

## CHAPTER II

### THEORITICAL REVIEW

#### A. Motivation

##### 1. Definition of motivation

Motivation is a reason for doing something. Motivation is one of the important things in achieving our goals, where with good motivation someone will be easier to reach the goal. Many experts give definition of motivation. Gardner in Alizadeh (2016: 11) stated that motivation is the combination of attempt plus desire to obtain the aim of learning the language plus favorable attitudes toward learning the language.

Brown (2000) also provides a resolution about motivation, probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task. It is easy to assume that success in any task is due simply to the fact that someone is “motivated”. Motivation is something that can be like self-esteem, be global, situational, or task-oriented. Motivation is concerned with the strength and direction or behaviour and the factors that influence people to behave in certain ways.

There are three components of motivation, Arnold et al (1991):

1. Direction-what a person is trying to do
2. Effort- how hard a person is trying
3. Persistence- how long a person keeps on trying.

In addition Gardner in Lai (2013: 91) says that motivation includes three elements: effort (effort to learn language), desire (want to achieve goals) and positive influence (enjoy the task of learning languages). Motivation is one of the things that deserves special attention, including in the world of education. Narayanan in Alizadeh (2011: 12) defines motivation as the reason or reason behind a person's actions or behavior. So before we do something there must be motivation behind it. Based on the opinions of experts can be drawn Conclusions about motivation is one important factor in the success of language learning. There are several elements in motivation, all of which are fulfilled will form a good motivation for someone.

## 2. Types of Motivation

The term motivation is already familiar in the world of psychology. Many of the experts argue the types of motivation. The study of motivation in the context of learning and the acquisition of second language and foreign languages has long been dominated by Gardner's theory which looks at motivation from two categories, there are integrative and instrumental. Like the opinion of Gardner and Lambert in Mahadi and Jafari (2012), there are two types of motivation: integrative and instrumental. Besides Gardner, Brown in Hanyeq (2018: 102) also explains that in the context of learning, there are two types of motivation. They are instrumental and integrative motivations.

a. Instrumental Motivation

A person will do something for short purposes to be achieved such as career, value and position. Brown (2000) say that the instrumental side of the dichotomy is referred to as acquiring a language for attaining instrumental goals: furthering a career, reading technical material, translation, and so fort. Al Ta'ani (2018: 91) also provides his definition of instrumental motivation, instrumental motivation: is the learners' interest in learning a language for getting essential. According to Mun (2011), instrumental motivation is that motivates that drives learners to get better paid jobs or achieves higher social status qualifications and improving career prospects. Gardner and Lambert in (Al Ta'ani: 91) considered instrumental motivation as a means to get social and economic rewards through second language learning. More specifically, the learner is instrumentally motivated when he has the desire to learn a language "to pass the exam, to use it when visiting a foreign country and to get a well-paid job Wilkins in Al Ta'ani (2018: 91). They distinguish "instrumental motivation", which occurs when a learner has a functional goal, such as to get a job, pass an examination, to meet the educational requirements, to use his / her job, to use on holiday in the country, to read useful material in the target language and exploiting members of the foreign culture, etc. Wilkins in Quan (2018: 2).

The main goals of students who have instrumental motivation are to achieve practical goals. Students who have instrumental motivation show characteristics that do not support the language learning process. According to Mun in Hanyeq et al. (2018: 105) said that instrumental motivation goes for more usage purpose of English such as applying for a well-paid job or achieving higher social status. So the goal is to learn the language itself to get the ease of getting a good job, not because of the long-term goal of developing oneself. Besides that social status is also one of the goals of learning a language. they assume that by having English skills, their social status in society will increase. It is in line with what Brown in Hanyeq at al (2018: 105) said that the focus on instrumental motivation is to reach specific career, educational or financial goals such as to achieve academic achievement or to get a better job which makes a better salary for someone's life. Hanyeq at al. (2018: 102) they learn English because it is useful in getting an excellent job in the future, to study or work abroad, to pass a test (school test or TOEFL/IELTS test) and to be able to read materials in the English language for school assignments or competition material. So that the learning goal of achieving spirit will fade. But that is instrumental motivation plays a more important role than the integrative motivation in EFL learning. This happens because the purpose of learning English in EFL and ESL is different, so the motivation needed is different.

