

CHAPTER II

LITERATURE REVIEW

This chapter contains literature related to the research. This chapter consists of an Understanding of Motivation and the Influence of socioeconomic in Learning English, differences in Motivation, also level of Motivation and Socioeconomic.

2.1 Motivation

2.1.1 Definition of Motivation

Motivation could be described as the process of individuals thinking and considering their move or it is about some encouragement from themselves which came up by several aspects, especially emotion which has purposed to change every mood that they have when they want something. Moreover, motivation is a complex aspect of humans and affects individuals to manage energy to spend to face a problem or to make a solution. On the other hand, motivation could be called an action of an individual able to resist the problem or maintain their ambition. The meaning of the word motivation itself is something that can be interpreted as the ability or power in a person to move. In other words, motivation is a push of strength from within a person to do something that is triggered by various things both internal and external. The authors also defined motivation, According to Ryan & Deci (2020), motivation is a process that starts from a physiological or psychological deficiency or need for active behavior or training aimed at predetermined goals, with that assumption motivation is referred to as behavioral reasons which underlie. In the way of action after feeling experienced which triggered motivation, Filgona et al. (2020), Defined motivation as a force that has the function of driving the whole students, which in important ways is very predisposed to directing the learning activities carried out. Moreover, motivation as a whole is a state or condition that is sometimes described as a need or desire that functions to activate energy which makes it compelled to act through directed behavior. Nevertheless, motivation in the look of cognitive skills of students also becomes an important aspect that needs paying attention. Hardre & Reeve (2003), found that motivation can be described as the force of cognition and effectiveness in which each student has their function to initiate, support, and direct the behavior that has been involved as a process of internalizing the formation which previously was taken from experiences, perceptions, and individual interpretations.

Motivation plays an important role in encouraging students' cognitive and affective abilities which make it leads to positive aspects of learning. Filgona et al. (2020), made their idea about motivation as the key to success in the teaching and learning process, meaning when the

motivation of students is not good or in the sense that it does not allow for encouragement in them to follow the learning process, then this can make students no longer want to participate in active learning which allows them to skip lessons. But at some point, motivation can be like a tool for students. It is strengthened by (Ryan & Deci, 2000), who have described motivation as a tool to encourage students or individuals the way of internal aspects they had to take an action or behavior. Of course, motivation is an important factor in encouraging students in academic activities so that it can help determine how many students fulfill their assignments.

Students who have high motivation towards the material based on a great interest in seeking and studying, so that their interest in something becomes stable and lasts a long time. The meaning motivation in education is the way students maintain their emotions through how they put effort, experience reinforcement from success, and get discouraged from failure, although emotion as one of several aspects plays a main role as the tool that affects motivation. Therefore, motivation must be seen from the hybrid concept, internal attributes which are the result of external forces. So it can be concluded that motivation basically provides energy to humans and provides direction.

2.1.2 The Function of Motivation in Learning

According to Filgona et al. (2020), The function of motivation in learning, among others,

1. Through motivation students can develop a desire to learn because motivation indirectly stimulates students to think, concentrate, and learn effectively. According to Bakar (2020;26) as cited in Filgona et al 2020, motivation to improve performance in learning can trigger an active process of behavior that requires participatory silverware which affects learning levels, information retention, and the desire to learn.
2. Motivation can increase work speed indirectly and within a little time a student will begin to master the concept of the material provided and in the end, motivation helps students to achieve a goal. So, it can be concluded that motivation provides a useful energy for students to achieve their duties in the sense that students can bring themselves into development in the right frame of mind for learning. What's more, motivation can focus on a person's energy in certain activities or activities they are doing. Thus, motivation can be a benchmark for students whether they are still enthusiastic about pursuing a given assignment even with an attitude that is not enthusiastic when faced with a task that is categorized as difficult to do.
3. Motivation is an important factor for learning and academic achievement when trying to cross or go through the stages from childhood to adolescence. Motivation is one of the main things in teaching assignments. In other words, the instructor must ensure that the attitude he has can be reflected in a learning process that is able to encourage students. Therefore, motivation is highly recommended and delivered when starting a lesson with the intention of ensuring interest and directing students to pay attention to what needs to be learned.

2.1.3 Level of Motivation in Learning English

The study of motivation in the context of language learning, particularly in the acquisition of English as a second or foreign language, has garnered significant attention from researchers and educators. Motivation plays a pivotal role in determining the success and effectiveness of language learning endeavors. This literature review aims to provide an overview of existing research on the level of motivation in learning English, exploring key factors that influence motivation and their implications for language learners.

