CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter orderly presents theoretical foundation: definition of motivation, theories about motivation, intrinsic and extrinsic motivation, factors that influence motivation. Then, it is continued by the explanation of computer as media for teaching English, definition of CALL, history of CALL, CALL as media for teaching English and next is about previous studies which have the relation of this research.

A. THEORETICAL FOUNDATION

This section, the researcher presents the theoretical foundation which is related to this research. The researcher takes some theories which support the objective of the study. This research focuses on finding the students' motivation in choosing CALL subject and to know their opinions about CALL as media for teaching English. Because of that, this section will present the theories among Motivation and CALL.

1. Motivation

Motivation is one of the most important components of learning process for students. In the field of learning, motivation is an essential to be success. In this case, without motivation success will be hard to be achieved. Motivation is not only important in getting students to engage in academic

activities. It is also important in determining how much students will learn from the activities they perform or the information to which they are exposed.

1.1 Definition of Motivation

The term motivation is derived from the *latin* verb *movere* (to move). The idea of movement is reflected in such commonsense ideas about motivation as something that gets us going, keeps us working, and helps us complete tasks[1].

Besides that, Motivation is also the process whereby goal – directed activity instigated and sustained[2].Then, from the simple definition, it can be varied to the kinds of motivation. Here, some of definitions from the experts that not only view a motivation from simple meaning but also divide it into its kind.

Lepper and Hodell identify four major sources of intrinsic motivation: challenge, curiosity, control and fantasy[3].

Marion Williams and Richard Burden suggest that motivation is a 'state of cognitive arousal' which provokes a 'decision to act' as a result of which there is 'sustained intellectual and / or physical effort' so that the person can achieve previously set goal[4].

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[1] Lepperd . & Hodell. *Instrinsic Motivation in the Classroom* (San Diego: Prentice Hall. 1989) 73-105
[2] Lepperd . & Hodell. *Instrinsic Motivation in the Classroom…………………………………….* 108
[3] Lepperd . & Hodell. *Instrinsic Motivation in the Classroom…………………………………*111
[4] Marion Williams & Burden, *Psychology For language Teachers*(Cambridge University Press. 1997)b120

From the explanations above related to the definition of motivation, the researcher concludes that motivation is an internal or external push which makes someone to reach some goals and purposes.

1.2   Theories about Motivation

Because of having many definitions and has been divided into many kind by experts makes motivation to be understood and learned deeply by many people. It creates many theories about motivation. Here are some theories of psychologist related to motivation:

a. Expectancy X value theory

Expectancy X value theory postulates that the efforts of people are willing to expend on a task is a product of[5]:

i.   The degree to which they value the rewards of anticipating from successfully completing a task

ii.   The degree to which they expect to be able to perform the task successfully if they apply themselves

Expectancy X value = motivation

That is, if either of the two components is missing, there will be no motivation to engage in that activity. Without valuing the goal of the activity, there will be no motivation; even if one believes he or she could successfully complete the task.

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[5] Jack Scott, *Psychology and Motivation* (Ohio University Press. 1997) 65

Example 1: You know that you can successfully dig a hole, but without the need to plant a tree to get some exercise or to find a treasure or some other need, your motivation to do so will be low or nonexistence.

Example 2: If the value is high but you truly do not believe that you can perform the task successfully, there will be no motivation to engage in the task as well.

a) Expectancy for success

It is influenced by two primary factors[6]:

1) Perception of task difficulty

The influence of task difficulty on success expectation is obvious. When people perceive a task extremely difficult, they are less likely to expect success than when they perceive the task as easy.

2) Self - schemas

The influence of self – schemas is more complex. Self – schemas are organized network of information about us. It includes our self – concepts and our sets of belief about the kind of people we are (such as our ability in math)

Kauchack and Eggen citied,

"This self – schema affects our expectancy for success if we have a positive self -   concept of our ability in math."

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[6] Jack Scott, *Psychology and Motivation…………………………* 77

b) Factors influencing task value

Task value is influenced by four factors. They are cost, importance, utility value and intrinsic interest.

1) Cost

Cost is the perceived negative aspects of engaging in a task.

