

II. REVIEW OF RELATED LITERATURE

A. Concept of Motivation

There were many definition of motivation can be found. Here, the writer would only give some definition of motivation.

Yufrizal (2008: 11), states that motivation is a crucial force, which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he preserves.

Elliot *et al* in their book, Educational (1995:332), motivation is defined as an internal state that arouses us to action, pushes us in particular directions, and keeps us engaged in certain activity.

Huit (2001:1) says that “motivation refers to internal state (sometimes described as a need, desire, or want) that serves to activate or energize behavior and give it direction”. He also says that “most motivation theories assume that motivation is involved in the performance of all learned responses, that is, a learned behavior will not occur unless it is energized by motivation”

Oxford and Nyikos (1989:249) revealed that motivation was the single most powerful influence on the choice of language learning strategies. That is, highly motivated students were found to use more learning strategies than less motivated ones; as a result they were able to improve their language ability. This implies that

the more students are motivated towards English, the higher is the use of learning strategies which in turn leads to the development of their English competence.

From some definition above, the writer concluded that motivation is the reason or desire why someone pushed to do something.

Gardner and Lambert (1972), in Setiyadi, (2003:28) classify motivation into two types of motivation, those are *integrative motivation*, motivation to integrate to another culture and *instrumental motivation*, motivation to acquire a language as a means for attaining instrumental goals. While in other literature, motivation is divided into intrinsic and extrinsic motivation. Intrinsic motivation is motivation associated with activities that are their own reward, while extrinsic motivation is motivation created by external factors like reward and punishment (Woolfolk 1995:115).

B. Role of Motivation in English Learning

As stated above that motivation can be divided into integrative and instrumental motivation. If a student has an integrative motivation, he will learn a language because he wishes to identify himself with or become integrated into the society of the target language. In the other hand a student with instrumental motivation; he will learn a language "to pass an examination, to use it in one's job, to use it in holiday in the country, as a change from watching television, because the educational system requires it (Tamimi and Shuib,2009:32). While both integrative and instrumental motivation is essential elements of success, it is integrative motivation which has been found to sustain long-term success when learning a second language (Taylor, Meynard and Rheault, 1977:18)

Weiner as cited in Elliot et.al (1995:332) states that motivation has been a central construct in both educational and psychological research for the past sixty years and plays a significant role in several theories of human development and learning.

From the concepts above, it was clear that motivation has an important role in process of learning. In Elliot et.al (2000:332) motivation is an important psychological construct that affects learning and performance at least four ways:

1. Motivation increases an individual's energy and activity level (Pintrich, Marx, and Boyle, 1993). It influences the extent to which an individual is likely to engage in a certain activity intensively or half-heartedly.
2. Motivation directs an individual toward certain goals (Eccles and Wigfield, 1985). Motivation affects choices people make and the results they find rewarding.
3. Motivation promotes initiation of certain activities and persistence in those activities (Stipek, 1998). It increases the likelihood that people will begin something on their own, persist in the face of difficulty, and resume a task after a temporary interruption.
4. Motivation affects the learning strategies and cognitive processes an individual employ (Dweck and Elliot, 1983). It increases the likelihood that people will pay attention to something, study and practice it, and try to learn it in a meaningful fashion. It also increases the likelihood that they will seek help when they encounter difficulty.

Abin Samsidin in Sadewo (2009:32) states that learning motivation consist of some aspects, they are:

1. Learning duration, that is how long someone is able to use the time to do an activity.
2. Activity frequency, that is how often an activity is done in a period.
3. Persistency, that is the continuity at the purpose of activity.
4. Perseverance, that is the ability in facing the hindrance and difficulty.
5. Devotion, that is sacrifice to achieve the aim.
6. Aspiration level, that is the target that will be achieved with the activity that will be done.
7. Qualification level, that is achievement which is achieved from the activity.
8. Attitude, that is the target of learning activity.

