

CHAPTER II

REVIEW OF LITERATURE

This chapter deals with Previous Study, Some Partinent/Review of literature, Theoretical/Conceptual Framework:

A. Previous Study

After the researcher to conduct a review of several study , there were some that were related to the research to conduct :

Title of the Research “Students’ Motivation in Learning English at SMP 1 Campalangan “ The results, the majority of students replied positively to the questionnaire statements. This demonstrate that the majority of students want to study English. This conclusion accords with a study done by Santosa (2018), English education majors at IAIN Surakarta have a high degree of motivation, however it must be enhance for optimal learning results. In accordance with this research findings that the average outcome of this study demonstrate high motivation.

Title of the research “a Study on Students’Motivation In Learning English Foreign Language (EFL) at Stikes Cendekia Utama Kudus”. The result of this study

shows that the extrinsic motivation level is higher than intrinsic motivation level. The total score of extrinsic motivation is 4.14 while the total score of intrinsic motivation is 4.04. Although, the total score of extrinsic motivational level is higher than intrinsic motivational level, but both of them are in a high level. This is good for both lecturer and students in teaching and learning process.

Title of the research “ Improving The Students’ Motivation In Learning English Through Google Meet During The Learning English” the result of data analysis after conducting the Cycle I and II, the researcher found that the use of GM in teaching and learning process will be able to improve the students’ motivation in learning English. Therefore, the researcher suggested English teachers to vary their classroom teaching by having various approaches; giving assignments, using GM synchronously and asynchronously and texting via WhatsApp as part of the communication. Google meet will be quite effective to enhance learners’ English competence and motivation. The materials for online learning (GM) should be easily accessed by the students (Nartiningrum, 2020). The students’ motivation in learning English is shown by the students’ participation during the class, the students’ responses to the questions, the students’ willingness to share their ideas, and the students’ ability to compose a simple sentence correctly related to the request assignment.

Budiana and Djuwari (2018) “ EFL Students’ Motivation On Learning: What can we learn from them.?” The results show that students are enthusiastic about learning English. Despite being non-English department students, they demonstrate both intrinsic and extrinsic drive. Students love learning English due

to a personal interest in the subject. Students are motivated by their personal goals, interests, self-confidence, and self-efficacy. found that students had two sorts of incentives for learning English: intrinsic and extrinsic motivation. This results is consistent with their findings. Moreover, the research conducted by Daifallah & Aljumah, (2020) also supported finding of this research that the university students are highly motivated to learning English, therefore, it suggests that motivation will be an important factor that shapes learners' idea about foreign language learning. This conclusion differs from past study on motivation results. This study found that students' intrinsic motivation is higher than their extrinsic incentive for learning English.

Fitri Rayani Siregar & Rahmadiny Siregar (2020) “ Students’ Motivation In Learning English ” This study is to explore the students’ motivation in learning English. The kind of the research is quantitative research. The writer presented 40 items of questionnaire. Population of this research were the students at the sixth semester of English Department IAIN Padangsidimpuan (112) and the samples were 28 respondents that is taken by simple random sampling technique. The research is done by online. The data were taken by Google-Form or questionnaires through Whats-App Group. Based on calculating the data, it is found that the highest scores is 172 and the lowest score is 122 . The mean score is 147, the median score is 149.7857 and the mode is 153.9. Students who has high motivation were 14.2% and medium were 64.2% and the students’ motivation who has low motivation were 21.4%. It concludes that the students’ motivation in learning English were medium category.

from some of the previous research that has been describe above, the previous research with this research is about student motivation and there are some differences from previous research with my research, namely from the research of Fitri Rayani Siregar & Rahmadiny Siregar which discusses motivation at the State Islamic Institute (IAIN) Padangsidempuan while my research discusses motivation in students in junior high school. although other researchers to conduct research for junior high school students, they did not find how the level of motivation of students learning English. therefore in my research, I will find how the level of motivation of students learning English.

B. Review of Literature

1. Motivation

a. Definition of Motivation

In the Great Dictionary of the Indonesian Language (KBBI), Motivation is an internal and external drive that encourage someone to act, achieve goal, or maintain a certain behavior. motivation can stem from basic need, personal goal, or environmental influence. Motivation is that which emerge from a person consciously or unconsciously to perform an action with a specific purpose.

