

CHAPTER II

LITERATURE REVIEW

This chapter explains theories of the study. It covers the theories of motivation and attitudes in International Program undergraduate students of Private University in Indonesia, the relevance of the study and key term of definition.

2.1 Motivation in Learning English as Foreign Language

Many researchers have defined the definition of motivation, even more, or less have the same understanding. Parsons, *et al* (2001) define motivation as an important competent or factor in the learning process. Learning and motivation have the same important role in order to achieve something. In advance, we gain a new knowledge and skills are by learning. At that point, we pushed and encouraged by motivation to go over and done with the learning process.

One of the most important influence students' success or failure in language learning is motivation (McDonough, 1983). Motivation talks about the effort, desire, and effect related with learning a second/foreign language and seen as important in defining how actively the individual work to acquire language material (Gardner, 1985). According to socio-educational model of Second Language Acquisition context, Gardner *et al* (1983) note that motivation composed by effort, desire and effect. Effort refers to the time spent studying in language and the drive of the learner towards learning English. Desire specifies how much the learner want to be capable to the target language and effect means the learner react emotionally related to language learning.

In Second Language Acquisition (SLA) studies, the two best-known classifications for motivation are called intrinsic/ extrinsic and integrative/instrumental motivation. Intrinsic or extrinsic motivation refers to whether the motivation is more from inside or outside a learner

(Chalak and Kassaian, 2010). Intrinsic motivation refers to learning itself having its own reward (Arnold, 2000). It means the motivation is originated inside a person which no reward except the activity itself in language learning process. Maslow (1970) assumes that intrinsic motivation is noticeably superior to extrinsic because we are motivated to achieve “self-actualization”. Besides, extrinsic motivation refers to a desire to get rewards and avoid the punishment. When the learners have extrinsically motivated behaviors, they carried out to get a reward from outside and beyond themselves.

According to Brown (2000) asserts that studies of motivation of second/foreign language learners often refers to a distinction between two types of motivation namely, instrumental and integrative motivation. As Harmer (1991) cited in Wimolmas (2013) both instrumental and integrative motivation are grouped under the branch of extrinsic motivation. It stressed on external needs to encourage the learners to involve themselves in language learning activity (Arnold, 2000), such as homework and grade or do some activity to satisfy the teachers.

Extrinsic motivation grouped into integrative and instrumental motivation (Harmer, 1991) cited in Wimolmas (2013) Integrative motivation, defines as the desire to be an important member that recognized in the community whom speak use the second or foreign language. It is built upon their interest in second/foreign language learning needs to learn about, to socialize with the people who use it because of their purpose or intention to participate or integrate in the second/foreign language using the same language in that community; but sometimes it involves emotion or affective factors a great deal (Saville-Troike, 2006).

As Gardner (1983, p.203) cited in Al-Tamimi and Shuib (2009) defines instrumental motivation as learners learn a language because of someone or less clearly perceived the usefulness that might have for the learners. On the other hand, integrative motivation is

defined as learners learn a language because the learners wish to recognize themselves with or become integrated into the society of the target language, such as want to know more of the culture and values of the foreign language. Besides, Instrumental motivation comprises the pure practical value concept in learning the second/foreign language which aims to improve learners' opportunities in careers and business to give more prestige and power, accessing scientific and technical information, or just passing a course of their study in school (Saville-Troike, 2006).

Coins by Gardner and Lambert (1972) the terms of integrative motivation to state the language learning for individual growth and cultural improvement, in addition, instrumental motivation in language learning to more prompt or practical goals. The relation of two clashes of instrumental/integrative and intrinsic/extrinsic illustrated by Bailey (1986) as cited in Brown (2007) in the following table:

Table 2. 1 Motivation dichotomies taken from Bailey (1986) as cited in Brown (2007)

| | Intrinsic | Extrinsic |
|---------------------|--|--|
| Integrative | L2 learner wishes to integrate with the L2 culture (e.g., for immigration or marriage) | Someone else wishes the L2 learner to know the L2 for integrative reasons (e.g., Japanese parents send kids to Japanese-language school) |
| instrumental | L2 learner wishes to achieve goals utilizing L2 (e.g., for a career) | External power wants the L2 learner to learn L2 (e.g., corporation sends Japanese businessman to the U.S. for language training) |

Some researchers believe that integrative motivation is essential for successful in second or foreign language learning (Chalak and Kassaian, 2010). One important point to mention is that motivation inconsistently remain to be stable all through the length of learning process

since it is related to emotional and internal processes, as well as external influences that impacts the learners. Besides, time is reflected has an important role to learners' motivation natural.

