CHAPTER II
LITERATURE REVIEW

A. Motivation in Language Learning

1. Definitions

The term ‘motivation’ is closely related to the field of psychology, referring to the way people behave and the underlying reasons. It is often mentioned that when people commit something based on certain motives. Different kind of intent should have different kind of motivation. Motivation in education context can also be amounted to answer the question of how motivated students are or on what level of motivation these students possess. To define motivation however, would be rather confusing due to its abundance of the existing theory (Dornyei 1998: 118).

Deci and Ryan (2000: 54) suggest that ‘to be motivated means to be moved to do something’. They also argue that someone who have inspiration to act or to pursue something characterized as motivated, while one who do not have any energy nor activated towards something is considered as unmotivated. In the educational point of
view, Dornyei (1998: 117) suggest that ‘motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process’. This point out that motivation will certainly facilitate students in the pursuit of their learning goals and then energize them to be more persistent in the process of learning.

Motivation involves several components combined into one. Locke & Latham (2004: 388) referred motivation as ‘internal factors that impel action and external factors that can act as inducements to action’. He further classified aspects of action that motivation can affect as direction (choice), intensity (effort), and duration (persistence). Another definition by Gardner in Noels (2001: 1), “L2 motivation can be described as a complex of constructs, involving “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language”.”. This explains that orientation and motivation are not identical. Motivation as clearly stated above is a complex concept derived from multiple essences from effort, desire, goal of learning, and attitudes toward language learning. Thus it might be necessary to differentiate between motivation and orientation to eliminate unnecessary confusion between the two.

2. Orientation
The word ‘orientation’ as it implies, should act as directing function for someone to be then motivated in doing something. L2 Orientation refers limited only to reasons or goals why students learn language, which then orient them in their efforts in language learning process. While Noels (2001: 43) states orientation as classes of reasons for learning the foreign/secondary language (L2). Gardner (2001: 6) in the perspective of socio – educational model argues that effort, desire, and positive effect are elements to distinguish between more and less motivated individuals. Gardner and Masgoret (2003: 129), it is pointed out that ‘orientations do not necessarily reflect motivation. Furthermore, ones who possess both integrative and instrumental orientation could be either more or less motivated to learn a language. Therefore, it can be noted that orientation is one of components within motivation in a more complex construction of concepts.

Based on the explanations on motivation reviewed above, it seems quite tough to reach a very conclusive definition of it. It is quite obvious since the abstract nature of the field which involves numerous other aspects from beneath the inner thoughts of self – determination to the various environmental influences in the socio – psychological theory. Furthermore, motivation in itself is comprised of several components ranging from the desire, goal, to level of persistence exerted from the effort. In the second/foreign language (L2) learning, students who are and are not motivated will display different behavior.
But the question still remains on what are the precursors of why they are motivated to learn a language. Set of reasons which lead students to the actual motivated behavior is afterwards defined as orientation. Here it can be said that someone needs to get some orientation before it is even motivated to say, pursue certain goal in life (extrinsically motivated) or just to do things because of enjoyment (intrinsically motivated). As have mentioned earlier, both motivation and orientation are not similar. It is only that they belong to each other in one complex construct called motivation.

**B. Types of Motivation**

**1. Intrinsic and Extrinsic Motivation**

The distinction between intrinsic and extrinsic motivation was proposed by Deci and Ryan in 1985 in the self-determination theory. They distinguish between different types of motivation based on the different reasons or goals that give the rise to an action. Whereas the most self-determined individual is the most internally motivated one.

**a. Intrinsic Motivation**

1) **Definition**

Deci and Ryan (2000: 55) define intrinsic motivation as when someone is doing something because it brings the feeling interest and enjoyment. This means intrinsically motivated person move to act for
the reason of fun or to result in satisfaction within the person, especially without being influenced by any particular external rewards. Some may argue that everyone moved to do something will always anticipate rewards. Then, intrinsically motivated person can be said also expects reward when doing something that is the enjoyment gained during the process and self-satisfaction in certain completion.

From when it is born, human by nature have the tendency to explore things with their curiosity as the energizing factor. From sea explorers who were first successfully circumnavigated the earth until the first human ever to taste the flight, those actions was motivated by curiosity and satisfaction. “This natural motivational tendency is a critical element in cognitive, social, and physical development because it is through acting on one’s inherent interest that one grows in knowledge and skills (Deci and Ryan, 2000: 56). Therefore, when someone is motivated in doing something derived from inner factors while less to no influenced by external factors, that someone is intrinsically motivated

2) The Importance

Moreover, Deci and Ryan (2000: 56) suggest that acting on something based on self – enjoyment or interest will likely have better performance, more persistent, and also affect its well – being for life. Hence, facilitating students to be more intrinsically motivated will
certainly bring improvements in their learning performance or to be more persistent in the hard times. Cordova and Lepper (1996) found that students with enhanced intrinsic motivation was involved more in learning, willing to apply complex concepts, and so learned more and meaningfully in a period of time.

