**CHAPTER II**

**REVIEW OF RELATED LIRETATURE**

In this chapter, the researcher would like to review some theories that are relevant with the problem of the research. Thus, the researcher is going to define about the nature of motivation, the teacher’s motivation strategies and the student’s learning English attitude of the fifth class (10-12 years old).

1. The Nature of Motivation
2. Definition of Motivation

Education is important factor in our life, because by conducting education the students know everything through teaching and learning process and can be the best human resources. Formal education institute (school) gives more contribution on effort to increase children intelligence and improve the student’s potential and also to transfer benefit sciences for the students need. School has big responsibility for the student’s successful learning. To reach successful on teaching learning process needed one important factor, it is “motivation”.

Before the researcher discusses more about motivation, first of all look at the definition of motivation according to some experts, as follow:

1. Definition motivation from language aspect

According to Echols and Shadily (1976: 386) the meaning of motivation are reason, stimulate and motivation. The meaning motivation taken from Roman word is “movers” that has meaning movement.

1. Definitions motivation based on terminology aspect
2. According to Donald (in Sardiman, 2007: 73), motivation is change energy on someone or individual that signed by “feeling” and formerly reaction toward the purpose.

From the statement above, the researcher concludes that motivation is beginning with change energy on every individual, signed by “feeling” and stimulate because of the purpose.

1. According to Hilgard and Russell, motivation is the evidence seems rather clear too that motivation is not something applied apart from the learning situation but is an intrinsic part of it (Indayati, 2008: 59-60).

It means that motivation must be provides that it can’t be separated on teaching learning process.

1. According to Dornyei (2001; 2), motivation is related to one of the most basic aspects of the human mind, and most the teacher and researcher will agree that it has a very important role in determining success or failure in any learning situation.

From the statement above the researcher concludes that motivation is an important factor on giving contribution to support or stimulate the students on success or failure on learning process.

1. According to Printich and Schunk (1996), motivation is individual process to give direction on activities to the purpose of study (Wahyuni, 2009: 13).

It can be concluded that stimulation needed by individuals to do activity in their life. So, both stimulus and motivation bring influences to them.

1. According to Suryabrata (2004: 70), motivation is individual condition to do certainty activities to acquire the purpose.

In other word, motivation is using to stimulate individual to do a certainty activities that appropriate with the purpose. Motivation is giving more energy to do activities.

1. According to Williams and Burden (1997: 120), Motivation is a “state of cognitive arousal” which provokes a “decision to act”, so a result of which there is “sustained intellectual and or physical effort” so that the person can achieve some “previously set goal”.

In other words, the strength of motivation is to bring arousal of individuals to decide the act and the result is sustained intellectual, so the individuals can achieve their goal.

1. According to Margan ( in Indayati, 2008: 60), motivation shows by three aspects, as follows:
2. Motivating state: are individual conditions that stimulate toward their behavior.
3. Motivate behavior: is behavior that stimulate by motivating state.
4. Goals and ends of such behavior: the goals and desire of individual’s behavior.

In other word, motivating state brings influence toward individual behavior. For example: the students want to have good attitude. Motivate behavior is condition that influences toward individuals behavior. For example: because the students want to have good attitude, they are attention toward the English teacher explanation. Whereas the goals and ends of such behavior is conscious purpose or desire on individuals. In this research, the teacher is supposed as an extrinsic motivation, whereas the students consider as an intrinsic motivation.

1. Functions of Motivation

All of the students study hard at home because they get examination for tomorrow morning. The background of activity above is motivation. Motivation stimulates the students to study hard and giving attention toward the teacher explanation in order to have good attitude on learning activities. Motivation is an essential condition of learning. High or low motivation is able to influence on learning attitudes and outcomes.

Related to the activity above, Sardiman (2007: 85) explains about the functions of motivation as follows:

1. Stimulate the students to do activity.

Motivation is released to movement energy. In this research, motivation is used as a stimulus for every activity.

1. Establish with the actions.

Motivation is giving direction toward what who wants to gain. Thus motivation gives direction on activity that as appropriate with the goal.

