

CHAPTER II

LITERATURE REVIEW OF THE REVIEW

In this chapter the writer presents about theoretical/framework, definition of motivation, types of motivation, sources of motivation, the role of motivation, learning concept, theories of learning, types of learning, and previous study.

2.1 Theoretical Framework

2.1.1 Notion of Learning Motivation

The word motivation is accepted for most fields in learning that motivation is essential to success. People in this case students and also teachers need the motivation when we have to do something to succeed. Without such motivation people will almost certainly fail to make necessary effort. There are many factors that depend on motivation, such as motivation is very influential in learning English. When the learners are not motivated, they will not take risk in learning English or even paying any attention to learn it. As a result, motivation is considered an essential element along with language capacity in shaping success in learning new language in classroom setting. To develop understanding of motivation we must know about what it means of motivation, types, sources, role and theories of motivation.

Brown's Theory Brown (2007, p. 170) stated that "Motivation is something that can, like self-esteem, be global, situational, or task oriented". Motivation also typically examined in terms of the intrinsic and extrinsic motives of the learner. Intrinsic motivation, for example occur when the learner learn for their own self-

perceived needs and goals. While, learner who pursue a goal only to receive an external reward from someone else are extrinsically motivated.

There are three different perspectives emerge based on Brown (2007, p. 168), namely form a behavioral perspective, in cognitive terms, and a constructivist. 1) From a behavioral perspective, motivation is seen in very matter fact terms. It is quite simply the anticipation of reward. Driven to acquire positivereinforcement, and driven by previous experiences of reward for behavior, we act accordingly to achieve further reinforcement. 2) In cognitive terms, motivation places much more emphasis on the individual's decisions. For example, Ausbel (1968, p. 368) in Brown (2007, p. 169) identified six needs undergirding the construct of motivation: need for exploration, for manipulation, for activity, for movement and exercise, both physical and mental. for stimulation, the need to be stimulated by the environment, by other people, or my ideas, thoughts, and feelings, need for knowledge, the need to process and internalize the result of exploration, manipulation, activity, and stimulation, to resolve the contradiction, to quest for solutions to problems, and for self-consistent systems or knowledge. And the last, need for ego enhancement, for the self to be known and to be accepted and approved of by others. 3) A constructivist. Each person is motivated differently, and will therefore act on his or her environment in ways that are unique. But these unique acts are always carried out within a cultural and social milieu and cannot be completely separated from that context.

The “needs” concept of motivation in some ways belongs to all three schools of thought. The fulfillment of needs is rewarding, requires choices, and in many cases must be interpreted in a social context. For example, children who are

motivated to learn to read because they perceive the value (reward) of reading, they meet the needs of exploration, stimulation, knowledge, self-esteem, and autonomy, and they do so in widely varying ways and schedules and in the context of a society that values literacy. On the other hand, children may be unmotivated to learn because they fail to see the reward, only connect to the learning to superficial needs such as fulfilling a requirement.

Maslow's Theory Abraham Maslow (1943), one of the founding fathers of humanist approaches to management, wrote an influential paper that outlined five fundamental human needs and their hierarchical nature. Maslow's humanistic need theory of motivation suggests that people are motivated to achieve goals because of the tension created by unfulfilled needs. If people have psychological, safety, love and esteem needs, if these needs are met, then people become motivated to satisfy their needs for knowledge, understanding, esthetics and self-actualization. The five needs are:

- a) Psychological needs It was to do with maintenance of the human body if we are unwell, then little else matters until we recover.
- b) Safety needs it was about putting off over heads and keeping us from harm, if we are rich, strong and powerful or have good friends, we can make ourselves safe.
- c) Belonging needs to introduce our tribal nature; if we are helpful and kind to others, they will want us as friends.
- d) Esteem needs are for a higher position within a group.
- e) Self-actualization needs it was become what we are capable of becoming, which would be our greatest achievement.

There are various definitions of motivation from many psychologists. It is needed to to comprehend about what the motivation is in order to know and understand it. At its most basic level, “Motivation is some kind of internal drive which pushes someone to do things in order to achieve something” (Harmer 2007, p. 98). The word motivation is derived from motive that means anything that encourages person to act to do something (Purwanto, 2011, p. 60). While Dimiyati and Mudjiono (1994, p. 75) stated that motivation is a mental encouragement that moves and leads human behavior. Brown (2007, p. 170) stated that “Motivation is something that can, like self-esteem, be global, situational, or task-oriented. Motivation is also typically examined in terms of the intrinsic and extrinsic motives of the learner”. According to Brown (2000, p. 72) “Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit”.

