

CHAPTER II

THEORITICAL REVIEW

A. Motivation and Interest in Learning English

1. Definition of Motivation

Etymologically, Walgio (2010) explains that the term motivation comes from the word or Latin, namely *movere*, which means to move, is absorbed into the word *motivation*, which means giving motives or things that give rise to encouragement. A person's motivation depends on the strength of his motives and this cannot be separated from the concept of motive or encouragement. Motivation is able to initiate to succeed in our choices and at the same time lack of motivation can initiate to major barrier that prevents the success (Jeanu, 2008).

Due to lack of motivation, the feeling of frustration and annoyance can hinder productivity and wellbeing. There are several reasons that influence the motivation level in learning such as the ability to believe in the effort, the unawareness of the worth and characteristic of the

academic tasks (Leagult, 2006) The following section discusses the intrinsic and extrinsic motivation and other related theories in learning motivation in detail.

(Hidayat & Bahtiyar Heru Susanto, 2022)

Motivation is an important element in learning. Motivation is not only important for getting a student involved in learning activities, but also important in determining how far the learner will learn from a learning activity or how far the learner acquires (instructs) knowledge in a learning activity. Students who are motivated to learn something will use higher cognitive processes in learning, so that the knowledge they acquire is also better.

In simple terms, motivation is defined as the basic impetus that moves a person to want to do something.

Students who have high motivation in learning have a great urge to carry out learning activities or give a positive response to the learning activities that are followed. On the other hand, students who have low

motivation will take part in learning that is not serious (Dzulfikri & Kusworo, 2017)

According to (Solita et al., 2021) Motivation can usually be interpreted as an internal Diana state that arouses, directs, and maintains behavior. Meanwhile, according to (Johari, 2018) the definition of motivation can be interpreted as a pusher or puller that can cause behavior towards a certain goal. A similar opinion was expressed that "motivation refers to drive and effort to satisfy a want or goal". Motivation refers to encouragement and effort to fulfill or achieve a desire or need and goal.

According to Mujib and Mudzakir (Yusuf et al., 2022) motivation is useful as a driving force for ability, effort, desire, determining direction, and selecting behavior. The ability itself is the power or energy capacity or ability to perform an action, which results from being born or the result of an experience. Effort is the completion of a task to achieve a desire. Practical

theoretical knowledge about motivation is needed by students to support their learning activities, and by teachers for their teaching activities. explains the role of motivation for students and students as well as for teachers as follows

For students or students the importance of learning motivation is as follows. (1) Be aware of the position at the beginning of learning, process and final results. This can be seen in the differences between after and before students read books; (2) informing about the strength of the learning effort with the results of the achievements achieved, which are compared with the results achieved by those who do not have high learning motivation; (3) directing learning activities, for example after it is known that there is a student who has not really learned, then there is a strong desire to study seriously; (4) raising students' enthusiasm for learning; (5) to be aware of the existence of a continuous learning journey and then work

(between breaks or play), individuals are trained to use their strengths in such a way that they can succeed.

For teachers, the benefits of teaching motivation are as follows. (1) awaken , improve and maintain students' enthusiasm for learning to succeed. Generating, when students are not enthusiastic, increasing when their learning enthusiasm rises and falls, maintaining when their enthusiasm is strong enough to achieve learning goals. In this regard, gifts, praise, encouragement, or encouragement can be used to rekindle enthusiasm for learning.

2. Motivation in learning English

(Santosa, 2018) said that in learning English there are 4 skills, namely reading, listening, writing, and speaking. And there are some students' difficulties in learning English. There are two dominant factors in the difficulties for students in learning English, one of which is the lack of self-confidence of students who are considered bad because some students never ask questions

in English to their English teacher, never consult their English teacher when they are not satisfied with learning achievement and had no discussion with parents regarding poor performance and uncomfortable English in class situations, and felt ashamed related to the mistakes they made in learning English class. (Galloway et al., 2013) stated that anxiety is an effective variable that has the most negative effect. Oxford and Shearin (1974) stated that motivation directly influences how students learning strategies, how much learners interact with native speaker, input they receive in the target language, how well they do on curriculum test, how high their general proficiency becomes, and how long they preserve and maintain L2 skills after language study is over.

