

## CHAPTER II

### LITERATURE REVIEW

In this chapter, the researcher presents references about the variables of the research in order to support the study.

#### A. Definition of Expectation

In any classroom, expectations are ever-present. Whether they are promoted intentionally or unintentionally, whether they exist in the minds of students consciously or unconsciously, they are there continuously defining the feel and function of the classroom. Students use their expectations to answer such questions in the class as “Do I find the learning that I am involved is meaningful to me?”.

Research indicates that expectations should not be forced on students, but developed with students. Student involvement increases the sense of ownership and the likelihood that students make the expectations their own. Expectations communicate specific standards of behavior for the classroom. Expectations generally communicate how students treat each other as opposed to procedures that communicate how students operate in the classroom (Evertson & Weinstein, 2006). Expectations describe behaviors that make the classroom a good place to live and learn for all students (Evertson & Weinstein, 2006). Expectations communicate general standards or expectations with a single rule encompassing a wide range of behaviors.

Research has shown that designing and implementing expectations at school, and at home, significantly influence behavior and learning. Expectations clearly communicate that school is a place for learning and will give students a structure to help them feel that school is a safe and a predictable place to learn (Marzano et al., 2005).

In combining the studies of various determinants of the overall students' perceived service quality that have been identified the four independent variables adopted by Sohail and Shaikh (2004), Joseph, et.al (2005):

1. contact personnel;
2. physical facilities of the tertiary institution;
3. access to facilities; and
4. cost of courses offered.

Mario and Helena (2005) state that the service expectations are formed around three main areas

1. Learning & Career

Students tend to imagine that learning in a new place will always be interesting with new curriculum, learning activities, environment, classmates, teachers and many other aspects. It is supported by the result of the research by Selin et.al. that in language classroom, the students prefer a more communicative language learning experience so that they can practice their language mastery both with their peers and teachers.

2. Reputation & facilities of the Universities

One of the first things that comes in students' mind when they enter a new school or university is the reputation. Commonly they enter school because they think that the school has a good reputation. Thus, they will have high expectation on the school's quality and hope that it will bring advantages for the students in the future. Reputation is frequently manifested by the facilities provided by the schools or universities. People will visually think that a school has a good quality when it has completed and modern facilities. A research conducted by Selin et. al. (2016) find that students expect different and colorful language environment. They think that building can be a motivating factor. They expect that walls may not be empty and should be designed to support learning activity visually. One of the respondents said that his university building is not really different from his old school. It is old-fashioned and does not give a reason for him to love it. It is indicated that building can open a chance for students to get motivated and learn more.

### 3. Availability & sympathy of the staff.

Prospective students will try to find out about a higher education institution and forms expectations about the quality of service they should receive from the institution, from others who have attended or attending the institution, parents, friends, relatives etc.

## **B. Definition of Motivation**

A motive is a reason for doing something. Motivation is concerned with the strength and direction of behaviour and the factors that influence people to behave in certain ways. Motivation is a topic of interest to researchers in a variety of fields including psychology, human development, education, sociology, and business. In addition, the philosophical underpinnings and orientations of researchers vary, even within the field of academic motivation studies. As a result, perspectives vary and, in some cases, researchers have developed constructs and terminology that express similar ideas using different terms.

Motivation is a desire to do something (Kim & Lee, 2008) and a desire for change (Hong et.al, 2009). It is dependent upon the individual and the situation (Strombeck & Wakefield, 2008), and on the fulfillment, innate psychological needs for competence, relatedness, and autonomy (Thijs, 2011).

Motivation is typically defined as the forces that account for the arousal, selection, direction, and continuation of behavior. Motivation is the driver of guidance, control and persistence in human behavior. Motivation is a force which cause people to behavior particularly and according to management point of view, the aim of creating motivation in employees is to have a behavior in which brings the highest benefits for the organization. Generally motivation is the driver of guidance, control and persistence in humanbehavior.

