CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories relate to the English as a foreign language learning, the nature of motivation, types of motivation, student motivation in learning English, rural school students', studies of relevant research and conceptual framework.

2.1. Theoretical Framework

In this section, the researcher focuses on the elaboration of literature related to the topic. It covers English as a foreign language learning, the nature of motivation, types of motivation, student motivation in learning English, and rural school students.

2.1.1. English as a Foreign Language Learning

Language is influenced by ideas on the nature of language (language theories) and the learning conditions that make learners to acquire the language. Stated from Richards and Schmidt (2010) foreign language is a language which is not the native language of large numbers of people in a particular country or region and is not widely used as a medium of communication in every formal circumstances. An EFL context describes in a setting in which the teaching of a language other than the native language usually occurs in the student's own country and as school subject only (Shehadeh, 2010). Bambang (2020) argued teaching English Indonesia may differ from English teaching in Singapore or United States of America, in which people should learn English in the conditions where the language is used for communication in their daily lives. From the three theories mentioned at the beginning, things related to learning English as a foreign language have different methods in each country according to the needs of the purpose of learning English itself.

However, learning English in non-native country mostly people called by second language or foreign language. Krashen, et. al (1982) states that second

language acquisition includes learning a new language in a foreign language context (e.g., English in Mexico or German in the United States) as well as learning a new language. Students in EFL classes are required to learn a language that is not their native language or their everyday language, this makes them have special characteristics in learning foreign languages, in this case English, so that students only think that English lessons are just an ordinary subject which will be tested at the end of learning. Genc (2012) in his article found about EFL student were more accurate on the written task than oral proficiency this is reinforced by the statement from Robinson (2001) that EFL learners knowledge of the language is still limited and is under conscious control, which takes up considerable attentional resources, cognitively demanding task are likely to draw their attention away from language forms and encourage them to rely on already developed automatized EFL learners like online translator which make them easier to complete assignments or exams given. Cutrone (2009) also argue that EFL students have some contextual limitations, these include big class sizes, heavy focus on preparation, rigid national curricula, traditional teaching methods, lack of student motivation, and lack of teacher competence. Each method of learning English as a foreign language in each country with its own needs can encounter various obstacles in the process, which also requires special attention to design the right method for teaching English according to the needs or curriculum implemented in a country.

In learning English, the environment can also affect mastery of a language. Sasayama (2012) stated English proficiency is impacted by the connection which environment and it is considered that learning English is only a value requirement by EFL learners, this happens because EFL students are not accustomed to using English in their daily lives and they use their own regional language daily. it also becomes a difficulty to master English as stated by Malicka (1978) that English material feels very complex because in the process of understanding English material students are required to go through several steps before they can understand the material such as they have to translate it first so they can read the material.

EFL learners need attention in overcoming all their problems in learning English, especially improvements to the applied English learning curriculum. Moonyoung (1996) said that EFL teachers must be creative in designing learning methods based on the applicable curriculum so that students can always be focused and enthusiastic in participating in learning English. it can be concluded from the statement explained above that the EFL Classroom is something that requires complex handling so that students can understand the material and can master English in accordance with the applicable curriculum.

2.1.2. The Nature of Motivation

Dörnyei and Ottó (1998) stated that in a general sense, motivation is often outlined because the dynamically ever-changing additive arousal in a very individual that initiates, directs, coordinates, amplifies, terminates, and evaluates the psychological feature and motor processes whereby initial needs and needs square measure chosen, prioritized, operationalized and (successfully or unsuccessfully) acted out. In other words, motivation is the urge to acquire or organize something. Uno (2021) states that the nature of the motivation for learning is the internal and external belief in students who are learning to make changes in their behaviour, generally with a few supporting indicators or elements. However, the word motivation belong to the Latin verb *movere* which refer to 'manoeuvre'. What moves someone are to create bound selections, to have interaction in action, to expand effort, and continue the action, such basic purpose of motivation theory. Therefore, with motivation, someone will acquire the outcomes of the process carried out.