(Harlina & Yusuf, 2020) states that the majority of motivation to learn English in rural areas is low because teaching English is becoming increasingly difficult for students, especially when learning English is associated with the context of rural schools. This is very closely

related to inadequate resources and learning environment. Rural schools do not have as many opportunities to learn English as urban schools. Access to information about English is very limited. So that students in their daily lives do not know English well, which then results in their lack of interest in learning English. In addition, the curriculum which often changes makes it difficult for teachers and rural schools to follow the new curriculum rules. As an example, the use of the 2013 curriculum is currently a big challenge for teachers and students in rural schools. The content of the 2013 curriculum emphasizes scientific learning where this approach focuses on student activity in learning. This is a big challenge for students because their learning in rural schools is usually (if not always) focused on the teacher.

Motivation in learning English is a psychic drive within or outside of individual students that causes learning activities in English lessons, so that the smooth learning activities are guaranteed and directs learning

activities to the goals to be achieved, through psychic drives from within and from outside. The desire and desire to succeed from learning English, as well as the encouragement to need to learn is a learning process from internal factors while in the form of a desire to get an award, a conducive learning environment, interesting learning activities are an extrinsic learning process (Sudaryanto et al., nd)

3. Factors that influence the motivation to learn English

In the context of learning English as a foreign language, motivation plays a very important role, especially in determining the success of the learning process itself. (Bernaus et al., 2009) which states that there are two functions in learning, namely the integrative function and the instrumental function which of course there are factors that can influence when learning English.

a. Teaching abilities and skills

The ability of the teacher to teach in class will greatly impact the success of students in learning. (Guyton, E., & Farokhi, E. 1987) stated that the ability of teachers who are skilled in managing teaching and being able to manage teaching and learning activities well will have a great impact on learning motivation and improving student quality. It is undeniable that this is one of the determining factors that cannot be ignored because it can have a direct or indirect impact on the achievement of learning outcomes. To become a skilled teacher requires expertise that can help learning activities take place well. According to (ELIZABETH A. LINNENBRINK, 2002) there are six abilities that must be possessed by a good teacher, namely: the ability to discuss previous material, provide new material, provide corrections or feedback, provide exercises, provide independent practice and the

ability to repeat learning that has long been completed. . By having this expertise, the teacher will be able to have a positive impact on the achievement of student learning outcomes. Thus, the teacher can fulfill the function. help, guide someone so they can get, change or develop one's skills, behavior, ideals, appreciation and knowledge (Indriyani, 2019)

In carrying out teaching activities, a teacher must be able to develop good and effective learning so that students can understand the material being taught so that they can gain knowledge. To obtain effective learning must be balanced with the ability of an effective teacher as well. According to (Starinne & Kurniawati, 2019) an effective teacher is a teacher who can master what is taught accompanied by expertise and good teaching skills. Apart from that, Santrock said that the ability to understand teaching strategies is something that must be possessed by teachers besides setting learning goals, planning

teaching and good class management (Starinne & Kurniawati, 2019) . In addition, a teacher must also have motivation in teaching so that it is reflected in each of his behavior, the use of learning strategies and ways of communicating with students (Abidin & Sarmini, 2014) . 2022) The role of teaching materials in learning

(Davis, C., & Wilcock, E. (2003) The use of teaching materials or materials that are appropriate and according to the needs of students in the learning process plays a very important role as a tool for achieving learning objectives. argues that to achieve these learning objectives, teachers must wisely determine the use of teaching materials that are in accordance with the scope of learning contained in the curriculum and can use additional material derived from other sources that are used and developed to help students master the subject matter being taught. According to some experts such as

(Savin-Baden, 2000) teaching materials include all forms of material used by teachers in the classroom; either in the form of books or teaching materials can also be in the form of materials designed by the teacher, printed teaching materials (articles, newspapers, magazines), listening teaching materials (radio, cassette), listening teaching materials (videos, films) and also electronic teaching materials such as websites and compact disks. Even though there are so many sources that can be used as teaching materials that can be used in the classroom, a good teacher must be able to sort out the appropriateness of the teaching materials used in accordance with the goals and learning targets to be achieved, the backgrounds and abilities of students and in line with learning objectives.

4. Interest in learning English

(Nurfadila et al., 2021) suggests that "interest is a feeling of preference and a sense of interest in

something or activity, without anyone telling you to". Interest is a person's tendency to have a certain desire among a number of existing activities, interest also encourages people to be ready, aware and motivated to do something. According to (Suhandi, 2017) interest is basically acceptance of a relationship between oneself and something outside oneself. The stronger and greater the relationship, the greater the interest.

