

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of the Related Theories

1. Theories of Learning Factors

a. Definition of Learning

Learning is a daily activity for people. Learning is a complicated aspect and involves many interrelated things. Hamalik (2003:57) learning is a combination of elements composed including human elements, materials, facilities, equipment and procedures that influence each other to achieve learning objectives. Additionally, learning is also the way to success because it allows one to learn a lot from a person.

Learning is a whole series of activities carried out consciously by someone and causes change in the form of additional knowledge or skills based on the senses experience. Students there is no change in positive behavior in the sense of not having new skills and knowledge insight does not increase, then it can be said that learning is not perfect.

The goal of learning is change within one self someone's way of thinking, mentality and behavior which includes cognitive (knowledge), affective aspects (comprehension) and psychomotor (skills). A students who want to achieve their dreams must of course study diligently. Not only at school, but also a must study at home, community, extra educational institutions in outside of school, in the form of courses, private lesson, and tutoring (Dalyono, 2007:48). Students learning outcomes can be measure based on learning achievement. Thus the learning process does not only occur between teacher and student but also with other sources such as media and materials.

b. Learning factors



Learning is an important activity that everyone must do optimally to be able to master or obtain something. Learning is a process that results in changes in behavior and skills. Therefore, there need to be factors that influence it. Students are the center in learning process. In this process, students are influenced by several factors that come from inside and outside. Learning factors are a variety of elements that influence the teaching and learning process, both internally and externally. The factors will make the Educational program development process more focused, meaningful and targeted.

The following are learning factors there are intrinsic and extrinsic factors. Intrinsic factors is a specific condition rouses us to take action, driving us to achieve a goal, and keeps us interested in various activities. For the intrinsic factor, including:

1). Age

The foundation of individual existential motivations, the structural dimensions also change in relation to the ages of life. The age at which they are fully developed. They become stable after 30 years old, but they remain open and malleable systems by the social and cultural environment.

2). Personality

Personality is always confirmed as a complex and dynamic structure, its features especially the acquired ones being flexible and malleable in the roles of life and in the succession of the ages of life.

3). Physical and psychological

Physical and psychological condition of students are very important factors influencing learning success, because students are the center of the teaching and learning process.

Then, students are influenced by extrinsic factor. Extrinsic factors is external encouragement has the potential to motivate an individual to take



action. Extrinsic factor including:

1). Facilities

Facilities or equipment means buildings structures, process or production equipment or machinery which forms a permanent part of the new source and which will be used in its operation, provided such facilities or equipment are of such value as to represent as to present a substantial commitment to construct.

2). Teachers

Teachers are one of the main factors for success in education.

The teacher is an agent of change to students. Education professionals, especially teachers, must face the change process wisely and strategically (Pohan, 2018). Teachers as agents of educational change and the role of teacher beliefs in influencing Educational change.

3). Teaching approach

Teaching approach is a set of principles, beliefs or ideas about the nature of learning, which is translated into the classroom. Cambridge dictionary (2016) defines an approach as a way of considering or doing something. For instance, a person's approach to life. In short, approach set the general rule or general principle to make learning possible.

4). Methods

A methods is an organized, orderly, systematic, and well planned procedure aimed at facilitating and enhancing students' learning. Method is employed to achieve certain specific aims of instruction.

5). Techniques

The Oxford Advanced Learners Dictionary (2016) defines a technique



as a way of carrying out a particular task, especially in the execution of duty. For instance, new surgical techniques mean quality treatment in a shorter time. Thus, a technique is a systematic formula by which a task is accomplished.

These factors play an important role in the learning process. It is a plan of action designed to achieve a specific goal or series of goals.

In the teaching and learning process, ability of teachers to teach in class is also very influential on the success of students in learning (Mandasari & Aminatun, 2018). Understanding the factors that influence the learning process is crucial for supporting Educational interventions. Therefore, it is crucial for Educators to understand and manage these factors to create an affective and conducive learning environment for the students in the learning process.

2. Theories of Motivation

a. Definition of Motivation

Good learning environment will bring qualified students. Teachers need to set the classroom environment in ways the stimulates the students motivation. Motivation is an energy that can stimulate someone enthusiasm to get the goal. In addition, to other determinants of learning success such as ability of teachers and also the teaching material used. Teachers also play an important role in teaching and getting the students attention and to build motivation in learning English.

Motivation play an important role in the teaching and learning process. The classrom setting has the biggest impact on students willingness to participate in the teacher activities. Motivation is a key to get success in learning process. According to Alizadeh, Mitra (2016) "Motivation is an important factor of for explaining the success or failure of any complex task". Motivation cannot be separated with Education. Students are required greater



desires an energy if they want to perform better in a directed goal. In a learning English, motivation is also needed. Motivation is an instrument for the student and motivation is a very important and effective factor in the field of learning English. This proves motivation is a factor that has very positive influence on students in their own learning process. Motivation can be seen as the energy for people to take on and accomplish an event or assignment. Motivation can be defined as the driving force that has become active.

