

CHAPTER II

REVIEW OF RELATED LITERATURE

A. English Language Teaching

1. Teaching English at Junior High School

Indonesia's education system comprises four levels of education: primary (grades 1–6), junior secondary (grades 7–9), senior secondary (grades 10–12), and higher education. The first two levels constitute 'basic education' as that term is used in the Indonesian context. State educational institutions dominate the education system, particularly at primary and junior secondary levels. Junior Secondary is an important phase of learning in state secondary schools for students in Years 7, 8 and 9, which helps to ensure the bridge between primary and secondary school is safe, strong and consistent for all students.

In Indonesia, English is taught in junior high school, senior high school, and elementary school even in kindergarten. Although English is not the new thing for junior high school students, in fact they still have many difficulties in studying English. As we know that English is not the Indonesian native language. A formal education is done at school in Indonesia and it has some subjects taught to the students, such as Mathematical and Natural Sciences, Social Studies, Indonesian language, and foreign languages. One of the foreign languages learned by the students is English.

Based on (Yuwono, 2005) in Hawanti (2012: 12) teacher education programs in Indonesia currently prepare pre-service English teachers for teaching

at junior high and high schools and not in primary schools, because the recent curriculum for English language education in Indonesia focuses on English language education for junior high and high school students

Effendie (2014: 1211) English learning presented at Junior High School (SMP) is more stressed on knowledge of the four standards of competence or the four language skills, such as, Listening, Speaking, Reading, and Writing, without considering the ethical values contained in that four language skills. It means that the teaching and learning English.

Based on the explanation above about English foreign language in Indonesian students have many difficulties because English is not the Indonesian native language and it is needs more stressed on knowledge of the four standards of competence or the four language skills, such as, Listening, Speaking, Reading, and Writing.

2. English Language Materials at Junior High School

Students start having English lessons at primary school, Junior and Senior High Schools and Universities. The Primary School students study English for six years and the Junior High School students study English for three years. It means that every graduate of Junior High School has studied English for nine years. The main focus of teaching and learning process in Junior High School is to develop the students' ability in communicating, to give knowledge about the language both spoken and written, and to increase students awareness about how important the English to be learnt

In addition Lazarowits & Heits Lazarowits (2007) in Zeid et. Al (2017: 1162) defines teaching strategies are based on 4 basic elements: talking, listening, reading and reflection on the contents learned. To obtain complex high level thinking among the pupils, to reach the right form of understanding of the material learned, they are also required to activate diverse abilities, talents and skills and to use common sense and consideration. Teaching strategies can be implemented by using diverse teaching methods and relying on theories and teaching models.

Based on the explanation above the researcher concludes that the teaching materials at junior high school relating to the generic structures, social functions, and language features of a range functional text types in English, including recounts, procedures, descriptions, and factual reports. Where four strands of listening, reading, speaking, and writing.

3. The Students Problem in Learning Foreign Language

In addition Andayani (2016: 51) the problems encountered in study are the Indonesian language skills and the Local Cultural Understanding of students are still poor. A competence minimum standard that must be achieved by students who have been assigned the Minimum Passing Criteria is 75, and in classical completeness is 80%. The second factor is the lack of ability of teachers to give students the chance to explore the potential in him and expressing ideas or ideas in oral form. Learning to Indonesian should be implemented by giving the involvement of students in the process of observation indirectly

through the scenario and the development of new ideas and speak Indonesian manners.

Marwan (2007: 39) point out in the context of foreign language learning, learners may feel anxious due to problems related to communication apprehension (e.g., difficulty in understanding the teacher's instruction) negative evaluation (e.g., fear of correction and fear of making mistakes) and a general feeling of anxiety (e.g., fear of failing the class) the students who have low oral and writing ability in their native language have a higher possibility of experiencing FL anxiety than those who are more competent in their native language use.

Relating to the statements above the researcher make conclusion that the main problem of the students in learning foreign language in Indonesia is a the change of curriculum, the continually revised curriculum does not seem to seriously consider factors such as teachers' qualifications, teachers' time availability, the number of students per class, and the availability of resources and facilities, which all significantly affect the success of teaching and learning English in Indonesian schools.

B. Language learning Motivation

1. The Definition of Motivation

Mustajib (2017: 3) Motivation refers to an inner state of cognitive and emotional arousal which vigorously drives someone to consciously embark endlessly intellectual and physical effort to attain a previously set goal.