1. Selection the action

There is determining with activities to do and increase the students purpose to leave disadvantages activities. The students who will get examination, they will study hard, they are never exhausted spend time to play card, football, reading comic or magazine, because all of them are not suitable with their purpose. Certainly, they want to pass examination.

It can be concluded that, effort seriously, particularly, appropriate with the purpose and also based on motivation becoming the students pass examination. The functions of motivation make students become active and they have real purposes in their activity.

Based on Furyartanto (2000) (In Wahyuni, 2009: 15-16), functions of motivation as follows:

1. Motivations directed and arrange human behavior.

Motivations are associated as a guide, direction and determination with the aim, so human behavior that are getting motivate will movement to specific purpose. The behavior itself has purpose, diligence and perseverance.

1. Motivation as a behavior selection.

With motivation, individual behavior has specific purpose that chosen by individual itself. For example: the students who want to pass on examination, he or she will concentrate to choose good strategies to reach her or his purpose.

1. Motivation give energy and arrest individual behavior

Motivation is as a reason action, it means that motivation becoming power or stimulate an individual’s actions. Psychological energy on individuals depends on big or small motivation that individuals have. If the students have big motivation, they will have more energy, the other way if the students have low motivation, they will have little energy.

The researcher can conclude that function of motivation influences on individuals attitude and behavior. The function of motivation give direction and arrange (motivation is guide individuals to actions), to select (motivation is becoming individuals behavior has specific purpose) and give energy to individuals behavior (big or little energy on individuals depend on motivation).

1. Kinds of Motivation

Motivation is taken from “motive” it means power of individual that influences individual to do some activities or actions in her or his life.

1. According to McClelland (in Uno, 2010: 9), a motive is the red integration by cue of a change on an affective situation.

In other word, motivation is implication from red integration and changing on an affective situation. The cue of a change appears on different affective and effort to reach.

1. According to Uno ( 2010: 3), motive is classified into three kinds, they are :
2. Motive of biogenetic

Is motive comes from organ necessity to life continuation such as hungry, thirsty, take arrest, and study need to activity.

1. Motive of sociogenetic

Is a motive that come from environment where the individual live. This motive does not to expand by itself but influences by culture environment where individual live. For example: desire to study English, want to get good achievement.

1. Motive of theologies

In this motive human is a devout creature, so they have interacted between human and God. For example: praying every day. In this case, their wish is to serve toward the God to realization some norm that accordance with the religion.

It can be concluded that three kinds of motive above bring influences toward individual activity and purpose of activity. Each motive gives different influences.

According to Frandsen (in Sardiman, 2007: 87), there are three kinds of motive as follows: cognitive motivation, self-expression and self-enhancement.

1. Cognitive motivation: this motive concern with individual satisfied and usually is form process and product way of thinking.
2. Self-expression: self-expression is part of human behavior. The important aspect in self-expression is not only to know about why and how something happened, but also must be able to create interesting creation. To fulfill self-expression needs creativity and imagination. So, in this part someone has desire and actualization.
3. Self enhancement: passing on the self actualization and development competition will increase progressing on self individual. Everyone wants to have self-progressing in their life. On learning process can created healthy competence situation for the students. It means that, the three kinds of motivation above gives explanation about cognitive motivation is motive that can be form process of thinking, self-expression is part of human behavior. To fulfill the self-expression, the individual must have creativity and imagination. Then, self enhancement on learning process can be form competence.

According to Morgan (in Indayati, 2008: 60), motivation is presented by three aspects, as follows:

1. Motivating state: are individual’s conditions that give stimulus toward their behavior.
2. Motivated behavior: are behaviors that are stimulated by motivating state.
3. Goals and ends of such behavior: the goals and desire of individual’s behavior.

In other word, motivating state influences toward individuals behavior. That give stimulate on motivating state are all of conditions as like things, events and person. For example: teacher explanation, teacher method on teaching learning, teacher evaluation and giving score. Motivated behavior is condition that influences toward individuals behavior. For example: because the students want to know more about the materials, they are studying seriously and immediately and students satisfy on getting good score (the efforts are success). Whereas the goals and ends of such behavior is conscious purpose or desire on individuals. In this research, the teacher is considered as an extrinsic motivation, whereas the students are supposed as an intrinsic motivation.