It can be understood that external factors such as learning environment, can affect students’ intrinsic motivation. In his experiment Deci (1971) found that rewarding student with money for doing some activity reduces the student’s intrinsic motivation. In this case, students’ reason why doing the activity changed from internal pleasure into financial expectation; getting paid. Afterwards, when students were to not receive the reward, they become less motivated. On the other hand, positive performance feedback can enhance students’ intrinsic motivation. As Ryan et al (1984) suggests that teacher’s directive and controlling communication that limits students’ behavior in classroom was found to decrease students’ intrinsic motivation.

b. Extrinsic Motivation

1) Definition

While intrinsically motivated students learn something because it is simply interesting and therefore enjoyable, extrinsically motivated students rather have quite the opposite reasons. ‘Extrinsic motivation is
a construct that pertains whenever an activity is done in order to attain some separable outcome’. (Deci and Ryan, 2000: 60). For example when a student learned very hard and even continued it until late in the night because tomorrow morning will be an important exam in the school. The student here did an activity: learning, to perform excellently in exam as well as avoiding punishment from parents for getting low score. The students can be said as extrinsically motivated because he/she expected outcomes: getting good score and avoiding punishment since those are external influences. Another example is when a student learns English because she/he realizes the instrumental value, to get better chance of getting good job in the future or to be able to converse with foreigners, that is also an externally motivated students.

2) The Importance

Since externally motivated students often learn without the sense of interest, facilitating them with interesting activities is an absolute necessity. Teacher’s role in assisting these students, thus become central for successful learning outcomes. One way to make externally motivated students able to learn better is to provide meaningful, relevant, and interesting tasks. One study found that by providing students tasks with those characteristics affect students’ perception that the learning process will be useful for the future and
this perception influence students’ achievement (Greene et al, 2004: 474). They argue that when teacher cannot motivate students to master the material with interesting or enjoyable way, motivating them to realize that the material will be useful in the future will sometimes worked. Thus, while developing students’ interest in language learning is rather hard to do, incentivizing them with external rewards might work to enhance their motivation.

2. **Instrumental and Integrative orientations**

   In the year of 1959 in Canada, Robert Gardner and Wallace Lambert begun found that the determinants of language acquisition achievement are not only students’ language aptitude, but also another affective factor, motivation. They first introduced the dichotomy of two motivational orientations, namely integrative and instrumental orientation. The theory is often called as socio-educational model as it associates students’ learning motivation with their social context. Their research in 1959 found that student who have positive attitude towards the people of target language and have high integrative orientation was correlated with high achievement. The subjects are English speaking students who were learning France. Nonetheless, motivation was proven to be one determinant factor in the success of language learning.

   a) **Integrative Orientation**
As have previously mentioned before, integrative orientation mostly refers to the reasons of learning a language in order to be able to communicate or identify with certain language community. This is why in language learning motivation is inseparable with the social dimension where the learning is taking place. Students it is reported in the previously mentioned study in 1959 of second language acquisition motivation that students with greater integrative motivation are associated with higher achievement. This is due to the fact that the users of target language are quite easy to come by and that desire of communicating or identifying even becomes a need. Such situation is what exactly alike in Canada, where French and English speaking people can be found living in the same country and contacts are often very common. Therefore, integrative orientation performed dominantly in this context.

b) Instrumental Orientation

Instrumental orientation” refers to an interest in learning the language for pragmatic reasons that do not involve identification with other language community” (Gardner, 2000: 8). Pragmatic/practical reason of learning a language in this case, English, such as being able to read and understand English language contents, hope of getting good job in the future, or merely fulfilling certain requirements/tests.
Hence instrumental here means to acquire the use of a language to gain certain benefits.

This kind of motivation usually exists in developing countries, say Indonesia. Especially when contact with English-speaking cultures are scarce and even impossible in some cases. With new globalization trends, students can assume if they have good English it will bring them utilitarian values in the future as the reason of satisfying the need of communication skills. Such as getting better jobs, to advance further in academics in foreign countries, or travel to foreign countries.