2.1.2 Types of Motivation

Motivation was separated into two main types that are we will discuss them as follows:

1. Intrinsic Motivation

Ur Penny (1996, p. 280) defines that: Global intrinsic motivation is the generalized desire to invest effort in the learning for its own sake is largely rooted in the previous attitudes of the learners: whether they see the learning as worthwhile, whether students like English but there are some students who answer like language but depend on how the teacher applies the English language material itself. This means that intrinsic motivation is the desire that comes from

within the individual to make an effort to achieve the goal. When students have intrinsic motivation, they will show their attitude in class like they want to learn English because they like and like to learn it.

According to Harmer (2007, p. 98) "Thus a person might be motivated by the enjoyment of the learning process itself or by the desire to make themselves feel better". People do certain activities because they give them pleasure and develop certain skills based on their internal desires. Students who are intrinsically motivated are bound to do much better in class activities, because they are willing and want to learn new material. Their learning experience is more meaningful, and they go deeper into the subject to fully understand it. Brown (1987, p. 115) divides intrinsic motivation into two main types, namely integrative motivation and instrumental motivation:

- a) Integrative motivation is used when students want to integrate themselves in groups to work on English assignments, so they can discuss with their groups and they are also happy to learn English accompanied by games because when they feel boring students will rebuild their enthusiasm.
- b) Instrumental motivation. Students want to reach the goal using a foreign language. Robert Gardner and Wallace Lambert stated that it refers to the motivation to acquire language as a means of achieving instrumental goals in advancing careers, reading technical material, translation and so forth (Gardner:1987, p. 8). This describes a situation in which the students believe that by mastering of the target language, they will be instrumental in getting a better job, position and status. When the learners have intrinsic motivation, it will give a good influence to their learning.

Because intrinsic motivation are comes from the learners itself. So, they learn English by their internal desire not from other factor from outside the learner.

2. Extrinsic Motivation

Harmer (2007, p. 98)states that extrinsic motivation is the result of any number of outside factors, for example the need to pass an exam, the hope of financial reward or the possibility of future travel. Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in task. Many sources of extrinsic motivation are inaccessible to the influence of the teacher: for example, the desire of students to please some other authority figures such as parents, their wish to succeed in an internal exam, or peer groups influences. However, other sources are certainly affected by teacher action, Penny (1996, p. 277).

From these perspectives, it can be concluded that motivation is what causes an individual to change, effecting psychological symptoms, feelings, and emotions to do things that are driven by goals, needs, or desires. According to Thurman Hakim (2000) quoted by Winastwan Gora and Sunarto (2010, p. 16), studied is a process of change in humans which is manifested in the form of improving the quality and quantity of behavior such as increasing skills, knowledge, attitudes, habits, understanding, skills, thinking power and others. Therefore, in learning activities, there is some effort that produces changes that can be directly or indirectly observable.

Further, Harmer (2007) stated that external motivation has some external factors, they are the goal, society people live in, people around, and curiosity. They are explained as follows.

a) The Goal

According to Harmer (2007, p. 99) Goal is the one of the strongest outside sources of motivation which students perceive themselves to be learning for. Frequently this is provided by a forthcoming exam, and this respect it is no surprise to note that teachers often find their exam classes more committed than other groups who do not have something definite to work towards. Here the students want to learn English because any external factors. The external factors drive the students to learn English because the students want to achieve it. For example some students have any goals when they learn English, such as they want to get a good score in final exam, they want to learn English because they want to get a good job, and they may want to continue their study overseas.

b) The society we live in

“Outside any classroom there are attitudes to language learning and the English language in particular” Harmer (2007, p. 999). The students want to learn English because their society. For example they learn English because they want to get prestige from the society.

c) The people around us In addition to the culture of the world around them, behavior attitudes to language learning will be greatly influenced by the people who are close them Harmer (2007, p. 99). Learning English is very important to communicate with people around the world. Sometimes

people want to learn English because they feel confident if they can master the English language.

d) Curiosity

Educators should not underestimate a student's natural curiosity. At the beginning of a term of the semester, most students have at least a mild interest in who their new teacher is and what it will be like to be in his or her lessons. When students start English for the first time, most are interested (to some extent) to see what is like. This initial motivation is precious. Without it, getting a class of the ground and building rapport will be that much more difficult Harmer (2007, p. 99).

2.1.3 Sources of motivation

According to Harmer (2002, p. 51) "The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people". There are some sources that affect the students' motivation in learning English, the society people live in, significant others, pre-service teachers or teachers, and method.