Motivation is being understood as a set of interconnected principle and emotions that drive and directly affect the behavior. According to Maggie Hartnett (2016:13), Motivation is importants because it helps to determine whether a learner persists in a course, the type of engagment shown, the quality of work produced, and the type of achievement attained. Motivation is actually the combination of attempt plus desire to obtain the aims of learning language and it is also the desirable attitudes towards learning the language (Alizadeh, 2016).

Based on the explanation above, it can be concluded Motivation can directly influence the frequency of using learning strategies. Students are generally not enthusiastic about completing learning activities if they are not motivated. Students motivation will inclunce how well they learn. Those all students have a different motivation in learning English.

b. Types of Motivation

Motivation discusses feelings and achieving goals. Ellis (2008) devides motivation into four types, namely intrumental, integrative, resultative, and intrinsic. An addition, Brown (2007) adds one more type of Motivation, namely Extrinsic Motivation and this types can be used as motivational factor in learning English:

1). Instrumental Motivation

Instrumental Motivation is an effort which is committed by the



learners in order to pass the examination, get better jobs, or pass the university entrance test. In short, this type of motivation is an encouragement which makes the learners motivated to learn a foreign language (*English*) mastery will open Education and Economy opportunities for them.

2). Integrative Motivation

This type of motivation encourage learners who learn English interested in learning the people and culture related to the English language.

3). Resultative Motivation

This motivation appears as the result of the achievements received by the learners because they have english abilities. This motivation can also appear because of the language learning process.

4). Intrinsic Motivation

Activities which are motivated intrinsically are the activities without explicit rewards. Learners get involved in various activities for themselves, not because of external influences.

5). Extrinsic Motivation

This motivation is the opposite of the intrinsic one. It appears because of the existance of the stimulation from the outside such as money, reward, and examination grades.

c. Role of Motivation

Learning allows students to gain new knowledge and skills. Motivation encourages the students complete the learning process. According to Uno in Christianto and Karin (2019:176), Motivation plays an important role in the process of teaching and learning, including:

1. The role of motivation in Determining the Learning Empowerment.

Motivation can take a role in the learning empowerment, as in a case of a child who is studying and he or she will be faced against a problem so



that he or she needs a solution.

2. The role of motivation in clarifying the learning purpose. The role of motivation is strongly related to the meaning of learning.
3. The role of motivation in determining the learning perseverance. A child will get motivated to learn something by hoping that he or she can get good grades. This motivation prevents the child attracted to do other things beside learning. It means that motivation is very influential on the learning endurance and perseverance.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
2. Penggunaan untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
3. Penggunaan juga dilarang dan dapat dikenakan sanksi.
4. Plagiarisme juga dilarang dan dapat dikenakan sanksi.
5. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

Universitas Islam Indragiri



3. Theories of English Extracurricular

a. Definition of English Extracurricular

English has an important role in daily life, English has an important constellated, it needed to be mastered by using various strategy in learning. Reddy, Degree, College, Koti and Hyberabad (2016) state that English plays an important role in our everyday life, there is great utility of English in modern world. Learning English language as a foreign language involves both comprehension and production. English skill can be develop through Extracurricular activities. Some students are somehow seen to have quite significant progress. One of the strategies to improve English skill is joining English Club. English Club is one of the schools Extracurricular activities that focuses on students English skills (Brown, 2006). English Extracurricular is a activities that are additional outside the existing program structure in general is an optional such as in Prihatin (2011:159).

English Extracurricular giving a lots of benefits. Students have more chances to enhace their English skills and get additional experiences outside of the classroom to these Extracurricular activities. Brown (2006) stated that Extracurricular activities at school, the English Club is an activity that focuses students on learning English. Through English Extracurricular activities at school students could learn about teamwork, develop communication skills, time management, and improve academic performance. English Club is a place for language learners to use English in casual setting and it is in a spare classroom at an English school. According



to Suparman and Widari (2017), one of the best strategies could implement in learning English, called English Club. English Club is the most influential element in supporting students ability in English.

b. Integrative English Club (IEC)

Integrative English Club is one of organization in MAN 1 INHIL. Integrative English Club (IEC) was an English Extracurricular for students of MAN 1 INHIL to practice their English skills. The student extracurricular group focused on improving English skills through an integrated approach. The aims of the Integrative English Club (IEC) to enable students used English both inside and outside of the classroom. Then, in this Extracurricular students can improve their English skills to develop abilities and interest in learning English. For the implementation of Integrative English Club (IEC) is every weekend. The club represents a key opportunity for students at MAN 1 Inhil to improve their English language skills.

c. The Advantages and Disadvantages of the English Extracurricular

English Extracurricular is a kind of organization or Extracurricular that held by a school. Students joining or participating in English Extracurricular activities like an English Club have the advantages and disadvantages by such activities.

