

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Motivation**

Motivation is encouragement, stimulation, desire, and reason that come from inside or even outside people that causes people to do something to achieve a goal. As Ryan and Deci (2000, p. 54) stated "to be motivated means to be moved to do something". Other definitions stated by experts such as Johnstone (1999) who stated that motivation is a stimulus for achieving a specific target. Lai (2011) mentioned motivation as "reasons that underlie behaviour that is characterized by willingness and volition" (As cited in Purnama et al., 2019, p. 539). In line with Lai, Dornyei (2013) stated that motivation is "what moves a person to make certain choices, to engage in action, to expend effort and persist in action" (p. 3). As cited in Rahman et al. (2021, p. 71), Huitt perceived "motivation as a desire, an internal state that activates behaviour, intensify it, and gives it a goal-oriented direction" (2011). Another definition is stated by Subakhtiasih and Putri (2020, p. 130), they stated "motivation can also be said as a plan or desire for success and avoid failure of life. In other words, motivation is a process for achieving a goal".

However, the degrees and kinds of motivation in every single person are different from others. It means, not only degrees and amounts of motivation in individuals are different, but their kinds of motivation can be also different (Mahadi & Jafari, 2012). According to Dornyei (2013) motivation is responsible for:

- Why people decide to do something,
- How long they are willing to sustain the activity,
- How hard they are going to pursue it.

Related to experts' opinions about the motivation, it can be concluded that motivation is encouragement, stimulation, desire and reason that comes from inside or even outside people that causes people to do something to achieve a goal.

## **2.2 Motivation in Language Learning**

Motivation has an important role in learning English. Xuejun (2020) stated “motivation plays one of the major factors that determine the success of L2 learning”. The students’ motivation will power them in achieving goals in learning. One research related to motivation indicated that students’ motivation has an essential function in carrying the students’ achievements in learning English (Suryasa et al., 2017). The students who have high motivation will be more successful instead of the students with no motivation (Thang, 2011). In line with Thang (2011), Long (2013) stated that students with high learning motivation, have positive attitude towards study and make great hard work to master English with clear goal will obtain better achievement. Opinions by Thang (2011) and Long (2013) are in line with four aspects of motivation of foreign language learning by Gardner (1985), which are: a goal, effortful behavior, a desire to attain the goal and attitude. Thus, it is true that motivation is such a fundamental factor in language learning.

In language learning, Gardner and Lambert (1972) stated that there are two types of motivation:

### **1) Integrative Motivation**

Integrative motivation is when learners learn the language to participate in other people’s culture. As cited in Rahman et al. (2021) “Integrative motivation refers to the learners’ desire to assimilate in the target culture as well as the social life of the target language community” (Brown, 1994; Rozmatovna, 2020). In line with Brown (1994) and Rozmatovna (2020), Rehman et al. (2014, p. 255) stated that integrative motivation is the situation when the learners learn the target language to get better understanding and to know the people who speak the language and assimilate in their culture. Deci and Ryan (1985) argued that integrative motivation is the same as intrinsic motivation, because the learners learn language and try to understand it to enjoy the learning experience, and be more persistent in achieving their goals.

## 2) Instrumental Motivation

Instrumental motivation is when the learners learn a language for a particular reason, such as earning money or getting into college. According to Mahadi and Jafari (2012) “instrumental motivation suggests and implies that a learner learns the language in support of a purpose relating to occupation or further useful motive” (p. 232). As Gardner and Lambert (1992) argued “instrumental motivation as a means to get social and economic reward through L2 Learning” (As cited in Rehman et al., 2014, p. 255). The similar argument stated by Rahman et al. (2021, p. 72) “instrumental motivation, however, refers to the desire for learning a language for some particular beneficial purposes or external rewards such as passing examinations, securing admission into better universities/colleges, or getting a good job”. Therefore, Ryan and Deci (2000) stated that instrumental motivation is the same as extrinsic motivation, because the rewards of activity become a purpose of the language learners rather than the enjoyment.

