CHAPTER II
LITERATURE REVIEW

This chapter discusses the literature review. It covers definition of motivation, the role of motivation in EFL learning, the types of motivation, definition of online learning and relevant assignments, the advantages and disadvantages of completing English assignments in online learning, the influence of amotivation-intrinsic-extrinsic motivation in completing English assignments, and the need for motivation in joining an online learning.

2.1 Learning Motivation

Learning success is determined by whether or not the students are motivated. When students set a learning goal, motivation can help them reach it. In learning motivation, teachers have a responsibility to make sure students are motivated in their learning. Borah (2021) believed that students learn better when they recognize a need for learning and cultivate an interest in learning. Motivation encourages students to think analytically, stay focused, and learn more effectively.

2.1.1 Definition of Motivation

Motivation is defined as a person's energy in completing an activity that produces a level of perseverance and passion, and it can arise from both within (intrinsic motivation) and beyond the individual (extrinsic motivation) (Kompri, 2015). According to Prihartanta (2015), a conscious desire that arises in a person to do something that is classified as a psychological phenomenon can also be called

motivation. Moreover, Alizadeh (2016) states that motivation is crucial in determining whether a difficult activity succeeds or fails.

2.1.2 The Types of Motivation Theory

Motivation is a push or stimulus in doing an activity. Fundamentally, some theories explain about motivation. First, Abraham Maslow (1943) proposed a theory named Maslow's need hierarchy theory. This theory is founded on the desire to meet a variety of needs. He argues that people have different levels of needs, and to go to the next level of the hierarchy, the very first level must be completed. There are five levels of Maslow's Hierarchy of Needs: psychological needs, safety and security needs, love and belonging, self-esteem, and self-actualization. Maslow's theory is a framework for understanding students' motivation to learn. Students must meet lower-level needs such as being well-fed and rested, feeling safe, relaxed, loved, appreciated, and having high self-esteem to meet higher-level learning needs such as knowing and understanding performance (Melnic & Botez, 2014).

Second, Gardner (1985) distinguish between integrative and instrumental motivational orientations. Integrative motivation is considered a positive attitude toward the L2 community and a desire to study just to be integrated into the language and its culture. In contrast, instrumental motivation refers to situations in which the goal of language acquisition is to gain a benefit, such as a better job or a more excellent salary.

Third, a study by Bailey et al. (2021) investigated the effect of intrinsic motivation value in EFL online learning. The study combines the intrinsic motivation of self-determination theory and the task value component of the expectancy-value theory. Intrinsic value is linked to intrinsic motivation to determine students' choices to start, continue, and return to learning tasks. They believed that the students who feel satisfied and enjoy intrinsic motivation could uplift their interest in the online task or assignments offered. Moreover, in the framework of completely online EFL learning, the objective of this study was to look into how an intrinsic value for collaborative online writing and video-synchronous speaking practice affects online EFL course satisfaction. As a result, behavioral willingness to use language learning technology.

Then, Ryan & Deci (1985) proposed a theory, namely Self-Determination Theory. It is a theory of human motivation and outlines fundamental distinctions; amotivation, intrinsic and extrinsic motivation. The absence of intrinsic and extrinsic motivation called amotivation. This theory describes a student's motivation can be influenced by intrinsic or extrinsic factors. Different from the other theories above, the theory is used because it focused on how motivation influences a student's desire to do the best for their learning, whether through intrinsic, extrinsic motivation or they are influenced worse by amotivation regarding to their learning. This theory also gives the feeling that someone can control their life. They will be motivated to do the activities when they feel it is valuable.

Ryan & Deci (1985), in Self-Determination Theory, draw a distinction between different types of motivation as follows:

2.1.2.1 Amotivation

Amotivation refers to a condition with no intention to act, such as having no reason or having low interest to do something. In the school area, amotivation can be seen as apathy. Students' feeling of amotivation happened when intrinsic and extrinsic motivation was absence. Additionally, they have low self-efficacy or the sense of being inadequate because they believe that everything they do will have no impact on the outcome and put low value on the assigned tasks (Hartnett, 2016). Further, amotivation occurs when an activity is not valued and, there is no interest or capability in doing something (Ryan & Deci, 2002).