Example: The amount of time Ulfi has to spend studying English is a cost. Meaning, time spend studying is time she doesn't have for other, more desirable activities. If the cost is too high, a person may choose not to be involved in the activity.

2) Importance

Importance is the extent to which a topic or activity allows a person to confirm or disconfirm important aspects of his or her self – schemas.

Example: Ahmad believes that he is a good athlete, so doing well in an athletic event will be important to him because it confirms his belief about his athletic ability.

3) Utility value

Utility value is the perception of a topic or activity as useful for meeting future goals, including career goals.

Example: Alda doesn't believe that she isn't intrinsically interested in it, but she believes that studying will be valuable to her in the future.

4) Intrinsic interest

Intrinsic interest is the characteristics of a topic or activity that induce a willing involvement in it.

Example: Jack willingly reads ahead in history book because of his developing interest.

b. The behavioral perspective

According to the Behaviorist view of learning, when children are rewarded with praise and gold star for doing their job correctly, they will forward to the next English lesson, anticipating another rewards. At some time in the past, they must have been rewarded for similar achievements and this experience acts as a motivator for future learning of a similar type.

For Behaviorists, motivation is simply a product of effective contingent reinforcement. So, they emphasize the use of extrinsic reinforcement to stimulate students' task engagement. The reinforcement can take the form of praise, a smile, an early mark or lost of privileges such as missing out on sport.

According to Brody[7]:

"Almost all teachers use extrinsic reinforcement in some form to motivate students, although they may not realize they are doing so and may not always use such reinforcement effectively."

c. The humanistic perspective

The Humanist theory of motivation is interesting because it is not only linked to achievement and education but also has implications for students' welfare and well – being through its concern with basic needs. It stresses on students' capacity for personal growth or freedom to choose their destiny and positive qualities.

There are two theories of motivation from humanistic perspective:

i. Maslow's hierarchy of needs

Maslow perceived motivation in terms of a hierarchy of needs that can also conceive as 'motives'. According to Maslow's model, once basic physiological needs have been satisfied, efforts are directed toward achieving needs associated with safety, love and belonging, and self esteem[8]. Furthermore, the students need to take a subject study like CALL because of their curiosity of belonging and acquiring the knowledge and CALL mastery and also to practice it.

ii. Roger's motivation theory

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[7] Brody, 1992 in Krause, et. al, 2003
[8] Abraham Maslow, *Human psychology.*(Oxford: Oxford Press. 1998) 123

Carl Roger's ideas are also influential in discussing the nature of motivation and its impact to human lives.

Roger argued that:

"Behavior was influenced by the individual's perception of both personal and environmental factors. People should listen to their inner voices or innate capacity to judge what was good for themselves rather than relying on feedback for external sources." Students' perceptions of subject study affect their behavior of learning it. When the perceptions are positive, their behaviors are also positive[9]. Then, he added that the students' expectation of the study also affected their behaviors in learning. How hard the students will work or study depends on how much they expect to accomplish.

1.3 Intrinsic and extrinsic motivation

The most powerful of motivation are intrinsically or extrinsically motivated to the success in the task.

According to Brown[10]:

"Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward".

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[9] Roger, Carl. *Introduction to Psychology,*(Cambridge:Cambridge Press. 2000) 120
[10] H. Douglas Brown, *Teaching by Principles…………………………………………*153

"Extrinsic motivation is carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prize, grades and even certain types of positive feedback[11]".

Extrinsic motivation is caused by any number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel. Intrinsic motivation by contrast, comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better[12].

Motivation generally is divided into Intrinsic and extrinsic. Intrinsic comes from inside of the students themselves and the opposite is Extrinsic which come from the outside of the students. Thus, Intrinsic and Extrinsic can affect the students to reach their goals and also have a significant role for them to be successful in their learning CALL.

