

CHAPTER II

REVIEW OF LITERATURE

A. Motivation on Learning English

1. The Definition of Motivation

Motivation is a common word for people nowadays. It can be seen through some seminars, and television programs. These programs motivate people to have a better life sight and also push them to be better than before. For this study, the researcher needs to know what motivation is for her own understanding to do the research latter.

As stated literally, motivation is an enthusiasm or need for doing something.¹ Theorists actually have, their own understanding what motivation is. Most of them have the same perception. According to Woolfolk, "motivation is usually defined as an internal state that arouses, directs, and maintains behavior."² Santrock also define that "motivation involves the processes that energize, direct, and sustain behavior."³ Schunk and friends also state that "motivation

¹ Cambridge University Press, Cambridge Advance Learner Dictionary (New York: Cambridge University Press, 2009), p. 928.

² Anita Woolfolk, Educational Psychology (Boston: Pearson Education, Inc., 2007), 10th Edition, p. 372.

³ John Santrock, Educational Psychology (New York: McGraw Hill, 2011), 5th Edition, p. 438.

is the process whereby goal-directed activity is instigated and sustained.”⁴ It means that motivation can direct a person's behavior to achieve his/her goals. A person has a reason and enthusiasts to do something in his/her life by motivation. Those theorists above have same perception that motivation is a thing which directs and also has the relation with behavior. In another way, Yun Dai and Sternberg state about motivation as follow; “motivation attempts to explain the "what," “why,” and “where” of a person's more or less conscious praxis and practice.”⁵ It helps the researcher concludes that motivation can be a reason for someone to do something or practice.

In another statement Santrock states the example of it as follow; "If students don't complete an assignment because they are bored, lack of motivation is involved. If students encounter challenges in researching and writing a paper, but persist and overcome hurdles motivation is involved.”⁶ As Santrock gives examples above, the researcher concludes that motivation include in good learning process. It means students need motivation to be

⁴ Dale H. Schunk et al., *Motivation in Education-theory, research, and applications-* (New Jersey: Pearson Education, Inc., 2008), 3rd Edition, p. 4

⁵ David Yun Dai and Robert J. Sternberg (eds.), *Motivation, Emotion, and Cognition Integrative Perspectives on Intellectual Functioning and Development-* (New Jersey: Lawrence Erlbaum Associates, Inc., 2004), p. 198.

⁶ Santrock, John W., *Educational Psychology*, 5th Edition, New York: McGraw Hill, 2011.p. 438.

included as energy or support for their successful learning. Harmer also states that “it is accepted for most fields of learning that motivation is essential to success: that we have to want to do something to succeed at it. Without such motivation we will almost certainly fail to make the necessary effort.”⁷ That means motivation can be as the key for the successful learning. The failure of successful planning process can be caused by there is no motivation. It can be seen that motivation is important in learning process. Aronson also states in his book that the role of motivation in achievement based on many researchers is the key component.⁸

The researcher concludes that motivation generally as energy to support all goals that humans have made. Motivation can be as a guidance to take some efforts to achieve what the people want. Motivation as a direction and also energy for people do everything included learning something.

Because this study about the students’ motivation, the researcher needs to know how motivation works in the students. Ur helps the researcher to understand it through these characteristics of

⁷ Jeremy Harmer, *The Practice of English Language* (Essex: Pearson Limited, 2002), 3rd Edition, p. 51.