Besides, amotivation can cause the feeling of boredom or lack of interest. Feeling bored in learning English, especially when students completed their English assignments can bring the negative impact on students' learning motivation, achievement, and the use of learning strategies (Tze et al., 2015).

2.1.2.2 Intrinsic Motivation

Intrinsic motivation refers to doing an activity with the feeling of enjoyment. Intrinsic motivation is described as doing an activity for its inherent pleasures, such as being interesting and enjoyable (Ryan & Deci, 2000a). Mahadi & Jafari (2012) further defined that intrinsic motivation refers to a person's desire to engage and participate in activities because they are exciting and enjoyable. Indeed, high intrinsic motivation can give rise to an action. In comparison, intrinsic motivation

is more powerful rather than extrinsic motivation. Therefore, education should attempt to arouse students' interest in learning (Uno, 2012).

EFL intrinsic motivation refers to the pleasure of studying English for its reason rather than for its benefits (Ning & Hornby, 2013). Thus, the learner's feeling in learning EFL, such as enjoyable, exciting, engaging, and interesting, is more significant than the benefits of passing the exam, studying abroad, and working. For example, a student is learning English because she likes English, and a student is learning some new languages because she enjoys it. Further, an intrinsically motivated student will likely do an activity voluntarily and be more creative because of the feeling of enjoyment. A student who likes learning EFL enjoys its process, which is in line with Khaydarova (2020), who stated that if students want to be motivated while learning EFL, they should enjoy the process of learning. Moreover, students are more likely to apply themselves to do the assignment and be satisfied with the language learning if they perceive a reward, raise self-esteem or conscious value in completing the activity (Otoshi & Heffernan, 2011).

2.1.2.3 Extrinsic Motivation

Extrinsic motivation is a force or stimulation that comes from outside done by others to motivate someone. It is needed if someone cannot make any actions by himself. Extrinsic motivation is a notion that pertains whenever an activity is done to attain some separable outcome (Ryan & Deci, 2000b). On the other hand, motivation is the desire to perform work or engage in an activity to achieve a goal (Mahadi & Jafari, 2012). Hence, the factors that stand behind extrinsic motivation is a force to obtain a reward or to avoid punishments (Ryan & Deci, 2002).

Moreover, this theory also talks about regulation or rules. There should be some enforcements that students need to comply which brings the consequences, risk-taking, or cause-effect. The enforcement may bring an implication of punishment if students did not follow the regulation that aimed to motivate them. The negative sides are students only doing the instruction just because the extrinsic regulation, not by their own awareness. Thus, there are four patterns of extrinsic motivation:

2.1.2.3.1 External regulation is the type of extrinsic motivation where individuals are responsive to threats of punishment or the offer of rewards and tend to be compliant as a result, and it is most often contrasted with intrinsic motivation (Hartnett et al., 2011)

2.1.2.3.2 Introjected regulation refers to students who engage in a task because they feel they should do it due to the expectations of others. Students may act in order to prove their worth, acquire acceptance, or prevent affronts to their self-esteem. Furthermore, students prove their worth by comparing their competency to that of others (Ryan & Deci, 2002)

2.1.2.3.3 Identified regulation involves the value of an action. The behavior would still be classified as extrinsically motivated because the students engage in it not because it is intrinsically interesting but because it serves a valuable purpose (Ryan & Deci, 2002).

2.1.2.3.4 Integration represents when motivation has integrated within someone in which the desire to be self-aware guides someone's behavior. It is the situation in which students participate in an activity because it is beneficial to their self-esteem (Hartnett, 2011).

Learning English as a foreign language (EFL) is not only about enjoyment. Students may feel not interested, but they have to learn English because it is a compulsory subject at school. However, English as a compulsory subject obliges students to attend and engage in the class. Otherwise, they will get punishment by the teacher. Tuan (2012) stated that extrinsic motivation is frequently involved in a reward and punishment system. If students do their best and achieve the target task in learning English, there will be a reward from the teacher and parents.