In terms of the society people live in, for outside classroom, there are attitudes to language learning and the English language in particular. Learning English are important that considered being in the society. All the views from the society such as learning language for low or high status will affect the students' attitude to the language being studied, and the nature and strength of this attitude will, in its turn, have a profound effect on the degree of motivation the student brings to class and whether or not that motivation continues.

Moreover, it is significant others. The attitude of the students to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial. The attitude of students' peers is also crucial. If they are critical of the subject or activity, the student's own motivation may suffer. If they are enthusiastic learners, however, they may take the students along with them. Then teacher, in this case including the pre service teacher. The teacher is a major factor in the continuance of a student's motivation. Teachers' attitude to the language and the task of learning will be vital. An obvious enthusiasm for English and English learning, in this case, would seem to be prerequisites for a positive classroom atmosphere. While, the method is vital that both teacher and students have some confidence in the way of teaching and learning. When either loses this confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success much more likely.

2.1.4 The Role of Motivation and how to measure it.

Motivation is crucial in learning other languages. Pinter (2006, p. 36) stated "When we learn our first language, it is all a natural part of growing up". For people who learn a new language, their motivation to learn is related to wanting to fit in with people in their new community. An interesting study in 1999 by Marianne Nikolov, a Hungarian teacher, trainer, and researcher, shows that children as they get older typically draw on different sources of motivation to learn English. Some of the children are intrinsically motivated which means that they want to learn because they enjoy the process of learning English for its own sake.

To measure motivation, there are some measurements that can be used to know the motivation that are performance, reflection, achievement and scale (Hanafiah, 2010. p. 28).

- 1) Performance test is the measurement to get information about loyalty, sincerity, targeting, awareness, duration, and frequency of activist.
- 2) Reflection is to know persistence and loyalty. Free compose is to understand information about the vision and aspirations.
- 3) Achievement test is to get the information about the achievement of the students' academic.
- 4) Scale is to understand information about attitude. In this research the researcher used the one of the measurement above that is reflection. In the reflection there are four options that are strongly agree, agree, disagree and strongly disagree. The answer of the questionnaire would be change become score by using Likert scale.

2.1.5 Learning Concept

Brown (2007, p. 7) stated that “learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction”. Based on Brown (2007, p. 8), there are many concepts of learning: a) Learning is the acquisition or “getting.” b) Learning is the retention of information or skill. c) Retention implies storage systems, memory, and cognitive organization. d) Learning involves active, conscious focus on and acting upon events outside or inside the organism. e) Learning is relatively permanent but subject to forgetting. f) Learning involves some form of practice, perhaps reinforced practice. g) Learning is changed behavior.

These concepts above, also give way to a number of subfields within the discipline of psychology: acquisition processes, perception, memory (storage) system, short-and long term memory, recall, motivation, conscious and subconscious learning styles and strategies, theories of forgetting, and also reinforcement. The role of practice very quickly the concept learning becomes every bit as complex as the concept of language. According to Omar Hamalik (2001, p. 27), learning is defined as the modification or reinforcement of behavior through experience (Learning is defined as). Modification or reinforcement of behavior through experience). According to this sense, learning is a process, an activity, and not a result or purpose. Learning is not just remembering, but broader than that, namely experience. Learning outcomes are not mastery of the results of the exercise but behavior change.

Meanwhile, Aunurrahman (2016, p. 35) states that learning is a process carried out by individuals to obtain a change in behavior that new as a whole, as a result of the individual's own experience in interaction with the environment. According to Budiningsih in Jamil Suprihatiningrum (2014, p.15) "Learning is a process of formation" 10 knowledge, in which students carry out activities, think, organize concepts, and give meaning to the things being studied.

2.1.5.1 Theories of Learning

Learning is one of the most important activities in which humans engage in their life. Learning are occur not only in the class but also outside from the class. Shuel (2013) stated that for thousands of years, philosophers and psychologists have sought to understand the nature of learning, how it occurs, and how one person can influence the learning of another person through teaching and similar

endeavors. Various theories of learning have been suggested, and these theories differ for a variety of reasons.