The definition of interest according to the Big Indonesian Dictionary (2007: 744) is "a high heart tendency towards something, passion, desire." In the Psychology Dictionary JP Chaplin explains that interest (interest) is:

1. An ongoing attitude that patterns a person's attention so as to make him selective towards the object of his interest.
2. Feelings stating that a work activity or object is valuable or meaningful to the individual.

3. A state of motivation or a set of motivations that guides behavior towards a certain direction (a goal).

(Sobron et al., 2020) argues simply "interest means a high tendency and enthusiasm or a great desire for something" According to (Slameto et al., 2017) adds "interest in something learned and influences further learning and influences acceptance of interest-new interest". So interest in something is the result of further learning. Although interest in something is the result of learning and supports further learning activities. Interest is also an unintentional focus of attention that is born with full will and which depends on talent and environment. Interest is one of the determining factors in the success of education. Interest is actually subjective because each person can differentiate his interests.

(Kusuma et al., 2017) . Basically interest is a trait that is inherent in humans which functions as a

driving force to do whatever they want, desires or interests and wills or wills that greatly affect the quality of achievement of learning outcomes. Students who have a great interest in the English language will focus more attention than other students because it is this intensive focus on the material that allows these students to study hard and eventually achieve the desired achievements. Teachers in this regard should try to arouse and foster students' interest in mastering the knowledge contained in their studies, especially in English by means of positive traits (Sobur, 2003).

The purpose of learning English is to make students able to communicate in that language. Communication skills include linguistic competence, sociolinguistic competence and discourse with English grammar, vocabulary and tenses which are complete and difficult to memorize without practicing which is the factor that makes students less interested in learning English, difficulties English teachers in

learning mostly lack methods used by educators in dealing with students who have diverse learning patterns and the lack of teacher knowledge about what students need in their learning and learning media has the main function to increase student interest and prevent student boredom in learning, the media is also an effective tool when the teacher is able to package the media into several activities for self-development of students.

There are many ways to increase students' interest in learning English, as stated by Slameto, to arouse new students' interest in learning is to develop existing interests. Besides taking advantage of existing interests, forming new interests is a good step, namely by providing information to students about the relationship between teaching materials that will be given later and previous teaching materials, unraveling the use of students in the future. Apart from that, it can also be done by connecting teaching materials with a

sesational news that is already known by most students, if this effort is not successful, the lesson can use intensive means, meaning a tool used to persuade someone to do something they don't want to do or don't do well (Schiefele, 1991).

On the other hand (Cunningham, 1983) providing solutions is carried out by teachers at school by:

- a. Presentation of material that is designed systematically, is more practical and the presentation is more vibrant
- b. Provide stimulation to students to pay high attention to the field of study being taught
- c. Develop regular habits
- d. Improving the physical condition of students
- e. Maintain the ideals and appreciation of students
- f. Provide adequate supporting advice

Several steps to generate interest in learning by paying attention to the goals to be achieved can add games to learning activities.

- a. Plan student learning activities that follow the plan.
- b. Make sure the study goals at that time, for example completing homework or reports.
- c. Get satisfaction from completing the lesson schedule
- d. Practicing emotional freedom while studying.
- e. Be positive in dealing with learning activities.

Thus a teacher can be assessed as trying to increase student learning interest if they develop existing student learning interest, create new learning interest by making references during the learning process, connecting teaching materials with sensational phenomena, using teaching tools and materials to foster interest. from within sisea in this case can be in the form of learning media

Based on the theories and concepts above, researchers can conclude that motivation in learning English in this research context is a condition in which students feel interested, have a desire, or feel compelled to learn English which is influenced by the role of the teacher, teaching materials, infrastructure and awareness. the students themselves because the existence of teaching materials or the interesting way the teacher teaches can trigger students' interest in participating in learning English especially in rural areas which are still relatively low, therefore teacher knowledge and teacher creativity play a very important role in creating conducive learning so students can be motivated to learn English.

