

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 EFL Learners

English as a Foreign Language learners or commonly known as EFL learners are individuals who are learning the English language in an environment wherein English is not the primary language spoken aside from their L1. EFL learners typically reside in regions where English is not widely spoken or used as the main means of communication. EFL learners may include school students, university students, professionals, tourists, and individuals interested in expanding their linguistic and cultural horizons. As described by Si (2019), the scope of EFL learners are mainly non-native English learners, who are not using English as their first language or as their official language of the country. Thus, English is not very much required in daily communication.

EFL learners often face varied challenges such as difficulty with pronunciation, grammar, vocabulary acquisition, cultural differences, and effective communication in real-world situations. Additionally, language anxiety, lack of exposure to authentic materials, and limited opportunities for practice can also hinder their progress. As stated by Cirocki et al. (2019), EFL learners largely had insufficient experience with a target language, rather than English as a Second Language (ESL) learners. They suggested that motivation with a specific kind of approach is very much prominent in the EFL context rather than ESL context. However, motivational challenges are also often faced by EFL learners.

The lack of interest in learning the English language and relying mostly on teachers according to what the author has encountered in the area of EFL classroom activity has shown that the possession of motivation in the EFL context of classroom activity is insufficient. Since motivation plays a significant role in language learning and is impactful to the students' engagement and success in

learning a language, this study will try to investigate how motivation possessed EFL learners in learning English as Foreign Language.

2.1.2 Learning Motivation

As mentioned previously, motivation is considered to be one of the main key factors to obtain goals in language learning. As a future teacher, motivating learners is as important as providing prominent yet appropriate circumstances in learning to drive learners in reaching their learning goals. In the field of educational and psychology research, motivation emerged as a key concept and a fundamental element to many theories of human development and learning (Borah, 2021).

Considering the great role of motivation in the learning process, motivation to learn or learning motivation enable students to be aware of the purpose of the learning process, as stated by Amoah and Yeboah (2021), wherein motivation is considered as an integral component in achieving success in the academic fields of education and psychology for it's the core of biological, cognitive and self-regulation. In line with the previous definition, motivation is not a kind of physical features which can be observed unswervingly through a visual perception only. Motivation is more like a mental impulse which directs how individuals act and learn. Therefore, as cited in Filgona et al. (2020) motivation in learning can also be known as the energy that drives someone to act, comprehend, believe or acquire specific knowledge, abilities, attitudes or values. It is also considered as a critical section for reaching success in students' educational path. To conclude that, learning motivation is considered in learners' educational journey in acquiring a language. Since it encourages behavior it also influences learners to engage in learning English as a Foreign Language.

2.1.3 Self-Determination Theory (SDT)

As mentioned earlier, in every aspect of life and at every stage of an activity, motivation is considered essential. Moreover, for students who are learning English as a foreign language. During the observation, the researcher encounters different levels of motivation in each student. This condition can be based on how their internal will or energies are directed towards their own interests. It also can be based

on how the influences on the outside of their own will, which drives them to a variety of goals.

Generally, those reasons are included into types of motivation. In a previous study conducted by Ryan and Deci (2000), they developed an approach called Self-Determination Theory (SDT) as a derivative of intrinsic and extrinsic motivation. According to them, SDT or also can be defined as behaviorally driven theory is an approach to human motivation and personality that makes use of organismic meta-theory which emphasize the significance of human evolved inner resources for behavioral self-regulation and personality development.

To simplify it, SDT is a motivational theory of personality, development and social processes that examines how social context and individual difference facilitate different types of motivation. Based on Self-Determination Theory, there are two sources of how motivation changes and how individuals behave as follow:

2.1.3.1 Intrinsic Motivation

The source of this motivation is purely inside of the individuals. It basically can be based on the interest, enjoyment and self-satisfaction of an individual in achieving learning goals. Ryan and Deci (2000) stated that intrinsic motivation stimulates students to engage in academic activities. Since the students are learning out of their interests and excitement. For instance, during the observation, the researcher encountered some of the students who had an excellent English course. Then it could be said that those students are intrinsically motivated.

In line with the statement, SDT differentiate the differences between autonomous motivation and controlled motivation. From the SDT continuum developed by Ryan and Deci (2000), intrinsic motivation is considered in a range of Self-Determination behavior, wherein individuals are motivated solely by their own desire to engage in the activity. From the point of view of the regulatory styles, intrinsic motivation is considered as the intrinsic regulation, wherein individuals are motivated intrinsically, there is possibility they will pursue activities since it's inherently enjoyable and is aligned with their own personal values. Intrinsic

regulation also involves and regulates interest, enjoyment, and satisfaction of accomplishment from inside the individual.

