CHAPTER II
LITERATURE REVIEW

A. Motivation

Brown (2000: 161) stated that the learners may get successful in learning second or foreign language if they are motivated. The learners are motivated because they understand the value of the learning and need to explore more about the language regarding the importance of their future. On the other hand, the learners may be unmotivated because they fail to see the rewards that connect to the learning (e.g., only fulfilling the requirements) and do not think that this skill may be useful for their life.

Motivation to learn second or foreign language is seen as referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity (Gardner, 1985: 10). He also stated that motivation involves four aspects namely a goal, effortful behavior, a desire to attain the goal, and favorable attitudes toward the activity in question.

Motivation refers to the combination of desire and effort made to achieve the goal. Motivation in learning a foreign language occurs where learners find a meaning in learning activity of the target language in the society they live in (Ali, 2015).

Motivation is one of the major factors affecting second language learning. Many researchers consider motivation as one of the main elements that determine
success in developing a second or foreign language; it determines the extent of active, personal involvement in L2 learning (Purdie, 2003 in Youssef).

It can be concluded that motivation refers to desire and effort that encourage someone to achieve what she/he wants to. The students need to have motivation in learning English so that it will be possible to get successful learning. The lecturers also have to know how the importance of motivation is, and its influence for the students in learning foreign language. They have to apply various and interesting teaching methods in order to increase the students’ motivation so that the learning goal can be easier to reach.

B. Types of Motivation

Study of motivation of second/foreign language learners often refer to a distinction between two types of motivation namely, instrumental versus integrative motivation. According to Stevick (1976) as cited in Gardner both instrumental and integrative motivation are extrinsic in that they indicate that the language is being learned in order to satisfy some goals not simply because of an intrinsic interest in the language itself. There is the third type of motivation that proposed by Cooper and Fishman (1977) as cited in Abdullah that related to personal satisfaction, that is personal motivation.

Robert Gardner and Wallace Lambert in 1972 had conducted the study of motivation for over twelve years. They studied the learners of foreign language in Canada, parts of the United States, and the Philippines to find out that motivation and
attitudes affected language learning success. They divided motivation into two kinds namely the instrumental and integrative motivation. The students who have integrative and instrumental motivation will easily gain the knowledge in learning foreign language.

1. Instrumental Motivation

It refers to the learners who learn foreign language hopefully getting several benefits as passing the examination, or furthering career, etc. The substance can be in the form of meeting, the requirement of a course in college or university, job application, or translating an article. Wilkins (1972) as cited in Youssef stated that more specifically, a learner is instrumentally motivated when he/she wants to learn a language to pass an examination, to use it in one’s job, to use it in holiday in the country, as a change from watching television, because the educational system requires it.

2. Integrative Motivation

It is described that the learners who wish to integrate themselves into the culture of the second language group and able to speak the same language. A learner is integratively motivated when he/she learns a language because he/she wants to know more about the culture and values of the foreign language group… to make contact with the speakers of the languages… to live in the country concerned (Wilkins, 1972 in Youssef). Falk (1978) as cited in Abdullah stated that the most successful students in learning the language are those who admire the culture of that
particular community and willing to assimilate into the community in which the language is used.

3. Personal Motivation

Besides Gardner’s integrative and instrumental motivations, Cooper and Fishman (1977) as cited in Abdullah mentioned the third type of motivation which is termed as personal motivation. It refers to motivation relating to personal development or satisfaction which includes activities such as watching movies, listening to music and travelling.

C. Attitude

Brown (2000: 180) stated that attitudes are cognitive and affective. They are related to thoughts as well as feeling and emotions. Attitudes determine how one approach learning in the case of language, requires a different culture and difficulty of mastering second language. The development of attitudes begins early and is affected by some factors like parents, peers, and interactive activities with others who have different social and culture.

Attitude and motivation are complex social, culture, and psychological factors that influence how the students approach a situation in life including second language learning. When the students have a positive attitude, it exerts the greater efforts to the students in achieving the goal of the language learning (Ditual, 2012).

Allport (1954) as cited in Gardner stated that an attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic
influence upon the individual’s response to all objects and situations which is related. According to Ajzen (2005: 3) an attitude is a disposition to respond favorably or unfavorably to an object, person, institution, or event.

A successful learner is one who possesses positive attitudes towards the target language. Everyone agrees that high motivation and positive attitudes towards a language, its culture and people help to achieve a certain goal (Youssef, 2012).

Based on the explanation above it can be concluded that attitude determines someone’s behavior on what they wish to do. It can be said that attitude in learning foreign language is also as important as motivation in achieving the goal of the learning. A successful learner is one who has positive attitudes of the target language.

D. The Components of Language Attitude

According to Jain (2014) attitude consists of three components namely affective, behavioral, and cognitive.

1. Affective Component (Neural/ Feeling/ Emotion)

Affective component is about expressions of feeling and physiological reactions toward attitude object. Affective responses with respect to learn English can be expression admiration or hatred, appreciation or disdain. A person who admires to learn English would seem to hold favorable attitude, but a person who thinks that learning English is disgusting would seem to hold negative attitude. Physiological responses can also be heart rate or blood pressure (Ajzen, 2005: 4-5).
2. Behavioral Component (Readiness/ Response/ Action)

Behavioral component consists of actions or observable responses that are the result of an attitude object. It involves person’s response to do something regarding attitude object. Behavioral component considers what people say they do, plan to do, or would do under appropriate circumstances (Ajzen, 2005: 5). A person who has negative attitudes will learn English reluctantly as they like to chat with friend during the class or play with their cell phone. A person who has positive attitudes might show activeness and paying attention during the class.

3. Cognitive Component (Mental/ Belief/ Evaluation)

The cognitive component is an evaluation of the entity which underlies an individual’s opinion (belief/ disbelief) about the object. Cognitive refers to the thoughts and beliefs an individual has about an attitude object. Beliefs to the effect, learning English might be useful or not. A person who has favorable attitudes will think that learning English is useful as furthering career, getting more friends from various countries, or studying another field easily while person who has negative attitudes believes that English is something difficult to learn and he/she cannot see the value of the learning.
E. Basic Assumption

Motivation and attitude have important role for the students in learning English. High motivation and positive attitudes determine the students to get success in learning foreign language. There are three types of motivation relating to the students in learning English namely instrumental, integrative, and personal, and also three components of attitude namely affective, behavioral, and cognitive which study in this research. This research is assumed to show Pharmacy students’ motivation and attitudes towards learning English.