Aggouni and Laadjali (2015: 35) Motivation as a term is derived from the Latin word 'moveo-movere' which means 'to move' in English. Motivation is the element that moves humans to decide taking certain choices to be engaged and to be able to continue a behavior. In psychology, the term 'motivation' means the forces that affect people's behaviors' or the reasons of those behaviors. The psychologists of these days have a very wide explanation to motivation; it takes into account such notions as longing, push, volition, wish, pressure, interest, aim, purpose, and other aspects. This following is motivation's definition "Motivation is a general way of referring to the antecedents (i.e., causes and origins) of action.

Gilakjani et.al (2012: 10) Motivation is defined as an attribute of the individual describing the psychological qualities underlying behavior with respect to a particular task. to be motivated, the learner needs to have something to look forward to, a purpose related to goal or objective. This objective would be learning a foreign language. There must be something that the learner wishes to accomplish or gain, being the target language the vehicle to attain it. The learner's reasons for another language could vary from achieving a

sense of success, fulfill other's expectations or being able to buy a new car through getting a better job due to command of the target language.

Lai (2011: 8) concludes motivation refers to reasons that underlie behavior, motivation is animated by personal enjoyment, interest, or pleasure, whereas motivation is governed by reinforcement contingencies. Motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions. Motivation within individuals tends to vary across subject areas, and this domain specificity increases with age.

Based on the explanation above the research concludes that the motivation is a general way of referring to the antecedents of action in other words motivation is a reason that underlie behavior, motivation is animated by personal enjoyment, interest, or pleasure, whereas motivation is governed by doing action.

2. Types of Motivation

Gilakjani, et.al (2012: 10) Motivation is comprised of three levels: the language level, the learner level and the learning situation level. The motivation processes at the language level can be described comprehensively by using the traditional concepts of integrative and instrumental motivation; at the learner level motivation involves the influence of various individual traits of language learners, such as, the need for achievement and self-confidence. The learning situation level is also influenced by a number of intrinsic and extrinsic motives. For example, in extrinsic motives, courses are related to the syllabus, the teaching materials, the teaching method and learning tasks. In intrinsic motives,

teacher concerns the motivational impact of the teacher's personality, behaviour and teaching style, the group is related to the characteristics of the learner group. In general, motivation is dynamic in nature and can vary from moment to moment depending on the learning context or task.

Mahadi and Jafari (2012; 232) defines types of motivation as Integrative & instrumental motivation and Intrinsic & extrinsic motivation

a. Integrative & Instrumental Motivation

The integrative motivation means learning the language with the intention of participating in the culture of its people. And instrumental motivation suggests and implies that a learner learns the language in support of a purpose relating to occupation or further useful motive. These two types of motivation can affect and control the procedure and outcome of learning. The integrative and instrumental motivation is useful and effective factor for second language learning.

b. Intrinsic & Extrinsic Motivation

Theory categorizes and tells apart diverse types of motivation in accordance with the different rationales, causes, or targets which strengthen a deed or an achievement. In proportion to this theory, the most fundamental difference is between intrinsic motivation and extrinsic motivation. Intrinsic motivation is the eagerness and interest to do and take part in some certain activities because an individual feels that they are attractive and pleasant.

Students who have intrinsic motivation are inclined to stay with intricate and complicated problems and gain knowledge from their slips and

mistakes. Besides, intrinsic motivation is essential and fundamental for the integration process through which elements of one's accessible internal awareness and knowledge is assimilated or mixed with new knowledge.

Extrinsic motivation, on the other hand, is the propensity to take part in activities because of the reasons which do not link to the activity. These reasons can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark.

3. The Function of Motivation in Language Learning

Based on Anjomshoa and Sadighi (2015: 130) motivation is an issue worthy of investigation because it seems implicated in how successful language learners are. And motivation is the answer that researchers and teachers provide when regarding to efficient language learning. For decades, studies in this area have been principally concerned with describing, measuring and classifying its role in theoretical models of the language learning process. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long term goals, and neither are appropriate curricula and good teaching enough on their own to ensure students achievement.

