

CHAPTER 2

THEORETICAL BACKGROUND

2.1. Motivation in Language Learning

Motivation is a main key to learning language achievement. It can be described as inclination and desire which initiates, directs, and energizes to the goal-oriented behaviors. Moreover, its significance has been well familiar second language learning research and it often a mostly distinct factor to bring success in the achievement of second language (Gardner & Lambert, 1959; Dörnyei, 1994).

It has been motivated largely by the researcher that motivation consists of integrative dimension and instrument dimension (Dörnyei, 1998) as known as intrinsic motivation and extrinsic motivation (William & Burden, 1997). Previously, the researcher had introduced goal theories (Maslow, 1970) which is seen as a goal as the engine to fire the action and afford direction in which to act. Next, self-determination theory as the extension of intrinsic/extrinsic paradigm which required the three of fundamental needs: autonomy, competence, and relatedness (Decy & Ryan, 2000).

Besides, motivation validated as a strategy for learning second language. It is able to transfer across diverse cultural and ethnolinguistic contexts which is universally endorsed strategies (Cheng and Dörnyei, 2007). Furthermore, motivational strategies which can lead a needed effect by using students report (Lee, Gardner and Lau, 2019). Another study found

that motivation strategy made higher motivation and higher proficiency group unstable as the semester progressed (Mceown & Takeuchi, 2014).

Several previous studies described motivation in language learning. Calafato & Tang (2018) reported that non-Arabic learners' motivation to learn English had no negative effect on their motivation to learn another language than English. Then, Al-nofaie (2016) described the factors of motivation to learn languages from two Arabic children which is resulted have positive attitudes (e.g. appreciation of Japanese culture and Anime) and they have more access to the world through media that influence their learning experiences. Again, the influencing of mobile inquiry based-learning allowed student to achieve significantly higher level of motivation (Chang, Chang, & Shih, 2016). In addition, Lee, Gardner, and Lau (2019) have examined how L2 teachers gave motivational interventions to the learners that cause increased self-learning materials, attempts acquired English knowledge, effort to reduce, and in-class engagement. Hence, Alamer and Lee (2019) stated that developing motivational process model which is students' motivation started from basic psychology needs fulfillment, then sets the foundation for students' goal-setting orientation, which in turn contributes to learners' emotion in learning that support the importance of theoretical stream of self-determination theory, as it was the most directly link into language achievement.

2.2. Self-Determination in Language Learning

Many studies about motivation in foreign language have been studied and focus into reasoning movement or the orientations. It started by study that found about examining the motives for studying the language and attitude toward culture in individual learner that afford motivation theory based on social psychological theory (Gardner & Lambert, 1959;1972). They classified the orientation for learning language as known as instrumental and integrative orientations. Instrumental orientation can define as the reason study of the language is not caused by an individual's interest and they do not fully accept as its one's own (e.g. they believe that learn English will help them to get a better job in the future). However, integrative orientation is more acceptable the cultural community as its one's own since they are interest of it and being open-minded caused by wishes to learn more about the other cultural community (e.g. Student who study English because she/he wants to live in London for a year). Nevertheless, instrumental-integrative views motivation has not been successful in predicting which students will put forth more effort or learn more (see Gardner 1988 as cited in Jones, Llace-rArrastia & Newbill, 2009). Integrative orientation was more difficult to achieve in certain settings. It proves that students who are studying in foreign language environment are surrounded by their own native language (Oxford and Shearin, 1994). Instead, foreign language environment as an instructed setting (Saville-Troike, 2012, p. 135) cannot give students experiencing the language culture

directly since they merely access the foreign language through the classroom. At that point, a linguistic suggested that since instrumental orientation needs to be stronger than integrative one, in addition, it should be regarded as essential (Dornyei, 1990). Hence, the students are not consistent to integrate the target language culture into themselves in foreign language environment.

Researchers had been succeeding in adopting socio-educational Instrument-Integrative orientations in foreign language motivation. (Crookes and Schmidt, 1991; Dornyei, 1994; Gardner and Tremblay, 1994). For example, a study found that more specific instrumental variables (e.g. career instrumental and school instrumental) and other variables (e.g. Understanding/Identification, Travel, Knowledge, Social/Cultural, Distant Interest, Prestige, and Friendship) in Francophones and Anglophones who were learning Spanish, French, English (Clement & Kruidenier, 1983). Afterwards, another studies investigated correlations of the types of orientations with other theories (Noel at al, 2000) as well as Self-determination Theory (Deci & Ryan, 1985).