Based on Galanes and Adams (2013) the students could get advantages of joining an English Extracurricular. The advantages English Extracurricular including:

- a) The English Extracurricular members more enjoy fellowship and companionship.
- b) The students receive moral and emotional support for theirs views.
- c) Get passion to not reticence (challanged reticence).
- d) English Extracurricular will most likely have access to much more



information.

- e) Get same turn speak.
- f) More pleasant and suitable than regular class (English course).
- g) Get new vocabulary, knowledge and information.

In implementing English Extracurricular, can be different between one school and another, disadvantages of work, and the possibility of English Extracurricular.

According to Harmer (2001:117), there are disadvantages of English Extracurricular:

- a) Dramatically increase the amount of talk for individual students.
- b) It encourages broader cooperation and negotiation skills.
- c) It promotes students autonomy by allowing them to make their own decisions.
- d) The learning process can be noisy if the teachers or tutors does not control the students.
- e) The teachers or tutors must control the Extracurricular to know the discussion process.
- f) Inactive students may disturb their friends if they are not given activities.

Even if English Extracurricular activities, have shortcoming, participating in them has been shown to be the most beneficial way to increase students motivation. This makes is possible for students to practice their English with friends in a fun way, which increase their understanding of the value of English communication. Additionally, it allows students to get more experience and knowledge of the language, complementing their regular classroom instruction.



B. Review of Related Finding

Previous research that was first used by the researcher was *“Five Factors Influencing the Students Motivation to Learn English as a Foreign Language : A Closure Look Into Montessori Classroom Environment”* by Batubara Febti Mahani, et al (2020) the uses descriptive quantitave as research design to describe the factors of Montessori Classroom environment on the motivation of students in Royal Prime Montessori Elementry School Pekanbaru in academic year 2018/2019. The sample of study is 55 students selected from five classes. The data were collected using questionnaire and observation checklist. After they are analyzing the data, they are found five factors influencing students Motivation conditions, teachers presence, personal attitude, Montessori materials, classroom conditions and friends influence. This study revealed that the students taught with this method are active and cooperative during their English learning activities.

The Second previous research was *“Undergraduate Students Motivation on English Language Learning at Universitas Teknokrat Indonesia”* by Pranawengtias Wulandari (2022). This study uses a qualitative research method used questionnaire consisting of 2 intrinsic motivation factors and 3 extrinsic motivation factors, with a total of 30 questions. Questionnaire in the form of 5 Likert scale. Data from the questionnaire were analyzed using statistical procedures and described descriptively. The results showed that extrinsic motivation contributed more students learning motivation (39.66) compared to intrinsic factors (36.1). The results also show that the extrinsic motivation factor;giving rewards and punishments (41.4) as well as the quality of lecturers and the teaching and learning process (40.0) are the two dominant factors that can increase students learning motivation. Thus, these results have implications for what to pay attention to in language learning, especially in learning English. Therefore, the appropriateness of giving rewards or punishments for students and the quality of lecturers must be



improved because it will increase student motivation in language learning.

The Third previous research was *“The Importance of English Extracurricular : A Case at English Education Study Program Universitas Muhammadiyah Palembang”* by Fitriany Sonia et al (2021). The objective of this study was to know the importance of English Extracurricular to improve students English ability. The research was regarded on a qualitative study. The researchers used questionnaire to collecting the data and used percentage analysis to analyze the data. The population of this study was the entire students of English Education study program Universitas Muhammadiyah Palembang. Then 47 students from the fourth semester students were taken as the sample by using convience sampling. The questionnaire consisted of 20 items. The result of this study was dominantly students who chose agree. Students think that English Extracurricular can be useful to improve their English ability.

The differences between the second and third research is that the research uses qualitative research. For the sample and location is different. In this research, the researcher uses descriptive quantitative research. The population, sample and location of this research are students who joined English Extracurricular at MAN 1 INHIL.



