



CHAPTER II

LITERATURE REVIEW

2.1 Motivation

Motivation can be defined as the desire of a person to do something to reach specific goal. For example, when a student wants to become professional football athlete, he will always attend the physical education subject seriously and join the football school to achieve his goal to become professional football athlete in the future. The willingness to do something to reach a goal with an action is called motivation. Robbins et al. (2013) emphasized that motivation is the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal. Motivation has a goal to improve someone's desire. (p.172). It can boost willingness to get the most substantial effort directed in the plan (Saragih & Utami, 2020, p.21). Tohidi & Jabbari (2012) explained that when a person is intrinsically motivated, they are motivated by their own interest or enjoyment in the activity at hand rather than by any external pressure to complete it. (pp.820 - 824).

2.1.1 Types of Motivation

In essence, motivation influences human performances based on its type. Deci & Ryan (2000) categorized motivation into two types as follows:

a. Intrinsic Motivation

Intrinsic motivation is a motivation that arises from a person to do something. This motivation arises because someone feels interested or happy while doing something. Intrinsic motivation may be influenced by the extent to which students perceive activities as challenging. Additionally, it can be fostered by tasks that stimulate students' curiosity in relation to their prior knowledge. Furthermore, intrinsic motivation arises from students' experiences of autonomy and active engagement in their tasks. It also can be encouraged by activities which bring students' imagination and fantasy (Schunk, 2012). The example of intrinsic motivation is when someone wants to get better performance in learning English because he wants to study abroad in England. He has to take English class seriously at school and he needs to join English course to get more knowledge and skills in learning English.

b. Extrinsic Motivation



According to Ryan & Deci (2000), extrinsic motivation refers to the performance of an activity in order to attain some separable outcome, and thus contrasts with intrinsic motivation which refers to do an activity for the inherent satisfaction of the activity itself. Extrinsic motivation refers to the drive to perform a behavior or engage in an activity due to external factors or rewards. These external factors can include tangible rewards (like money, gift, or grade) or intangible pressures (like approval, recognitions, or avoiding punishment). Sansone & Harackiewicz (2000) explained that extrinsic motivation involves engaging in an activity to achieve an outcome that is separable from the as gaining rewards or avoiding punishments. (pp. 1-9). The example of extrinsic motivation is when someone joins to one of the popular high school because his parents want him to get better education in high school.

2.1.2 Impact of Motivation in Learning

Motivation has really essential impact in learning second language. According to Ushioda (2001), motivation in L2 learning is the process by which learners sustain their efforts and interests in acquiring the language over time, particularly in the face of challenges. (p.23). Motivation influences various aspects in learning, including:

- 1) Commitment: Motivated students are more likely to participate actively in class, practice language skills and seek additional learning opportunities.
- 2) Persistence: High motivation helps students overcome challenges and persist in their study, even when faced with difficulties.
- 3) Performance: There is a correlation between motivation and language proficiency, motivated students often achieve higher level of performance than uninterested students.

2.2 Motivational Self System

Dörnyei (2009) suggested that integrativeness can be interpreted as being an L2-specific facet of an L2 learner's ideal self. Thus, the ideal L2 self is a central component of the construct of L2 motivation within the L2 motivational self-system, which consists of three dimensions as follows:

1. The ideal L2 self: This dimension represents one's hopes and wishes. It's the aspirational self-concept the second language learners aim to embody in the future.



2. The ought-to L2 self: This dimension represents the expectations projected by significant others. It's the attributes one believes one ought to possess to meet expectations and to avoid possible negative outcomes.
3. L2 learning: This dimension concerns one's experience in the immediate learning environment. It involves aspects such as the teacher, the curriculum and peers.

2.3 Performance

According to Pellegrino, et al. (2001), performance refers to the level of achievement of students in tasks, assessments, or educational goals set by schools or educators, often measured through grades, standardized tests, or other forms of evaluation. Performance is the extent of which students follow learning activity and achieve learning objectives. Slavin (1997) also emphasized that performance refers to the degree to which students meet educational objectives, which can be evaluated through test scores, grades, and participation in learning activities.