Conversely, if a student ignores a task, there will be punishment. Furthermore, Oletić & Ilić (2014) states that extrinsic goals could range from short-term such as excellent grades on a test, teacher and parent rewards, and participation in contests, to long-term, like the chance of winning scholarships, better job prospects, and well paid, and higher social status. According to this, extrinsic motivation is a push from outside the individual to achieve the goals without or with little enjoyment in an activity.

In online learning during the COVID-19 pandemic, the handphone and internet connection is necessary to deliver the learning material. One of the advantages of online learning is that students can access English material anytime and anywhere. Herlambang et al., (2021) found that using handphones has a positive and significant correlation to learning motivation. Further, the increased usage of handphones enhanced the motivation to learn during the pandemic COVID-19. Along with handphones, the internet connection also plays a crucial role in online learning. Internet connectivity is still one of the main disadvantages for students in online learning. Most students use mobile data for internet

connection rather than Wifi or other access (Asio et al., 2021), but not all-region in Indonesia have a stable internet connection. With the constraints of handphones and an internet connection, it should not make students fail to learn in online learning. The role of extrinsic motivation can provide students with many opportunities to learn, such as getting a high score on an exam, learning English to register in an English study program, and many more.

Furthermore, SDT conceptualized a continuum of motivation from amotivation to extrinsic motivation so it may turn to intrinsic motivation (Ryan & Deci, 2000a). This continuum aims to give some details about the aspects of intrinsic-extrinsic motivation, so the questionnaires can be made referring to the existing aspects.

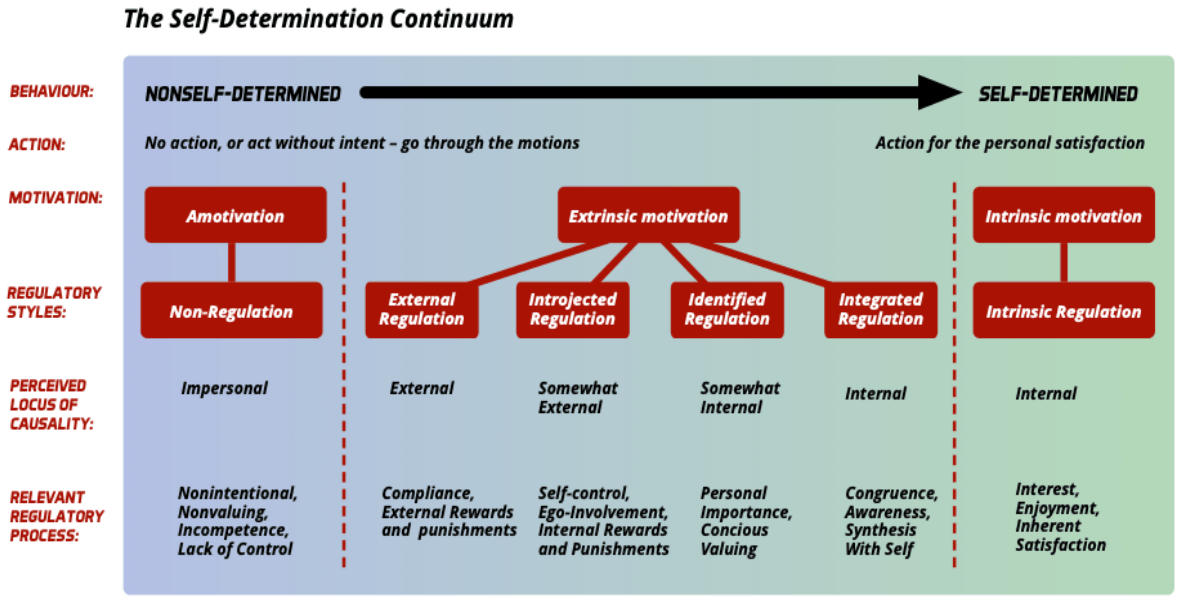


Figure 1 The Self-Determination Continuum, (Ryan & Deci, 2000b)

2.1.3 The Role of Motivation in EFL Learning

English is a foreign language that has become a compulsory subject in a school in Indonesia, both in junior and senior high school. As a foreign language, English has different rules, dialect, grammar, vocabulary, and many more than the Indonesian language. In mastering English, one of the most significant factors to be successful in language learning is motivation (Zhou, 2012). The motivation of language learners to learn a foreign language is linked to their needs, which determines second/foreign language achievement (Daif-Allah & Aljumah, 2020). To have motivation in learning English, students should know the function of English in their lives, such as daily communication, education, and jobs.