1. Sources of Motivation
2. Sardiman (2007: 89-91) explains about sources of motivation.

Sources of motivation are defined into two sources, follow as:

1. Intrinsic motivation

Motivation comes from within the individual. An intrinsic motivation is inherent motivation on learning situations and meets pupil-needs and purpose. For example: someone who likes to read comic or book, it does not need to stimulate his or him will hunt or search book or comic to read.

1. Extrinsic motivation

Extrinsic motivation will be active and has functioned if it is stimulated from outside, such as: someone studies hard because he or she will hold examination for tomorrow morning. They hope to get good score from her of his examination and get praise from her or his teacher. The important aspect in this motivation is not to get new knowledge but just want to get praise or present from her or his teacher.

1. Wahyuni (2009: 25-30) explains that:
2. Intrinsic motivation

It is a motivation on oneself individual becomes important phenomena on education program, not only for students but also for teachers, lectures and all of members on education institute.

Browster and Fager (2000) (ibid…28-29) find some students characteristics using intrinsic motivation, as follows:

1. The students will show up good score (Dev,1997,Skinner & Belmont,1991)
2. The students are easy to adapt toward school environment (Skinner and Belmont, 1991)
3. The students use strategies to understand and process to get information (Lumsden, 1994)
4. The students use their logical to assemble information (dev,1997)
5. The students have more confident toward their ability on accepting and studying new material.
6. The students have more enthusiasm and desire to continue their education (Khon, 1993)
7. Extrinsic motivation

It relates to activity to get result because of outside factor of individual. For example: the student does homework because he or she is afraid of gets punishment from her or his parents. It means that the student does homework to avoid punishment.

1. Harmer gives addition about extrinsic motivation.

Extrinsic motivation is the result of outside factors. For example: need to pass an exam and the hope to financial reward. Harmer also classifies external sources of motivation, they are:

1. The goal: one of the strongest outside sources of motivation is the goal which the students perceive themselves to be learning.
2. The society we live in: the students will bring their attitudes from the society they live in, whether these attitudes are thoroughly positive or somewhat negative.
3. The people around us: in addition to the culture of the world around them, the students’ attitudes to learning will be greatly influenced by the people who are close to them. The attitudes of parents and teachers will be crucial.
4. Curiosity: the teacher should underestimate the student’s natural curiosity. At the beginning semester, most students have at least a mild interest in who their new teacher is and what it will be like to be in his or her lesson.
5. Uno, (2010: 4) classifies some ways to provoke extrinsic motivation, as follows:
6. The teacher uses some methods on teaching learning.
7. The teacher is willing to spend their time to help and give direction for their students.
8. The teacher must have more authority and knowledge about materials that want to transfer to their students.
9. The teacher must have feeling in love and dedication toward his profession as a teacher.

It can be concluded that, the teachers hold important role on teaching process. All of those characteristics above must be had by the teachers to give stimulation to the students and as dedication toward their profession.

From several explanations about the sources of motivation, the researcher can take conclusion that, sources consist of two elements, as follows:

1. Intrinsic motivation

Intrinsic motivation comes from the individual inside which does not come from outside. This motivation as a natural motivation or real motivation, that can be created because of any support from individual inside to acquire the activity purpose. Intrinsic motivation is as motivation that can influence toward the student’s activity on teaching learning process. For example: the students want to get good attitude, the student’s curiosity toward new knowledge. Intrinsic motivation will influence toward the students attitude. The student’s attitude are: the students will show up good score, the students are easy to adapt toward the school environment, the students use strategies to understand material and to get information, the students have more enthusiasm and desire to continue their education.

Intrinsic motivation is stronger rather than extrinsic motivation. Because of it, education does effort to provoke an intrinsic motivation with improving the students interested in favorite subject. For example, the teacher gives information about main objective on beginning learning process, so the success on learning can be reached.

1. Extrinsic motivation

Extrinsic motivation will be active and has function to stimulate from outside. If extrinsic motivation connected with this research, the researcher will know that motivation on students learning is according with the teacher’s motivation strategies. In teaching learning process, motivation has important function, because through motivation the students can improve their curiosity, initiative and also take care toward their attitude.

