

CHAPTER 2

LITERATURE REVIEW

2.1 Motivation

Motivation is an impulse that makes a person more enthusiastic and interested in something to be achieved. According to Jenkins (2018), motivation is a drive in humans that causes us to initiate and maintain action on a certain goal. Motivation is an important thing for every person to learn, especially foreign language learners. Motivation is important, as are aptitude, intelligence, and attitude, which can greatly influence the achievement of learners' foreign language acquisition (Quan, 2014). It can be said that motivation is enthusiasm or need. Motivation is a process that activates, directs, and sustains behavior (Santrock, 2004). This means that motivation is to encourage and show students to do something and continue to do these activities.

Then, motivation is described as a 'learning machine' (Paris & Turner, 1994), influencing what, how, and when learners learn (Schunk & Usher, 2012). With motivation, students' learning goals will be more focused, and students will become more active and always participate during the learning process. Ryan and Deci argue that motivated learners can engage in challenging learning activities that engage them actively in finding appropriate strategies to facilitate their learning. So, motivated learners will be more diligent, creative, enjoy themselves, and show better learning. As the theory from Deci & Ryan (1985) states, there are some types of motivation. Table 1: Human Motivation Types from Deci & Ryan (1985):

Table 1. Human Motivation Types from Deci & Ryan (1985)

Intrinsic Motivation	Extrinsic Motivation
Interest/ Enjoyment	External Regulation
Inherent satisfaction	Introjection Regulation
	Identification Regulation
	Integrated Regulation

2.2 Intrinsic and Extrinsic Motivation

2.2.1 Intrinsic Motivation

Intrinsic motivation is motivation that comes from internal factors such as determination, interest, and willingness. Ryan and Deci (2000) stated that intrinsic motivation is defined as doing an activity for its inherent satisfaction rather than for some separable consequence. This is related to internal factors such as interests, pleasures, or challenges that the individual develops. Intrinsic motivation also involves internal motivation to do something for its own sake (Santrock, 2004). So it can be interpreted that intrinsic motivation is a natural tendency in a person to seek challenges in personal abilities or pursue interests. This motivation will be active when there is a stimulus from the individual's environment. Here are some aspects that cause intrinsic motivation:

1. Interest: Students who have a high interest in the subjects being learned will tend to be successful in the learning process. Achmad & Yusuf (2016) stated that students who have an interest will tend to pay attention to a subject. With this interest, the learning process will run smoothly, and the student will study regularly or effectively.
2. Need: A need is a state where something is needed. Vandenbos (2016) stated that need is necessary for survival, well-being, and other things. Ciccarelli and White (2009) divide the characteristics of needs into three types, namely:
 - Need for achievement: people who have a strong desire to succeed in achieving certain goals. This is not only a realistic one but a challenging one as well.
 - Need for affiliation: someone who has a high desire for needs. That means someone who tries to be liked by others and upheld by those around him.
 - Need for power: People who have this need want to have a big influence over others and make an impact on them.

3. Hobby: A hobby is an activity or interest someone does for pleasure or relaxation in their spare time. For example "Lisna's hobby is reading". So she will always try to read in her spare time.
4. Goal: Every individual, before doing what they want to do, usually has a goal first. Including goals in teaching and learning activities For example, the students must have goals because it can be a great motivation for them. Motivation is closely related to a person's desire to achieve a goal (Gage and Berliner, 1984). With aim, they will prepare everything that can help them achieve their goals.

2.2.2 Extrinsic Motivation

Extrinsic motivation is motivation that comes from outside, such as social conditions and supporting facilities. Furthermore, Ryan and Deci (2000) define extrinsic motivation as a construct related to any activity undertaken to achieve some separable outcome. Ryan & Deci (2000) Gage and Berliner (1984) also say that extrinsic motivation can also appear or come from teachers, parents, and the environment. Below is the explanation.

1. Environment: The environment is everything that is around humans and has a correlating effect on it. For example, in schools, language learning is part of the curriculum and cultural images (Gage and Berliner, 1984). Learning English is especially considered important by society.
2. Teacher: Teachers have an important role in teaching and learning activities. They are not only people who transfer knowledge to students but also motivators who can motivate or support students in learning activities. So the teacher is the main factor in the motivation of a student.
3. Parents: The attitude of parents and siblings is very crucial (Harmer, 2001). Students who are encouraged or given motivational support by their parents will try new things, and they will also try to achieve high achievements to get rewards from their parents.

