, it will be the mechanism of social interaction in the educational collective and the mechanism of the teacher's social impact on the collective. As Gardner (2000, p. 24) states it, 'intelligence is better thought as "distributed" in the world rather than "in the head"'. Based on Gardner

(1982, pp. 97-99) there is a wide variety factors in language learning; they are age, anxiety, attitudes, motivation, intelligence and aptitude.

In learning foreign language, there are differences between adults and young learner. Knowles (as cited in Gardner 2000, pp. 74-75) emphasizes that adults are self-directed and expect to take responsibility for making decisions. Adult learning programs must accommodate this fundamental aspect. In addition, Andragogy (as cited in Gardner, 1982, pp. 107-109) makes the following assumptions about the design of learning: (1) Adults need to know why they need to learn something (2) Adults need to learn experientially, (3) Adults approach learning as problem-solving, and (4) Adults learn best when the topic is of immediate value. In practical terms, Andragogy means that instruction for adults needs to be focused more on the process and less on the content which is taught. Strategies such as case studies, role playing, simulations, and self-evaluation are most useful.

According to Tennant (as cited in Gardner, 2000, pp. 116-117), the lowest level in language learning process are the physiological needs, and the highest is the self actualization. Only when the lower needs are met, it is possible to fully move on to the next level. A motive at the lower level is always stronger than those at higher levels. Tennant (as cited in Gardner, 2000, p. 118) summarizes these as follows:

Level one: *Physiological needs* such as hunger, thirst, sex, sleep, relaxation and bodily integrity must be satisfied before the next level comes into play.

Level two: *Safety needs* call for a predictable and orderly world. If these are not satisfied people will look to organize their worlds to provide for the greatest degree of safety and security. If satisfied, people will come under the force of level three.

Level three: *Love and belongingness needs* cause people to seek warm and friendly relationships.

Level four: *Self-esteem needs* involve the desire for strength, achievement, adequacy, mastery and competence. They also involve confidence, independence, reputation and prestige.

Level five: *Self-actualization* is the full use and expression of talents, capacities and potentialities.

In addition, Tennant explained more about the self-actualization level. It is able to submit to social regulation without losing its own integrity or personal independence; that is they may follow a social norm without their horizons being bounded in the sense that they fail to see or consider other possibilities. They may on occasion transcend the socially prescribed ways of acting. Achieving this level may mean developing to the full stature of which they are capable. (as cited in Gardner, 2000, p. 113)

The idea of a hierarchy of human needs is identifying different need and the notion of self-actualization; however, exert a powerful hold over adult education writers like Malcolm Knowles. Humanistic psychology's positive view of people and their ability to control their own destiny, and the seemingly

unlimited possibilities for individual development provided some hope for educators.

2.2. Review of related Studies

2.2.1. Hardi Kembar P.(2008)

Hardi studied the favored motivations of the students in learning English as a Second Language. He identified the favored motivations of the students when they are learning English during their last year in high school, and also identified the instrumental and integrative motivation along with the students' achievement in the final term tests of the students. He took the sample at SMU 3 Sidoarjo, with 88 students as the respondents. The students were from different academic area; 40 students from science, 36 students from social, and 12 students from language class. In his study, Hardy used questionnaires, final term score, and semi-structure interview. The result showed that some of the students who have a quite significant integrative motivation, regardless of a higher instrumental motivation, prefer to undergo a specific course for English rather than going to a course that only teaches English to pass the test. He used the questionnaire and interview as the instrument of his study. He also used the score of the students' final test to see the achievement of learning English, but he did not explain that the questionnaires were distributed into two kind of question. The questions were about integrative orientation and instrumental orientation in learning English.

2.2.2. Anda Mayasari (2005)

She studied the possible effectiveness of oral self-expression activities for facilitating students' positive attitudes and motivation toward learning English as a second language. Her study required testing the theories that oral self-expression activities can facilitate students' attitudinal and motivational components more precisely than role-play or drill type activities. She took the sample at Sentra English course; she only focused on speaking class with 15 students as the respondents. The students in her study were in the advance level who has already taken two former levels which were beginner and intermediate. In collecting the data the writer used questionnaires which divided into two parts; pre-questionnaire and post-questionnaire. Therefore, the results of both questionnaires were compared to gain a possible relationship between self-expression activities and students' attitudes and motivation toward learning English. The result showed that the self-expression improved the students' attitudes and motivation toward learning English.