In motivation and interest in learning English has some indicators, namely:

- a. Involve students' feelings
- b. Student interest

- c. Student attention during the teaching and learning process
- d. student engagement
- e. interesting learning activities in learning
- f. Teachers' teaching facilities and materials when giving lessons
- g. Teachers use various models and strategies
- h. Intention to learn

B. Factors that influence the lack of interest and motivation to learn

According to (Bergin, D. A. (1999.)) student motivation in learning can be influenced by several things, including two main factors, namely internal and external factors, the following is an explanation of the two factors:

1. Internal Factor

Are factors that are found within the students themselves, such as: Physical factors Health factors, if students are in an unhealthy condition, the learning process will feel less enthusiastic, easily dizzy, and so on,

so that when participating in learning students cannot focus and concentrate. Woolfolk (1998) defines Intrinsic motivation as , “ Motivation that stems from factors such as interest or curiosity. Attention, in providing subject matter, the teacher must provide a form of learning that can focus students' attention so that students like the material. Especially if the material can be directly felt by students in everyday life.

Talent, in giving lessons must be in accordance with the talents of each student, because if it is appropriate then students will like it because they do have talent in that field of study. However, if a material does not match the talents possessed by students, students do not care, therefore the teacher must be smart in positioning the material with student talents.

Motive in learning is very necessary. When given by habituation which is sometimes influenced by environmental conditions. Maturity, the growth of students in accepting new things needs to be seen in terms

of the ability to accept learning. Readiness, preferably when going to study, must be directed and guided first by the teacher so that they are ready to learn, and the atmosphere in the room is safe and orderly (Borah,2021).

The fatigue factor. Fatigue in participating in learning greatly affects the seriousness of learning. The fatigue factor is not only caused by students, but sometimes the economic ability of parents who are unable to provide transportation for their children to go to school so that the position of the house from the school which is so far away can be reached on foot. So when arriving at the school yard the concentration of students to take part in learning is not possible.

2. External factors

External factors are factors that are outside the student himself , can come from the family and so on, the following is the discussion: a. family factor. Parents who are by nature the first educators for their children have a very important role in educating their children before

being handed over to school institutions so that they are given a higher quality and quality education for their children, but there are still parents who do not mind and pay attention to the state of achievement. degenerate son According to Santrock (2004) “Extrinsic motivation involves doing something to obtain something else

The communication relationship between parents and children and children and their siblings also greatly influences the success of children's learning. As well as the inadequate economic situation of parents is also an obstacle for children to achieve success. In this case, the teacher must pay full attention to students who receive less attention from their families, even if their children make mistakes at school, their parents do not try to educate and warn them. So that students will issue apperceptions that they do not need to be afraid to repeat mistakes at school.

School factor. In supporting student success in learning there are also influences from aspects of the

school, such as learning methods that are less enjoyable, inadequate infrastructure or even the curriculum applied and relationships with teachers and other students are less active. Schools need to work together in improving the quality of education in their school institutions, which starts with the completeness of school facilities and infrastructure, organizes school grounds properly, provides adequate learning media, trains the ability of subject teachers in carrying out learning in class and manages methods and learning media properly, so that students do not easily get bored with the variety of media and methods that are applied when teaching and learning in space.

— Environmental factor. The environment is part of the life of students. Throughout life, students cannot escape from the natural environment and socio-cultural environment. Both have a significant influence on student learning at school.

Natural environment. The living environment is the environment in which students live, live and work in it. Environmental pollution is disastrous for the students who live in it. A good school environment is a school environment that is decorated with plants/trees that are well maintained . A number of chairs and study tables are neatly arranged under certain trees so that students can study independently outside the classroom and interact with the environment. The coolness of the environment makes students feel at home in it. That is the expected school environment, not an arid, stuffy, barren and prolonged hot school environment, so that students do not have concentration in learning.

Socio-cultural environment. Living in togetherness and needing each other will give birth to social interaction. The social system that is formed binds the behavior of students to comply with social, moral and legal norms that apply in society. Likewise at school, when students are at school, they are in the social system

at school, school rules and regulations must be obeyed. Violations committed by students will be subject to sanctions according to the type and severity of the violation. The birth of school regulations aims to regulate and shape the behavior of students that support the success of learning at school. The socio-cultural environment outside of school turns out to be a side of life that brings its own problems to the lives of students at school.

Characteristics of students who have low learning motivation The following are the characteristics of students who have low motivation in learning, including:

- b. Quickly feel bored in completing school assignments.
- c. Lack of self-confidence.
- d. Give up easily and always say "I can't".
- e. Not paying attention to the teacher's instructions.
- f. Not asking anyone for help when he needs it.
- g. Often daydreaming and not active in learning.
- h. Not responding to the teacher's advice to try.

