

CHAPTER 2

REVIEW OF RELATED LITERATURE

The literature on motivation topic is vast. Although there are numerous theoretical explanations of motivation, the writer gives some definition of motivation. Motivation is divided into two types; there are intrinsic motivation and extrinsic motivation. There are six standards of motivation that is also going to be described in this chapter.

1.1 Definition of Motivation

The writer uses definitions from different sources:

- A According to Motivation and Learning, by Rogers, S., Ludington, J., and Graham, S. (1999, p. 2) “Motivation is an internal feeling – It’s the drive that someone has to do something”.
- B According to Elliot, N. S., Kratochwill, R. T., Littlefield, J., & Travers, F. J. (1999, p. 330) “Motivation arouses, sustains, directs and integrated behavior”.
- C Motivation according to Santrock, W. J. (2006, p. 451) “Motivation is defined as the processes that energize, direct and sustain behavior”.

From some definition above, the writer describes motivation like this, if you have a car with full tank of gas, a well-tuned engine, and good set of tires, sound and CD system, with a nice polished exterior. This car has incredible potential. However, until a driver sits behind and puts the key in the ignition, the car does not function. So, the key is motivation.

2.2. Intrinsic and Extrinsic motivation

Motivation is divided into two types: there are intrinsic motivation and Extrinsic motivation.

2.2.1 Intrinsic motivation

Aronson, E., Wilson, D. T., & Akert, M. R. (2007, p. 140) state that Intrinsic Motivation – the desire to engage in an activity because they enjoy it or find it interesting, not because external rewards or pressures.

Students who are intrinsically motivated may engage in an activity because It gives them pleasure, helps them develop a skill they think is important. Intrinsic motivation involves the internal motivation to do something for its own sake.

2.2.2 Extrinsic Motivation

According to Aronson, E., Wilson, D. T., & Akert, M. R. (2007, p. 140) Extrinsic motivation is the desire to engage in an activity because of external rewards or pressures, not because you enjoy the task to find it interesting.

Similarly, Santrock, W. J. (2006, p. 418) states that Extrinsic motivation involves doing something to obtain something else. Its often influenced by external incentives such as rewards and punishments.

Students who are extrinsically motivated may want the good grades or recognition that particular activities. Extrinsic motivation involves doing something to obtain something else.

2.3 Humanistic and Motivation

According to Larsen and Buss (2008) human beings have a hierarchy of need that they

strive to satisfy (P. 371-373).

There are five basic types of needs:

1. Physiological
2. Safety
3. Love
4. Self- Esteem
5. Self-Actualization

Based on this theory, students who fulfill these needs are more motivated in learning. Student's who feel afraid or lacking of safety needs, can not concentrate in their learning and also will affect their performance in classroom. It also can happen to the students who feel lonely or rejected from sense of theirs peers or who received less involve belonging in the classroom. Students need to feel that they are important for others and they need to be respected from the teacher and peers.

2.4 6 Standards of Motivation

The theory of six motivation standards was taken from *Motivation & Learning: A Teacher's Guide to Building Excitement for Learning & Igniting the Drive for Quality* (1999) by Rogers, S., Ludington, J ., and Graham, S (p. 4-8).

1. Valuable

This means that the students would experience a sense of flow.

According to Omrod (2006) some learners with high levels intrinsic motivation become so focused on and absorbed in an activity that they lose track of time and

completely ignore other tasks known as *Flow* (P. 385).

It is intense form of intrinsic motivation, involving complete absorption in and concentration on a challenging activity. The students feel beneficial effects of motivation when they are intrinsically motivated.

2. Involving

Involving discusses about the belief of learning activity included students, individuals or group in which they are meaningfully involved in setting directions, determining standards and/or playing an active role.

Breckler, J. S., Olson, M. J., & Wiggins, C. E. (2006, p. 333), Social motivation part of human being is a desire to establish and maintain social relationships. Indeed, to survive and thrive, human need other people; we are inherently social creatures.

As well as Omrod (2006) states that to some degree, we are all social creatures: we live, work, and play with our fellow human beings.

3. Successful

This means that the belief of learning activity must be challenging.

Seli and Dembo (2008) states In particular, student motivation and achievement is greater when instructors communicate high expectations for success by providing the students with challenging rather than easy assignments, allowing students to take greater responsibility for their learning, and encouraging various forms of collaborative learning (i.e., peer learning or group learning).

According to Elliot, N. S., Kratochwill, R. T., Littlefield, J., & Travers, F. J. (1999) states that such individuals seek out challenging, moderately difficult tasks, do well at them, want all possible feedback and become bored with steady success. Students

seek out challenging tasks that they know they can accomplish with effort and persistence.

Students motivated by a high need for achievement obtain satisfaction from accomplishing task or from the anticipation of accomplishing a task. They cherish the process of being engaged in challenging activities.

4. Safe

Safe discussed about the belief of learning activity is safe from fear or significant embarrassment.

Omrod (2006) stated that Students' relationship with their teachers is equally important. Thus we should show students that we like them, enjoy being with them and are concerned about their well-being. In addition Santrock (2008 p. 453) stated One of the most important factors in students' motivation and achievement was their perception of whether they had a positive relationship with the teacher. This are needs for security, protection and freedom from fear and sarcasm.

5. Caring

This means that the belief of learning activity have a sense of belonging.

The students wish not to be isolated or feel loneliness, as the malow's hierarchy of needs theory teach that human is a very social species and most people posses a strong need to belong to groups. According to Santrock (2008 p. 453) Students in schools with caring and supportive interpersonal relationships have more positive academic attitudes and values and are more satisfied with school.

6. Enabling

Enabling discussed about the belief of learning activity is enabling.

with these theory students are required to work together on academic tasks which will help one another learn. According to John w. Santrock (2008 p. 471) students' motivation is optimized when teachers provide them with challenging tasks in a mastery oriented environment that includes good emotional and cognitive support, meaningful and interesting material to learn and initiative.