

CHAPTER II

LITERATURE REVIEW

A. Motivation in English Language Learning

Motivation has an important role in the English language learning process to affect the students. Dornyei (1998) stated motivation is one of the key factors that influence the level and success of second/foreign language learning (L2). Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement (Dornyei, 1998).

Motivation is empowering people to achieve high levels of performance and overcoming barriers to change (Jabbari & Tohidi, 2011). Related to learning English, this definition shows us that when students want to achieve success in learning English, students will face problems related to what ways motivation can make them move to become better and whether motivation makes students able to start or stop a behavior. It means that motivation can change a person's condition, for example from not being enthusiastic in English to being enthusiastic. Jabbari & Tohidi (2011) also stated that motivation in education can have several effects on how students learn and how they behave towards the subject matter. It can direct behavior toward particular goals, lead to increased effort and energy, and persistence in activities, enhance cognitive processing, determine what consequences are

reinforcing, and lead to improved performance. Because students are not always internally motivated, they sometimes need situated motivation, which is found in environmental conditions that the teacher creates.

The study of motivation in English language learning has also been investigated by Cheng and Dornyei (2007). They stated that motivation serves as an initial engine for generating learning and then functions as an ongoing driving force that helps to sustain a long journey and it is usually difficult to obtain a foreign language. In learning English, motivation can encourage students to maintain or improve their abilities in English. Therefore, motivation being one of the key factors that determine success in L2 learning, strategies in motivating language learners should be seen as an important aspect of the theoretical analysis of L2 motivation (Cheng & Dornyei, 2007).

B. Motivational Strategies

Motivational strategies are techniques that promote individuals' goal related behavior (Dornyei, 2001). Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect (Dornyei, 2001). Dornyei (2001) stated that motivational strategies have four aspects, such as creating the basic motivational condition, generating initial motivation, maintaining and protecting motivation, and encouraging positive self-evaluation. First is creating the basic motivational conditions. These conditions include appropriate teacher behavior and a good relationship with the students, a

pleasant and supportive classroom atmosphere, and a cohesive learner group with appropriate group norms. Second is generating initial motivation. For most teachers, the real motivational issue is to find ways to encourage their students to accept the goals of the given classroom activities. Generating initial motivations can be done by enhancing learners' expectancy of success, increasing the learners' goal orientedness, making the teaching materials relevant for the learners, and creating realistic learner beliefs. Third is maintaining and protecting motivation. Motivation needs to be actively nurtured, because students will lose sight of the goal, tired or bored with the activity. Maintaining this motivation can be done by making teaching materials relevant for students, creating realistic student beliefs, and increasing the orientation of students' goals. Fourth is encouraging positive self-evaluation. Teachers can help students to consider their own achievements in more positive ways, including how to help them to take more satisfaction in their successes and progress, also the effects of the punishment, rewards, and grades dispensed in class.

Sugita and Takeuchi (2012) states 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 results of Sugita and Takeuchi's study indicate that differences in students' proficiency levels and

motivational intensity levels need to be taken into consideration by the teacher.

There is also another concept in the field of motivation introduced by Dornyei (1998) defining the terms intrinsic and extrinsic motivation. Intrinsic motivation is the motivation that comes from within a person there is no need for external stimulation. The indicators of intrinsic motivation are the encouragement to be actively involved in learning activities, the encouragement to find out things related to the lesson, the encouragement to learn independently. Extrinsic motivation is the motivation that comes from outside or stimuli obtained by someone from outside. Indicators of extrinsic motivation are the encouragement to avoid teacher punishment, the encouragement to get praise from the teacher, the encouragement to make parents proud, and the encouragement to get recognition from friends. The distinction between them has had an important impact on both developmental and educational practices.

C. Relevant Studies on Motivational Strategies in Language Learning

There are some relevant studies of motivational strategies in language learning. Sucuoglu (2017) conducted a study to investigate motivational strategies performed by teachers in the Turkish Republic of Northern Cyprus. The findings stated that motivational strategies at creating the basic motivational strategies are sometimes applied, for instance, the teacher always accepted mistakes as a natural part of learning.

Furthermore, Gbollie & Keamu (2017) investigated the motivational belief and learning strategy used by Liberian junior and senior high school students in connection with their academic performance. The findings indicated that Liberian junior and senior high school students have a variety of motivational beliefs in their efforts to get an education, such as intrinsic goal orientation, extrinsic goal orientation, and self-efficacy for learning and performance. Extrinsic goal orientation got the highest mean. As a result, they are extrinsically motivated, especially focusing on rewards and penalties.

Moreover, Lee and Lin (2018) studied the factors that cause English teachers to use motivational strategies in Hong Kong Polytechnic University. The findings showed there are the factors which encouraged the teachers to employ motivational techniques. Routine teaching activities and uses of authentic materials are the most dominant factors that teachers do in the EFL classroom in motivating students to learn English.

The previous studies have limitations, the previous researcher only focused on motivational strategies performed by teachers, without examining the impact of motivational strategies on students. To fill this gap, this study will explore information about the kinds of motivational strategies used by the teacher and discuss the impact of motivational strategies on students in learning the English language.