CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some issues related to the students' motivation in choosing subject which become the focus of this research. It contains the review of related study or calls the previous study. Some previous study studies related to this research are also discussed. Another, it consists of some theories strengthening the problem discussed here.

A. Reviews of Related Literature

This chapter reviewed some theories and previous studied related to the topic. Theories related to the topic are about the definition of motivation in learning English and types of motivation and learning and theories of motivation and learning. The previous studies consist of the studies related to the students' motivation in learning English.

1. Motivation

Motivation is one of the most important components of learning process for students. In the field of learning motivation is essential to success. In this case without motivation, success will be hard to achieve. Motivation is not only important in getting students to engage in academic activities. It also important in determining how much students will learn from the activities they perform or the information to which they are exposed. Students who are motivated to learn something use higher cognitive process in learning about it and retain more from it¹

The word motivation is accepted for most fields in learning that motivation is essential to success. We need the motivation when we have to do something to succeed. Without such motivation we will almost certainly fail to make necessary effort. There are many factors that depend on motivation, such as motivation is very influent in learning English. When the learners are not motivated, they will not take risk in learning English or even paying any attention to learn it. As a result, motivation is considered an essential element along with language capacity in shaping success in learning new language in classroom setting.

To develop understanding of motivation we must know about what it means of motivation, types, sources, role and theories of motivation.

a. Definition of Motivation

In general, everyone knows what motivation is, but it is not always easy to understand what motivation actually is. There are

¹ Robert E.Slavin, *Educational Psychology Theory and Practice* (Boston: Johns Hopkins University. 1994). 347

various definitions of motivation from many psychologists. According to Santrock," Motivation is the processes that energize, direct, and sustain behavior".² It means that motivation is the process in which pushes and shows students to do something and keep on the activity continuously.

At its most basic level, "motivation is some kind of internal drive which pushes someone to do things in order to achieve something".³ While Dimyati and Mudjiono stated that motivation is a mental encouragement that moves and leads human behavior.⁴ The word motivation is derived from motive that means anything that encourages person to act to do something.⁵

Brown stated that "motivation is something that can, like selfesteem, be global, situational, or task oriented. Motivation is also typically examined in term of the intrinsic and extrinsic motives of the learner". ⁶ Gardner & lambert state that motivation means the combination of effort plus desire to achieve the goal of learning the language which leads to conscious decision to act, and which gives rise to a period of sustained intellectual and or physical effort in

² John W. Santrock. *Educational Psychology*, (New York:Mc.Graw Hill,2004) Second Edition.417

³ Harmer. *The Practice of English Language Teaching. Fourth edition*.(Malaysia : Longman Pearson Education Limited. 2007). 98

⁴ Dimyati and Mudjiono. *Belajar dan Pembelajaran*. (Malang University. 1994.). 75

⁵ Purwanto, ngalim. *Psikologi Pendidikan.* (Bandung: PT Remaja Rosdakarya Offset. 2011).60

⁶Brown. *Principles of Language Learning and Teaching*. Fifth edition.(Addison Wesley Longman, Inc. A Pearson Education Company. 2007.).170

order to attain previous set goals. In this study, motivation is classified into two types : instrumental and integrative motivation.⁷

Motivation has a significant role in teaching and learning process. That motivation of the students was positively correlated with their English perficiency, these significant result were in line with chalermporn and Usa.⁸James stated that the idea of someone to conduct activity and control the frequency of the actions is called motivation.⁹ So, students' motivation becomes a vital part in teaching and learning process. It great influence to students to push themselves in learning to get their needs, goals and interest.

From those definition above, it is concluded that motivation is an energy and directed to do something. Therefore, the researcer believe that motivations is a process to get success and has a great influence to the future achievement. In teaching and learning process, giving motivation to the students is a process to push and to support them to learn. Therefore, it can help students to achieve their goals.

⁷ Gardner, R. C., & Lambert, W. E. *Attitudes and motivation in second language learning. Rowley*, (Mass: Newbury House. 1972)

⁸ Chalermporn choosri and Usa Intharaksa. *Relationship between motivation and students' English learning achievement: A study of the second-year vocational certificate level hatyai technical college students.* (faculty of liberal arts: international conference on humanisties and social science.2011) The 3 ^{rd.} .12.

