

CHAPTER II

LITERATURE REVIEW

This chapter contains a description and explanation of the theory and previous studies related to language learning motivation (LLM). The first half of this chapter will contain the underlying theories about motivation, the relation between Intrinsic-Extrinsic motivation and the students' achievement, and the rest will be about related studies.

2.1 THEORETICAL FRAMEWORK

2.1.1 Motivation in Second Language Acquisition (SLA)

Second Language Acquisition (SLA) is the study of how second language are learned and the factors that influence the process (Ellis, 1999). SLA research views motivation as one of factor in L2 learning. Within the process of learning a second language, motivation is perceived to be composed of three elements. These include effort, desire and affect. Effort refers to the time spent studying the language and the drive of the learner. Desire indicates how much the learner wants to become proficient in the language, and affect illustrates the learner's emotional reactions with regard to language study (Gardner, 1985).

Gardner (1985) proposed that motivation is a term which is often used with respect to second language learning as a simple explanation of achievement. Strength of motivation serves as a powerful predictor of L2 achievement. Learners

with either integrative or instrumental motivation, or mixture of both, will manifest greater effort and perseverance in learning.

Through his study, linguist Robert Gardner (1985) examined factors that affected French and English speaking Canadians learning the language of the other community. His studies support the theory that integrative motivation (wanting to learn a language in order to identify with the community that speaks that language) promotes SLA. This motivation seems to promote SLA regardless of the age of the learner or whether the language is being learned as a second or foreign language. Even if individuals do not have this positive attitude toward learning the language, they may have instrumental motivation; they may want to learn the language to meet their needs and goals, such as to get a job.

2.1.2 Motivation in Language Learning

To understand the role of motivation in second language learning, the definition of motivation may be discussed in the first place. Since motivation is considered as one important factor in second language learning, it is no surprise that there are many definitions which appeared and were created by people. Here are a few that the writer found in the literature.

According to Brown (1994), motivation is the extent to which you make choices about a goal to pursue and the effort you will devote to the pursuit. Relating it to learn a second language, Gardner (1985) proposed that motivation is a term which is often used with respect to second language learning as a simple explanation of achievement. Gardner's (1985) definition of motivation in

language learning was the effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language. Since the goal of the learners may be different, as Leaver (2005) stated, some wish to become linguist, some for gaining skills for a job, and others wish to be identified with foreign language. The former learner goals can be viewed as what Brown (2000) mentioned the 'instrumental orientation', which referred to acquiring language for instrumental goals, such as passing an entrance exams, communicating with foreigners. On the other hand, the latter learners goal can be viewed as the integrative orientation, with which can be referred to learners' desire to be accepted or identified as members of the group of the target language, which means they were open to the new language and its people.

Different learner needs and interests may result in different degree of effort they are willing to make in the language-learning process. Just as what Alderman (2004) mentioned, individual differences in their willingness and perseverance to learn a language were closely linked to achievement needs. Also, he proposed that the need for achievement was composed of three factors, including the person's expectation toward success (or failure), the value of the task as an incentive, and the orientation toward success. In other words, it was proposed that motivation, including both integrative and instrumental, was highly related to the individual needs for achievement or their goals toward learning the target language.

2.1.3 Self Determination Theory

Actually, there are many of theories that explain about motivation such as behavioral theory, cognitive theory, and humanistic theory. Behavioral theory explains about motivation in terms of stimuli and reinforcement (Brown, 2007). The physical environment and actions of the teacher are of prime importance. The second is cognitive theory, which explains motivations in terms of person's active search for meaning and satisfaction in life. Thus, motivation is internal and viewed as located within the individual, though naturally the individual's cognitions and perceptions may be influenced by various social and environmental factors (Dornyei & Ushioda, 2011). The theories that support the main theory are expectancy value theory and attribution theory. The third is humanistic theory, which stresses the need for personal growth. The humanistic theory places a great deal of emphasis on the total person, along with the related needs of personal freedom, choice and self-determination. A theory that supports this theory is self-determination theory (Deci & Ryan, 1985). Actually there are still many theories about motivation but the writer focuses on the humanistic theory above because it has connection or related to the theory that the writer intends to use, which is self determination theory. This theory is based on the relationship between extrinsic and intrinsic motivation and the basic human need for autonomy. It proposes that a person must be able to initiate and regulate, through personal choice, the effort expended to complete a task in order for the task to be intrinsically rewarding.

The writer chose self determination theory because the wide spread influence of Deci and Ryan's (1985) theory of intrinsic/extrinsic motivation and self determination in mainstream psychology. It is used in learning second language and also provides the most detail list of motivation types. A number of L2 studies revealed that self determination theory has been widely used by some researchers (Noels, Pelletier, Clement & Vallerand, 2000; Pae 2008). Dornyei (1998) suggests several advantages for using this framework in L2 motivation research: (1) its comprehensive nature allows for the inclusion of a large number of L2 learning orientations; (2) a continuum of motives suggest the possibility of a change in motivational orientation; and (3) the spectrum allows for a valid assessment of empirical evidence of L2 learner motivation using this framework as reference point. The following is a detailed explanation of self-determination theory.

