CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer explained about the previous study, and two major sections. They are about motivation which involves thedefinition of motivation, kinds of motivation and theory of human motivation and about learning strategy which involves thedefinition of learning and learning strategy, kinds of learning strategy and thecorrelation between learning motivation and learning strategy.

A. Previous Studies

First, the study was conducted by thethesis of Fatridha. The purpose of the study is to measure the significant relationship between the learning motivation, integrative and instrumental motivation, and English reading comprehension for the freshmen students of Palangka Raya State Islamic College. Then, the result of the study is student's English learning motivation did not influence to the student's reading comprehension of English text for the freshmen students of Palangka Raya State Islamic College (STAIN).[1]

The writer's study is to measure therelationshipbetween learning motivation and learning strategies of EFL learners. While this study is to measure the significant relationship between the learning motivation, integrative and instrumental motivation, and English reading comprehension for the freshmen students of Palangka Raya State Islamic College. So, it is different with the writer's study.

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[1] Ani Fatridha,*The Correlation Between The Learning Motivation and The Reading Comprehension Of Freshman Students Of English Study Program Of STAIN Palangka Raya,* 2014, STAIN Palangka Raya.

Second, the study was conducted by Zare. The result of this study is that the employment of language learning strategies facilitate and improve language learning and assist language learner in different ways. It is also found that a direct correlation exists between language proficiency and language learning achievement. Learning strategies are oriented toward the main goal of communicative competence, allow learners to get more self-directed, and support learning.[2]

Third, the study was conducted byXu. The result of this study are (1) Chinese graduates tended to be more extrinsically motivated, (2) their motivation was found significantly correlated with their learning strategy use. The more motivated students were the more strategies they tended to use, (3) motivational strength and personal goals were found to have the highest correlation with the overall strategy use among Chines graduates.[3]

The study was conducted by Mufidah. The result of this study are (1) the language learning strategies applied by successful students in writing narrative text were cognitive strategy namely repeating strategy, recognizing and using formulas and patterns, using resources for receiving and sending messages, translating, taking notes, summarizing, practicing naturalistically, analyzing contrastively, social strategy namely asking for correction, and cooperating with peers, compensation strategy namely selecting the topic, affective strategy namely

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[2]Pezhman Zare, *Language Learning Strategies Among EFL/ESL Learners: A Review of Literature in Marvdasht Branch, Islamic Azad University, Iran,* ©Centre for Promoting Ideas, USA, URL:www.ijhssnet.com/journals/Vol.2.no_5march_2012.

[3] Xiuyan Xu, *Relationship between Language Learning Motivation and the Choice of Language Learning Strategies among Chinese Graduates*, China Geo-Sciences University (Beijing), China, ©Canadian Center of Science and Education, URL:www.ccsenet.org/ijel/journals/Vol.1.no_2september_2011.

listening your body, metacognitive strategy namely setting goals and objectives, and paying attention and memory strategy namely reviewing well. (2) the language learning strategies applied by unsuccessful students in writing narrative text were cognitive strategy namely repeating, using resources for receiving and sending messages, translating, practicing naturalistically, affective strategy namely listening your body, using progressive relaxation, deep breathing and meditation, metacognitive strategy namely setting goals and objective, compensation strategy namely selecting the topic and social strategy namely asking for correction and cooperating with peers.[4]

The differences of the writers' study are the object and the subject of the study. This study to investigates relationship between Language Learning Motivation and the Choice of Language Learning Strategies among Chinese Graduates, while the writers' study is to measure therelationshipbetween students'language learning motivation and writing learning strategies.

B. Correlation

1. Definition of Correlation

Correlational means a statistical relationship between a set of variables, none of which have been experimentally manipulated. Although correlations and covariances can be computed from experimental data, we usually reserve the term correlation for a relationship between unmanipulated variables. Very often, the random assignment of units to treatment conditions, the backbone of experimental

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[4]Zahrotul Mufidah, 0601120262, *The Language Learning Strategies In Writing Narrative Text Applied By The Eleventh Grade Students Of MA Hidayatul Insan Fii Ta'limiddin of Palangka Raya,*2010.

inference, is impossible and there is only correlational data. In such a case, acausal inference may still be the goal.[5]

2. Correlation significant

Often several quantitative variables are measured on each member of a sample. If we consider a pair of such variables, it is frequently of interest to establish if there is a relationship between the two; i.e. to see if they are correlated.