Based on the explanations of the types of motivation above, it can be concluded that those kinds of motivation were proposed by different experts in L2 motivation with each models respectively. Those separate models are variables of this study. Intrinsic and extrinsic motivation which was proposed by Deci and Ryan in 1985 in the theory named as Self – Determination Theory (SDT). While instrumental and integrative orientation were often called as socio-educational model proposed by Robert Gardner and Wallace Lambert in 1959. Those are separate models, the study will merge the two as the instrumental and integrative orientation and belong to the extrinsic motivation. As have mentioned earlier, orientation is one of components in motivation concept, thus it is still sensible to insert
orientations into motivation construct together in one externally sourced motivation.

3. **Intrinsic-Extrinsic and Integrative-Instrumental Orientation**

   As mentioned in the scope of study, this section will seek to discuss more about the intrinsic-extrinsic and integrative-instrumental orientation. This is to draw a clearer path of understanding as to why sometimes integrative-instrumental orientation can also contain the essence in both intrinsic and extrinsic motivation.

   Brown in Carreira (2005: 57) divides motivation into four categories: intrinsic-integrative, intrinsic-instrumental, extrinsic-integrative, and extrinsic instrumental. This model suggests that one will put effort for learning depends on internal intentions or external forces. For example one might say *I am interested in learning English so I will be able to integrate into English culture*. This is often only categorized as integrative orientation. But the fact that the interest comes from the individual itself or not on anybody’s insistence means that person can also be called as intrinsically motivated. But when a case of one company sends some of its employees to abroad to learn English, this can be put into external-instrumental category. In that case the person was driven only by an external force; the company management decision. However none of above example of motivation was solely originated from within the human itself.
Brown’s motivational categories as mentioned in Carreira (2005: 58), excludes the theory by Kruglanski called as endogenous-exogenous attribution. Endogenous attribution refers to someone who learns without certain purpose and just enjoys of doing so. Exogenous attribution on the other hand, one has special purposes to learn language such as for career pursuit and academic requirements. While Brown’s model suggests that one learns language for a variety of reasons, only with different origins of influencing forces.

To sum up, there are theories explaining different kinds of divisions or categories of motivation. Difference between intrinsic and extrinsic motivation were drawn clearly by their sources of influence. Intrinsic motivation influence someone from the inside, while external motivation influences someone from the outside only. However, the current study was aimed solely to investigate intrinsic and extrinsic motivation, with instrumental and integrative orientation will consist only by externally-influenced forces.

C. Foreign Language Learning

1. Foreign vs Second Language

Some language learning contexts are called second language while others are foreign language. The distinction is made based upon the function of the language in certain environment. Littlewood (1984: 2) gave a distinction between the two as second language is when the...
language ‘has social function within the community where it is learnt (e.g. as lingua franca or as the language of another social group), whereas a foreign language is learnt primarily for contact outside one’s own community’. It implies that second language learners have at least a better chance to communicate with the target language (the language they are currently learning). Foreign language learners on the other hand, have less to no chance at all since the user of target language is situated outside their community. It also suggests that their exposure to the target language is also quite less compared to second language learners.

2. English as Foreign Language in Indonesia

Indonesia is a multicultural country with over 200 million inhabitants, representing 400 ethnic groups with each varying languages. The fact that the country is archipelagic with hundreds if not thousands of islands made it really likely that the separation between islands after island means different groups of people lived with various cultures that had been formed in the past. Thus the country has enormous amount of language diversity hence called multilingual.

After suffering from centuries of colonization, Indonesia then finally emerged as a united archipelago. To be truly united, it was essential to establish a common language which was not taken from
any dominant ethnic groups. The language then called as Bahasa Indonesia or Indonesian as the national language, and also second language with local language (e.g. mother tongue) being the first. As Kirkpatrick (2010: 3) points out that if one of the mother languages, the Javanese, was made as national language, it would give privilege to an already powerful group of 75 million of Javanese people themselves. Moreover, it is that Javanese has a kind of hierarchy norm, (e.g. addressing a different aged person, one must use completely different choices of words), so it was not chosen as a suitable national language and second after the local language.

Later on, after several changes were made in language policy in Indonesia. The era of globalization was arrived the demands of International communication was also increased. There was the spread of foreign cultures, particularly from western including songs, movies, etc. that brings about influence among some people in Indonesia. Employers also put more value to ones who have good English. Until then, English was accepted as a foreign language.