Instrumental motivation when students want to learn a language because it will be useful for certain instrumental goals such as getting a job, good score and certain position. Usually people who have instrumental motivation will do something because of a certain achievement or demand that can be measured directly. Instrumental motivation aims to energize someone to get a certain achievement. Most instrumental motivation comes from outside a person.

Based on the opinions of experts, it can be concluded that aspects of instrumental motivation include:

a) Future job/ career

One of the goals of learning English is because of the aspects of future job / career. This is in line with opinion Mun in (2011), instrumental motivation is that it motivates that drives learners to get better paid jobs or achieves higher social status qualifications and improving career prospects. Through English, it is expected to get a good job and a brilliant career.

b) Social prestige

For this aspect language learners want to get a high social position in society. Through English they want to be valued and seen as better in terms of social status. Like a statement Gardner and Lambert in Al Ta'ani (2018: 91) considered instrumental motivation as a means to get social and economic rewards through second language learning.

c) Academic.

For academic purposes, learners will usually learn English because of academic demands or academic goals. For example because of the scores, examination or the desire to continue education in a country that uses English. More specifically, the learner is instrumentally motivated when he has the desire to learn a language "to pass the exam, to use it when visiting a foreign country and to get a well-paid job Wilkins in Al Ta'ani (2018: 91).

b. Integrative motivation

Integrative motivation is motivation that comes from within, which makes a person learn a language because of the desire to communicate with the people who own the language or become part of the culture of the owner of the language. Some experts give their opinions on integrative motivation, as in his book Brown (2000: 162) say that the integrative side describes learners who wish to integrate into the culture of the second language group and become involved in social interchange in that group. Integrated motivation requires a positive attitude from students towards the speakers of the target language and culture. So it can be said that the purpose of learning a foreign language is to merge into the culture of that country because that special interest is needed to enter into the lives of the people of that country. There are other experts providing a more specific understanding of integrative motivation, namely about the desire of

learners to be more confident in communicating in the speaking community. As mentioned Al Ta'ani (2018: 91) say that integrative motivation: is the learners' desire to learn a language so that they can communicate with confidence in a speaking community. The higher the level of a person's motivation, the better the mastery of his foreign language.

The purpose of integrative motivation is more to motivation in a person to further explore the culture of the language being learned. Like the statement Engin in Mulalic and Obralic (2016: 77) argued that instrumental motivation is based on a pragmatic approach whereas integrative motivation depends on personal willingness and desire to achieve certain goal in a life. Besides that there are experts who are more specific to explain that integrative motivation is the motivation that exists within themselves to be able to communicate with native speakers and merge into their culture, so the main goal is to merge with the culture of the language of the speakers. As mentioned by Chalak and Kassaian in Al-Ta'ani (2018: 91) say that integrative motivation is "The desire to learn language / foreign language to communicate with the people of the second language society and mix up in their culture.

Students who have integrated motivation show more positive in classrooms, such as being active in class, more enthusiastic in learning, and not enthusiastic in language. It can be ascertained that

integrative motivation is that it is within them to be able to understand language well.

Hanyeq et al. (2018: 102) stated that:

Then for reasons related to integrative motivation, they learn English because they like the language, they would like to make friends with people from English-speaking countries, they are interested in English movies and songs, they enjoy talking in English and they want to understand English life style and culture as reference for them to increase their knowledge and insight about the outside world.

Based on the opinions of several experts it can be concluded that integrative motivation is motivation that originates in a person to learn the language as well as the culture of the native speaker in order to communicate well and be able to explore the language. So that there will be a sense of satisfaction in someone who has integrative motivation. Besides that integrative motivation is motivation that comes from within a person for a more sustainable purpose.

For its own aspects are divided into several aspects, there are:

a) Cultural and life style,.

In this aspect the aim of learning languages is to further explore the culture and lifestyle of native speakers of the language being studied, in other words they want to merge into the community of speakers of that language. This is in accordance with the opinion of Chalak and Kassaian in Al-Ta'ani (2018: 91) which states that integrative motivation is "The desire to learn language / foreign language to communicate with the people of the second language society and mix up in their culture.

b) Community involvement

In this aspect, the learner wants to learn a second or foreign language to be able to communicate with the speaking language community more broadly and confidently. This is in line with Al Ta'ani's opinion stating that integrative motivation: is the learners' desire to learn a language so that they can communicate with confidence in a speaking community.

c) English preference.