We can categorize the type of correlation by considering as one variable increases what happens to the other variable:

a. Positive correlation – the other variable has a tendency to also increase.

b. Negative correlation – the other variable has a tendency to decrease.

c. No correlation – the other variable does not tend to either increase or decrease.

3. Correlation coefficient

Pearson's correlation coefficient is a statistical measure of the strength of a linear relationship between paired data. A value of 0 denotes no linear correlation, the closer the value is to 1 or –1, the stronger the linear correlation.[6]

C. Motivation

1. Definition of Motivation

Motivationmeans the combination of effort plus desire to achieve the goal of learning the language which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to

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[5] David A.Kenny, *Correlation and Causality*, Stors Conecticut, January 1979, p.1
[6]*Ibid*. p.7

attain previous set goals. Even though motivation is a term used in academic and research settings, it is unexpected to find too little consensus regarding its precise meaning.[7] Motivation was defined as the orientation a learner has with respect to the purpose of learning a second language.[8] It means that motivation is the basic why someone to act something that will he/she want to do or the reactions someone to achieve the goal. Without motivation, someone will not be easy to achieve what they need, because they do not know what goals they want to achieve.

Dornyei asserts thatmotivation provides the primary impetus to initiate learning aforeign language and later the driving force to sustain the long and often tedious learning process. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough to ensure students achievements. On the other hand, high motivation can make up for considerable deficiency both in one's language aptitude and learning condition.[9]

Motivation is also related to the drive to do something. It is the force the pushes us to do things.[10] "In the context of L2 learning, motivation was seen as the extent to which the individual works or strives to learn the language because

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[7] Zoltan Dornyei,*Motivational Strategies in The Language Classroom,* New York: Cambridge University Press, 2001.,p.7.

[8] Graham Crookes and Richard W. Schmidt, *Motivation: Reopening the Research Agenda,* University of Hawai'i,1991. P.470.

[9] Zoltan Dornyei,*Motivational Strategies in The Language Classroom,* New York : Cambridge University Press, 2001.,p.117.

[10] Donna E. Walker Tileston, *What Every Teacher Should Know About Students Motivation,* Corwin Publisher, 2010.,p.24.

of a desire to do so".[11] In this context, it means that motivation someone in learning another language. There are many reasons why someone learnanother language, for example, is to get abetterjob and make to easy to relate well with other people, etc. We call it as motivation in learning another language.

2. Kinds of Motivation

The most influential model of language learning motivation in the early sixties through the eighties of the previous century was that developed by Gardner. Gardner defined motivation as a 'combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language'.According to Gardner, in order to understand why language learners were motivated, it is essential to understand the learners' ultimate goal or purpose for learning the language. He referred to this as learner's orientation. His theory of second language learning motivation is identified in two distinct orientations; namely, integrative orientation and instrumental orientation, both of which affect foreign language learners in one way oranother. In integrative orientation, learners acquire a foreign or second language to become familiar with members of the language community or to learn about their culture or values..[12] But, here the writer not measure about the integrative and the instrumental only, it also for four kinds of motivation in general.

There are four kinds of motivation as follows.

a) Intrinsic Motivation

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[11] Scott Kissau, *Gender in Differences in Second Language Motivation: An Investigation of micro and macro level Influences*. University of North Carolina at Charlotte, vol.9.no.1,2006.,p.76.
[12] R.C Gardner. *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.p.10.

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequence, namely, feelings of competence and self-determination.[13] In this context, the motivation is real from his/herself without any force or reward from outside. It's grow based on what they need / what they want to do. For example, because of she/he like English, so they learn it.

Intrinsic motivation refers to engaging in an activity purely for the pleasure and satisfaction derived from doing the activity. When a person is intrinsical, motivated he or she will perform the behavior voluntarily, in the absence of material rewards or external constraints.[14]

b) Extrinsic motivation

Extrinsically motivated behaviors, on the other hand, are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and etc.[15] Therefore, extrinsic motivation is motivation which comes from out of self. Different from intrinsic motivation, extrinsic motivation is when someone to do something because of theinfluence of outside individuals. It's not pure from her/himself. For example, one studies English because he wants money from his parents.

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[13] H. Douglas Brown, *Principle of Language Learning and Teaching (Fourth edition)*, (New York: Addison Wesly Language, 2000).p.164.