In Indonesia, English is mainly taught at school as compulsory subject. English enables students in Indonesia to progress their education level from elementary to senior high school, or even to college level. This is because the government’s policy to administer a national examination which will determine whether one will advance to the next educational level or not (e.g. primary to secondary school).
This affects even the whole educational system such as at school in the highest grade’s curriculum. It becomes more focused on learning based on the national examination items, hence minimalizing the other aspects of language learning mastery. Sukyadi and Mardiani (2011: 109) concluded their study that there were changes of teaching methods when students were about to face the English National Examination (ENE). The affect areas are ranging from teaching materials, methods, strategies, even adding additional times to do ‘Try Out’ activities, meaning to pre – test students based on ENE items. That results in a more restrictive learning orientation which focuses on passing such examination.

To fully facilitate students in their long and tedious effort of learning foreign language in Indonesia, many forms of effort was done by many parties. Government in charge of education development made several changes in curriculum which affect teaching practices across the country. In English language learning, many of which in this past were traditional teacher – centered approach with emphasizing grammar and translation learning method. The side effect was that the communicative language learning approach was often neglected. Until recently in 2013 government proposed a newly developed curriculum labeled as K13. This recommends teachers to apply a new set of learning approach called as the scientific approach which enable students to engage more in learning activities.
Of all the changes that have been made, of course with different learning context each has its own best way of teaching and learning a foreign language. Those are considering the most suitable pedagogy practices and students’ characteristic with its surroundings. Though undoubtedly, the outcome will also be greatly varied.

D. English Foreign Language (FL) Classroom Pedagogy Preference

To make learning process become more effective and also appropriate with either the material or students’ competence, certain type of classroom pedagogy should be utilized. That is the way teacher tries to deliver a learning material or more easily called as classroom pedagogy design. Various classroom activities developed particularly in English language learning are essentially aimed to make students able to learn most effectively. From traditional approaches involving grammar-based teaching to the more innovative approaches that emphasizes on the use of interactive classroom activities by utilizing technology.

Teacher as the central component in designing a good learning experience should undoubtedly apply the most appropriate type of classroom pedagogy. As Wong and Waring (2010 : 100) points out that ‘Actual pedagogical decisions on what to teach or how to teach should be tailored to specific learner populations’. This means that teacher, as it should, have a vast knowledge in numerous classroom pedagogic styles in order to be able to adjust many learning situations.
On the students’ point of view, they should also have their own preferences. Since students obviously have many different characteristics, this should not make one commonly used classroom activity become applicable for them. Ford (2009: 77) states that, flexible and pragmatic approach becomes necessary depending on students’ level of competence, motivation, and nature of class content. Therefore, knowing students preference in classroom activities should be of a great use in the consideration of teaching decisions.

E. Types of Foreign Language (FL) Classroom Tasks/Activities

As have said before that learning activities, especially in the case of foreign language learning should be able to make students’ learn FL as effectively as possible. Surely, it should consider students’ background as one of important component in designing the most suitable learning experiences. This is due to the fact that, “foreign language learning offers threatening and anxiety-provoking situations, especially to low-achieving students” (Julkunen, 2001: 31).

Schmidt and Watanabe (2001: 356) categorize types of classroom practices into traditional approach, practical proficiency, challenge, cooperative learning, and innovative approaches. Traditional approach related to traditional language learning such as grammar and vocabulary focused learning. Practical proficiency refers to learning experience which emphasize on students’ mastery of language’s everyday practical usages.
such as speaking and listening or general language of everyday situations. While challenge is whether learning experiences will let students to participate actively or not, cooperative learning contains preferences to learn as groups or as otherwise. Lastly the innovative approaches cover learning experiences that are different focuses such as culture focused and using authentic materials. Therefore, as the current study indeed seeks to reveal students’ appreciation toward those various classroom practices, it will incorporate those categories as part of the investigation.

F. The Importance of Motivation in L2 Learning

Because there is no community in anywhere in the country that originally uses English in daily basis, therefore Indonesian students learn English as a foreign language. That factor may partly contribute to the deficiency of language competence due to lack of exposure. Lie (2007: 3) also argues that although English has been taught since the primary school to university level, the competence among graduates are categorized as low. This leaves people who are in charge of improving students’ educational quality, or in English more specifically, with huge challenge.

Improving the quality of education particularly in English Language Teaching (ELT) requires support from many parties. Policymakers need to ensure that the enacted rules are most beneficial for the improvements in education such as enhancing teachers’ incentives. Teachers who are financially rewarded as insufficient and also have to
take secondary jobs will have their teaching professionalism affected (Yuwono and Harbon, 2010: 160). This is due to their lack of time for focusing more on developing their teaching professionalism through further learning and discussions with their professional colleagues. Indeed, for teachers developing their teaching professionalism is one of central aspects of improving education. Therefore, a balanced synergy between the policymakers and practitioners of education is of an absolute necessity.