(Oxford & Shearin, 1994) in Heitzman (2009) point out that learning motivation and especially students' motivation to learn a foreign language (L2) appears to be an area of general interest among educational researchers as well as practicing teachers. Despite the fact that there is an extensive

literature on the subject, no clear consensus exists over a comprehensive definition of the construct

Fontecha (2014: 24) the relationship between motivation and foreign language learning has been extensively investigated. Motivation towards language learning is the desire to achieve a language by means of effort, want or desire, and also affect or attitude. They refer to orientations, understood as the ultimate goals or reasons behind learning a foreign language. Two types of orientations are found: integrative orientation or learners' willingness to learn the language so as to become part of the target language community, and instrumental orientation, i.e. learners' desire to command the foreign language for external reasons. Later models of motivation have postulated other constructs.

Based on the statements above the researcher concludes that learning motivation and especially students' motivation to learn a foreign language to make the interest process in teaching and learning process.

4. Fostering Students Motivation in Language Learning

Based on Gorman (2004) in Aggouni and Laadjali (2015: 37) motivation being aware of the reason for doing an action is essential in order to be able to perform it properly. The student also needs a reason to carry on doing his/her studies. Actually, motivation is concerned with goal-directed behavior that makes people to do particular behaviors and not others. The reason for reading a book may be functional to help the student to succeed in the

exam. On the other hand, the reason may be more personal such as helping to comprehend specific aspect of person's behavior

Alshehri (2013: 69) the motivational factors were grouped according to whether they were internal or external factors and are largely based on the research of motivation in educational psychology. Examples of internal factors are intrinsic interest of activity and perceived value of activity. In terms of external factors, they relate to the social and contextual influences such as parents, teachers, class and school ethos, the way to increase the students motivation to Creating the basic motivational conditions are appropriate teacher behavior, pleasant and supportive atmosphere and cohesive learner group with appropriate group norms

Anjomshoa and Sadighi (2015: 135) Motivation is one of the important aspects of second language acquisition. Motivation is a kind of desire for learning. It is very difficult to teach a second language in a learning environment if the learner does not have a desire to learn a language. Taken into consideration from that aspect, to be able to make the learner active and desirable in learning process gains importance.

In addition Ena (2013: 17) including cultural aspects and local contexts with balanced representation will increase students' motivation which in turns will help them to engage with the learning materials that might increase to learners' chance to succeed in learning. Studying English teaching materials through visual content analysis is important in an Indonesian context because it could contribute

to the development of better learning materials that are designed to cater to a very diverse population.

In conclusion, to be able to create an effective learning environment having highly motivated students necessitates strong interpersonal and social interaction, if it is accepted that learning is claimed to be dependent on certain types of interpersonal and social interaction, it follows that circumstances that make these forms of interaction desirable or at least congenial become a necessary prerequisite of effective learning. It can also be said that the appropriate forms of interaction help the learner solve his or her problems in the learning process

C. National Examination

Based on Abast et. al (2018: 1) says that education is an essential process of empowerment, which is a process to reveal the potential that exists in humans as individuals, which in return may contribute to the society empowerment within the surrounding environment. In fact, the level of educational development activities keeps on changing follows the dynamics of development achieved by human beings both in the form of mindset advancement and technological progress that accompany it, therefore it is not surprising that with those changes, it has also produced more methods and advance techniques in the implementation of educational activities itself. Indonesian government itself has given enough attention for the development of national education in producing output quality. This aspect is very important because lately the problem of quality and competitiveness of the national education system is quite a polemic.

Batton (2011: 8) point out the assessment of the learner's achievement provides information about what has been learned at a particular point in time. This process often involves the use of standardized tests or examinations and is often used during courses and at the end, for the purpose of progression and/or graduation. 'Formative' assessment takes place during a course and 'summative' assessment at the end. And Evaluation is the systematic and objective assessment of an ongoing or completed policy, plan, or programmed, including its design, implementation, and results. It aims to assess the relevance and fulfillment of objectives and strategies with the intention of informing decision making. 'Formative' evaluation relates to ongoing activities and helps guide implementation. 'Summative' evaluation assesses the results of a particular initiative, after completion.

Bilmona (2013: 58) says that there are three types of assessment: Formative assessment, Summative assessment and Perception. Formative assessment is often done at the beginning or during the program, thus providing the opportunity for immediate evidence for student learning in particular, summative assessment is comprehensive in nature, provides accountability and is used to check the level of learning at the end of the program and Perception refers to the process by which the brain receives the flow of information about the environment from the sense organs and uses this raw material to make sense of that environment course or at the particular point in a program.