1.4 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[13].

a. Internal Factors

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

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[11] H. Douglas Brown, op. Cit, 155-159

[12] Jeremy Harmer. *The Practice of English Language Teaching*, 3rd Edition, (Cambridge: longman. 2001) 51-52

[13] Muhibbin Syah,M.Ed, " *Psikologi Pendidikan* ", (Bandung: P.T Remaja Rosda Karya, 2005), 139

i. Intelligence

Intelligence represents one aspect determining success in study. If students have normal intelligence or higher one, it may be potentially obtain good achievement in learning.

ii. Attitude

Attitude is internal indication which has the affective dimension in form of responds tendency in the same way to a thing.

iii. Interest and Attention

Interest and Attention have close relation which learning. One who has interested in special lesson such as CALL subject than to the others.

iv. Aptitude

Aptitude is not easy to define. It is usually defined in terms of the tests that have been used to measure it[14].

b. External Factors

Some external factors which also influence the students' learning are:

i. Environment

The condition of surrounding where the students study, also have influenced or their acquisition.

ii. Family

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[14] Ibid

When Students family and its member give stimulus to their study, for example: by giving motivation or guidance to the students learning at home.

iii. Society

The member of society may be difficulty and easy to the students study, because the society can give them the way of thinking and give respond to an object.

2. Computer as Media for Teaching English

The researcher has explained before in background of the study (see page number 2) which explains that CALL is the development of Computer Programs. The researcher presents an explanation about Computer as media for teaching English before talking about CALL.

With the spread and development of English around the world, English is used as Foreign Language in Indonesia. At present, the role and status of English in Indonesia is higher than ever as evidenced by its position as a key subject of medium of instruction, curriculum. As the number of English Learners is increasing, the different teaching methods have been implemented to test the effectiveness of the teaching process. The use of authentic materials in the form of films, radio, TV and computer has been there for a long time. It is true that these technologies have proved successful in replacing the traditional teaching.

The new era assigns new challenges and duties on the modern teacher. The tradition of English teaching has been drastically changed with the remarkable entry of technology. Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvements. Technology is one of the most significant drivers of both social and linguistic change. Graddol states that "Technology lies at the heart of the globalization process; affecting education work and culture[15]".

Computer has a significant role in our life today. The development of Computer has been grown rapidly. It is from a big prototype to the newest and the smallest one. It is from PC to IPad. It is used for different purposes. From the first time, used in military to be engaged in many aspects; including Education.

Nowadays, computer has been integrated in language learning. It becomes important and has a big part of teaching and learning process. It is a teaching media and can support the teachers and students in teaching and learning process.

According to Prensky, today's students – K through college – represent the first generations to grow up with this new technology[16]. They spent their entire life surrounded by and using computers, video games, digital

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[15] M. Graddol. *CALL and Language Teaching,* 65
[16] M. Prensky. *Listen to the natives*. Educational Leadership, 63 (4), 8 -13

music players, video cams, cell phones, and all the other toys and tools of digital age.

Then, Prensky adds, today's average college grads have spent less than 5.000 hours of their lives reading, but over 10.000 hours playing video games (not to mention 20.000 hours watching TV)[17].

By connecting technology with educational content across disciplines, teachers can capitalize on the prior experience within students as a resource.

Computer has been integrated into teaching and learning. Nowadays, the lives of people are technology oriented. As we know, computer is an effective tool to engage the whole lives. Students are more technologies oriented now. As we know that computer has many functions, one of them is to communicate.

Computer can be an effective tool in teaching and learning process. From the computer history from the first model that has a big shape into the smallest one. From PC, Laptop into I-pad. The programs are also developing from just to calculating into games based. Looking into that situation, the researchers and scientist are studying hard to find the way how to develop it and apply it in educational purposes. From this view, CALL is developed.

2.1 Definition of CALL

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[17] ibid

There are many definitions of CALL. If you are browsing in the internet or reading book, you will find hundreds of it. The Researcher takes just few of those definitions, such as:

a. Andrew Laghos stated that Computer Assisted Language Learning (also referred to as computer-aided language learning) could be thought of as the use of computers to help learn languages[18].

b. Pota menegakis said that this teaching approach helps the students improve their language skills using the computer[19].

c. Then, Computer Assisted Laguage Learning (CALL) may be defined as 'the search for and study of applications of the computer in language teaching and learning'[20].

d. CALL means learners learning language in any context with, through, and around computer technologies[21].

e. Computer Assisted Language Learning (CALL) is often perceived, somewhat narrowly, as an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement

