

## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. Theoretical Framework**

##### **1. Motivation in Learning**

Motivation in learning is a critical factor that influences both the learning process and students' academic performance. Generally, motivation can be classified into two main categories: intrinsic motivation and extrinsic motivation (Filgona, 2020).

##### **a. Intrinsic Motivation**

According to Fishbach & Woolley (2022). Intrinsic motivation refers to the drive or internal impetus that originates from within the individual. Students with intrinsic motivation engage in learning because they are genuinely interested in the subject matter, seek to explore new knowledge, or derive satisfaction and fulfillment from the learning process itself. They are not primarily driven by external rewards or outcomes, such as grades or recognition, but rather by the intrinsic enjoyment and sense of accomplishment they experience when acquiring new information or mastering new concepts (Pandya, 2024).

For instance, a student with a strong interest in mathematics may continue to study and practice not solely for

the purpose of achieving high grades but because they find enjoyment in solving mathematical problems or taking on the challenges presented by the subject. This type of motivation is generally more enduring and profound because the source of motivation lies within the individual's intrinsic desire for personal growth and intellectual satisfaction, rather than external pressures. Consequently, students who are intrinsically motivated tend to persist in the face of challenges and are more likely to engage in self-directed learning, continuing to develop their skills independently.

**b. Extrinsic Motivation**

According to Pandya, J. D. (2024) in contrast to intrinsic motivation, extrinsic motivation arises from external factors, such as rewards or recognition. This form of motivation is driven by external outcomes that the individual seeks to obtain, such as high grades, scholarships, or praise from teachers and parents. In this context, students may be motivated to engage in learning not solely for personal satisfaction, but also to meet external expectations or achieve specific goals.

For instance, a student may be motivated to study diligently in order to attain good grades on exams or to secure a scholarship for further education. Additionally, praise from parents or teachers can serve as an external motivator,

encouraging the student to put in more effort. While extrinsic motivation can increase student engagement and performance, it often depends on the rewards or consequences associated with achieving certain goals. However, extrinsic motivation, while effective in the short term, may not be as enduring unless it is supported by deeper intrinsic motivation.

## **2. Studying English**

According to the *Kamus Besar Bahasa Indonesia* (KBBI), learning is defined as the effort to acquire knowledge or skills, practice, or a change in behavior or response caused by experience. In contrast, experts define learning as a process of deliberate actions that result in change. The nature of this change is relatively permanent and will not revert to its original state. This definition does not apply to changes resulting from temporary conditions such as fatigue, illness, intoxication, and similar circumstances (Faizah & Kamal, 2024). According to Pane & Dasopang (2017). Learning is a form of change manifested in changes in behavior, where the individual's condition is different before and after engaging in a learning situation or performing a similar action. This change occurs as a result of experience or practice.

According to Putra (2020), English as a foreign language means that it is taught and regarded as a subject in educational institutions, both formal and informal. This indicates that English is

not used as a medium of communication in social interactions or daily life, nor does it serve as the primary language in any country. This situation suggests that English is often taught in a theoretical context, primarily focusing on grammar rules, vocabulary, and language structure, while emphasizing practical application. As a result, learners may understand the theoretical aspects of the language but struggle with applying it effectively in real-world situations (Mahu, 2012).

This approach is in stark contrast to the concept of language learning, which should encompass mastery of the four language skills: listening, reading, speaking, and writing (Leong & Ahmadi, 2017). Without a proper understanding of all four aspects, it becomes extremely difficult to master a foreign language, especially English. The teaching of English in Indonesia was once removed from the curriculum under the 2013 Curriculum (K13), but it was reintroduced in the Merdeka Curriculum. As a result, students are now required to study English formally once again.

## **B. Previous Related Study**

In this research, the researcher use three previous research as references such as;

1. The first was written by Syahri (2022) entitled *"An Analysis Of Motivation In Learning English At The Grade VIII Students Of Mts S*

*Islamiyah Kotapinang Labuhanbatu Selatan*”. The problem addressed in this research is that students exhibited low levels of desire and enthusiasm in learning English, particularly in the subject itself. The aim of this study is to identify the dominant type of motivation among students and to assess their overall motivation levels in learning English. This research employed a descriptive quantitative approach, with the population consisting of all eighth-grade students at MTs. The sample included 39 students, selected through random sampling. The results revealed that the dominant motivation for learning English among students was extrinsic motivation, with a mean score of 3.36. In contrast, intrinsic motivation was slightly lower, with a mean score of 3.29.

2. The second was written by Yusda (2020) entitled “*An Analysis Of Students’ Motivation In Learning English At Junior High School 2 Bangkinang*”, The problem addressed in this research was that eighth-grade students faced difficulties in using English when English lessons began and rarely used English sentences during the learning process. The purpose of this study was to examine the students' motivation in learning English and to identify the external factors that influence their motivation. This research employed a descriptive quantitative approach. The results indicated that the factors influencing students' motivation in learning English were predominantly extrinsic, accounting for 76.00%. These external

factors included influences from parents, teachers, classmates, and the surrounding environment.

3. The third was written by Purnama & Yugafiati (2019) entitled “*Students’ Motivation In Learning English*”, The problem addressed in this study is that without motivation, the goals of learning English are difficult to achieve. The purpose of this research was to assess the motivation of eighth-grade students at MTs in learning English. A descriptive quantitative approach was used, with questionnaires and interviews serving as the primary instruments for data collection. The results revealed that the students were generally highly motivated. However, despite this positive finding, the study also highlighted the need for teachers to be more active and creative in applying learning strategies to further increase students' motivation in learning English.

There will similarities and differences between the previous research to this research. This research will employ a descriptive qualitative method and will be conducted at MTS Harinka prabumulih. The focus of the study will be to explore the types of motivation that influence and motivate the fourth-grade students at this school, This research will use questionnaires and interviews as the primary methods for data collection from the sample.