Gardner (2010) argued about second language learning motivation by three components, such as motivational intensity or effort, desire to learn the language, and attitudes towards learning the language then Dornyei and Ushioda (2010) in their analysis conclude 'motivation' refers to a kind of central mental 'core' or 'energy-center' that subsumes effort, want/will (cognition), and task enjoyment (affect). Therefore, motivation is designed

on variances in achieving something as supported by Locke and Schattke (2019) that success motivation can be conceptualized on diverse levels. Therefore, the motivation that is awakened in each person has different levels.

2.1.3. Types of Motivation

Deci and Ryan (1985) explained that the concept of motivation is closely related to self-determination in developing, in other words, the process of natural developmental progression. motivation plays a significant role in the differences of everyone in achieving a goal. Through the elaboration of several motivational variables, the question is why each human being has different developments and timelines in his life and why some people can develop or stalls in different domains. They also argue that motivation types can be said to be an Organismic theory in psychology. they are constructed around two core notions: that behavior is regulated in part by internal structures that are elaborated through experience; and that human beings are by nature active.

According to Deci and Ryan (1985) regarding motivation theory the concept of motivation was developed into two types based on the organismic theory in psychology, namely intrinsic motivation, and extrinsic motivation. An explanation of the two motivation theories will be explained below.

2.1.3.1. Instrinsic Motivation

According to Deci and Ryan (1985), intrinsic motivation is the primary energizer of developmental to be competence and self-determination In other words, the development of some capacities and structures results from doing things that are interesting, and seeing the human internal structure of motivation develop into a large whole which makes humans the basis of an effective and autonomous function in doing something.

Looking at the development of human internal motivation Deci and Ryan (1985) focus on observing integrative processes. which is an integrative process related to human behavior. in this case the natural curiosity of humans to explore, experiment, and manipulate circumstances which play a very important role in growing intrinsic motivation.

Deci (1975) suggests that the human process of finding intrinsic motivation is divided into two functions, namely innate ability and experience based on a variety of activities. where these two things can form a firm goal within a person to be achieved so that in the process, this intrinsic motivation produces a natural outcome, namely integrated self-regulation.

According to organismic integration theory in Deci and Ryan (1985), integrated self-regulation is explained as a natural outcome in the process of achieving a goal that is formed from intrinsic motivation which is not influenced at all by the environment. This represents the true meaning of socialization; a person does not simply do what he thinks is dictated by social values, a person behaves, feels, and thinks in ways that are in harmony with the social environment values because someone has kept them as his own.

2.1.3.2. Extrinsic Motivation

Deci (2004) states that extrinsic motivation is the drive to achieve something under external pressure, such as avoiding punishment, reward, or approval from others.

According to Deci and Ryan (1985), there are four different ways to regulate nonspontaneous behavior in addition to the nonregulation that characterizes human being. The first comes from the processes of anticipation and self-control and deals with the existence of external contingencies; it is known as external

regulation. Introjected regulation, which is based on internal guidelines, is the second type that appears after external regulations have been introduced. The third method, self-regulation through identification, involves less internal conflict and takes place when the kid identifies with the behavioral outcome and its regulation. The fourth, which stands for complete self-determination, is integrated self-regulation, which is the outcome of incorporating identification into one's overall concept of self.

External regulation is the first one and the least self-determined as well as the most externally controlled form of extrinsic motivation. Students engage in the learning task solely to earn rewards or avoid punishments, and perceive that their behavior is under purely external control.

Introjected regulation refers to students who engage in a task because they feel they should due to the expectations of others. At this stage, behavior is not yet self-determined. People act owing to the feeling of pressure, either avoiding guilt and anxiety or acquiring ego-enhancement.

Identified regulation is a more autonomous type of extrinsic motivation. People behave because they identify the value or the importance as more congruent with their personal goals and identities.

Yet the most autonomous form of extrinsic motivation is integrated regulation in which the person not only recognizes and identifies with the value of the activity, but also finds it to be congruent with other core interests and values (Ryan & Deci, 2020). At this stage, actions characterized by integrated motivation share many qualities with intrinsic motivation, although they are still considered extrinsic because they are done to attain separable

outcomes rather than for their inherent enjoyment (Ryan & Deci, 2000). Therefore, motivation that is built from intrinsic and extrinsic aspects can build and stimulate a person's self-interest in achieving their goals.