Research has found that it is usually associated with high educational achievement and enjoyment by student's evaluation theory. Students are likely to be intrinsically motivated if they: Attribute their educational results to factors under their own control (e.g., the effort expended), Believe they can be effective agents in reaching desired goals (i.e. the results are not determined by luck), are interested in mastering a topic, rather than just rote-learning to achieve good grades.

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. Meanwhile, there are two types of motivation:

#### 1. Intrinsic motivation

Intrinsic motivation can arise from the self-generated factors that influence people's behaviour. It is not created by external incentives. It can take the form of motivation by the work itself when individuals feel that their work is important, interesting and challenging and provides them with a reasonable degree of autonomy (freedom to act), opportunities to achieve and advance, and scope to use and develop their skills and abilities.

#### 2. Extrinsic motivation

Extrinsic motivation occurs when things are done to or for people to motivate them. These include rewards, such as incentives, increased pay, praise, or promotion; and punishments, such as disciplinary action, withholding pay, or criticism.

## Definitions of motivation

There are many different definitions of motivation, especially in language learning. Harmer (2012) explains the meaning of motivation as the “internal drive” that pushes somebody to do something. If we think that our goal is worth doing and attractive for us, then we try to reach that goal; this is called “the action driven by motivation”.

Light bown and Spada (1999, p. 56) note that motivation in second language learning is quite complicate to study which can be explained in terms of two factors: learner’s communicative needs and their attitudes towards the second language community.

In addition, Parsons, Hinson and Brown (2001, p. 28) define motivation as an important component or factor in the learning process. Learning and motivation have the same importance in order to achieve something. Learning makes us gain new knowledge and skills and motivation pushes us or encourage us to go through the learning process.

Gardner (2001), in his socio-educational model, notes that motivation is perceived to be composed of three elements. These are effort, desire and affect. Effort refers to the time spent studying the language and the drive of the learner. Desire indicates how much the learner wants to become proficient in the language, and affect means the learner’s emotional reactions related to language study.

Aree (1991) views motivation as the process aroused by stimulus to achieve desired purposes, behaviors or conditions. Motivation is the continuous process based on a person's desire.

Harmer (2012) uses the word 'goal' to categorize the motivation in second language learning into two types :

1. Short-term goal means when students wish to succeed in doing something in the near future, for example, students who want to pass their examination or to get good grade or high scores.
2. Long-term goal refers to a wish of students or learners who want to get a better job in the future or to be able to communicate with people who use the language that they study or the target language.

Krashen (2003) mentions the following factors which are rather related to motivation that will attempt to relate the second language ability to these two functions.

1. Integrative motivation, defined as the desire to be a part of recognized or important members of the community or that society that speak the second language. It is based on interest in learning the second language because of their need to learn about, associate or socialize with the people who use it or because of purpose or intention to participate or integrate in the second language using the same language in that community; but sometimes it involves emotion or affective factors a great deal. (Saville-Troike, 2006, p. 86)

2. Instrumental motivation involves the concepts of purely practical value in learning the second language in order to increase learners' careers or business opportunities, giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school. (Saville-Troike, 2006, p. 86)

Furthermore, the motivation is further classified into two main categories as the following:

1. Extrinsic motivation refers to a desire to get a reward and avoid punishment. It emphasizes external need to persuade the learner to take part in learning activity (Arnold, 2000, p. 14), such as homework, grade, or doing something to please teachers. Both integrative and instrumental motivations are also grouped under the branch of the extrinsic motivation (Harmer, 2012).

As extrinsic motivation is based on external outcomes such as rewards and punishment. This motivation could bring a negative impact to the students, because with extrinsic motivation, students do not learn with their strong intention or will but they study it because they are pushed by the interest in the rewards or the punishment. When a student is learning because he is promised rewards or because he wants the rewards, he will be highly motivated to come to classes and learn and achieve the goal that is set for him. But when these rewards are taken away, or sometimes even if they do not see any punishment, the student will not be interested in coming to class and learn the language any longer.

