

CHAPTER II

LITERATURE REVIEW

The researcher will discuss a number of earlier studies that are relevant to current research in this chapter. Then includes the variations between the earlier research and the present research. The researcher will describe some of the prior research and theories associated with this research in this part.

A. Motivation

a. Kinds of Motivation

According to Engkoswara and Komariah (2015:213) there are two kinds of motivation based on the purpose, namely intrinsic and extrinsic motivation.

a) Intrinsic motivation

Intrinsic motivation is the desire to act that is caused by the driving factor of the individual. De Cham's (Prayitna 1989:11) stated that individuals who carry out activities that are driven by intrinsic motivation, then their activities are to achieve the goals that are the results of these activities. For example: students learn English either orally or in writing, not to get a diploma or praise from parents.

b) Extrinsic motivation

Extrinsic motivation in the result of any number of outside factors, for example the need to pass exam, the hope of financial reward or the possibility of the future travel Harmer (2007:98)

According to Ellis (2017:75) various kinds of motivation have been identified; instrumental, integrative, resultative, and intrinsic.

a) Instrumental motivation

Instrumental motivation seems to be the major force determining success in second language acquisition learning. For example, in a setting where learners are motivated to learn a second language acquisition because it opens up educational and economic opportunities for them.

b) Integrative motivation

Some learners may choose to learn a particular second language acquisition because they are interested in the people and culture represented by the target language group. For example, it is this integrative orientation that underlies the motivation that many English-speaking Canadians have for learning French. However, in other learning contexts, an integrative motivation doesn't seem to be so important.

c) Resultative motivation

Motivation is the cause of second language acquisition achievement. However, it is also possible that motivation is the result of learning. That is, learners who experience success in learning may become more, or in some context, less motivated to learn.

d) Intrinsic motivation

Motivation involves the arousal and maintenance of curiosity and can ebb and flow as a result of such factors as learners' particular interests and the extent to which they feel personally involved in learning activities

B. Learning and Teaching

a. Definition of Learning

Learning is more goal oriented, it tends to occur under autonomous and self-determined conditions. Unfortunately, these conditions are difficult to establish in classrooms, for several reasons Brophy (2004:15). Learning is the process through various experiences. Ernest R. Hilgard (2001:5) states that learning is an activity originates or is the changes through training procedures (whether in the laboratory or in the natural environment) as distinguishing from changes by factors not attribution able to train. Mayer in Seelsand Richey (1994:12) adds that learning refers to the relatively permanent change in a person's knowledge or behavior due to experience.

b. Definition of Teaching

Teaching is about the 'transmission' of knowledge from teacher to students, or is it about creating conditions in which, somehow, students learn for themselves Harmer (2007:107). Teaching is transferring information or knowledge from the teacher, lecturer, instructor, or tutor to the student or learners (Sudirman 2007:2). However, Fauziah (2007:45) says that teaching is not only to transfer the information but also knowledge and skill using certain methods in order to make the knowledge or skill owned. Hamalik (1992:8) states that teaching is organizing or ruling the environment as best as possible in order to give chances for students to learn efficiently. He believes that teaching is also guiding students' learning activity and organizing the environment to support the learning.

C. Theories of Teaching and Learning

According to Elliot (2000) as cited in Wahyudi (2018, there is theories of learning and teaching, namely theory of Burner.

a. The theory of Burner

The fundamental skill of learning, according to Burner (1960), is the ability to actively choose, manage, and transform knowledge. According to Burner, there are three processes that occur practically simultaneously during learning. The following are the third processes:

- a) Acquiring new information;
- b) Transforming information; and
- c) Evaluating the applicability and accuracy of knowledge.

The new information can be a clarification of prior knowledge held by the person, or it might be information that is at odds with prior knowledge held by the person.

When one transforms knowledge, they focus on the knowledge that is appropriate for the new task. As a result, the transformation has to do with how to handle something, whether it be through extrapolation or by altering its shape. The goal of learning is to increase information in a way that develops students' cognitive skills, sparks their interest, and increases their capacity for motivation.

According to Burner (1960), if we teach, we are not going to create libraries of little people; instead, we want to encourage children to engage in independent mathematical thought and learning. He also says that knowledge is a process rather than an end result.

D. The Role of Teacher in the Learning Process

In a pioneering empirical study on investigating classroom discipline, Lewis (2001) examined the role of classroom discipline in promoting student responsibility for learning and safety rights in the classroom in Australia. The results showed that teachers' coercive discipline is perceived by students to be one key factor that inhibits the development of responsibility in students and distracts them from their schoolwork.