Just like the previously integrated motivation in intrinsic motivation, it can be said that instrumental motivation can be said in other words as a natural output of extrinsic motivation within a person. After someone finds the goal of the motivation they have built, there are special things that can make someone's motivation stronger in achieving the goal of their motivation. Deci and Ryan (1985) stated the person does it to get an extrinsic reward by developing instrumentality motivation to be an activity tools rather than an end. And in the end, this is referred to as a perceive causality of purpose which underlies a person's motivation to become a need in achieving their goals.

2.1.4. Student Motivation in Learning English

Dornyei (1994) in his book reveals that the EFL learning process presents a unique situation because of the natural diversity and role of the language itself. Crooks and Schmidt has conducted research on EFL motivation to expand theory on this matter, however, the two situations above made this research very complicated because it required a well review of 140 references which involved many mainstream psychologists in researching EFL Motivation for the first time.

Therefore, Dornyei (1994) intends to design a comprehensive construction by categorizing motivation to learn English as a foreign language into three main dimensions. within a framework of three relatively levels to simplified Crookes and Schimdt's approach in

motivation, these three levels framework of motivation by Dornyei (1994) are:

1) Language level

    a) The need to interact with and even almost become valued members of that group is related to an optimistic attitude about the L2 cluster and, as a result, to the integrative psychological feature scheme.

    b) The term "instrumentality" refers to the potential practical benefits of L2 competency, such as gaining a better job or earning more money.

2) Learner level

    a) The need for achievement includes an orientation toward achieving goals and a desire in excellence.

    b) Self-confidence is the feeling that one has the adaptability to provide outcomes, achieve objectives, or carry out jobs competently.

3) Learning situation level

    a) Course-specific motivational components are related to the syllabus, teaching materials, teaching method, and students worksheets.

    b) Teacher-specific motivational components concern the motivational impact of the teacher personality, behavior, and teaching style.

    c) Group-specific motivational components are related to the group dynamics of the learner group.

    From the motivational framework above, it can be explained several achievement levels of motivation to build student learning motivation that teachers need to pay attention to.

2.1.5. Rural School Students

Rural school student faced difficulties to learn English at their school. Rahmat (2019) in his article found that Indonesian students are initially motivated to learn but their experience of learning English at school decreases their motivation overtime. In general, this happened in southeast Asian students, tend to be passive and nonverbal class. Rural students rarely initiate class discussions until they are called on. This is because of the nature of the course or teaching method and assessment (Bradford, 2007). This characteristic about rural students explained by Rahmat (2019) as the unmotivated community to learn English it is due the fact that English in Indonesia is a foreign language not a second language. Which results in a lack of awareness of students to learn English from an early age. Therefore, students from rural schools have less insight into English so that when they continue their education at a higher level, they find it difficult to compete with students from urban areas in terms of knowledge of English.

2.1.6. Study of the Relevant Research

Mudra, H. (2018) was investigated teachers' experiences in his article the point of view of the obstacle is just from teachers' voices and the students' perspective has been understand the basic of English vocabulary. Mirhadizadeh (2016) stated the set of beliefs about learners have towards the members of the target language, the target culture and in the case of classroom learning, towards their teachers and teaching styles. Thus, if the research object uses students who are just starting English lessons, it will be better to describe students' motivation in learning English as foreign language conditions in rural areas.

Rahmat & Akbar, (2019) stated to an effective way to foster students' motivation in learning English is to provide more practice in communication. However, in this study, their sample for the article participant already had sufficient vocabulary mastery even in rural schools.

Kusuma (2022) in his article about the implementation of online English instruction in a remote area during the pandemic examined the teacher perspective in English language teaching activities, in this article the researcher found the perspective limited to teachers point of views. However, the student's perspective no less important because those who participate in teaching and learning activities students are also involved.

Thus, from several relevant studies, there are some differences such as research method, collecting data, and analysing data. Furthermore, no one of the article above took the rural students' perspective of English learning motivation at one of Motivation in English Learning as Foreign Language in Rural Area in Central Java using qualitative approach with semi-structured interview as collecting data method and thematic analysis method as the data analysis.