⁸ Joshua Aronson, *Improving Academic Achievement Impact of Psychological Factors on Education-* (New York: Academic Press, 2002), p. 38

motivated learners: (a) positive task orientation, it means that the learners have willing to undertake the tasks and challenges and also confidence in their success. (b) ego-involvement, it means that the learners feel the important of the learning for themselves. (c) Need for achievement, means that the learners have a need to achieve and overcome difficulties and succeed. (d) High aspiration, can be assumed that the learners are ambitious in getting the best learning for their own self. (e) Goal orientation, it assumes that the learners know better with what they have to achieve in learning process. (f) Perseverance, it means that the learners have the high level in doing their efforts. (g) Tolerance of ambiguity, the ambiguity is not the big problem for the learners.⁹

Based on Ur's description above, the researcher deduces that need achievement and high aspiration points can be mixed in one description, because it describes that the learner is ambitious to achieve their learning goals. Then the researcher figures out that the motivated learner will have the best effort to face their challenges in learning, have willing to finish the challenges, ambitious, know what their goals in learning, adapt in a confused meaning as learning process, and never feel hesitant in learning. These characteristics can

⁹ Penny Ur, *A Course in Language Teaching -Practice and Theory-* (Cambridge: Cambridge University Press, 2009) p. 275.

be as a description for the researcher to see which the learners are having motivation in their learning process.

2. The Influence Factors of Motivation

Motivation also has the factors which can influence how the motivation can be decreased or increased in the learning process. The researcher gets this understanding from Hamalik.

Hamalik points out that the influence of motivation are: (a) students' awareness of their learning goals, (b) teachers' attitude to their students in class can be as intrinsic or extrinsic motivation, (c) influence from students' group, and (d) class environment.¹⁰ The writer gets the points from this theory that motivation in learning is influenced by students' self, the teachers, and also students' environment. All of these roles are have their own influences to make motivation exist. Due to the existence of motivation, the successful learning can be achieved. This theory has same meaning with Dornyei's that the researcher has mentioned in the previous chapter

¹⁰ Dr. Wina Sanjaya, M. Pd., *Kurikulum dan Pembelajaran-Teori dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan (KTSP)* (Jakarta: Kencana Perdana Media Group, 2008), p. 256-257.

that is stated "motivation is one of the main determinants of second foreign language learning achievement."¹¹

As mention above, one of influence factors of motivation is the class environment. It makes the researcher interested in finding out more how motivation is in class. For this case, the researcher found that motivated learning which Schunk and friends, and also Sanjaya define it in their book.

Schunk and friends define "motivated learning is a motivation to acquire skills and strategies rather than to perform tasks that modeling by with highlights the role of self efficiency"¹² Sanjaya also has the same perception that the learning can be success if students motivation as direct and arouse.¹³ It can be stated that motivation is acquired in learning in order to achieve the skills and strategies.

From the theories above. The researcher concludes that motivated learning is a thing that can help to build success learning in

¹¹ Zoltán Dörnyei, Motivation and Motivating in the Foreign Language Classroom, *The Modern Language Journal*, Vol. 18 No. 3, 1994, p. 273-284.

¹² Schunk, Dale H., et al, *Motivation in Education -Theory, Research, and Applications-*, 3rd Edition, New Jersey: Pearson Education, Inc., 2008.p. 147

¹³ Sanjaya, Wina. *Kurikulum dan Pembelajaran -Teori dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan (KTSP)*, Jakarta: Kencana Perdana Media Grup, 2008.p. 249.

class. In a learning process, motivation can be a good machine as the energy.

3. The Kinds of Motivation

Motivation can be divided into two kinds. These kinds of motivation are divided through how the motivation arrives and the Influences around the person itself. They are extrinsic motivation and intrinsic motivation.

a. Extrinsic Motivation

To get more understanding about extrinsic motivation, the writer found out some theories that help her to understand.

Santrock defines extrinsic motivation as below:

Extrinsic motivation involves doing something to obtain something else. Extrinsic motivation is often influenced by external incentives such as rewards and punishments. For example, a student may study hard for a test in order to obtain a good grade in the course.¹⁴

¹⁴ Santrock, John W., Educational Psychology, 5th Edition, New York: McGraw Hill, 2011.