1. Intrinsic and Extrinsic Motivation:

Deci and Ryan's (1985) self-determination theory distinguishes between intrinsic and extrinsic motivation. In the context of learning English, intrinsic motivation refers to the internal desire to learn the language for personal satisfaction, while extrinsic motivation involves external factors such as grades or rewards. Research by Dörnyei (2001) emphasizes the importance of fostering intrinsic motivation for sustained and meaningful language learning.

2. Attitudes and Motivation in Second Language Acquisition (AMSLA):

Gardner's Attitudes and Motivation in Second Language Acquisition (AMSLA) model (1985) highlights the role of attitudes in language learning motivation. Positive attitudes toward the target language and the learning process contribute to higher motivation levels. Various studies, including those by Gardner and Lambert (1972) and Csizér and Dörnyei (2005), have explored the relationship between attitudes, motivation, and language learning outcomes.

3. The Impact of Teacher and Classroom Environment:

Teachers play a crucial role in shaping students' motivation to learn English. Huang (2016) and Ushioda (2009) argue that a positive and supportive classroom environment, along with effective teaching methods, enhances students' motivation. Factors such as teacher enthusiasm, clear communication, and student-teacher rapport contribute significantly to the motivation of English language learners.

4. Cultural and Socioeconomic Influences on English Learning Motivation:

Cultural and socioeconomic factors can influence the motivation of English language learners. Al-Hoorie's (2017) research, for example, suggests that cultural orientations and values impact learners' motivation. Additionally, studies by Kim (2009) and Dörnyei and Ushioda (2009) highlight how socioeconomic backgrounds may affect the motivation levels of English language learners.

5. Technology and Motivation in English Language Learning:

The integration of technology in language learning has become increasingly prevalent. Warschauer and Meskill (2000) note that technology can positively impact motivation by providing interactive and engaging learning experiences. The use of online resources, language learning apps, and multimedia materials has the potential to enhance English language learners' motivation.

Understanding and addressing the level of motivation in learning English is crucial for educators, policymakers, and curriculum developers. This literature review has explored key dimensions of motivation, including intrinsic and extrinsic factors, attitudes, the role of teachers, cultural influences, and the impact of technology. By synthesizing existing research, this review sets the stage for further investigations and the development of effective strategies to enhance motivation in English language learning.

2.2 Socioeconomic

2.2.1 Definition of Socioeconomic

Socioeconomic according to Abdulsyani (1994) is a person's position in a human group which is determined by the type of economic activity, income, level of education, type of residence, and position in the organization. Based on several opinions above, it can be concluded that the definition of socioeconomic conditions in research is a person's position or status in society about their level of education, level of income, ownership of wealth or facilities, and type of residence. He also continued that socio-economics is a person's position in general society which is related to the social environment, prestige, and rights and obligations Abdulsyani (2007). Santrock (2007: 282) also believes that socio-economics is a grouping of individuals based on similarities in work and level of education. These groups are usually accompanied by different rights and obligations. Socioeconomic in this research means the family's economic elements, income level, parents' education level, and type of work.

2.2.2 Factors that determine socio-economic

Based on His nature, humans are born to have the same and equal position, but in accordance with reality, every human being who is a citizen of a society always has a status or position and role. There are several factors that can determine the high and low socio-economic conditions of parents in society, including education level, income, wealth ownership, and type of residence.

1. Level of Education: School education (formal education) includes levels of school education, the level of school education basically consists of preschool education, primary education, secondary education, and higher education.

- a) Preschool education. According to PP no. 27 of 1990 (Kunaryo, 2000), preschool education is education to help the physical and spiritual growth and development of students outside the

family environment before entering basic education, which is held in the school education pathway or in the out-of-school education pathway.

b) Basic education According to PP no. 28 of 1990 (Kunaryo, 2000) basic education is general education which lasts nine years. Held for six years in elementary school and three years in junior secondary school or equivalent educational unit. The aim of basic education is to provide basic skills to students to develop their lives as individual members of society, citizens, and members of humanity as well as preparing students to attend secondary education.

c) Secondary Education According to PP no. 29 of 1990 in (Kunaryo, 2000), secondary education is education provided for basic education. The form of education unit consists of a General High School, Vocational High School, Religious High School, Official High School, and Special High School.

