CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Language Learning Motivation

Motivation based on Dornyéi (2001) is defined as an abstract and describes how people think and behave as they do. It is one of the most basic aspects of the human mind and has an importance in determining success and failure in any learning situation without exception in language learning (Dornyéi, 2001; Al-Muslimawi, 2019). Motivation is also considered as a key aspect of second language learning (Lasagabaster, et al., 2014). As stated by experts that motivation is highly related to improving language competence and second language proficiency because it has an important role in influencing the success and failure of second/foreign language learning (Dornyéi, 1998; Dornyéi, 2001; Gardner, 1976; as cited in Yu and Downing, 2012).

As stated by Dunkel (1948; as cited in Gardner, 1985) that motivation is seen to be goal-directed. Thus, the motivation of each student is different because it reflects his or her goals. In 1972, Gardner and Lambert introduced the orientation index to classify students' motivation orientation; Students were classified as integratively and instrumentally oriented (as cited in Yu and Downing, 2012). Integrative orientation refers to the achievement of goals related to language learning, such as to meet and communicate with a more diverse people, or as a means of understanding people with a particular language and their way of life. While instrumental orientation refers to the economic and practical advantages of

learning languages, for example when students learn a language and become better educated it would be useful for obtaining a job, improving economic status, and getting social recognition. Both integrative and instrumental orientation represent the ultimate goal of achieving language-learning goals more quickly (Gardner, 1985; Gardner & Lambert, 1972; as cited in Yu & Downing, 2012).

In addition to these motivational phenomenon, in language classes, the demotivation phenomena and the number of demotivated learners is relatively high (Dornyéi, 2001). According to Williams and Burden (1997), there are internal and external factors that influence language-learning motivation. The internal factors such as interest, mastery, self-concept, and attitudes. While the external factors such as teacher, parents, and learning environment (as cited in Dornyéi, 2001). In line with Deci and Ryan (1985; as cited in Ferreira, Cardoso, Abrantes, 2011) about factors that influence learning motivation, who grouped motivation into Intrinsic (internal) and Extrinsic (external) motivation. Then, the language learning motivation that is related to translation learning is the focus of this study.

2.1.2 Online Learning

According to Singh & Thurman (2019), the term Online Learning has been used since 1995 when the first Learning Management System (LMS), that is the web-based system WebCT, was developed. Online learning is also called "E-learning" (Roberts, 2019). It is also known as a form of "distance learning" or "distance education" (Nguyen, 2015; Roberts, 2019). Distance learning means the teaching and learning process separately from one another, both geographically,

and physically (Roberts, 2019). Online learning can be carried out whether it is purely online learning or blended-learning in a traditional face-to-face learning activity (Watson & Johnson, 2011; Thorne, 2003). Online learning also gives some advantages and disadvantages for both teachers and students. The advantages such as the accessibility of online education globally, saving time, money, effort, and get more chances to join the discussion especially for introverted students that are often hesitant to join and speak up in live discussion (Kassymova, et al., 2019; Mahyoob, 2020; Ascough, 2002). While the disadvantages such as the solitary learning mode, lack of social interaction, and lead to an increase of demotivated students because of the change in offline learning to online learning during the pandemic (De Paepe, et al., 2018; Wu, et al. 2019).

As said by Robert (2019) that in online learning, the teaching and learning process can be conducted separately in different places. Therefore, online learning is very suitable and important to be applied during this pandemic situation to reduce physical interaction. As was done in one of the courses in the English education department at Siliwangi University, Tasikmalaya, West Java, Indonesia, namely the Translating and Interpreting course, which uses Zoom as a medium for online teaching and learning process. Zoom technology is one of the original software-based conference rooms. It is a cloud-based service, which provides content sharing and video conferences. Zoom became a leader among modern video communications companies, with an easy-to-use cloud platform for video/audio conferencing, collaboration, chat, and webinars, while also being accessible across desktop, smartphone, and other mobile devices. The zoom features help teachers

bring their students together in a virtual space, allow teachers to explore and assess students' language skill through interactions, screen sharing and being able to annotate on the screen and record the learning process. With all these features and conveniences, Zoom is considered as the effective tool and media for teaching and learning during pandemic (Guzacheva, 2020).

2.1.3 Translating and Interpreting Course

Translating and Interpreting course is one of the courses of English Education Department major at a state university in Tasikmalaya, West Java, Indonesia. Translation and Interpretation involve converting the meaning of written or spoken content from one language to another. While translation deals with written material, interpretation refers either to the translation of spoken or sign language. This course is intended so that students have knowledge of the language used, as well as have good translation and interpretation knowledge and skills. The learning achievement of this course is that students are able to explain the theoretical concepts of translation and interpretation, implement concepts, methods, and techniques in translation and interpretation, and compose research, papers, or essays on translation and interpretation (Translating and Interpreting Course Syllabus).

This course was previously carried out in class. As usual, the lecturer explains the material then gives the assignment at the end of the class. However, due to the COVID-19 outbreak, all learning activities are carried out online by delivering material via Zoom, and the lecturer (Preliminary interview, 30 May

2021) focuses the assignment on giving assignments and projects. This study is conducted in this course because it is an advanced translation course from the last previous semester, which the level of translation learning is more complex; also as the last translation course that must be taken by students majoring in English.

2.2 Previous Relevant Studies

This study is relevant to the previous study conducted by Liu and Yu (2019). Their study examined students' motivation in translation learning from the self-concept perspective. This study revealed what motivates or demotivates students during the translation-training program. This study advances the current understanding of translation learning, by investigating the factors that influence it.

Choubsaz & Choubsaz (2014) conducted another relevant study. They investigated motivational orientations among Iranian EFL learners. It also aimed to understand learners' attitudes towards the target language and society. The results of the study showed that Iranian EFL learners are instrumentally and integratively motivated to learn English. Result of this study seems useful for teachers and curriculum developers to change the general trend of ELT in Iran based on some realistic views on student motivation. Therefore, this study provides a deep thought that can be a very substantial basis for future studies.

The researcher combined the investigations of the two studies above and then used it in current study, which is to investigate the factors that influence students' motivation and the students' motivation orientation in translation learning. The results of this study provide teachers/lecturers, curriculum

developers, and policymakers some information of students' motivation in translation learning especially in online learning environment during COVID-19 outbreak.