Beside those two types of motivation by Gardner and Lambert (1972), there are other main types of motivation by Deci and Ryan (1985). Deci and Ryan divided motivation into two types:

### 1) Intrinsic Motivation

Intrinsic motivation is a motivation that comes from inside the learners themselves to learn the language. The learners learn English because they want to learn it with pleasure, enjoying the process and without being forced from outside parties. As stated by Ryan and Deci (2000) that intrinsic motivation relates to activities conducted “for their own sake,” or for their awareness, interest and enjoyment. Deci and Ryan also emphasized that intrinsic motivation is likely a central motivator of the educational process. Another argument about intrinsic motivation stated by Mahadi and Jafari (2012, p. 232) “intrinsic motivation is essential and fundamental for the integration process through which elements of one’s accessible internal awareness and knowledge is assimilated or mixed with new knowledge”.

Intrinsic motivation makes the learners want to involve in an activity because the activity is enjoyable and interesting. The learners might be motivated by enjoyment of the learning activity or desire to make themselves feel better (Hayikaleng, Nair & Krishnasamy, 2016).

## 2) Extrinsic Motivation

Extrinsic motivation is the opposite of intrinsic motivation. Extrinsic motivation comes from outside the learners themselves. According to Vansteenkiste, Lens, and Deci (2006) extrinsic motivation is “the propensity to take part in activities because of the reasons which do not link to the activity. These reasons can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark”. Long, et al. (2013) stated a similar argument about extrinsic motivation that the learners motivated to learn because want to receive a reward, pass a test or avoid a punishment. “Extrinsic motivation is stimulated not by the process itself but by what can be got from doing the action” (Long et al., 2013, p. 138). In line with previous arguments, Hayikaleng, Nair and Krishnasamy (2016) defined extrinsic motivation as an act that an individual does to gain reward such as good scores, to increase income, or to avoid punishment.

Ryan and Deci (1985) specified extrinsic motivation into four major subtypes that will be explained in a following discussion regarding the Self-Determination Theory. The four subtypes are:

- External regulation
- Introjected regulation
- Identified regulation
- Integrated regulation

### **2.3 Theory of Motivation: Self-Determination Theory**

Self-Determination Theory (SDT) is a motivation theory by Deci and Ryan (1985). According to Ryan and Deci (2000) “SDT is 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”. According to Ryan and Deci (2020) in SDT, individuals have three basic psychological needs to satisfy, which are instinctive and universal. These needs are:

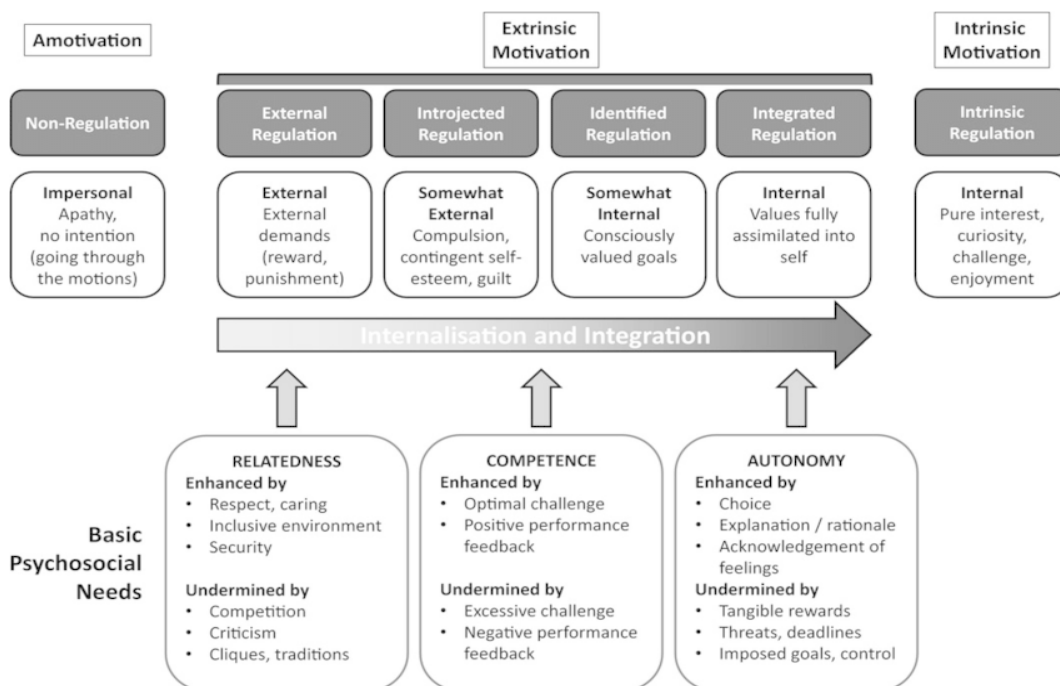
- **Autonomy** : Personal support for one's actions that come from oneself. It is related to the initiative in encouraging someone to do something that is supported by external control, whether it is a reward or punishment.
- **Competence**: Confidence to the ability in doing activities, to be successful and improving. This need will be best met in a structured environment that provides optimal challenges, positive feedback, and opportunities for growth.
- **Relatedness**: Constructive interpersonal relationships with others.