Lamb (2011) concluded that motivation is one of the essential concepts in the study of L2 learning and teaching. Motivation plays a vital role in learning English as a foreign language (EFL). When a student is intrinsically motivated, she/he may practice reading, listening, writing, or speaking in English to achieve fluency. His research that explored four students' future selves indicated that students with a clear and specific goal in mastering English are involved autonomously (in terms of chosen goal themselves) and persistently in increasing the ability to use English. Besides, they found another place, such as a private school, rather than only learning at school. According to this, if they know the importance of mastering English, any struggle in learning EFL is not a barrier to achieving the goals in the future

2.2 Online learning in English Language Teaching

2.2.1 The Definition of Online Learning

In Indonesia, online learning began widely since Covid-19 spread. Online learning is a teaching and learning system using technology and no face-to-face meetings. The use of the printed book is limited, and personal guidance by the presence of teachers is now shifting through technology. Many online platforms, such as WhatsApp, Google Classroom, Zoom Meeting, and Google Meet, can be used to continue the learning process. Further, the use of electronic documents can be accessed by teachers and students to supplement their learning because online learning creates an interactive learning environment, so students can easily participate (Yuhanna et al., 2020).

2.2.2 The Definition of Assignments

School assignments are the assignments for students' practice given by the teacher to complete in a period of time. According to Adiatman (2011), the assignment is intended to examine students' grasp of the subject that has been taught during the class hours. It can also be used as a reference to measure students' abilities to apply what they have learned. There are many types of assignments, such as reading, writing, speaking, listening, and group presentations. The assignments are used according to the teacher's need to deliver the material through some activities.

2.2.3 The English Assignments in Online Learning

Brown (2003) identified four macro skills for assessing students' competence in English such as speaking, listening, reading, and writing:

2.2.3.1 Speaking

Speaking is a crucial ability to communicate with people in different areas. To improve students' speaking ability, one of the ways is teachers may try the learning material such as watching Youtube videos and students try to speak English (Syafiq et al., 2021). The videos could be a trigger for students so they can imitate the pronunciation, the accent, and the expression. Then, the students do the assignments and complete it to the teacher by WhatsApp or other applications.

2.2.3.2 Listening

Listening is the ability to receive a voice and process it into some information. In mastering listening ability during online learning, listening to Podcast can be a good choice since it is unique and makes the information more personally (Bolliger et al., 2010). It is a digital audio and hosted by a speaker or speakers who report the news, share experience, or talk about the current issues. Teachers can give the listening assignment and students can take notes of what they have heard. Then, the students do the assignments and complete it to the teacher by WhatsApp or other applications.

2.2.3.3 Reading

A multiple-is a form of reading assessment in which students are asked to choose one correct answer from a list of options. Multiple choice has several advantages, including being generally easy to score, providing better objectivity in grading, and allowing more content to be covered by minimizing the time it takes to respond to the questions (Butler, 2017). In online learning, the English teacher can give command about the assignments, then students complete it through the WhatsApp or other applications to the teacher.

2.2.3.4 Writing

Various techniques can be applied to teach writing in online learning. one of the examples is an essay. It is a writing assessment form that consists of one or several questions. Students can assess their personal answers to a subject and expand their understanding of a topic by writing an essay. It allows them to demonstrate what they have learned (West et al., 2019). Moreover, jumble word is a puzzle game technique randomly dividing a word into some letters. The purpose is to ask students to arrange the letters into an appropriate word. Students can construct a word out of the words provided using this technique. It can also teach students to be active (Bungsudi & Faliyanti, 2016). In the end, the students can complete it to the students through WhatsApp or other applications.

