

CHAPTER 2

THEORETICAL BACKGROUND

2.1 Motivation in Foreign Language Classroom

Motivation plays an important role in learning a foreign language. According to Dornyei (1994) stated, “Motivation is one of the main determinants of second/foreign language (L2) learning achievement” (p. 273). Besides, Dornyei (1998) states, “Motivation is a key factor in the rate and success of second/foreign language (L2) learning” (p. 117). It is concluded that motivation is one factor that can push learners to achieve goals in learning English as a foreign language.

Furthermore, motivation is divided into two types. They are intrinsic and extrinsic motivations. In line with it, Doryei and Ushioda (2011) stated, “In motivation theories, one of the most general and well-known distinctions is that motivation is intrinsic and extrinsic” (p. 23). Thus, there are two types of motivation: intrinsic and extrinsic

2.1.1 Intrinsic Motivation

Intrinsic motivation is an individual's desire to do something because they enjoy doing the activity. Intrinsic motivation describes people as pursuing their target, such as the pleasure of doing a specific activity or the gratification of one's curiosity (Dornyei and Ushioda, 2011, p. 23). It means when someone is intrinsically motivated, they feel joyful about doing the activity. For example, when a student is intrinsically motivated, they do the activity to get fun or challenges,

not because of someone's pressure. From the previous explanations, it can be concluded that intrinsic motivation arises from the inside of the individual himself without external encouragement from others but based on their desires. They do not care about the reward or prize. When intrinsically motivated, they enjoy an activity, course or skill development only for the satisfaction of learning and having fun and are determined to make an effort.

2.1.2 Extrinsic Motivation

Extrinsic motivation is the individual's intention to do something because of the influences of some external factors, such as receiving an external reward (e.g. good grades) or avoiding punishment (Dornyei and Ushioda, 2011, p. 23). For example, a student who gets the highest score in the classroom will be given a present by the teachers. Therefore, extrinsic motivation is the motivation that does not come from within the students. Nevertheless, some encouragements can spur their extrinsic motivation, such as rewards, prizes, money, grades, and even certain types of positive feedback.

2.2 Teacher Role in Motivating Student in English Classroom

In the process of learning English, the student's motivation may fluctuate. Therefore, the teacher should help the students enhance their learning motivation.

Teachers have an important role to play in the education process. According to Benekos (2016), state, "Good teachers believe that they do make a difference, that teaching matters, and good teaching can be practised" (p. 235). The commitment and passion of a teacher-learner engaged in mentoring can realize the possibilities of good teaching.

Lowman (1994, as cited in Gao, 2013) states, "A teacher who demonstrates enthusiasm is more likely to motivate students" (p. 85). It means that teachers who show enthusiasm motivate students. Enthusiastic teachers love what they do, which can be seen through their dedication, commitment, and passion for teaching.

Besides, ideal teachers have another category. Teaching styles are one of the criteria of ideal teachers to build a warm environment in the classroom. According to Coldren et al. (2009), as cited in Aldafari and Alrajhi (2014), "Teaching styles play a significant role in shaping students' perceptions about the teacher and the class" (p. 136). The teaching style combines attitude, strategy, technique, motivation, personality, and control. The teachers use all these attitudes and behaviours to create the best possible conditions for learning.

2.3 Motivational Strategies Overview

Motivational strategies promote individuals' goal-related behaviour (Dornyei, 2001). Motivational strategies refer to those motivational influences consciously exerted to achieve some systematic and enduring positive effect (Dornyei, 2001). Adapted from Dornyei's framework of motivational teaching

practice, this framework provides a way of analyzing data. There are four dimensions in Dornyei's framework. The first is creating the basic motivational condition. The second one is generating initial student motivation. The third is maintaining and protecting motivation, and the fourth is encouraging positive retrospective self-evaluation.