Based on the concept of Elliot and Samsidin above, the researcher drew four aspects which had similarities. Those are persistence, aspiration, devotion, and perseverance. Those aspects were used in the questionnaire.

The importance of motivation in enhancing second/foreign language learning is undeniable. Lifrieri ((2005:4) pointed out that “when asked about the factors which influence individual levels of success in any activity – such as language learning –, most people would certainly mention motivation among them”. Brown ((2000, 160) states that "it is easy in second language learning to claim that a learner will be successful with the proper motivation". With similar views, Gardner (2006:241) posits that “students with higher levels of motivation will do

better than students with lower levels”. He further adds that “if one is motivated, he/she has reasons (motives) for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, shows desire to achieve the goal, enjoys the activities, etc”.

So, it was clear that motivation had an important role in English learning. Previous research done by Aprilia (2011), also found that there was significant influence of students’ motivation toward their reading comprehension achievement. Motivation would facilitate English learning no matter what kind of motivation the students have.

C. Concept of Attitude

Myres (1996:47) states, “Attitude is favorable or unfavorable evaluative reaction toward something or someone, exhibit in one’s belief, feeling or intended behavior”. From this definition, we can see that someone’s attitude can only be seen by looking at someone’s reaction toward an object. The reaction can be favorable or unfavorable.

Eagly and Chaiken (1992:76), states “An attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor“. From this definition, we can see that someone’s attitude do not exist accidentally. Someone’s attitude toward something is created after someone evaluating the object, which result some degree of favor or disfavor.

Azjen (1998:18) says, “An attitude is a disposition to respond favorably or unfavorably to an object, person, institution or event”. From this definition, we

can see that attitude is respond of someone toward something. So, we can only judge someone's attitude when the one reacts toward something.

From the definitions above, the writer conclude that even though there are some differences among those definition, the writer concludes that attitude has, at least, two criteria, those are (1) attitude related to particular object (person, behavior, concept, thing, etc) and (2) attitude has some value in it (agree – disagree, favorable – unfavorable).

D. Role of Attitude in Second Language Learning

In education, attitude plays an important role because through attitude someone can accept or reject something (object). Attitude is a product of interaction process in which somebody gives respond from received stimulus. So, attitude is related to object, and in order to make adaptation toward object, it is influenced by social environment as well as the readiness to accept/respond it.

Liuolienė and Metiūnienė in their research states that positive attitudes toward the learning situation will likely produce greater enjoyment in the study of the language; desire to learn the language, and effort expended in learning the language.

Williams and Burden (1997:88) on their research found that learners' attitude either enhances or inhibits learning. For instance, positive attitudes to learning a language are acknowledged as influential factors on making a decision to learn that language and to continue learning it.

So, it is clear, when a student has positive attitude toward English, he will behave positively in learning process. He will pay more attention, both to the teacher and also the subject. This condition is what every teacher wants to have during the process of learning.

Reversely, when a student has negative attitude, he will behave negatively in learning process. His mind will be wondering during the class and he will pay less attention to both the teacher and subject. This condition is very dangerous because it will definitely disturb the process of learning.

E. Components of Attitude

Allport (1954) in Mar'at (1981:13), states that “an attitude toward any given object, idea or person is an enduring system with a cognitive component, an affective component and a behavioral tendency”.

There are three components of attitude which are very important in learning process. Those are cognitive, affective and behavioral components.

The first component is cognitive component. Cognitive component consists of what is believed and what is thought by someone about an object, certain behavior, fact, and knowledge. If a student has negative cognitive component of attitude, it will disrupt the process of learning because when someone has negative value in his mind about an object, he will close his mind to accept any input about the object. The result of this is the fail of learning process.

The second component is affective component. Affective component consist of any emotion or feeling of someone toward an object. When a student has negative

feeling toward an object, takes for example the teacher is the object. The student thinks that English must be taught by native speaker and his teacher is not a native speaker, so that he has negative feeling with the teacher because he thinks that his teacher is not qualified enough to teach English. The result of this he will not trust what his teacher says, and it clearly disrupts the learning process.