In the study of Chalak and Kassaian (2010) reported that the need or importance of English as students' main motivating that involved in study. Brown (2000, p.160) cited in Tahaine and Daana (2013) states that it is easy in second language learning to claim that a learner will be successful with the proper motivation. As Wimolmas (2013) stated that one of the most important factors in learning English is motivation, it is beneficial to decide the actual motivational situations of any students group. It gives advantages for their effectiveness and proficiency in language-learning process. As Oxford and Shearin (1984) cited in Chalak and Kassaian (2010), whether studying in a second/foreign language environment, it may influence learners' motivation. In learning English language, motivation can be a great reference of knowledge to imply the relevant programs or activities to more encourage students' motivation in learning process. The adequate motivation will give advantages to the students be more efficient language learners with ultimate language proficiency (Wimolmas, 2013).

As Chalak and Kassaian (2010) previous study states that in English language learning believe that all the desire to learn English is a crucial factor. It is supported by Gardner (2006) that one main components of language learning motivation considered to have great desires for learning the language. This is supported by Al-Tamimi and Shuib (2009) that the importance of motivation in enhancing the second/foreign language is undeniable, because it influences individual levels of success in any activity – especially in language learning – most people would mention motivation among them unconditionally. If the learners have the proper motivation towards learning English language, it claims that the learner will be successful. Gardner and Lambert (1972) suggests that the aim of need in learning a second

language is to be capable to socialize in language learning community or integrative motivation and to be capable to gain a knowledge applied from the learning language or instrumental motivation.

2.2 Attitudes in Learning English as Foreign Language

As Allport (1935) cited in Baker (1992 p.11) defines, “attitude is a mental or neural state of readiness condition which organized by experience, utilize a directive or dynamic affect upon individual’s reaction to all objects and situations with which it is related”. Attitude to language is a construct that defines linguistic behaviour in particular (Al Mamun *et al*, 2012). Chalak and Kassaian (2010) agree that language attitude has an important concept to play a key role in language learning and teaching. Attitude has its main role on learners’ motivation in learning English, because the output of their motivation is based on their attitude.

Gardner (1985) considers attitudes as components of motivation in language learning. According to him, “motivation combined of effort and desire to gain the language learning goals plus a promising attitudes toward language learning”. Also, Gardner (1985) states that attitudes can be classified into many various: a dimension of specificity/generality; in term of their relevance to second language achievement; either educational or social attitudes, attitudes toward learning a second language and attitudes toward learning the second language community. In addition, Al Mamun *et al* (2012) states that people's attitudes are vary in language context, such as attitude to the variation of language; attitude to the minority and dominant of language; attitude to second and foreign language; attitude to some specific languages, etc.

Fasold (1984) claims that the attitudes in speech community members reflected by their attitude to a language. As Baker (1992) states that whatsoever the attitudes' nature, it has two components: instrumental attitude refers to show the attitude to a particular language for self-achievement and recognition, on the other hand integrative attitude refers to be recognized in

its desired community. However, the component of attitudes is not necessarily opposite, rather complementary each other. In fact, that person may be motivated by both components in different strength. Learners' attitude has a big impact on their motivation in learning English, vice versa. Attitude towards some languages could be either negative or positive, despite some learners may have negative attitude towards their target language, in other side some learners want to learn it purposes to dominate over people in its community.

Generally, positive attitude reinforces the motivation. An important concept that is learners' attitudes in language learning and teaching which it has a main role in it. A community could help learners' attitude and motivation in language learning as De Bot, Lowi and Verspoor (2005) claims that a high motivation and a positive attitude towards a second language and its community help second language learning agreeing by all the teachers' learner and the researchers.

The global findings show that to success in second language learning associated by the positive attitudes and motivation (Gardner, 1985). As Al Mamun *et al* (2012) found that the different attitude studies state that attitudes vary from favorably to unfavorably or vice-versa in language learning and acquisition, choice and use of language in different domains and thus, surveys of attitudes provide social indicators of changing beliefs about language and the chances of success in language policy implementation. Attitude has been studied from various perspectives with reference to a number of languages in a variety of settings such as attitude towards mother tongue; attitude towards a second or foreign language; attitude towards national language; attitude towards varieties of languages; attitude towards language in education policy; relationship between attitudes and motivation; the relationship between attitudes and learning strategies; the relationship between attitudes and level of achievement and so on.

