

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

The content in this chapter is divided into 2 major parts. The first part is concerned with motivation in learning a second language. The second part focuses on the review of related studies that have been conducted.

#### **2.1 DEFINITION AND TYPE OF MOTIVATION**

Motivation that students have is one of the most important factors which results in their successful learning (Hedge, 2000). According to Harmer (1991) motivation is an internal drive that encourages somebody to pursue a course of action. Huitt (2001) defines that motivation is an internal state or condition that activates behavior and gives it direction or a desire or want that energizes and directs goal-oriented behavior.

As cited in Masgoret and Gardner (2003), Heckhausen states that motivation refers to goal-directed behavior. This means that there are a number of features that cause a person to react in a certain way such as certain goals, desires, reinforcement from success and disappointment from failure. Moreover, Woolfolk (1995) states that motivation is an internal state that arouses, directs and maintains behavior and causes a person to act in a particular way.

#### **2.2 TYPES OF MOTIVATION**

According to Harmer (1991) motivation is an internal drive that encourages somebody to pursue a course of action. It can be categorized as intrinsic motivation and extrinsic motivation. It also has been suggested that there are two sub-categories of extrinsic motivation which are integrative motivation and instrumental motivation.

##### **2.2.1 Intrinsic Motivation**

Intrinsic motivation is concerned with the factors that take place inside the classroom. There are many factors that affect intrinsic motivation such as physical condition, method, the teacher and success. Ellis (1997) states that, an intrinsic motivation is the classroom environment which is related to the learning process.

For example, the teacher is one of many important factors that can decrease or increase this type of motivation. A study which was conducted by Girard. (as cited in Cook, 1991), shows that the qualities of teachers are essential to provide intrinsic motivation, such as the abilities to make classrooms enjoyable and interesting. Teachers should have good pronunciation and be able to explain the subjects clearly, show the same interest in all students, get all the students involved in the learning task.

### 2.2.2 Extrinsic Motivation

Extrinsic motivation is concerned with factors outside the classroom. Some students study a language because they have an idea of something or a particular goal which they wish to achieve. It has been suggested that there are two main types of extrinsic motivation which are integrative motivation and instrumental motivation (Harmer, 1991, p. 4).

### 2.2.3 Integrative Motivation

Integrative motivation refers to the students who are motivated to learn the second language, have openness to identification with the other language community and have favorable attitudes towards the language situation (Masgoret & Gardner, 2003). Integrative motivation is typical of someone who wishes to integrate himself or herself within the culture of the second language group, and who approaches language study with the intention of entering that community (Brown, 1987).

Furthermore, Ellis (1988) mentions that integrative motivation is when learners choose to learn a second language because they are interested in the culture and people that represent the target language group. It is also a desire to learn in order to communicate with people in the target language such as when someone becomes a new resident in a community that uses the target language in everyday communication, so integrative motivation is a key component that will help the learner develop a level of proficiency in the target language.

### 2.2.4 Instrumental Motivation

Ellis (1997) mentions that instrumental motivation is a type of motivation that students have when they learn a second language because of some functional reasons such as to get a better job, position or status, to get a place at university, or they are motivated to learn because the target language is a compulsory subject in the school

curriculum. Brown (1987) points out that learners will be motivated if they see language learning as being beneficial to further their career, give them the ability to read technical materials or to translate. Harmer (1991) states that students who are instrumentally motivated believe that mastery of the target language will be instrumental in getting them a better job, position or status. The language is an instrument in their attainment of such a goal.

### **2.3 THE IMPORTANCE OF MOTIVATION IN LEARNING**

Motivation has a strong effect on the learning process and the students. Hawley mentions in Yelon and Weinstien (1977) that motivated students are likely to learn more and learn more quickly than students who are less motivated. In a particular learning situation, the students who are less motivated are likely to lose their attention, misbehave and cause discipline problems. On the other hand, the students who are more highly motivated will participate actively and pay more attention to a certain learning task or activity.