The discussion of this study focuses Self-determination theory which is fundamentally to view motivations in language learning (Clement, Gardner, & Smythe, 1977; Dary, 2019; Dornyei, 1994; Gardner, 1994b; Jones, Llacer-arrastia, & Newbill, 2009; Mceown & Oga-baldwin, 2019; Oga-baldwin et al., 2017; Taylor et al., 2014.) Self-determination theory emphasizes on the regulation of the individual's human behavior and how

motivation can be different in each person. Specifically, this theory focuses on how personal motives are integrated and regulated in the individual (self), empowering him/her and allowing good functioning. Hence, an internalization from external into autonomous one will be occurred causes by regulating behavior to fulfill psychological needs in each individual (Decy & Ryan, 2000). According to Ryan & Deci (2000), Self-determination theory define as:

“an approach to human motivation and personality that uses traditional empirical methods while employing an organismic metatheory that highlights the importance of humans’ evolved inner resources for personality development and behavioral self-regulation” (p.68).

SDT proposes the more important issue is the quality of motivation. Building high-quality autonomous motivation is the one of the goal of SDT in language education (McEown and Oga-Baldwin, 2019). Additionally, it comprised motivation into continuum of categories , including both intrinsic and extrinsic motivation, relating to the degree of self-determination of one’s actions (Ryan and Deci, 2002; Noels, 2000).

Optimal functioning, growth, and well-being must be requiring nutrients that conceptualized Self-determination theory from psychological needs (Decy & Ryan, 2017, p. 23). Thus, the three fundamental needs of motivation that is autonomy, competence and relatedness. Autonomy can be defined as a sense of control and freedom that one develops when s/he can select to engage in an activity that is personally meaningful and interesting e.g. students can solve problem on their ways (Valas and Solvik,

1993). Competence refers to a sense of feeling when the learner feels effective and competent and capable of completing and being successful in performing the target activities e.g. task should also provide students an opportunity to actively respond and to receive immediate feedback (Brophy, 1981). Relatedness refers to a sense of connections with other people and feeling of security and warmth e.g. they feel teacher support them (Deci and Ryan, 2014).

There is a mini-theory to undermine the intrinsic motivation by basic psychology needs called Cognitive Evaluation Theory (CET). Furthermore, the theory claimed that social context events (e.g. feedback, communications, rewards) can enhance intrinsic motivation caused by feeling competence during action (Deci and Ryan, 1985). Then, in other studies argued that without accompanied by sense of autonomy, feeling competence will not enhance intrinsic motivation (Fisher, 1978; Ryan, 1982 as cited in Ryan 2000). Hence, research that conducted in university found that students who have sense autonomy, competence with a real relatedness to university and education in order to experience positive academic outcomes (Koch et al, 2017; Saeki & Quirk, 2015; Zhen et al, 2017, Karimi & Sotoodeh, 2017 as cited in Karimi & Sotoodeh, 2019). In other words, when learners fulfill their three basic psychology needs in a particular context, intrinsic motivation will increase (Decy & Ryan, 2017). Thus, the social context that supports students' autonomy, competence, and relatedness promote intrinsic motivation (Liu, Keng, Wang, & Kee, 2013).

Although intrinsic motivation is one of the types of important motivation, it is not the only type of motivation in self-determination theory. For instance, when speak in freedom given to early childhood become intrinsically motivated is increasingly curtailed by pressures to do activities that are not interesting and to assume a variety of new responsibilities (Ryan & La Guardia, in press as cited in Decy & Ryan, 2000). According to Self-determination Theory, some motivations reflect different degrees to which value and regulation demanded behavior have been internalized and integrated. For example, student who study only because obey to their parents' control. This phenomenon described which is the instrument "parents' control" can be internalized into their self-concept. It means that the behaviors are the action carried out to achieve some instrumental ends which is known as extrinsic motivation (Decy & Ryan, 2000, 2017). Furthermore, next to the other mini theory is Organismic Integration Theory (OIT). Organismic Integration Theory from self-determination described the reasons that learners choose to engage their schoolwork on a continuum from controlled to autonomous motivation. This theory was found on seminal paper on seeking the reason Canadian university students were studying a foreign language which is suggested that extrinsic motivation should internalized and integrated into intrinsic motivation in a continuum (Noel, et al, 2000).