To increase extrinsic motivation for the students, the teacher must be throw away negative suggestion toward their students. some ways that can be done by the teacher is: the teacher uses some methods on teaching learning, the teacher is willing to spend their time to help and give direction for the students, the teacher must have more authority and knowledge about materials that want to transfer to the students, the teacher must have feeling in love and dedication toward his profession as a teacher.

Remembering how the importance of motivation on teaching learning process, as a teacher must increase learning motivation through suitable ways.

From Harmer explanation, external sources of motivation is classified into four sources, they are:

1. The goal: the students purpose to do learning activity. The students perceive themselves to be learning.
2. The society who’s live in: the society where the students live will bring influences toward the students’ attitude, whether these attitudes are thoroughly positive or negative.
3. The people around us: the attitude of the parents and teachers will be crucial for the students. Especially for the teacher, the teacher’s attitude will be greatly influenced toward the student’s attitude.
4. Curiosity: as a teacher must give more attention toward the student’s curiosity. The teacher should not underestimate the student’s natural curiosity.

Extrinsic motivation are good and important aspect on teaching learning process, because the students condition can be fluctuate and maybe the students aren’t interesting toward learning process, so the students need extrinsic motivation from their teacher.

1. The Teacher’s Motivation Strategies

According to Saukah (1984: 34), teacher is a highly respected member of society who has a fine command of language and a thorough knowledge of his subject.

In other words, as a good teacher must be enthusiasm for learning carries over the students. The teacher must be willing to spend many hours at home and school. At home the teacher must plan his lesson and correct paper. Meanwhile at school the teacher must handle classroom routines, create fun situation and stimulate students to be active and enthusiasm on teaching learning process.

Based on UURI No. 14/2005 about Teacher and Lecturer (2006: 2).

“*Teacher is educator professional that have duties to educate, to teach, to guide, to direct, to practice and to evaluate students in the formal education, base education and secondary education*”.

It can be concluded that, the teacher as a professional educator has meaning that the teacher’s task just can be done by someone who has academic qualification, competences, and educator certificate and determine with requires for arranging education. The teacher profession has important duty to increase and improve student’s ability and skill. The teachers also must be willing to accompany their students on teaching learning process. Besides it, as a teacher must have academic qualification, competence, educator certificate, good gesture and mind that accordance with UURI No. 14/2005 about the Teacher and Lecturer.

“*Teacher must have academic qualification, competence, educator certificate, sound of body and mind and has ability to realize the purpose of national education*. *Academic qualification is getting from title of degree similar to the Bachelor’s. Educator certificate is giving to the teacher if he or she has best quality on education. Teacher competence consist of pedagogic, personality, sociality and professional”* (ibid…8-9).

The researcher can conclude that, academic qualification is got by the teachers from title of degree similar to the Bachelor’s. Educator certificate is given to the teachers if they have best quality on education program. Teacher competences consist of pedagogic, personality, sociality and professional.

Pedagogic competence is teacher ability to manage teaching learning process. For example: teachers able to create learning situation determine with students condition. In personality competence is as teachers must have good and interest personality, good character, skillful, authority and as an example for their students. For example: teacher’s personality on words, attitudes and appearance (clothes and make up).

Professional competence is teacher’s ability to know and understand about lesson materials. If the teacher has more mastery toward the material, it makes easier to explain and transfer knowledge to their children. Material authority is important aspect on teaching process. Example: if the teacher wants to teach about present continuous tense, he or she must understand about explanation of present continuous tense, formula, time signals, verb and example sentences. Social competence is teacher’s ability to conduct communication and interact with their students, effectively for other teacher, person must be responsible for a pupil and society. Social competence gives advantages for the teacher such as to know the students need, to get information about education, students developmental and to know social condition.

In this research, the teacher is as an extrinsic motivator. Teacher’s motivation is important factor to motivate student to be active, become more enthusiasm and to get good achievement on learning activity. Each teacher has different efforts to reach successful learning.