When the needs are satisfied by the individual’s social environment, the individual becomes more motivated to do something and show better positive results in the educational setting (Deci & Ryan, 1985, 2002).

SDT introduced two types of motivation, which are intrinsic and extrinsic motivation. SDT showed individual’s motivation in a continuum ranging from non-self-determined to the self-determined. From the least determined to the most self-determined, these regulatory styles are external, introjected, identified, integrated (**Extrinsic motivation**) and intrinsic regulation (**Intrinsic motivation**). However, in language learning, there are three types of extrinsic motivation. As stated by Dincer and Yesilyurt (2017) “mainly in language learning, three types of extrinsic motivation are: external regulation, introjected regulation, and identified regulation”. The more students are internally motivated, then they might show greater persistence, more positive self-perceptions, and better quality of engagement (Ryan & Deci, 2000, p. 61).

**Figure 2.1**

*The Self-Determination Theory's Taxonomy by Ryan and Deci (1985)*



Source: Cook, David & Artino, Anthony (2016).

From the far left in Self-Determination continuum shown from left to right of the figure 1, there is amotivation. Amotivation (Non-Regulation) is a condition when someone is lack of intention to do something. “When amotivated, people either do not act at all or act without intent--they just go through the motions” (Ryan & Deci, 2000, p. 72). On the right of amotivation, there is extrinsic motivation with four sub-types / four regulatory styles:

- External Regulation

External regulation is the least self-determined form of extrinsic motivation, and is the most controlled by extrinsic motivation. Reasons or encouragement from outside a person in the form of rewards or punishments that encourage someone to do something. According to Dornyei (1998, p. 121), “external regulation refers to the least self-

determined form of extrinsic motivation, coming entirely from external sources such as rewards or threats (e.g. teacher's praise or parental confrontation)". For example, a student takes English lessons because if he does not participate in teaching and learning activities in English, he will be punished. If there are no punishments or rewards anymore, the students will no longer engage in learning activities. Means, students do not want to learn English anymore, or they can be said to lose motivation to learn English (amotivated). As stated by Noels et al. (2000, p. 62) "if the reason for learning the language is taken away, there is no incentive to continue engagement in learning process". In line with Noels et al., Ryan and Deci (2000) stated "the more students were externally regulated the less they showed interest, value, and effort toward achievement and the more they tended to disown responsibility for negative outcomes, blaming others such as the teacher (p. 73).