In this scenario, motivation can be to definition as a set of attitude and value that can impact each person or group. Moral and value in motivation are something invisible that give a person the drive to act. So, the essence of motivation is the movement of the soul and human to conduct do or not do something in order to achieve a desired outcome. Motivation is necessary so that humans can attain

more concrete results in accordance with their aims. Specific goals in motivation can stem from either what will want or the contrary.

According to Rafika Widya Nugrahaeni at [hrepository.unika.ac.id](https://repository.unika.ac.id), motivation is the drive that someone has that can encourage them to achieve something or to take activities that become the foundation for that individual to behave/do anything. Based on these definitions, it becomes clear that a growth mindset emphasizes the importance of the belief that education and management can enhance motivation. (Dweck: 2017). Grant stated that motivation in the workplace is driven by the balance between giving (contribution) and receiving (recognition). He also highlights the importance of a collaborative work environment. (Grant: 2019). Kahneman focuses on how biases and disruptions in decision-making can affect a person's motivation. He suggests a systematic approach to reducing motivational barriers (Kahneman: 2021).

The definition suggests that motivation is an important notion in understanding human behavior. The interaction of internal and external circumstances, as well as wants, satisfaction, and expectations, can all have an impact on various ideas.

b. Types of Motivation

Motivation refers to the internal and external elements that push people to take action in order to achieve their goals. There are various forms of extrinsic and internal motivations. The following are the primary types explained:

1) Extrinsic Motivation

Extrinsic motivation is driven by extrinsic incentives such as rewards, recognition, or avoiding punishment. People who are extrinsically motivated do things not because they enjoy them, but to reach a specific goal. For example, studying solely for the purpose of receiving good marks, working hard to obtain a bonus, or competing for awards. In my view, intrinsic motivation is the urge to do something that comes from external factors, such as reward, praise or pressure. According to Skinner (2023), the primary means of behavior control should be extrinsic incentives like rewards and penalties. But this method is frequently criticized for failing to take internal issues into account.

Self-Determination Theory by Deci and Ryan (2023) In the long run, intrinsic motivation will thought to be more successful than extrinsic incentive. But if properly crafted, for example, by offering incentives that encourage personal initiative, it is Extrinsic motivation is beneficial for simple and straightforward jobs, but less so for creative or difficult ones. (Pink: 2022).

Based on the definitions above, it can be to conclud that Particularly when starting activities or occupations that are less intrinsically pleasant, extrinsic motivation is crucial. However, how it will apply determines how effective it will . An individual's intrinsic interest may be diminished by the overuse or improper application of extrinsic motivation. Combining extrinsic and intrinsic motivation is frequently seen to be the best strategy for achieving the best outcome.

2) Intrinsic Motivation

Intrinsic motivation is driven by extrinsic incentives such as rewards, recognition, or avoiding punishment. People who are extrinsically motivated do things not because they enjoy them, but to reach a specific goal. For example, studying solely for the purpose of receiving good marks, working hard to obtain a bonus, or competing for awards. It is obvious that intrinsic drive plays an important role in increasing engagement and creativity, particularly in school and the workplace. (Rian & Deci; 2023).

Academic achievement and emotional engagement are positively correlated with intrinsic motivation, which is the desire to accomplish something because it is valuable. Research indicates that in blended learning, this motivation contributes to the development of students' resilience, self-assurance, and positive emotions, all of which promote learning results. (Liu and others, 2024).

Another study highlights that intrinsically motivated individuals tend to be more interested in challenging tasks. This suggests that factors such as task difficulty and expected success influence a person's preference for certain tasks (Randez & Hélie, 2024). Based on these definitions, it can be concluded that intrinsic motivation plays a central role in driving learning, performance, and personal development. This research should be supported, especially in the context of education and work, for clearer outcomes.

There are several other specific types of motivation, that is :

1) Achievement Motivation

Achievement Motivation focus on accomplishing goals, excelling, and outperforming others. drives individuals to seek success and thrive on measurable achievements. Example, a students aiming to graduate with honors or an athlete striving to break a world record.

2) Affiliation Motivation

Motivated by the need to form social bonds, relationships, and be accepted by others. Example: Joining a club to meet like-minded people or collaborating effectively in a team setting.

3) Power Motivation

Driven by the desire to influence, control, or lead others. It can manifest in two forms: personal power (controlling others for self-interest) and institutional power (serving an organization or cause). Example: A manager aspiring to become a CEO or a politician seeking leadership roles.