Besides the above, extrinsic motivation, in contrast, is related to (1)

motivation to obtain rewards or prevent punishment (external regulation).
 2) motivation to avoid bad situations or feel guilty (introjected regulation)
 3) motivation to obtain benefits and needs after completing a learning activity (identified rules) and 4) Congruence with self and other values (Integrated Regulation). This is self-determination theory (Deci and Ryan, 1985), which defines the degree to which behavior is self-determined (see Table 2) and proposes a continuum of extrinsic motivation that ranges in terms of the level of internalization.

Table 2. Types of extrinsic motivation applied to the example of motivation to regulate racial prejudice (Adapted from Legault et al. 2007)

Types of Extrinsic Motivation	Nature of External Contingency	Underlying Reason for Behavior	Example
External Regulation	Consequences, incentives, compliance	To receive or avoid a consequence; to fulfill an external requirement	“I avoid making prejudiced comments so that other people will think I’m nonprejudiced”
Introjected regulation	Feelings of internal pressure; to avoid guilt or to boost the ego	Because it “should” be done	“I avoid acting in a prejudiced manner because I would feel bad about myself if I didn’t”

Identified regulation	Personal valuing of a behavior, sense of importance	Because it is important	“I avoid being prejudiced because it is an important goal”
Integrated Regulation	Expression of self and identity; congruence with self and other values	Because it reflects core values and self/identity	“I avoid being prejudiced because I see myself as a non prejudiced person”

Intrinsic and Extrinsic Motivation, Tab. 2 Types of extrinsic motivation applied to the example of motivation to regulate racial prejudice (Adapted from Legault et al. 2007)

2.3 Sources of Motivation

Motivation can influence students to learn English. Motivation is an important component of making students successful at learning English (Hayikaleng, Nair, & Krishnasamy, 2016). Therefore, it is necessary to know several sources that can affect student motivation. According to Harmer (2001), some sources that influence students' motivation to learn English are:

1. The society we live in: In learning, especially English, the community will provide attitudes or views in learning languages for low or high status. It will affect the attitude and nature of students when learning the language being studied. Besides that, it will also greatly affect the level of student motivation.
2. Significant others: The attitude of parents, older siblings, the attitude of peers, and the influence of close people are very important for the motivation of a student because if they are enthusiastic learners, they can

take students with them.

3. The teacher: The teacher's attitude toward the language and learning tasks is very important. It can be said that the teacher is the main factor in the continuity of a student's motivation to always be enthusiastic about learning English and is a prerequisite for a positive classroom atmosphere.

4. The method: The method is very important for both teachers and students. With this method, teachers and students will have confidence in how to teach and learn. When both are comfortable with the method used, success is much more likely to happen. But conversely, when one loses this confidence, motivation can be disastrously affected.

2.4 Some Causes of Low Motivation in Learning English

The problem of low motivation is often found in the context of teaching and learning a foreign language. For example, an English class shows that many students are not enthusiastic about their English class. They just sit in their chairs and do the activities their language teachers instruct hesitantly. Some of them even just copy the work of their friends and choose to sleep during the learning process. Other examples may be that they lack confidence in their abilities, are shy, lack knowledge, do not study enough, etc.

Hence, we must also consider that problems may exist in the physical or mental state of the student (Ersöz, 2004). In addition, it can be triggered by several other reasons as well. The causes of low motivation can be very complex, depending on the context of teaching English. For example, the causes of motivational problems in learning English in countries such as Japan and Indonesia may be different, although in both countries English is taught and studied as a foreign language. Even in the context of teaching English in Indonesia, the problem of motivation is not necessarily the same. An example of the reason could be related to the availability of teaching and learning facilities in every public or private school. For example, when students who want to improve their English listening skills are hampered by a lack of media or facilities to support their learning, they may feel unmotivated.

Therefore, identifying the source of problems in students' low motivation is important before deciding how to increase students' motivation levels. Maybe another reason could be the lack of quality of their teachers in delivering their English material. In this context, students may become bored with the way the teacher teaches or feel bored with the monotonous material given by their English teacher. These factors make the student learning process difficult (Jafari, 2013). As a result of the absence of qualified teachers and adequate materials, students may not be intrinsically motivated.