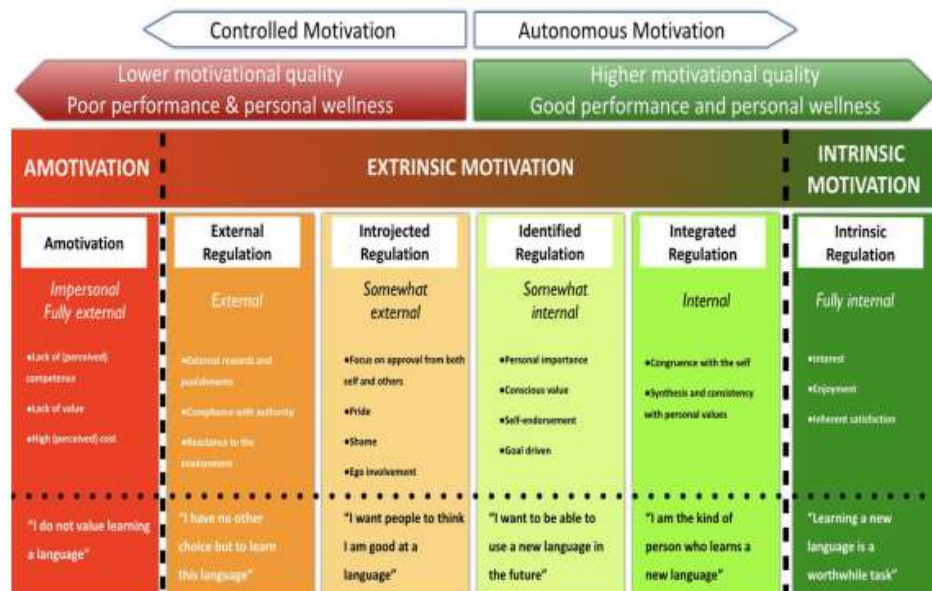


Fig. 2.2. The organismic integration continuum of motivation regulation

To describe quantity and quality of the motivation, researchers used organismic integration theory (OIT) in self-determination theory as a continuum (Carreira, 2012; Kozaki & Ross, 2011; McEown, Noels, & Chaffee, 2014; Oga-Baldwin, Nakata, Parker, & Ryan, 2017 as cited in McEown and Baldwin, 2019). The organismic integration theory (OIT) can be described as the behavioral of learners occur for various reasons which is their behavioral is always result of a configuration of directing factors. It means learners' motivation is always simultaneously autonomous and controlled (Nishida and Yashima, 2017). Thus, autonomous motivation delineates as when a person fully endorses a behavior and experiences volition and choices. In contrast with controlled motivation defined as when a person feels coerced or seduced into behaving, with the experience of pressure and obligation. Hence, Autonomous or higher motivational quality consists of intrinsic regulation, integrated regulation, and identified

regulation whereas controlled or lower motivational quality motivation are introjected regulation, external regulation, and amotivation (Ryan & Deci, 2000).

The first one is the most controlled continuum that is amotivation. It describes as an impersonal orientation to learning a language or lack of value, lack of perceived competence in learning a language. It indicated that the person's ability to learning the language is poor (e.g. "*I do not value learning a language*"). The second continuum is external regulation which is indicated by a belief that a person has no other choices to avoid a punishment or getting a reward. It requires a greater external intervention by the teacher, parents, and significant others to maintain (e.g. "*I have no other choices but to learn this language to avoid my teacher and parent angry to me*"). A slightly different from external regulation, introjected regulation can be defined where the learners perform in language class for somewhat external such as ego involvement, pride, and shame. It is more related to social pressure in learner's feeling that has to be resolved (e.g. "*I want people to think that I'm good at English*"). Next, identified regulation is somewhat internal continuum. In this regulation, learners realize or recognize the value of learning a language and approve it as a personal goal (e.g. "*I want to be able to use English for my better career*"). After that, another continuum is integrated regulation. This regulation is where the task internalized positive attitude into learners' self-system. In other words, learner becomes congruent, synthesis, and consistency with personal values

(e.g. “*I am the kinda person who learns English*”). The last continuum is the most internal and autonomous continuum called Internal regulation. It is described as a situation when learners feel interest, enjoyment, and inherent satisfaction when learning a language or it represented fully of intrinsic motivation (e.g. “*learning English is fun*”).

2.3. English Camp Program

English Camp Program contains of Contextual teaching-learning (CTL). It is very helpful to make the ESL student relax and create a comfortable atmosphere, raising student interest and enjoyable exciting activities which called an English camp (Aswad, 2017). This program is the way of teaching target or usually in foreign language by immersing the student into second language (L2) through their first language context in which is frequently found in the situation of second language countries. In addition, a lot of activities were provided in English Camp Immersion Program such as Games, Sing, Drama, etc. The circumstances created in informal ways in purpose to make a fun English learning environment (Aswad, 2017).

In the camp, we use immersion as a method to teach English to EFL learners or participants as well as they were born by immersing them into the target language which they will learn English the same context in their L1. Thus, the situation was using a home language (daily language) which the instructors interactively with the participants as adults and children (Supriyono, Saputra & Dewi, 2020). In addition, it made the participants

success in their language acquisition and cultural understanding (Rugasken & Harris, 2009). In Japan, English camp is aimed at developing the student mindset into the global one and skills that is much needed which brings to facilitate students working and living in this global environment. The results have two points such as positive effect from using immersion camp and positive attitudes towards English, particularly in increasing their confidence in using the language (Rory & Banwell, 2017).