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[18] Andrew Laghos & Panayioti Zaphiris. *Computer assisted/aided language learning*,2005.P. 331
[19] Menegakis,Pota. 2004. *CALL Computer Assisted Language Learning*. Second Language Consultant.p.1
[20] Michael Levy. Computer-*Assisted Language Learning: Context and Conceptualization.New York, Oxford University Press*. 1997
[21] Joy L. Egbert, Gina Mikel petrie. Ed. CALL: *Research Perspectives*. New Jersey Lawrence Erlbaum Associates Inc. Intel Taylor & Francis e – library, 2008

and assessment of material to be learned, usually including a substantial interactive element[22].

f. The definition of CALL that accommodates its changing nature is any process in which a learner uses a computer and, as a result, improves his or her language[23].

We can conclude that CALL is the activities of a learners or students that use a computer in their language learning process.

2.2 History of CALL

Computer is one of the most useful machines for helping our life. Since, it was invented by scientist about hundreds year ago. It is just like the meaning of that word 'to compute or to calculate', has been really being an important and very useful tool for our future technologies. It is also being developed from the complex one to the simple one, from the bigger one to the smaller one, and also from the one function to the many functions. Because CALL is the strategy in using computer to gain one or many purpose through its applications, it also has been developed time by time.

Call's origin and development trace back to the 1960's. Since the early days, CALL has developed into a symbiotic relationship between the development of technology and pedagogy[24].

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[22] Graham Davies (accessed June 14 2013) Available from https://www.llas.ac.uk/resources/gpg/61
[23] Ken Betty. Edited by Christoper N. Candling & Davin R. Hall. *Teaching and Researching Computer – Assisted Language Learning* , second edition.:PEARSON,London. 2010
[24] Laghos,op. cit. p.2

The earliest applications of CALL date back to the 1960s. Warschauer divides the history of CALL into three stages[25].

a. **Behaviorist CALL**: This was implemented in the 60s and 70s, and could be considered "a sub-component of the broader field of computer-assisted instruction." Informed by the behaviorist learning model, this mode of CALL featured repetitive language drills, referred to as drill and practice.

b. **Communicative CALL**: This emerged in the late 70s and early 80s. It was also during this time that behaviorist approaches to language teaching were being rejected at both the theoretical and pedagogical level, and new personal computers were creating greater possibilities for individual work.

c. **Integrative CALL**: This emerged in the late 80s and early 90s while critics pointed out that computer was still being used in an "ad hoc and disconnected fashion".

Another classification, are:

a. CALL in the 1950s and 1960s

The first computers used for language learning were large 1950s mainframes that were only available at University Campus research facilities. These presented particular organizational problems as learners had to leave the classroom and travel to a computer, or at least to a computer terminal, for instruction; a lack of processing power meant that there were

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[25] Warschauer, M.,& Healey, D. (1998). *Computers and language learning: An overview. Language Teaching,* p.31, 57-71

no class sets of computer terminals. The high cost of these early machines and demands upon them for pure research meant that time allocated for teaching and learning was limited. The first CALL programs created at three pioneering institutions: Stanford University, Dartmouth University and the University of Essex (the scientific language project), all focused on the teaching of Russian, although, eventually, other languages were included as well.

b. CALL in the 1970s and 1980s

During the period in discussion, computers were classified into mainframe computers, mini computers and microcomputers. Mainframe computers were room – sized machines. Mini – computers were closer to what now we call servers. Microcomputers are what we would now call desktop computers or personal computers. Portable or laptop computers are included in this last category.

c. CALL in the 1990s

Thousands of new CALL programs have been published since the few mention above, but the ones cited so far provide an overview of the types of features likely to be offered in a multimedia CALL environment.

d. CALL in the twenty – first century

Web and other appliances, such as televisions, are becoming more computer - connected and each technological advance presents new opportunities for the delivery of CALL.

2.3 CALL as media of teaching English

CALL is specific type of Computer Approach that has been used the purpose of language and learning. Here, CALL is divided as follow: (a) Computer as drill and practice, (b) Computer as a tutor, (c) Computer as simulation / Computer as problem solving, (d) Computer as a Game, (e) Computer as tool for ELT teachers and learners, and applications of Internet for ELT[26].