3. Intrinsic motivation refers to learning itself having its own reward (Arnold, 2000, p. 14). It means the learners are willingly and voluntarily (not compulsorily) try to learn what they think it is worth or important for them. When students have intrinsic motivation, they have the internal desire to learn and they do not have the need for external outcomes. There are no negative impacts in having intrinsic motivation. In addition, intrinsic motivation pushes the student to learn without rewards, because the need is innate or come from inside or depends on their own will. Light bown and Spada (1999, p. 56-57) mentions that teachers do not have many effects on students' intrinsic motivation since the students are from different backgrounds and the only way to motivate students is by making the classroom a supportive environment.

### **The Importance of motivation in second language learning**

Motivation has an important role in success and failure in learning a second language.

Spolsky (1990, p. 157) states that motivated students are likely to learn more and learn more quickly than students who are less motivated. In a particular learning situation, students who are less motivated are likely to lose their attention, misbehave and cause discipline problems. On the contrary, students who are more highly motivated will participate actively and pay more attention to a certain learning task or activity.

### **2.4 Factors that affect motivation in second language learning**

Four factors that can be dangerous to the learners' motivation, according to Harmer (2012) are the following :

1. Physical condition which means the atmosphere in class. For example if student have to study in the bad lighting classroom, overcrowded with too many students, have to look at the small board, or in the unpleasant smell classroom, they can lose their motivation or their motivation in learning will be lowered.

2. Method of teaching which refers to the way that students are taught must affect their motivation. Whenever the learners feel bored at the teacher's method, their motivation would likely be lost or gradually decreased. As he said, "If the students loses confidence in the method, they will become demotivated" (Harmer, 2012). In addition, creative EFL teachers always try to bring to classrooms exciting activities so that the students enjoy and become engaged in the activities (Suwartono and Nina, 2019).

3. The teachers as the most powerful variable of motivation and demotivation, can become a major part in demotivating the learners.

4. Success refers to the appropriate level of challenge designed by the teachers. If the difficulty of work and activity is too high or too low, it can lead students to a demotivated situation in learning. As Harmer pointed out, to give high challenge activities may have a negative effect on motivation. Students can also equally be demotivated by too low level of challenge.

Krashen (2002) suggests in his affective filter hypothesis that emotional states such as tiredness, depression, boredom, etc obstruct the learning process

of the students. Anxiety becomes a factor that influences the affective filter. Low anxiety is more helpful for second language acquisition. This means that learners' anxiety can affect their motivation. According to Krashen, there are three affective variables that interact with the affective filter.

1. Motivation which is beneficial for language acquisition
2. Self-confidence which is also useful for acquisition
3. Anxiety which is good in the case where it is in a low level

Hedge (2000) conducts a study that investigated the motivation of 20 Japanese students who were studying English. The findings indicated that the most common reasons for studying English as a second language were for communication with people overseas, finding employment in a high profile career, processing international information, and understanding other cultures.

Wechsumangkalo and Prasertrattanadecho (2004) conduct a study which indicated clearly that high English proficiency subjects are more integratively motivated than low English proficiency subjects. However, there was no significant difference in the level of instrumental motivation between two groups of subjects. Moreover, the study showed that high English proficiency subjects are more motivated than low English proficiency subjects with low English achievement.

### **C. Definition of Perception**

Perception involves the way one sees the world. Perception involves the way one sees the world. One can only draw from what is known to oneself.

Perception is a personal manifestation of how one views the world which is colored by many sociocultural elements. Markus and Kitayama (1991) conclude that people in different cultures have strikingly different perceptions of self and others. According to Hwang et al. (2011), perception of objects in the visual world influenced by features such as shape and color as well as the meaning and semantic relations among them. Leathers (1992) proposes that perception is the cognitive process that individuals use to interpret and understand the world around them. Meanwhile, Elliot (2004) moreover adds that perception is as the ability to recognize familiar persons, objects, or events with the meaning and expectation. In addition, perception is an individual's view making it a powerful driving force for action (Susan, 2011).