There is no final answer to the question about learning and no theory can be found to be absolutely superior to all others. Nevertheless, learning theories can develop by the teacher of their own. Through study of learning theories and their historical development, teacher should gain insight into the harmonies and conflicts that prevail in present educational theory. From this insight, teachers should more toward developing adequate theories of their own.1) Thorndike concluded that learning is a process of forming connections between stimuli and responses; meanwhile, problem solving can be achieved through “trial and error” Entwistle (1981) in Uno (2006, p. 11). He stated that changes in behavior can be either concrete (something that can be observed), or no concrete (not observable). In teaching and learning process, the progress of the students can be observed by knowing their attitude. 2) J.B Waston: Conditioning Reflect J.B Waston making Pavlov’s research as based for to his learning theory. Waston believes that Learning is a process from the conditioning that reflects or responds passes through a chance from one stimulus to another. Waston makes a same principle to explain human attitude. There are many attitudes to study in passed classical conditioning. They study have negative attitudes with a foreign language, because there are have association with bad experience, for instance the teacher ordered to the students to translate in front of class and they have mistaken and then the teacher was angry with them. Generalization afraid of them with another lesson.

2.1.5.2 Types of Learning

The educational psychologist Robert Gagne (1965) demonstrated the importance of identifying a number of types of learning that all human beings use. Because theories of learning of course do not capture the entire possible element of principles of human learning in general, Brown (2007, p. 99). Types of learning vary according to the context and subject matter to be learned. Gagne (1965, p. 58) in Brown (2007, p. 100) identified eight types of learning as follows:

- 1) Signal learning. The individual learns to make a general diffuse response to a signal.
- 2) Stimulus-response learning. The learner acquires a precise response to a discriminated stimulus.
- 3) Chaining. What is acquired is a chain of two or more stimulus-response connections.
- 4) Verbal association. The verbal association is the learning of chains that are verbal. Basically, the conditions resemble those for other motor chains.
- 5) Multiple discrimination. The individual learns to make a number of different identifying responses to many different stimuli, which may resemble each other in physical appearance to a greater or lesser degree.
- 6) Concept learning. The learner acquires the ability to make a common response to a class of stimuli even though the individual members of that class may differ widely from each other.
- 7) Principle learning. In simple terms, a principle is a chain of two or more concepts. It functions to organize behavior and experience.

- 8) Problem-solving. Problem-solving is a kind of learning that requires the internal event usually referred to as “thinking”. Previously acquired concepts and principles are combined in a conscious focus on an unresolved or ambiguous set of events.

2.1.6 Learning English as a Foreign Language

Nowadays, there are about a billion people in the world learning English as a foreign language, Johnson (2001, p. 3). “In many other contexts in the world, however, when children start learning English, they are not immersed in an English environment and they are not learning English to make a friend or fit into a new school and culture”, Pinter (2006, p. 32). The process of learning language has a significant effect on how young learners are able to acquire the foreign language. The strategy of learning from mother tongue can be adopted for learning foreign language. Primarily, those who are involved in the children’s learning process are their parents, and latter their teachers. So the teachers have an important role in the students’ learning foreign language.

For the motivation on learning English, Hedge (2003, p. 22) stated that “Adult learners returning to study may regard language learning as a hobby or cultural pursuit worthy of the educated person, or may have pressing reason for wishing to communicate with English”. Now, in much state school system, where the pupils’ future use of English is uncertain, a primary aim is to build communicative potential. Any individual may be influenced by a variety of motivations which will affect such things as anxiety or attitude, or willingness to try new learning strategies.

2.1.7 Pre-service teacher

2.1.7.1 Term of Pre-service Teacher

There are many definitions of pre-service teacher defined by different experts from different perspective. However, the different definitions do not blame or weaken other definitions. Zacharis (2019) stated that pre-service teacher is students trained from higher education institution to become professional teachers. Familiar with Zachrais (2019), Goulette (2018) said that pre-service teacher also known as teacher candidates, this term issued to describe students teachers who are enrolled in a teacher preparation program and working toward teacher certification. They complete supervised field-based teaching experiences with the support and mentor-ship of university faculty. Thomas (2019, p. 20) defined pre-service teacher as students who enrolled in an initial educator preparation program, studying to become practicing teachers. Phu Vu et.al (2016) said that pre-service teacher is students admitted to a teacher education program.

2.1.7.2 Role of Pre-service Teacher

Pre-service teacher has important roles in teaching practicum program. They compile lesson plans, analyze syllabus, and implementing learning components in the practice of classroom learning in the actual classroom (Latifah, 2014). Puspitasari (2013) also stated that objective supervision is a form of professional assistance that based on the needs of pre-service teachers, and derived from a systematical observation and analysis regarding the actual behavior of pre-service teacher's in the classroom. Parwoto (1998) explained that in this term the pre-service teachers required to practice their teaching and non-teaching skills in the actual teaching situation under an intensive supervision from lectures and in-

service teachers. Thus, the role of pre-service teacher is analyzing syllabus, compiling lesson plans and implementing learning components in the practice of classroom learning in actual classrooms.