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[26] Ibid

a. Computer as drill and practice

In this use of CALL, computers are viewed as a tool for saving time with the immediate feedback. The learning principle behind Drilling and Practicing is the Behaviorism of learning theory and the Audio lingual approach language to teaching. There are several types of drilling and practicing activities (exercises) such as paired - association (matching), sentence completion, multiple choice, part identification, true – false, and short – answer questions.

Besides those types, there is another type of drilling and practicing activity. It is called "contextualized activities", such as gap filling and reconstructing texts. The examples of these programs are cloze exercises, text reconstruction, and eclipse.

b. Computer as a tutor

The role computer as a tutor is to present to the learners the content of the lesson as text graphics, video, animation, or slides, including learning activities, drills and practice. The computer serves as a means for delivering instructional materials.

The examples of CALL tutorial programs are:

i. Grammar: Longman Grammar Software, Tense Buster, and Grammar 3D.

ii. Reading: Rocket Reader, Read Flex, and Reading for English.

iii. Writing: Paragraph Punch, Write Express Easy Letters, and Power Editing.

iv. Speaking, Pronunciation and Listening: Learn to Speak, Dragon, Naturally Speaking, and Accent Improvement.

v. Integrated Skills / Courseware: Ellis, Dynamic English, and Planet English.

c. Computer as simulation / as problem solving

Simulation and problem solving is used to foster analysis, critical thinking, discussion and writing activities. The computer is not used much for tutorial purposes. The program is designed to create language interaction through problematic situations, conditions or problem challenging for the learner to solve. Many simulation programs are problem solving games which are entertaining and educating. The simulation programs such as Oregon Trail, Carmen SANDIEGO Word Detective and AMAZON trail II.

d. Computer as a game

The main principle behind computer gaming is that "Learning is Fun". The main aim is to create a pleasurable learning environment and to motivate the language learner. The examples are Scrabble Deluxe, Cross Words, and Spelling Bee and Magic Hat.

e. Computer as a tool for ELT teachers and learners, and applications of Internet for ELT.

The computers are functioned as a tool to help Teachers and Learners to learn English. It includes CALL applications itself and also the Internet applications. The examples of CALL applications are Concordancers, Word Processor and Grammar Checker. Then, the examples of Internet applications are such as e-mail, File Transfer Protocol (FTP) and World Wide Web (WWW).

B. PREVIOUS STUDIES

Several studies have investigated the role of the students' motivation in choosing subject study. There are some previous studies which have similarity with this study. The first is research by Mohamad Khador from State Institute for Islamic Studies Sunan – Ampel Surabaya. The title of the research is "*Using Memory Game Maker to Create Vocabulary Exercise*[27]". The research problems are: 1) What are the procedures of developing vocabulary exercise software and 2) Based on students' response, is the product good for students in learning vocabulary. Here, the researcher conducted the research with using questionnaire and field note taking. The aims of the research are: first to describe the procedure of developing Memory Game Maker to create vocabulary exercise for students and second to know whether the product is good or no based on the criteria of good software exercise. And the result

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[27] Mohamad Khador, Unpublished Thesis:"*Using Memory Game Maker to Create Vocabulary Exercise*"(Surabaya: State Institute for Islamic Studies Sunan – Ampel Surabaya, 2012)

of this research is that about students' and response to the product. Among 86% of the students agreed that the product was good and 14 % students said that it was not good.

The second research has been done by Ayu Anggun Astiti from State Institute for Islamic Studies Sunan – Ampel Surabaya. Her thesis entitles *"The Implementation of CALL in Teaching Speaking for Grade 8 of SBI Class at SMP Al-Hikmah Surabaya[28]"*. She distinguished two research problems: 1) What are the materials used in CALL for students in teaching speaking? And 2) How is CALL implemented in teaching speaking to the students at the classroom?. The purpose of her research were to describe the implementation of CALL in teaching speaking at the classroom and to know the materials used in CALL for the students in teaching speaking. She used observation checklist, notes taking, interview and questionnaire to collect the data. Then, the result of the research were the teachers had specific criteria in selecting CALL materials, and the criterion must be suitable for 8 grade of SBI such as the topic and content of CALL and the implementation of CALL planned in the teachers' lesson plan.