Perceptions are defined as “an individual's or group's unique way of viewing a phenomenon that involves the processing of stimuli and incorporates memories and experiences in the process of understanding” (McDonald, 2012: 7). Perception is the process through which the information from outside environment is selected, received, organised and interpreted to make it meaningful to you. This input of meaningful information results in decisions and actions.

In combining the studies of various determinants of the overall students' perceived service quality that have been identified the four independent variables adopted by Sohail and Shaikh (2004), Joseph, et.al (2005) and Kennington, Hill and Rakowska (1996) are (1) contact personnel; (2) physical facilities of the tertiary institution; (3) access to facilities; and (4) cost of

courses offered. Mario (1998) states that the service expectations are formed around three main areas a) Learning & Career b) Reputation & facilities of the Universities, c) Availability & sympathy of the staff. Cook and Zallocco (1983), suggest that specifically, a prospective student comes to know about a higher education institution and forms expectations about the quality of service he should receive from the institution, from others who have attended or attending the institution, parents, friends, relatives etc. Other sources of information such as institutional advertisements and Universities guides will also impact on Universities choice of students.

Hooley and Lynch (1981) examine the choice processes of prospective students of UK and found that course suitability, Universities location, academic reputation, distance from home, type of Universities (modern/old), and advice from parents and teachers, as a determining factor in their preference for a particular Universities. Sevier's (1993) and McDonnell's (1995) study on choice of college by African-Americans find that the choice of college was influenced by reputation of college, availability of financial aid, total cost of attending, job placement record, quality of faculty, geographic location and number of students.

From the research studies (Sevier, 1993; McDonnell; 1995, Mazzarol, (1998, Soutar, and Mcneil, 1996; and Lin, 1997) it can be deduced that faculty reputation, institution's reputation, academic environment, size of school, employment after graduation, specific academic programs, financial aid availability, student population and social atmosphere, geographical location

and quality of faculty were the overriding factors that affect undergraduates' decision to enroll in a higher learning institution. (Bitner, 1990) asserts that the physical facilities do influence the overall students' perceived service quality because students will associate various tangible elements with the services provided by the higher education institution. Ford, et. al. (1999), states that reasonable cost of education influences the overall students' perceived service quality. In addition, the provision of financial services such as scholarship is indicated as one of the important determinants of the overall students' perceived service quality (Hill, 1995). The human interaction component will affect the customer's evaluation process in evaluating the perceived service quality (Bitner, 1990). One of the human interaction components in this research includes the contact personnel. Sohail and Shaikh (2004) state contact personnel as one of the independent variables for the overall students' perceived service quality, which includes courtesy, politeness and respect shown by the administrators; courtesy, attention and empathy shown by the lecturers; neatness and cleanliness of the lecturers; competencies of the faculty to perform their duties properly; and maintenance of records by the administrators.

Considering the discussion above it is essential to analyse the six institution quality factors which influence the overall satisfaction of students' towards the educational institution. contact personnel as one of the independent variables for the overall students' perceived service quality, which includes courtesy, politeness and respect shown by the administrators;

courtesy, attention and empathy shown by the lecturers; neatness and cleanliness of the lecturers; competencies of the faculty to perform their duties properly; and maintenance of records by the administrators.

#### **D. EFL Classroom**

EFL is regarded as English as a Foreign Language. In his book 'Fundamental Concepts of Language Teaching', Stern (1983) refers to the differences between "foreign language" and "second language" in terms of language functions, learning purposes, language environment and learning methods. In his opinion, foreign language means the language used outside the country. Learning a foreign language is for tourism, communicating with native speakers, reading foreign journals and so on.

But the Second language refers to the language that plays the same important role as mother tongue. Therefore, EFL means learning English in non-English-speaking countries. Yoko Iwai (2011) defines that EFL refers to those who learn English in non-English speaking countries. (E.g. Japanese people who learn English in their country are EFL learners). From the above, EFL is mainly used by non-native English learners, such as Chinese learners of English in China.