- i. Do not want to answer the teacher's questions voluntarily, prefer to remain silent.
- j. It's easy to get discouraged. 10. Trying to avoid work, for example asking permission to go to the school health clinic (UKS) on the grounds of a fever, and so on.

C. Previous Studies

The researcher also seen from three previous studies . The first is research from (Tarihoran & Dewi, 2020) entitled “ Factors Causing Low Interest in Reading English Novels in English Literature Students Umn Al-Washliyah ”. This study aims to find out what are the factors that can influence interest in reading English novels among students of English Literature. This research was conducted on fifth semester students of the Faculty of Letters, Muslim Nusantara University. This research uses a qualitative descriptive method where the sample used is a saturated sample technique where all members of the population are samples with the condition that the total population is not more than

30 students. This study used instruments in the form of observation and interviews. The results of this study are that the condition of interest in reading novels by English Literature students at UMN Al-Washliyah is very low. Some of the factors that cause this include unsupportive environmental factors, lack of vocabulary mastery, instant generation, gadgets, online games and social media, and oneself.

Second, namely research from Umar (Umar & Widodo, 2022) entitled " Analysis of Factors Causing Low Academic Ability of Elementary School Students in Outskirt Areas " . Preliminary studies show that students in suburban schools tend to have low academic abilities . One of the indicators is that the literacy and numeracy abilities of students in suburban schools are lower when compared to schools in urban areas. Factors causing the low academic ability of students are not known with certainty. This study aims to determine the factors causing the low academic abilities of students in suburban schools. This research uses a

case study approach. The research was conducted from July to December 2021. The research locations were two elementary schools in the Rinjani Geopark area . The data sources in this study were thirteen elementary school teachers, two school principals and six students' parents. Collecting data using observation and interview techniques.

Data is presented descriptively. The results of the study found several factors that were strongly suspected of being the cause of students' low academic abilities. These factors include the lack of parental support, low student learning independence, quite severe natural challenges, lack of learning facilities owned by students, limited human resources owned by schools and low student learning ethic. Solutions to these various factors must be immediately sought so that the problem of low academic ability of students in suburban schools can be resolved . Through this research it is hoped that it can become the basis for formulating local government policies in the field of improving the quality of education

The third is research from (Cover, 2023) entitled " Analysis of the Factors Causing the Low Level of Community Education in Pabbentengang Village, Bajeng District, Gowa Regency " This research uses a qualitative approach with descriptive research or commonly called qualitative descriptive research. The informants used were main, key, and supporting or additional informants which were determined based on a purposive sampling technique. The type of data used in this study is qualitative data obtained based on data collection techniques through observation, short interviews, documentation and questionnaires related to the problem under study. The data analysis technique used is the Miles and Huberman method, namely data reduction, data presentation, and drawing conclusions. The results showed that the factors causing the low level of community education in Pabbentengang Village, Bajeng District, Gowa Regency were internal factors (lack of individual motivation, lack of individual awareness, lack of interest in studying & going to school, no desire to continue education, and wanting to find a

job/help parents) and external factors (economic conditions, lack of parental motivation, social/environmental conditions of the community/peers, accessibility/distance between home and school or college, lack of parental attention, cultural factors, and parents' educational level and there is one new factor that appears, namely the factor of parental relations).

Fourth, according to (Octaviana, 2018) " Factors Influencing the English Proficiency of Students in Office Administration Education ". This study aims to determine the factors that influence the English language skills of Office Administration Education students. This research is a descriptive research with a qualitative approach. Informants in this study were students of Office Administration Education. Data collection techniques used are observation, interviews and documentation. The steps in analyzing the data are using data collection techniques, data reduction, data presentation, and drawing conclusions. Validity check by source and method triangulation. The results of this study indicate that in general the factors that influence the English

language skills of Office Administration Education students include 4 factors, including: 1) Listening Ability, in this case students have low vocabulary and concentration, 2) Reading Ability, Factors that affect students are reading motivation and vocabulary that is still low, 3) Speaking Ability, in this case what affects students' speaking ability is the lack of student confidence and lack of mastery of most types of grammar, 4) Writing Ability, *factors* that affecting students is the low interest they have and the lack of support in the environment around students. Previous studies have similarities with researchers who both discuss students' interest and motivation in school in general.