2.3 Theoretical Framework

In general, the main topic of this research is to identify what are the students' motivation level and their attitudes towards learning English as a foreign language. The researcher used survey method to reach the data and the research conduct on the International Program undergraduate students of Private University in Indonesia. This study applied the definition of motivation that according to Gardner (1985), and the definition of attitude according to Allport (1935) cited in Baker (1992, p.11). Researcher uses a questionnaire adopted from Chalak and Kassaian (2010) that adapted from Gardner (2004) of Attitude/Motivation Test Battery (AMTB).

The theoretical framework of this research can be illustrated in the following diagram:

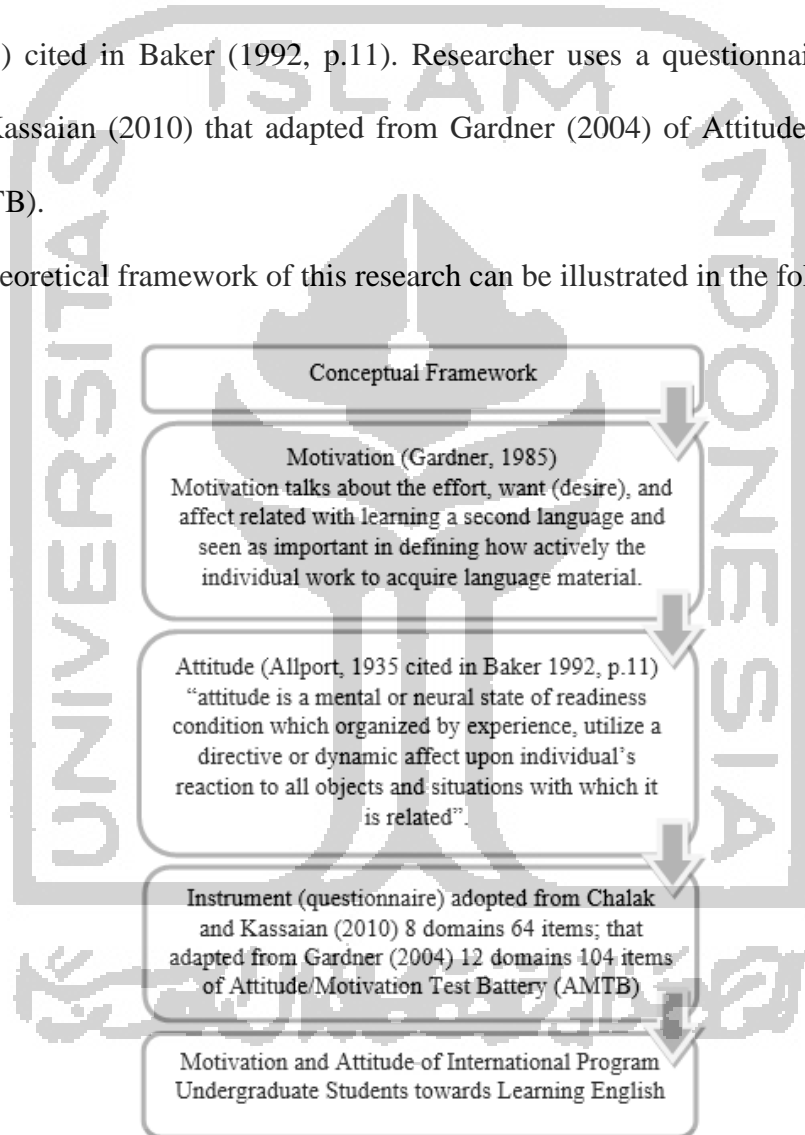


Figure 2. 1 Theoretical Framework