⁹ James P. Byrnes, *Cognitive Development and Learning In Instructional Contexts, (*United State Pearson Education,Inc,2009), Third Edition, .99

b. Types of Motivation

Motivation was separated into two main types that are intrinsic motivation and extrinsic motivation. We will discuss about them as follows:

1. Intrinsic Motivation

The intrinsic distinction has been influential in studies of motivation, and these concepts have been used in various attempts to explain differences in motivation among different learners. An intrinsically motivated student learns because he or she wants to learn. "Intrinsic motivation is the motivation to be involved in an activity for its own sake"¹⁰

Intrinsic motivation is desire which comes from within individual to make an effort to achieve the goal. According to Harmer "thus a person might be motivated by the enjoyment of the learning process itself or by the desire to make themselves feel better".¹¹

¹⁰ Paul, Eggen., & Kauchak, Don. *Educational Psychology: Windows on Classroom*,(Shangxi: Shangxi Normal University Press.2005). 398

¹¹ Harmer. The Practice of English Language Teaching. Fourth edition. 98

People do certain activities because it gives them pleasure and develops a particular skill based on their internal desire. Intrinsically motivation students are bound to do much better in classroom activities, because they are willing and eager to learn new material. Their learning experience is more meaningful, and they go deeper into the subject to fully understand it.

According Emily in her research, intrinsic motivation is appeared from students personal such as their comfort, happiness and interest.¹² Students who have intrinsic motivation also will be quicker and more simply to achieve their goals because they have motivation inside themselves.

2. Extrinsic Motivation

Biggs stated that extrinsic motivation is a standing invitation to students to adopt a surface approach.¹³ The student's focus on their performance and the value or the importance that they attach to the outcome.

According Paul Eggen nd Kauchak Don "Extrinsic motivation is characterized as the motivation to engage in

¹² Emily R.Lai. A Research Report Motivation Literature review, (Pearson, April, 2011).4

¹³ Biggs, J. *Teaching for Quality Learning at University*. (The Society for Resrarch into Higher Education & Open University Press.2002). .61

activity as a means to an end."¹⁴ An extrinsically motivated students performs in order to receive a reward, such as graduating or passing a test or avoiding a penalty like a failing grade. The dominated extrinsic motivation including current incentives, strengthening attract, desperate for peer recognition and admiration.¹⁵

Harmer states that extrinsic motivation is the result of any number of outside factors. Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in task. ¹⁶

According Gardner and Lambert's research, there are two main types of extrinsic motivation they are integrative motivation and instrumental motivation.¹⁷ It is considered that integrative motivation is the reasons of students to learn the English language, while instrumental motivation is students' view of English as a means to get a better job, position, and status in the future life.

¹⁴ Paul, Eggen., & Kauchak, Don. 349

¹⁵ An Min. On Training and Stimulate Students Learning Motivation, Modern Reading. (The ninth perid.2010)

¹⁶ Harmer. The Practice of English Language Teaching. Fourth edition. 98

¹⁷ R. C. Gardner and Lambert. *Attitude and Motivation in Second Language Learning*. (Newbury House, 1972)

Actually, many other factors that can influence upon students' extrinsic motivation in teaching and learning process as follow:

a. Teacher

Teacher is a person who has an important role in teaching and learning activity to socialize and shaping motivation among students. Dornyei in forms that teacher's skill in motivating students should be seen as the central in teaching and learning process.¹⁸ Teacher is the key instrument to handle and organize students in the classroom.

According to Penny Ur other sources are certainly affected by the teacher actions: they are success and its reward, failure and its penalties, authoritative demands, test and competition.¹⁹

b. Parents

Jaremy harmer stated that "if the parents are very much against the culture of the language this will probably affect his or her motivation in a

¹⁸ Zolt n Dornyei. *Motivation in second and Foreign Language Learning*. Language Teaching .1998..130

¹⁹ Penny Ur. A. Course in Language Teaching Practice and Theory, (Cambridge: Cambridge University Press. 1996). 277-279

negative way. If they are very much in favor of the language this might have the opposite effect".²⁰ This statement means that parents have an important role to motivate their children. They should have to support their children to create their motivation.