2.1.4 A Self Determination Approach to Motivation

According to Decy and Ryan (1985) in self-determination theory, there are two general types of motivation, one based on intrinsic interest in the activity, and the other based on rewards extrinsic to the activity itself.

2.1.4.1 Extrinsic Motivation (EM)

It is the motivation that occurs because of the pursuit of some external reward to the completion of the task, such as good grades. According to Deci and Ryan (1985), EM is a construct that pertains whenever an activity is done in order to attain some separable outcome. In contrast to intrinsic motivation,

extrinsic motivation refers to those actions carried out to achieve some instrumental end, such as earning a reward or avoiding punishment. Within the realm of education, three levels of extrinsic motivation have been distinguished (Vallerand, 1997). From the lowest to highest levels of self-determination these are: external regulation, introjected regulation, and identified regulation.

Vallerand (1997) explains that External regulation refers to the least self-determined form of extrinsic motivation, coming entirely from external sources such as rewards or threats (e.g. teacher's praise). If the reason for learning the language is taken away, there is no incentive to continue engagement in the learning process. External regulation corresponds to EM as it generally appears in the literature. That is, behavior is regulated through external means such as rewards and constraints. For instance, a student might say: "I study the night before exams because my parents force me to."

Introjected regulation is more internalized in the self-concept. It involves externally imposed rules that the students accepts as norms to be followed in order not to feel guilty (e.g. rules against playing truant). Although the source of the pressure is internal, it is not self-determined because the people are reacting to the pressure not acting on the basis of the personal choice (Vallerand, 1997). Introjected motivation also refers to reasons that pertain to performing an activity due to some type of pressure that individuals have incorporated into the self, such that they compel themselves to carry out that activity. Although the source of the pressure is

internal, it is not acting on the basis of personal choice. An example of this type of regulation is the students who practice an L2 because they would feel ashamed if they could not speak the L2.

The most self-determination form of extrinsic motivation, identified regulation occurs when the person engages in an activity because he or she highly values and identifies with the behavior, and sees its usefulness (Vallerand, 1997). An example of this type of motivation is learning a language which is necessary to pursue one's hobbies and interests. At this point individuals invest energy in an activity because they have chosen to do so for personally relevant reasons. In this situation, students would carry out the activity because of its importance for achieving a valued goal.

2.1.4.2 Intrinsic Motivation (IM)

It is the motivation, which occurs because of the performance of a task for its own sake. It values rewards gained through the process of task completion, regardless of any external rewards. William and Burden (1997) stated that people do something because the act of doing it is enjoyable in itself is considered as people who are intrinsically motivated. Recently Vallerand (1997) proposed three-part taxonomy of IM. This taxonomy is based on three types of IM that have been researched on an independent basis. These three types of IM can be identified as IM to know, to accomplish things, and to experience stimulation. These types of IM are described more fully below.

Vallerand (1997) explains that IM-Knowledge is the motivation for doing an activity for the feelings associated with exploring new ideas and developing knowledge. For instance, students are intrinsically motivated to know when they read a book for the sheer pleasure that they experience while learning something new.

IM-Accomplishment refers to the sensations related to attempting to master a task or achieve a goal. Deci and Ryan (1985) stated that individuals interact with the environment in order to feel competent, and to create unique accomplishments. Thus, IM-to accomplish things can be defined as the fact of engaging in an activity for the pleasure and satisfaction experienced when one attempts to accomplish or create something (Vallerand, 1997). Students who extend their work beyond the requirements of a term paper in order to experience pleasure and satisfaction while attempting to surpass themselves display IM toward accomplishments.

IM-Stimulation relates to motivation based simply on the sensations stimulated by performing the task, such as aesthetic appreciation or fun and excitement. Students who go to class in order to experience the excitement of a stimulating class discussion, or who read a book for the intense feelings of cognitive pleasure derived from passionate and exciting passages represent examples of individuals who are intrinsically motivated to experience stimulation in education.

2.1.5 Motivation and Achievement

Motivation has a strong effect on students' achievement in numerous studies. Specifically, intrinsic motivation was found to have a significant effect on students learning and performance in an empirical study (Deci et al.'s, 2004). Gardner (1985) also found that motivation has close relationship with learner's achievement. He analyzed the role of attitude and motivation in second language acquisition through his previous study. The subjects were a group of students who studied French as the second language, and they were tested on their language aptitude, attitudes toward the French-speaking community, their reasons to study French, and the effort they were willing to make in learning French. Also, the students' achievements in French were measured. The results of the study showed that there was significant relationship between language aptitude and French achievement. However, the result also indicated that the attitudinal-motivational factors were also related to students' achievement in French learning.

It was also worth noticing the significant importance of intrinsic motivation in second language learning. Studies have confirmed the relationship between intrinsic motivation and course material and higher academic performance (Noels, Clement & Pelletier, 1999), indicating that intrinsic motivation may be critical predictor of learners' academic performance.