In addition, gender also does not determine the level of high or low motivation of a student. The results of research by Akram and Ghani (2013) on gender and language learning motivation revealed that there was no statistically significant difference between females and males in their motivation to learn English, and besides that, there was also no significant difference between genders and achievements. Student achievement in learning English is not influenced by gender. This study is supported by the findings of Amedi (2013). The title is "Possible Relationship between Gender and Motivation". The results of this study did not find a large gender difference in terms of overall motivation.

2.5 Ways to Increase Students' Motivation to Learn English

Increasing the level of student motivation to learn English as a foreign language is very important. The teacher has the main role in increasing the motivation of the students. Besides, motivation plays an important role in success and failure in learning a second language (Vibulphol, 2016). Therefore, teachers must be able to increase the motivation of their students to learn English. By using various motivational strategies, teachers can encourage students to learn English (Dörnyei, 2001). Then, Dörnyei (2001) also provides a framework of four main dimensions for teaching practice motivation. The main dimension is to create basic motivational conditions. This dimension is very important, especially in the classroom, where, in general, most students are not motivated. So, this dimension is the first point to increase student motivation.

Then, the second dimension is to generate students' initial motivation. It means that once the basic conditions for motivation have been established, the teacher needs to use strategies to build initial motivation in their students. Third, to maintain motivation in learning, teachers must maintain and protect their students' motivation. Finally, the last dimension is self-evaluation. This is a kind of review of whether the strategy used is useful or needs to be changed. So, as explained above, these are some of the ways or dimensions to increase students' motivation to learn English, because by getting motivated, students will be enthusiastic about learning. So, they will be motivated to learn English well. In addition, teachers must also realize the importance of motivation in learning languages, and through some changes, they can help students increase their motivation (Alizadeh, 2016).

2.6 Online Learning during the Covid-19 Pandemic

Previously, due to the increasing number of COVID-19 cases worldwide, the face-to-face learning process in schools was temporarily suspended. This is done to break the rope of the spread of the coronavirus, which is very wide and fast. A total of 12.2 billion students worldwide study outside of the classroom (Li & Lalani, 2020). This is a substitute for face-to-face learning in the classroom. Almost all schools around the world carry out distance learning using digital platforms, or what we call online learning. However, especially in Indonesia, when changing the rules from face-to-face to online learning, some schools or teachers have difficulty because they do not have the necessary computer knowledge. Although some schools and teachers can use online learning, many students also have problems. Specifically, their inability or lack of computer skills to participate in online learning. This situation occurs for students who do not have the right instruments to facilitate their online learning. For example, laptops, smartphones, computers, and insufficient internet quotas (Simamora, 2020) Therefore, teachers and students must improve their skills and knowledge in online learning so that they can prepare everything well.

2.6.1 Online Learning

Online learning can be described as a form of distance education. Since the mid-1990s, distance education has become a widespread phenomenon and is accompanied by many benefits, including providing wider access to educational activities and learning opportunities (Barbour & Reeves, 2009; Campbell & Sarac, 2018). For example, in online learning, we can use media such as Zoom, Skype, Google Classroom, and so on. Online learning is the use of the internet or the web (Bates, 2005). Then, according to Ally (2008, p. 5), it is defined as:

... the use of the internet to obtain support during the learning process: to acquire knowledge, to construct personal meaning, and to grow from the learning experience.

So, it can be interpreted that online learning is distance education from instructors and institutions using media to acquire knowledge and learning experiences.

2.6.2 Principles of Online Learning

Online learning can be characterized by two main points: 1) The content of online learning will have a major impact on student learning outcomes. That is, involving technology-based distance learning via the internet with a variety of interactive content such as audio, video, animation, and simulation. 2) Instructions are carried out via the internet. Where the students can comment directly about their assignments. Instructions are given by teachers through interactions in the same space-time communication as video conferencing, such as using Zoom or Google Meet, or through separate space-time communications, such as email. These forms of communication must be accessible from anywhere. (Alabbasi, 2017; Archhambault et al., 2010; Bakia, 2012; Huang et al., 2020; Powell et al., 2015; Watson & Gemin, 2008; Wick, 2010). So, as mentioned above, those are some of the principles of online learning that can be applied by teachers and students *to* facilitate learning so that it can be accessed anywhere and anytime.