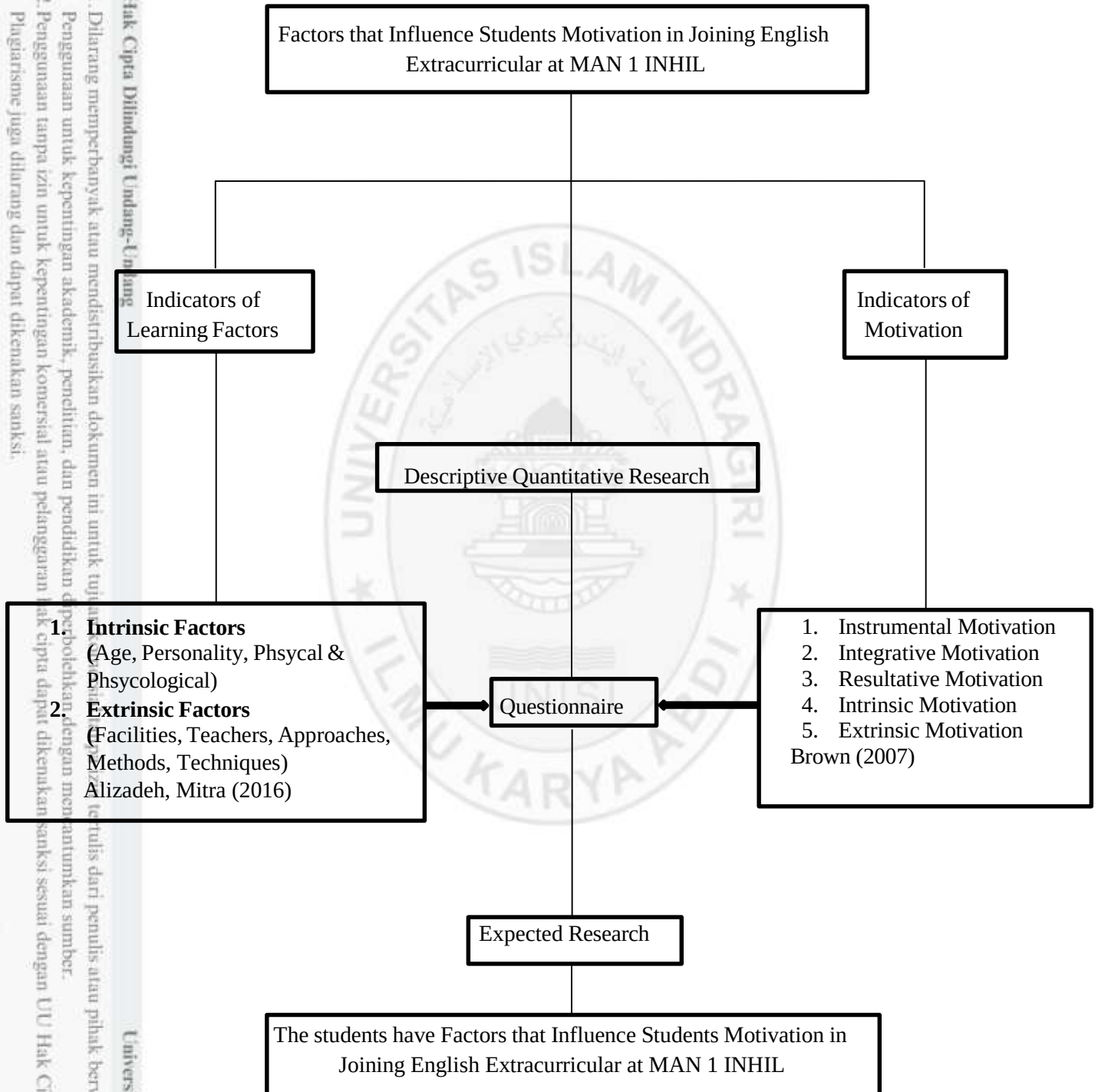
Hak Cipta Dilindungi Undang-Undang

Universitas Islam Indragiri

1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
2. Penggunaan tanpa izin untuk kepentingan komersial atau pelanggaran hak cipta dapat dikenakan sanksi sesuai dengan UU Hak Cipta di Indonesia.
3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

B. Conceptual Framework

This is the conceptual framework of this research can be seen below:



Hak Cipta Dilindungi Undang-Undang

Universitas Islam Indragiri

1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin dari penulis atau pihak berwenang.
2. Penggunaan tanpa izin untuk kepentingan komersial atau pelanggaran hak cipta dapat dikenakan sanksi sesuai dengan UU Hak Cipta di Indonesia.
3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.



From the conceptual framework that has drawn above, the researcher focuses on identifying factors that influence students motivation in learning english in joining English Extracurricular at MAN 1 INHIL.

The research will be used descriptive quantitative, with the indicators of the research there are two indicators. The first indicators are intrinsic and extrinsic in the learning factors and the second indicators are in the motivation.

For the research instrument and data collection techniques, the researcher used questionnaire for to know the factual from the data and expected the research is the students have factors that influence students motivation in Joining English Extracurricular at MAN 1 INHIL using a questionnaire format with a likert scale as the students response to answer each statement.

1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.

Penggunaan untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.

2. Penggunaan tanpa izin untuk kepentingan komersial atau pelanggaran hak cipta dapat dikenakan sanksi sesuai dengan UU Hak Cipta di Indonesia. Plagiarisme juga dilarang dan dapat dikenakan sanksi.

3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.