1. Brophy (in Uno, 2010: 8), explains some list of motivation strategy that used by the teacher to give stimulus to the students to be active and productive on learning process, as follows:
2. Interrelated toward environment condition (it consists of sportive environment, difficult condition and good learning condition)
3. The wish to success (it consists of successful program, the purpose of teaching, remedial, rewards, positive competition and result of study).

In other words, every student has wishes to have good learning attitude. Environment brings influences toward student’s attitude to learn, so the teacher must give more attention and always accompany their students on learning in the classroom.

Not all of students have big motivation on learning process. Some of them also aren’t interest, they do usually not pay attention during learning process, don’t have interest to study, the students never doing monitoring toward understanding material and usually ignore to reach learning purpose.

1. Blumenfeld, 1992 (in Wahyuni, 2009: 39-40) explains, a teacher has three important order to motivate students, as follows:
2. The teacher ask the students to be active on teaching learning process in the classroom (teacher is creating learning motivation condition).
3. The teacher makes plan for long term program to improve student’s personality (the students are able to educate themselves for long time).
4. The teacher stimulates the students to have ideas toward what they want to learn.

It can be concluded that, the students become active on teaching learning process in the classroom can be done by the teacher using discussion, making group working, asking and answering question, playing games and singing a songs. It is needs plan for long term program to improve the student’s personality to acquire the student’s personality. Whereas, to stimulate the students to have ideas toward what they want to learn is the teacher wants the students to be able to create new ideas or have opinion about learning material.

The teaching learning process can be successful if the teacher can stimulate the student’s activities and giving motivate on learning process. There are some ways to create motivation on teaching learning process.

1. According to Sardiman (2007: 93), explain about some ways to create motivation on teaching learning process at school, as follows:
2. Giving number or score

Number or score is symbol of learning value that given by the teacher as a result of study. The student’s purpose of study is just to get good value. Usually, they take note of daily examination and rapport. Good number or score as a strong motivation for the student, but other the students give their attention just to be promoted at school. All of score above is not significant for learning outcomes. So, the teacher must have some ways to give number or value toward the students. For example: the teacher does not only give cognitive score but also give score for the student’s affective and psychometric. It becomes the students to study hard every day.

1. Giving reward

Reward is called as a motivation, but not all of students are interested toward it. It can be seen on this example: the teacher will give reward for good pictures, probably some of them are not interested on getting reward because they don’t have talent to draw good picture. To remember for the teacher don’t often gives reward for the students because they will depend on reward.

1. Giving competition

Competition can be used as motivation instrument to stimulate the students on learning. Individual or group of competition can increase the student’s attitude on learning English. Competition is a good way to make students active and enthusiasm on learning activity.

1. Ego-involvement

Ego-involvement is the way to make students awareness toward important duty that they get as a challenge, so they are hard working and entrust self-esteem as motivation. Someone does effort to reach good learning in order to keep having on self-esteem. Success in the task is symbol of proud and self-esteem.

1. Giving examination

The students will study hard if they know that the teacher will be held exam for tomorrow. Examination is used by the teacher to acquire the students understanding about the material. The teacher can give examination every finishing one chapter or after finishing some chapters. Giving too much exam (every day) makes the students bored.

1. Giving praise

The praise is positive reinforcement given by the teacher to the students. The praise can be given by the teacher if their students are able to finish or unsuccessful on doing the task. The praise can be concrete with a comment to their students using some good word such as: good, very good, excellent, thank you, and good job. Those words make students respect toward their effort.

1. Giving punishment

Punishment is negative reinforcement for the students, but if it is given in effective situation becomes motivation. Because of it, the teacher must know about some principles on giving punishment.

1. Interest (desire)

Motivation has important relation toward interest (desire). Both of them give influences toward learning process. Learning process run well because interest. Interest can improve the student’s motivation such as: connection with the past experience and give opportunity to get better result.

1. Significant purpose

Formulation of the purpose that possessed by all of the students becomes important motivation. Understanding toward the purposes that want to be reached, gives benefit and advantages to provoke the students to study. Learning purpose is reference to increase and improve teaching learning process by the teacher. By using systematic purpose, the successful on learning process can be reached easily.

