

CHAPTER II

THEORETICAL FRAMEWORK

A. Definition of Motivation

Djamarah (2002) defines motivation, as a person's energy level changes due to a shift in their emotional state, which is preceded by a reaction to the existence of an objective. Changes in energy in a person are in the form of real activity in the form of physical activity. Because someone has a certain goal and activity, then someone has a strong motivation to achieve it with all the efforts he can to achieve it. Mulyasa (2004) stated that In order to accomplish a goal, a person's motivation is the driving force. Students that have a high degree of motivation are more likely to stay on task. Students who are dedicated to their studies have a higher chance of succeeding academically.

According to McCombs (1991), earners may take charge of their own learning process by engaging in activities that support them, allow them to make choices about what they do, give them accountability for their own progress, and provide them meaningful and relevant tasks to complete while they are studying. One definition of motivation is a circumstance in which a person is required to act, encourage others to reach certain goals and maintain each individual's interest in specific activities when the consequences of individual hard work are achieved. Motivation.

B. Importance of Motivation

It is imperative that the instructor be vigilant at all times in light of these potential shifts and changes. For each student, motivation for learning must be adapted to their own needs. Because of the importance of motivation, not only does it have an effect on how hard a person tries to learn, but it also has an effect on how much of a part of their personality this pursuit becomes.

Motivated people are first and foremost people who want to learn something new. When students are more prone to give up on their studies or to push forward, they are less likely to reflect on what they've learned. A student who has a strong desire to engage in a particular activity is more likely to reject easy solutions to difficult challenges. As a result, critical thinking abilities may be strengthened and flexibly developed through intrinsic motivation. A lack of both intrinsic and extrinsic motivators might lead to a lack of academic interest and persistence.

According to Borphy (1987), Learning motivation is a general state (general conditions) and a situation-specific state (specific conditions and situations). It plays an important role in a general state because learning motivation is a permanent character that encourages a person to master knowledge and skills in a learning activity. Motivation to learn increases in a situation-specific state because individuals are engaged in an activity with the sole purpose of obtaining knowledge or mastering the skills they are being taught.

C. Kind of Motivation

In order to attain a goal, a person must be motivated. An individual's drive to succeed and avoid failure can also be referred to as motivation. Motivation has been defined in a variety of ways. Even so, the substance is not much different. According to spora, and sepideh, (2012), The term "motivation" is used to describe the internal urge, feeling, or desire that propels a person to take a specific activity. Intrinsic and Extrinsic motivation are two types of motivation.

1. Intrinsic Motivation

Intrinsic motivation can be fueled by curiosity, which is linked to a need to know and encourages us to learn and investigate our environment for solutions Loewenstein, (1994). Intrinsic motivation can also stem from the drive to actively participate and control our environment. The reflectance motivation theory outlines how intrinsic motivation motivates us to achieve competence White, (1959).

In contrast, current research on motivation suggests that extrinsic motivation is seen as more immediate and effective than intrinsic motivation.

Intrinsic motivation is influenced by a variety of factors, among which are the following:

A. Strong Desire for Oneself.

Rather of completing something for the sake of achievement or financial gain, students who adopt this mindset believe that they are doing it for

themselves. There is a strong relationship between intrinsic interest and internal motivation. Consequently, there is a desire for and a need for motivation. Interest is the best way to get people excited about a new project. Learning is easier when it is backed

by a drive and an interest. If you take the example of students, they are motivated to learn, and as a result, their efforts will provide greater outcomes.

B. satisfaction

It is believed that a person is content when they are pleased with the results of their work. Internal motivation is superior than external motivation since it comes from within the individual and does not need external support. Thus, one feels more accomplished as a result. When you've put in so much time and effort, you deserve a reward. Achieving a goal offers the sense of accomplishment that comes from knowing that you're on the correct path, even if there is no immediate reward for doing so.

Focusing on the eventual result can make an activity or endeavor fun and satisfying.

C. Rivalry / Conflict/competition

Competition can serve as a motivator for students' academic progress. In contrast to those who are driven by external incentives, those who are innately motivated are more inclined to take on challenging tasks. Competition should be utilized cautiously because it might cause students to become furious, envious, and other negative emotions.

D. Good Habits.

They are more likely to form and maintain positive habits because they don't have to justify their actions an explanation is unnecessary. It simplifies the process of forming excellent habits, as the following instances show:

In order to create a habit, you need to focus on a certain activity. Someone who does not want to waste their time on worthless or trivial things is an example. Self-motivation is consequently conducive to the development of healthful routines.