c. Environment

According to Tabrani environment is everything which exist around us, which has correlation and gives influence to ourselves.²¹ Students will be more interesting if the environment of the classroom is comfortable and halt environment can give better satisfactory both of for teacher and students than conducted in bad environment.

c. Sources of Motivation

According to Harmer "the motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people".²² There are some sources the effect

²⁰ Harmer. The Practice of English Language Teaching. Fourth edition. 4

²¹ A Tabrani Rusyan. *Pendekatan Dalam Proses Belajar Mengajar,* (Bandung: PT Remaja Rosydakarya, 2003). 148

²² Harmer. The Practice of English Language Teaching. Fourth edition. 51

the students' motivation in learning English first is society, second is significant, third is teacher and the last is method.

1. Concepts relation to motivation

Motivation is a diffuse concept and is often tied to other factors that influence the energy and direction of bahavior. The factors suct as interst, need, attitude, aspiration and incentive²³

a. Interest

Students with an interest in a subject tend to pay attention to it. They feel that it makes a difference to them. They want to become fully aware of it character. Interest can refer to selection of stimuli or attending to something.

b. Need

The students who has a need is one who lacks something that a given activity or out come can provide. Thus a "need for affiliation" is satisfied by friendly relationship with other person. A "need for achievement" can be met with a corresponding increase

²³ Gage berlin. Educational Psychology (London:Houghton Mifflin Company Boston, 1984) .374

in satisfaction by success in attaining some goal requiring effort.

c. Attitude

The students attitude toward semothing consists of her feeling for or againts what she conceives that thing to be. So an attitude involves emotion (feeling), directionaility (for or againts), an objective (the something). Attitudes like motives, arouse and direct purposeful activity.

d. Aspiration

A students aspiration is his hope or longing for a certain kind of achievement, with a certain level of aspiration. The students will try without it. They will make little effort, students have levels of aspiration that mobilize and direct activity toward such goals.

e. Incentive

Incentively arouse activity is the tip-off that behavior modification technique use this aspect of moivation to the fullest. The students motivated by curiosity has understanding or knowledge as her incentives.

2. The factors that influence the motivation

According to muhibbin, there are some factors that create differential among language learner, such as: internal factor and external factor. In internal factor include of intellegence, attitude, interest and attention, aptitude, while in external factors include of environment, family and society.

a. Internal factors

The internal factors are the factors that come from the students themselves.

1. Intellegence

Intellegence espresents one aspect determining success in study. If students have normal intellegence or higher one it my potentially obtain god achievement in learning.

2. Attitude

Attitude is internal indication which has the affective dimension in form of responds tendency in the same way to a thing, the object and etc. Both positively and negatively. The positively attitude, especially to the teacher and to the lesson, it is good indication for the students in learning process.

3. Interest and attention

Interest and attention have close relation which learning. One who has interested in special lesson such as English subject then to other. Students who interest in choosing English subject, may have more opportunities to reach high achievement in learning.

4. Aptitude

Aptitude is not easy to define. It is usually defined in terms of the test that have been used to measure it.

According to carol in Larsen-Freeman and long, aptitude as a concept correspond to the nation that in approaching a particular learning task or a program, the individual may be though of a processing some current state of capability in learning that task-if indivisual is motivated and has the opportunity of doing so that capability is presumed to depend on some combination of more or less enduring characteristic of individual.

b. External factors

Some external factors which also influence the students learning are

1. Environment

The conditions of surrounding where the students study also have influence or their acquisition fresh air, for instance, will affect to their soul. So the students who study in acceptable environmentmay get better achievement than the students who study in bad surrounding such as dirty or hot air.

2. Family

When students family and its member give stimulus to their study, for example by giving motivation or guidance to the students learning at home. This condition will help the students obtein better achievement in study.

3. Society

The member of society may arise difficulty and easy to the students study, because the society can give the may of thingking and giving respond to an object. Thus the society may also correclate to the learning process.