[14] Lue G. Pelletier. *Toward a New Measure of Intrinsic Motivation,Extrinsic Motivation, and Emotion in Sport*: *The Sport Motivation Scale (SMS)*. (Journal of sport and exercise psychology, 1995, 17, 35-53. Human Kineties Publisher).p.36-37.

[15] H. Douglas Brown, *Principle of Language Learning and Teaching (Fourth edition)*, (New York: Addison Wesly Language, 2000).p.164.

Unlikeintrinsic motivation, extrinsic motivation requires a shallow cognitive strategy which negatively affects achievement. Language teachers are discouraged from employing pedagogies which insinuate external factors in class activities. Extrinsic motivation can only be applied when a learners' intrinsic motivation is declining.[16]

c) Instrumental motivation

Instrumental motivation is generally indicated by the aspiration to get practical benefits from the study of a second language. It is thought to be the purpose of learning a second language when the learner is not interested in interacting socially with new target language community members. "Instrumental motivation refers to the perceived pragmatic benefits of L2 proficiency and reflects the recognition that for many language learners it is the usefulness of L2 proficiency that provides the greatest driving force to learn thelanguage. It subsumes such utilitarian goals as receiving a better job or a higher salary as a consequence of mastering L2".[17] We can say that instrumental motivation is when someone wants to get more close or be best on it.

d) Integrative motivation

Motivation and reasons for learning English are concentrated to make possible factor designing better course syllabus, teaching strategies to encourage students' motivation in learning behavior.[18] For example, highlights the role of the

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[16]Lile, W.T. *Motivation in the ESL classroom. The Internet TESL Journal*, *2002,*8(1). Retrieved November 5 November 2016, from: http://iteslj.org/Techniques/Lile-Motivation.html

[17]Donald Ary, et al., *Introduction to Research in Education,(eighth edition)*,(United States: Wadsworth Cengage Learning, 2006, p.12.

[18] Nada Al Rifai, *Attitude, motivation, and difficulties involved in learning the English language and factors that affect motivation in learning it,* Elsevier Ltd., 2010,.p.5217.

teacher as a motivator, facilitator to students to get abetter attitude towards English language learning. In another hand, educational researchers state that teachers should delineate correct learner expectations and motivation about how the English language are studied and also giving the reasons outside the classroom methods, in order to decrease any gaps between learners and teachers beliefs.[19]

From the statements above, there are four basic of motivation that people have.The writer assumption knows the kinds of motivation is important for students. Because they need to know how important motivation to get their goal successfully in learning.

Then, to measure the students' learning motivation, the writer used The motivational questionnaire was adapted from thequestionnaire developed by Gardner's Attitude Motivation Test Battery (AMTB).

3. **Importance of Motivation**

There are some importance of motivation in learning process, they are :

a. Motivation makes learning and teaching effectively.

b. Motivation creates teaching atmosphere in theclassroom.

c. Motivation makes the students active and creative because they desire to do something new.

d. It creates interest for self-studies in students. So that the atmosphere of motivated situations could be created.

e. It makes the students identify themselves. Motivated students can move their limitation by using their powers and ambitions.

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[19] Anson Yang and Lucus Lau, *Language Teaching,*Cambridge University Press, vol.23.no.03, 2003.,p.205.

f. It inspires students to become active and regular their work and start their work.

g. It inspires students to prove their goal and objectives.[20]

From the statements above, motivation is very important for us because motivation is students' basic interest to do something. Motivation is the main tool how students achieve their goal in learn.

4. Kinds of Students' Motivation to Learn

The kinds of students' motivation to learn in classroom are as follows:

a. Motivation by Task

Some learners, if they experienced repeated failure, will become totally de-motivated and will not want to engage in learning new material in any way at all.[21] So it is important that children can experience success. The teacher must make task achievable for learners.

b. Motivation by reward

Although rewards are useful they should be seen as ashort-term strategy.[22]The teacher should use reward in the short term and when it can help children who needa boost.

c. Social Motivation-the influence of peer groups

Social interaction can be beneficial as it can help develop important social skills.[23] The process of helping and working with others can motivate students.

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[20] M. F. Patel and Praveen M. Jain, *English Language Teaching,* Jaipur: Sunrise Publishers and Distributors, 2008, p.41-42.

[21] Garvin Reid, *Motivating Learners in The Classroom: Ideas and Strategies,* London: Paul Chapman Publishing, 2007, p. 15.