According to Bacani (2015: 21) in terms of scope and area, assessment systems in all the countries are implemented at all levels of education and school systems from pre-primary to higher education. The systems measure knowledge and skills defined in their curriculum frameworks and learning standards and these are assessed through School-Based Assessments (SBA) and in the national assessment examinations at various levels of the school system. The commonly assessed core subject areas are: English, National language(s), Mathematics, Science and Social Studies. All countries included in this survey carry out large-scale national assessments aimed at either assessing completion/achievement of a grade level or entry/acceptance or placement to higher level of education. National examinations are given at the end of primary education, lower secondary education and upper secondary education. These national examinations are paper and pencil tests that are administered by the testing or examination boards of the countries.

Based on the explanation above, about the definition, criteria, and procedure of assessment the researcher concludes that the national examination is a the important assessment as result of the students have learning in each levels of education. Minister of Education and Culture of Indonesia Anies Baswedan said that computer-based National Examination starts with a variety of reasons, one being to reduce costs. There are two kinds of National Examination in 2015, such as paper-based test and computer-based test. The computer-based test on National Examination is the first conducted in Indonesia. In addition to the computer-based test, the National Examination in this year is not a determinant of

student's graduation. Student's graduation is determined through the results of mid and final examination in the school. The head decision of The Research and Development Ministry of Education and Culture Indonesia stated that the implementation of the National Examination year 2015 used paper-based test and computer-based test.

1. Model of National Examination

According to law number 20 in 2005 about The National examination said that National examination is measurement activities and national competency assessment for level primary and secondary education. Thus, The National examination is an activity initiated by the government for materials evaluation, and measurement of the progress of Indonesia education. The model of National examination is paper based test and computer-based test.

According to PUSPENDIK (2005:5) The computer based test is an alternative can be done to overcome the weaknesses of the paper-based test. The weakness is from of question used at time of the exam is difficult to make varies, limit display of question, needed lost of paper and large multiplication fee, security the secrecy of the matter is relatively difficult and requires considerable costs, and processing the result requires a relatively long time.

In essence, the implementation of National examination was carried out to reduce costs expenditure on the National examination in term of its application in the field from the process of printing questions, doubling question, printing the students answer sheets and the question distribution process which requires

relatively little cost. So it is one alternative solution to the problem is to use or utilization of computer technology.

2. The Relationship of Motivation with National Examination

In the Indonesian context, English is one of the subjects in junior and senior high schools, the final achievement of which is partly measured in the national final examination, as officially stated in the Ministry of Education Decree No. 34/2007. The result of the English National Examination (henceforth ENE) is used as one of the bases to determine student graduations from the schools and to consider for selection purposes at the higher levels of education. Such a decisive power of ENE classifies it as a high-stakes test that creates never-ending controversies.

Furaidah, Saukah and Widiati (2013: 37) point out the result of the studies on the effects of a high-stakes test such as ENE can be found under the term 'washback' which, in this study, is defined as the effect of the national examination on the teaching and learning process, the washback of a high-stakes test can actually be either negative or positive. The negative washback comes in many ways. The first is the refocus of teaching activities that result in the rearrangement of time allotment. More time is devoted to preparing students to take the test by spending more time for the teaching of the tested subjects and it makes the students demotivation in leaning

Elliss (2000: 75) in Aouri and Zerhouni (2017: 54) Motivation involves the attitudes and affective states that influence the degree of effort that learners

make to learn a second language. Therefore, motivation is a crucial factor in successful language learning.

Yulia (2013: 4) In brief, when student motivation is good, the learning achievement can be good as well. Both intrinsic and extrinsic motivation have been used to explain the success or failure to fulfill any task. In the junior high school context in Indonesia, students' motivation could vary depending on students' perceptions and intention of learning a foreign language. English for example is one of the compulsory subjects to be taught at all levels of education. In junior high school, if the students are not good at English for the national examination, then it is difficult for them to continue their studies to senior high school, though the students' grades are based on both the national examination (60 %) and the school examination (40 %).

Based on the explanation above the researcher concludes that the relationship of motivation with national examination is very strong because the motivation is a one of most important factor to get the result of the national examination, while examination is a finally assessment to find out the students capability as result of the teaching and learning in the end of junior high school.