Motivation can be stated as extrinsic motivation in condition of external influenced. The influences can be rewards and punishments. For example, the boy studied hard due to his father will give him the new robot as his reward in getting best score. It is same as Alderman says. Alderman has perception that "Extrinsic motivation occurs when students engage activities for external reasons (outside of themselves) such as praise grades, special privileges, and certificates or material rewards."¹⁵

In a book named Intrinsic and Extrinsic Motivation, the researcher finds that extrinsic motivation has different perspective to know what extrinsic motivation is as follows:

Two distinct definitions of extrinsic motivation appear to have emerged: (1) when motivation is based on something extrinsic to the activity and (2) when motivation is based on something extrinsic to the person.¹⁶

The author of this book thinks that extrinsic motivation happens in two kinds of condition. It is based on outside of the activity and also from the person.

¹⁵ M. Kay Alderman, *Motivation for Achievement-Possibilities for Teaching and Learning* (New Jersey: Lawrence Erlbaum Associates, Inc., 2004), 2nd Edition, p. 247.

¹⁶ Carol Sansone and Judith M Harickiewicz (eds), *Intrinsic and Extrinsic Motivation-The Search for Optimal Motivation and Performance*-(San Diego: Academic Press 2000) p. 445

It can be deduced that extrinsic motivation is a type of motivation that comes from outside of the people themselves. In the learning process, extrinsic motivation can come from the teachers' reward for their students, praising, or others. It makes the motivation as drive in learning process.

b. Intrinsic Motivation

According to Santrock, "intrinsic motivation involves the internal motivation to do something for its own sake. For example, a student may study hard for a test because she enjoys the content of the course."¹⁷ It means that intrinsic motivation comes from inside of the person. Alderman also defines that "intrinsic motivation is typically defined as students engaging in actions for their own sake and without coercion such as satisfaction, interest, learning, and challenge."¹⁸ With intrinsic motivation, the students don't need to be pushed n doing something. This statement is same. With this next statement that "Intrinsic motivation describes self-initiated task engagement with no apparent extrinsic rewards beyond the activity

¹⁷ Santrock, John W., *Educational Psychology*, 5th Edition, New York: McGraw Hill, 2011.

¹⁸ Alderman, M. Kay., *Motivation for Achievement -Possibilities for Teaching and Learning*, 2nd Edition, New Jersey: Lawrence Erlbaum Associates, Inc., 2004.

itself"¹⁹ The researcher also finds that "a number of researchers define intrinsic motivation as occurring when an activity satisfies basic human needs for competence and control, which makes the activity interesting and likely to be performed for its own sake rather than as a means to an end."²⁰ It means that intrinsic motivation can be a parameter to someone in doing the job. If the person feels interesting to do learning, it means that he/she has the intrinsic motivation.

The researcher deduces that intrinsic motivation is an energy that the people got from inside of themselves. This energy never got influence from the outside. This motivation can be as a satisfaction for the people themselves. The interesting in learning or do something is the indicator that a person has intrinsic motivation.

¹⁹ Dai, David Yun and Robert J. Sternberg (eds.), *Motivation, Emption, and Cognition -Integrative Perspective on intellectual Functioning and Development-*, New Jersey: Lawrence Erlbaum Associates, Inc., 2004.p. 329

²⁰ Sansone, Carol and Judith M. Harackiewicz (eds.), *Intrinsic and Extrinsic Motivation -The Search for Optimal Motivation and Performance-*, San Diego: Academic Press 2000.p.2.