There are fifteen instructors in this camp to facilitate the participants, three people have graduated from the university and twelve people are undergraduate students starting from 2nd semester until 8th semester. Those instructors worked professionally and better knowledge in English. The way they approach the participants by acted like an adult in their family. In addition, the instructors have a deal to teach the learners or participants primarily through affective approach. Whereas it is known as performance character such as skills as ambition, critical thinking, diligence, determination, perseverance, positive attitude, work ethic, resilience, self-discipline and self-direction, and moral character for instance honesty, trust, respect, fairness, and responsibility (Davidson, 2012; Stoll & Beller, 1998; Lumpkin, 2008 as cited in Okeke & Drake, 2014).

In this camp, the instructors used games, sing, drama, watching movies, and other events such as talk show and outbound. Those activities were provided to help the participants to create a fun and interesting learning environment. Thus, English Camp Program in the one of informal learning

that create joyful learning experiences with advantages such as in possessing creativity (Mehl, 1976), the effectiveness (Kalogirou & Beauchamp, 2019; Ludke, 2018), willingness to learn English (Hulse & Owens, 2019), to facilitate input and interaction in process of learning language (Philominraj, Jeyabalan & Vidal-Silva, 2017). In the end, it will creates both motivation extrinsic and intrinsic (Isa, Malek, Sidik & Bakar, 2018).

In another study, English camp made a significant improvement in students' learning which is clearly demonstrated in other words that students will succeed more quickly to acquire their second language (Rugasken & Harris, 2009). Then, in Indonesia, it also has conducted to find out the students' interest and ability which is resulted different interest and ability between before and after conducted the English camp (Aswad, 2017). Another study aimed to explore the teaching and learning dynamics in an English camp which is established the benefit in English camp achieved by both students and teachers (Wighting, Nisbet and Tindall, 2005). Furthermore, L2 learners use to immerse the culture and speaking-English improvement at the same time by English camp which is the premise of the study was to enhance students' writing (Rugasken & Harris, 2009). As a language instructor in order to prove its benefit which adding some fun learning model for L2 learners. Thus, student's impression is really needed to amount how far the immersion be able to make enjoyment situation and condition as well as students' improvement whether in their English proficiency and motivation.

2.3.1 Motivation in English Camp

The contents of English Camp Program consist of learning activities and Tutors. Typically, the learning activities should be fun and interested so that learners or participants in English Camp delighted during learning process. The activities held during one month such as games, sing a song, drama, storytelling and speech. Moreover, tutor should be considered learners as caring and warmth just like a brother and sister.

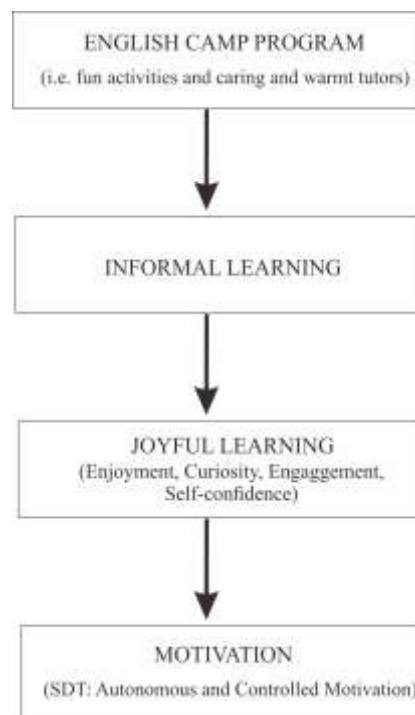


Fig. 2.3.1 English Camp and Motivation

Besides, while using immersion method, its goal to bring learners able to mastery English how it used in their daily lives. Hence, it occurs caused by internal (i.e. it goals to use English in daily lives) and external events (i.e. triggered by environment or learning itself:

how to buy something, things in Islamic boarding school, the use of speech, storytelling and drama, etc). all of them includes into characteristics of informal learning (see Marsick and Volpe, 1999)

Thus, English Camp Program considered as informal learning since the situation and condition by the activities and tutors were joyful. The activities such as games, sing a song, drama, storytelling and other fun spontaneous activities conducted in English Camp Program were not felt highly conscious by learners since it was become joyful learning (i.e. competence) (Marsick and Volpe, 1999). Besides, learners felt active and confident since there were no negative attitudes towards learners such as rules, negative feedback, and punishment (i.e. autonomy). In addition, tutors' caring and warmth made learners more enjoyable to learn English (i.e. relatedness). After that, it will create learners' engagement for being active in camp. Then, learners' engagement and its contextual factors are facilitated by individual needs (Fredricks, Blumenfeld and Paris, 2004).

It brought joyful learning into English camp. It causes by the activities and tutors' attitude towards learners since all of them were creating enjoyable environment. When learners fully accepted the activities and feel enjoy and interest during learning a language, they are intrinsically motivated instead (McEown and Oga-Baldwin, 2019). In the end, motivation was created and play as essential part in learning process.