E. Awareness

Emotional intelligence is the ability to keep track of one's own sentiments at various points in time. Being aware of one's own feelings is an important part of self-awareness learning. Take a desire to learn as an example. When someone expresses a desire to learn new things, it indicates that they are interested in doing so. Something that has a purpose is more likely to succeed than something that has no purpose. Better results will be achieved if the child has a genuine desire to study. Sardiman (2012)

2. Extrinsic sources of energy

External motivations like the requirement to pass a test, the prospect of financial gain, or the desire to see the world are all examples of extrinsic motivation according to Harmer. The external sources of this form of motivation include things like rewards, societal pressure, and

punishment. (Harmer, 2007). Extrinsic motivation, according to (Gardner, 2002) is the result of influences outside of the student's control, such as parental pressure, the teacher's position, and the surrounding environment. It is difficult for teachers to control many sources of students' extrinsic motivation, including their need to satisfy other authority figures like their parents or to do well on an internal exam (Harmer, 1982). In light of the statement, it may be concluded that extrinsic motivation is influenced or encouraged by the outside individual. Other factors that influence extrinsic motivation include:

A. Praise

When a student accomplishes a task assigned to them, they should be commended for their hard work. Praise is a powerful motivator since it encourages people to do their best. The only time it's allowed to compliment kids is if you want to foster a positive learning atmosphere and raise students' self-esteem. Sardiman (2012).

B. Advice

Advice is a mandate or prohibition, coupled with encouragement or intimidation, used to persuade someone to take action. Some children, for example, are unmotivated, and their parents provide encouragement and support in order to increase their excitement even further.

C. The teacher and parents

The teacher is an important influence in a student's motivation. In a

teaching- learning activity, the teacher plays a crucial role. In addition to imparting knowledge, a teacher is also a motivator who encourages and supports student in their educational endeavors.

Parents, as well as the culture in which they live, have a significant impact on their children's attitudes on learning a second language. Parents and older siblings will have a major impact on the outcome.

Attitudes towards language acquisition, in general, and the English language in particular, can be found beyond the classroom. To be taken seriously in today's world, learning English is a need. A favorable cultural image of English is associated with it in a school setting where language instruction is part of the curriculum.

D. Reward

Students' behavior can be improved with the use of a motivator such as a reward. Students can be given a variety of incentives to help them succeed in their education. Such reward, score, prize, and praise are given verbally. Students' motivation to learn can be boosted in the classroom by teachers utilizing rewards sparingly.

Reward can also be viewed as a form of incentive, however this isn't necessarily the case. Because a reward is tied to a work, it may not be appealing to those who are dissatisfied with their jobs or lack the necessary skills to excel in them.

E. Punishment

The use of punishment as a means of motivating kids is one of the ways.

Motivation can quickly deteriorate if the source isn't the proper one. As a result, the instructor must be aware of the underlying concepts of each punishment.

D. Preview Studies

The researcher also has found some studies. That concern students' motivation First, Putu et al, (2020) examined how college students view economic English. Foreign Language, MahaSaraswati University The participant in this research were 152 students of English Foreign Language faculty, MahaSaraswati University who was involved in online learning during the covid-19 quarantine period. This research collects the data using a questionnaire. As a result, 43% of students are familiar with various online learning media. Whatsapp and Google Classroom are the most popular media.

Hikmat et al. (2020) conducted a quantitative descriptive by sending out a survey to 100 people. This study's findings suggest that students at UIN Sunan Gunung Djati Bandung's social and political science faculty may find it more convenient to learn via zoom and WhatsApp than face-to-face instruction in the middle of year-

19. Theoretical and practical courses can be learned online, but field subjects cannot be learned online. The introduction of online lectures must begin with the readiness of students, instructors, and teaching materials if it is to go smoothly.

Last, Geta, Firmansyah, and Abdul (2021) with the titled ".The Effect Of

Online Learning And Student Motivation During The Covid-19 Pandemic." This research is a quantitative - qualitative descriptive study using a survey method that is conducted online. By distributing a questionnaire to 161 respondents. The result of this study indicates that obtaining information about the effect of online learning media learning and student motivation during the Covid-19 pandemic on physical education learning outcomes from faculty Physical Education, postgraduate Universitas Negeri Jakarta is an alternative to face-to-face instruction in the middle of the twentieth century.

My research differs from earlier research in that it focuses on the general motivation of students for online learning during the covid-19 pandemic in English. The questionnaire used for data collecting is an adaption of one from a previous study, and a survey Method is used in the study's design.

E. Basic Assumptions

According to the explanation above, Motivation is a process that explains the existence of intensity, persistence, and direction from individuals to achieve a predetermined goal. At least, there are 3 main elements listed in the definition of motivation, namely direction, persistence, and intensity. Motivation can be referred to as a reason behind the actions taken by individuals. A person is said to be highly motivated if he has a strong reason to achieve what he wants and do the work he is currently doing.