d) Higher Education According to Law no. 2 of 1989 (Kunaryo, 2000), higher education is a continuation of secondary education which is organized to prepare students to become members of society who have academic or professional abilities who can apply, develop or create science, technology and the arts. The educational unit that provides higher education is called a college, which can take the form of an academy, polytechnic, high school, institute, or university. In this study, to determine the level of education of parents, apart from looking at the level, it can also be seen from the years of success or length of time the parents have been in school. The longer parents go to school, the higher their level of education. For example, parents who have only attended 6 years of schooling mean they have only studied up to elementary school, which is different from someone who has gone to school up to 12 years, which means they are high school graduates. The level of education that parents have attained influences their child's continued schooling. Parents who have higher education have great encouragement or motivation to send their children to school.

2. Income

Income is the sum of all income of the head of the family and other family members which is realized in the form of money and goods. Based on the type, the Central Bureau of Statistics differentiates income into two, namely:

a) Income in the form of goods. Income in the form of goods is all income that is regular and ordinary, as well as receiving free goods, and purchasing goods and services with subsidized assets or reductions from the employer. income in the form of goods.

b) Income in the form of money Based on the field of activity, income includes formal sector income and informal sector income. Formal sector income is all income in the form of goods or money which is regular in nature and is received usually as remuneration or contrapeption in the formal sector which consists of income in the form of money, including salaries, wages, and income from investment and income in the form of goods including rice, medical treatment.

transportation, housing, as well as recreation. Informal sector income is all income in the form of goods or money received as remuneration or contra performance in the informal sector which consists of income from investments, income obtained from social benefits, and income from one's own business, namely the net results of one's own business, commissions and sales of home crafts. In this research, what is meant by parental income is income in the form of money received as compensation for activities from both the formal and informal sectors for one month in rupiah units. The amount of income received by each resident will differ from one person to another, this is because it is influenced by the condition of the population itself in carrying out various kinds of daily activities. According to Sumardi in Jerikho (2007) the income received by the population will be influenced by the level of education they have. With higher education, they will be able to get wider opportunities to get better jobs with bigger incomes. Meanwhile, people with low education will get jobs with small incomes.

c) Ownership of wealth or facilities. Ownership of wealth or facilities is wealth in the form of goods that are still useful in supporting one's economic life. Facilities or wealth include:

- Valuables in various shapes and sizes such as jewelry, televisions, refrigerators, and so on, can show the existence of layers in society.
- Types of private vehicles. Private vehicles can be used as a measure of the high and low socio-economic levels of parents. For example: people who own a car will feel they are at a higher socioeconomic level than people who own a motorbike.

3) Type of residence.

To measure a person's socio-economic level from their house, it can be seen from:

- The status of the house they live in can be their own house, official house, renting, living with relatives, or joining someone else.
- The physical condition of the building can be a permanent house, wooden, and bamboo. Families with high socio-economic conditions generally occupy permanent homes, while families with lower-middle socio-economic conditions use semi-permanent or non-permanent homes.
- The size of the house occupied, the larger the house occupied, generally the higher the socio-economic level. A house can create a socio-economic level for the family that occupies it. If the houses are different in terms of size and quality of the house. A house that is large, permanent, and privately owned can indicate that the socio-economic condition is high, in contrast to a house that is small, semi-permanent, and rented, indicating that the socio-economic condition is low.

2.3 Correlation between motivation and socioeconomic

Motivation is a learning tool that is needed to accelerate students to achieve their goals achieve what you want to achieve. Apart from that, motivation can influence a person's qualities

and other aspects of life. There are still questions about where and how the motivation comes from. To be sure, it doesn't come by itself. There must be a factor that triggers motivation to come. One of the factors is socio-economic which has been explained previously. A number of experts agree that socio-economics has an important role in student motivation. In line with Khansir's statement, Jafarizadegan and Karampoor (2016) said that when parents are at a high economic level, participants can have a better situation in learning English. As social class level increases, motivation to learn English also increases. Meanwhile Burriro and Abbasi (2015) stated that the higher and more stable the students' socioeconomic background, the more motivated they are to learn English. Based on the explanation above, it can be concluded that social economics is one of the aspects that trigger motivation, therefore it is assumed that socioeconomic goes hand in hand with English language learning motivation. Having a good socio-economic can make someone become like that and have motivation because they can get good access to what they have achieved and the surrounding community who have good socio-economic conditions can be the trigger or inspiration to motivate. Due to several socio-economic influences motivational aspects of learning English require further development research.