Previous studies have similarities with researchers who both discuss the factors that cause a lack of interest and motivation in student learning in general. However, the researcher focuses on the factors causing the lack of interest and motivation of students in learning English. This research is different from previous research in which this research focuses on teachers and students to find out why there is a

lack of student interest in learning English, especially in rural areas. There are also differences such as the problem boundaries, research sites and objects or research subjects

D. Framework of thinking

The framework that describes the pattern of this research, in this study students' interests are not well known, according to initial observations so that research will occur, so that teachers become the main object because their role can increase students' interest in learning.

In the picture above, it can be seen that this research looks at, assesses and describes the teacher's role in increasing students' interest in learning through observation, interviews and documentation or existing data such as student learning outcomes of committed violations. In addition, seeing, assessing and explaining the student's interests from the students themselves, namely in the learning process from these activities it will be concluded how the student's interest in learning is, what is the teacher's role in increasing the interest of his students in learning whether he has made

efforts to increase interest in learning if it is how much has been done if not why is it not implemented, until finally it is concluded that the picture of student interest in learning and the role of the teacher in improving it. In this research proposal, the framework of thinking is described as follow:

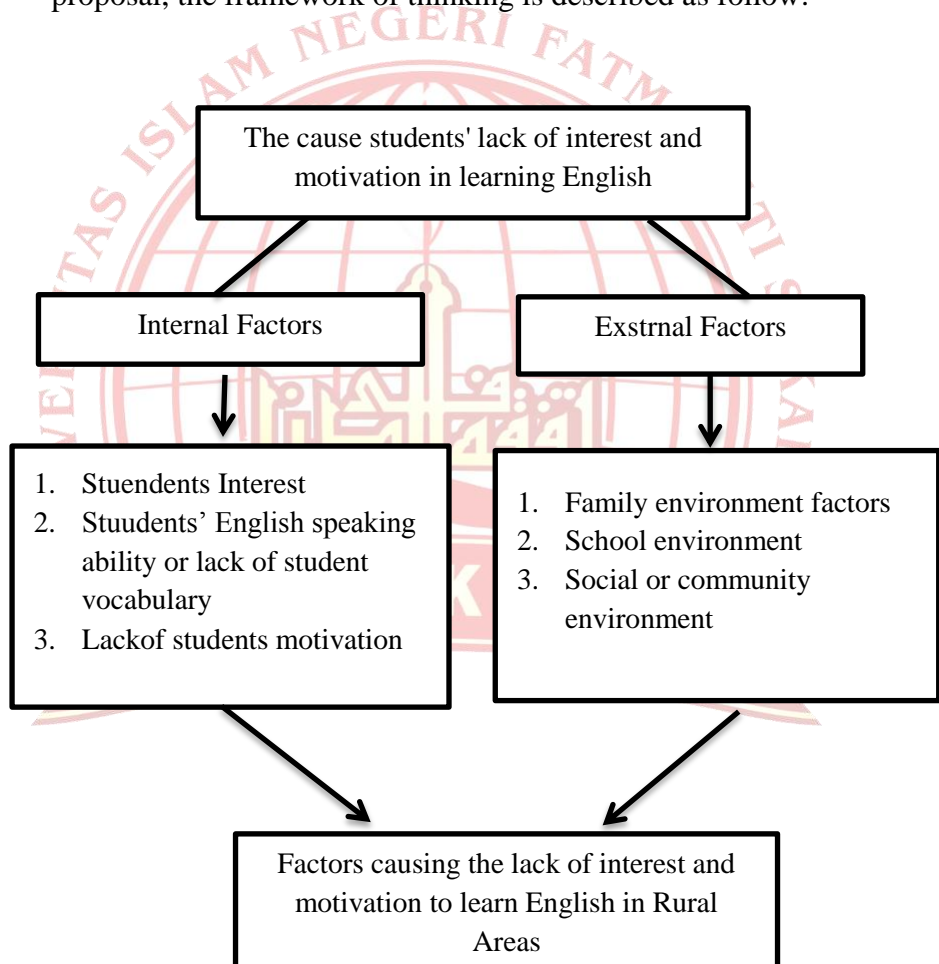


Table 1.1 : framework