First of all the factor that having great influence is family because it is the first children education.

d. The Role of Motivation

People who learn a new language, their motivation to learn are related to wanting to fit in with people in their new community. Pinter stated "when we learn first language, it is all natural part of growing up". So motivation is crucial in learning other languages.²⁴

e. Theories of Motivation

1. Brown's Theory

Brown stated that "motivation is something that can, like self-esteem, be global, situational, or task oriented."²⁵ Motivation also typically examined in terms of the intrinsic and extrinsic motives of the learner. Intrinsic motivation for example occur when the learner learn for their own self-

²⁴ Pinter, Annamaria. *Teaching Young Language Learner*. (China: Oxford University Press. 2006.) .36

²⁵ Brown.2007. *Principles of Language Learning and Teaching*. Fifth edition. Addison Wesley Longman, Inc. A Pearson Education Company.p.170

perceived needs and goals. While, learner who pursue a goal only to receive an external reward from someone else are extrinsically motivated.

There are three different perspectives emerge based on Brown:²⁶

- Behavioral perspective, motivation is seen in very matter fact term. It is quite simply the anticipation of reward
- b. Cognitive term, motivation places much more emphasis on the individual's decisions. Brown identified six needs undergirding the construct of motivation:
 - 1) The need for exploration
 - 2) The need for activity, for movement and exercise, both physical and mental
 - 3) The need for manipulation
 - The need for ego enhancement, for the self to be known and to be accepted and approved of by others

²⁶ Brown. Principles of Language Learning and Teaching . 168.

- The need for stimulation, the need to be stimulated by the environment, by other people, or by ideas, thoughts and feelings.
- 6) The need knowledge, the need to process and internalize the result of exploration, manipulation, activity and stimulation, to resolve contradiction, to quest for solutions to problems and for self consistent systems or knowledge.

c. A constructivist. Each person is motivated differently and will therefore act on his or her environment in ways that are unique. But these unique acts are always carried out within a cultural and social milieu and cannot be completely separated from that context.

The "needs" concept of motivation in some ways belongs to all three schools of though. The fulfillment of needs is rewarding, requires choices, and in many cases must be interpreted in a social context. For example, children who are motivated to learn to read because they perceive the value (reward) of reading, they meet the needs of exploration, stimulation, knowledge, self-esteem, and autonomy, and they do so in widely varying ways and schedules and in the context of a society that values literacy. On the other hand, children my unmotivated to learn because they fail to see the reward, only connect to the learning to superficial needs such as fulfilling a requirement.

2. Maslow's Theory

Abraham Maslow, one of the founding father of humanist approaches to management, wrote an influential paper that out of five fundamental human needs and their hierarchical nature. Maslow's humanistic need theory of motivation suggests that people are motivated to achieve goals because of the tension created by unfulfilled needs. The five needs are:

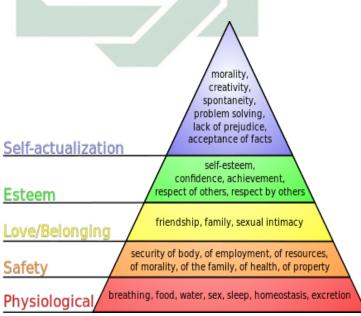


Figure 1: Maslows' Hierarchy of Needs Source: Adapted from Abraham Maslow's "Theory of Human Motivation"

a. Psychological needs

It was to do with maintenance of the human body if we are unwell, then little else matters until we recover.

b. Safety needs

It was about putting off over heads and keeping us from harm, if we are rich, strong and powerful or have good friends, we can make ourselves safe.

c. Belonging needs

Introduce our tribal nature, if we are help fill and kind to others, they will want us as friends.

- d. Esteem needs are for a higher position within a group
- e. Self-actualization needs

It was become what we are capable of becoming, which would our greatest achievement.

2. Learning

a. Definition of learning

Brown stated that "learning is acquiring or getting of knowledge of a subject or a skill by the study, experience, or instruction". ²⁷ Based on Brown, there are many concept of learning:

- 1. Learning is retention of information or skill
- 2. Learning is acquisition or getting
- 3. Retention implies stroge systems, memory and cognitive organization
- 4. Learning is relatively permanent
- 5. Learning is a change behavior
- Learning involves some form practice, perhaps reinforced practice
- Learning involves active, conscious focus on and acting upon events outside or inside the organism.

These concepts above, also give way to a number of subfields within discipline of psychology.