- **Introjected Regulation**

In Introjected regulation, the students do the activity under pressure and force themselves to do it to avoid shame or guilt. Ryan and Deci (2020) defined introjected regulation as concerns extrinsic motivation "that has been partially internalized; behavior is regulated by the internal rewards of self-esteem for success and by avoidance of anxiety, shame, or guilt for failure in academic activities". In line with Ryan and Deci (2020), Dornyei (1994, p. 276) stated "introjected regulation involves externally imposed rules that the student accepts as norms that pressure him or her to behave".

- **Identified Regulation**

In identified regulation, there begins to be encouragement from within students where students consciously carry out activities to achieve their goals. As mentioned by Dincer and Yesilyurt (2017, p. 5) that identified regulation "perceived locus of control is somewhat internal. The individual performs behaviours to gain personal importance and shows conscious valuing towards the behaviours". Ryan and Deci (2020) also

argued “it reflects a conscious valuing of a behavioral goal or regulation, such that the action is accepted or owned as personally important”. In this regulation, the students realize the value of the activity.

On the far right of figure 1, there is intrinsic motivation with one regulatory style: intrinsic regulation. An intrinsic regulation is the most self-determined form of regulatory styles. Regarding to language learning, when the students are intrinsically motivated to learn English, their behaviours are controlled by internal sources, while the type of motivation is determined by personal interests, levels of enjoyment, and satisfaction (Deci & Ryan, 1985; Ryan & Deci, 2000). In the frame above, teachers’ roles are very important for students’ regulatory styles of motivation and they can encourage or push students’ motivation to act or learn (Dincer & Yesilyurt, 2017, p.5).

From the explanation above, it can be concluded that in Self-Determination Theory by Deci and Ryan (1985) there are two main types of motivation, which are extrinsic and intrinsic motivation. Those types of motivation have regulatory styles, which are extrinsic motivation: external, introjected, identified, integrated and intrinsic motivation: intrinsic regulation. If students have a regulatory style that is further to the left of the Self-Determination continuum range above, then students are getting closer to being amotivated, where they do not have the motivation to learn English. That's where the teacher's role is very important to encourage students to be motivated to learn English.

#### **2.4 Study of Relevant Research**

This present research is relevant to the previous studies conducted by Xuejun (2020), Budiana and Djuwari (2017) and Rahman et al. (2021). The first study conducted by Xuejun’s (2020) focused on examining the motivation differences of higher-achieving, average-achieving and lower-achieving junior secondary students in China. The researcher used mixed-method study, with questionnaire administrated to 773 students and followed by interviewing by using semi-structured interview to 12 students to obtain an enrich understanding of the students’ English learning motivation and motivation differences. The



findings discovered that there were differences and similarities in motivation among the three-group students. The low-level students established the highest level of amotivation and were least intrinsically motivated to learn English. Different from the generally held belief that higher-achieving students might be least extrinsically motivated, this study indicated that all students showed a similar level of extrinsic motivation. The interview results indicated that more students believe they are more extrinsically motivated is due to some external factors (Xuejun, 2020)

Second, the study conducted by Budiana and Djuwari (2017) focused on exploring the motivation of students of STIE Perbanas Surabaya in learning English. The researchers used a case study as their research method, by using a questionnaire and an interview in depth to triangulate the data related to their motivation in learning English. This study discovered that there are two types of motivation the students of STIE Perbanas have in learning English: intrinsic and extrinsic. Most of the students (78%) feel forced to learn English because it is a compulsory subject in the college.

Third, the study by Rahman et al. (2021) focused on investigating the factors and level of motivation for learning English of Aliya madrasah students in Bangladesh. The study also explored to find out the differences in students' motivation for learning English as L2 based on the gender of the students, parents' education level, and monthly family income of their parents. The researchers used quantitative research design by using a questionnaire to collect the data. This study found that most of the students were instrumentally motivated for learning English instead of integratively motivated, and their motivation level was high. The results analysis also showed that there was a statistically significant difference in their motivation of learning English based on their parents' monthly family income, and their parents' education level. Nevertheless, the result showed there is no significant difference in their motivation of learning English based on gender.