4) Fear Based Motivation

Motivated by the desire to avoid negative outcomes or consequences. Often used in situations where fear acts as a catalyst for action. Example: Meeting deadlines to avoid penalties or following safety rules to prevent accidents.

5) Incentive Motivation

Driven by external rewards like money, prizes, or recognition. It's the anticipation of these rewards that fuels action. Example: Employees working harder to earn a bonus or students studying to win a scholarship.

6) Competence Motivation

Motivated by the need to improve skills, master tasks, and feel effective in achieving goals. Example: A coder learning a new programming language to excel in their career or an artist refining their techniques.

7) Curiosity Motivation

Motivated by the desire to explore, learn, and discover new things. It's driven by the intrinsic interest in acquiring knowledge. Example: A child experimenting with science kits or an adult researching a new topic online out of curiosity. Gherasim et al. (2022) found that positive interpersonal relationships in the classroom enhance student motivation through a sense of togetherness and social support. Murayama et al. (2021) found that assigning responsibilities such as leadership roles in the classroom can enhance students' self-confidence and motivation.

Based on this explanation, it can be concluded that student motivation is complex and involves various aspects, such as main goals, social relationships, recognition, and curiosity. An approach that combines various types of motivation can help create a more effective and satisfying learning experience. It is important for educators to personalize their approaches according to students' needs in order to support both intrinsic and extrinsic motivation in a balanced manner.

c. The Purpose Of Motivation

Motivation serves as a critical driver of behavior and decision-making. Its primary purposes include:

1) Guiding Behavior Toward Goals

Motivation helps individuals set, pursue, and achieve specific goals by providing direction and focus. For instance, a motivated student might consistently study to achieve academic excellence.

2) Enhancing Productivity and Performance

Motivation encourages effort and persistence in tasks, leading to improved productivity and performance in various settings such as education, work, and sports.

3) Encouraging Self-Development

Intrinsic motivation, in particular, fosters personal growth by driving individuals to explore their interests, learn new skills, and enhance their ability.

4) Building Resilience

Motivation helps individuals overcome challenges and maintain perseverance in the face of setbacks or failure. It provides the emotional and mental strength required to adapt and keep moving forward.

5) Fulfilling Psychological Needs

According to theories like Maslow's Hierarchy of Needs and Deci & Ryan's Self-Determination Theory, motivation fulfills fundamental needs such as autonomy, competence, belonging, and self-actualization.

6) Driving Social and Emotional Connections

Motivation, especially affiliation motivation, fosters relationships and builds a sense of belonging, which is crucial for emotional well-being.

7) Encouraging Innovation and Creativity

Motivation, particularly intrinsic and curiosity-driven motivation, inspires individuals to think creatively, solve problems, and innovate in their fields.

Locke and Latham (2002), in Goal-Setting Theory, assert that setting specific and challenging goals encourages more directed behavior. Deci and Ryan (2021), through the Self-Determination Theory, found that autonomy and positive feedback enhance the performance of employee and students. Runco (2023) shows that project-based challenges and freedom of thought strengthen innovation.

Based on this opinion and definition, it can be concluded that motivation encompasses various complementary aspects, from building behavior towards goals to encouraging innovation. Experts from various decades emphasize the importance of balancing intrinsic and extrinsic motivation to achieve optimal results. Recent research shows that personalized approach based on social support are becoming a trend in supporting productivity and personal development.

d. The function of Motivation

Motivation plays a crucial role in driving and achieving goals. The functions include:

- 1) Initiating Action: Motivation triggers individuals to start tasks or activity by creating a sense of purpose and direction.
- 2) Sustaining Effort: It helps maintain persistence and effort over time, especially in challenging situations.

- 3) Directing Behavior: Motivation guides individuals to focus their energy on specific objectives or goals, ensuring efficient use of resource.
- 4) Enhancing Performance: High levels of motivation are often associate with improved productivity and better outcome in personal and professional domains.
- 5) Encouraging Adaptability: Motivation enables individuals to overcome obstacles, adapt to changes, and find creative solutions to problems.

Motivation helps direct behavior towards specific goals, as seen in the improved performance of posyandu cadres. Motivational support enhance individual focus and objective (Wijayanti et al., 2023). Rushabh (2022): Motivation also helps students adapt to new learning challenges through social support and innovative teaching strategy. Salamone & Correa (2023): In a complex environment, motivation allows individuals to adapt by assessing the benefits and costs of actions. This creates flexibility in decision-making.