Achievement in language study is correlated with motivation which is influenced by learners' positive attitudes towards the learning situation and the target culture and people, as cited in Gardner (1960). Ellis mentions that we need to explore more fully the factors that are involved in motivating students to perform tasks well, because this is something that teachers can control, as cited in Hedge (2000).

### **2.4 ATTITUDES AND MOTIVATION IN SECOND LANGUAGE LEARNING**

There have been a number of studies on how attitudes and motivation result in the success in second language learning. Gardner states that the overall findings show that positive attitudes towards a second language learning and target culture and motivation are related to success in second language learning, ( Lightbown & Spada, 1993).

Lightbown and Spada (1993, p. 33) state that motivation in second language learning can be defined into two factors, which are learners' communicative needs and their attitudes towards the second language community. Learners perceive the communicative value of the second language, such as they need to be able to speak

the second language in a variety of social situations or to fulfill professional ambitions. Therefore, they will be motivated to acquire the English proficiency. (p.33)

Furthermore, if learners have favorable attitudes towards the target culture and speakers of the language or English communities, they will be motivated or willing to learn the target language and desire more contact with them. Hedge (2000) states that there are many reasons that encourage learners to learn English. For example Rufino's students want to be able to comfortably communicate with European people, or adult learners who return to study may regard learning as a hobby. Moreover, an educated person who might choose to learn a second language because of his or her special interest.

In another study, a group of twenty Japanese students, at the beginning of intensive English language instruction at a UK university, were asked to give four major factors of motivation for learning English. The finding revealed that there were different kinds of motivation for learning English: they needed the English language as an instrument to achieve other purposes such as doing a job effectively or studying successfully at an English-speaking instruction, or they wish to integrate themselves into the activities or culture of the target group of people.

These findings could be a very useful perspective for the teacher to take into consideration, when we know what aspects of motivation can be changed and be focused on in order to create successful experience or learning situation. Ellis (1988) mentions that we need to explore more fully the factors that are involved in motivating students to do tasks or learn because this is something over which an English teacher has some control, as cited in Hedge (2000).

Lightbown and Spada (1993) and Schneider (2001) mention that the relationship between motivation and success in second language learning is that the more students succeed, the more they are motivated to learn. Therefore, classroom teachers should develop motivation and positive attitudes towards learning situations or the target culture by making a classroom environment where students can experience success.

## 2.5 RELEVANT RESEARCH

One of the best-known studies of motivation in second language learning was carried out by Robert Gardner and Wallace Lambert (1960). Over 12 years they studied foreign language learners in Canada, some parts of the United States and the Philippines, in order to find out how integrative and instrumental motivation affects language learning. They found that integrative motivation generally resulted in getting higher scores on proficiency tests, (Brown, 1987). They also found that achievement in language study was correlated with motivation and attitudes, with students who were integratively motivated also having positive attitudes towards learning French.

Moreover, Gardner (1960) also found that integrative motivation was a more powerful predictor of linguistic achievement because it was consistently correlated with L2 linguistic achievement. His framework was also based on the study of French in English-speaking high school students.

On the other hand, there was a study conducted with Japanese students in Japan which proposed that Japanese students are instrumentally motivated with instrumental goals, especially passing the entrance examination or meeting the university requirements, more important than integrative goals (Norris-Hot, 2001).

Furthermore, Lukmani conducted a study in India and showed that Indian students in the Marathi-speaking school who learned English were the ones with an instrumental motivation who scored higher than those with an integrative motivation on a test of English proficiency, (Larsen-Freeman and Long, 1991).

In addition, a study focused on the relationship between integrative and instrumental motivation and L2 achievement among Chinese L2 learners in Hong Kong showed that Chinese students in Hong Kong tended to be more instrumentally motivated and had instrumental goals such as passing the exam and getting a good future job or meeting more English or American people (Wu, 2004).

Another study which is similar to the Japanese and Indian research was carried out with Thai students. It revealed that Thai students tended to be more instrumentally motivated with the aims of passing the examination and obtaining a better job (Prapphal, 1981).

In summary, both types of motivation: integrative and instrumental motives seem to play a role in linguistic achievement in second language learners. From the studies, it seems that different nationalities seem to have different types of motivation or goals of learning English.