2.1.3.2 Extrinsic Motivation

The opposite of intrinsic motivation. The source of this type of motivation comes from the drive or desire that arises from the outside of the internal needs or interests of an individual. Ryan and Deci (2000) defined extrinsic motivation as an external stimulus which drives the students to engage in learning activity for external purposes.

During English learning in the classroom, a student is considered extrinsically motivated if the said students have a goal to get good grades or obtain rewards. In contrast with intrinsic motivation, Ryan and Deci (2000) also view extrinsic motivation as the engagement in a certain activity in order to obtain rewards as the learning purpose. As depicted in the SDT Continuum, extrinsic motivation comprises into four different types of regulation styles;

1. External Regulation

This regulation can be referred to as the influences on the individual behavior, decisions or actions that came from external factors, such as; laws, rules, societal norms, peer pressure as well as authority figures. External regulation as Ryan and Deci (2000) claimed, is the act of engaging in something in order to receive benefits or remain from punishment.

2. Introjected Regulation

This regulation simply can be referred to in which an individual adopts external rules or expectations as if they were in their own suggestion. Or it can also be referred to as a mechanism through which external influences shape an individual's sense of self and behavior. Introjected regulation as defined in Ryan and Deci (2000) refers to a stage in which an individual is beginning to internalize the reasons for their actions.

3. Identified Regulation

This regulation can be referred to as the spectrum of extrinsic motivation, in which individuals engage in a certain activity due to the outcomes or benefits

they valued in the said activities. For instance, individuals have recognized the importance of a behavior to their own values, goals or identity. It is in line with the definition of identified regulation stated by Ryan and Deci (2000), that behaviors are more valued and considered necessary. Thus, individuals are choosing their engagement to the activity.

4. Integrated Regulation

This regulation is considered as one of the most autonomous forms of extrinsic motivation. Since it reflects a high level of self-determination and internalization of the behavior's importance. As Ryan and Deci (2000) claimed, integrated regulation is the spectrum of extrinsic motivation that has more self-determination than other spectrums, since at this stage the goal that is motivated by this spectrum may be pursued consistently, regardless of the fact that behavior is driven by external factors.

These types of motivation generate different effects on students' language learning. As mentioned in Filgona et al. (2020), intrinsic and extrinsic motivation does affect students' learning achievement. From these types of motivation, it could also develop into dimensions and factors that influence students' motivation. Therefore, this study will try to investigate what kind of motivation possessed by students in learning English as a Foreign Language.

2.2 Study of Relevant Research

Several previous studies were conducted to investigate what kind of motivation the EFL learners have in learning English as a Foreign Language. The preceding study in regards of motivation were conducted by Ryan and Deci (2000) which devised a Self-Determination Theory or SDT. The study focuses on the influences of social environments on attitudes, values, motivations and behaviors developed on the individuals. Based on this theory as well, evolved dimensions that contributed towards students' motivation.

Another study conducted by Al-Munawwarah (2018) explores different types of motivation for EFL learners and identifies factors that motivate the students during the learning process. The study employed a descriptive study utilizing both

quantitative and qualitative design by involving one of a class in vocational school. Through close-ended and open-ended questionnaires, and interviews the result of the study conveyed that both instrumental and integrative motivation plays a crucial role in the EFL learners' learning process within the classroom context. However, since the type of motivation and motivational factors are dependent upon context, the researcher of the study suggested conducting the study related to the same topic in a different context or field.

Two years later, a study conducted by Filgona et al. (2020) examined types of motivation and motivational factors based on the SDT theory. The study focuses on providing the teachers and educators with insight to the concept and types of motivation, motives as a goal, motivational factors, the importance of motivation, as well as the strategies in motivating the learners in the context of classroom learning. As much as it provides valuable information about the types of motivation usually applied by students, however, the current study is more focusing on facilitation teachers as well as educators with information regarding the students' motivation, in the context of classroom learning.

Despite the fact, the aforementioned topics are common to be studied. There are still fewer limitations that examine how learning motivation possessed the students in the context of EFL learning, additionally, for those students who are learning English as an EFL for the first time in Junior High School. Therefore, this current study will try to investigate what kind of motivations that Indonesian learners possessed to engage in learning English as a Foreign Language.