[22]*Ibid.*

[23]*Ibid.*

d.   Motivation by Feedback

Every learner needs a feedback to ensure he/she is on the correct path. Therefore, feedback should be positive or framed in a positive manner.

e.   Motivation by Achievement

Achievement is not necessarily reaching the goal set by the teacher. Achievement depends on the learner and their readiness for the task. If a person does not achieve the task then the task will need to be revised until they can achieve it.[24]

From the statements above, how we can motivate students by some method that we can use in the classroom. But, need to know, the teacher must be selectively well in motivatingstudents to get thebenefitof it.

D. Language Learning Strategies

Language learning strategies are specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, use the new language. Strategies are tools for the self-directed involvement necessary for developing thecommunicative ability.[25]

According to Chamot and O'Malley, language learning strategies were divided into three main categories, metacognitive, cognitive and social affective which refer to learners' planning their learning, thinking about the learning

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[24]*Ibid.*p.16.
[25] Selma Deneme, *Cross-Culture differences in Language Learning Strategy,* Traka University, ECT division (online), Http://www.educ.utas.edu.au /users/tle/journal. Accessed on June 29.

process, monitoring their own comprehension or production and evaluating the outcomes of their own learning.Features of language learning strategies :

a. Contribute the main goal, communicative competence

b. Allow learners to become more self-directed

c. Expand the role of teachers

d. Are problem oriented

e. Are specific actions taken by the learner

f. Involvement aspects of the learner, not just the cognitive

g. Support learning both directly and indirectly

h. Are not always observable

i. Are often conscious

j. Can be taught

k. Are flexible

l. Are influenced by a variety of factors.

In short, language learning strategies are applied by language learners asa means to acquire and to use information that learners have acquired, storedor recalled and can also promote autonomous learning.[26]

E. Strategy

1. Definition of Strategy

A strategy is a plan of action designed to achieve a particular goal. The word strategy has military connotations because it derives from the Greek word for the*general*.[27]

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[26]Chin Kuo Lee, *An Interview of Language Learning Strategies,*(online), Http://research.ncl.ac.uk/ARECLS/vol7_documents/lee_vol7.pdf , accessed on August 7, 2016.

The strategy is distinct from tactics. In military terms, tactics are concerned with how different engagements are linked. In other words, how a battle is fought is more tactics : the term that it is fought on whether it should be fought at all is a matter of strategy. Military strategy is the overarching, long-term plan of operation that will achieve the political objectives of the nation. It is part of the four levels of warfare: political goals, strategy, operations, and tactics.

According to Brown, strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information.[28]

Everybody has astrategy in learning everything. It is conscious or unconscious. It is natural for learners to use strategy in thelearningprocess because learning strategy is not an instantaneous process for every learner, it is one of their development processes. Sometimes strategy can help the students, so the teacher helps the learner.

Based on the stated above, the writer concludes that learning strategiesare techniques and behavior that students use to help them succeed in learning something. In this study, learning strategies will use by students to help them success as EFL learners.

According to Oxford, learning strategies are divided into major classes, direct and indirect. These classes are subdivided into a total of six groups (memory, cognitive, and compensation under the direct class: metacognitive, affective, and social under the indirect class). This figure indicates that direct

[27]*Oxford English Dictionary*. Oxford, England: Oxford University Press. 1989.
[28] H. Douglas Brown, *Teaching by Principles an Interactive Approach Language Pedagogy,* Sun Fransisco: State University,2001,p.113.

strategies and indirect strategies support each other and that each strategy group is capable of connecting with and assisting every other strategy group.

a. Direct Strategies

Language learning strategies that directly involve the target language are called direct strategies. All direct strategies require mental processing of the language, but the three groups of direct strategies (memory, cognitive, and compensation) do this processing differently and for different purposes.

1) Memory Strategies

Memory strategies, such as grouping or using imagery, have a highly specific function: helping students store and retrieve new information.[29]

2) Cognitive Strategies

Cognitive strategies are essential in learning a new language. Such strategies are a varied lot, ranging from repeating to analyzing expressions to summarizing. With all their variety, cognitive strategies are unified by a common function; manipulation or transformation of the target language by the learner.[30]

3) Compensation Strategies

Compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge. Compensation strategies are intended to make up for an inadequate repertoire of grammar and especially of vocabulary.[31]