Based on this explanation, it can be to conclud that motivation is an important element that influences every aspect of human behavior, from initiation to adaptation. Based on recent research, the function of motivation not only helps initiate actions and maintain effort but also directs behavior in the right direction, enhances performance, and encourages flexibility in facing challenges. Intrinsic and extrinsic motivation must will be together to achieve optimal result.

2. Learning English

a. Definition of Learning English

Learning English is the developing English language skills contextually and gratefully with the context and conditions and daily situations of students. This is to produce a form of learning English that is more important than the language needs of students. English is the official language of commonwealth country and is widely speak and speak. English is speak in more country in the world than any other language and language. Meanwhile, according to Krashen (2021), English is a important the first foreign language which is to consider important for the purpose of accessing information, absorbing and developing science, technology, arts and culture and fostering relations with other nations. Then, according to Nations English is language learning is need for all people, both, early and adult because English is international language that must be known by all people, not only understand and understand but English must be mastered.

From the statement above, it can be concluded that in language learning, whether it is a first, second, or foreign language, teaching the language component is part of the language program. Although practical teaching in the field takes place in an integrated manner, teachers and prospective teachers need to understand several important concepts related to the three components of language, especially those concerning the English component. In language learning, teaching the language component is part of the language program. In general, there are three language components, namely grammar, vocabulary, and pronunciation.

b. Components for Learning English

The components for Learning English, that is :

1) Listening

Listening is a fundamental skill for understanding how words are pronounced. Listening allows you to identify intonation, accent, and pronunciation. Listening is the ability to actively focus on and evaluate sounds or spoken words, including understanding intonation, stress, rhythm, and context-based meaning. Given these definitions, it's evident that listening is too easily understood material will be critical in language acquisition. He sees listening as a natural technique to acquire the structure of the language. (Krashen; 2020).

2) Speaking

Speaking practice increases confidence and fluency. This can be accomplished through direct communication, pronunciation practice, or discussions. Speaking refers to transmitting information, emotions, or ideas through structured, coherent, and context-appropriate language. Based on these definitions, it is evident that speaking practice in a supportive and pressure-free atmosphere is essential for developing confidence. (Nation, 2020). Tokuhama-Espinosa (2020) stresses the use of artificial intelligence platforms to improve speaking skills.

3) Reading

Reading increases vocabulary and improves text comprehension. Books, journals, and even internet content are excellent materials for practice. Reading is the process of decoding written symbols in order to grasp words, phrases, and bigger texts, allowing for the extraction of meaning, ideas, and information. Based on these definitions, it is obvious that substantial reading improves vocabulary knowledge

and critical thinking skills. (Stanovich:2020). Nuttall (2021) emphasize the need of reading authentic texts to develop reading ability.

4) Writing

Writing helps to improve grammar and express thoughts in a discipline way. Writing exercise, such as journals or essay, are quite beneficial. Writing is the process of communicating ideas, thoughts, or information through structure language with proper grammar, vocabulary, and format. Based on this description, it is evident that writing necessitates an emphasis on genre and communicative intent. (Swales:2020). Graves (2022) believes that free writing, such as journal writing, allows pupils to express themselves without fear of being mistaken.

5)Vocabulary

Vocabulary enhances expressive talents. Vocabulary A person's vocabulary includes their knowledge of words and their meanings, as well as their pronunciation, spelling, and usage during communication. Based on this definition, it's evident that the lexical method emphasizes learning phrases rather than single words in order to communicate more naturally. (Lewis; 2020). Crystal (2023) argues that as vocabulary evolves as a result of the effect of digital media, learning must become more adaptable.

6) Grammar

Whereas grammar ensures correct and clear .Grammar is the set of rules and structures that regulate how words are join into sentences to produce clear and meaningful communication in a given language. According to this definition, it is

evident that the lexical method emphasizes learning phrases rather than single words in order to communicate more naturally. (Lewis; 2020). Crystal (2023) argues that as vocabulary evolves as a result of the effect of digital media, learning must become more adaptable. Evelina Galaczi from Cambridge English emphasized the importance of practicing all four key skills (listening, speaking, reading and writing) in a balanced way to develop effective communicative abilities. Research shows that each skill has a unique relationship and cannot be substituted for one another. Therefore, a comprehensive assessment of all skills helps to create better learning approaches that are relevant to real needs (Galaczi, 2022).