The third research was held by Syaefuddin Zuhri with the title "*Using CALL Technique in Task – Based Learning to Teach Reading at the Second Grade of SMA Muhammadiyah 2 Surabaya[29]*".The research problem of this research were; 1) Is

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[28] Ayu Anggun Astiti, Unpublished Thesis:" *The Implementation of CALL in Teaching Speaking for Grade 8 of SBI Class at SMP Al-Hikmah Surabaya"*(Surabaya: State Institute for Islamic Studies Sunan – Ampel Surabaya, 2011)
[29]

CALL technique in task − based learning effective to teach reading skill? And 2) What are the students' responses to the implementation of CALL in task − based learning? The researcher used instruments such as observation checklist, field notes, questionnaire and test. This research showed us that the students' progress during the reading learning process by using CALL in task − based learning was well − confirmed. The students' reading skill in English could be improved. Most of the students asserted that the activities in learning process by using CALL in task − based learning in teaching reading could help them in comprehending of reading text. The students' motivation in learning process was better than before, as the result of the test and questionnaire were showed. The main factor affecting this success were the students interested in learning activity by using CALL in task − based learning to teach reading, the method was new for them. This method has given more knowledge and activities. The method of using CALL in task − based learning process were very pleasing for the students, this method was necessary for the learning process.

The fourth research was held by Irma Rahmawati with the title "*Students' Motivation in choosing EYL subject in English Department of State Institute for Islamic Studies Sunan − Ampel Surabaya"[30].*The research problem of this research was what are the factors that motivate sixth semester students of English Education Department of State Institute for Islamic Studies Sunan − Ampel Suarabaya in choosing EYL subject? The conclusions of this research were that the students were

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[30] Irma Rachmawati, Unpublished Thesis:" *Students' Motivation in choosing EYL subject in English Department of State Institute for Islamic Studies Sunan − Ampel Surabaya"*(Surabaya: State Institute for Islamic Studies Sunan − Ampel Surabaya, 2012)

motivated in following EYL class and the difficulties of their teaching and learning language which children represent their choice to prefer EYL subject than another elective subjects.

The researcher has presented some previous studies related to the subject study. There are four previous researches which were held by some researchers. Those researches had significant contribution to strengthen this research and motivated the researcher to take this study. Among those researches, three of them were about the usage of CALL in English teaching and learning process while the other one was about motivation of the students. The first research was held by Mohamad Khador from State Institute for Islamic Studies Sunan – Ampel Surabaya. The title of the research is "*Using Memory Game Maker to Create Vocabulary Exercise*". The result of this research is that about students' and response to the product. Among 86% of the students agreed that the product was good and 14 % students said that it was not good. Second, the research was held by Ayu Anggun Astiti from State Institute for Islamic Studies Sunan – Ampel Surabaya. Her thesis entitles "*The Implementation of CALL in Teaching Speaking for Grade 8 of SBI Class at SMP Al-Hikmah Surabaya*". The results of this research were the teachers had specific criteria in selecting CALL materials, and the criterion must be suitable arcfor 8 grade of SBI such as the topic and content of CALL and the implementation of CALL planned in the teachers' lesson plan. Third, research was held by Syaefuddin Zuhri with the title "*Using CALL Technique in Task – Based Learning to*

Teach Reading at the Second Grade of SMA Muhammadiyah 2 Surabaya". The results of this research were: first, it showed us that the students' progress during the reading learning process was well − confirmed. The second, the students' reading skill in English could be improved. Then the last research was held by Irma Rahmawati with the title "*Students' Motivation in choosing EYL subject in English Department of State Institute for Islamic Studies Sunan – Ampel Surabaya"*. The results of this research were that the students were motivated in following EYL class and the difficulties of their teaching and learning language which children represent their choice to prefer EYL subject than another elective subjects.

The researcher has explained about several studies related to CALL and Motivation. The two thesis before talked about how CALL were used to help teacher in conducting teaching and learning process in their classroom while this research aims to know not also students themselves motivated in learning CALL as previous research conducted by Irma with different object study, but also to know to what extent the students can design media for teaching English correctly based on the purpose of the study and teaching strategies.