²⁷ Brown. Principles of Language Learning and Teaching . 7

According to Hanry Smith, learning is the acquisition of new behavior or strengthening or weakening of old behavior as the result of experience.²⁸

David defines learning, as the process whereby an organism changes it is behavior as a result of experience.²⁹ Experiences can be gained from learning because students can get knowledge and skill that are very important for students' life.

Based on the definition above, the writer summarize that learning is the acquisition of a new behavior, that occur as the result of relatively permanent changes and the organisms' experience or practice.

b. Theories of Learning

Learning is one of the most important activities in which humans engage in their life. Learning are occur not only in the class but also outside from the class. Various theories of learning have been suggested, and these theories differ for a variety of reason. A theory most simply, is a combination of different factors or variables woven together in an effort to explain whatever the theory is about. In general, theories based on scientific evidence are

²⁸ Hanry smith, *Psychology In Teaching*, (USA:Prentice Hll.1962).260

²⁹ NL.Gage & David C. Berliner, *Educational Psychology*, (Chicago: Rand Mc nally College Publishing Company, 1975.). 86

considered more valid than theories based on opinion or personal experience.

There is no final answer to question about learning and no theory can be found to be absolutely superior to all others. Nevertheless, learning theories can develop by the teacher of their own. Through study of learning theories and their historical development, teacher should gain insight into the harmonies and conflicts that prevail in present educational theory. From this insight, teacher should more toward developing adequate theories of their own.

1. J.B Waston: Conditioning Reflect

J.B Waston making Pavlov research as based for to his learning theory. Waston believes that Learning is a process from conditioning reflects or response passes through a chance from stimulus to another. Waston makes a same principle to explain human attitude. There are many attitudes to study in passed classical conditioning. They study have negative attitudes with foreign language, because there are have association with bad experience, for instance the teacher ordered to the students to translate in front of class and they have mistake and then the teacher was angry with them. Generalization afraid of them with another lesson.

c. Types of Learning

The educational psychologist, Robert Gagne (1965), demonstrated the importance of identifying a number of types of learning, which all human beings use. Because theories of learning of course do not capture the entire possible element of principles of human learning in general.³⁰ . Types of learning vary according to the context and subject matter to be learned. Gagne in Brown identified eight types of learning as follows:

- 1. Signal Learning : the individual learns to make a general diffuse response to a signal
- 2. Stimulus Response Learning : the learner acquires a precise response to a discriminated stimulus
- Chaining : is a chain of two or more stimulus response connection
- 4. Verbal Association is the learning of chains that are verbal.
- 5. Multiple Discrimination. The individual learns to make a number of different identifying responses to many different

³⁰ Brown. Principles of Language Learning and Teaching . 99

stimuli, which may resemble each other in physical appearance to a greater to a greater or lesser degree.

- 6. Concept Learning. The learner is able to make a response that identifies an entire class of object or events.
- Principle Learning. In simplest terms, a principle is a chain of two or more concept.
- 8. Problem Solving is a kind of learning that requires the internal events usually referred to as "thinking".

3. English

a. Definition of English Language

International language its means a language that already spoken in the whole of the world, as an effect of globalization era. People have to master the international language in this case is English, in order to make easier in socialize in business, interact, job, etc

In addition, Brumfit defines English as an international language in that it is the most widespread medium of internal communication both because of the number and the geographical spread of its speaker, and because of the large of number of non native speaker who use it for part at least of their international context³¹.

Based on Moody, English is a language, it means that English language is developed technique of communication. More generally, the use of English we say is to facilitate communication, to promote understanding between languages, to enable useful, appropriate and efficient action to take place.³²

Brendon L. Carroll defines English as a language of essential tool for communication and whereas grammatical pettern play a crucia role in communication, the prime need almost learners is not for theoretical or analytical knowledge of the target language, but for an ability for understand an be understood in that language within the context and constraints of peculiar language using circumstance.³³ Language is a system of arbitrary, vocal symbols that permit all people in a given culture, or other people who have learned the system of that culture to communicate³⁴

³¹ C.J. Brumfit , *English For International Communication* (Oxford: Perganon Instute of English,1982) .1

³² H.L.B. Moody, Varieties of English, (Singapore : Longman House Group, 1970). 1

³³ Brendon J. Carol. *Testing Communicative Performance an Interview Study*, (Oxford: Perganon Press, 1980). 7

³⁴ Douglas. Brown. *Principles of Language Learning and Teaching*,(USA: Prentice Hall Regents.1993) .7

Based on those definitions above we can above we can conclude that English is an International language, which use as a tool of interaction with our sociaty.