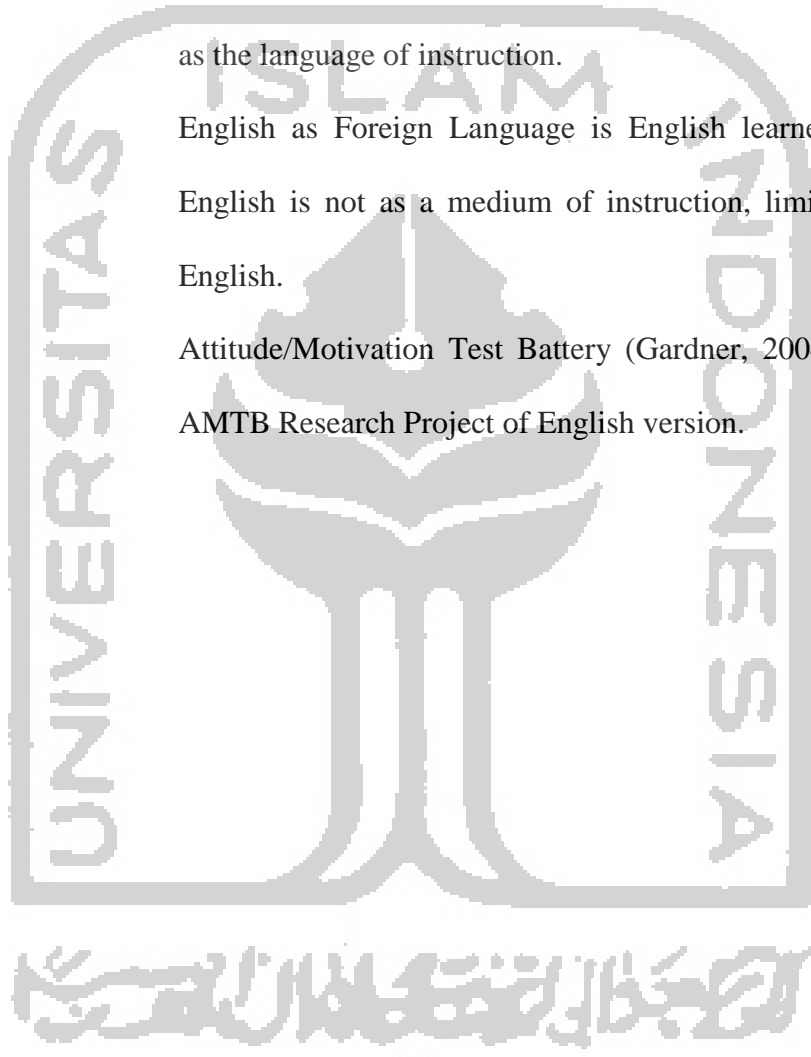
2.4 Definition of Key Terms

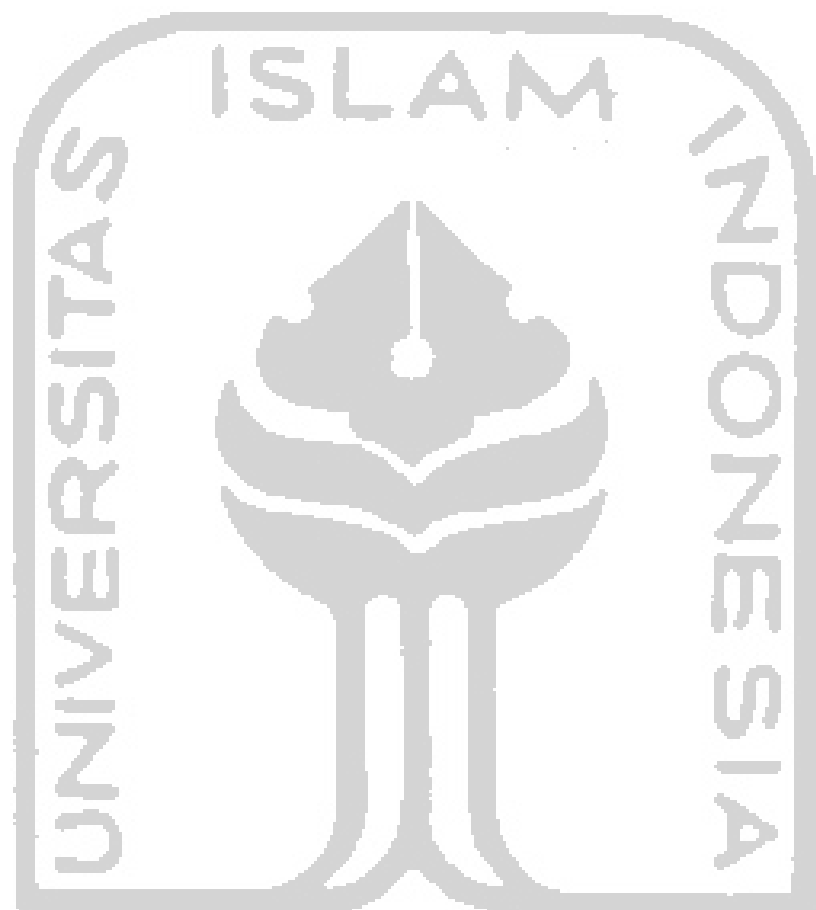
In discussing this title, the researcher finds several terms that need further explanation as clearly as possible to avoid misunderstanding in this research study.

IP International Program (IP) is an international class consists several undergraduate study programs at the Private University in Indonesia which uses a foreign languages (English and/or Arabic) as the language of instruction.

EFL English as Foreign Language is English learned as a subject, English is not as a medium of instruction, limited exposure to English.

AMTB Attitude/Motivation Test Battery (Gardner, 2004). International AMTB Research Project of English version.





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