



## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Motivation

##### 2.1.1 Definition of Motivation

Motivation is one of importance things in the learning process. Motivation can help the purpose of learning can be achieved. Without motivation, the learning process will be difficult to achieve the purpose. Alizadeh (2016) Motivation can be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa (p. 539). A constellation of closely related ideas, perceptions, values, interests, and behavior form motivation. Nonetheless, students who are motivated will be enthusiastic students and will be inspired to do well in their English studies. Motivation is required because, without it, learning activity would be impossible for someone to carry out. To determine how hard students are working to learn, motivation is necessary. Teachers can determine students' interests by learning about their motivation.

Hayikaleng, et al. (2016) note that motivation can be from intrinsic and extrinsic motivation. Intrinsic motivation in language acquisition is the motivation to participate in an activity because it is interesting and fun. Students will be motivated by enjoying the activity and making themselves feel better in the learning process. In here, students are interested in learning English by their intrinsic motivation, they learn because of internal encouragement. Extrinsic motivation is a performance to describe a person behavior in order to avoid punishments and to get reward such as good grades or to increase in salary. In here, students learning English by external encouragement such as looking for a job, doing examinations, and so on (p.540).

##### 2.1.2 Types of Motivation

###### 1. Intrinsic Motivation

Intrinsic motivation refers to a natural tendency to look for challenges as we investigate our interests and develop our abilities (Ulfa, 2019). The statement shows that an individual's motivation continues to be active despite a lack of environmental stimulation. Some factors that contribute to intrinsic motivation are provided below:

a) Interest: students who are interested in a subject are more likely to focus on it.

Students believe that it has an impact on them. They want to completely



understand its essence. They take enjoyment of managing it for its own sake as well as what it can contribute to. Students with interests will learn more effectively. If they are very interested in the material they are studying, they will study efficiently and on a regular basis.

b) Need: a state of tension developed in an organism when it needs a substance, state, or another thing necessary for existence, well-being, or personal fulfillment. It means a situation in which what is required is called necessity. Three categories are used by Ciccarelli et al. (2009) to categorize need characteristics:

- 1) Need for achievement: refers to a strong desire to accomplish objectives, which are both challenging and realistic.
- 2) Need for affiliation: people having a high level of this need aspire to be well-liked and respected by others.
- 3) Need for power: having control over others that provides people power, not accomplishing an objective. People with a high level of this desire would like to effect and take control over other people.

c) Hobby: a hobby is an interest or activity that one pursues in their free time for enjoyment or relaxation. Therefore, hobby is an activity that is done for fun and satisfaction. For example, “reading is Dani’s hobby.” So he makes it a point to read a book whenever he has free time.

d) Goal: a person’s motivation and desire to accomplish a goal are closely related. The student focuses his or her effort on accomplishing the learning objectives, or the objectives of particular learning activities, because they are highly aware of them. Everyone usually has a goal in mind before pursuing their desires. Students should set goals for themselves throughout teaching and learning activities since it will motivate them to prepare for and accomplish their goals.

## 2. Extrinsic Motivation

According to Hayikaleng, et al. (2016), Extrinsic motivation is a performance to describe a person behavior in order to avoid punishments and to get reward such as good grades or to increase in salary (p. 540). When a student is extrinsically motivated, they work toward goals like passing an exam, graduating, or avoiding a



bad grade. In addition, teachers, parents, and the environments can influence or provide motivation.

a) Teachers: the teacher plays a significant role in a student's continuous motivation.

In the teaching and learning process, teachers play a crucial role. Not only transfer knowledge, teachers also serve as a source of motivation and encouragement during the learning process.

b) Parents: in addition to the culture of the environment in which students live, the influence that exists in their close social circle will also have an impact on their attitude toward language acquisition. Encouraged by their parents, students will attempt new things and push for excellence in order to receive praise from their parents. They are able to achieve better as a result.

c) Environments: there are attitudes on language learning overall and the English language in particular outside of any classroom. The importance of learning English is acknowledged by society. Learning a language is a required part of the curriculum in schools, and English is positively viewed in society. Everything that surrounds people and has an impact on them is considered their environment.

### 2.1.3 Theoretical Framework

For some language learners, the initial motivation to acquire a language comes from successfully engaging with the language learning process rather than from self-images they have created internally (e.g. because they realize that they are good at all). Dörnyei, (2009) proposed that the following three components composed the L2 Motivational Self System:

Ideal L2 Self, Ought-to L2 Self, and L2 learning Experiences.

a) Ideal L2 Self: if the person we would like to become speaks an L2, the “ideal L2 self”, is a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves. Traditional integrative and internalized instrumental motives would typically belong to this component. Ideal L2 Self is the L2-specific facet of one’s “ideal self”.

b) Ought-to L2 Self. It relates to the qualities that one feels one should have in order to live up to expectations and prevent potential bad result.

c) L2 Learning Experience, they are focused on contextualized ‘executive’ motivations associated with the current learning context and experience (e.g. the influence of the instructor, the curriculum, the peer group, the achievement experience).