From the statement above, it can be concluded that the teacher has big responsibility to success on teaching learning process. Beside that, as a teacher must be able to create conducive situation, interesting learning that can motivate the students, so the student feel comfort to study.

To motivate the students on teaching learning process, the teacher can use some ways, such as: giving number or score to the students who success or failure in the task, giving reward to the students who have good picture for example, giving competition (the teacher can make competition on group or individual), ego involvement is one way to give consciousness toward important duty, giving examination is use by the teacher to measure the students ability on understanding materials, giving praise is given by the teacher for active or passive the students using some good word such as: good, very good, excellent and thank you, giving punishment is negative reinforcement, interest (desire) has important relation toward motivation, significant purpose is purpose that possessed by all of students to provoke study.

1. The Nature of Learning
2. Definition of learning
3. According to Thorndike (in Uno, 2010:11), learning is process interaction between stimulus (ideas, feeling and movement) and response (ideas, feeling and movement).

It means that if the teacher gives direction toward the students to do some activities can be called “stimulus” and if the students use their ideas to do activity which constituted as “response”. The result of this activity can be seen directly.

1. Based on Hilgard (in Indayati, 2008: 9), learning is the process by which an activity originates or is changed thorough procedure (whether in the laboratory or in the environment) as distinguished from change by factors attributable to learning.

This definition explains the changes on learning activity are passed by practicing and experiencing deliberately. It also changes the progress and it is not called as learning outcome.

1. Cronbach (1954: 47) (in Suryabrata, 2004: 231), states that learning is shown by a change in behavior as a result of experience.
2. Geoch explains, learning is change in performance as a result of practice.
3. Spears gives limited on learning. Learning is to observe, to read, to imitate, to try something themselves, to listen and follow direction (Sardiman, 2007: 20).

From the statements above, it can be concluded that learning constitutes on behavior changes or appearance with combination activities, such as: reading, listening, imitating and others. Learning will be better if subjects of learning related with the experience by themselves.

1. Driscoll (in Uno, 2010:15), explains two important aspects on learning, as follows:
2. Learning is change permanent on individual.
3. Learning outcomes appear on students it and caused of students interaction with environment.

From the statement above both motivation and learning are important factors for students. Learning make students know and understand about new knowledge, sciences and motivation give stimulates and directions to the student learning.

1. The Student’s Attitude Of The Fifth Class

Every student has different attitude in their life. Attitude is the action that shown by the individuals on their life. Attitude is influenced by heredities and the student’s environment. The students that has good environment will make them have good behavior, emotion and personality. Meanwhile the students who live in bad and over protective environment will feel depressed and has bad attitude.

1. According to Yusuf (2010: 25), generally, the students on age 10-12 years old have interesting attitude, as follows :
2. They are attention toward real life.
3. They think realistic, curiosity and want to learn.
4. They interest to choose favorite lesson.
5. Until 11 years old, the students need teacher or adult to help them to finish and fulfill their duty.
6. The students take care of their score to measure their achievement.
7. Make little group on game (usually they make own role not bound with traditional role).

It means that, each developmental period has different attitude on individuals. The students on age 10-12 will have different attitude with the students under 10-12 years old. The students on age 10-12 years old have real opinion toward their life and more curiosity toward learning. They are beginning to think like an adult. They make relation with other people, they chose favorite lesson, they make little group and own role in their game.

1. According to Desmita (2009: 35) students on 10-12 years old have some attitude, as follows:
2. The students still like to play
3. They are easy to express their feeling
4. They like to work together
5. The students like doing something spontaneously

It can be concluded that the students in every developmental period has different attitude, so as a teachers must be able to improve their teaching method and create comfort learning situation to make the students active and interested in learning process in the classroom. The students like to play (the teacher in teaching learning process must include simple game that consider with the suitable material, so the students will be fun and easy to receive knowledge), the students like to work together (in this level the students like if their teacher ask them to discuss or work together with their friends to finish their task such as: make a short dialogue, discussing about holiday, make poem etc), the students likes doing something directly (the teacher must give opportunity to the students to vote about their idea, desire and opinion about something).