More than that, practicum is not only serves as a place to study how to become a professional teacher (professional learning), such as studying how to plan lessons, create teaching media, explain lessons, and classroom management; but also as important place to transform (a place of transit) from a student become a new teacher in the class (Wilke, 2004 as quoted in Chong, Wong, & Lang, 2011). Process this transformation is usually not always smooth's; he is characterized by turmoil, challenge, and dilemma along the way (Kuswandono, 2013; Trent, 2010). The success of the student transformation process prospective teachers will be influenced by several factors, including support from the community schools, such as tutors and teachers school administrators.

Pre-service teachers or student-teachers comprise another population in an educational context which is interesting to investigate for they have double roles; they are students and teachers at the same time. Their success in the role as student may indicate similar success in the teacher education program. Their role and experience as teachers in the pre - service program indicates their prospect to be future teachers. (Lipka & Brinthaupt, 1999). Several studies were conducted that focused on the issues of pre - service teachers in general, such as: pre - service teachers' knowledge and competence (Alkharusi, 2011; Nordin, Davis, Arifin, 2013; Valli, Perkkila, Valli, 2013; Walton & Rusznyak, 2013; Masari & Petrovici, 2014), Preservice teachers' perception or attitude toward teacher program and teaching profession (Mule, 2006; Bhargava & Pathy, 2014; Moen, 2014), and

preservice teachers' self-concept, and their teaching practice (Tattersall, 1979; Perger, 2001; Guive, 2004; Tabassum, 2014; Adodo, 2012; Davies, 2013; Kumazawa, 2013; Sun & Es, 2015). Those studies highlighted the significance of developing the quality of teacher education and the competence of prospective teachers.

However, there are only a few studies focused on self-concept, especially in foreign language teachers (Arnaiz & Guillen, 2012; Kumazawa, 2013). In the context of Indonesia, English is considered as foreign language. Therefore, the role of English teacher education in Indonesia is crucial in producing competent and qualified English teachers. In an attempt to give contribution few numbers of studies in this topic, this study is aimed at exploring self-concept in foreign language teacher education, particularly English preservice teachers' self-concept. Self-concept in this study is English preservice teachers' self-concept as EFL teachers.

2.2 Previous Study

To make research that is different from previous research, this study found several studies that are relevant to this research. The first research was from Nurlaila from the English Education Study Program study program faculty of Tarbiyah and Teacher Training state Islamic University Sultan Thaha Saifuddin Jambi 2021. The title of this research is "An Analysis of Students' Motivation in Learning" English at MTSN 5 Sarolangun". The similarity of this research is about students' learning motivation in English. The difference is that the difference is that it does not discuss the Pre-service teacher and the research methods are different.

The second this research has been done by many researchers. A study conducted by Cut Bismi Adela Rizkina, “Investigating Students' Motivation to Learn English at MAN 1 SIGLI. This research is about the motivation of MAN 1 SIGLI students in learning English. The purpose of this study was to determine the motivational level of students' abilities in learning English and to determine the dominant student motivation at MAN 1 SIGLI. This study uses survey research which is part of quantitative research. The research instrument was a questionnaire and used a five-point Liker scale as a measure of the level of motivation. The participants of this study were fifty first grade students of MAN 1 SGLI. The writer took a sample by using a convenience sample. The findings of this study are; there were 21 students who had high motivation and 29 students who had moderate motivation with a total score of 3.57. While the extrinsic motivation score is 3.36 which is defined as a moderate level of motivation. Based on the explanation from previous studies, researchers found similarities and differences. The similarity of this research is about motivation in learning English. This difference illustrates the dominance of motivation to learn English and quantitative research methods and instruments in the form of a Liker scale. While this researcher is qualitative and uses reflection to obtain data.

The last research is entitled “Learning Motivation and English Achievement of Students at Politeknik Negeri Semarang Central Java” this thesis was written by Ridha Fadillah. The aim of this study was to investigate the correlation between learning motivation and English achievement of students of Mechanical Engineering at Politeknik Negeri Semarang. The data were collected using questionnaire and analyzed using the Statistic Package for Social Science

(SPSS). The result indicates that the students' motivation in learning English was at moderate level. The similarity of this research is students' learning motivation in English. The difference is the students' motivation in learning English with pre - service teacher.

The similarities with the current research is in terms of the students' motivation, but the current research has come with the differences in terms of students' description about motivating by pre service teachers' treatment during field teaching program.