## 2.2 The Use of Popular Songs in ELT

Using songs in ELT has benefit in students learning. Songs have also been widely incorporated into a variety of courses and area in education. Some songs are even thought to stimulate the brain while it processes information, making it easier for that knowledge to enter long-term memory (Davy, 2020). Although using songs in the classroom is not something new, songs are seen to be an effective tool for teaching foreign languages. It is well recognized that music inspires, calms, captivates, and adapts to a small but powerful current of perception more effectively than others instructional methods when larger systems are engaged. Choose songs that match the learning theme or topic being discussed in class.

Also, make sure the song is appropriate for the students' ages and interests. Introduce the context of the song. Give a little information about the song, such as who the singer or band is, the background of the song, or the message you want to convey through the song. Use visual media. If possible, show music videos or visuals related to the song. This can help students better connect with the song and understand its context. To connect the songs into the topic, choose songs that have lyrics that are relevant to the topic. And use the songs that are popular in students' culture to illustrate certain concepts in the lesson. Khidirova et al. (2021), popular songs in ELT has a benefit, there are: songs incorporate new word, songs help to activate known vocabulary by presenting it in unfamiliar contextual setting, songs can improve pronunciation skills, songs also give student a chance to unwind and take a quick break from the lesson's regular learning tasks (p. 82).

Some popular songs are liked by many people, especially in teenagers.

1. One Time – Justin Bieber (2009)
2. Just the Way You Are – Bruno Mars (2010)
3. Ghost – Justin Bieber (2021)

These songs choose from three songs that still popular in social media. Then, these songs have interesting rhythms and melodies that make listeners want to keep listening to it. Popular songs can engage students in language learning, such as in vocabulary, listening comprehension, idiomatic expressions, and also pronunciation.



### 2.2.1 Procedure Implementation of Songs

For procedure of implementation of the song:

First session, I used “Just the Way You Are – Bruno Mars” song.

1. I played the song, and ask students to listen it.
2. I gave an individual test to fill in the blank based on the lyrics of song. I played twice in this part, to measure students fill in all the blank.
3. After that, we discussed the results.
4. I played again the song to measure the answer. Besides that, I also discussed about some vocabulary from the lyrics.

Second session, “Ghost – Justin Bieber” song.

1. I asked students to form a groups consist of 4 students.
2. I played the song and shows the lyrics, then asked students to listen while pay attention the lyrics.
3. After that, I gave them exercise in a group. I gave them a random sentences based on the lyrics.
4. I asked them to arrange it while I played the song in group.

Third session, I just play the song and while the students answer the post-test questionnaire.

### 2.3 L2 Learning Experiences

L2 learning experiences refers to the executive motives of learning contexts, including the impact of the teacher, curriculum, peer group, and experience of success (Dornyei, 2009). These component can exert profound influences on L2 learning motivation (Wang, et al 2020), developing it outside of the other two future self guides in the L2 Motivational Self System, the ought-to L2 self and the idea L2 self. The L2 learning experiences originally came to the L2 Motivational Self System as an optional component to address certain circumstances specific to the classroom. Existing research on L2 motivational reveals the indeterminate character of the L2 learning experiences, leading scholars to create their own meanings for his general word (Hiver, et al 2019). Dornyei's, et al (2016), extensive survey of English learning motivation in China, language learning experiences was operationalized as attitudes toward second language acquisition. In contrast, Lamb (2012) expended the idea in their study on the motivation of Indonesian English as a foreign language, adopting a more comprehensive perspective, he



considered L2 learning experiences outside of the classroom in addition to what is taught in classroom.

## **2.4 Previous Study**

In most learning field, motivation is seen as a necessary component for achieving success (Ulfa, 2019). People may not put in necessary effort to accomplish their goals if they lack kind of motivation. Many activities, like studying English for those who are learning it as a foreign language in their country, depends significantly on motivation. It's common that motivation is key to learning a language successfully. Increasing students' enthusiasm to learn and developing their interest studies is one of the most important goals of English teaching.

Developing motivation is crucial when learning a language. In order to keep students engaged through to the end, teachers should plan using innovative tools that ensure that the students will set a task that is both requiring and acceptable. It is clear that foreign language teachers should use all methods and tools at their service in the classroom, including visual, audio, and video materials, to help students learn the language more easily (Al-Smadi, 2020). When there were no songs in the classroom, some students performed in activities like talking to one other and ignoring the teacher's instruction, which required her to call on each students by name in order to give them the instruction. However, when music was plying in class, the students were engaged and paying attention to what the teachers was teaching. Even the lack of instruction, students were eager to collaborate and take part in class.

According to Al-Smadi (2020), the use of music increased students' motivation. Students' behavior and attitude toward learning English changed noticeable from the classes without music to the ones with it. This is due to the fact that singing songs may be thought of as more interesting and enjoyable than other activities. It's also because action songs have the power to get students moving and singing.