The last component is behavioral component. Behavioral component consist of the readiness of someone to react or tendency to react toward an object. When someone has positive attitude toward something, there is a tendency that someone will try to close by the object and vice versa. The implication of this can be taken also from the sample above, when a student thinks that English must be taught by native speaker and his teacher is not a native speaker. Because he has already had negative attitude toward his teacher, he will try to stay away from the teacher. This also will disrupt the process of learning.

F. Concept of Achievement

Achievement is a degree of students successful in learning a lesson, usually in school, which is stated in a score, achieved from a test result. Ahmadi (1975) in Novianti (2006: 15), states that the students achievement is the result achieved by students for their effort in learning activity. To measure students' achievement, we usually use achievement test. Shohamy (1985) in Novianti (2006: 15) states: the achievement test aims to evaluate takers' language in relation to a given curriculum or material which the test taker had gone through in a given course. Hughes (1991: 10) states that achievement test are directly related to language courses, their purpose being is to establish how successful individual students,

group of students, or the course themselves have been in achieving the objectives. Based on the statements above, it is clear that test is very important to measure students' achievement after learning a lesson.

There are two kinds of achievement test: final achievement test and progress achievement test. Final achievement tests are those administered at the end of a course study. They may be written and administered by ministries of education, official examining boards, or by members of teaching institutions. Progress achievement test are intended to measure the progress that students are making.

In language learning, in this case English learning, achievement test may differ among one and another. It is mainly caused by the different language assumption believed by the teacher. Takes for example, there are two teachers who have different believe in language assumption. The first teacher believes that language consist of written words and of words which can be translated one by one into their foreign equivalent. The second teacher believes that language is the everyday spoken utterance of the average person at normal speed. Those two assumptions about language will result different kind language learning assumption and, in the end, it will result cause different kind of achievement test.

Even though different language assumption will result different kind of achievement test, but we can conclude that achievement test can always be done no matter what assumption of language is used.

In relation of this research, the researcher took students achievement by administering an achievement test. The achievement that was test was students' receptive skill achievement.

G. Influence Between Students' Motivation and Attitudes and Their Achievement

There are many researchers who argue that motivation and attitudes are the key ingredients not only in outstanding achievement, but also in extraordinary achievement. Takes some examples, Charles Darwin's father was deeply disappointed in how ordinary his son seemed as a child. Another example is Michael Jordan; he was cut from his high school basketball team, which only increased his commitment and relentless practice until he became one of greatest athlete of all the time (Aronson, 2002: 38).

As stated in previous pages, one of some factors influencing successful second language acquisition learning is motivation and attitude. Motivation is a crucial force, which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he preserves (Yufrizal, 2008: 11). While attitudes are favorable or unfavorable evaluative reaction toward something or someone, exhibit in one's belief, feeling or intended behavior (Myres, 1996).

Referring to those statements, in English learning, we can see that the students' motivation has very important role related to their achievement. The more motivation they have, the more effort they will do to learn the language, the more energy they will provide and preserve for learning, and it will definitely have positive impact to their achievement.

The same thing occurs in students' attitude. Yufrizal (2008: 112), states that the learner with more favorable attitudes will wish for more intensive contact with the

second language community. In this respect, favorable attitudes reinforce the extent to which a learner perceives communication need.

From those explanations, the researcher concludes that the more motivation and the more positive attitudes a student has, will reinforce his learning, in this case, English learning. In short, the more motivation and positive attitudes someone has, the better achievement someone gets.

H. Hypothesis

Dealing with the statements above, then the researcher is really sure that the role of students' motivation and attitudes in language learning is really unquestionable since they give students more reinforcements and positive actions as mentioned before. Therefore, the researcher hypothesizes as follow:

1. There is significant difference in the English achievement between students' with high motivation and students' low motivation.
2. There is significant difference in the English achievement between students' with strong attitude and students' with weak attitude.
3. There is significance interaction between motivation and attitudes altogether toward English achievement.