Among other aspects of teaching, student should also be considered as one crucial component. Each individual is born with different innate ability, one of them is aptitude. It is true that aptitude will determine the success of one’s learning. In language learning, aptitude alone cannot be the source of determinant factor for successful language learning. The other factor is motivation. ‘High motivation can make up for considerable deficiencies both in one’s language aptitude and learning conditions’ (Dornyei, 1998: 118). He also points out that second/foreign language learning also featured ‘personality and social dimension’. Thus approaching students from the affective aspect should be a call of duty for educators.

The affective aspect here is motivation which is preceded by orientation/ set of reason. There, of course, exist other various reasons that will answer why English learners persist in their effort of learning English. Lie (2007: 3) states that English is seen as having instrumental value in the future such as to secure favorable positions in the job market.
Furthermore, she mentioned that in urban areas lifestyle English is used, even partially such as in the form of phrases for boosting lifestyle, apparently to stand out among people who do not use English at all.

Those orientations provide English learners with purposes/goals which will direct their effort towards achieving them. Once clear course of action has been set, motivated ones will face the dynamic nature of motivation. That is sometimes when challenge goes unaffordable by the effort, then persistence will be the only key of enduring it. Thus, keeping students always full of motivation is a matter of palpable importance.

G. Relevant Studies Examined FLL Motivation

Here in this section will be highlighted several relevant studies which involved motivation in L2 learning, specifically in countries with the context of foreign language. It is to give some insight in terms of what kind of motivation and orientation affected the students, how it influence how students behave, and also its influence in the preference of classroom activities. As previously mentioned, motivation levels can provide predictive results toward students’ achievement in L2 learning.


   The authors of this study are Richard Schmidt, Deena Boraie, and Omneya Kassabgy. This survey study was administered to 1,554
adult learners at the American University in Cairo. English in Egypt is learned as a foreign language. Together, the researchers were interested in shedding a new light on investigating on the three basic dimensions for learning foreign languages, which they label as Affect, Goal Orientation, and Expectancy.

The aim was to identify learners’ components of motivation and its connections with preferred classroom learning activities, learning strategies and also with their language anxiety. With 1,464 questionnaires analyzed, the results reveal that adult learners enrolled in the American University in Cairo who possessed certain component of motivation would prefer different learning activities in class. For instance, those who were highly motivated in affective dimension preferred classes with goal of enhancing communication using English. Conversely, students identified as having language anxiety resists to participate actively in classroom and classroom activity which will force them to. What is more, student will engage more in specific classroom activity preference that are enjoyable and do not cause anxiety.

2. Motivation, Strategy Use, and Pedagogical Preferences in Foreign Language Learning (Schmidt & Watanabe, 2001)

This is another study in L2 language learning from Richard Schmidt after his previous one in Egypt. This time he conducted a
longitudinal survey over a period of 2 years at the University of Hawai’i. The data were collected every second and fourth weeks for each semester. It was carried out across different language departments such as Filipino, French, Japanese, Mandarin Chinese, and Spanish. The variables were the results of adjustment from the Egypt study with the label of Value (belief that studying a language is worthwhile for a variety of reasons), Expectancy (self-confidence, self-assessed aptitude, and anxiety), Motivational Strength, Competitiveness, and Cooperativeness. Only in this context the new variable was added namely heritage language learning due to some learners were actually learning their ethnic heritage.

It was found that motivation affects strategy use and pedagogical preferences for different types of classroom activities. The strength of such association was found to be different from one to another. For instance, the Heritage Language has the lowest influence with motivation, whereas the approval of challenging activities was the highest. That means there was indeed connection between pedagogical preferences in classroom activities and the motivation possessed by students.

3. The Impact of School on EFL Learning Motivation: An Indonesian Case Study (Martin Lamb, 2007)
This is a longitudinal study conducted among Indonesian adolescents who were studying in a junior high school. This study aimed to monitor the changes of students’ learning motivation for their first 20 months of entering the school. Furthermore, the study was also tried to identify the internal and external factors that were deemed to influence students’ motivation. This is due to the fact that motivation tends to change over a period of time depending on internal and external factors respectively.

It was found that students’ learning motivation was indeed changed from time to time. The changes were the falling attitudes toward the experience of formal learning, while positive attitudes toward the language and expectation of success reportedly remained stable. The lowering attitudes towards the learning situation projected the challenge teachers faced there. It seemed, as reported by the students that there were ‘monotonous class procedures, incomprehensible lessons, and the fear of reprimand’ became the underlying factors.