B. STAD

1. Definition of STAD

Student Teams-Achievement Divisions (STAD) technique is one of a set of instructional techniques developed and researched by Robert E. Slavin at John Hopkins University. STAD is also known as Student Team Learning. It is one of the oldest cooperative learning methods. Two of the oldest and most extensively researched forms of cooperative learning are Student Teams-Achievement Divisions and Teams-Games-Tournaments. It is also the simplest cooperative learning methods, and the most appropriate method for teachers who want to apply the Cooperative Learning for the first time in their teaching-learning activities. STAD is one of the simplest of all cooperative learning methods, and is a good model to begin with for teachers who are new to the cooperative approach.²¹ According to many teaching researches, it is very appropriate in teaching many subjects than other cooperative learning methods and can be used for every level education. Shlomo Sharan writes," It is also very adaptable it has been used in mathematics, science, social studies,

²¹ Slavin, Robert E., *Cooperative Learning: Theory, Research, and Practice* 2nd Edition, Boston: Allyn and Bacon, 1995.p. 71

English, industrial arts, and many other subjects, and at levels from 2nd grade to college.²²

STAD expects students learn together with other team mates in a small team to study the subject that is presented. Shlomo Sharan states, "These techniques are based on the idea of having students work in cooperative learning teams to learn academic objectives."²³ The smartest students are expected to teach the lowest students until they understand and master the subject that is presented. They not only study to answer the task correctly but also study how to make all the group members understand and master the subject so all the group members can answer the task correctly. The students' task are not to do something as a team, but to learn something as a team, where the team's work is not done until all team members have mastered the material being studied.²⁴ This is done because they are not allowed helping each other in answering quizzes although they study together as a team.

²² Sharan, Shlomo, *Handbook of Cooperative Learning Methods*, Westport: Presage Publisher, 1994. p. 4.

²³ Sharan, Shlomo, *Handbook of Cooperative Learning Methods*, Westport: Presage Publisher, 1994. p. 1.

²⁴ Sharan, Shlomo, *Handbook of Cooperative Learning Methods*, Westport: Presage Publisher, 1994. P. 3.

In STAD, students are assigned to four-member learning teams that are mixed in performance level, sex and ethnicity.²⁵ Students are divided into small groups consist of four to five members. The groups must be totally heterogeneous. The groups are mixed in high, average, and low levels, boys and girls, different ethnicity, and different religion. Do not allow students choose their own teams, because they will prefer to choose others like themselves.

According to Slavin, there are many steps in assigning students to team. The steps are:²⁶

- a. Make copies of team summary sheets.
- b. Rank students.

The rank is arranged from highest to lowest in performance, test score, grades, or your own judgment.

- c. Decide on the number of teams.

Divide the number of all students in the class by the number of the group that you want to make.

- d. Assign students to teams.

²⁵ Sharan, Shlomo, *Handbook of Cooperative Learning Methods*, Westport: Presage Publisher, 1994.P. 4.

²⁶ Slavin, Robert E., *Cooperative Learning: Theory, Research, and Practice* 2nd Edition, Boston: Allyn and Bacon, 1995. p. 74-5.

- e. Fill out team summary sheets.

There are three concepts in Student Teams-Achievement Divisions (STAD technique:

- 1) Team Rewards.

Team rewards means that teams are not in competition with one another for limited rewards. All of the teams, some of them, or none of them may earn whatever rewards are made available depending on how well the team's performance matches a predetermined standard.

- 2) Individual accountability.

Individual accountability means that students have their own responsibility, because their team success is depended on individual score when they get quizzes.

- 3) Equal opportunities for success.

It means that what students contribute to their teams is based on their improvement over their own past performance.²⁷ It is the important steps to ensure that all students have an opportunity to contribute to their team.

STAD has five major components. As Shlomo Sharan writes in his book, "STAD is made up of five major components; class

²⁷ Sharan, Shlomo, *Handbook of Cooperative Learning Methods*, Westport: Presage Publisher, 1994. P. 3.

presentations, teams, quizzes, individual improvement scores, and team recognition.²⁸

a) Class presentation.

Teacher usually introduces the material in a class presentation. In this way, students must pay careful attention to the teacher's presentation, because if they understand the material it will help them in quizzes and their quizzes scores determine their team score.

b) Teams

Teams are composed of four to five students from different level of performance, gender, and ethnicity.

c) Quizzes

Quizzes are given after one or two of teacher presentation and team practice. When doing quizzes, students are not allowed to help each other. It makes sure that every student has understood the material.

d) individual improvement scores

In this way, student is given an opportunity for his or her performance goal which can be attained if he or she works harder and performs better than in the past. So, any student can contribute maximum points to his or her team.