4. Learning English as a Foreign Language

Nowadays, there are about a billion people in the world learning English as foreign language, Johnson (2001:3). "In many other contexts in the world, however, when children start learning English, they are not immersed in an English environment and they are not learning English to make friend or fit into a new school and culture".

Pinter stated that the process of learning language has a significant effect on how young learners are able to acquire the foreign language. ³⁵The strategy of learning from mother tongue can be adopted for learning foreign language. Primarily, those who are involved in the children's learning process are their parents, and latter their teachers. So the teachers have the important role in the students' learning foreign language.

5. Motivation for Learning English

Hedge stated that "Adult learners returning to study may regard language learning as a hobby or cultural pursuit worthy of

³⁵ Pinter, Annamaria. *Teaching Young Language Learner*. (China: Oxford University Press. 2006.) .32

the educated person, or may have pressing reason for wishing to communicate with English".³⁶ Now, in much state school system, where the pupils' future use of English is uncertain, a primary aim is to build communicative potential. Any individual may be influenced by a variety of motivations which will affect such things as anxiety or attitude, or willingness to try new learning strategies.

B. Preview of Previous Study

In this part, the researcher reviews some previous studies related to the topic students' motivation in learning English.

The first by teacher training and education faculty IAIN Tulungagung, the researcher is Fina Hajar Kusumawati with entitle "*Students' motivation in learning English in MAN Kunir Wonodadi Blitar*."³⁷ The aims of this study were to give explanation about students' intrinsic and extrinsic motivation in learning English in MAN Kunir Wonodadi Blitar. This research uses quantitative method that uses questionnaires to collect data. The result of this research showed from students' answer in the questionnaire. From the calculation showed that the score of the students' intrinsic motivation is 55% and the students' extrinsic motivation is 45%. It mean that the students in MAN Kunir Wonodadi Blitar have higher intrinsic

³⁶ Hedge, Tricia. *Teaching and Learning in the Language Classroom*. (China: Oxford University Press. 2003) .22

³⁷Hajar Kusumawati.Fina. *Students motivation in learning English in MAN Kunir Wonodadi Blitar.*(Tulungagung: FKIP.2014)

motivation than extrinsic motivation. While the differences are this research, the writer focuses on the students in MAN Wonodadi Blitar. In this research focus on the students in Rumah Belajar Pandawa. Furthermore in his research she uses quantitative method that uses questionnaire to collect data, but this using descriptive qualitative method that uses questionnaire, observation and documentation to collect the data.

The second entitled "the students' motivation in learning English (a descriptive study of SMPN 235 Jakarta in the second grade). The researcher is Eka Munipah, Department of English Education Faculty Of Tarbiyah And Teacher Training Syarif Hidayatullloh State Islamic University Jakarta.³⁸ The aims of this study were to give information about how high the student's motivation in learning English. This research uses a descriptive quantitative that uses questionnaires to collect the data. Based on the research findings, it can be concluded that the student's motivation in learning English of SMPN 235 Jakarta is still categorize medium. While the differences are this research, the writer focuses on the students in SMPN 235 Jakarta. In this research focus on the students in Rumah Belajar Pandawa. Furthermore in his research she uses descriptive quantitative that uses questionnaires to collect the data, but this using descriptive qualitative method that uses questionnaire, observation and documentation to collect the data.

³⁸ Munipah,Eka. *The students' motivation in learning English (a descriptive study of SMPN 235 Jakarta in the second grade).* (Jakarta: FKIP. 2008)

The third is by Nerfi Istianti with entitled "*The Correlation between Students*' *Motivation in Learning Speaking and Their Speaking Ability*"³⁹ The aim of this study is to know whether there is any correlation between students' motivation in learning speaking and students' speaking ability at second grade of SMA Darussalam Ciputat. The research uses quantitative method uses questionnaires to the collect the data. The result of this study shows that there is a positive correlation between students' motivation in learning speaking and their speaking ability. While the differences are this research, the writer focuses on the students in SMA Darussalam Ciputat. In this research focus on the students in Rumah Belajar Pandawa. Furthermore in his using descriptive qualitative method that uses questionnaire, observation and documentation to collect the data.