The audiences of EFL are those whom English is not the first language or the official language of the country such as Indonesia, Japan and South Korea. In these countries, English isn't indispensable for daily communication. EFL learners hardly use English on a social occasion. To a certain extent, EFL

learners are lack of relative environment. EFL teaching has its shortcomings, learners are too passive, and learners rely on teachers to acquire information for learning.

EFL is regarded as English as a Foreign Language, and ESL is called English as a Second Language. Before distinguishing EFL from ESL, it is important that there are differences between "foreign language" and "second language". In his book 'Fundamental Concepts of Language Teaching', Stern(1983) refers to the differences between "foreign language" and "second language" in terms of language functions, learning purposes, language environment and learning methods. In his opinion, foreign language means the language used outside the country.

Learning a foreign language is for tourism, communicating with native speakers, reading foreign journals and so on. But the Second language refers to the language that plays the same important role as mother tongue. Shu Dingfang (1994) distinguishes differences from "foreign language" and "second language" according to language environment, language input and affective factors which influence the learning process and so on. Therefore, EFL means learning English in non-English-speaking countries, while ESL means English as a second language, which has the same or even more important status as mother tongue. Yoko Iwai(2011) defines that EFL refers to those who learn English in non-English speaking countries. (E.g. Japanese people who learn English in their country are EFL learners). and ESL refers to those who learn English in countries where English is used as a tool for

communication and is formally spoken (E.g. Hispanic people who are learning English, are ESL learners.) From the above, EFL is mainly used by non-native English learners, such as Chinese learners of English in China. While ESL refers to English learners as a second language, such as Indian and Malaysian learners.

Based on the definitions of EFL and ESL, the audience of EFL are those whom English is not the first language or the official language of the country such as China, Japan and South Korea. In these countries, English isn't indispensable for daily communication. But for ESL, there are two kinds of audience. One is for people who immigrated to English-speaking countries, the other is for countries that once colonized English-speaking countries, such as Africa and Some countries in Southeast Asia. For these countries, Their English proficiency determines whether they can survive or not.

Although EFL and ESL are aimed at learning English, there are some differences in teaching purposes and methods. For ESL classroom teaching, Although the teacher is the initiator of classroom activities, students are the core of classroom activities. for example, In the oral English class of ESL mode in Australia, the teacher explains the new words and abbreviations to the students through two advertisements in the newspaper. Then students begin to read the advertisements and act as the landlord and the tenant talking with each other on the phone according to the content of the advertisements. After that, the teacher will ask two groups of students to imitate the previous conversation and then point out the problems and solve them. (Run Jianhua,

Pengyan, 2008) so the part of listening, speaking, reading and writing can be trained effectively.

However, English just regards as a tool, teachers play a leading role and also the core of the class. Some teachers equated foreign language classes with history, politics, psychology classes and regarded foreign language classes as the class of acquiring knowledge. As a result, the focus of the class is mainly that the teacher gives a lecture then it gets a low efficiency. According to Zhao Zhongde (2001), due to the influence of teaching syllabus, content, method, learning environment and individual differences, the four skills of listening, speaking, reading and writing can not develop simultaneously.

For ESL learners, the final purpose is to promote the development and formation of language practice, it is can be testified by Xie Lixin's (1997) study of the essence of mother tongue, second language and foreign language acquisition. ESL learners can make use of English to communicate naturally, but EFL learners hardly use English on a social occasion.

Language learning is a complex process. It is not only related to cognition, psychology, emotion and interests but also influenced by the environment. For ESL learners, they learn English in a natural condition. Just As Krashen (1985) considers, what we call “second language acquisition” is a subconscious acquisition that is similar to the process of mother tongue acquisition. When they are talking with others in English, they would think of it as social communication. Second language acquisition occurs in the target language environment, while foreign language learning occurs in the learner's

native language environment when he differentiates EFL and ESL. (Wu Lihong, 1995). To a certain extent, EFL learners are lack of relative environment.