²⁸ Sharan, Shlomo, *Handbook of Cooperative Learning Methods*, Westport: Praeger Publisher, 1994.p. 6.

e) Team recognition

Team which has the highest score will earn certificates or other rewards. From the statements above the writer concludes that Student Teams Achievement Division (STAD) technique is one of Cooperative Learning method which assigns students into small heterogeneous team consists of four to five members from different performance level, gender, and ethnicity. They are expected to help each other so all members of group understand the subject because team scores is a sum of members' scores.

2. The Advantages and Disadvantages of STAD

Every technique is used in teaching learning activity has some advantages and disadvantages.

The advantages of using Student Teams-Achievement Division (STAD) technique are:

- a. Motivating the students to encourage and help each other in mastering skill presented by the teacher.
- b. Increasing the number of friendships among the students from different level of performance, gender, and ethnicity.
- c. Increasing students' achievement and rising students' self-esteem.

- d. Learning how to make a good partnership, appreciate each other and work cooperatively.
- e. Learning to think, solve problem and to integrating their knowledge and skill with other people who came from different level, gender, and ethnicity.
- f. The condition of learning is more relax and fun.
- g. Promoting students' personal and social development.

The disadvantages of using Student Teams-Achievement Division (STAD) technique are;

- 1) Taking much time, because students need to adapt with their teammates firstly before discussing the material.
- 2) The class situation becomes noisy. When students work in a group, they have to interact with their teammates to discuss the tasks are given.
- 3) Wasting instructional time. Teacher has to stated clear instruction, sometimes teacher has to repeat it often because students prefer concern with their teammates than to teacher.

3. The Application of STAD in the Classroom

Like any other methods or teaching learning techniques, Using Student Teams-Achievement Division (STAD) technique

needs preparation that teachers should do. Here are the steps of using STAD in classroom:

- a. Teacher assigns students into small groups consist of four to five students from different level, gender, and ethnicity.
- b. Teacher asks the groups naming their own group.
- c. Teacher gives class presentation. Teacher explains the problem, giving the data, and giving the examples. It is done to introduce the concept and encourage students' motivation.
- d. Teacher gives the worksheet to the groups. In their teams, they discuss the problems, compare the answers, and correct any misconceptions. The students are not only expected to answer the worksheet but also to understand the subject. The group gets success if all the members understand the subject.
- e. Teacher asks every group to read their answering and their argument, and other groups are allowed to give their opinion.
- f. After two periods of teacher presentation and group practice, teacher gives students an individual quizzes. In this way, students are not allowed to help each other. This activity is to measure that each student is individually responsible for knowing the subject.
- g. In the end of teaching, teacher gives certificate or other reward to the best group.

C. Previous Study

1. Bayu Kurniawan with the title of his research is “The Effectiveness of Using Student Teams Achievement Divisions (STAD) Techniques in Teaching Reading. This study is intended to find empirical evidence whether or not the use of Student Teams-Achievement Divisions (STAD) Technique is effective in teaching reading of recount text. It is also to find whether there is a significant difference of the achievement in learning reading between the students who are taught by using Student Teams Achievement Divisions (STAD) Techniques and the conventional method that currently is used by the teacher. The writer uses quantitative method. The researcher uses a pre-experimental study as the design of the study. Pre-experimental is experimental studies in which the unit of the design is a single group implementation or an invention of a short duration. In addition, Campbell and Stanley said that pre-experimental research does not use two classes as sample because this research design does not compare the difference of improvement between two groups or more. In this study the writer teaches one class, because the original teacher only permits the writer to teach one class. The Writer teaches the experimental class. The experimental class is taught by using Student Teams-Achievement