The fourth is by Marlis with entitled "A Study on the Student's Motivation in Learning English at SMPN 1 Gunung Toar" ⁴⁰ the aim of this study is to know the students who have lack of motivation in learning English. The research uses descriptive method uses questionnaires to the collect the data. The result of this study most of the third year students of SMPN 1 Gunung Toar didn't have support from their home background. And the motivation was still low to learn English. While the differences are this research, the writer focuses on the students in SMPN 1 Gunung

³⁹ Istianti. Nerfi. *The Correlation Between Students' Motivation In Learning Speaking And Their Speaking Ability*. (Jakarta: FKIP.2013)

⁴⁰ Marlis. A Study On The Student's Motivation In Learning English At SMPN 1 Gunung Toar.(Riau:FKIP.2010)

Toar. In this research focus on the students in Rumah Belajar Pandawa. Furthermore in his research she uses descriptive quantitative that uses questionnaires to collect the data, but this using descriptive qualitative method that uses questionnaire, observation and documentation to collect the data.

The fifth is by Chunmei Long, Zhu Ming and Liping Chen with title "*The Study of Student Motivation on English Learning in Junior Middle School-A Case Study No.5 Middle School in Gejiu*"⁴¹ The aim of this study was to find out the unfavorable factors. The researcher uses questionnaire to collect the data. According the analysis that motivation is very essential in students' learning English in junior middle school. The methods excite students' English learning motivation are necessary. While the differences are this research, the writer focuses on the students in Junior middle school-a case study in Gejiu. In this research focus on the students in Rumah Belajar Pandawa. Furthermore in his research she uses descriptive qualitative that uses questionnaires to collect the data, but this using descriptive qualitative method that uses questionnaire, observation and documentation to collect the data.

The sixth is by Viona Rosalina with title "*The Relationship Between* Students' Motivation and Their English Learning Achievement (a correlation study at

⁴¹Long Chunmei & zhu ming and liping chen. *The Study Of Students Motivation On English Learning In Junior Middle School- A Case Study Of No.5 Middle School In Gejiu*.(china:college of foreign languages,Yunan Agricultural University.2013) Vol.6.No.9. (<u>http://dx.doi.org/10.5539/elt.v6n9p136</u>, accessed on Oktober 12,2016)

the second grade of the SMAN 3 Tangsel)^{*w*42} the aim of this study was to find out the correlation students motivation and their learning achievemen at the second grade of SMAN 3 Tangsel academic year 2013/2014. The researcher use questionnaire to collect the data and the researcher formulated the study correlation study.the English learning achievement in this study refers to student's English learning score. The result from this research is the correlation between students' motivation and their English learning achievement is negative. While the differences are this research, the writer focuses on the students in second grade of SMAN 3 Tangsel academic year 2013/ 2014. In this research focus on the students in Rumah Belajar Pandawa. Furthermore in the researcher using correlation study or quantitave method that uses questionnaires to collect the data, but this using descriptive qualitative method that

Meanwhile what makes this study different from the researches above is that this research about students motivation in learning English at Rumah Belajar Pandawa Surabaya. This study aimed to find out the type of motivation in learning English and might be the factors of the students' motivation in learning English. This study uses qualitative method uses questionnaire, observation and documentation to collect the data. Based on the research finding above, students motivation have many benefits for example the teacher know students need at learning English in class.

⁴² Viona. Rosalina. *The Realtionship Between Students' Motivation And Their English Learning Achievement* (a *Correlational Study At The Second Grade Of The SMAN 3 Tangsel*). (Jakarta: FTK Syarif Hidayatullah. 2014)

Therefore, the researcher chooses students motivation to know the students ability in learning English. The researcher believes that this study is different with other research above. Because this institution is focus on street children and the other institution is same students in all formal school. And in Rumah Belajar Pandawa have agenda if the semester in learning English with native language teacher. Like from America, Belanda, China.