Furthermore, learner autonomy has been argued to play an important role in language learning by Deci and Ryan (1985) in their Self-Determination Theory. Several empirical studies have been constructed to examine this theoretical framework and found supportive results for the theory (Noels, Clement &

Pelletier, 1999; Noels, Clement, & Pelletier, 2001). For example Noels, Clement, and Pelletier (2001) investigated French Canadian students' intrinsic and extrinsic motivation for language learning with Deci and Ryan's theory as the theoretical framework. The results supported their prediction on the relations between intrinsic and extrinsic motivation orientations. Moreover, it was also found that integrative orientation has strong correlation with intrinsic motivation, which was contrary to Gardner's (1985) assumption that there was similarity between integrative orientation and extrinsic motivation.

However, Noels, Clement, & Pelletier (2001) also pointed out that learners' motivation, no matter external or internal, did not necessarily determine their effort or persistence in language learning. In other words, learners may engage in language learning because of rewards or punishment, but they may also stop learning once the external pressure no longer exists. Learners who are intrinsically motivated to learn are still believed to be more persistent in language learning, and this persistence may in turn contribute to learners' achievement.

In addition, it was suggested (Deci & Ryan, 1985) that informational feedback with non-controlling manner may support learners' autonomy by providing them greater opportunities of making their own decisions. In other words, learners' autonomy in learning may be enhanced if teachers provided students non-controlling feedback.

2.1.6 The Relation between Extrinsic and Intrinsic Motivation & L2 learning

Several L2 scholars have suggested that Intrinsic and Extrinsic motivation may be useful constructs for understanding L2 motivation (e.g., Brown, 1994; Schmidt, Boraie & Kassabgy, 1996; Dornyei, 1998). Some empirical evidence suggests that the distinction between Intrinsic and Extrinsic goals can predict the L2 learning outcomes. For example, Pae (2008) found that South Korean students' intrinsic and extrinsic motivation was associated with self confidence and achievement in English as a L2. Deci and Ryan (1985)'s discussion of intrinsic and extrinsic motivation allows for reorganization of many orientations into a systematic framework. Moreover, this theory has an advantage over empirically derived orientation framework in that it provides psychological mechanisms (self-determination and perceived competence) that can explain and predict how orientations are related to learning outcomes.

2.1.7 Grammar achievement

A grammar comprehension is considered an important skill that the learners should have. The goal of written or spoken communication is to express people thought clearly and effectively. To achieve that goal, the learners need to use words and phrases correctly. If they fail in that goal, what they say or write may not be delivered clearly and their hearers were confused. Thus grammar is the basic skill that the learners must be mastered. Grammar ability in English language can be determined whether the learners have a greater understanding of

their writing strength and weaknesses than they can learn how to communicate clearly and effectively in almost any situation (Thurman, 2012).

2.2 RELATED STUDIES OF LEANER'S MOTIVATION AND ACHIEVEMENT

There have been many studies in the area of Teaching and Learning English as a Foreign Language. For local related studies, the writer takes the study by Pribadi (2008) that identified the favoured motivations of the students when they were learning English during their final year of senior high school. He also classified the integrative and instrumental motivation along with the achievement in the final term test of the students.

A study by Kristanto (2005) analyzed the language learning motivation represented by Language Education Program (PBB) intermediate and advanced students. He found that most of PBB's Intermediate and Advance students have high motivation. It also showed that there was no relation between the score that the students obtained and the degree of their motivation. Most of the PBB's students tended to have higher extrinsic motivation than intrinsic motivation.

Pan, Zang, and Wu (2010) investigated the relationship between motivation and the students' achievement. They believe that most of the students are motivated by both intrinsic and extrinsic motivations. However, they found that intrinsic motivation is more important than extrinsic motivation in contributing to English learning. There is no difference in anxiety between students in Advanced English class and in Ordinary English class and the attitude

of students in Advanced English class is more proper than that of the students in Ordinary class. Therefore, they are more active in English learning than the students in Ordinary English class. The higher autonomous learning ability they have, the better the achievement they get.

Another study was conducted by Xu in China (2011). This study investigated the relationship between language learning motivation and the choice of language learning strategies among Chinese graduates of non-English major. This study computed and analyzed the collected data through descriptive statistics, test of normality, test of linearity and Pearson correlation. The finding of this research revealed that Chinese graduates tended to be more extrinsically motivated and their motivation was found significantly correlated with their learning strategy use.

As mentioned above several studies on motivation have been conducted, but in these studies, students of formal institutions are often chosen as the subjects, while the achievement of the students of non-formal institution has been seldom studied. People often think that formal institution is more important than non formal as their subject. It is also important to note that very few samples are about students of non-formal institution. In this study, the students of Basic English Course (BEC) were chosen as the subjects and their scores of Grammar as the symbol of achievement to explore the relationship between motivation and achievement. Moreover, a few studies on students' motivation in learning L2 have been conducted in Indonesia.