2.3 The Advantages and Disadvantages of Completing English Assignments in Online Learning

The presence of an unexpected Covid-19 pandemic forced the government to apply online learning. This displacement brings everyone to see how online learning works, which is still rare, especially in Indonesia. However, the technology developed quickly. Teaching in the 21st century is rife with technology that allows students to practice assignments at any time and from any location (Singh et al., 2012). Therefore, the use of online learning arouses curiosity on what are the advantages and disadvantages of this method.

2.3.1 The Advantages of Completing English Assignments in Online Learning

Recently, there are various kinds of online learning besides school, whether it operates during or without the Covid-19 pandemic. The online learning teaching process is pleasant for the students because they can learn through handphone, laptop, or computer, not only pay attention to books (Meidawati et al., 2019). This flexibility provides anytime and anywhere access to learning. Besides, additional references may widen their knowledge beyond only conventional books. Students can access online libraries and database systems that are frequently updated because they can connect to resources all over the world (Yuhanna et al., 2020). It can help students learn more about their English assignments. Then, the flexibility that students have to complete their English assignments anytime and anywhere they have access to the internet is another advantage of completing their English assignments through online learning.

2.3.2 The Disadvantages of Completing English Assignments in Online Learning

Admittedly, the role of a teacher would never change depending on how good the technology is because the teacher teaches not only knowledge but also the learning habit and attitude. A study by Adnan & Anwar (2020) found that a majority of students (71.4%) seem to have rejected the idea that online learning is more motivating than conventional learning. It was proved since most students felt the sudden shift from face-to-face learning to online learning and the other factors such as reliable internet services and struggling with online learning.

When students reach more difficult material, procrastination may become a bigger problem (Agnihotri et al., 2020). Students may tend to procrastinate on the assignments because they feel tactless to ask something ambiguous regarding the assignments. Moreover, internet connectivity and data might hamper students while completing their English assignments.

2.4 The Influence of Amotivation-Intrinsic-Extrinsic Motivation in Completing English Assignment

Students who believe that school assignments are important, beneficial, functional, and valuable will be enthusiastic or motivated about learning to obtain good academic results or achievements (Setiawati, 2016). However, instilling students' motivation to complete the assignment is not easy. Teachers need to be innovative in giving the assignment so the students are stimulated to learn individually or in groups. One of the ways to make students complete their English assignments is to consider the frequency. Assignments that are shorter but more frequent are preferable to fewer but longer assignments (Bembenutty, 2011). In so doing, they may think that completing assignments will be easier.

2.5 The Need of Motivation in Joining an Online Learning

Technological devices facilitate online learning, and students are geographically separated from the teacher and the school (Hartnett, 2016). Online learning is not new, but it is applied commonly especially during the pandemic. It opens the opportunity for the students to enhance learning experiences that they have not accessed before. Although online learning offers flexibility and its

benefits, engaging in online learning requires self-discipline and motivation (Kearsley, 2002). Due to they are separated from the teacher, students determine themselves to join the learning effectively or become idle students. Kyewski & Krämer (2018) found that students are tend to less participating, hence, motivation is worth exploring in an online learning.

Therefore, motivation is a crucial aspect in learning foreign languages during online learning. A student needs a push from himself to engage in online learning such as being strict to the learning schedule and providing the things during online learning such as handphone and data packages. Schunk et al., (2014) stated that the motivation of the students was connected to their learning. According to this, the students should have intrinsic motivation in achieving learning success during online learning. Moreover, Taylor et al., (2014) highlighted in their research that intrinsic motivation had a stronger relation to achievement for high school and college students. By contrast, amotivation had a larger negative effect on school achievement for high school students. In conclusion, students need to have high intrinsic motivation, so they will have high levels self-determine, personal interest, and ambition to get high achievement, especially in English subject by completing its assignments. Otherwise, low levels of students' self-determination can dominate amotivation or external regulation.