Learners who want to learn a language because they are interested and of their own volition, the purpose of language learning is because they want to enjoy the language more. for example, to be able to understand films, songs, novels in English. It is suitable with opinion of Gardner in Hanyeq (2018: 105) expressed that integrative motivation emphasizes an individual's interest in learning the language and willingness to expend the effort to make it part of their behavioral choice.

## **B. English in Vocational High School**

Learning English in Vocational School is different from learning English in senior high school. Vocational students are required to have the skills needed by the world of work. Similarly, skills in English must be in accordance with the needs of the workforce. Students are required to master their fields. If vocational students have additional skills such as good English, it will be a plus if they have entered the workforce later.

The process of English students in Vocational Schools to be less than optimal. Here are some things that make the process of learning English in Vocational Schools less than optimal. First, so far the teaching materials available at Vocational Schools are still reaping attention, because they are not to suit the needs of students. Rahman in Sumarsono et al. (2017: 29) Learning materials that are appropriate for the learners are not always available from textbooks especially for vocational school. The guidebook used by vocational students has not been adjusted to the department being studied, so it does not support student skills. Richard in explains that textbooks are compiled so far are based on the students' required and required aspects of students. In addition, the business and industrial world (DUDI) requires vocational graduates who have plus competencies supported by soft skills, namely English skills. So that the English language skills of vocational students must be specifically in accordance with their fields. For example culinary graduates are required to master the language which is used in the world of work. Therefore, authentic students can improve their interests and skills in English. As Wilfred (2010) said in Sumarsono et al. (2017: 29) even found that authentic teaching materials can increase students' interest and language skills. The authentic teaching materials interest but also improve students' English proficiency.

### **C. The Importance of Motivation in Learning English on Vocational High School**

Students of vocational high school must also have high motivation in learning English. This is because English language skills are very calculated in the world of work. Moreover, in the era of globalization, where competition is

increasingly high and more people are needed. In addition, English also supports skills that have been obtained in each department. As said by Sumarsono et al. (2017: 30) English must be mastered by students of Vocational High School as well as the minimum required in the field of work field. In this condition English is very important for Vocational students, therefore they should have a high enthusiasm in learning English.

#### **D. Previous Study**

There are several researchers who conduct research with topics related to this research, namely with the theme "Motivation of Students in Learning English". This comes from theses and educational journals. The first researcher was Aan Almaidah whose research was entitled "A Study On English Education Survey of students 'department' motivation in learning English". In her research the researcher used the subject of the Muhammadiyah Purwokerto University Student Academic Year 2016/2017. Her research aims to determine the level and motivation of English education students and find out the reasons for their learning English. Researchers in collecting data using a questionnaire and interview. Questionnaires used a modified questionnaire from Gardner's attitude to the data collection technique and interview done as a secondary data collection technique. The results of the research data were analyzed using descriptive statistics for the questionnaire and qualitative data analysis technique for interview. Based on data from the questionnaire found that students from English education had a high level of motivation in learning English. Based on the results of his research, instrumental motivation is more

dominant than integrative motivation. With a ratio of 80.1% (68 students) for instrumental and 77.5% (32 students) for integrative. For reasons of its own, students who have more instrumental motivation towards work orientation are wanting to get jobs that require mastering English well. As for students who study English because of integrative motivation, they really like and want to improve their English skills.

The second researcher was Mitra Alizadeh who came from Lahijan Branch, Islamic Azad University, Lahijan, Iran. His research was titled "The Impact of Motivation on English Language Learning". In his research he explained the effect of motivation on learning English. In this study explained that motivation is one of the important factors in determining failure and the success of a difficult activity. In this case it can be said that it is easy for students to succeed in language learning with the right motivation. In the journal explained about the term motivation, the definition of motivation, differences in the type of motivation reviews are previous studies about the role of motivation in language learning, conditions of motivation and finally state key factors of motivation. The review of literature indicates that motivation has a very important role in learning English as a foreign language or second language successfully.

### **E. Basic Assumption**

Motivation is one of the important factors that influence students in learning English. With high motivation it will make it easier for students to learn English. One of the schools that requires students to study English is

Vocational High School, where English is their added value in the world of work. As said by Sumarsono et al. (2017: 30) English must be mastered by students of Vocational High School as well as the minimum required in the field of work field. High motivation is needed and appropriate for Vocational High School students in learning English so that they have good English skills and become additional skills that are useful for them later.