The basis of the development of other language skills is vocabulary and grammar. According to research, teaching that strengthens vocabulary and grammar structures helps students integrate listening, speaking, reading and writing skills more effectively. In addition, a good vocabulary will be essential for reading comprehension and improving writing skills (English EFL, 2022).

During the Covid-19 pandemic, research in Saudi Arabia showed that technology strongly supports the teaching of English language skills, including through online learning. The use of technology allows flexible practice of skills and increases student participation in listening, speaking, reading and writing activities (Salem et al., 2022).

Based on the opinions and explanations of these experts, it can be concluded that English language learning requires a holistic approach that includes the development of all key skills in an integrated manner. In addition, modern

technology can be an effective tool to support the learning process. Vocabulary and grammar remain an important foundation on which to build other skills.

c. Effective Methods for Learning English

The effective Methods for learning English, that is :

- 1) Learn Actively: Use apps or interactive classes to gain hands-on experience.
- 2) Consistent Practice: Build a habit by practicing every day, even if only for a short period of time.
- 3) Immersion: Being exposed to English through films, music, or conversations with native speakers.
- 4) Review and Revision: Reinforce understanding by repeating previously taught content.

Regular practice is essential for building language skills. Platforms like Rosetta Stone provide immediate feedback for error correction and help students learn more effectively through independent and interactive practice in the classroom (Rosetta Stone, 2023). Immersion technologies such as Virtual Reality (VR) have also been found to enhance the language learning experience through multiple sensory channels (visual, auditory, and even kinesthetic), helping learners understand context more deeply (Govender & Moreno, 2021). The process of reviewing and revising lessons helps correct mistake and reinforce learning. This method become more efficient with the help of technology such as that used by Rosetta Stone, which provides student progress reports to help teachers organize more effective teaching strategy (Rosetta Stone, 2023).

Based on the explanations and opinions of the experts above, it can be concluded that these methods show that learning English requires a holistic approach, which includes active practice, consistency, cultural immersion, and continuous review. Immersion is a very powerful method for accelerating language acquisition, but it requires a high level of commitment. Combining technological approach with hands-on experience, as study suggests, provides optimal results in English language learning.

d. Effective tips for learning English

The effective tips for learning English :

- 1) Determine learning English
- 2) Expand vocabulary gradually
- 3) Exercise listening
- 4) Increase speaking
- 5) Improve reading comprehension
- 6) Exercise of writing
- 7) Fokus on grammar gradually
- 8) Consistent and routine
- 9) Don't be afraid to make mistakes
- 10) Use technology

Krashen (2022) (linguist) Emphasizes the importance of comprehensible input, i.e. hearing or reading English that is slightly above our level. This helps to enrich vocabulary and improve comprehension skills naturally. Nation (2022) (researcher in language learning): Underlines the importance of balanced language learning, i.e. dividing time between the four main aspects of language: listening, speaking, reading and writing. Thornbury 2021 (ELT - English Language Teaching practitioner): Suggestion the use of technology such as AI-based apps to practice speaking and listening skills in real contexts.

Based on the points and explanations above, it can be concluded that effective English learning involves a balance approach, consistency, and the courage to try. Technology can be used to support this process, but the key factor remains a commitment to regular learning. Don't be afraid to make mistakes, as they are part of the learning process.

C. Conceptual Framework

To investigate students' motivation in learning English at UPT SMPN 1 Makale Utara an appropriate conceptual framework can be built based on well-known language learning motivation theories such as Self-determination Theory. Self-Determination theory is developed by Deci & Ryan (2022) which focus on motivation and personality development. This theory explains that humans have three basic psychological needs are: first, Autonomy. Autonomy is the desire to have control of our own choices and actions. Secondly, competence, competence is the needs to feel capable and effective in overcoming our own challenges. Thirdly, Relationship, Relationship are the need to feel connect and have meaningful

relationship with other people. Self Determination Theory (SDT) distinguish intrinsic and extrinsic drives. Intrinsic Motivation : Students are driven by their interest or love for learning English. Extrinsic Motivation : Motivation comes from external benefits such as grade, approval, or future job opportunity Applying Self Determination can help instructors determine whether students are truly engage in English or if they are motivation by external force, allowing them to adjust their approach. Thus, the researcher attempts to find out the level of motivation of students learning English. With the title Students' Motivation in learning English at UPT SMPN 1 Makale Utara.