Divisions (STAD) Techniques. Before giving the treatment to the experimental class, the researcher distributes a pre-test for the experimental class in order to know whether the students have relatively the same background knowledge. At the end of the treatment, the experimental class does the post-test to find out the growth of the score. The growth is used to decide whether the intervention in this study is successful.²⁹

2. Fahman Imaduddin on the title “The Effectiveness of using Student Teams Achievement Division (STAD) Technique in Teaching Direct and Indirect Speech of Statement.” The problem in this "paper is formulated in a research question: "Does Student Teams-Achievement Division (STAD) technique have a significant influence in developing students' understanding of Direct and Indirect Speech of Statement?, the contributions of this study are conveyed to; first is for the teacher. It gives the alternative solution in teaching Direct and Indirect Speech of Statement. Second is for students. It assists them to solve their problems and studying Direct and Indirect Speech of Statement and it can help them to improve their understanding and creative thinking skills. Third is for the institution

²⁹ Bayu Kurniawan, Skripsi: “*The Effectiveness of using Student Teams Achievement Divisions (STAD) Techniques in Teaching Reading*”(Jakarta: UIN JAKARTA, 2014), p. 3.

of Jam'iyyah Islamiyyah Islamic Senior High School. It can be beneficial regarding to improve the education quality. This research was carried out at the eleventh grade of Jam'iyyah Islamiyyah Islamic Senior High School. It was located at Ceger Jurang Mangu Timur Kec. Pondok Aren Tangerang Selatan Banten. The writer conducted the research from September 13rd until September 22nd 2011. The contributions of this study are conveyed to; first is for the teacher. It gives the alternative solution in teaching Direct and Indirect Speech of Statement. Second is for students. It assists them to solve their problems in studying Direct and Indirect Speech of Statement and it can help them to improve their understanding and creative thinking skills. Third is for the institution of Jam'iyyah Islamiyyah Islamic Senior High School. It can be beneficial regarding to improve the education quality. In collecting the data. The writer used test technique. The data were collected from the pre-test and post-test. The pre-test was given before the teaching-learning activity and the post-test was given after the teaching-learning activity. The pre-test as well as the post-test consists of 20 items in multiple choices form. Both of the classes, experiment class and control class.

Were given the same test. Each number is scored 10 and the total score is 100.³⁰

3. Anita Putri with the title of the research is “The Effectiveness of Using the Student Teams Achievement Division (STAD) Technique towards Students’ Understanding of the simple past tense.” The research took place in SMP Trimulia Jakarta Selatan. This school is located on Jalan H. Adam Malik, No. 1. Petukangan Selatan Pesanggrahan, Jakarta Selatan. The research was conducted on January 20 up to February 7 2014. This research was a kind of quantitative research. There are numbers of research design in quantitative research. Yet, this research used a quasi-experimental research. Quasi-experiment is a research which involves groups in the research, experiment and control group, but not based on the randomly formed. This study was aimed to find out whether it is effective or not to use the Student Teams Achievement Divisions (STAD) technique in understanding the simple past tense for grade eighth students of SMP Trimulia Jakarta.³¹

³⁰ Fahman Imaduddin, Skripsi: “The Effectiveness of Using Student Teams Achievement Divisions (STAD) Technique in Teaching Direct and Indirect Speech of Statement” (Jakarta, UIN JAKARTA, 2011), p. 2.

³¹ Anita Putri, The Effectiveness of Using Student Teams Achievement Divisions (STAD) Technique Towards Students’ Understanding of The Simple Past Tense” (Jakarta, UIN JAKARTA, 2014), p. 4.

Considering to three studies above made the writer even more motivated to research the STAD method. We can see the results of the three studies that have been successful with the same quantitative research design method. In this research, there are differences especially in specific lessons such as student motivation on learning English. So, the researcher tried to effective student motivation on learning English. By using STAD method can help the effectiveness students' motivation on learning English.