The first is creating the basic motivational conditions. These conditions include appropriate teacher behaviour and having a good relationship with the students, creating a pleasant and supportive atmosphere in the classroom, and creating a cohesive learner group with appropriate group norms. The second is generating initial motivation. Dornyei (2001) proposes five macro-strategies that could be expanded and modified depending on their use in the classroom. Generating initial motivations can be done by enhancing the learners' second language-related values and attitudes, enhancing learners' expectancy of success, increasing the learners' goal-orientedness, making the teaching materials relevant, and creating realistic learner beliefs. Third is maintaining and protecting motivation. Teachers must maintain and protect the student's motivation when motivation can be generated. Otherwise, students can be demotivated to learn English. Dornyei (2001) listed eight macro-strategies in this third dimension, there are making learning stimulating and enjoyable, presenting tasks in a motivating way, setting specific learner's goals, protecting the learners' self-esteem and increasing their self-confidence, letting to maintain a positive social image, creating learner autonomy, promoting self-motivating strategies, and promoting cooperation among the

learners. Fourth is encouraging positive retrospective self-evaluation. Teachers can help students to consider their achievements in more positive ways, including how to help them to take more satisfaction in their successes and progress, and also the effects of the punishment, rewards, and grades dispensed in class.

Sugita and Takeuchi (2012) state that more attention should be paid to the difference in students' English proficiency levels and motivational intensity levels when instructors attempt to motivate their students since the effectiveness of motivational teaching strategies differs depending on students' proficiency and motivational intensity. The result of Sugita and Takeuchi's study indicates that the teacher needs to consider differences in students' proficiency levels and motivational intensity levels.

Pahlavannejad and Bostani (2013) stated effective ways to increase the motivation of EFL students in class. First, let the students know the course syllabus at the beginning of the academic semester. It means students can prepare themselves in advance for each lesson and know what to do while the learning process is ongoing. Second, give the students rewards and positive reinforcement. Rewards will encourage them to participate more in learning activities and increase their concentration as they want to focus all their attention during the tasks to do it successfully and receive a reward. Third, provide opportunities for group work. Group work is one way to increase student motivation. Students feel protected when they actively participate in group work. Fourth, give the students chances to take the role in the class. It

means the students will feel competent when they are engaged in teaching and learning activities and when they feel valued and let the students know about the assessment. EFL teachers can help enhance students' performance by clearly defining their learning goals. When the students know that there will be some assessment to evaluate their work in the class, they will take more responsibility for every activity involved and be more motivated to do the tasks better.

2.4 Students' Perception

Perception results from pure observations and perceptions from experience as beliefs, opinions, interpretations, ideas, preferences, images and conceptions (Stuyven et al., 2003, p. 9). The students' perceptions are beliefs or opinions that students have as a result of realizing or denying something, especially something that might not be evident to others. The students' perceptions result from direct experiences in the context of education. In this research, the students are asked to view, respond, and feel how the teacher motivates students in the English classroom

2.5 Study of the Relevant Research

This research is relevant to an earlier study conducted by some previous researchers. Firstly, Kaboody (2013), entitled "Second Language Motivation; The Role of Teachers in Learners' Motivation." This research aims to discuss the main motivation theories on teachers' influence on learner motivation and to explain how teachers can generate and maintain motivation

in their teaching practices. Therefore, learners who get motivated show more success in pursuing their goals. Teachers can promote the self-motivation of their students by drawing their attention to strategies such as favourable expectations, incentives tackling procrastination and boredom, and avoiding distractions.

Secondly, Vibulphol, J. (2016) entitled, "Students' Motivation and Learning and Teachers Motivational Strategies in English Classrooms in Thailand". This research aims to investigate the motivation and learning of English among second language learners and how the teachers supported the motivation and learning of the students in natural classroom settings. The findings from this study suggest using strategies that not only initialize but also nurture students' internal motivation to enhance the sustainable learning of English in and out of the classroom. There are many studies about the Teacher In Motivating Students In English Classrooms. Most research focuses only on strategies or ways to motivate students, and fewer studies pay attention to the students' perceptions. To fill the gap in previous research, this current research investigates students' perceptions of motivational strategies used by the teacher in an ELF classroom.