Meanwhile, EFL curriculum change in many Asian countries has urged EFL teachers to adopt more learner-centered approaches (Kang, 2013) to language teaching in spite of teachers' negative attitudes towards them (Adams & Newton, 2009). Adopting the new approach without educating teachers about their role in managing learner-centered classes may lead to implementing inappropriate discipline strategies that creates a double burden for teachers. While they are interested in involving pupils actively in lessons, instructors find it difficult to retain appropriate discipline due to noise and interruptions generated by certain oral or group tasks (Carless, 2002). Tension arises when the facilitative teacher role in managing communicative activities goes against prevailing cultural norms that demand an authoritative and controlling teacher (Carless, 2004). This causes

contradictory management behavior that may lead to confusion among students and negatively affect their learning (Ormrod, as cited in Kang, 2013).

E. Teacher Strategy in Motivating Student in Learning

According to Sardiman (2014: 91–95), both intrinsic and extrinsic motivation are necessary for learning and teaching. Students can establish activities and initiatives, manage learning activities, and retain persistence through motivation. There are several strategies to motivate their learning activities in schools. Namely:

a. Giving value

The importance of both is a very powerful motivator for the children. Teachers will also be reminded that these values are not achieved as a result of genuine learning or significant learning outcomes. As a result, the teacher's next move is to find a way to provide the pupils numbers that may be linked to the values in each piece of knowledge they are learning, fostering not only cognitive development but also skill and affection.

b. Reward

A motivational tool, albeit not usually, is reward. Because a job comes with a reward, someone who is unhappy in their job and has no aptitude for it could not find it appealing.

c. Competition

Competition can be used as a motivational tool to encourage student learning. Competition, both individual and group competition can improve student achievement.

d. Ego-involvements

One sort of motivation that is crucial is getting pupils to understand the significance of the assignment and view it as a challenge to work hard at the cost of their self-esteem.

e. Giving tasks

Giving a task entails giving a learner a specific assignment or work to do. It requires clearly stating the task's prerequisites and expectations. Before assigning a task, it is essential to make the objectives, requirements, deadlines, and any other necessary information clear in order to ensure that it will be effectively completed. If you let the pupils know there will be an assignment, they will be eager to learn. Giving this test is therefore a means of motivation.

f. Knowing the results

Knowing the results of their efforts will motivate pupils to strive harder, especially if they see growth. Students lose motivation to learn more as they become more aware that the learning results graph is rising, even in the hopes that the results would keep rising.

g. Praise

The present must be accurate because this praise is a kind of incentive and positive reinforcement. With the right encouragement, you can create a pleasant environment, increase your desire to study, and boost your self-esteem.

h. Punishment

Punishment is a kind of deterrence, but it may also be a motivating tool if used properly. Teachers must therefore comprehend the fundamentals of punishment.

i. The desire to learn

The absence of a desire to study indicates a lack of intention to do so. Implies that kids are motivated to learn, thus the outcome will undoubtedly be greater.

j. Interests

Study interests could relate to the particular issues or topics that people find attractive within their academic fields. Since the desire to complete anything comes from interest, it is essential. To establish interest as a typical motivator.

k. The purpose of the recognized

The students' ability to identify and appreciate their interests is a crucial motivating factor. Because it is highly important and advantageous to grasp the objectives to be met, there will be a motivation to continue learning.

F. Previous Study

The first research has been conducted by Rahimi, M., & Karkami, F. H. (2015). Entitled "*The Role of Teachers' Classroom Discipline in Their Teaching Effectiveness and Students' Language Learning Motivation and Achievement: A Path Method.*" Iranian Journal of Language Teaching Research, 3(1), 57-82. This study investigated the role of EFL teachers' classroom discipline strategies in their teaching effectiveness and their students' motivation and achievement in learning English as a foreign language. Junior high-school students expressed their perceptions of the strategies their English teachers used (punishment, recognition/reward, discussion, involvement, and aggression) to discipline the classroom.

The next research conducted by Long, C., Ming, Z., & Chen, L. (2013) entitled "*The Study of Student Motivation on English Learning in Junior Middle School--A Case Study of No. 5 Middle School in Gejiu*". According to the results and the related theory, the author presents some suggestions to arouse the students' English motivation and improve the efficiency of English learning and teaching in Junior Middle School. Among the suggestions, the implications by the study include that students need motivation to help them learn English, they should set the right goal to improve their learning English well.

The next research conducted by Fina Hajar Kusumawati (2014) graduate of the Teacher Training and Education Faculty at IAIN Tulung Agung, wrote the third previous study. "*Students Motivation in Learning English in MAN Kunir Wonodadi Blitar*" is the title of the study. According to the study's findings, students' extrinsic motivation is rated at 45%, while their intrinsic motivation is rated at 55%. This indicates that MAN Kunir Wonodadi Blitar students are very

motivated, particularly when learning English. The motive for studying English is a common theme in these studies. The distinction is in this study's focus.

Therefore, based on the results of the three related studies, it can be concluded that the role of the English teacher in increasing students' motivation and achievement in learning language it's very important.