2.3.1 Aspects of Performance in Learning English

According to Alderson (2005), there are several aspects of performance in learning English, there as follows:

1) Reading Comprehension

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Grabe & Stoller, 2019). Snow (2002) defined reading comprehension is the ability to understand and interpret the meaning of text, involving decoding, background knowledge, and cognitive skills to construct coherent understanding.

2) Writing Skills

According to Graham & Perin (2007, p.445), writing skills encompass the ability to generate and organize ideas, apply proper grammar and syntax, and use rhetorical strategies effectively to communicate in written form. Hyland (2002, p.1091) stated effective writing is the ability to strategically construct texts that achieve communicative goals, reflect social interactions, and adhere to the conventions of specific genres



3) Grammar

Grammar is one of the important things when learning language. According to Greenbaum & Quirk (1990), grammar is the study of how sentences are formed and the rules that govern their formation in a particular language. Huddleston & Pullum (2002) explained that grammar is a system or rules that underlies the structure of phrase and sentences, enabling communication in a language. Leech & Svartvik (2002) also explained that grammar is the system of rules that allows speakers to create meaningful sentences in a language

4) Vocabulary

Vocabulary refers to the set of words and phrases that are known, understood, and used by a person or a group in a particular language. It encompasses the words in spoken and written. Nation (2001) stated that vocabulary is the knowledge of words and word meanings, including their form, use, and function in a language. (pp. 126 – 132).

5) Speaking skills

Speaking skills refer to the ability to effectively communicate thoughts, ideas, and emotions through spoken language. Brown (2004) defined that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.

6) Listening skills

Listening skills refer to the ability to accurately receive, interpret, and respond to spoken messages in a way that ensures effective communication. Rost (1994) suggested that listening is a process of receiving, constructing meaning from, and responding to spoken and or non-verbal messages.

2.4 Previous Studies

In this research, there are two reviews of related literature finding from the previous researchers. The first previous study is from Puspita & Purwanti (2019) entitled “The Correlation between English Learning Motivation and English Proficiency Achievement of English Study Program Students”. This study was aimed to identify English learning and English proficiency achievement. In educational perception, motivation has correlation with learning and academic achievement. This study found that correlation between English



learning motivation and English proficiency achievement of English study program students is weak. The similarity of this previous study with the current is the purpose of the study that is finding out the correlation between students' motivation and performance in learning English and the research method that is quantitative research method. The first gap of this previous study is the participants of the previous study was fifth semester students at English program while this participants of this current study is tenth grade in senior high school. Second gap of this previous study is the instruments of the research, previous study used questionnaire and TOEFL score while the instruments of this current study used questionnaire and standardized test.

The second previous study is entitled "Learning Motivation and Students' Achievement in Learning English: A Case Study at Secondary School Students in the Covid-19 Pandemic Situation" from Rahardjo & Pertiwi (2020). This study was aimed to find out students' motivation in learning English and students' achievement learning English in the covid-19 situation. The similarity of this previous study with the current is the purpose of the study that is finding out the correlation between students' motivation and performance in learning English and the research method that is quantitative research method. The gap of this previous study is the situation when the previous study was in covid-19 situation while the current study is in normal situation, the participants of the previous study was second grade students at vocational school while this participants of this current study is tenth grade in senior high school.

2.5 The Hypothesis

The hypothesis in this study is a temporary conjecture formulated based on theoretical studies. This study uses a quantitative approach with a correlational method, so that the hypothesis proposed is in the form of a relationship between variables. The hypothesis proposed is as follows:

1. Alternative hypothesis (H_a) : there is a significant correlation between students' motivation and performance in learning English.
2. Null hypothesis (H_o) : there is no significant correlation between students' motivation and performance in learning English.