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[29] Rebecca L. Oxford, Language Learning Strategies, p.37.
[30] *Ibid.* p.43
[31] *Ibid*. p.47

b. Indirect Strategies

Indirect strategies are divided into metacognitive, affective and social. All these called *indirect* because they support and manage language learning without (in many instances) directly involving the target language. The indirect strategies explained here work in tandem with the direct strategies. It is useful in virtually all language learning situation and applicable to all four language skills:listening, reading, speaking, and writing.[32]

1) Metacognitive strategies

Metacognitive means beyond, beside, or with the cognitive. Therefore, metacognitive strategies are actions which go beyond purely cognitive devices and which provide a way for learners to coordinate their own learning process.[33]

2) Affective strategies

The term affective refers to emotions, attitudes, motivations, and values. Language learner can gain control over these factors through effective strategies.[34]

3) Social strategies

A language is a form of social behavior; it is communication, and communication occurs between and among people. Learning a language thus involves other people, and appropriate social strategies, each set comprising two specific strategies.[35]

F. Language Learning Strategy in Writing

1. Definition of writing

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[32]*Ibid.* p.135
[33]*Ibid.* p.136
[34]*Ibid.* p.140
[35]*Ibid.* p.144.

According to Oshima, writing is a process, not a "product".[36]This means that a piece of writing is never complete.

It is always possible to review and revise, and review and revise again.The writing process is the means by which one discovers what he wants to say and how he can best say it. Because the writing process is a reflection of one's natural thinking process, the writing process will enable him to call up ideas and is expressed in written language. But a writer may sometimes suffer from "writer's block" when he is going to write. This means that his ideas will not easily come into his head, and he sits staring at his blank paper. To overcome this problem, it is important for a writer to learn the stages or the process of writing.

2. Writing learning strategy

Writing learning strategy is defined as the sequence in which a writer engages in planning, composing, revising and other writing related activities.Raimes in Sabarun stated that to produce a piece of good writing demands standard forms of grammar, syntax, and word choice. Besides, writing needs good mechanics, anorganization of paragraph, content, the writer's process and purpose.It should be clear, fluent, and effective communication of ideas.[37] It means that learning of writing involves many components to make a good writing's product.

Based on the theoretical framework above, learning strategies which are applicable in writing are as follows.

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[36] Agus Edi Winarto, Training of Learning Strategies in Writing Essay, *Journal of English Education and Linguistics Studies (JEELS)*,Volume.2 number.2.p.56. accessed on August 29, 2016.

[37] Sabarun, Improving Writing Ability Through Cooperative Learning Startegy, *Journal of English as a Foreign Language (JEFL)*, vol.1.number 1, march.2011. p.41.

a. In terms of memory strategies, students can apply creating mental linkages strategies to the materials they had already known by doing brainstorming activities before writing. The next memory strategies they can use are reviewing strategies. They can review reading what they have written when they gained difficulties or when they face "writer's block. These strategies are used to recall their mind so that they remember and are able to continue to write their essay.

b. In terms of cognitive strategies, the students can apply recognizing and using formulas and patterns, analyzing and reasoning, and using resources for sending messages, translating, and transferring strategies. They can use these strategies because, in writing essay, they will be accustomed to writing the paragraphs sequentially, using funnel type of introduction, and using dictionaries to help them express the difficult words or ideas. Besides that, they commonly translate and transfer their ideas of their own language, Indonesian, into their target language, English, as the strategies to make them easier to express their ideas.

c. In terms of compensation strategies, the students can apply the strategies of selecting a topic. They have to select a good topic to write based on their background knowledge, personal experiences, and references besides the topic to choose should be interesting and up to date.

d. In terms of metacognitive strategies, the students can apply the strategies of arranging and planning, stating the purpose, getting help, using asynonym, and self-monitoring. These strategies are relating to making an outline for

planning their writing, stating the central idea in the theses statement, asking others for help to express the missing ideas, using asynonym to express the difficult words, and correcting the mistakes of their writing by reviewing what they have written.

e. In terms of affective strategies, the students can apply lowering anxiety strategies. These strategies are used when they face problems that they are not able to continue to write their essay, and then they stop writing to relax.

f. At last, in terms of social strategies, the students can apply the strategies of asking for corrections to others. They might ask their family, friends, or lectures for correcting the mistakes of their writing.[38]

Based on the stated above, the writer concludes that there are six steps to writing that can astudent apply to their writing tasks based on two major classes. It is important to know, because if we want to achieve writing's goal, we need to know the steps first.

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[38]*Ibid.* p.61-62