2.2.3. Rahman Sayeedur (2006)

He studied the motivational orientation that appears to the Bangladesh undergraduate students in learning English as a foreign language. He found that the instrumental motivation is the major motivational orientation. His study proves that English in Bangladesh is used only for specific purposes; especially limited and restricted within the academic domain. Thus, English only learnt for its utilitarian value, i.e. to get a good job, to build a successful career, and to go

abroad. The *Bangla's* knowledge about the target language community is very much limited to books, novels or English movies. So, an integrative orientation may be harder to foster as an important driving force for learning English.

2.3 Theoretical Framework

The distinction between *intrinsic and extrinsic motivations* has received the attention by several researchers in general learning theory. Dörnyei (2001) points out that the cognitive aspect of motivation has been considered by some researchers. Oxford (1994) indicates that there has been much discussion about the nature of language learning motivation. According to self-determination theory (Deci and Ryan, 1985), there are two types of motivation; intrinsic and extrinsic motivations, to which the integrative and instrumental orientations belongs. Therefore, Deci & Ryan conclude the notion of Intrinsic and Extrinsic motivation as follows:

- *Intrinsic motivation* refers to motivation to engage in an activity because that activity is enjoyable and satisfying to do. According to Deci and Ryan, intrinsic motivation is founded upon the needs for self-determination. It refers to the desire for internal growth or satisfaction. Intrinsically, motivated learners expect effect internally. When intrinsically motivated learners perform an activity, they will seek interesting situation where they can rise to the challenges that the activity presents. "Intrinsic motivation is the energy source that its central to active nature of the organism" (Deci & Ryan, 1985, p. 11). It is a basic factor for

learning due to the students' enjoyment of learning. The basis of intrinsic motivation is "the pleasurable sensations experienced during the self-initiated and challenging activity" (Deci & Ryan, 1985, p. 13).

- *Extrinsic motivation* derives from external incentive. Extrinsically motivated tend to achieve some instrumental end. The students who are extrinsically motivated would carry out the activities because of its importance for achieving valued goal. Those students desire to achieve external goals rather than desiring to learn (Deci & Ryan, 1985, p. 15).

The use of intrinsic and extrinsic motivation usually for general, this is the reason for the writer uses the integrative and instrumental motivation instead of those two. The integrative and instrumental motivations are usually used to know the motivation in language learning, proven by Gardner and Lambert on their research (1972).

Motivation is a central issue in understanding second language proficiency. McDonough (as cited in Deci & Ryan, 1985, p. 21) believes that motivation is important in influencing a person's success or failure in learning a foreign language. Among other things, motivation is the important thing for achievement and success, desire for courageous and new experiences. According to Gardner (1985, p. 8) "A learner's attitudes affect the development of motivation". Hence, Gardner (1985, p. 10) define motivation as:

"...the extent to which the individual works or strives to learn the language because of the desire to do so and the satisfaction experienced in this activity".

Gardner (1985, p. 10)

Gardner (1985, pp. 11-12) refers motivation to the combination of “effortful behavior, a desire to attain the goal, and favorable attitudes toward the activity in question”. He believes that the motivated person combines the desire to reach certain goals with effort and a positive attitude towards second language learning and he claims that the concept of motivation should include the motivational intensity, desire to learn the language, and attitudes toward learning the language as the motivational components. In addition, Crookes and Schmidt (as cited in Gardner, 1985, p. 17) state that motivation has four determinations oriented theories. They are (a) interest; (b) relevance; (c) expectancy; and (d) satisfaction. They also states that these four elements of motivation should be taken into consideration when teachers try to understand students’ motivation to learn because each of them may influence students’ learning. Tremblay and Gardner (1995, p. 11) states that the motivation orientation consists of interest, relevance, and satisfaction. Therefore, Gardner and Lambert identify two classes of motivation:

- *integrative motivation*. Integrative motivation is the desire to learn the second language in order to interact with, and to identify with the members from the second language community. Integrative motivation relates to the process of learning,
- *instrumental motivation* Instrumental motivation is in relation to the product.

Gardner and Lambert (1982, p. 17) also indicate that students who point to an integrative motivation are generally more motivated to learn the second

language, have more favorable attitudes toward the other community, demonstrate greater motivational effort in learning a second language, and achieve greater second language competence than those who are instrumentally motivated students.

On the other hand, some researchers (Gardner & McIntyre, 1992; Oller, Hudson & Liu, 1977, cited in Noels, et al, 1994) hold a different point of view that both integrative and instrumental motivations are factors in learning the second language. They both contributed to a learner's strength of motivation. Instrumental motivation also predicts second language outcomes. In Gardner and MacIntyre (as cited in Gardner, 1982, p. 23)'s view, integrative and instrumental motivations are too narrow to represent all motivations of language learners, because there are so many aspects occur in language learning process such as their behavior towards the second or foreign language.